

18 February 2019

Professor Mary Ioannidou – Koutsellini  
President, DIPAE

**Subject: Response to DIPAE External Evaluation Report for Reaccreditation of the Diploma in Hospitality & Tourism Management of InterNapa College.**

The InterNapa College and School Internal Quality Assurance Committees in cooperation with our Diploma Program Coordinator in Hospitality & Tourism Management have reviewed the above report forwarded to us by email on 30 November 2018.

Our response follows the structure of the visiting team's report findings:

**Findings:**

**Visiting Team Comments:  
Page 1**

**Program Status (check  where applicable):**

➤ **New Program of Study:**

**InterNapa College Response:**

The program is not new but rather has been in operation close to fourteen years and is accredited since 2010).

**Visiting Team Comments:  
Page 6**

**FINDINGS:**

**1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

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 Some issues were identified in the library resources as most bibliography was found to be outdated.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

**InterNapa College Response:**

The committee found the resources at InterNapa College (INC) adequate as well as the availability of labs for the vocational parts of the program. Similarly, the teaching rooms were adequate in size and infrastructure.



The comments regarding the library will be addressed more fully further down together with other comments about the library. The College is making full use of Moodle in all its courses including posting course outlines, class notes and assignments.

**Visiting Team Comments:**

Page 7

**- Teaching personnel**

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

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

**InterNapa College Response:**

The visiting team commend the College for its recruitment of a suitably qualified program coordinator and faculty with specialized qualifications to support the program. The College is continuing to recruit well qualified faculty Dr Nikos Karfakis (PhD Management, CV and contract enclosed, Attachments 1 & 2) has been hired as of Spring 2019 and Dr Aristeidis Gkoumas (PhD Tourism, CV and contract enclosed, Attachments 3 & 4) will join us as of Fall 2019.

**Visiting Team Comments:**

Page 7

**2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

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

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

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

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

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

**InterNapa College Response:**

The College feels that the comments of the visiting team concerning the title of the program have merit and we propose altering the program title to "Hospitality Management" from "Hospitality & Tourism Management" if this is acceptable by the DIPAE Council. The faculty of our program feel this title better reflects the purpose, objectives and learning outcomes of the program which is to



prepare graduates for supervisory roles in the hospitality industry. The program indeed has just two courses in tourism (Introduction to Travel & Tourism and Marketing for Hospitality & Tourism) that are intended to provide an introduction to tourism as a basis to better understand working in the hospitality industry. Therefore, rather than increase the number of tourism courses and altering the program purpose we propose altering the title of the program. At the same time the purpose, objectives and learning outcomes of the program have been clarified to better reflect this (enclosed as Attachment 5).

#### **Visiting Team Comments:**

**Page 8**

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

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

##### **- Management of the Program of Study**

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

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

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

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

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

#### **InterNapa College Response:**

The College is most pleased that the visiting team have identified many strengths of the College operations and in particular as relevant to our Diploma under accreditation. These include, quality assurance documentation and processes, organizational structure and college committees, involvement of all stakeholders in the program development, that the Hospitality Diploma is well managed, the evident international dimension of the program as well as the strong links with the labor market and society.

#### **Visiting Team Comments:**

**Page 8**

#### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

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

##### **- Research Teaching Synergies**

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

#### **InterNapa College Response:**

The visiting team are positive in identifying synergy of research with teaching as well as faculty publishing in journals, presenting at international conferences and use of practical aspects from this in classroom discussion.



**Visiting Team Comments:**

Pages 8-9

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

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

**- Administrative Mechanisms**

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

**- Infrastructures / Support**

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

**- Financial Resources**

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

**InterNapa College Response:**

Again, the visiting team show their satisfaction in the College organization, administrative staff and mechanisms, infrastructure and services provided, adequate financial resources for research and to support the program and facilities.

**Visiting Team Comments:**

Pages 9-10

**CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>**

The members of the EEC identified the following recommendations:

**TEACHING**

**Good Practice:**

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

**Recommendations:**

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





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

#### **InterNapa College Response:**

The College welcomes the comments of good practice in our internship processes, lecturing and academic support.

The program reading/library lists are updated annually as standard practice as part of annual academic program review and this will be done once more at the end of this academic year. The course syllabuses correctly use the APA as described in the College Referencing Manual (see Attachment 6); the visiting team comment refers to an error on one syllabus that was noted and has been corrected.

The College course outlines do not include the assignment briefs but inform students that an assignment will be part of their assessment. The standard college process for informing students of assignments are: a) include on course outline; b) brief students in class at beginning of semester; c) detailed brief provided to students long before this has to be submitted on Moodle; d) students post their work completed on Moodle.

The College makes every effort to connect with different publishers' agents and maintain access to instructors' material. As regards the library resources the College has further to the EBSCO database (see Attachment 7) ordered as suggested above the UNWTO database (see Attachment 8) as well as the addition of additional new PCs for student use. As regards the recommendation for adding more terminology for English courses this will be implemented for lower level English courses to assist understanding of hospitality terminology in students' academic studies.

The comment for further specialized hospitality faculty is ongoing with a PhD in Management hired from Spring 19 and a PhD in Tourism as of Fall 19 (Attachments 1-4) as discussed earlier. The suggestion for reducing teaching hours from 55 minutes to 50 minutes to allow time to move between classrooms could be implemented though the initial demand to increase from 50 minutes to 55 was a Ministry of Education request.

#### **Visiting Team Comments:**

**Page 10**

##### **PROGRAM OF STUDY**

##### **Good practice:**

- Structure of the program
- Vocational element and practicals

##### **Recommendations:**

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



**InterNapa College Response:**

The College is once more pleased with visiting team comments on the structure and the vocational element/practical parts of the program.

As for the student recommendation for more barista elements in the program the College has already recently introduced the course THOM 220 Bar & Beverage Operations (Attachment 9, part of original submission that covers the above suggestion) and will this semester install a bar in the College Food & Beverage training lab to allow more such training.

As regards, the recommendation regarding the title of the program the College has previously stated that it believes this would be better served by the change of the name of the program to Hospitality Management.

Concerning the progression and level of study the program courses the program is already well structured with all courses having appropriate prerequisites and by the designation of 100 or 200 level courses. The comment on reducing the content of the courses will be taken into account in the annual program review though the College generally feels that these reflect the set learning outcomes to which overall the visiting team have been very positive both about throughout this report. The request to make content courses more contemporary is a continuous desire of the College and this has been done by adding of new courses, material and exercises and will continue in the annual program review.

**Visiting Team Comments:**

Page 10

**QUALITY ASSURANCE****Good practice:**

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

**Recommendations:**

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

**InterNapa College Response:**

The College good practice on course evaluation as well as the discussion of performance in course delivery are commended. As for the recommendation for the College to enhance provision and policy for disabilities this is already being addressed as the College has recently hired a Counsellor to assist in this and who has already made recommendations on how the College can best provide support for students with learning disabilities and the College has already begun implementing these.



**Visiting Team Comments:**

**Pages 10-11**

**RESEARCH**

**Good practice:**

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

**Recommendations:**

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

**InterNapa College Response:**

The College is once again commended for allowing faculty opportunities for conference participation and for its efforts to organize in collaboration with a Greek university an international conference with the local municipalities and regional hospitality partners.

The College is enhancing its research policy and this is well documented in the annual program appraisal and budget planning and will further review this as part of the institutional accreditation application this semester. The College already implements separate budgets for each college program.

**Visiting Team Comments:**

**Page 11**

**ADMINISTRATION**

**Good practice:**

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

**Recommendations:**

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

**InterNapa College Response:**

The College is commended for the support it provides to students and autonomy for college faculty in managing their program.

As for the recommendation to include the College committees on the organizational chart we prefer to describe these separately to ease clarity on the organizational chart. All college committee are well described in the College governance handbook (and other manuals) that are available to faculty and students. All these committees are of course active for the smooth functioning of the College.



Visiting Team Comments:  
Pages 14-15

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





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

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

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

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

**InterNapa College Response:**

The above section on the effectiveness of teaching and available resources has received mainly scores of 5 out of 5 which is very positive. Nevertheless, the committee were less pleased with the library. This has been addressed by the addition of an additional library databases. Thus, the College possess the EBSCO database and as suggested by the committee has now acquired the UNWTO database as well as the addition of additional new PCs for student use. The College will of course continue to invest in new books.



**Visiting Team Comments:  
Pages 15-16**

<b>1.2</b>	<b>Teaching</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		
The EEC has not found any major problems in this area. On the contrary, the EEC concludes that the work that InterNapa College offers in this area is significant.						

**InterNapa College Response:**

The visiting team are very positive about the teaching at the College with 6 out of 7 scores of 5 with the comment on teaching material being addressed by the College with additional databases, books and computers for the library.

**Visiting Team Comments:  
Pages 17**

**Teaching Personnel**

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

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



**InterNapa College Response:**

The visiting committee are overall pleased with the teaching staff and their qualifications. Though the program is a Diploma level course and research is not a requirement, the College encourage its faculty to carry out research and this has been acknowledged by the committee previously in the report.

**Visiting Team Comments:**

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**2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

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

**InterNapa College Response:**

The program faculty recognize the point made by the visiting team and have clarified the best way to proceed with this program. The best way for the program to continue, as discussed earlier, is for the program to continue as a Diploma in Hospitality Management, rather than a Diploma in Hospitality & Tourism Management. The College faculty feel that this better serves the intended purpose and objectives of the program. We will maintain the two tourism courses in the program that are necessary for a better understanding of the hospitality industry. Further, the purpose, objectives and learning outcomes (see Attachment 5) have been better clarified.

**Visiting Team Comments:**

Pages 18-19

**Structure and Content of the Program of Study**

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

**InterNapa College Response:**

The College is pleased that the visiting team find the structure and content of the program appropriate. As regards the recommendation to reduce the content and update the program the program faculty have during this process already revisited the program purpose, objectives and learning outcomes, and will at the end of the academic year as part of the annual program review continue to consider this suggestion.

**Visiting Team Comments:**

Pages 19-20

**Quality Assurance of the Program of Study**

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



**InterNapa College Response:**

The visiting team again commend the College on its comprehensive quality assurance practices.

**Visiting Team Comments:**

Pages 20-21

**Management of the Program of Study**

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

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

**InterNapa College Response:**

The visiting team highlight the healthy separation between academic and administrative in the management of the program as well as the program information provided to students.

**Visiting Team Comments:**

Pages 21

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

**InterNapa College Response:**

The visiting team are satisfied with the program international collaborations and the College is indeed making further improvements in students' participation in exchange programs.

**Visiting Team Comments:**

Pages 22

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

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

**InterNapa College Response:**

The visiting team make very positive comments on the program connections with the labour market which indeed the College is continuing in its endeavours to further develop.

**Visiting Team Comments:**

Pages 22-23

**Research - Teaching Synergies**

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





**InterNapa College Response:**

The visiting team recognize the efforts of the College in engaging faculty in research, publications and attendance at international conferences. Though, this is not a requirement for the Diploma program the College is better documenting its research policy as part of the ongoing institutional college accreditation.

**Visiting Team Comments:**

**Pages 23**

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

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

**InterNapa College Response:**

The administrative mechanisms are found to be satisfactory by the visiting team.

**Visiting Team Comments:**

**Pages 23-24**

**Infrastructure / Support**

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

**InterNapa College Response:**

The College welcomes the visiting team comment and already the College has added to its online resources and now has the EBSCO and UNWTO databases and new desktop facilities are in place for students. Further book orders will follow in the next annual budget of the College.

**Visiting Team Comments:**

**Pages 24**

**Financial Resources**

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

**InterNapa College Response:**

The College will of course continue in its independency in academic decisions and financial autonomy and further find ways of strengthening these.



## Summary:

The DIPAE visiting committee for the InterNapa College Diploma in Hospitality & Tourism Management had many positive comments, these include:

- Variety of learning and teaching techniques;
- Adequate resources, including labs;
- Well-qualified faculty;
- Quality assurance of the program;
- Organization structure, college committees;
- Healthy separation between academic and administrative management of the program;
- Administrative mechanisms and student support – academic and mentoring;
- International dimension of program;
- Connection with labour market and society;
- Synergies between research and teaching;
- Efforts in engaging in research;
- Financial resources to support the program.

Additionally, the DIPAE visiting committee make recommendations regarding the program that the College have addressed as follows:

- Library databases added including EBSCO and UNWTO;
- New desktop computers added to library for student use;
- Recruitment of specialized well-qualified faculty: PhD in Management commences Spring 2019, PhD in Tourism commences Fall 2019;
- The College two-year vocational program title should be changed to "Hospitality Management" if this is acceptable by the DIPAE Council;
- Program purpose, objectives and learning outcomes have been reviewed.

Dr Nicos Anastasiou  
Rector  
Chairperson of Internal Quality Assurance Committee





**Academic Personnel Short Profile / Short CV**

<b>Institution:</b>	InterNapa College
<b>Surname:</b>	Karfakis
<b>Name:</b>	Nikos
<b>Rank:</b>	Lecturer
<b>Program of Study:</b>	BA in Hospitality & Tourism Management
<b>Scientific Domain: *</b>	Management / Organisation

\*Field of Specialization

**Academic qualifications  
(list by highest qualification)**

Qualification	Year	Awarding Institution	Department	Thesis title
PhD	2013	University of Leicester	School of Management	The Biopolitics of CFS
MSc	2004	University of Leicester	School of Management	Living Labour & Management
BA (Hons)	2003	University of Glamorgan	Business School	An Examination of the European Central Bank & its Operation

**Employment history – List by the three (3) most recent**

Period of employment		Employer	Location	Position
From	To			
2016	Present	Alexander College	Larnaca	Lecturer
2014	2016	University of Nicosia - online	Larnaca	Lecturer
2009	2013	University of Leicester	Leicester	Associate Tutor

AHachment

**Key refereed journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)**

Ref. Number	Year	Title	Other authors	Journal and Publisher/ Conference	Vol.	Pages
1	2018	On Guilt & the Depoliticization of Downsizing Practices	George Kokkinidis	International Journal of Sociology & Social Policy	doi: 10.1108/08-IJSS-2018-010	
2	2018	The Biopolitics of CFS / ME		Studies in History & Philosophy of Biological & Biomedical Studies	70	20 - 28
3	2011	Rethinking Cynicism: Parrhesiastic Practices in Contemporary Workplaces	George Kokkinidis	Culture & Organization	17	329 - 345

**Exhibitions (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)**

Ref. Number	Date	Topic	International / Local	Location*	Role in Exhibition
1	2019	European Union: Change, Transformation & Challenges	Local	Alexander College, Larnaca	Member of Organizing Committee / Presenter
2	2018	Betting in Cyprus: Economy, Society, Culture: An Introductory Approach	Local	Alexander College, Larnaca	Presenter
3	2018	The Experience of Unemployment: The Case of Cyprus	Local	European University, Nicosia	Presenter
4	2018	Interdisciplinarity: A Historical & Critical Approach	Local	University of Nicosia	Presenter
5	2017	Technology & Efficiency in MSEs – The Case of Larnaca'	Local	Alexander College	Presenter

\*Specify venue, geographic location etc

**Research Projects. List the five (5) more recent and other five (5) selected (max total 10)**

Ref. Number	Date	Title	Funded by	Project Role*
1	2018	Unemployment in Cyprus	Alexander Research Centre	Research Team Member
2	2018	Create Before Regret	ONEK, National Betting Authority	Research Team Member
3	2016	Small Econ Big Vision	Alexander Research Centre	Research Team Member

\*Project Role: i.e. Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, other

**Consulting Services and/or Participation in Councils / Boards/ Editorial Committees. List the five (5) more recent**

Ref. Number	Period	Organization	Title of Position or Service	Key Activities
1	2018	Alexander College	External Evaluation by D.I.P.A.E of 'BSc Computer Science with Gaming Development'	Member of Internal Academic Panel
2	2018	Alexander College	External Evaluation by D.I.P.A.E of 'MBA with Specializations in Management & Procurement'	MBA Director (& Member of Leading Design Team)

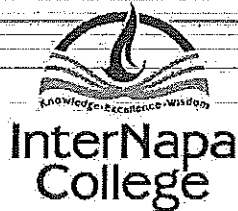
**Awards / International Recognition (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)**

Ref. Number	Date	Title	Awarded by:
1			
2			
3			

**Other Achievements. List the five (5) more recent and other five (5) selected.  
(max total 10)**

Ref. Number	Date	Title	Key Activities:
1	2011 - Present	Culture & Organisation	Ad hoc reviewer
2	2015 - Present	Journal of Business Ethics	Ad hoc reviewer
3	2010 - Present	Ephemera: Theory & Politics in Organization	Ad hoc reviewer
4	2018 - Present	The Journal of Medical Ethics	Ad hoc reviewer





## *Part Time Faculty Member Contract of Employment*

To: Nikos Karfakis

G. Takkas Educational College Ltd. is pleased to inform you that it has been decided to offer you employment at our college as described below:

1. **Position:** Part-time faculty member
2. **Employment Period/ Date of Commencement:** Your appointment shall commence with effect from 4/2/19 until the end of the academic year, 2018-2019
3. **Teaching Load:** Your teaching load will be up to 3 courses per semester.
4. **Emoluments:** Salary (Gross): €27 per hour of lecture time.
5. **Appointment:** Your appointment will be subject to the Terms and Conditions as described in the Faculty Handbook. These may be revised as necessary at the discretion of the College by college procedures and be made available to you.
6. **Duties:** You shall perform your duties to the highest possible standard.
7. **Probationary Period:** All new faculty will be on probation during the first academic year.
8. **Terms and Conditions:**
  - 8.1 Your employment may be terminated according to the terms and conditions provided for under the relative Termination of Employment Law of the Republic of Cyprus and subject to the Terms and Conditions as described in the Faculty Handbook.
  - 8.2 A notice period of one month should be given from either side for the termination of employment. It is expected faculty members will make every effort to complete their semester teaching loads before departing.
  - 8.3 There is no 13<sup>th</sup> salary payment. Holiday pay is included in the hourly rate.
  - 8.4 All entitlements and concessions available to you whilst employed will cease on termination of your employment.

**9. General:**

9.1 You shall not, either during the continuance of your employment here under, or thereafter, except in the proper course of your duties, divulge to any person whomsoever, and shall use your best endeavors to prevent the publication or disclosure of, any information concerning the business or finances of the College or any of its dealings, transactions or affairs which may come to your knowledge in the course of your employment or otherwise.

9.2 During the continuance of your employment you shall devote the whole of your time during the working hours of the College to your duties and shall use your best endeavors to promote the interests and welfare of the College.

9.3 Employment is offered on the assumption and on the condition that you are in good health and able to carry out your duties as required.

If the above terms and conditions are acceptable to you please sign and return to the office of the Managing Director one of the two copies of this contract.

**Managing Director Signature**



I have read and understood the above terms and conditions and I accept employment in accordance with them. All information I have provided the College both in writing and orally such as details enclosed in my CV, regarding qualifications and experience are truthful.

**Faculty Member Name**    **NIKOS KARFAKIS**

**Faculty Signature**

**Date**    9/1/19

**Witnesses**

**1. Name / Signature**    **NICOS ANASTASIOU**

**2. Name / Signature**    **YIOTA STAVROU**



### Academic Personnel Short Profile / Short CV

<b>Institution:</b>	InterNapa College
<b>Surname:</b>	Gkourmas
<b>Name:</b>	Aristeidis
<b>Rank:</b>	Assistant Professor
<b>Program of Study:</b>	BA in Hospitality & Tourism Management
<b>Scientific Domain: *</b>	Tourism Marketing / Anthropology of Tourism

\*Field of Specialization

### Academic qualifications (list by highest qualification)

Qualification	Year	Awarding Institution	Department	Thesis title
PhD	2013	University of the Aegean	Business Administration	Tourism Soundscapes: Acoustic Environment & Branding Of Tourism Enterprises - The Case Study of Café Del Mar In Ibiza
MSc	2002	University of the Aegean	Business Administration	Introduction in Tourism Ethics: UNWTO Code of Ethics in Tourism & its Contribution to Tourism Marketing
MSc	1997	Universidad de la Habana	History	SANTERIA: The Afro-Cuban Religion
BSc	1995	Panteleon University of Athens	Social Policy & Social Anthropology	

Employment history – List by the three (3) most recent				
Period of employment		Employer	Location	Position
From	To			
2017	2019	Burapha University International College	Bangsaen, Thailand	Senior Lecturer
2016	2017	Technological Educational Institution of Athens	Athens	Senior Lecturer
2015	2015	Cyprus University of Technology	Limassol	Visiting Lecturer

**Key refereed journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)**

Ref. Number	Year	Title	Other authors	Journal and Publisher/ Conference	Vol.	Pages
1	2019	Customized Helmets as Tourist Souvenirs of Thailand	M. Seo, & F. D'Orazio	Collective Volume on “Contemporary Asian Expressions of Art & Tourism”		In Pub.
2	2018	The Hedonic Experience of Outdoor Tourism Scoundscapes in Thailand		Proceedings of the Conference of Management, Economics, Business, and Social Sciences (ICMEBSS). Zaman University, Phnom Penh, Cambodia		46 - 56
3	2018	Art in Public Space as an Urban Tourism Allure the “Full Love Inn” Initiative: Enhancing the Love Spirit in the City of Amsterdam	F. D'Orazio	Proceedings of the Korea Association of Art & Design 2018 International Symposium, Seoul National University, Seoul, Korea,		123 - 134
4	2018	Challenges & Obstacles for the First Digital Repository for Tourism Studies in Greece		European Journal of Tourism Research	18	146 - 159
5	2017	Exploring the Development of a Niche Tourism Market of ‘Sunset Restaurants’ in Thailand		Proceedings of the International Conference on Tourism in Vietnam: Tourism Beyond Borders. National Economics University, Hanoi, Vietnam		189 - 200

6	2017	Tourism Soundscapes & Branding of Tourism Enterprises			Collective Volume- Tourism, Touristic Development: The Contribution of Greek Researchers	
7	2017	'Dining in the Sunset' as a Potential Brand for the Tourism & Leisure Industry: The Case of Café del Mar in Bangsaen, Thailand			Proceedings of the (ICBMSS) International Conference: Opportunities & Challenges in an Aging Society, Phitsanulok, Thailand	194 - 219
8	2017	"Greek Breakfast": A New Tourism Brand Name for an Age-Long Gastronomy Tradition	A.P. Kontis		Strategic Innovative Marketing	235 - 241
9	2016	Challenges in Developing the National Electronic Depository for Tourism Studies in Greece	A.P. Kontis & P. Tsartas		Proceedings of the ICOT 2016- Naples	679 - 690
10	2013	Soundscape Impact on Tourism Branding - The Case Study of Cafe del Mar in Ibiza			Proceedings of the 5th International Scientific Conference, 'Tourism Trends and Advances in the 21st Century'. Rhodes, Greece	

**Exhibitions (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)**

Ref. Number	Date	Topic	International / Local	Location*	Role in Exhibition
1	2018	Management, Economics, Business & Social Sciences	International	Phnom Penh, Cambodia	Author / Presenter
2	2018	Art & Design	International	Seoul, Korea	Author / Presenter
3	2017	Tourism in Vietnam: Tourism Beyond Boarders	International	Hanoi, Vietnam	Author / Presenter
4	2017	Opportunities & Challenges in an Aging Society	International	Phitsanulok, Thailand	Author / Presenter
5	2016	New Challenges & Boundaries in Tourism	International	Naples, Italy	Author / Presenter
6	2014	Gastronomic Cities. Transnational Exchange Program	International	Athens	Author / Presenter
7	2013	Tourism Trends & Advances in the 21st Century	International	Rhodes	Author / Presenter
8	2013	Managing Tourism in Times of Crisis	International	Rhodes	Author / Presenter
9	2011	Tourism Resilience Committee (TRC) Meeting-Word Tourism Organization (UNWTO)	International	Madrid	Author / Presenter
10	2008	Tourism in Small Islands: A Partnership Approach Contributing to Development & Sustainability	International	Lipari - Italy	Author / Presenter

*\*Specify venue, geographic location etc*

**Research Projects. List the five (5) more recent and other five (5) selected (max total 10)**

Ref. Number	Date	Title	Funded by	Project Role*
1	2015	Electronic Depository of Scientific Research & Studies for Tourism Development	Greek Ministry of Tourism	Researcher
2	2014	Intensive Training Program for Tourism Guides	Greek Ministry of Tourism	Tutor
3	2011-2014	SAGITTARIUS - Citius, Altius, Fortius	EU South East Europe Transnational Cooperation Programme (SEE, 2007-2013)	Research Coordinator
4	2012	Developing Specific Descriptors for Greek Leisure & Hospitality Sector Based on the European Qualification Framework	Association of Greek Tourism Enterprises (SETE)	Research Coordinator
5	2007-2008	Mediterranean Standard for Sustainable Tourism	EU Archimed, Interreg III, ME.S.S.T.	Researcher
6	2007-2008	The Development of Social Economy in Cyprus - the Women Cooperative Model	Cypriot Government	Researcher
7	2007	Practical Guide to Address Local Environment Problems	University of the Aegean	Researcher
8	2007	Observatoire Mediterraneeen pour Tourisme Durable	EU Medocc (OMEDITOUD) - Interreg III	Researcher
9	2007	Ecomuseo del Mediterraneo- Scambi formativi	Centro Studi Aurora Onlus	Scientific Coordinator
10	2006-2007	Digital Business Framework for the Promotion of Services of Ecological & Cultural Tourism in Cyprus	Cyprus Tourism Organization	Researcher

\*Project Role: i.e. Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, oth

Consulting Services and/or Participation in Councils / Boards/ Editorial Committees. List the five (5) more recent				
Ref. Number	Period	Organization	Title of Position or Service	Key Activities
1	2019	Burapha University International College	4 <sup>th</sup> TICC International Conference Organizing Committee	Head of Academic Committee
2	2018 - present	Journal of Management, Economics & Industrial Organization	Member of Editorial Board	Peer - Reviewing, Editing
3	2017- 2019	Burapha University International College	Supervisor of the Curriculum for Tourism & Hospitality	Developing & Upgrading the Content of the Courses for Tourism & Hospitality
4	2009 - 2011	World Tourism Organization (UNWTO)	Destination Management Program	Research Coordinator
5	2003 - present	Laboratory for Tourism Research & Studies, Greece	Senior Researcher	Research



**Awards / International Recognition (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)**

Ref. Number	Date	Title	Awarded by:
1	2014	"SAGITTARIUS - Citius, Altius, Fortius" as the Best Project in South East Europe Transnational Cooperation Programme (2007-2013)	European Developmental Fund
2	2013	Award for Innovative Ph.D. Dissertation	Business School of the University of Aegean
3	2011	On-line Newsletter for Destination Management Program	World Tourism Organization (UNWTO)
4	2010	Built the First Database of 2.000 Destination Management Organizations (DMOs) Worldwide	World Tourism Organization (UNWTO)
5	2009	Tourism Resilience Committee (TRC 20)	World Tourism Organization (UNWTO)
6	2009	Roadmap for Recovery Travel & Tourism: A Primary Vehicle for Job Creation & Economic Recovery	World Tourism Organization (UNWTO)
7	2003	Scholarship for Academic Merit	University of the Aegean - Msc Tourism Planning, Management & Policy
8	2002	3 <sup>rd</sup> Best Award for Academic Excellence & Research Performance	University of the Aegean - Msc Tourism Planning, Management & Policy

<b>Other Achievements. List the five (5) more recent and other five (5) selected. (max total 10)</b>			
<b>Ref. Number</b>	<b>Date</b>	<b>Title</b>	<b>Key Activities:</b>
1	2019	4 <sup>th</sup> TICC International Conference	Head of Academic Committee
2	2018	Journal of Management, Economics & Industrial Organization	Member of Editorial Board
3	2015	Creating the First in Greek "Electronic Depository of Scientific Research & Studies for Tourism Development"	Research Coordinator & Researcher
4	2012	"Developing Specific Descriptors for Greek Leisure & Hospitality Sector Based on the European Qualification Framework"	Research Coordinator & Researcher
5	2011	The First Study on Destination Governance at Global Scale - World Tourism Organization (UNWTO)	Research Coordinator & Destination Management Expert
6	2007	Mediterranean Standard for Sustainable Tourism (MESST)	Researcher
7	1997	SANTERIA - The Afro - Cuban Religion	Ethnographer



## *Full Time Faculty Member Contract of Employment*

To: Aristeidis Gkoumas

G. Takkas Educational College Ltd. Is pleased to inform you that it has been decided to offer you employment at our college as described below:

**1. Position:** Full-time faculty member

**2. Rank:** Assistant Professor

**3. Teaching/Research:** Your teaching load will be up to 3 courses per semester and further will be required to publish at least two research papers in reputable journals (double refereed) per academic year.

**4. Employment Period/ Date of Commencement:** Your appointment shall commence with effect from 2/10/19 and will be initially for a period of one year.

**5. Emoluments:** Salary (Gross); €1500 per month (12 monthly payments).

**6. Appointment:** Your appointment will be subject to the Terms and Conditions as described in the attached Faculty Handbook. These may be revised as necessary at the discretion of the College by college procedures and be made available to you.

**7. Duties:** You shall perform your duties to the highest possible standard.

**8. Probationary Period:** All new faculty will be on probation during the first academic year.

**9. Terms and Conditions:**

9.1 The contract is for an initial twelve months and is automatically renewable unless either side decides otherwise.

9.2 Your employment may be terminated according to the terms and conditions provided for under the relative Termination of Employment Law of the Republic of Cyprus and subject to the Terms and Conditions as described in the Faculty Handbook.

9.3 There is no 13<sup>th</sup> salary payment.

9.4 A notice period of one month should be given from either side for the termination of employment. It is expected faculty members will make every effort to complete their semester teaching loads before departing.

9.5 All entitlements and concessions available to you whilst employed will cease on termination of your employment.

**10. General:**

10.1 You shall not, either during the continuance of your employment here under, or thereafter, except in the proper course of your duties, divulge to any person whomsoever, and shall use your best endeavors to prevent the publication or disclosure of, any information concerning the business or finances of the College or any of its dealings, transactions or affairs which may come to your knowledge in the course of your employment or otherwise.

10.2 During the continuance of your employment you shall devote the whole of your time during the working hours of the College to your duties and shall use your best endeavors to promote the interests and welfare of the College.

10.3 Employment is offered on the assumption and on the condition that you are in good health and able to carry out your duties as required.

If the above terms and conditions are acceptable to you please sign and return to the office of the Managing Director one of the two copies of this contract.

**Managing Director Signature**



I have read and understood the above terms and conditions and I accept employment in accordance with them. All information I have provided the College both in writing and orally such as details enclosed in my CV, regarding qualifications and experience are truthful.

**Faculty Member Name**    ARISTEIDIS GKOUMAS

**Faculty Signature**

**Date**    01/02/2019

**Witnesses**

**1. Name / Signature**    Nicos Anastasiou

**2. Name / Signature**    Yiota Stavrou

## **Attachment 5**

### **Program Purpose**

The purpose of the program is to expose students to a range of cognitive, technical and transferable competencies, following industry trends and market needs. The program develops professional skills, giving students opportunities to assume different occupations in a changing work environment. A combination of classroom theory, practical application and industry training will allow students to cultivate a customer-oriented hospitality service culture and enhance communication skills. Courses in food and beverage operations, rooms division, hospitality, business and languages have been developed to give students the necessary knowledge and skills for supervisory responsibilities in hospitality operations.

### **Objectives:**

- Develop an understanding of the hospitality industry and its operations;
- Comprehend the hospitality functions and their interlinkages;
- Communicate effectively to diverse audiences;
- Facilitate a hospitality, customer-centric service culture;
- Apply effective supervisory techniques in hospitality operations.

### **Intended Learning Outcomes**

The intended learning outcomes are divided in three sections:

#### **Subject Knowledge and Understanding:**

- Develop the theoretical, technical and professional knowledge necessary for the hospitality operations;
- Comprehend the operations of the hospitality industry;
- Demonstrate a practical understanding of the issues underpinning the profession.

#### **Intellectual Skills:**

- Comprehend hospitality concepts, frameworks and operations;
- Foster a culture of client service and organizational excellence;
- Develop decision-making and problem solving skills in changing hospitality situations;
- Reflect on techniques to modernise professional knowledge and skills.

#### **Transferable Skills:**

- Acquire, develop and implement the professional skills and competencies needed for a supervisory career in the hospitality industry;
- Cultivate a hospitality culture of excellence;
- Gain the experience necessary for a range of hospitality working environments.



# Referencing Guide



2018

**InterNapa  
College**

## **This guide is a summary of the APA referencing style**

Referencing is important in academia because it shows where you have used others' ideas in your work. Consistent referencing shows which ideas are your own and from where you found the supporting evidence for your ideas. It demonstrates your ideas are based on evidence you have found. Anything in your work for which you do not cite a source is assumed to be your own original idea. If you do not show when you have used other people's work you could therefore be accused of pretending their ideas and findings are your own. This is **plagiarism** and is a serious academic offence

In APA style, each source is briefly mentioned (cited) whenever it is used, usually in the form Author surname (publication date). The source is then fully described in the reference list or bibliography

### **Principles of referencing**

- Your reference should help your reader to recover your source easily. If it cannot be found again, don't reference it.
- Be consistent with layout and punctuation.
- Only list references you have read yourself.
- There will not be guidance for every type or variation of a source.
- Use the nearest style you can find to fit the source.

### **Arrangement of reference list at end of essay**

- Your reference list should be arranged alphabetically by author surname. If you need to start an entry with a title because there is no author, still place the entry within your alphabetical list of authors.
- Put all entries in one long alphabetical list. Do not list books, journal articles, websites etc. in separate sections.
- The APA format requires book and journal titles etc. to be italicised, although you can underline instead in a handwritten list.

### **Where to find the details needed in a reference list**

#### **Books**

The details needed for a book can be found on the front and back of the title page. Make sure you locate the name of the publisher rather than the printer or typesetter. You need the name of the publisher in your reference list. The Library Catalogue gives the publisher's name if you are in any doubt.

#### **Journal articles**

The details needed for a journal article can usually be found on the contents list, front cover or article itself.

## **Referencing Sources**

### **Printed Sources**

#### **Book with author(s)**



### **The basic pattern for a reference to a book is:**

Author, Initials. (year when book was published). *Title of book* (Edition if later than first e.g. 3rd ed.).  
Place of publication: Publisher.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

### **Book with editor(s)**

Koutrakou, V. N. (Ed.). (2004). *Contemporary issues and debates in EU policy*. Manchester: Manchester University Press.

Lavallee, D., Thatcher, J., & Jones, M. V. (Eds.). (2011). *Coping and emotion in sport* (2nd ed.). London: Springer.

### **Chapter in an edited book**

Author of chapter, Initials. (year). Title of chapter. In Initials. Name of Editor/s (Ed.), Title of book (pp. start and end page numbers of chapter). Place of publication: Publisher.

Vygotsky, L. S. (1991). Genesis of the higher mental functions. In P. Light, S. Sheldon, & M. Woodhead (Eds.), *Learning to think* (pp. 32–41). London: Routledge.

### **Academic journal article**

#### **The basic pattern for a reference to a journal article is:**

Author, Initials. (year when article was published). Title of article. *Title of Journal, Volume number* – if there is one (Issue number), start and end page numbers of article.

Guo, Z., Liu, T., Fedoroff, N., Wei, L., Ding, Z., Wu, N., . . . An, Z. (1998). Climate extremes in Loess of China coupled with the strength of deep-water formation in the North Atlantic. *Global and Planetary Change*, 18(3–4), 113–128.

*Note: List up to seven authors. For eight or more authors, include the first six authors' names, then insert an ellipsis ( . . . ), and add the last author's name.*

### **Magazine article**

Author, Initials. (year, month day). Article title. *Magazine Title, Volume number*(part/issue number - if any), start page number-end page number.

Barrett, L. (2001, August 23). Daewoo's drive to survive in the UK. *Marketing Week*, 22–23.

### **Newspaper article**

Author, Initials. (year, month day). Title of the article. *Title of Newspaper*, p. page number.

Caffeine linked to mental illness. (1991, July 13). *New York Times*, pp. B13, B15.

Young, H. (1996, July 25). Battle of snakes and ladders. *The Guardian*, p. 15.

### **Conference paper (published and unpublished)**

Author, Initials. (year). Title of paper. In Initials Editor *Conference Title: Vol. Volume number - if any. Theme title - if any* (pp. start page number-end page number). Place of publication: Publisher.

Borgman, C. L., Bower, J., & Krieger, D. (1989). From hands-on science to hands-on information retrieval. In J. Katzer, & G. B. Newby (Eds.), *Proceedings of the 52nd ASIS annual meeting: Vol. 26. Managing information and technology* (pp. 96–100). Medford, NJ: Learned Information.

## **Electronic Sources**

### **Web page**

**The basic pattern for a reference to a web page is:**

Author, Initials. (year when site was produced or when document was published). *Title*. Retrieved from internet address.

Banks, I. (n.d.). *The NHS Direct healthcare guide*. Retrieved from <http://www.healthcareguide.nhsdirect.nhs.uk>

**E-book**

Author, Initials. (year). *Title of book* (Edition if later than first e.g. 3rd ed.)[e-book version if known]. Retrieved from web address

Shukla, S. (2010). Professional communication [Adobe Digital Editions version]. Retrieved from <http://site.ebrary.com/lib>

**Citing references in the text**

References are made within the body of your essay to the full details of the work in the reference list/bibliography in the following manner:

**Single author citations**

Stevenson (2003, p. 116) argues that ...

... concerns about individual viewer responses (Stevenson, 2003, pp. 118–119) ...

Whoever is reading your essay can now turn to the reference list and look for an entry by Stevenson written in 2003.

**Multiple author citations**

With two authors both names should be listed in each citation e.g. (Duncan & Goddard, 2003, p. 99).

With three to five authors name all authors the first time, then use et al. (and others). For example: the first time it would be (Moore, Estrich, McGillis, & Spelman, 1984, p. 33) and subsequent references to the same publication would use (Moore et al., 1984, p. 33).

For six or more authors, use et al. after the first author in all occurrences.

**No author source**

When the source has no author then cite the first 2 or 3 words of the title as follow:  
in the recent book (*Encyclopedia of psychology*, 1991, p. 62)

**Organizations as authors**

Where a document is produced by an organisation and the organisation is commonly referred to by an abbreviation/acronym, in the in-text reference you should write out the name of the organisation in full the first time and give the abbreviation in square brackets.

... clearly stated policy (Food and Agriculture Organization of the United Nations [FAO], 2005, p. 24).



# Product Order Form

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CONTACT NAME:	Mr. Nicos Anastasiou		
TITLE:	Rector		
INSTITUTION:	InterNapa College		
DEPT.:			
STREET/P.O. BOX:	4, Ghiva Digeni Av, P.O. Box: 35004		
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Title: RECTOR

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Atta chmed 8



Attachment 8



**UNWTO**  
World Tourism Organization

### Library Online Account Information

This information is required in order to create the Licensee's online account, allowing access to the titles of the Elibrary. For our complete price list, please download it at this link. If you need further information, please contact us at: [elibrary@unwto.org](mailto:elibrary@unwto.org).

Please complete this form and return it to: [elibrary@unwto.org](mailto:elibrary@unwto.org). An e-mail confirmation will be sent as soon as your online account has been activated.

#### Account Information

Institution Details	
Name of Institution	Inter Napa College
Mailing Address	A, Griwa Diqeni Av.
Port or Zip Code	5390
City/Country	Sotira Famagusta, Cyprus

Contact Person Details	
Mr./Ms.	Ms
Name of Contact Person	Katerina Lysi
Position of Contact Person	Librarian
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E-mail address	library@internapa.ac.cy
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Service requested	<input type="checkbox"/> Publications (without Tourism Statistics) <input type="checkbox"/> Tourism Statistics (without Publications) <input checked="" type="checkbox"/> Publications and Tourism Statistics
Organizational Details	<input checked="" type="checkbox"/> Academic <input type="checkbox"/> Governmental <input type="checkbox"/> Corporate
Academic Organizations	
Total number of users:	<input checked="" type="checkbox"/> ≤ 2000 students <input type="checkbox"/> 2 001 – 5 000 students <input type="checkbox"/> 5 001 – 10 000 students <input type="checkbox"/> 10 001 – 20 000 students <input type="checkbox"/> ≤ 20 001 students
Number of students in tourism or in tourism related studies:	<input type="checkbox"/> ≤ 50 <input type="checkbox"/> 51-150 <input checked="" type="checkbox"/> 151-400 <input type="checkbox"/> 401-1 000 <input type="checkbox"/> 1 001-2 000
Number of students in tourism or in tourism related studies:	<input type="checkbox"/> ≤ 400 <input type="checkbox"/> 401-1 000 <input type="checkbox"/> > 1 000

World Tourism Organization (UNWTO) - A Specialized Agency of the United Nations  
 C/ Pinar Juan Margall 42, 28020 Madrid, Spain. Tel: (34) 91 587 31 00 / Fax: (34) 91 131 17 02 - info@unwto.org / unwto.org







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**(\*) Online Access Method**

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Please list this information in the following manner:

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or

Star (\*) notation – e.g. 10.1.3.\*

If you do not know this information then you may need to contact your network manager to get the relevant numbers.

Agreement Partner	
Signature	
Date and place	Katerina Lysi - Librarian Inter Napa College, Cyprus.



## Attachment 9

<b>Course Title</b>	Bar & Beverage Operations							
<b>Course Code</b>	THOM-220							
<b>Course Type</b>	This course serves as both Elective and Requirement, according to the program.							
	<table border="1"> <tr> <td>Hospitality Diploma</td> <td>Requirement</td> </tr> <tr> <td>All Programs</td> <td>General Elective</td> </tr> </table>		Hospitality Diploma	Requirement	All Programs	General Elective		
Hospitality Diploma	Requirement							
All Programs	General Elective							
<b>Level</b>	Bachelor (1 <sup>st</sup> Cycle)							
<b>Year / Semester</b>	Year 2, A' Semester							
<b>Teacher's Name</b>	Dr Sotiris Kefalas							
<b>ECTS</b>	6	<b>Lectures / week</b>	3	<b>Laboratories / week</b>				
<b>Course Purpose and Objectives</b>	<p><b>Course Purpose:</b></p> <p>This course introduces students to the bar and beverage operations within the various hospitality environments. Also it lays the groundwork for a basic understanding of the beverage production and service cycle, by explaining the beverage service process, describing the types of positions commonly found in beverage operations, and focusing on such beverages as beer, spirits, and wine. Also this course will prepare students to responsible alcohol service, supervisory techniques, and procedures for entry-level beverage service positions. The students will explore the history of the beverage industry, the cultural relevance of spirits and ales, and the incorporation of various beverages in food service.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss and define terms and concepts relating to beverage operations</li> <li>• Identify laws pertaining to the purchase and responsible service of alcohol</li> <li>• Discuss the basic production process for distillation spirits, liquors, beer, and brandies</li> <li>• Evaluate the relationship of beverages to food and the role of sustainable food pairings</li> <li>• Identify and discuss the presentation and service of alcoholic and non-alcoholic beverages, including coffee and tea.</li> <li>• Identify equipment and glassware used for beverage preparation and service</li> </ul>							



<b>Learning Outcomes</b>	<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss opening and closing procedures of a beverage operation</li> <li>• Identify levels of intoxication and methods to control excessive consumption by guests</li> <li>• Examine legislation in respect of serving of alcohol</li> <li>• Identify good practice in avoiding conflict situations – communication techniques with guests</li> <li>• Prepare the bar ready for service</li> <li>• Prepare and deliver a variety of alcoholic and non-alcoholic beverages</li> <li>• Ensure service is completed appropriately and satisfactorily</li> </ul>		
<b>Prerequisites</b>	Sophomore	<b>Required</b>	
<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. History of the beverage industry / creation of a bar</li> <li>2. Bar control procedures / introducing sustainability to the bar</li> <li>3. Responsible alcohol service / regulations of alcohol / the ethical considerations / potential hazards</li> <li>4. Mixology basics / beverages – non-alcoholic and alcoholic / tea / coffee / wine / whiskey / beer/ brandy / spirits / cocktails</li> <li>5. The business of running a bar (staffing, marketing, purchasing)</li> <li>6. Current legislation / licensing / alcohol effect / good practice / conflict</li> <li>7. Importance of following an opening / closing checklist</li> <li>8. Beverage management process / taxes / range</li> <li>9. Benefits of multi-ordering</li> <li>10. Handling guests' complaints / managing conflicts</li> <li>11. Organizational procedures for processing transactions</li> <li>12. Production and service of a variety of alcoholic and non-alcoholic beverages (classic and modern)</li> </ol>		
<b>Teaching Methodology</b>	<p>The course is delivered through lectures, demonstrations, and group discussions. Add any other method that you use during your lectures</p>		
<b>Mode of delivery</b>	Face to face.		
<b>Bibliography</b>	<b>Required</b>		
	Meehan, J. (2017). Meehan's Bartender Manual. NY: Ten Speed Press.		
	<b>Recommended</b>		
	Murphy, J. (2013). Principles and Practices of Bar and Beverage Management. London: Goodfellow Publishers.		



<b>Assessment</b>	<p>The following assessment methods are employed to assess this course:</p> <table border="1" data-bbox="587 353 1439 613"> <tr> <td data-bbox="587 353 1011 427">30 – 50 %</td> <td data-bbox="1011 353 1439 427">Final Exam</td> </tr> <tr> <td data-bbox="587 427 1011 501">20 – 40 %</td> <td data-bbox="1011 427 1439 501">Mid –Term / Tests / Quizzes</td> </tr> <tr> <td data-bbox="587 501 1011 575">10 – 30 %</td> <td data-bbox="1011 501 1439 575">Assignments / Projects</td> </tr> <tr> <td data-bbox="587 575 1011 613">0 – 10 %</td> <td data-bbox="1011 575 1439 613">Class Attendance &amp; Participation</td> </tr> </table>	30 – 50 %	Final Exam	20 – 40 %	Mid –Term / Tests / Quizzes	10 – 30 %	Assignments / Projects	0 – 10 %	Class Attendance & Participation
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<b>Language</b>	English								

