

Doc. 300.1.2

Date: 19/06/2023

Higher Education Institution's Response

- **Higher Education Institution:**
InterNapa College

- **Town:** Sotira, Famagusta

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

In Greek:

Μαγειρικές Τέχνες (2 Ακαδημαϊκά Έτη, 120ECTS,
Δίπλωμα)

In English:

Culinary Arts (2 Years, 120 ECTS, Diploma)

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

In Greek: Concentrations

In English: 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 2021 [L.136(I)/2015 – L.132(I)/2021].

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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Policy for Quality Assurance InterNapa College (INC) is a privately owned school which was established in 2003 in the town of Sotira, Famagusta. The unit is consolidated as school of education on hospitality offering a Master's degree on Business Administration (1.5-year program), a Bachelor of Arts in Hospitality and Tourism Management (4-year program), a Diploma on Hospitality and Tourism (2-year program), a Diploma on Culinary Arts (2-year program). Recently, a one-year program on Bartending was also initiated by the College; the Bartending Program expects to award the first diplomas later during the present year. Currently, some 150 students are registered in all five programs of INC.</p> <p>During the on-site visit, the Committee was briefed on the aims of the Culinary Arts program and its overall performance by Dr Nikos Anastasiou, Rector, Mr Takkas, shareholder, Mr George Markatos and Mr Markos Takkas, Managing Director. According to the documentation provided, the designated Program's Coordinator is Mr Dimitris Kouklou; the Committee was however informed that Mr Kouklou is no longer a member of the unit's academic staff.</p> <p>The Committee was briefed on issues related to the institute's Quality Assurance Policy by four of</p>	<p>INC would like to thank the EEC for its constructive feedback and positive comments as a result of their last visit at INC's campus.</p> <p>The Academic Director informed the EEC changes in the faculty roster concerning the resignation of Mr Kouklos and the recruitment of Mr Markatos. Academic qualifications and experiences were considered as main criteria in order to qualitatively improve the roster of INC's faculty roster.</p>	<p>Choose level of compliance:</p>

<p>the members of the Quality Assurance Committee, namely, the Director of the Committee Dr Nikos Anastasiou, Mr George Markatos, and Mr Achilleas Karayannis, who was present via online connection. The Committee was informed that four more persons, not present during the briefing, are also active as members of the Quality Assurance Committee: Mr Andreas Karios and Dr Cyril Nikolaou, representing College’s teaching staff, Mrs Gina Savva, representing administrative staff, and the head of INC’s Students Union.</p> <p>The College has set clear strategic goals, mainly addressing the needs of a growing tourist industry in the Famagusta region. The Culinary Arts program in particular, has well defined goals and learning outcomes, which are in accordance with the criteria of level 5B vocational education. The College’s Policy for Quality Assurance was made available as part of the Quality Standards and Indicators document, which was handed to the EEC (document Application programme study, p. 206). The INC has prepared Regulations and Procedures for Quality Assurance for all Programs of Studies as well as, a guide outlining specific internal evaluation procedures was made available to the Committee. The Committee was informed that specific procedures are in place aiming to monitor the adequacy and performance of the teaching staff in charge of the various components of the academic program. In this context, all instructors are asked to complete a self-evaluation form on a semester basis, while a “peer-evaluation” is</p>	<p>INC would like to underline the consistent and systemic approach adopted in developing, implementing and monitoring the Quality Assurance Policy in order to secure a high level of quality standards.</p> <p>The Quality Assurance Committee composed of a hierarchical structure (including highly qualified and experienced faculty members and administrators), has its own purpose, objectives and very specific and independent role (according to the instructions provided by DIPAE; https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/176-2018-10-08-systasi-epitropis-poiotitas-tm), in securing the colleges academic and operational quality standards.</p> <p>The administration of INC would like to acknowledge the observation of EEC concerning its strategic orientation in developing a strong identity and reputation as a hospitality higher education provider in Famagusta area. Also, the comment provided by the EEC (The Culinary Arts program in particular, has well defined goals and learning outcomes, which are in accordance with the criteria of level 5B vocational education.) reassures the academic and quality cohesiveness of the program of study. This EEC conclusion was based as well on the findings from the Quality Standards and Indicators (Quality Assurance Handbook) used in monitoring the implementation of all academic and administration policies and procedures of the program.</p> <p>The evaluation process at INC has a multidimensional use in all efforts employed to secure continuous</p>	
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<p>accomplished by a fellow-instructor on a yearly basis. Students are invited to anonymously provide feedback on all courses they attend by filling an especially designed evaluation-form in the end of the teaching period. These evaluation-forms are included in the INC document entitled Application programme study (pp. 564-565). The Committee requested indicative documentation on the implementation of the procedures outlined in the unit's Quality Assurance Manual, namely minutes of the Quality Assurance Committee meetings, and actual filled samples of all types-of Evaluation Forms documents.</p>	<p>improvement, at an academic or administrative level. All evaluation policies and procedures are clearly describe in the various handbooks issued by INC (all were included in the application; Student Handbook, Faculty Handbook etc.)</p> <p>Special attention is paid on the findings from the student evaluation. This evaluation is taking place every semester and the findings helped in improving the teaching and learning process at INC.</p> <p>All policies and procedures at InterNapa College are fully described in the provided manuals as the EEC concludes. Parts of the samples (analysis of the findings) that were provided to the EEC can be found in Appendix 1a & 1b.</p>	
<p>Design, approval, on-going monitoring and review The program falls at the level of vocational training 5B (120 ECTS- Post Secondary certificates and diplomas) offering a diploma degree in Culinary Arts. The college's geographic location provides an environment ideal for developing links with the Cypriot tourist industry, mainly large hotels. Thus, students of the INC can easily secure training positions and, if they wish, also secure job positions upon their graduation.</p>	<p>The EEC identifies important elements of INC's competitive advantage. The aim is to continue and improve even more either its strong professional network or the quality of the offered internship opportunities.</p>	<p>Choose level of compliance:</p>

<p>The 2-year program on Culinary Arts was initiated in 2017, taking into consideration urgent needs of the local tourist industry. The Committee was informed that the unit maintains links and educational collaborations with culinary schools abroad, namely the reputable Ducasse School, which is based in France, having thus informed its academic program.</p> <p>The Culinary Arts program offers compulsory courses and several elective courses. Electives are not restricted to the subject of Culinary Arts as students of the program can also select from courses that are offered by the other Programs of the College. However, the courses available cannot be deduced from the material presented to the Committee. The Committee believes that the program of studies could benefit from the introduction of an English-language course; this way, the program could also accept some students whose knowledge of English language is behind set standards.</p> <p>It is worth noting the compulsory summer training placement (internship) spans over 12 weeks (40hrs /week) comprising a valuable element of students' training in Culinary Arts. The Committee finds, however, that there is a discrepancy</p>	<p>The Culinary Arts program of study was based on the philosophy emerging from the American (strong academic foundations) and the Swiss hospitality education (strong professional foundation). The pathway is composed of compulsory (culinary arts) and elective courses (hospitality or business related). As it was mentioned to the EEC, the elective courses are hospitality-oriented courses and they are fully complementary to the culinary education (e.g. Food & Beverage Cost Control, Nutrition etc.). Also, an English language course is offered (Appendix 2) as a compulsory course, aiming to improve all students' language skills and proficiency. Therefore, all students need to fulfill particular criteria and have a minimum English language proficiency level for admission at INC. INC fully complies with the policy provided by the Ministry of Education, Youth and Sports for students admissions in higher education institutions.</p> <p>INC fully complies with EEC comments and the workload of the internship has now been depicted to the corresponding number of 8 ECTS (Appendix 2).</p>	
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<p>between the workload of the internship and the corresponding ECTS (only 2), against common practice principles and thus, strongly recommends amending the corresponding number of ECTS to depict actual workload.</p> <p>Course and instructor evaluation by students takes place on a semester basis with the aid of a questionnaire, which is distributed in print prior to the examinations at the end of the instruction period. Outcomes of these procedures are used to diagnose weaknesses and needs of the academic program and implement changes toward its improvement. The Committee requested indicative documentation on the implementation of the procedures outlined in the unit's Quality Assurance Manual (filled teachers' self-evaluation forms, teacher peerreview forms and course evaluations by students), as well as indicative Minutes of Quality Assurance Committee meetings. Performance appraisals for teachers and three filled course evaluations by students were made available to the Committee members at a later date. In addition, an Internal Evaluation Report signed by the members of the Quality Assurance Committee. was provided; this document comprises INC Internal Evaluation for the period 2018-2021 and reflects a systematic appraisal of aspects such as the administrative services provided, and the unit's infrastructure, as well as its feasibility with respect to marketing.</p> <p>The Committee requested to review outputs of the cumulative results of students' evaluations for one instruction period; this</p>	<p>INC provided samples to the EEC as it was stated in its report. INC acknowledges the conclusion of the EEC, concerning the holistic approach adopted by INC, thus, the strong documentation of all policies and procedures in different handbooks.</p> <p>The cumulative results of students' evaluations for one instructional period are presented in Appendix 4. The cumulative results are used for analysis</p>	
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<p>documentation was not provided. Thus, based on the material made available for review by the Committee, it appears that no specific procedure aiming to facilitate a metrics-based assessment of the learning outcomes of the program has been developed by the unit.</p>	<p>and reflection at the end of a semester and during the official performance appraisal process (Appendix 5-Section A). The instructors or administrators, respectively use the results, to reflect on the quality of their personal input in the learning process. This process is explained in the Faculty Handbook and the Quality Assurance Handbook (provided to the EEC). The procedure clearly states that the data collected by the Office of the Rector is organized and analyzed in order to specify the performance of a faculty member in a particular course. At an individual level, the faculty member for reflection will use the findings during the performance appraisal process (Appendix 5-Section A). At a collective level, the cumulative results of students' evaluations are discussed by the Internal Quality Assurance Committee.</p>	
<p>Public information The Committee was informed that all students enrolled to INC receive a copy of the Student Handbook containing all essential information on student rights and responsibilities.</p> <p>The unit's website is attractive and easy to navigate. The information provided is adequate as far as the program of studies, the syllabuses of individual courses (course descriptions, instructors, assessment methods, suggested bibliography) and the Erasmus program are concerned, but is very thin regarding Academic matters and procedures of Quality Assurance. Notably, the Study Guide is not found on the unit's website. Furthermore, students and the public have no access to INCs Policy of Quality Assurance as it is not available on the College's website nor otherwise published. In addition, information about essential aspects</p>	<p>All information related to academic, administration or student policies and procedures are available in specific handbooks as it was concluded by the EEC. INC fully complies with EEC comments and the Quality Assurance Handbook (https://internapa.ac.cy/wp-content/uploads/2023/06/Quality-Assurance-Policy.pdf) and the Study Guide (https://internapa.ac.cy/wp-content/uploads/2023/06/Prospectus-2023-24%CE%9B%CE%A1.pdf) is now publicly available on the website.</p> <p>Library (https://internapa.ac.cy/internapa-at-a-glance/) and practical training facilities (https://internapa.ac.cy/internapa-at-a-glance/) have been added on the website.</p>	<p>Choose level of compliance:</p>

<p>of the unit's infrastructure, such as the library and practical training facilities, are lacking.</p>		
<p>Strengths A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.</p> <ul style="list-style-type: none"> - The unit has established clear strategic goals - The unit has a considerable expertise in training professionals for the hospitality and tourist industry, a market in urgent need for trained professionals in Cyprus - The program accepts a small number of students for training - -The program has established links with peer schools abroad. 	<p>INC highly acknowledges the positive points observed by EEC and it is in full alignment to continue all activities to reserve operational consistency and sustain quality in its academic and administrative efforts.</p>	<p>Choose level of compliance:</p>
<p>Areas of improvement and recommendations</p> <ul style="list-style-type: none"> - The program would greatly benefit by establishing performance indicators and use metrics to effectively monitor the quality of the program offered It is recommended to establish a procedure for the evaluation of the unit's administrative services by the students - INC should make publicly available (on its website) detailed information on administrative infrastructure and procedures of quality assurance as well as, on the educational resources available in the unit's library and the relevant terms of use. 	<p>INC uses performance indicators and metrics over a long period of time. Those performance indicators and metrics (Appendix 3) are used for different purposes and they can be found in different reports such as the Annual Program Review Report, the Internal Quality Report requested by DIPAE (every three years, the Strategic Plan 2020 – 2025 etc. All these reports submitted as Annexes with the program's application for reaccreditation. Appendix 3 presents the basic performances indicators and metrics used to consistently improve quality at INC.</p> <p>INC fully complies with EEC comments and the quality assurance policy is now publicly available on the website (https://internapa.ac.cy/wp-content/uploads/2023/06/Quality-Assurance-Policy.pdf).</p>	<p>Choose level of compliance:</p>

<ul style="list-style-type: none"> - INC should make publicly available (on its website) the programs Study Guide as well as, an exhaustive list of the elective courses offered by the program. - INC should make publicly available (on its website) updated information about the teaching staff including their Curricula Vitae. - The workload of the internship should be depicted to the corresponding number of ECTS. 	<p>INC fully complies with EEC comments and the Study Guide is now publicly available on the website (https://internapa.ac.cy/wp-content/uploads/2023/06/Prospectus-2023-24%CE%9B%CE%A1.pdf).</p> <p>INC fully complies with EEC comments and the updated CVs of the teaching staff is now publicly available on the website (https://internapa.ac.cy/wp-content/uploads/2023/06/George-Markatos.pdf).</p> <p>INC fully complies with EEC comments and the workload of the internship has now be depicted to the corresponding number of 8 ECTS.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Process of teaching and learning and student-centered teaching methodology Teaching methods, tools and material used in teaching are effective. In general, the student-centered approach to teaching is facilitated by the small number of incoming students, which is particularly helpful for laboratory exercises.</p> <p>Teaching in INC is supported by a fully functional electronic training platform - (Moodle). During the on-site visit, the Committee asked for a sample of lecture notes and was kindly provided with ppt files of indicative lectures. Different learning environments namely lecture rooms, Information Technology labs, and kitchen labs were inspected. The student feedback to the Committee did not report any educational visits to external sites.</p> <p>Overall, the teaching methods contribute to effective learning as they combine theoretical and practical training as evidenced by the analytical course syllabus (Annex 2 of the application file), although this is not clearly stated in course outlines (Annex 1 of the application file). To this end, the Committee recommends that the Academic Committee revisits the course outline by adding the missing information so one can have an overview of the share of practical training in the total course.</p>	<p>The INC acknowledges the observation made by the EEC concerning the student-centered approach and the electronic means used to enhance the teaching and learning process. This is evident by the comment of the EEC ‘Overall, the teaching methods contribute to effective learning as they combine theoretical and practical training as evidenced by the analytical course syllabus’.</p> <p>The INC fully complies with the recommendation of the EEC ‘the Academic Committee revisits the course outline by adding the missing information so one can have an overview of the share of practical training in the total course’. The changes are illustrated in Appendix 6.</p> <p>The Academic Committee reviewed and proceeded with the changed designated by the EEC (Appendix 7).</p>	<p>Choose level of compliance:</p>

<p>The Committee wishes to point out that in the course syllabuses, the content of each course is described using general terms not always associated with the specific course (see for example the Ethnic Cuisine Syllabus and contents 2, 3, 4, 5). Furthermore, in some cases, the content of practical courses entails pure theory not associated with a practical training. For instance, the course ‘Baking and savouries’ which is declared to encompass laboratory hours only, however, it does include theoretical subjects (See points 1, 2, 5 & 7). It is common practice for a course to involve both theory and laboratory practical sessions, but this should be stated clearly as ‘Lectures per week and Laboratories per week’. In some cases, the course title is rather misleading, e.g., the course entitled ‘Interactive communication in the Hospitality Industry’ has a content pertinent to Basic Computing Skills; a careful revision of the course syllabuses is thus recommended.</p>	<p>The Academic Committee reviewed and revised the designated courses and proceeded with the necessary changes and updates. Appendix 7 presents the reviewed and revised course syllabuses in order to specify ‘Lectures per week and Laboratories per week’.</p>	
<p>Practical training The Unit has tight contacts with the local hospitality industry and allocation of students in respective places seems to run smoothly. The organization by the Unit of Job Fairs helps students in securing good placements. A 12-week internship (40h/week) is compulsory in the program study (not withstanding the fact that it is attributed only 2 ECTS credits as mentioned above in Section 1.2). During the internship, students are asked to fill in a logbook and are assisted by the appointed academic staff, thus rendering practical training a fulfilling process. If the logbook is not returned or</p>	<p>INC fully complies with EEC comments and the workload of the internship has now be depicted to the corresponding number of 8 ECTS.</p> <p>Job fairs and industry networking with local business will continue in order to offer more and quality i monthly contact/visits which are completed by the College Internship Coordinator during the internship options to the students. Working experience is a major component of the culinary education.</p>	<p>Choose level of compliance:</p>

<p>is incomplete, a Not Pass grade is assigned, as stated in the Internship Handbook (Annex 10 of the application form). Annex 10 also refers to monthly contact/visits which are completed by the College Internship Coordinator during the internship. During the Committee meetings with the Academic staff, the Internship coordinator referred to visits performed twice per month.</p> <p>The Committee noted that neither in Annexes of the Application document (Course Outlines, Course Description-curriculum) nor in Table 2: Course Distribution per Semester is there a mention to actual LABORATORY HOURS for each subject. This information should also be communicated via the website of the program study.</p>	<p>Therefore, INC would like to stress out that the INC policy about students' internship supervision refer to a monthly contact/visit which is completed by the College Internship Coordinator during the internship. This is the minimum requirement. However, visits may be on a more frequent scale (e.g. twice a month) in order to consistently secure the quality of the provided services to the students (working conditions and quality of the employer and the internship experience).</p> <p>Appendix 6 and Appendix 7 illustrate the revised information on the course outlines in order to be in accordance with the comments made by the EEC.</p>	
<p>Student assessment The assessment of the students, as stated in the course curriculum, includes a variety of assessment methods of different weight each. Although not specified in Annex 2, where ranges of %weight for each criterion are cited, these are specified in the beginning of each semester and announced to students via the moodle platform. Full attendance is compulsory to all courses. In this case, the Committee recommends that "attendance" is deleted from the assessment criterion named 'Class attendance and participation' 0-10%. Methods of assessment and the criteria for grade-marking are consistent. Student appeals</p>	<p>It was explained to the EEC that the % weight is specified on the course outline, which is distributed to the student during the first day of each class. Appendix 8 presents a course outline example, which clearly specifies % allocation (Section: Course Assessment).</p>	<p>Choose level of compliance:</p>

<p>regarding their assessment in individual courses appears to be in place and is described in short under Grade petition in Annex 6.3 “Academic Catalogue” and Annex 6.6 Student handbook.</p>		
<p>Strengths A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.</p> <ul style="list-style-type: none"> • Fully equipped Training Kitchen and Restaurant facilities as learning environments • Organization of Job Fairs to facilitate internship placements -A 3-month internship during the study program • Tight contacts with the local tourist industry which is much developed in INC’s district • -Diverse student assessment methods • Use of a functional educational platform (moodle) • The setting for practical sessions offers facilities for theoretical sessions, if needed 	<p>INC highly acknowledges the positive points observed by EEC and it is in full alignment to continue all activities to reserve operational consistency and sustain quality in its academic and administrative efforts.</p>	<p>Choose level of compliance:</p>
<p>Areas of improvement and recommendations -Revisiting Course Descriptions so as the course content to better match course titles -Revision of Course Outlines to clearly depict hours of theoretical and practical sessions per subject</p>	<p>INC fully complies with EEC comments. The Academic Committee reviewed and revised the course outlines in order to be in accordance with the comments of the EEC.</p>	<p>Choose level of compliance:</p>

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Teaching staff recruitment and development</p> <p>The Committee reviewed the curricula vitae of the programme’s teaching personnel and concluded that members of the teaching staff have sufficient professional experience and recognised academic qualifications to teach the courses assigned to them and to achieve the objectives and planned learning outcomes of the study programme. The Committee noted that many instructors hold a PhD degree while the majority of them possess a Master’s degree, a qualification that is considered adequate at the 5 level of vocational education. The teaching staff recruitment process is reviewed by the Program Coordinator, the Managing Director, and the Rector based on guidelines provided by the QA committee (faculty recruitment and developmental needs, specifications of required faculty). The steps followed for the hiring process of a faculty member as well as the minimum requirements for the appointment to the appropriate rank are listed in the Faculty Handbook.</p> <p>Appraisal criteria with respect to the promotion of the teaching staff members and the extent to which is reflected to their subsequent remuneration is not clearly mentioned. Some general information is sparsely given in the Faculty Handbook as well as in the Governance Handbook.</p>	<p>The INC acknowledges the observation made by the EEC concerning the sufficiency of the faculty roster ‘the teaching staff have sufficient professional experience and recognised academic qualifications to teach the courses assigned to them and to achieve the objectives and planned learning outcomes of the study programme. The Committee noted that many instructors hold a PhD degree while the majority of them possess a Master’s degree, a qualification that is considered adequate at the 5 level of vocational education.’ The positive observation concerns as well the hiring along with the performance appraisal process.</p>	<p>Choose level of compliance:</p>

<p>Teachers' performance is being assessed by the students and results are communicated to the members by the programme Coordinator. Additionally, a self-appraisal process covering many areas of faculty responsibility, including teaching effectiveness and other research or professional activities, is taken place on an annual basis.</p> <p>As it was communicated to the Committee, teaching staff members are encouraged to be engaged in professional and teaching-skills training and development. To this direction, the College is willing to financially support the attendance of conferences, seminars, or other training courses and, also, the subsidization on higher studies. Moreover, the College participates in the Erasmus programme and teaching/training exchanges with academic organizations abroad are stimulated.</p>	<p>INC administration provides on a continuous basis the financial support to all faculty members to be engaged in professional and teaching-skills training and development such as conferences, seminars, or other training courses. As well as the subsidization on higher studies. Moreover, faculty members are very welcome to participate in Erasmus mobilities not only for professional development and for teaching but also to contribute towards the College's internationalization.</p>	
<p>Teaching staff number and status The teaching personnel involved in teaching subjects of the program is deemed sufficient to support the study programme. Almost the 50% of the teaching personnel is full-time that is considered satisfactory and can guarantee programme's quality and sustainability. Additionally, as it was communicated to the Committee, instructors from peer schools or locally/internationally distinguished professionals and industry experts e.g., from the Wine & Spirit Education Trust (WSET) and Alain Ducasse's gastronomic restaurant, are regularly invited to enrich the learning process and support the study programme.</p>	<p>It is a priority for INC to sustain an effective team of quality faculty members as it contributes to better academic results, quality and sustainability. INC will continue to promote the full-time employment of teaching personnel in order to qualitatively fulfill the operational needs of the faculty department. Also, lecturers from peer schools or locally/internationally distinguished professionals and industry experts e.g., from the Wine & Spirit Education Trust (WSET) will be regularly invited, as extra-curriculum activities, in order to enrich the learning process and support the study programme.</p>	<p>Choose level of compliance:</p>

<p>Synergies of teaching and research</p> <p>The programme of study under review is a Diploma thus extensive research is not required. Nevertheless, the Committee identified practices (e.g., reduction of teaching load) toward motivating the teaching staff to improve and expand their scholarly activities and teaching skills, attend conferences, and publish their work.</p>	<p>INC has established solid criteria and strongly supports lecturers' engagement with research (Faculty Handbook-application). This is particularly applicable to the faculty members who teach at graduate or post-graduate level.</p>	<p>Choose level of compliance:</p>
<p>Strengths</p> <ul style="list-style-type: none"> • The members of the teaching staff possess satisfactory professional experience and recognized academic qualifications on the program subjects, • A standardized procedure for the assessment of the teaching skills of the instructors • Teaching staff members are encouraged to expand their skills and get involved into research activities 	<p>INC highly acknowledges the positive points observed by EEC and it is in full alignment to continue all activities to reserve operational consistency and sustain quality in its academic and administrative efforts.</p>	<p>Choose level of compliance:</p>
<p>Areas of improvement and recommendations</p> <ul style="list-style-type: none"> • Establish quality criteria relevant to the remuneration of teaching personnel 	<p>Remuneration criteria and policies are clearly developed and publicly available in the Faculty Handbook (Appendix 10) and the Research Handbook (Appendix 9).</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Student admission, processes and criteria Admission requirements are a six-year secondary or high school Leaving Certificate with a minimum grade of 12 out of 20 and knowledge of English language at the B1/B2 level. Admission requirements are publicly available. Upon admission at INC, candidate students can transfer credits earned at other accredited colleges, universities, or other higher education institutions.</p>	<p>INC fully and always complies with the policy established by the Ministry of Education, Youth and Sports concerning the admissions of students in higher education institutions. This includes as well the policy of transferring credits from accredited institutions to accredited programs of study.</p>	<p>Choose level of compliance:</p>
<p>Student progression Processes and tools for collecting and monitoring students' progression are in place. More specifically, the Student Registration and the Student Admissions Office maintain records of students' performance during their coursework; the Committee was informed that a specialized software is used toward this aim. Assignment to an academic advisor who regularly advises students on a personal basis was not brought to the attention of the Committee.</p>	<p>INC to maintain a consistent process in keeping the students' records, uses College 9 software in order to be able to handle all student requests and provide all necessary services. Furthermore, the academic advising (assignment of an academic advisor to every student) is an important process that ensures in part the academic progress of the students. For all students an academic advisor is assigned upon their arrival INC. The assignment of academic advisors is publicly announced via the Moodle and the college's boards. The process is clearly describe in the Student Handbook. The Student Handbook (Appendix 11; provided with the application) is provided to the students upon their registration.</p>	<p>Choose level of compliance:</p>
<p>Student recognition The awarded degree is a DIPLOMA and corresponds to full-time study of 4 semesters with 13 weeks of teaching per semester, and 120 ECTS in total. A score of at least 60% at all subjects should be</p>	<p>INC acknowledges the observation made by the EEC, concerning the consistency of the operating and academic policies & procedures.</p>	<p>Choose level of compliance:</p>

<p>achieved for graduation. To successfully complete all program requirements, the student should achieve a minimum cumulative point average of 1.8. For students who have attended other accredited colleges/universities, a credit transfer can be applied to courses, following individual evaluation based on INC's standards and student's grades.</p> <p>Scholarships, i.e., reduction in tuition fees up to 50%, are awarded by INC to selected students either at the beginning or during their studies on the basis of academic merit and academic performance (e.g., to students who have obtained an "A" average in their high school Leaving Certificate). Scholarships are also offered as need-based financial assistance.</p>		
<p>Student certification The Committee was provided with a sample of the program Diploma and Diploma supplement where in section 4 "Information on the contents and results gained" there is no reference to modules studied or the individual grades, but a note "Please see student transcript for details", which is against common practice.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
<p>Strengths</p> <ul style="list-style-type: none"> • Effective and well-defined student admission criteria • Processes and tools for monitoring students' progression are in place • Permanent administrative staff • A credit transfer is applied for previous attendance at other accredited colleges and universities • Scholarships awards based on academic merit, academic performance, and financial necessity 	<p>INC highly acknowledges the strong positive points observed by EEC and it is in full alignment to continue all activities to reserve operational consistency and sustain quality in its academic and administrative efforts.</p>	<p>Choose level of compliance:</p>

<p>Areas of improvement and recommendations</p> <ul style="list-style-type: none"> • Modules studied, individual grades and assigned number of ECTS, along with non-credit coursework and the industrial placement (internship), should be included in the diploma supplement in the respective section • Posting of the Diploma Supplement template on the website 	<p>INC fully complies with the recommendations of the EEC. All modules studied, individual grades and assigned number of ECTS, along with non-credit coursework and the industrial placement (internship), have been added in the diploma supplement in the respective section (Appendix 12). Moreover, a Diploma Supplement template has been added on the website (https://internapa.ac.cy/erasmus/).</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Teaching and Learning resources A distance learning platform (i.e., moodle) is employed. Through it all the necessary information and learning resources (e.g., publication of academic calendar, syllabuses, courses' outlines and presentations, class notes and other course material) are accessed by the students. The same learning environment is also employed for the submission of theoretical assignments and for the communication between the students and the teaching staff.</p>	<p>Beyond Moodle, lecturers and students are able to use as well the full suite of 365. Both digital tools have added in the effectiveness of the teaching and communication process as it was observed by the EEC.</p>	<p>Choose level of compliance:</p>
<p>Physical resources Physical resources, i.e., premises, libraries, study facilities, IT infrastructure, are considered adequate to support the study programme. The Committee was able to verify the existence of classrooms of various sizes, all equipped with necessary resources (internet, video projectors, air-conditioning units), a relatively new established amphitheatre used either for lectures or for hosting events such as lectures by distinguished visiting chefs, professors, industry experts and so on, as well as a computer lab able to accommodate up to 20 students. The kitchen laboratories are equipped with professional kitchen equipment and appliances, cooking tools, etc., that in general support individual laboratory training. The main kitchen lab of the College is separated into four areas according to the food preparation (e.g., hot food, butchery, fish, pastry, etc.). There is also a professional training</p>	<p>INC considers very important the comments of the EEC, concerning the qualitative and quantitative sufficiency of the physical resources. The sufficiency is related to the premises, the library, the IT facilities, the kitchen and restaurant facilities as well as the latest additions, the amphitheater and the multi-purpose demonstration lab. Furthermore, INC to secure the academic quality uses PlagScan software, for plagiarism detection, allowing the teaching staff to verify the originality of the theoretical assignments.</p>	<p>Choose level of compliance:</p>

<p>restaurant, comprised by dining room and bar, available for teaching and learning as well as students' practice. It is worth mentioning that one of the lecture halls is equipped with modern technology audio - visual means for teaching and live streaming and is used as Kitchen Demonstration Room. The Committee did not have the opportunity to form an opinion on whether the resources allocated assures the adequacy of consumables necessary for the practical training of the students.</p> <p>The library is well-equipped with a wide range of both printed and electronic studying material. The bibliographical information is entered into a library software openABEKT thus offering online access of the library's collection catalogue to the students. The learning process is also supported by electronic resources, such as EBSCO and ABI/INFORM Global of the ProQuest platform, as well as Academic Video Online (AVON) comprehensive collection of business videos.</p> <p>Furthermore, for the detection and prevention of plagiarism the College has access to an online tool for plagiarism detection (i.e., PlagScan software) that allows teaching staff to verify the originality of the theoretical assignments. It is worth mentioning that the library is staffed by a full-time qualified librarian.</p>		
<p>Human support resources Human support resources, i.e., mentors, counsellors, and qualified administrative staff, are adequate to support the study programme. The EEC wishes to appraise the aspect of Human resource support in the program under evaluation. It is</p>	<p>INC acknowledges the conclusion of the EEC concerning the human adequacy to support the program under re-evaluation. INC will continue to make publicly known all the available services to the students through its website (https://internapa.ac.cy/).</p>	<p>Choose level of compliance:</p>

<p>recommended that students are informed about the available services via the Institute's webpage. Adequacy of resources is ensured for changing circumstances; now the program operates on a 20% capacity.</p>		
<p>Student support A Student Orientation program is in place on every new intake, thus taking place twice a year. The student affairs department is responsible to oversee all student affairs, support students and enhance student growth and development. Counselling and psychological support services are provided to students through the College Counsellor. The Academic Advisor assists students in registration and offers consultation to them with regard to the student's schedule and degree requirements. Students wishing to dispute their semester grades have up to two weeks after the results are posted to file a Grade petition form. All enrolled students of the College undertaking a program of study are entitled to be members of the Student Union. The Student Union acts as a channel of communication between the College and its members promoting their welfare. The Committee had the chance to meet with a former president of the Student Union during the session with the students. Student feedback to the Committee came from only two graduates of the program under evaluation (currently following the BA program on Culinary Arts). The Committee met no student out of the 10 currently attending the program since the Fall intake of 2022 and Spring 2023. There is provision that credits earned at accredited colleges, universities, or</p>	<p>The EEC has observed the implementation of all policies and procedures related to student support at INC (found in the different handbooks-application). In addition, the EEC concluded about the role of the Student Union in enriching the students' life at INC. Also, the importance of Erasmus Charter in the internationalization process of INC as well as the learning opportunities abroad, emerging for all students at INC.</p>	<p>Choose level of compliance:</p>

<p>other accredited institutions are transferable to INC.</p> <p>The Unit has acquired the Erasmus charter and from the feedback rendered from academic staff and students the Committee can conclude that Erasmus mobility is in practice for both the above two groups.</p>		
<p>Strengths</p> <p>A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.</p> <ul style="list-style-type: none"> - College infrastructure is adequate. - A modern amphitheatre is used for lectures and major events - A kitchen demonstration room and a training restaurant are available for practice/training purposes. - A full-time qualified librarian is fully employed by the unit - Well organized and populated human support resources - A clear description of responsibilities of functions with no overlaps is in place - INC has acquired an Erasmus Charter and supports student and teaching staff mobility 	<p>INC highly acknowledges the strong positive points observed by EEC and it is in full alignment to continue all activities to reserve operational consistency and sustain quality in its academic and administrative efforts.</p>	<p>Choose level of compliance:</p>
<p>Areas of improvement and recommendations</p> <ul style="list-style-type: none"> - The unit acknowledges the Student Affairs section on the WEB in the form of FAQs. Student Handbook and other informative material such as the Erasmus bilateral agreements should also be made public. 	<p>INC fully complies with the recommendations made by the EEC. The Student Handbook has been added under the Student Affairs Section (https://internapa.ac.cy/student-affairs-information/), as well as the Erasmus bilateral agreements (https://internapa.ac.cy/erasmus/).</p>	

6. Additional for doctoral programmes
 (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>INC has a longstanding history in the field of tourism and hospitality. The Culinary and Arts Program offers a Diploma over the course of two years and is a conventional program. The program aims to prepare students for immediate employment and development in food service settings. It mainly attracts students from Third Countries. The Committee sees an opportunity that the College also attracts students from the local community thus exploiting its strategic location within the Cypriot tourist industry.</p> <p>INC offers a pleasant and friendly learning environment. Besides classrooms and laboratories, the College also has a dedicated ground for its students to train in sports. INC has taken all necessary steps to establish a Student Union which acts as a channel of communication between the College and the students.</p> <p>The teaching staff possess satisfactory qualification on the program subjects and professional experience. Student admission criteria as well as, student assessment criteria are well defined.</p> <p>The program uses the European Credit Transfer and Accumulation System (ECTS), thus, facilitating the articulation</p>	<p>INC would like to thank the EEC for its constructive feedback and positive comments as a result of their last visit at INC's campus. EEC concluded INC's longstanding history in the field of tourism and hospitality. Moreover, EEC concluded the quality of the program of study under reaccreditation (design, structure, learning outcomes, operating procedures, internship etc.), along with INC's teaching and administrative facilities sufficiency, the pleasant and friendly learning environment, as well as the quality and expertise of the teaching staff.</p>	<p>Choose level of compliance:</p>

<p>process for further studies in Cyprus or abroad. It has a particular strength with respect to the practical training offered. Notably, rooms and facilities for delivering theoretical lectures and practical training simultaneously are available.</p>		
<p>The Commission would like to suggest the following improvements:</p> <ul style="list-style-type: none"> - Pay attention to Public Information. More specifically, the Committee strongly suggests enrichment of the unit's website with essential information on Quality Assurance procedures, students' rights and responsibilities, Study Guides, list of the elective courses offered by the program, Curricula Vitae of the teaching personnel, administrative structure, and services offered to students, including the College's library - Elaboration of program's key performance indicators and pursuit of a metrics-based continuous monitoring of the quality of the training offered 	<p>INC fully complies with the recommendations made by the EEC and the following actions for improvement were taken:</p> <p>Additional public information enriched unit's website with essential information on:</p> <ul style="list-style-type: none"> • Quality Assurance procedures (https://internapa.ac.cy/wp-content/uploads/2023/06/Quality-Assurance-Policy.pdf), • Students' rights and responsibilities (https://internapa.ac.cy/student-affairs-information/), • Study Guides (https://internapa.ac.cy/wp-content/uploads/2023/06/Prospectus-2023-24%CE%9B%CE%A1.pdf), • List of the elective courses offered by the program (https://internapa.ac.cy/culinary-arts-diploma/), • Curricula Vitae of the teaching personnel (https://internapa.ac.cy/wp-content/uploads/2023/06/George-Markatos.pdf), • Administrative structure (https://internapa.ac.cy/wp-content/uploads/2023/06/Administrative-Structure.pdf), • Services offered to students (https://internapa.ac.cy/student-affairs-information/), • Library (https://internapa.ac.cy/internapa-at-a-glance/). <p>INC uses performance indicators and metrics over a long period of time. Those performance indicators and metrics (Appendix 3) are used for different purposes</p>	<p>Choose level of compliance:</p>

<ul style="list-style-type: none"> - Establish a procedure for the evaluation of the unit’s administrative services by the students - Revisit Course Descriptions so as the course-content and course titles match - Revisit Course Outlines to clearly depict hours of theoretical and practical sessions per subject - Revisit the Diploma Supplement to incorporate data on modules studied and individual grades along with non-credit coursework and the industrial placement (internship) - Alignment of ECTS credits assigned to internship with the actual workload - Establish quality criteria relevant to the 	<p>and they can be found in different reports such as the Annual Program Review Report, the Internal Quality Report requested by DIPAE (every three years, the Strategic Plan 2020 – 2025 etc. All these reports submitted as Annexes with the program’s application for reaccreditation. Appendix 3 sums up the basic performances indicators and metrics used to consistently improve quality at INC.</p> <p>Well-established procedures are in effect and they are clearly described in the Quality Assurance Handbook (https://internapa.ac.cy/wp-content/uploads/2023/06/Quality-Assurance-Policy.pdf). The evaluation of the provided services is only one component, which supports the quality level of the provided services. INC is also an ISO certified organization, aiming to sustain the provided services to its students.</p> <p>Appendix 6 and Appendix 7 illustrate the revised information on the course outlines in order to be in accordance with the comments made by the EEC.</p> <p>All modules studied, individual grades and assigned number of ECTS, along with non-credit coursework and the industrial placement (internship), have been added in the diploma supplement in the respective section (Appendix 12).</p> <p>INC fully complies with EEC comments and the workload of the internship has now be depicted to the corresponding number of 8 ECTS.</p> <p>Quality criteria relevant to the remuneration of the teaching personnel are described in the Faculty Handbook (Appendix 10).</p>	
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remuneration of teaching personnel.		
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>
Dr Nicos Anastasiou	Rector
Dr George Margatos	Program Coordinator
Dr Achilleas Karayiannis	Quality Assurance
Mr Markos Takkas	Director of Finance & Administration
Mrs Gina Savva	Director of Admissions
Mrs Zafeiro Anastasiou	College Counsellor

Date: 19/06/2023

