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ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

Date: 23/ 05/ 2019

External evaluation report

Higher education institution:

NEAPOLIS UNIVERSITY PAFOS

Town: PAFOS

Programme of study (Name, ECTS, duration, cycle)

In Greek:

Μεταπτυχιακό στη Διοίκηση Τουριστικών

Επιχειρήσεων

In English: MBA in Tourism (Distance Learning)

Language of instruction: English and Greek

Programme's status

New programme: Distance Learning MBA in Tourism

Currently operating: MBA in Tourism

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
MANSFELD Yoel	Full Professor	University of Haifa, Israel
NAPOLI Jocelyne	Associate Profession	Université Toulouse III, Paul Sabatier, France
LIM Wai Mun	Associate Professor	University of Plymouth, UK
DAGDILELIS Vasileios	Professor	University of Macedonia, Greece
GEORGIΟΥ Varvara	Student	Cyprus University of Technology

Guidelines on content and structure of the report

- The assessment of study programmes follows the structure of assessment areas.
- At the beginning of each assessment area there is a box presenting:
 - (a) standards which are relevant to the European Standards and Guidelines (ESG)
 - (b) 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. For each assessment area, the report must include the following:

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.

- In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

- The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- It is pointed out that, in the case of indicators (criteria) 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 and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.

- The parts of the report written in blue font must be erased when drafting the report, so that each assessment area consists of the standards, the description of the way in which the standards are met (findings, strengths, areas of improvement and recommendations) and the justified scores of the quality indicators (criteria).

- 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, 1.8, 1.9)

Standards

- *Policy for quality assurance of the programme of study:*
 - *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*
- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *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*
 - *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*
- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *NA*
- *There is a full time officer dealing with Quality Assurance and a dedicated division within the University that is fully in charge with quality.*
- *The Rector of the University and his team are working as a team to design and develop of this program. This is accompanied by a designated pedagogical committee of the University.*
- *The proposed programme looks highly coherent with a logical sequence however we highly recommend that the core (foundation courses) in the first semester will*

use examples and case studies from the tourism and hospitality domain. Furthermore, we suggest that these case studies and examples will be mentioned in the syllabus of each module, so that it will be evident and clear that these courses are not too general but refer to the main theme of this MBA (Tourism) programme.

- *We were impressed by the integrated platform for distance learning and the content already uploaded. However, a significant part of the material requires translation into English. The panel recommends that written exams measuring the minimum level of B2 according to the Common European Framework of Reference for Languages (CEFR) English proficiency/ skills should be incorporated with an interview, which is the current mode of practice.*
- *The EEC highly recommends that admission requirements will be prior experience in the tourism sector.*
- *As a minor change, the EEC recommends exploring the possibility of offering a capstone project as an alternative to the dissertation.*
- *The programme was designed with several benchmark programmes in mind. The immediate MBA (Tourism) is offered by the University, the second is that operated by the Open University of Cyprus and several similar programmes in Greece.*
- *In relation to the current proposed award of 2 ECTS for 'Attendance and participation', the EEC recommends adopting an incentive approach alongside reducing attendance and participation from 2 ECTS to 1 ECTS, thus if additional none obligatory assignments are submitted by students, they will gain 2 ECTS as opposed to one. The EEC also recommends the consideration of reducing the ECTS for attendance.*
- *The EEC is satisfied with the University commitment to offer student a full bilingual (Greek and English) platform, online assistance and teaching materials. This requirement should be met from the onset of the programme. The EEC further recommends that the University ensures the bilingual proficiency of the teaching team.*

Findings

Generally, the EEC found the proposed programme well-balanced, adequately structured and supported by a highly efficient academic and administrative staff of the University. Based on our in-depth interviews with academic staff, administrative staff and students, we can attest that Neopolis University is a highly capable academic institution that can easily run a distance learning MBA focusing on Tourism. Bearing in mind that the University already run successful distance learning programmes, we are convinced that the assimilation of the proposed programme will be a speedy, efficient and highly successful process.

Strengths

- *The University is a well-established distance learning provider with a large number of distance learning students in other programmes.*
- *The use of Moodle as an integrated distance learning platform has already been approved as a highly efficient, friendly and easy-to-learn tool.*

- *Established and accessible IT division is at the students and staff disposal. Data is backed up in a way that assures full protection and quick retrieval.*
- *The use of WizIQ and BBB put the University at the forefront of distance learning capabilities.*
- *The online library offers almost unlimited access to methodological, theoretical and practical sources. These are accessible online for the benefit of international distance learning students.*
- *Members of the academic team appears to be actively involved with significant external stakeholders for knowledge exchange*
- *Neopolis University has an extensive undergraduate education programme in Business. Therefore, there is a large reservoir of students that many continue to the MBA (Tourism) programme.*
- *A dynamic international relations initiative is in place, for example the high number of MOUs, Erasmus +.*

Areas of improvement and recommendations

- Prepare a list of potential Master dissertation research topics and the specific instructors and publish them on the website. This will facilitate the specific planning of the 30 ECTS dissertation module
- To strengthen the potential faculty – enhance scientific collaborations with other faculties within and outside the University. For example, to further develop existing partnerships within Erasmus +.
- Further institutionalising research activities in the University which will enhance the quality of teaching and ensure relevance.
- Reassessing the current practice of allocating equal ECTS across the programme, bearing in mind the module importance and workload varies across the programme.
- In the rationale of the proposed programme, there was an indication that the aspects of sustainability and globalisation are common threads, however these main themes are not explicit in the module documentation. Therefore, we highly recommend integrating these common threads in all relevant syllabi. We believe that by implementing this, the uniqueness of the programme and its differentiation will serve the University in promoting and positioning the programme.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	9
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	10
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	6
1.3.2	The programme webpage information and material	NA
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	8
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	7
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	9
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	8
1.5.2	The programme's content	7
1.5.3	The methods of assessment	9
1.5.4	The teaching material	7
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	7
1.5.7	The research orientation of the programme	8
1.5.8	The quality of students' assignments	NA
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	10
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	9

1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	6
1.9	New research results are embodied in the content of the programme of study.	6
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	NA
1.11	Students' command of the language of instruction is appropriate.	NA
1.12	The programme 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.	7
1.13	The learning outcomes and the content of the courses are consistent.	8
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	8
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	7
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	NA
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	9
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	9
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	9
1.20	The admission requirements are appropriate.	7
1.21	Sufficient information relating to the programme of study is posted publicly.	NA
1.22	The teaching methodology is suitable for teaching in higher education.	9

Justifying the numerical scores provided for the quality indicators (of 6) specifying the deficiencies:

1.3.1 = an optional module was added to the programme on the day of the EEC's visit. These were not included in the documentation provided for accreditation.

1.8 = The bibliography in each syllabus reveals that some of the bibliographic sources are significantly outdated. The content does not appear to include the consideration of sustainability and technological advancements.

1.9 = No evidence of new research embodied in the syllabus

Provide information on:

1. Employability records: NA

2. Pass rate per course/semester: NA

3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS: NA

Please circle one of the following for:

Study programme and study programme's design and development

Substantially compliant

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

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *Practical and theoretical studies are interconnected.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Students' different abilities, learning needs and learning opportunities are taken into consideration when conducting educational activities by providing students with welfare services.*
- *The development of students' general competencies (including digital skills) supported in educational activities are made thanks to different platforms and tools used.*
- *Innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities such as the online*

desk, e.mailing, forum, chat, moodle chat, etc.

- *The teaching staff is using new technology in order to make the teaching process more effective.*
- *The inclusion of updated practical cases are ensured, theory and practice are interconnected in teaching and learning.*
- *The student research papers are supervised by a PhD Program Academic Coordinator*
- *The assessment methods chosen include the 6 tele-conferencing meetings, discussion forum, self-evaluation activities, serve as a formative feedback for students, academic progress during their studies.*
- *The advisory board is contributes to the assessment of learning outcomes together with the academic team*

Findings

See above

Strengths

See above

Areas of improvement and recommendations

See above

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	9
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the	7

	course's purpose and objectives and those of the individual modules.	
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	9
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	9
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	8
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	9
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	9
2.10	It is ensured that teaching and learning are continuously enriched by research.	7
2.11	The programme promotes students' research skills and inquiry learning.	9
2.12	Students are adequately trained in the research process.	9

Please circle one of the following for:

Teaching, learning and student assessment

Fully compliant

3. Teaching Staff (ESG 1.5)

Standards

- 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 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).
- Recognized visiting teaching staff participates in teaching the study programme.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.

Findings

- Members of teaching staff are provided with online manuals to support their use of Moodle and the IT team has provided verbal and online evidence of assistance to members of staff experiencing issues with the Digital Learning Environment
- All members of the teaching team are PhD holders.

Strengths

- The Quality Assurance coordinator has oversight of the module and teaching evaluation forms.
- There are clear procedures in place for the evaluation of teaching and module delivery.

Areas of improvement and recommendations

- Teaching within each module could be more explicitly linked to the research conducted by the teaching team.
- The programme could consider inviting practitioners (eg. via Erasmus) to deliver guest lectures and or sessions to be pre-recorded or scheduled discussion forums and tele-conferencing meetings.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	6
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	7
	3.2.2 Research and Publications within the discipline	8
	3.2.3 Experience / training in teaching in higher education	8
3.3	The programme attracts visiting professors of recognized academic standing.	8
3.4	The specialisations of visiting professors adequately support the programme	NA

	of study.	
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	NA
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	6
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	9
3.8	The teaching load allows for the conduct of research and contribution to society.	8
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	8
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	8
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	8
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justifying the numerical scores provided for the quality indicators (6 or 7) by specifying the deficiencies:

In time, the EEC is expecting the University to expand their pool of full-time teaching staff for the programme.

3.2.1 The module lead for Leadership and Organizational Behaviour appears to be highly qualified in the field of dentistry, with less evidence of specialism in leadership.

3.6 As indicated in Table 4 of Teaching personnel (Application for the Evaluation-Accreditation), there is only 1 full time member of staff, with the rest indicated as part timers.

Please circle one of the following for:

Teaching Staff

Substantially compliant

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

- *There are no enrolled students in the MBA (Tourism) yet.*
- *The Erasmus coordinator supports student mobility.*
- *A 3-person committee has oversight of the students' admission files determining the final acceptance of the students.*

Strengths

- The student appeal process is well developed.
- The University has extensive experience in *managing distance learning programmes.*

Areas of improvement and recommendations

- To provide clearer admission criteria including acceptance thresholds

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	7

4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	NA
4.3	The programme's evaluation mechanism, by the students, is effective.	10
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	8
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	9
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	8
4.9	Students are satisfied with their learning experiences.	NA

Justifying the numerical scores provided for the quality indicators (6 or 7) by specifying the deficiencies:

4.1 : Lack of english proficiency tests

Please circle one of the following for:

Students

Substantially compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
- *Physical resources: premises, libraries, study facilities, IT infrastructure, etc. Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff*
- *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.*

Findings

- The online infrastructure is of sufficiently high quality and adequate for this programme.
- Positive feedback from teaching staff in relation to the available online platforms for adoption.

Strengths

- *There appears to be a continuing commitment to the investment of resources.*

Areas of improvement and recommendations

- To ensure the continued development of the existing research lab and reference to the research findings found within it.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	8
5.2	The library includes the latest books and material that support the programme.	9
5.3	The library loan system facilitates students' studies.	9
5.4	The laboratories adequately support the programme.	NA
5.5	Student welfare services are of high quality.	8
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	8
5.7	Suitable books and reputable journals support the programme of study.	9
5.8	An internal communication platform supports the programme of study.	9
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	9

5.11 Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications. 9

Please circle one of the following for:

Additional for distance learning programmes

Fully compliant

6. Additional for distance learning programmes (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
 - *The nature of the programme compatible with distance learning delivery*
 - *The programme, material, technologies, and the guidelines safeguard the interaction between students, teaching staff, and the material*
 - *The appointed academics are qualified to teach in the distance learning programme*

Findings

- The conversion of the existing MBA (Tourism) programme to a distance learning mode has been effective.
- The interaction between students, teaching staff and material is efficient where 6 tele-conferencing meetings are planned for each module, together with a discussion forum and weekly lecture notes and recorded lectures.

Strengths

- Commitment from the IT team to ensure the implementation of relevant plug-ins for the Digital Learning Environment and facilitating assistance for the effective use of the Moodle platform.
- The availability of a backup facility in the form of BBB.

Areas of improvement and recommendations

- The EEC recommends the improvement of the structure of the course, resource and activities in the Moodle platform on a weekly basis in order to reflect on the progress of the course.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	8
6.2	The institution safeguards the interaction:	
6.2.1	Among students	8
6.2.2	Between students and teaching staff	8
6.2.3	Between students and study guides/material of study	8
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	8

6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	9
6.5	Student performance monitoring mechanisms are satisfactory.	9
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	9
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	8
6.8	Assessment consistency is ensured.	NA
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	8
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	9
6.11	The supporting infrastructures are easily accessible.	10
6.12	Students are informed and trained with regards to the available educational infrastructure.	9
6.13	Procedures for systematic control and improvement of the supportive services are set.	9
6.14	Infrastructure for distance education is comparable to corresponding University infrastructure in the European Union and internationally.	9
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	9
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	9
6.17	Students' weekly assignments are appropriate for the level of the programme.	NA
6.18	Feedback on students' assignments is regular through concrete and published procedures.	NA
6.19	The quality of students' final exams is ensured and evidenced.	NA
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	8

Justifying the numerical scores provided for the quality indicators (6 or 7) by specifying the deficiencies:

Please circle one of the following for:

Additional for distance learning programmes

Fully compliant

C. Conclusions and final remarks

We congratulate the team of NEAPOLIS UNIVERSITY, PAFOS for initiating a distance learning programme. The proposed MBA (Tourism) distance learning programme is most likely to succeed. It is a step forward to the existing onsite provision. It offers a learning pathway to a popular, important and growing tourism sector.

In the Tour Operation Management (D TOUR520) module, the EEC expects some minor changes related primarily to the digital dimension of current tourism operations. Further, the EEC's recommendation is to approve, in principle this program, subject to some MINOR changes as detailed below:

- Prepare a list of potential Master dissertation research topics and the specific instructors and publish them on the website. This will facilitate the specific planning of the 30 ECTS dissertation module
- To strengthen the potential faculty – enhance scientific collaborations with other faculties within and outside the University. For example, to further develop existing partnerships within Erasmus +.
- Further institutionalising research activities in the University which will enhance the quality of teaching and ensure relevance.
- Reassessing the current practice of allocating equal ECTS across the programme, bearing in mind the module importance and workload varies across the programme.
- In the rationale of the proposed programme, there was an indication that the aspects of sustainability and globalisation are common threads, however these main themes are not explicit in the module documentation. Therefore, we highly recommend integrating these common threads in all relevant syllabi. We believe that by implementing this, the uniqueness of the programme and its differentiation will serve the University in promoting and positioning the programme.
- Teaching within each module could be more explicitly linked to the research conducted by the teaching team.
- To consider inviting practitioners (eg. via Erasmus) to deliver guest lectures and or sessions to be pre-recorded or scheduled discussion forums and tele-conferencing meetings.
- To provide a clearer admission criteria including acceptance thresholds
- To ensure the continued development of the existing research lab and reference to the research findings found within it
- The EEC recommends an improvement to the structure and sequence of the course, resource and activities in the Moodle platform on a weekly basis in order to reflect the progress of the course.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
MANSFELD Yoel	
NAPOLI Jocelyne	
LIM Wai Mun	
DAGDILELIS Vasileios	
GEORGIΟΥ Rvara	

Date: 23/05/2019