

Doc. 300.1.2

# Higher Education Institution's Response

Date: *Date.*

- **Higher Education Institution:**  
InterNapa College

- **Town:** Sotira, Famagusta

- **Programme of study**  
Name (Duration, ECTS, Cycle)

**In Greek:**

Μπάρτεντιγκ (1 ακαδημαϊκό έτος, 60 ECTS, Πιστοποιητικό)

**In English:** Bartending (1 year, 60 ECTS, Certificate)

**Language(s) of instruction:** English

- **Programme's status:** New programme: Yes, Currently operating: No

- **Concentrations (if any):** None

**In Greek:** Concentrations

**In English:** Concentrations



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



eqar /// enqa.

**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 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) 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 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 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *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, 1.7, 1.8, 1.9)

### External Evaluation Committee (EEC) Comments

#### 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.

#### InterNapa (INC) College Response

The INC Bartending Certificate program is submitted based on the need for Bartenders in the local hospitality industry and the interest of students for such a program.

### External Evaluation Committee (EEC) Comments

#### 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.

#### InterNapa (INC) College Response

The strengths of the program are highlighted by the visiting committee. The Bartending program is a novel professional qualification complementing the academic and vocational programs of the School of Hospitality & Tourism Management that meets the needs of prospective students and the local market.



## External Evaluation Committee (EEC) Comments

### 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

## InterNapa (INC) College Response

The College believes Bartending is the appropriate name for such a program but is prepared to rename it Professional Bartending, as is the suggestion of the visiting team (see later), if the CYQAA Council believes it should be.

## External Evaluation Committee (EEC) Comments

- 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.

## InterNapa (INC) College Response

The College has commenced an official collaboration with the Cyprus National Addictions Authority that includes:

- Establishment of coordinating committees between college faculty and representatives of relevant local bodies;
- Organization of seminars and conferences dealing with alcohol abuse to students, faculty and local community and Implementation of the National Strategy of Drug Addiction and Alcohol Abuse;
- Promoting actions to reduce the harmful consumption of alcohol as part of the National Strategy for Addressing Dependence on Illicit Substances and the Harmful Use of Alcohol 2013-2020;
- Utilization of the library of the Cyprus National Addiction Authority by **INC** students and faculty.

## External Evaluation Committee (EEC) Comments

- We strongly recommend that a Food Hygiene, Microbiology and Food Safety should be explicitly included in the program.

## InterNapa (INC) College Response

A course “Beverage Hygiene & Safety” has been developed and included in the Bartending program to include the above (see Attachment 1). This class will replace the course e-Portfolio (see next point).



### External Evaluation Committee (EEC) Comments

- 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).

### InterNapa (INC) College Response

e-Portfolio has been incorporated into the internship and will be a deliverable as part of this requirement, see Attachment 2 - TBAR-150 Internship.

### External Evaluation Committee (EEC) Comments

- 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.

### InterNapa (INC) College Response

ECTS have, as suggested, been revalued and reallocated according to the above comments taking into consideration the workload of each practical course and the professional nature of the skills and knowledge to be developed, (see Attachment 3 of the updated pathway).

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

### External Evaluation Committee (EEC) Comments

#### 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.

### InterNapa (INC) College Response

Students as part of their practical courses, including internship, will be required to develop all the practical skills necessary of a barperson. These will include, bartending technical skills and competencies related to bar operations and service. Qualified faculty with student involvement will be engaged in research as part of their scholarly contribution including beverage research and linked to local market needs.

### External Evaluation Committee (EEC) Comments

#### 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

### InterNapa (INC) College Response

As a vocational program there is flexibility in teaching to allow students to benefit from theoretical classes complemented with practice based learning in specialized classes and laboratories preparing them as professionals. **INC** encourages student learning by interaction and learning by doing in such classes.

### External Evaluation Committee (EEC) Comments

#### 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.

### InterNapa (INC) College Response

The Certificate program in Bartending is a completely new autonomous program and does not contain any courses from the existing **INC** accredited programs. It fully adopts CYQAA guidelines. **INC's** admissions policy permits entry to students with a High School Leaving Certificate of a minimum academic standing.

### 3. Teaching staff

(ESG 1.5)

### External Evaluation Committee (EEC) Comments

#### 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.

### InterNapa (INC) College Response

The faculty of the program are well qualified and experienced to teach the Certificate level program in Bartending.

### External Evaluation Committee (EEC) Comments

#### 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.

### InterNapa (INC) College Response

The visiting committee were satisfied with the friendly environment and the efforts of the College to enhance the professional and personal development teaching staff and students.





## External Evaluation Committee (EEC) Comments

### 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.

## InterNapa (INC) College Response

**INC** has for many years collaborated with local hotels and restaurants and other local catering establishments. This collaboration will now be expanded to assist students put into practice their academic learning into professional bartending activity. These collaborations have now been highlighted on the College website and social media (<https://internapa.ac.cy/internships-work-permit/>)

All faculty of the College are well qualified and the one experienced Bartending faculty member teaching only practical classes will work towards a Bachelor Degree.

## 4. Student admission, progression, recognition and certification

(ESG 1.4)

## External Evaluation Committee (EEC) Comments

### 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 of 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.



## InterNapa (INC) College Response

The College experienced admissions department will be responsible for new students enrolling on to the Bartending Certificate on its commencement.

### 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.

## InterNapa (INC) College Response

The College for all its programs recognises academic performance and offers scholarships based on academic merit and personal achievement at the beginning or during their studies. This is described in the documentation already provided to the visiting team and is available to students in the College Academic Catalogue & Student Handbook. An Academic Honours List is published based on performance. Industry sponsored awards are available to high performing graduates each academic year.

## 5. Learning resources and student support

(ESG 1.6)

## External Evaluation Committee (EEC) Comments

### 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.

## InterNapa (INC) College Response

INC has facilities for the Bar Certificate as part of its Food & Beverage Lab in the basement and another section in the Demonstration Lab on the new second floor as shown to the visiting team by video.

## External Evaluation Committee (EEC) Comments

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.

## InterNapa (INC) College Response

The commencement of a new program is sixteen months after submission of the application for accreditation to CYQAA and the College will start this program as scheduled in October 2022 once the program is successfully accredited.

## External Evaluation Committee (EEC) Comments

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.

## InterNapa (INC) College Response

Learning resources: books, computers, electronic databases were accessible and presented to the visiting team.

## External Evaluation Committee (EEC) Comments

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.

## InterNapa (INC) College Response

The Student Affairs Department is involved in all student welfare issues including accommodation, counselling and the general welfare of the students.

## External Evaluation Committee (EEC) Comments

### 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.

## InterNapa (INC) College Response

The future plans of the College are to continue to grow for the benefit of its students and faculty. The Erasmus program will continue to be offered to college students. The College offers graduates work opportunities through a collaboration with HOSCO – an international hospitality web based platform.



## External Evaluation Committee (EEC) Comments

### 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).

## InterNapa (INC) College Response

The learning resources for the program are available at the library and through electronic databases and the College will continue to grow these resources. A new course “Beverage Hygiene & Safety” has been developed as recommended.

## External Evaluation Committee (EEC) Comments

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.

## InterNapa (INC) College Response

The College already offers Greek Language classes and these are available to all students.

## 6. Additional for doctoral programmes (ALL ESG)

**Not applicable**



## 7. Eligibility (Joint programme) (ALL ESG)

**Not applicable**

## B. Conclusions and final remarks

### External Evaluation Committee (EEC) Comments

*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.

### InterNapa (INC) College Response

As already stated the College believes Bartending is the appropriate name for such a program but is prepared to rename it Professional Bartending if the CYQAA Council believes it should be.

### External Evaluation Committee (EEC) Comments

- 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.

### InterNapa (INC) College Response

A course “Beverage Hygiene & Safety” has been developed and included in the Bartending program to include the above suggestion, see attachment. e-Portfolio has been incorporated in the internship course as suggested and will be used to track progress, reflection and learning.

### External Evaluation Committee (EEC) Comments

- 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.

### InterNapa (INC) College Response

The College credit transfer policy that was available to the visiting team in the application and documentation provided has been uploaded on the College website. The requirements to enter the program are described in the admissions policy (<https://internapa.ac.cy/admission-requirements/>) and were made available to the visiting team.



### **External Evaluation Committee (EEC) Comments**

- Finally, a better balancing of ECTS across courses is recommended.

### **InterNapa (INC) College Response**

ECTS have as described earlier, been revalued and reallocated taking into consideration the workload of each practical course and the professional nature of the skills and knowledge to be developed, (see Attachment 3 of the updated pathway).

### **External Evaluation Committee (EEC) Comments**

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.

### **InterNapa (INC) College Response**

The College appreciates the visiting team commendation and looks forward to offering this program in the next academic year.



### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Nicos Anastasiou	Rector	
Dr Adamantini Peratikou	Quality Assurance Director	
Dimitris Kouklos	Program Coordinator	

**Date:** 30/07/2021



### Attachment 1

<b>Course Title</b>	Beverage Hygiene & Safety				
<b>Course Code</b>	THOM – 130				
<b>THOM – 105</b>	This course serves as both Elective and Requirement, according to the following table				
	Culinary Diploma/Higher Diploma		Requirement		
	All Programs		General Elective		
<b>Level</b>	Certificate (Short Cycle)				
<b>Year / Semester</b>	Year 1, A' Semester				
<b>Teacher's Name</b>	Maria Katsiari				
<b>ECTS</b>	3	<b>Lectures / week</b>	2	<b>Laboratories / week</b>	0
<b>Course Purpose and Objectives</b>	This course introduces students to the study of beverage service hygiene and safety. The student will learn the basic principles and applications of HACCP (Hazard Analysis Critical Control Points) by taking into consideration personal hygiene, sanitary practices, beverage management and preparation process, control of illness caused by food contamination and work place safety standards. Also, students will have an opportunity to explore their professional and personal obligations in responsible alcohol service along with its impact on consumers' health.				
<b>Learning Outcomes</b>	Upon completion of this course students will be able to: <ul style="list-style-type: none"> <li>1. Develop a strong professional and beverage service hygiene and safety culture,</li> <li>2. Design and implement HACCP beverage safety management system in a bar or restaurant context,</li> <li>3. Maintain a safe and healthy workplace environment by determining the responsibilities of employees, supervisors and managers in responsible alcohol service.</li> </ul>				
<b>Prerequisites</b>	None		<b>Required</b>	None	
<b>Course Content</b>	1. An overview of beverage service hygiene and sanitation,				

	<ol style="list-style-type: none"> <li>2. Beverage safety hazards and controls,</li> <li>3. Personal Hygiene - Physical, chemical, allergen hazards</li> <li>4. HACCP</li> <li>5. Waste management</li> <li>6. Chilling and cold handling</li> <li>7. Safe beverage storage</li> <li>8. Safe and healthy workplace environment</li> <li>9. Sanitation management</li> </ol>								
<b>Teaching Methodology</b>	The course is delivered in a theoretical manner by using slides and visual tools followed by a set of practical tasks.								
<b>Mode of delivery</b>	Through lectures, demonstrations and discussions.								
<b>Bibliography</b>	<p><b>Required</b></p> <p>Cassens.D., (2018) <i>Dining Services Sanitation &amp; Food Safety Guidelines: Enhancing Employees Cleaning, Sanitation &amp; Food Handling Skills</i>. Cassens Associates.</p> <p><b>Recommended</b></p> <p>Practical Cookery, 14th ed. John Campbell, David Foskett, 2019 Professional Cooking, 9th Edition, Wayne Gisslen, 2019.</p>								
<b>Assessment</b>	<p>The following assessment methods are employed to assess this course:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">30 – 50 %</td> <td style="text-align: center;">Final Exam</td> </tr> <tr> <td style="text-align: center;">20 – 40 %</td> <td style="text-align: center;">Mid –Term / Tests / Quizzes</td> </tr> <tr> <td style="text-align: center;">10 – 30 %</td> <td style="text-align: center;">Assignments / Projects</td> </tr> <tr> <td style="text-align: center;">0 – 10 %</td> <td style="text-align: center;">Class Attendance &amp; Participation</td> </tr> </table>	30 – 50 %	Final Exam	20 – 40 %	Mid –Term / Tests / Quizzes	10 – 30 %	Assignments / Projects	0 – 10 %	Class Attendance & Participation
30 – 50 %	Final Exam								
20 – 40 %	Mid –Term / Tests / Quizzes								
10 – 30 %	Assignments / Projects								
0 – 10 %	Class Attendance & Participation								
<b>Language</b>	English								

## Attachment 2

<b>Course Title</b>	Internship I				
<b>Course Code</b>	TBAR – 150				
<b>Course Type</b>	This course serves as both Elective and Requirement, according to the following table:				
	Hospitality Bachelor		Hospitality Requirement		
	All Programs		General Elective		
<b>Level</b>	Bachelor (1 <sup>st</sup> Cycle)				
<b>Year / Semester</b>	Year 1, 2' Semester				
<b>Teacher's Name</b>					
<b>ECTS</b>	2	<b>Lectures / week</b>		<b>Laboratories / week</b>	
<b>Course Purpose and Objectives</b>	<p>The focus of this internship is to enable students to be trained for entry level positions in the hospitality and beverage industry. Students will get hands on experience and insights into the practical nature of the industry. The internship will give students an opportunity to apply classroom theories to practical issues by performing basic duties and responsibilities in the selected segment of the industry. Thus, students will be able to develop practical skills during the internship period, explore career opportunities, be exposed to industry standards and conditions, and also provide students with the opportunity to start their own professional network.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Develop basic professional competencies</li> <li>• Establish contacts and relationships with important figures in the industry</li> <li>• Understand the nature, opportunities and demands of the profession</li> <li>• Set the pathway for future internships and career progression</li> </ul>				

<b>Learning Outcomes</b>	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate clear understanding of the specific needs in hospitality, restaurant and bar establishments.</li> <li>2. Develop practical skills in the discipline of hospitality and bartending,</li> <li>3. Demonstrate an understanding of the time commitments and responsibilities of the works' community.</li> <li>4. Comprehend the organizational structure and practices in beverage industry.</li> <li>5. Successfully negotiate time conflicts, responsibilities and duties.</li> <li>6. Gain an adequate basic experience in the beverage Industry.</li> </ol>		
<b>Prerequisites</b>	THOM – 100 Introduction to Hospitality Management	<b>Required</b>	
<b>Course Content</b>	<p>Students will be employed in any of the following fields:</p> <ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Restaurants</li> <li>3. Any food service organizations</li> <li>4. Food &amp; beverage department</li> <li>5. Housekeeping department</li> <li>6. Bars</li> <li>7. Other beverage establishment</li> </ol>		
<b>Teaching Methodology</b>	N/A		
<b>Mode of delivery</b>	Practical - Employment in the private sector.		
<b>Bibliography</b>	<b>Required</b>		
	N/A		
	<b>Recommended</b>		
	N/A		
<b>Assessment</b>	The students will be assessed through their performance in their employment and completion of a logbook and a personal portfolio of work achievements and skills development.		
<b>Language</b>	English		



Attachment 3

**CERTIFICATE IN BARTENDING, 60 ECTS**

Student Name: .....  
.....

Registration No:

English Placement: .....

<b>PROGRAM REQUIREMENTS: credits/60 ECTS</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>ECTS</b>
TBAR-100	Barology	None	3
TBAR-102	Beverage Identification & Sensory Analysis	None	3
TBAR-104	The Bar in the New Digital Age	None	3
TBAR-106	Communication & Customer Etiquette	None	3
TBAR-108	Bar, Barista & Restaurant Beverage Service	None	3
TBAR-120	Art & Craft of Cocktails & Mocktails	None	5
TBAR-122	Mixology Infusion	None	5
TBAR-124	Barista Artisan Skills	None	4
TBAR-130	Beverage Hygiene & Safety	None	3
TBAR-132	Menu Design & Sales Skills	None	3
TBAR-134	Fermented, Distilled & Cask Beverages	None	3
TBAR-136	Recruitment & People Development	None	3
TBAR-138	Purchasing & Control Systems	None	3
TBAR-140	Artisan Cocktails & Flair Bartending	None	5
TBAR-142	Molecular & New Cocktail Development	None	5
TBAR-144	Wine & Spirit Appreciation & Cellar Alchemies	None	4
TBAR-150	Internship	None	2