



Doc. 300.1.2

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# Higher Education Institution's Response

Date: 16/09/20

- **Higher Education Institution: InterNapa College**

- **Town: Sotira, Famagusta**

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

**In Greek:**

Μεταπτυχιακό στη Διεύθυνση Επιχειρήσεων

**In English:** Master of Business Administration

- **Language(s) of instruction: English**
- **Programme's status:** New programme: Yes, Currently operating: No



**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*

*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.*

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

The Master of Business Administration program is a 2-year, full-time program and requires a minimum of 90 ECTS. The anticipated mix between Cypriot and international students is quite satisfactory, despite the low number of 8 students. This is expected to improve further over the years to come. The countries of origin of the majority of students is Cyprus.

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

The **INC** MBA program is of 18-month duration and requires a minimum of 90 ECTS.

The feasibility study for the program mentions a figure of 16-18 students for the first academic year. This will come from a mixture of **INC** graduating students and professionals from the region where no graduate qualification is presently offered as well as from international recruitment.

As this a new program that is yet to commence there are no students registered at the moment.

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

In general, the program is well structured, its objectives are in accordance with the overall strategy of the College and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are known to the students from the first week of the semester through the course syllabi, the course outlines, the website of the College and the College's electronic platform. Overall, the program is meant to supply both practical and theoretical knowledge to students, which can serve them well in their professional careers, be it as they enter employment or as they continue and upgrade their current posts.

The structure and content include nine (9) core courses (54 ECTS), one (1) elective (6 ECTS) and the dissertation (30 ECTS). The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students.

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

The College is most pleased with visiting team comments on the program structure, objectives being in accordance with the broader college strategy, learning outcomes and process of communicating these to students, program content and the assessment system and criteria.

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

Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

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

The EEC team has found **INC's** quality assurance mechanisms to be most satisfactory and well-aligned with international standards.

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

Moreover, the program of study reflects the four purposes of higher education of the Council of Europe that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

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

EEC commented favourably on the program reflecting the four purposes of higher education of the Council of Europe.

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

The admission criteria are clear and adequate. The criteria ensure a relatively small student intake per year and this is a plus for the program as the small cohort size allows for nearly personalized teaching per student. Along the same lines, the selection criteria are consistent with the vision of the College to maintain a strong reputation and continue to be seen as the leading College in hospitality management in Cyprus not only in terms of student numbers but also, and perhaps more importantly, in terms of quality, employability of the graduates and the like.

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

The admissions and selection criteria were found to be clear, adequate and consistent with the vision of the College in maintaining its quality reputation as a leading School of Hospitality Management in Cyprus.

#### *Strengths*

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

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

The program of study benefits from external expertise. It is designed so that it enables smooth student progression. In summary, the strengths of the program are as follows:

1. InerNapa College has a long experience in delivering educational programs in hospitality management. As well, it runs a number of relevant programs already and this generates spillovers that can assist both students and faculty. For instance, faculty can exploit their teaching expertise across programs while students get the chance to be taught by experts who have extended teaching experience on the focal subject.

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

The College strength and experience in delivering educational programs in hospitality management are highlighted. The MBA program will act as a capstone to these undergraduate programs. This will allow existing students to continue their studies and offer other local students the opportunity to gain further relevant and essential qualifications. This as explained by the EEC team will be achieved through the capable college faculty who know and understand the School and the needs of the area.

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

2. Most faculty are PhD holders. This ensures high academic standards, which coupled with the ties the College has with the business world (i.e. guest lectures) offer the students both practical and theoretical insights.

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

All MBA faculty besides one have PhD qualifications (the exception being in Accountancy that is generally known not to be a common area for PhD holders). The faculty has the qualifications and scholarly adequacy to deliver an MBA program of high quality. Guest lectures will supplement the program integrating theory and practice.

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

3. The program of study is periodically evaluated by external examiners.

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

The program will be supported by an external advisory board adding technical and professional expertise.

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

4. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.

5. The programme is clearly designed with an industry focus and an intention to integrate theory and practice.

6. Small classes, which contributes to the interactions between academic and students.

7. Skills learnt in the program enhance the students' employability.

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

Program information was found to be publically available, assessment system and criteria clear, adequate and well-communicated. Proposed class size, program design and skills learnt through the program were commended.

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

8. The location of the College may be an asset in attracting more students.

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

The free Famagusta region of Cyprus has presently no graduate programs. In particular, the region is well known as the main tourism area of Cyprus and the College therefore offers relevant hospitality programs. The MBA program will additionally offer local professionals and the industry, the opportunity for growth and development.

#### *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.*

While in broad terms the program of study is adequate there is space for improvement:

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

1. The program offers students only one elective course out of a list of four available elective courses. Taking into account the small number of students expected to attend the program, and the limitation that for a course to be taught should be selected by at least six (6) students, it appears that students do not have a broad palette of elective courses to choose from.

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

The EEC visiting team have suggested that the program elective courses should be increased from four to six. The College has taken this recommendation on board and added two more elective courses: TMBA-250 Organizational Behavior and TMBA-260 Business Ethics, syllabuses are given in Attachment 1.

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

2. The content of some courses is very broad and general leaving little space for in depth analysis. For example, the module TMBA 110 Managing Financial Decisions & Accounting incorporates issues from Corporate Finance, Financial and Cost Accounting and Analysis of Financial Statements. Moreover, the module TMBA 160 Global Leadership & Organizational Behaviour merges Leadership and Organizations Behaviour. The EEC feels that the content of such courses should be narrowed in order to increase the number of elective courses available to students.

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

The EEC team have suggested the MBA course TMBA-110 Managing Financial Decisions & Accounting is too broad and so the new syllabus concentrates on managerial and financial accounting concepts and finance to satisfy this recommendation, see Attachment 1. Further, the course TMBA-160 Global Leadership & Organizational Behavior, following the EEC recommendation, has been narrowed and is now a separate TMBA-160 Global Leadership course and TMBA-250 Organizational Behavior added as an elective.

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

2. A way to enhance the international dimension of the program is to invite more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations.

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

The College will continue to invite visiting professors from abroad to enhance the international dimension of the program and at the same time its program research profile. The College already attracts a satisfactory number of visiting faculty through Erasmus but also through own contacts and the recently enhanced collaborations with ATLAS and TRINET will further assist this.

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

### *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.*

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

There is a comprehensive teaching methodology and mechanisms. Although InterNapa College is of small size, it appears that it has given appropriate consideration to the overall teaching and learning design and delivery of the proposed program. The program is built with student needs in mind. Overall, the educational process comes across as well-structured, effective and well-implemented. Former accreditations have helped towards that end. There are well-documented academic procedures involving the Program Coordinator, the teaching staff and the students. The management of the program of study does not encounter any problems. The College successfully applies the ECTS.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, independent study etc). All teaching material are readily available to student.

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

The EEC team find the MBA teaching methodology and mechanisms to be comprehensive, student oriented, well-structured and effective with well-documented academic procedures. The management of the program is well organized and teaching material is readily available to students.

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

The College has modern educational technologies, and has shown evidence from staff and students about how useful these had been during the Covid19 challenges.

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

The use of educational technology and the College's response to Covid are similarly well praised.

### *Strengths*

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

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

1. A number of committees including external examiners ensure proper delivery of module material and constitute an important means the College maintains consistent quality standards.

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

The College is commended for its use of committees and its quality assurance mechanisms

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

2. The College appears to have strong ties with the business community, and it is a plus as e.g. offering guest lectures to students.

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

The College is praised for its strong ties with the regional business community and thus the opportunity to utilize these for guest lectures which is particularly useful for an MBA program.

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

3. Overall, the program compares positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to the aims and objectives of the program and they are effectively communicated to the students. Also, the structure of the program as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

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

The MBA program is found to compare to similar programs in Cyprus and overseas. Its learning objectives and their delivery, as well as the structure of the program are found to be appropriate and effective.

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

4. The EEC believes that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. The programme is of relatively small size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff.

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

The EEC was impressed by the independence of the College academic department with no inappropriate interventions. The College environment was judged to be friendly and collegiate.

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

5. The students interviewed by the Committee highlighted they are quite satisfied with the quality of the program and its international character as demonstrated via the offered internships in the market, and the student exchange programs.

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

College students expressed satisfaction with the programs of the College, its international character and internship opportunities.

### *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.*

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

The international aspect of the program could be enhanced. Student exchange into/from other European Erasmus collaborating institutions has not been capitalized.

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

The College continues to enhance the international aspect of its programs. The topic of Erasmus student exchange was not raised during the on line meetings. **INC** is in collaboration with many European higher education institutions. Students have been sent on Erasmus mobilities and the College has accommodated students from other European universities. Nevertheless, the College will continue to expand its international collaborations.

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

The links to the local businesses/ market can be improved further in the near future. Particularly so, given the newness of the program. This could enhance marketability of potential future students and would add to the industry/business link of the programme. Also, possible internships for current foreign students may be enhanced and intensified.

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

The College maintains strong links with regional organizations, bodies and municipalities. It is in the process of formalizing these links by setting up a formal committee of local business experts for the benefit of the program but also to offer industry academic knowledge. The College, has always maintained excellent internship opportunities for all its programs and this can be explored also for the MBA.

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

There is evidence of a solid admission process with well-documented criteria, but this could be tightened up if the programme is to become more competitive in the future (e.g. higher prior Bachelor marks to enter into the programme etc.). The English language entry requirement of an IELTS score of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an all English programme. The College offers an English language placement test for those students who fail to provide evidence of proficiency in English. The EEC believes that all prospective students should take this test, and if they fail they should attend preparatory classes in English.

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

The EEC committee has commended the College admissions processes and documentation.

The comment states that the **INC** MBA English language requirement is IELTS 5.0 and ought to be at least 6.0. In fact, as already stated on p11 of our MBA application the program's actual requirement is a minimum of 6.0.

### 3. Teaching Staff (ESG 1.5)

#### *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.*

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

The EEC met with almost all the full-time and part-time teaching staff involved in the program. All permanent academic faculty holds PhD degrees. The doctoral degrees have been acquired mainly from British and French Institutions. They all seem engaged and professional and have very good English language skills.

In addition, they seem to be pleased with, working conditions and the overall College working environment. They appear to take teaching seriously and are supportive of the initiatives regarding research (i.e. they all seem to be doing some research, and have a good understanding of the value of doing research for an educational institution).

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

The EEC found the **INC** MBA faculty to be well-qualified with doctoral qualifications and committed to the College.

All faculty expressed satisfaction with their employment at **INC** and its environment. Faculty take their teaching and research responsibilities seriously and look forward to teaching on the MBA program, which they see as a natural step in the progress of the College.

#### *Strengths*

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

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

1. The College appears to have reasonable teaching loads (e.g. a faculty member obtained her PhD while being employed at the College) which decrease as the faculty member moves upward the ranks.
2. The College encourages research activities in a number of ways including full support for conference attendance and such activities can augment staff's professional development.
3. Research activity appears to be seen favourably for promotion and this creates additional incentives for staff development.

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

The EEC were satisfied with MBA faculty teaching loads, opportunities to carry out research, and how the College ranking process provides incentives for professional development and attendance at conferences.

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

4. There appears to be a good balance between young and experienced faculty members. The experienced faculty have been with the College for a long time, which implies a good working environment that is beneficial to the program

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

Faculty demographics included young and experienced faculty, with many of them being loyal and at the College for many years proving the positivity of the work environment.

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

5. It seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a good process of evaluation of the faculty by both students and the Head of the Department.

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

Faculty performance is followed through student and peer evaluation but also through a complete annual performance management and objective setting system.

#### *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.*

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

1. The EEC commends the College for developing and maintaining the rights of a specialized hospitality database. However, we believe that the College should invest more in resources that could help the faculty to conduct quality research. The acquisition of databases such as Bloomberg or WRDS could enhance and intensify the research activities of the faculty. While such activities may turn out to be prohibitively expensive, consist of a complementary means to augment the research activities of the faculty.

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

The EEC commended the College for its databases and in general for its library resources and at the same time recommends the acquisition of a quality database to assist in faculty research.

The College has implemented the EEC suggestion (see Attachment 2 for evidence of acquisition of the database) and invested in 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 will enhance the research and teaching potential of the College and its MBA program.

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

2. The College should pursue to regularly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the College but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).

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

The College, will implement the EEC recommendation of offering research seminars by college faculty, other faculty and industry professionals from Cyprus and abroad.

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

3. The current flexibility in the promotion criteria is somewhat understandable given the different contributions of each faculty member to the program. However, some standardized criteria should be introduced as well. For instance, these could include a specified number of research publications in high calibre journals following international journal lists such as the ABS list in the UK. The standardization of some criteria would allow consistency across the board while providing faculty with clear goals that need to be achieved.

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

The College faculty ranking and promotion process has thus far worked well at the College but **INC** will take notice of the recommendation for more standardized promotional opportunities based on quality research publications.

#### 4. Students

(ESG 1.4, 1.6, 1.7)

##### 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.*

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

The EEC met with three students and we asked them about their experiences, and what they liked and disliked as well as what they think could be improved at the college. In general we noted that students, were positive about the school.

It seems that InterNapa College is very student-oriented. They listen to the needs of both national and international students as well as the needs of the market and integrate this in the context of an international program of studies. The latter provides the possibility to further compete successfully with other private institutions in Cyprus and grow in the near future.

##### InterNapa (INC) College Response

In its meeting with college students-the EEC found them to be most positive about InterNapa College.

**INC** was found to be a very student-oriented institution paying attention both to local and international students. Further, the College paid close attention to the needs of the market in the context of an international program of studies.

The committee were confident that **INC** would successfully be able to compete with other like Cypriot institutions.

###### *Strengths*

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

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

1. InterNapa College is very student-oriented. For instance, when applicable, the College aids students in finding accommodation.

2. The students are well taken care of by the College. For example, there is individual feedback by the teaching staff (an advantage of a small program).

3. There is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.

4. The institution seems to perform well as the students appear to obtain good-quality education at an affordable price, which also allows them in the professional careers.

##### InterNapa (INC) College Response

The EEC found the College to be student-oriented, caring for the needs of its students in finding accommodation, and providing feedback both from and to faculty and administrative personnel.

**INC**, according to EEC, offers quality education at an affordable price and provides career opportunities.

### *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*

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

- As mentioned above, the student experience at the College is satisfactory.
- The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice. This could be assessed by the collaborations they have with professionals, other Colleges and Universities in Cyprus, as well as with other programmes in the College.

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

EEC commented on the positive student experience at **INC** and the need to maintain this as student numbers grow. InterNapa College looks forward to offering a quality MBA program catering to the needs of its students and to further develop its library into a modern friendly electronic learning resource.

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

- The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.

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

The College will continue to take heed of the Covid situation providing additional online teaching as required as well as other quality ways of teaching and learning.

## 5. Resources (ESG 1.6)

### *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.*

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

The video we were provided before the evaluation on the College's building together with the interviews we conducted lead us to conclude that InterNapa College offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support.

Indeed, the building appears to be modern, functional and well located which is a strong plus for the College. Along the same lines, the library appears well equipped and our overall impression is that all resources are in place and fully functional. In terms of human capital support, the College is performing well on that front as faculty appear to be provided what they need to fulfil their teaching duties and, in part and when applicable, their research endeavours.

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

The EEC found the College resources presented by video, consisting of: building facilities, library material, IT infrastructure and administrative support adequate, modern, functional, well-equipped and able to support its teaching and research needs.

### *Strengths*

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

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

1. The leadership team appears committed to support faculty and students with resources when required.
2. The administrative staff seems to be very satisfied with the working conditions in the College. Moreover, the administrative staff is dedicated, actively participates in student life and supports college life. Administrative systems appear to be sound, with clear structures and roles. It is important that the College recognizes the need to maintain capacity in the team especially if the programme is successful in recruiting more students, with the demands and expectations that students in MBA can place on administrative staff. This should include investment in pastoral or welfare services for students.

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

The EEC found the College leadership fully committed in supporting the College with the required resources. Similarly, the administrative team were found to be satisfied with working conditions, dedicated and fully engaged with the success of the institution. Administrative systems were judged to be sound with clear structure and roles to immediately support the proposed MBA. The College already has a well-supported, expanding department of student affairs with experienced personnel.

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

3. The students are quite happy with the services they receive in terms of the lounge, the library and the like.

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

The students were found to be satisfied with these resources.

### *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.*

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

1. Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Colleges and Universities in Cyprus.

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

The College has taken note of the committee recommendation for additional databases and has already invested in the internationally renowned scholarly database ABI/INFORM Global of the ProQuest Platform. The database 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 College, has invested in the Academic Video Online (AVON), which is a comprehensive collection of business videos to cover the needs of the MBA program (see Attachment 2 for evidence of acquisition of the database).

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

2. In the long run the College could also consider offering accommodation to students.

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

The College is seriously considering the short to mid-term addition of student hostels to better support student accommodation needs.

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

3. The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice.

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

The College will fully support its students in any additional needs/resources that will be required as the numbers in students grow on the MBA program.

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

4. The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.

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

The College will fully support its students in any additional needs/resources that may be required due to the Covid problems.



**6. Additional for distance learning programmes**  
(ALL ESG)

N/A

**7. Additional for doctoral programmes**  
(ALL ESG)

N/A

**8. Additional for joint programmes**  
(ALL ESG)

N/A

## B. Conclusions and final remarks

### External Evaluation Committee (EEC) Comments

InterNapa College appears to carry a strong reputation partly because of its selectivity in student admissions and partly because of its small size. Both are considered as a strong plus. The College has a clear long term strategic plan for expansion and for delivering innovative programs in hospitality management. The EEC applauds this vision. Education is student centred. The program is well structured, follows international standards and overall offers students with an array of services. The MBA studies can place the College ahead of its competition and the committee also applauds the College for the investments in infrastructure.

### InterNapa (INC) College Response

INC is pleased that the its strategic plan to consolidate and specialise as a School of Hospitality has been appreciated by the EEC.

The College has for years offered quality undergraduate programs in Hospitality & Tourism and its strategic decision to offer an MBA program reflects the desire for a relevant graduate opportunity for its students as well as the region. The free Famagusta region is well known as the main tourism area of Cyprus and the College therefore offers relevant hospitality programs. An MBA program will additionally offer local professionals and the industry the opportunity for growth and development.

### External Evaluation Committee (EEC) Comments

On the other hand, research can be intensified. We encourage the faculty to engage more heavily in research activities and for the College to put in place stronger incentives for the faculty to do so. While there seems to be a clear ambition for research to grow, concrete measures towards that end could be strengthened. Such measures could include reduced teaching loads when required and strengthening the collaborations and links with external academics.

### InterNapa (INC) College Response

The College understands the increased research requirements of offering an MBA program and is looking forward to investing in this so as to serve students and faculty and provide opportunities for research reflecting the needs of the industry of the region and offer insight and solutions.

## C. Higher Education Institution academic representatives

### College Quality Assurance Committee

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

**Date:** 15/09/20

