



Doc. Number: 300.1.1

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution:

Neapolis University Pafos

Program of Study:

**Master in Business Administration in Tourism
(MBA in Tourism)**

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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	UNIVERSITY / INSTITUTION
Associate Prof Dr Yaniv Poria	Associate Professor in Tourism/Chairman of the Hotel and Tourism Department/Academic Head Campus Eliat	Ben Gurion University, Israel
Prof Dr Andreas Papatheodorou	Professor in Industrial and Spatial Economics with Emphasis on Tourism	University of the Aegean, Greece
Associate Prof Dr Wai Mun Lim	Associate Professor in Service Management	University of Plymouth, United Kingdom
Mr Pavlos Pavlou	Student	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on-site visit meetings, and of the on-site visit to the infrastructures.

The Panel studied the MBA in Tourism documentation for Neapolis University Pafos. The academic members of the Panel held a first meeting and discussed the documentation on Wednesday 4 October 2017 at Hilton Hotel in Nicosia. Following that, the academic members of the Panel met with DI.P.A.E. officials at the Ministry of Education and Culture on Thursday 5 October 2017 in the morning. This meeting was followed by a day visit to Neapolis University Pafos on Friday 6 October 2017, where Mr Pavlos Pavlou, the UCY student, joined the other three panellists. While at Neapolis University Pafos, a meeting with the Dean, Academic Director and programme staff explained the University's vision, strategy and standing as well as the curriculum in detail. Finally, the panel visited the University resources, class infrastructure, computer laboratories, library and online facilities.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The Panel studied the application and documentation provided in advance and also during the site visit. There were several areas that were discussed during the meeting based on the documentation. Additional information and clarifications were provided during the evaluation process and duly considered by the Panel.

INTERNAL MANAGEMENT COMMITTEE AND TEACHING STAFF

Internal Management Committee (in attendance)
Professor Spyros Vliamos, Dean of School Economics and Business
Dr Christodoulos Akrivos, Programme Director
Ms Georgia Christou, Erasmus Quality Assurance Officer
Teaching Staff (in attendance)
Dr Andreas Hadjixenophontos
Dr Andreas Massouras
Dr Christodoulos Christodoulou - Volos
Mr Michael Vastardis
Student Representative (in attendance)
n/a

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The Dean of the School of Economics and Business as well as the Programme Director explained the relevant educational experience of the University and the School in particular.

It seems that teaching work is organised efficiently. A highly effective administration structure supports the delivery of the programmes.

Teaching has not started yet as validation is required for the programme to start.

Teaching staff seem highly experienced, professional and enthusiastic about teaching their students. There is tourism and hospitality expertise in the team. Extensive research is evident but not always in the tourism sector. Not all members of staff are tourism sector specialists from an academic point of view; nonetheless, they seem to be involved in industry related activities.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labour market and the society**

This MBA programme targets postgraduate students aiming to develop a career in the tourism sector. It is positioned as a good opportunity for personal and professional development, through equipping students with both the knowledge and the skills of management and business administration for the tourism sector. This is expected to support their career development and professional life. The aims and objectives of the programme should therefore enable students to develop their skills and increase their career prospects. In particular, this programme clearly targets two groups of students, namely existing industry practitioners and new entrants. The purpose and objectives of the programme are realistically achievable offering a clear sense of direction for different stakeholder groups including students, academic staff and the industry. The infrastructure and the design of the programme facilitate the achievement of these aims and objectives. The programme offers a balanced portfolio of theoretical and applied business management knowledge regarding the tourism sector.

There is a logical sequence of modules in terms of content, assessment and the number of credits attached to each module. The programme offers a progression and development opportunity moving from more theoretical and reflective elements of learning to transferable managerial skills of relevance to the tourism sector. The learning outcomes of the overall programme are geared towards acquiring tourism sector-specific knowledge and developing professional transferable skills. The learning outcomes of the individual modules are well-structured and balanced; nonetheless, there is also limited innovation in the degree and a failure to acknowledge contemporary sectoral and macroeconomic challenges. Semester one modules focus on generic business management knowledge; nonetheless, it is suggested that these generic business modules should be better contextualised to become relevant for those studying tourism. Semester two modules aim at providing

an understanding of the tourism sector. In both semesters, most textbooks suggested for all modules must be updated; moreover, tourism academic journal articles should be included in the module outlines. Finally, the Dissertation module in semester three offers students an opportunity to capitalize on their research skills and respond to the needs of the industry with their projects.

Assessment is traditional – in most modules, there seems to be a final exam and/or a coursework. As the degree is on management, it is advised that presentation skills should be explicitly evaluated and assessed as much as possible. The number of credits attached to each module is standard.

Internal Mechanisms for evaluating the quality of the programme do exist and the student and staff satisfaction conform to common practice at university level. It is a good practice to observe that the students participate in the analysis and of the results of the evaluation process by being represented in the Internal Quality Committee.

Teaching staff are actively involved in the formation of the curriculum and their modules encouraged by the Dean. It should be noted, however, that the Programme Director is currently an Adjunct and not a permanent member of staff; this may undermine the programme's stability from a management point of view.

The MBA programme is taught in English; this may facilitate its internationalisation from both a student intake and teaching staff perspective. There is an aspiration to collaborate with other universities and research centres and engage in knowledge transfer globally.

There is strong evidence of impact of Neapolis University Pafos on the local society. First, the institution contributes to the development of Cyprus tourism industry by being part and capitalising on its links with Leptos Group. Second, the institution offers bursaries to students as well as benefits in kind such as complimentary accommodation for students during teaching days.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The programme documentation refers explicitly and in detail to the research policies and activities implemented by the University and its members of staff encouraging excellent research. Moreover, there is evidence of a strong research culture among the involved members of academic staff. The latter are research active; nonetheless, the findings of their research projects should better inform the development and delivery of the curriculum and thus contribute to enhanced student understanding of the applied aspects of the degree. A fortiori, members of staff are encouraged to publish in first-tier tourism sector journals thus realising and contextualising their research potential to the benefit of the students. This would be explicitly of great added value to modules delivered in Semesters 2 and 3.

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

- Administrative Mechanisms**
- Infrastructures / Support**
- Financial Resources**

The University appears to have sufficient and adequate provision for the administration of the program. Other infrastructures/support were in most cases state-of-the-art for the proposed number of students. The University seems to have substantial resources to operate successfully.

Insufficient information was provided in the feasibility study in terms of future cash flows and costs at campus level. Nonetheless, the very fact that the University is affiliated to Leptos Group provides solid financial foundations for its future development.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

In conclusion, the learning outcomes of the overall programme are geared towards acquiring business and management knowledge and apply it to the tourism sector. The programme aims to provide students with an in-depth understanding of relevant issues associated with management and organisational aspects of tourism sector together with basic principles that support the industry. More specifically, it aims to guide the student to a professional area that would be appealing to him/her as a future career; to equip graduates with a solid academic, technological, and intellectual background for academic and/or career advancements; to provide students with a solid foundation of management skills, strategy, marketing and sales, human resource management, communication, finance, operations, and to help students, develop their critical thinking and refine their analytical and decision-making skills.

The learning outcomes of the individual modules are well-structured and balanced but could have better addressed modern tourism sector business challenges. The generic business modules often overlook the specific context and requirements of the tourism sector and therefore do not provide sufficient contextualized knowledge. All modules use dated literature, and fail to include journal articles with contemporary methodologies and topics.

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.

There is evidence of industry engagement and professional practice interaction. This is a strength of the programme as it may help students prepare themselves for the real world. This is topical as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff. The proposal also mentions collaborations with the local tourism industry that can enrich the programme; such opportunities for potential engagement were also mentioned during the meetings.

There is sufficient information to gain a comprehensive understanding of the assessment strategy. Assessment appears traditional - there is apparently a final exam and/or a coursework for each module. There is no mention of any advanced assessment methodologies or pedagogic strategies. The number of credits attached to each module is standard.

The programme documentation refers explicitly and in detail to the research policies and activities implemented by the University and its members of staff encouraging excellent research. Moreover, there is evidence of a strong research culture among the involved members of academic staff. The latter are research active; nonetheless, the findings of their research projects should better inform the development and delivery of the curriculum and thus contribute to enhanced student understanding of the applied aspects of the degree.

Staffing is of limited concern as almost all academic members of staff are qualified to PhD level. One proposed adjunct member of academic staff holds only a Bachelor's degree; nonetheless, he has outstanding relevant industry experience. There is some evidence of specialised tourism research and knowledge-creation activity; however, this is centred around few individuals, especially Adjuncts, with limited teamwork involvement. The academic staff had adequate engagement in the module preparation.

Doc. Number: 300.1

Quality Standards and Indicators
External Evaluation of a Program of Study

Institution: Neapolis University Pafos

Program of Study: MBA in Tourism

Duration of the Program of Study: 18 months

Evaluation Date: 06 October 2017

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. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

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	UNIVERSITY / INSTITUTION
Associate Prof Dr Yaniv Poria	Associate Professor in Tourism/Chairman of the Hotel and Tourism Department/Academic Head Campus Eliat	Ben Gurion University, Israel
Prof Dr Andreas Papatheodorou	Professor in Industrial and Spatial Economics with Emphasis on Tourism	University of the Aegean, Greece
Associate Prof Dr Wai Mun Lim	Associate Professor in Service Management	University of Plymouth, United Kingdom
Mr Pavlos Pavlou	Student	University of Cyprus

Date and Time of the On-Site Visit: 06 October 2017

Duration of the On-Site Visit: One day

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 programme 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 programme, 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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The University appears to have sufficient and adequate provision for the administration of the program. Other infrastructures/support were in most cases state-of-the-art for the proposed number of students. Nonetheless, learning resources (especially electronic subscriptions to academic and professional journal databases in the tourism sector) at the library are rather inadequate and somewhat difficult to access; and the proportion of books related to tourism and hospitality needs to rise. The University seems to have substantial resources to operate successfully. Moreover, the institution offers bursaries to students as well as benefits in kind such as complimentary accommodation for students during teaching days.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p>							

β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

The management team aims to recruit between 20-30 students per intake eventually. At present, the majority of students in the School of Economics and Business originate from Cyprus and Greece but there are also students from the Middle East.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each programme is suitable for achieving the programme's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each programme 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 programme 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 programmes, and are updated regularly.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The teaching material should better address modern tourism sector business challenges. Most modules are based on dated literature, and fail to include journal articles with contemporary methodologies and topics.

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 programme have the relevant formal and fundamental qualifications for teaching the programme, 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.				X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of programmes 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 programmes taught by full-time personnel, occupied exclusively at the institution, to the number of programmes 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				X	

	a five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Programme Coordinator has strong academic qualifications but is currently only an Adjunct; this may potentially endanger the stability of the MBA programme. This is an issue to be seriously considered by the Neapolis University Pafos.</p>						

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.					
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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The documentation was unclear with respect to the breakdown of marks in the assessment criteria.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The programme curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per programme and per semester for the student either he / she studies in a specific program or he/she is registered and studies				X	

	simultaneously in additional programs of studies according to the European practice in higher education institutions.					
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 programmes focusing on the specific discipline, includes an adequate number of general education programmes.					
2.2.6	The content of programmes 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 programmes are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's programmes 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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The content should better reflect modern tourism sector business challenges and incorporate contemporary topics.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p>						
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	
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	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.								
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	Programme 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.					X		

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	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The panel was satisfied that effective management of the program of study was applied.

In the case of practical training, note:

- The number of credit units for programmes and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

n/a

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	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The proposed programme has great potential to develop synergies and collaborations with scholars and institutions around the world because of the University's location and links to the tourism and hospitality sectors.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The proposed programme meets the standards expected from corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labour 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	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Insufficient information was provided in the feasibility study in terms of graduate employability. Nonetheless, the very fact that the University is affiliated to Leptos Group provides solid foundations for career prospects of its students in the tourism sector.

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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Learning resources (especially electronic subscriptions to academic and professional journal databases in the tourism sector) at the library are rather inadequate to support the research component of the programme of study; and the proportion of books related to tourism and hospitality needs to rise. Moreover, the teaching material should better reflect new findings in hospitality and tourism research. Most modules use dated literature, and fail to include journal articles with contemporary methodologies and topics.</p>					

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		
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
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	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
Support is required in investing on more library resources. The curriculum is somewhat outdated and does not address contemporary challenges in the tourism sector.						

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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Insufficient information was provided in the feasibility study in terms of financial resources. Nonetheless, the very fact that the University is affiliated to Leptos Group provides solid financial foundations for the programme's future development.</p>						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and					

	internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√" in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of programmes taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Overall suggestions for improving the identity, aims, content and target audience of the programme:

STAFFING

- Academic staff need to further engage in research and knowledge creation in the tourism sector;
- The Programme Coordinator has strong academic qualifications but is currently only an Adjunct; this may potentially endanger the stability of the MBA programme. This is an issue to be seriously considered by the Neapolis University Pafos;
- Publications in ABS-listed journals by members of academic staff in the areas of hospitality and tourism should be actively encouraged;
- Business/Management generalists need to be trained to understand the tourism sector's global challenges and incorporate them into their teaching.

PROGRAMME STRUCTURE

- Given the content and structure of the programme, it is suggested that this should be renamed to become "MBA with Specialisation in the Tourism Sector" instead of "MBA in Tourism";
- "Research Methods" should become "Introduction to Research";
- "Tourism Market Quantitative Methods and Research" should become "Research Methods in the Tourism Sector";
- The new "Research Methods in the Tourism Sector" module should place more emphasis on qualitative research methods;
- The new "Introduction to Research" module should be taught before the new "Research Methods in the Tourism Sector" module;
- A new module entitled "Transport and Tourism" should be introduced as an elective to consider other sub-sectors in the supply chain of tourism;
- Generic management modules should be enriched with tourism sector content and context;

- All modules should modernize content, update reading lists and include tourism sector-specific journal articles.

INDUSTRY ENGAGEMENT AND PROFESSIONAL PRACTICE

- A comprehensive programme of guest speakers, industrial visits and practice should be explicitly developed.

RECRUITMENT

- A comprehensive feasibility study and a recruitment strategy are required to secure the long term academic viability and continuity of the programme.

RESOURCES

- More resources are required in the library.

ASSESSMENT

- Comprehensive pedagogic strategy is required to take advantage of modern methodologies to transfer knowledge;
- The opportunity to use real industry engagement as part of assessment should be actively explored;
- The addition of a mid-term module evaluation by students should be considered and documented accordingly;
- Additional emphasis should be put on presentations to improve students' communication skills and reduce their tendency to plagiarise.

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

Name:	Signature:
Assoc. Prof. Dr Yaniv Poria	
Prof Dr Andreas Papatheodorou	
Assoc. Prof Dr Wai Mun Lim	
Pavlos Pavlou	

Date: 08 October 2017