

Doc. 300.1.1

Date: 18/05/2025

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
InterNapa College
- **Town:** Sotira, Ammochostos
- **School/Faculty (if applicable):** Hospitality & Tourism Management
- **Department/ Sector:** Graduate Studies
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:
ΜΕΤΑΠΤΥΧΙΑΚΟ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ

In English:
Master of Business Administration
- **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. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) conducted a site visit to InterNapa College in Sotira, Ammochostos, on the 16th of May 2025. Prior to the visit, the EEC received a comprehensive set of documents, including the faculty handbook, which outlines promotion criteria and procedures, as well as the program study guide detailing the program structure, faculty qualifications, and related policies. These materials provided valuable context for the evaluation and were instrumental in helping the committee prepare for the visit.

During the site visit, the EEC had the opportunity to meet with key members of the College's leadership, including the Rector, Dr. Nicos Anastasiou; the Director of Administration and Finance, Mr. Markos Takkas; the Program Coordinator, Dr. Nikos Karfakis; and the Quality Assurance Director, Dr. Veronica Pavlidou. These meetings provided insights into the strategic direction, operational priorities, and quality assurance processes of the College, offering a comprehensive view of its governance and management structures.

The Committee also met with faculty members from various disciplines, including Dr. Michalis Anastasiou, Dr. Kyrilos Nikolaou, Dr. Andreas Karyos, Dr. Michael Georgiou, and Mr. Panayotis Panayi, who presented the program of studies. These sessions were well-prepared and clearly articulated, summarizing key elements of the curriculum and expanding on core areas of interest. The documentation provided was thorough and of high quality, helping the EEC gain a clear understanding of the program structure, academic standards, and the broader educational context.

In addition to these meetings, the EEC interviewed a group of eight graduate students, as well as members of the administrative staff responsible for academic affairs, student welfare, library services, and research support. These discussions provided valuable insights into the student experience and the effectiveness of the College's support systems.

The EEC also toured the College's physical facilities, including teaching areas, the library, student meeting rooms, staff offices, and common spaces. This tour was particularly helpful in assessing the infrastructure available to support student learning and faculty research.

The College staff demonstrated a high degree of flexibility and professionalism throughout the visit, accommodating the committee's needs and ensuring a productive assessment process. The EEC appreciates the considerable effort that went into the preparation and presentation of the documentation, which clearly met the assessment requirements set by the agency.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dimitrios Kousenidis	Professor	Aristotle University
Christos Kolympiris	Associate Professor	University of Warwick
Johann Fortwengel	Reader	King's College, London
Zoe Magou	Doctoral Student	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

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.

Strengths

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (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)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Master of Business Administration (MBA) program at InterNapa College is a two-year, full-time program requiring a minimum of 90 ECTS. The program is well-structured, with clearly defined objectives that align closely with the College's overall strategic vision. The intended learning outcomes are consistent with the program content, providing students with both practical and theoretical knowledge that prepares them for a wide range of professional careers, whether they are entering the job market or seeking to advance in their current roles.

From the outset, students are made aware of the program's learning outcomes through multiple channels, including course syllabi, course outlines, the College's website, and its electronic learning platform. This early and transparent communication ensures that students have a clear understanding of the skills and competencies they are expected to develop, supporting their academic and professional success.

The program's structure includes nine (9) core courses, totaling 54 ECTS, one (1) elective course (6 ECTS), and a substantial dissertation component worth 30 ECTS. This balanced structure provides students with a strong foundation in core business disciplines while allowing for some degree of specialization through elective choices. The dissertation further supports the development of critical thinking, research skills, and practical application of theoretical knowledge.

The assessment system is clear, comprehensive, and well-communicated to students, providing a fair and transparent evaluation of student performance. The admission criteria are also clear and appropriately designed to maintain a small cohort size (typically around 25 to 30 students per year). This selective approach is a significant advantage, allowing for personalized instruction, closer faculty-student interactions, and a supportive learning environment, all of which contribute to high levels of student satisfaction and academic success.

Quality assurance mechanisms are in place and generally well-aligned with international standards. These include both formal policies and informal processes for program development, management, and continuous improvement. Importantly, these mechanisms appear to be functioning effectively, ensuring that the program maintains high academic standards and consistently delivers a high-quality educational experience.

Strengths

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

1. InterNapa College has a long history of delivering educational programs in hospitality management, supported by a portfolio of related courses. This extensive experience generates valuable spillovers for both students and faculty. Faculty members can leverage their teaching expertise across multiple programs, while students benefit from instructors with deep, specialized knowledge in their field.
2. The majority of faculty members hold PhD degrees, ensuring high academic standards. This academic rigor, combined with the College's strong ties to the business world, provides students with a blend of theoretical insights and practical knowledge, better preparing them for careers in the hospitality sector and beyond.

3. Information about the program of study is publicly available, including clear and comprehensive course syllabuses and outlines. These documents define expected learning outcomes, course content, teaching methods, and assessment criteria, ensuring that students have a clear understanding of what is required for academic success.
4. The program is designed with a strong industry focus, integrating theory and practice to ensure that graduates are well-prepared for real-world challenges in the hospitality sector.
5. The program is built on well-established academic processes, providing continuity in learning and supporting a stable, high-quality educational environment.
6. The program benefits from small class sizes, which foster close faculty-student interactions, personalized instruction, and a more supportive learning environment. This personalized approach contributes to higher student satisfaction and better academic outcomes.
7. The skills developed through the program, including both technical and soft skills, significantly enhance students' employability, better positioning them for successful careers in the competitive hospitality industry and beyond.

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.

1. Currently, the dissertation component is assigned 30 ECTS, despite being a requirement that spans two semesters. Given that students typically earn 30 ECTS per semester, it would be more appropriate to increase the ECTS allocated to the dissertation to 60. This adjustment would bring the total number of ECTS for the program to 120, aligning it with the standard for two-year master's programs in many European institutions. This change would also reflect the substantial effort required for dissertation work, including data collection, analysis, and writing, providing students with a more accurate representation of the workload.
2. In the 2020 evaluation, the EEC recommended splitting the original TMBA 160 Global Leadership & Organizational Behaviour module into two distinct courses to allow for more focused content and increased elective options. The College responded appropriately by developing two separate modules: TMBA 160 Global Leadership and TMBA 250 Organizational Behaviour, with the latter offered as an elective. However, given recent developments and market trends, we now believe that Organizational Behaviour should be considered a core competency for all MBA students, as it provides critical insights into managing teams, understanding workplace dynamics, and leading organizational change. Therefore, we recommend merging these two modules into a single, comprehensive core module (TMBA 160 Global Leadership & Organizational Behaviour), ensuring that all students receive a well-rounded education in both leadership and organizational dynamics.

3. The content of the TMBA 170 Business Policy and Strategic Innovation module should be expanded to include a component on Entrepreneurship. This addition would reflect the growing importance of entrepreneurial thinking in modern business and better prepare graduates for leadership roles in dynamic, fast-paced environments. Integrating entrepreneurship into this module would also enhance the program's appeal to prospective students with an interest in startups, small business management, and innovative business strategies.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals
- A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.

2.3 Student assessment

Standards

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
- Assessment is appropriate, transparent, objective and supports the development of the learner.
- The criteria for the method of assessment, as well as criteria for marking, are published in advance.
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.
- Assessment, where possible, is carried out by more than one examiner.
- A formal procedure for student appeals is in place.
- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The regulations for assessment take into account mitigating circumstances.
 - The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.
 - A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.

You may also consider the following questions:

- How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).
- How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?
- How is the development of students' general competencies (including digital skills) supported in educational activities?
- How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?
- Is the teaching staff using new technology in order to make the teaching process more effective?
- How is it ensured that theory and practice are interconnected in teaching and learning?

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The College has developed a comprehensive teaching methodology and set of mechanisms to support the effective delivery of its programs. It is clear that significant thought has been given to the overall design and implementation of teaching and learning processes, with a strong focus on meeting student needs. The educational approach comes across as well-structured, effective, and well-executed, benefiting from insights gained through previous accreditation processes.

There are well-documented academic procedures that clearly define the roles and responsibilities of the Program Coordinator, teaching staff, and students. These processes appear to be functioning smoothly, without significant management challenges, ensuring a high-quality learning experience. The College also effectively applies the European Credit Transfer and Accumulation System (ECTS), providing a transparent and consistent framework for evaluating student progress.

The assessment system is similarly well-developed, with clear criteria for evaluating student performance. These criteria are communicated effectively to students, supporting fair and consistent grading. The program also demonstrates a strong commitment to blended learning, combining theoretical material with practical applications and encouraging independent study. Teaching materials, including lecture presentations, are well-organized and readily available to students, promoting active learning and academic success.

Strengths

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

1. The College maintains consistent quality standards through a network of committees that oversee the delivery of module material. These committees play a critical role in ensuring that academic content is delivered effectively and that teaching practices remain aligned with the College's educational goals.
2. The College has developed strong ties with the business community, which is a significant advantage for both students and faculty. These connections provide valuable opportunities for guest lectures, industry insights, and real-world perspectives, enriching the learning experience and better preparing students for their careers.
3. Overall, the program compares favorably with similar offerings in Cyprus and internationally. The intended learning objectives are clearly aligned with the broader aims of the program and are effectively communicated to students. The program's structure and learning mechanisms are well-designed to support the achievement of these objectives, ensuring that students receive a comprehensive, industry-relevant education.
4. The EEC is confident that the program is fully managed by the academics in charge, without undue non-academic interventions. The relatively small size of the program fosters a friendly, supportive, and collaborative environment, encouraging close interactions between students, faculty, and administrative staff.
5. The students interviewed by the Committee expressed high levels of satisfaction with the quality of the program and its international focus.

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.

1. The international dimension of the program could be further enhanced. Currently, the potential for student exchange with other European institutions through the Erasmus program has not been fully utilized (which is expected given that the program is young). Expanding these exchange opportunities would strengthen the program's international profile, expose students to diverse educational environments, and create valuable networking opportunities. Additionally, it would align the program more closely with the international standards expected of modern business education.
2. The College's links with the local business community could also be deepened, particularly given the relative newness of the program. Stronger industry connections would not only improve the employability of graduates but also enhance the program's appeal to prospective students. This could include developing more robust internship opportunities for both domestic and international students, creating mentorship programs, and inviting industry professionals to participate in guest lectures and workshops. Such initiatives would reinforce the practical, career-oriented nature of the program and strengthen its overall marketability.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- Institutions ensure the competence of their teaching staff.
- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.
- Innovation in teaching methods and the use of new technologies is encouraged.
- Conditions of employment that recognise the importance of teaching are followed.
- Recognised visiting teaching staff participates in teaching the study programme.

3.2 Teaching staff number and status

Standards

- The number of the teaching staff is adequate to support the programme of study.
- The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.

- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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.

During the site visit, the EEC members had the opportunity to meet with the majority of the full-time and part-time teaching staff involved in the program. Many of the faculty hold PhD degrees, reflecting a strong academic foundation, and a significant number are actively engaged in research activities. This commitment to scholarship is supported by their diverse academic backgrounds, with many faculty members having pursued part of their education or professional careers in international settings. This global perspective enriches the teaching environment, bringing a broader understanding of business practices and academic standards.

The faculty members demonstrated a high level of professionalism and engagement, with excellent English language skills, which further supports effective communication and teaching in a diverse student body. They also appeared to be genuinely invested in the success of their students and the broader academic community.

In terms of job satisfaction, the faculty expressed overall contentment with their working conditions and the supportive environment at the College. This satisfaction is reflected in the relatively long tenure of many faculty members, indicating a stable and positive work environment. Faculty members also appear to take their teaching responsibilities seriously and are supportive of the College's research initiatives. They understand the broader value of research for an educational institution, including its role in enhancing teaching quality, building institutional reputation, and contributing to academic knowledge.

Strengths

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

1. The college appears to have reasonable teaching loads with some flexibility, for example, we have been told that about 10—20% of the faculty enjoy some small teaching reduction, in order to help them pursue their research activities.
2. In addition to the offering of teaching load reduction, the college encourages research activities in a number of additional ways, including support for conference attendance and such activities can augment staff's professional development.
3. Consequently, research activity appears to be seen favorably for promotion and this creates additional incentives for staff development.
4. There appears to be a good balance between junior and senior faculty members. The more senior faculty have been with the College for a long time, which implies a good working environment that is beneficial to the program.
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. Standards and performance criteria for staff seem to strike a good balance between experience and performance (e.g., teaching scores, research performance, collegiality).
6. Strategically, the focus on the hospitality industry seems a sensible strategic move, given the College's location and student body. This strategic direction is also supported by strong links to the local community and the use of guest speakers and other stakeholders.
7. Commendable is that the college has built relationships with both industry and education partners, and we would encourage the college to continue to work toward filling with life these collaborations. We understand that these initiatives are quite recent and take time to flourish. In particular, the relationships with other education institutions can help further support faculty mobility and research activities.

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.

1. The College could benefit from investing more in resources that support high-quality faculty research. One practical step in this direction would be the acquisition of specialized databases, which would provide faculty with access to the latest academic publications, industry reports, and data sets necessary for rigorous, impactful research. This investment would also enhance the College's ability to support evidence-based teaching and improve the overall research output.
2. In addition to providing research resources, we recommend that the College consider increasing its research budget. This would enable faculty to engage more actively in research, present their findings at local and international conferences, and collaborate with scholars from other institutions. Such activities are crucial for building the College's research profile, attracting high-quality faculty, and supporting the professional development of its academic staff.
3. To further promote a research-oriented culture, the College could establish a regular seminar series where both internal and external speakers present their ongoing research and solicit feedback. This approach is a cost-effective way to foster academic exchange, create networking opportunities, and signal to both faculty and students that research is a valued part of the institution's mission. It can also serve as a platform for building interdisciplinary connections and inspiring new research ideas.
4. Finally, we encourage the College to intensify its efforts to further balance the ration between full time and part time academic staff, where possible. Such rebalance could improve student experience, strengthen collegiality, and enhance the overall effectiveness of College operations. A better balance between full-time and part-time staff can also lead to more consistent teaching quality, deeper faculty-student relationships, and a more cohesive institutional culture.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The evaluation committee had the opportunity to discuss with 8 (current and graduates) students of the MBA program. During our discussions, we explored their reasons for choosing the College, their impressions of the program, and their overall experience.

The students expressed a high level of satisfaction with the College, citing its location, the block teaching mode and positive word-of-mouth recommendations from their networks as key factors in their decision to enroll. They emphasized the College's student-oriented approach, highlighting the close interactions between students and faculty as a particular strength.

Overall, the students reported being satisfied with the program and the range of services provided. They appreciated the College's flexibility in accommodating their needs, as well as the quality of the modules and infrastructure. They also praised the dissertation process and the learnings that came out of it.

The College's admission criteria were noted to be on par with other institutions in Cyprus offering similar programs. Importantly, both students and faculty indicated that the College has clear processes in place to support students who may be struggling academically, ensuring they can get back on track.

Additionally, students unanimously agreed that their voices are heard, noting, for example, that teaching has transitioned to block teaching since the early years of the College's operation.

Strengths

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

1. The College is highly student-oriented, prioritizing the academic success and overall well-being of its students. The small program size allows for close faculty-student interactions, providing personalized feedback and support, which enhances the learning experience and fosters a sense of community.
2. Given the student cohort comprised of full-time professionals, block teaching is a valuable approach for this program, as it allows learners to focus intensively on one subject at a time, promoting deeper understanding and retention. It also offers greater scheduling flexibility, reduces cognitive overload, and aligns well with the practical, real-world nature of the curriculum.
3. The location of the College is a significant advantage for this program, as it minimizes the need for long commutes, which can be challenging for full-time professionals. This convenient access supports better work-study balance, reduces travel fatigue, and allows students to fully engage in their studies without unnecessary logistical strain.
4. Students benefit from individualized attention from teaching staff, a key advantage of the smaller program size. This personalized approach ensures that each student's progress is closely monitored, contributing to better learning outcomes.
5. The College actively involves students in its governance and quality assurance processes. Students participate in regular evaluations and have representation on committees such as the Quality Assurance Committee, ensuring their voices are heard in the decision-making process.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends that the College considers expanding its recruitment efforts to attract international students in the program, while maintaining the high standards that define the program. This approach could enhance the diversity and global perspective of the student body, enrich classroom discussions, and strengthen the College's international reputation. To support this, the College could explore targeted marketing strategies, establish partnerships with overseas institutions (or leverage existing ties also from the other programs it offers), and offer support services tailored to the needs of international students, such as language support, cultural integration programs, and flexible scheduling.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The site visit and interviews with faculty, students, and administrative personnel provided the evaluation committee with a comprehensive view of the College's infrastructure and resources. Based on these observations, the committee concluded that the College offers strong support to both students and faculty, including access to library materials, IT infrastructure, and administrative assistance. Importantly, the College also allocates resources to support faculty research efforts, which the committee views as a significant strength, reflecting a commitment to academic development.

The physical facilities are well maintained, with notable recent investments in modern educational technology, such as interactive blackboard screens in the newly built amphitheatre, which enhance the teaching and learning experience. This investment in cutting-edge infrastructure demonstrates the College's commitment to providing a high-quality educational environment.

The plans for building accommodation infrastructure are also timely and very welcome, as the location currently faces a scarcity of affordable housing options. This investment will not only enhance the overall student experience by providing convenient, on-campus living but also make the College more attractive to both local and international students, fostering a stronger sense of community and reducing the logistical challenges associated with off-campus housing.

In terms of human capital support, the College appears to be performing well, providing faculty with the necessary tools and resources to fulfil their teaching responsibilities. This includes support for research where applicable, reflecting the College's broader commitment to fostering an environment that supports both teaching excellence and scholarly contributions.

Strengths

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

1. Both faculty and students indicated that they are provided with the resources necessary to meet the expectations of their roles.
2. The leadership team appears committed to supporting both faculty and students, ensuring that necessary resources are available when required. This proactive approach contributes to a positive learning and working environment.
3. The administrative staff reported high levels of job satisfaction, noting a collegial atmosphere where team members support each other effectively. Administrative systems are well-organized, with clearly defined structures and roles, contributing to smooth operational processes.
4. The administrative team confirmed that they have the capacity needed to support the program.
5. The College's IT infrastructure was noted to be on par with expectations for high-quality education, providing the technological support needed for both teaching and learning.

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.

As part of its plans to invest in accommodation infrastructure, the committee encourages the College to also consider developing complementary recreational facilities. Amenities such as fitness centers, recreational lounges, and outdoor spaces for relaxation and social gatherings can significantly enhance the student experience, promoting physical and mental well-being, fostering a sense of community, and supporting a more balanced student life. These investments can also strengthen the College's appeal, improving student retention and satisfaction while reinforcing its commitment to holistic education.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

InterNapa College has established a strong reputation, in part due to its strategic location and strong industry networks, both of which are seen as significant strengths. The College's small size allows for personalized instruction, closer faculty-student interactions, and a supportive learning environment, all of which contribute to high levels of student satisfaction. The EEC commends the College for its clear long-term strategic plan, which focuses on expanding its footprint in the hospitality sector. This includes a commitment to delivering innovative programs in hospitality management and creating a distinctive identity and brand around this field.

The College's strategic vision is further supported by plans to invest in student accommodation facilities, which will help attract a broader range of students, including those from outside the immediate area, and address the current shortage of housing options. These investments, combined with the recent addition of infrastructure such as the newly built amphitheater, position the College well to stay competitive in the rapidly evolving hospitality education market. The introduction of MBA studies is also a promising development, potentially placing the College ahead of its competition and further reinforcing its position as a leader in the field.

However, the committee notes that there is room for growth in the area of research. While the College has expressed an ambition to strengthen its research profile, more concrete measures are needed to support this goal. We encourage the College to put in place stronger incentives for faculty to engage in research, including expanding the research budget and providing more support for conference attendance and publication efforts. This would not only enhance the academic profile of the College but also attract and retain high-caliber faculty, further reinforcing the College's reputation as a leader in hospitality education.

Regarding the structure of the academic programs, the committee suggests making small but impactful adjustments to the credit structure and the content of individual modules to ensure they align with the latest industry trends and academic standards.

Finally, within the constraints of the local labor market, we encourage the College to explore additional ways to further balance the ration between full-time and part-time faculty.



E. Signatures of the EEC

Name	Signature
Dimitrios Kousenidis	
Christos Kolympiris	
Johann Fortwengel	
Zoe Magou	
Click to enter Name	
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Date: 18/05/2025