Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: InterNapa College

District: Famagousta

Name of the Program of Study in English:

Hospitality and Tourism Management Diploma

Language/s of instruction: English

Program Status (check √ where applicable):

➢ New Program of Study: √

Program Category (check √ where applicable):
➢ Conventional √

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Professor Carlos Manuel Martins da Costa	Full Professor, Head of the School of Economics, Management, Industrial Engineering and Tourism	University of Aveiro, Portugal
Professor Dorina-Maria Buda	Full Professor in Tourism Management, Head of the International Centre for Research in Events, Tourism, and Hospitality	Leeds Beckett University, UK
Associate Professor Evangelia Marinakou	Associate Professor in Hospitality and Tourism Management	Bournemouth University, UK
Ms Demetriana Hadjistephanou	Student of Economics	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

The onsite visit took place on Tuesday 27th November 2018. The panel visited the college premises and facilities i.e. classrooms, labs, library and offices. Various documents were reviewed such as course outlines, academic quality assurance documents and policies. The main document used for the audit was the application for evaluation from InterNapa College (INC).

II. The Internal Evaluation procedure

The application submitted by the college covered all areas included in the template. The application was written in a critical way where key strengths and weaknesses in different areas were identified, as well as opportunities to further develop. In general, academic quality assurance procedures are in place with emphasis on committees, program organization and governance. The representatives at the day of the audit were receptive and willing to participate at the process, with openness to discuss the key areas in the evaluation process as well as to discuss constructive feedback provided by the members of the External Evaluation Committee (EEC).

In reference to the program of study, the members of the EEC identified a number of comments, recommendations and areas of good practice which are discussed in the following sections in this report.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

The members of the EEC reviewed the program learning outcomes, purpose, objectives and the program structure. The program under evaluation was the Hospitality and Tourism Management Diploma, which is considered a vocational program that aims to develop students' competencies to commence careers in hospitality and tourism. The language of delivery is English. As the program is based on the American and the European educational standards the delivery includes a variety of teaching and learning techniques in order to provide students with diverse learning opportunities. The resources available at INC were found to be adequate with some recommendations on various areas as they are identified in the conclusions and recommendations in this report. Overall, the members of the EEC appreciated the availability of labs required for the vocational and practical aspect of the program. The teaching rooms were adequate in terms of size and infrastructure and were comparable to other similar institutions. Some issues were identified in the library resources as most bibliography was found to be outdated. It was also evident from the discussion that teaching staff was challenged by the students' limited engagement with the VLE (Moodle).

- **Organization of Teaching Work**

The members of the EEC verified with discussion with faculty and students that the organization of teaching is effective and efficient. The academic calendar is available from the beginning of the academic year to inform the organization of the courses and the weekly schedule. More specifically, the faculty is using Moodle for uploading information on the course, for discussions with students and communication purposes. They also use a document called 'Course outline' where details on the course are provided, such as course purpose and objectives, learning outcomes, teaching methodology, the required reading and other course requirements (course assessment), and details of the weekly schedule. The document does not include details on the course assessment with assignment briefs. This information is provided to students from the beginning of the semester so that timely awareness of the expectations from each course are provided. The program is offered in 2 semesters per year, for 2 years with a total of 22 compulsory courses including an internship over the summer period.

- **Teaching**

The teaching of each course is organized in 3 separate teaching hours per week (duration 55 minutes) for 13 weeks (total 39 contact hours). Moodle is used to upload teaching material for the students. Faculty follows an interactive way in their delivery with focus on discussions, debates, exercises, case studies and relevant practical aspects as per the requirements of each course. Emphasis is placed on the practical-vocational aspect of the program hence teaching also takes place in labs such as the teaching restaurant, kitchen etc. Some lectures take place in small rooms (i.e. labs up to 15 students), but most of them are offered in classes that can accommodate 15-30 students.

An internship course is offered which is monitored by the internship coordinator. Students do an internship (paid) at various hotels in Cyprus during the summer period

(June – September). Meetings take place with students and employers to evaluate the experience and the learning that takes place. It is a pass or fail course however the coordinator ensures that the standards and the quality required by INC is available at the establishments where students do this practical work.

Further support is offered in the use of English with focus on hospitality and tourism terminology.

- **Teaching personnel**

INC recently recruited well qualified faculty mainly to support the specific program. The program coordinator has taught a number of hospitality and tourism courses, at different academic institutions. He also has professional experience relevant to the content and the expertise of the program. Similarly, other members of faculty that teach at this program hold degrees in hospitality and tourism and/or professional experience. This expertise is brought to the program and was evident from the discussion as well as the students' comments on their faculty. They are supportive, they provide open door policy hence there is effective communication between students and faculty. They also fuse their expertise in their teaching of their courses.

The teaching personnel of this two year diploma would benefit from additional staff with specialized qualifications in hospitality and tourism. Investing in recruiting such personnel could potentially add to the benefit of other tourism, hospitality and culinary diplomas and degrees offered at InterNapa College.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

The Hospitality and Tourism Management Diploma is a 2-year vocational program offered with a purpose to prepare graduates for a career in hospitality up to supervisory level. In view to this, the program learning outcomes (PILOs) were designed. The members of the EEC identified some issues with the title of the program. As it includes in the title the tourism aspect they find there should be more balance between hospitality and tourism courses and PILOs.

- **Purpose and Objectives and learning outcomes of the Program of Study**

The members of the EEC identified issues with the phrasing of the PILOs which are detailed at the evaluation of the program. Moreover, rephrasing of the course learning outcomes (CILOs) could be considered to reflect the level of which the course is offered, to show clear progression from year 1 to year 2 and clear link to PILOs.

- **Structure and Content of the Program of studies**

The structure of the program is appropriate in terms of the organization of the courses, the order they are offered and the number of courses included in the structure. However, some concerns were raised in the content of each course, as the members of the EEC found the content heavy and demanding considering the duration of each course, the delivery time and the purpose. The content should be reduced and more focused in order to allow more time for self-study, reflection and formative assessment to take place.

- **Quality Assurance of the Program of studies**

Quality assurance of the program of studies was evident in the documentation as well as the discussion with the faculty. Committees were included in the structure and in the organizational chart. Their mandates covered all key areas of quality assurance procedures as they are found in similar institutions. Faculty, students and other stakeholders were involved in the design of the curriculum.

- **Management of the Program of Study**

The organizational chart provided illustrated the way the program is managed. Appropriate resources and structure was available.

- **International Dimension of the Program of Study**

The international dimension of the program of study was evident in the content of the program as well as its delivery. Faculty discussed several examples of how this dimension is brought to the program via case studies, the faculty experience of the international hospitality and tourism industry. Finally, collaborations, student exchange and the students' background offered opportunities for examples and experience to be discussed in the classroom.

- **Connection with the labor market and the society**

Strong links with the labor market in Cyprus were identified. Guest lectures, field visits are organized to liaise with the industry, help students develop their own network and get exposed to the real environment of the hospitality industry in Cyprus. Moreover, they contribute to the local society with the development of graduates who may work in hospitality organizations, as well as with events such as the Intercultural conference (Cultural mosaic) organized by students with the support of the municipality.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

The members of the EEC identified areas where synergy of research with teaching was evident. Faculty use their own research in their teaching.

- **Research Teaching Synergies**

Some faculty members publish at journals or present papers at international conferences. In this case, they include some of the material of their research in their discussions and debates with their students. As the program is considered to be vocational and more practical most of the research areas were used for discussion in the classroom to instill awareness of the requirements of managerial work in the industry.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

The organizational chart provided evidence on the structure of the administration provided at INC. All required mechanisms were in place.

- **Administrative Mechanisms**

Committees were in place. Administrative staff were available to support students in both their academic as well as personal life.

- **Infrastructures / Support**

The members of the EEC confirmed that the committees identified in the application were in action and were delivering the services they claimed they offer the students such as academic advising, mentoring, support to find accommodation etc.

- **Financial Resources**

Financial resources were available to support the program. Faculty were provided with financial support to conduct research and present at international conferences. There is currently investment in classrooms and facilities to accommodate the specific program with more labs, classrooms and lecture theatre.

5. DISTANCE LEARNING PROGRAMS: NOT APPLICABLE

6. DOCTORAL PROGRAMS OF STUDY: NOT APPLICABLE

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

The members of the EEC identified the following recommendations:

TEACHING

Good Practice:

- Internship provides opportunities for developing awareness of the industry and professional experience
- Monitoring process of the internship course
- Interactive lectures
- Academic support

Recommendations:

- Update the reading list
- Use the APA correctly in the course syllabi
- Course outline could include assignment briefs to provide students time to reflect on the assessment of the course

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

- Update library list with more recent publications
- Connect with publishers' agents to gain access to instructors' material
- Invest in UNWTO library sources
- English course – add more terminology
- Further specialized faculty on hospitality research to inform the teaching in the program
- Reduce teaching time from 55 minutes to 50 minutes to allow time to move classrooms or take a break between classes

PROGRAM OF STUDY

Good practice:

- Structure of the program
- Vocational element and practicals

Recommendations:

- More specialized classes were asked by students on i.e. barista
- Rephrase PILOs to match title of the diploma and the content
- Rephrase CILOs to show progression, level of study and reflect on knowledge, skills and competencies developed at each level
- Reduce the content of the courses to ensure focus and allow time for self-study, independent study and discussion
- Make content more contemporary to include trends in the hospitality and tourism industry i.e. simulation games (HOTS) etc.

QUALITY ASSURANCE

Good practice:

- Course evaluation
- Discussion on performance in the delivery of the course

Recommendations:

- ALS and disability provision and relevant policy could be enhanced
- Provide feedback to faculty from student evaluations in order to be proactive in terms of managing the quality of the delivery; this allows actions to be taken before the end of the semester
- Once PILOs and CILOs are rephrased a matrix to identify which courses cover which PILOs

RESEARCH

Good practice:

- Faculty participation at international conferences
- Planning to organize an international conference in collaboration with universities in other countries

- Some publications

Recommendations:

- Enhance the research policy for more transparency in budget allocation and choice of conferences
- Identify clear budget per program

ADMINISTRATION
Good practice:

- Widen support to students
- Autonomy provided to academic staff to manage the program

Recommendations:

- Add committees in the organizational chart to show governance and how the administrative services support the program

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: InterNapa College

Program of Study: Hospitality and Tourism Management Diploma

Duration of the Program of Study: 2 years

Evaluation Date: 27th November 2018

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable **for each quality standard/indicator**.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Professor Carlos Manuel Martins da Costa	Full Professor, Head of the School of Economics, Management, Industrial Engineering and Tourism	University of Aveiro, Portugal
Professor Dorina-Maria Buda	Full Professor in Tourism Management, Head of the International Centre for Research in Events, Tourism, and Hospitality	Leeds Beckett University, UK
Associate Professor Evangelia Marinakou	Associate Professor in Hospitality and Tourism Management	Bournemouth University, UK
Ms Demetriana Hadjistephanou	Student of Economics	University of Cyprus

Date and Time of the On-Site Visit: 27th November 2018, 10-18pm

Duration of the On-Site Visit: 8 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						X
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					X	
	1.1.4.1	facilities			X		
	1.1.4.2	library			X		
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare				X	

	1.1.4.5	academic mentoring					X
1.1.5		A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X	
1.1.6		The teaching personnel, for each course, provide timely and effective feedback to the students.				X	
1.1.7		Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X
1.1.8		Control mechanisms for student performance are effective.				X	
1.1.9		Support mechanisms for students with problematic academic performance are effective.					X
1.1.10		Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X	
1.1.11		The program of study applies an effective policy for the prevention and detection of plagiarism.					X
1.1.12		The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X

The Members of EEC have found that the InterNapa College is in line with the recommendations set up by the Cypriot government, and therefore no major problems have been detected. Willingness and determination to acknowledge feedback provided by the members were found among the faculty and administration of the college.

Although the members find the facilities sufficient for the provision and delivery of the program, welcomes the investment in construction of further classrooms, labs and other teaching rooms.

The library facilities were poor in terms of the number of resources; all books were old publications and editions. More online databases in hospitality and tourism could be added to enhance the teaching and learning as well as research projects, and faculty research.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X

1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		

The EEC has not found any major problems in this area. On the contrary, the EEC concludes that the work that InterNapa College offers in this area is significant.

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:			X		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.		X			
1.3.3	The specializations of Visiting Professors adequately support the program of study.					
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	

1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	X			
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.	X			
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X

The Members of the EEC recognize that the teaching staff has, overall, high academic qualifications. It is commendable that INC has hired academically qualified personnel teaching staff.

It should nevertheless be noticed that a greater level of adjustment must be introduced in order to bridge the gap between the personnel qualifications and the courses taught in the program. The Members of the EEC panel advise that in order for the faculty to specialize in the area of hospitality and tourism, they could be encouraged to publish in the tourism and hospitality areas specifically, and in reflection of the key areas and courses included in the program of study.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.		X			
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.		X			
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.		X			
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.		X			
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	

The Members of the EEC have found confusion and misunderstandings in the purposes and objectives and learning outcomes of the program. It is recognized that is not easy for a two years program to integrate two inter-related areas (tourism and hospitality). However, it is strongly recommended that additional clarification should be made about the purpose, objectives and the program learning outcomes. The team should clarify whether the program emphasizes hospitality and incorporates the economics and management of the tourism industry, or not. This should be reflected in the title, the purpose, the objectives and the PILOs.

2.2	**Structure and Content of the Program of Study**	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning					X

		1	2	3	4	5
	approaches and the method of assessing student performance.					
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.		X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

The structure and contents of the program of study are found to be appropriate in terms of the order and the number of courses offered. The members of the EEC recommend the content of the courses to reduced and updated to include the latest developments in the area they cover.

2.3	**Quality Assurance of the Program of Study**	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X

			1	2	3	4	5
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						X
	2.3.2.1	the members of the academic personnel					X
	2.3.2.2	the members of the administrative personnel					X
	2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.						X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						X

The mechanisms of quality assurance of the program are comprehensive and adjusted. This is an area of good practice that may be positively singled out in the program.

2.4	**Management of the Program of Study**		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.						X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						X
	2.4.5.1	The provisions regarding unit credits					X
	2.4.5.2	The expected learning outcomes					X
	2.4.5.3	The methodology					X
	2.4.5.4	Course descriptions					X

	2.4.5.5	The program's structure				x
	2.4.5.6	The admission requirements				x
	2.4.5.7	The format and the procedures for student assessment			x	
2.4.6		The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				
2.4.7		The effectiveness of the program's evaluation mechanism, by the students, is ensured.				x
2.4.8		The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				x

The Members of the EEC recognize that there is a healthy separation between the academic and administrative management of the program.

Information concerning the program of studies is also provided properly to students.

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				x	
2.5.2	The program attracts Visiting professors of recognized academic standing.			x		
2.5.3	Students participate in exchange programs.		x			
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				x	

The network of international collaborations is in line with what is found in similar programs. However, it is expected that further improvements are introduced in terms of the students' participation in exchange programs and in the attraction of international visiting professors.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

Good connections have been established with the market. This is a strong point that should be maintained and strengthened in the future. The network of links with the surrounding organizations should be enlarged in the future with inclusion of organizations in other countries.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			X		
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			X		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			X		

| 3.1.8 | The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory. | | | | x | |
| 3.1.9 | Student training in the research process is sufficient. | | | | x | |

The Members of the EEC recognized that efforts have been made by the teaching personnel to engage in research activities, namely by publishing in recommended journals and by attending relevant international conferences. Nevertheless, it is strongly recommended that publications and other research activities are conducted in a way that they more effectively benefit the teaching program and are closely related to the content and the PILOs. A clear research policy should be set up by the College.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				x	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				x	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				x	

The administrative mechanisms available are as expected from such an educational institution to support such a program.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.		x			
4.2.2	There is a supportive internal communication platform.			x		
4.2.3	The facilities are adequate in number and size.			x		
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			x		

4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.			x		
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		x			
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			x		

The library facilities have to be improved, namely in terms of books, new book editions and online databases.

4.3	**Financial Resources**	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				x	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				x	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				x	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					x

The Members of the EEC recommend to the InterNapa College that the independency of the academic decisions should continue to be properly supported by financial autonomy.

5. DISTANCE LEARNING PROGRAMS: NOT APPLICABLE

6. DOCTORAL PROGRAMS OF STUDY: NOT APPLICABLE

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Carlos Manuel Martins da Costa	
Dorina-Maria Buda	
Evangelia Marinakou	
Demetriana Hadjistephanou	

Date: Thursday 29th November 2018

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