ITS INSTITUTE OF
TOURISM STUDIES
IN ACADEMIC AFFILIATION WITH THE
EMIRATES ACADEMY OF HOSPITALITY MANAGEMENT

INSTITUTE OF TOURISM STUDIES
STRATEGIC PLAN

2021 ———————————————— **2025**

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TABLE OF CONTENTS

1. BACKGROUND

1.1 Context

The year 2020 has been scarred by the ill faithed COVID pandemic that has swiped away millions of lives, brought about radical societal changes through social distancing and shattered the strength of economic superpowers that have seen the decimation of jobs, an explosion in unemployment numbers, the death of several enterprises and the erosion of the disposable income that has created a new class of poverty. In spite of several vaccines being given the green light enabling a global medical offensive designed to build herd immunity and bring back some semblance of normality across society, lives and livelihoods have been destroyed, social and mental health problems have spiralled out of control, priorities are being reshaped and new norms are being remodelled. Many agree that in economic terms, the Tourism Industry has been the greatest casualty of this war as travelling has been practically brought to a standstill. Even Europe's efforts through decades in creating the Schengen Area have been practically disintegrated in a few months through the introduction of lock down, border controls, obligatory quarantine periods amongst several other precautionary measures and many are talking about the introduction of some form of documentation showing evidence of vaccination against COVID 19 in the foreseeable future prior to travel. The United Nations World Trade Organisation (UNWTO) predicts that export revenues from the Tourism Industry in 2020 have fallen by around US$ 910 billion to US$ 1.2 trillion having global impact on GDP in the region between 1.5% to 2.8%.

In the local context, the pandemic has not been the only defining event that is expected to have long term ramification on the Tourism Industry in Malta. On the 1st January 2021, the European Union has woken up to a new reality as the Divorce Pact with the United Kingdom has now been officialised. Travelling to and from the United Kingdom will now entail more restrictions, border controls and visa requirements having an impact on the overall number of tourism arrivals in Malta originating from such as destination. On an educational level, students will now be deprived of exchange opportunities that they have been accustomed to in the past years with British Universities through the Erasmus Programme.

Clearly, the faith of the overall success of the Institute for Tourism Studies is intrinsically linked to the prospects of the Tourism Industry in general not only in Malta but also on the international scene. But not all is doom and gloom and there is general consensus on a global level that there is light at the end of the tunnel when the dust will settle. Being the dominant contributor of international students in the Further and Higher Education Market, China has made significant investments in Tourism particularly through the Greater Bay Area project which is bound to create a huge demand for skills in tourism and hospitality sectors. In a similar vein, India which has set itself to position itself as a global tourism centre of excellence and has sought several major investments in related infrastructures and skills. Alongside China and India, a number of new emerging markets could become attractive and which have been less hard hit. These include Indonesia, Vietnam, Nepal and Bangladesh all of which have experienced a booming middle class which are keen to take on higher education programmes but which lack the necessary infrastructures and support in their country. Access to such third country national students however requires the adoption of efficient and effective VISA and Residence procedures. In 2018, these procedures have been extensively improved in Malta making it easier for these students to obtain a student Visa whilst being able to work for 20 hours a week throughout the duration of their studies.

In Europe, the market for International Higher Education has become significantly saturated notwithstanding efforts at EU level to create the European Higher Education Area following the implementation of the Lisbon and Copenhagen Agenda. This notwithstanding it is believed that there are significant opportunities to exploit funding made available under the Erasmus Plus programme to facilitate student exchanges across universities and institutions within Europe and the Horizon 2020 programme (which will be extended for the next programming period) to undertake the much

needed research and innovation activities that form an integral component in raising the profile of all successful higher education institution. Research currently shows that whilst there is in general an oversupply of workers in the European Union in the Tourism and Hospitality Industry, a number of skills are sorely lacking particularly in the wake of the development of new market niches. Skills which need development include digitalisation, sustainable tourism, accessibility tourism, creative tourism and heritage tourism amongst others. Moreover, it is understood that many professions in the Tourism and Hospitality Industry lack soft skills particularly those required to deal with customers.

At the local level, the tourism is in for major structural changes and whilst the COVID-19 pandemic is threatening the very survival of a number of operators in the industry, it could well present an opportunity to press the reset button and reposition the industry to provide a higher quality offering both in terms of infrastructure, experience and service.   To contribute to the quality of the experience and service offered by the industry, requires efforts to encourage more people to train and study with the aim of pursuing a career in the industry whilst continue offering programmes aimed at upskilling the current industry workforce. This is particularly pertinent in the local context, where the local graduates in the industry remains low, when compared to countries such as Cyprus, and the proportion of early school leavers remains high. Cognisant of this background, the ITS is committed through this strategic plan to continue working to improve the quality and inclusiveness of education and skills development, particularly through the delivery of higher and further education programmes, as well as high quality and practical training programmes that can be tailored for new students and workers in the industry with different competences and abilities. The latter is particularly relevant in addressing the national target of reducing the number of early school leavers.

To pursue these ambitions, the Institute for Tourism Studies will continue to build upon its current structures, which were central in the provision of vocational and training programmes for the Tourism sector since ITS's inception, and have recently been adapted for ITS to venture into the provision of educational programmes even at MQF Level 6 and 7.

The variety of academic and training/vocational programmes will contribute towards the development of a sustainable tourism product. This could potentially mean a lower number of tourist arrivals but a higher tourist spending leading to an increase in the gross value added in the process. This whilst taking into consideration the structural shift in the methods of delivery and instruction that has developed as a result of COVID-19.

On the competitive front, the Institute needs to contend with countries that have more advanced educational infrastructure. The United States is considered by far to be the best region in the world when it comes to Higher Education. This is largely the result of a combined system of strong government funding, decentralisation of decision making and a major strength in research and development. On the other hand, Switzerland is considered to be the region having the best tourism and hospitality schools in the world. Indeed 6 out of the top fourteen higher education institutes and universities providing education programmes in Tourism and Hospitality are located in Switzerland. This is mostly the result of the country's reputation for efficiency, consistency and high quality of service facilitated further by its strategic position at the heart of Europe as well as their practical approach in their programmes which are tied to work placements and internships. This is achieved through strong linkage with key players in the Tourism and Hospitality Industry.

The analysis has further shown that the best higher educational institutions exhibit a number of common characteristics. These include a focus on internationalisation to promote a multi-cultural environment, availability of an international pool of faculty and lecturers, strong linkages with the tourism and hospitality industry, a large partnership network with a range of best in class educational institutions around the world as well as a focus on research and innovation. On the other hand, a number of differentiated strategies have been observed. Most Swiss Educational Institutions are specialised and focused exclusively in the provision of Tourism and Hospitality Programmes delivered

in one or two campuses located in Switzerland. In contrast a number of Universities offer educational programmes in Tourism and Hospitality alongside other unrelated programmes provided through other faculties. In some cases such programmes are further available across a number of campuses around the world. In spite of a broader offering, it was observed that such Universities in most cases have set up a dedicated school/institute focusing exclusively on the provision of tourism and hospitality education programmes. A similar pattern has been observed in South East Asia where these schools are supported and complemented with Teaching Hotels and Restaurants where students could apply their knowledge in a controlled environment.

When the local scene is considered, the Institute for Tourism Studies is the market leader in the provision of higher education programmes in Tourism and Hospitality. The Institute competes against another eight key institutions comprising of a mix of public and private entities. Almost all private entities in Malta provide Tourism and Hospitality Higher Education Programmes through representation of other international universities and/or institutions. This is with the exception of one private entity which however has a strong international presence in the United Arab Emirates and India. Whilst the University of Malta and the Institute for Tourism Studies both have their own accredited programmes, in most cases these are complementary in nature since the former focuses mainly in the provision of Masters Degree Programmes whilst the latter focuses on Diplomas and Bachelor Degrees.

When pricing is considered, it was observed that higher education programmes in tourism and hospitality offered by educational institutions located in Malta are considerably cheaper when compared to the best international institutions offering similar programmes. Most programmes offered by MCAST, ITS and University of Malta are provided free of charge. On the other hand, although private institutions naturally charge a fee for their programmes, such fees may be claimed by students in the form of a tax credit.

In terms of student numbers, during the year 2019, the total student population of the Institute amounted to around 1,200. Of these a total of around 629 students were enrolled on full time programmes. Subjects related to the Food and Beverage Sector were the most popular and attracted around 44% of the full-time students studying at the Institute for Tourism Studies. The second most popular subject area within the Institute for Tourism Studies is Hospitality and Tourism which amounted to around 14% of the population. The concentration of studies on Food and Beverage as a field of study is more pronounced on part time programme wherein the share of the number of students studying in this area amounted to around 61% of the total.

Moving forward, the Institute has succeeded in developing a number of Strategic Partnerships that will enable its development in the foreseeable future. These partnerships include:

- **The Institut of Paul Bocuse:** Enabling the joint delivery of a Bachelor of Arts (Hons) in Culinary Arts

- **Hagaa Helia University of Applied Sciences:** Enabling the delivery of a Bachelors Degree in Hospitality Management and a Masters Degree in Hospitality Management

- **Emirates Academy of Hospitality:** Enabling the Delivery of a Masters in Business Administration with a focus on Hospitality.

- **DAN Europe:** Enabling the provision of a Bachelors Degree in Diving Tourism

The facilities through which the educational and training programmes are delivered provide an essential ingredient in the overall mix required to move the Institute from a local education service provider to become an international player. The Institute for Tourism Studies was originally located at St. Julians in a prime site overlooking St. George's Bay. The Institute also has another campus in Qala, Gozo. A decision was taken to move the Institute for Tourism in another location. Towards this end, an ideal site has been identified at Smart City wherein the new facilities could be located. The proposed new facility at SMART City consists in the construction and development of a State of the Art Campus, a Four Star Superior Teaching Hotel, A dormitory to accommodate international students and an office block intended to generate additional revenue streams for the organisation. In the interim, the Institute

has been relocated to a site in Luqa until such time the project at SMART City is completed. The project was originally initiated by Projects Malta but has now been transferred under the management of Infrastructure Malta. The development of such facilities has to be seen within the context on a prevailing trend in the recent months to move to on-line learning which is growing in popularity and is likely to persist even in the post-covid period.

When all of the above analysis is considered, the COVID-19 pandemic is clearly considered to be the single most factor that will likely to create a seismic change in the higher education industry. What is more, its impact is till present date still uncertain. Competitive pressures are intensifying as technology is creating a boundaryless society where the competitive landscape is moved from local to global. Indeed the most successful higher educational institutions are likely to be those who succeed in forging the best systems of connectivity amongst students, faculty and lecturers, other educational institutions, the tourism industry and research bodies. The interplay of all of these factors create the best educational experience for the student whilst developing the right brand and competitive position of the education institution.

In spite of the prevailing uncertainty, it is believed that there is no better time than today to think strategically ahead in shaping the future of the Institute for Tourism Studies. As the industry will be completely shaken, there will be several economic casualties which from an entrepreneurial perspective open up unprecedented windows of opportunity that need to be exploited from today. Uncertainty however calls for a different way to plan ahead and involves the development of a flexible approach that adapts to changing scenarios as they play out. This means that the new strategy will need to focus less on content and more on a process aimed at fostering the development of entrepreneurship and innovation across the operations of the Institute for Tourism Studies in general.

1.2 Developing the ITS Strategy

Realising the importance on the need to shape a strategy for the future, the Institute for Tourism Studies has partnered with BEAT Limited with a view to design and develop a Corporate and Business Strategy for the Institute for the period between 2021 to 2025. The Strategy has been developed through a process of Four Phases comprising the following:

- *Phase 1: External Analysis:* This consisted in a review of the international and local environment that is causing the Tourism Education Industry to change as well as the identification of leading competitors in the industry and evaluation of their best practices that could potentially be applied within the Context of the Institute for Tourism Studies.

- *Phase 2: Internal Analysis:* This consisted in an evaluation of the roles, responsibilities, current resources and comeptencies of the Institute for Tourism Studies as well as the identification of the key strengths, weaknesses, opportunities and threats of the Institute as a whole.

- *Phase 3: Stakeholder Engagement:* this consisted in the holding and organisation of a serious of themed workshops with several stakeholders across the Tourism Spectrum with a view to discern their concerns on the current skill gaps prevalent in the industry and how the Institute could play an integral part in addressing these gaps in the process.

- *Phase 4: Strategic Plan:* This consisted in consolidating the findings of all the previous phases of the project and coming up with a blueprint and action plan for the Institue going forward.

The realisation of this Strategic Plan was not possible without the input and contribution of several internal and external stakeholders of the Institute for Tourism Studies as well as several tourism players who gave valued suggestions in developing a blue print that is bound to generate a paradigm shift in the overall forma mentis of the Institute in the foreseeable future.

2. THE ITS CORPORATE STRATEGY

2.1 Introduction

The Sections that follow shall seek to define the overall Corporate Strategy setting out its new Mission, Vision, Strategic Objectives and the underlying core strategic pillars that will underpin its development in the foreseeable future. Thes are outlined below:

2.2 Vision and Mission

2.2.1 Mission Statement

The proposed Mission Statement of the Institute for Tourism Studies is:

> "Shaping **Excellence** and **Innovation** in Tourism, through **teaching and learning,** **quality research**, **advice**, and **realisation** of innovative business concepts"

Where:

- By **Shaping** we mean that we will be proactive and lead the change process in the Tourism Industry;

- By **Excellence** we mean that we shall be at the forefront in ensuring that we create Professionals, Business Concepts and Support Industry in obtaining the highest levels of quality in what they do.

- By **Innovation** we mean that we shall instigate creativity and entrpreneurship and key fundamental attributes in the tourism industry

- By **teaching and learning** we mean that at the core we shall remain committed in providing high quality education and training programmes to our students that are relevant to the current and future needs of the industry.

- By **quality research**, we mean that we will transition from a teaching based institution to become a research lead institution wherein we will strive to generate relevant comprehensive and systematic content, concepts and publications.

- By **advice** we mean that we shall provide support and assistance to the tourism industry in improving its management, standards, processes and systems with a view to enhance excellence and operating and financial performance.

- By **realisation of innovative business concepts**, we mean that we shall assist promising start ups in the Tourism Industry to develop and implement their business ideas

The above mission statement may be effectively communicated to the outside world through the tag line:

RESEARCH | **EDUCATION** | **INNOVATION** | **ADVISORY**

2.2.2 Vision

The proposed vision of the Institute for Tourism Studies is as follows:

"The Institute of Tourism Studies will lead the transformation of **tomorrow's international tourism industry** by directing its resources to:

- create **comprehensive and systematic knowledge** through **high quality research**,

- develop innovative and relevant higher and further education and training programmes combining technical, generic and behavioural skills.

- deliver such programmes through a **student centred and inclusive learning environment**, integrating **theory and practice** whilst promoting **modern leadership approaches**

- provide **expert advice** to established players

- **mentor entrepreneurs** in successfully **commercialising innovative business concepts** in the Tourism Industry.

2.2.3 Core Competencies

The above Mission and Vision will be achieved through the development of the following core competencies.

- Leading Change and Best Practices in the Tourism Industry:

- Distinctive Leader in Quality Education blending Theory and Practice in defined tourism markets:.

- Student Centric Personalised Learning:

- International Reach and Spread:.

- Catalyst for Entrepreneurship in Tourism:

- Agile Decision Making and Flexibility to Adapt to Change:

- Leveraging People and Technology as key assets.

2.3 Product/Market Development

On the basis of the proposed Mission and Vision, the Institute for Tourism Studies will seek to take on multiple strategic routes with a view to enhance the achievement of the above objectives This is outlined below:

	Existing Customers	New Customers
Existing Products	Structure and brand existing programmes into defined Schools and Units and engage onto a national campaign	The Quest for Internationalisation in persuit for International Students and Provision of Transnational Education
New Products	Expand Portfolio of Programmes to address current and future market gaps	Diversify Operations to focus on Research, Innovation and Advisory Services

2.4 The Overarching Strategic Pillars

The Strategy to be pursued by the Academy is spread across two levels comprising of the Corporate Strategy (setting out the state of being, vision and mission and its overall purpose) and the Business Strategies for each and every Business Unit that will form part of the portfolio of activities that are carried out by the Academy. This section sets out the overarching strategic pillars that make up the corporate strategy of the Academy as a whole. This are outlined below:

A	**Develop and Implement a Group Marketing and Business Development Strategy**
(i)	Consider the possibility of changing the status of the Institute to become the International Academy for Tourism
(ii)	Develop an umbrella brand for the Academy and subsequent sub-brands for each Strategic Business Unit making up the academy
(iii)	Develop a Marketing Programme for the Umbrella Brand and for each Strategic Business Unit forming part of the Academy
(iv)	Co-ordinate the Implementation of all Marketing Strategies.
B	**Governance Systems**
(i)	Carry out a review of the overall corporate structure and determine whether any legal entities will be created to take ownership of the various business units forming part of the academy
(ii)	Design and develop and organisation structure, policies and procedures for the overall management and control of the legal entities forming part of the Academy

(iii)	Introduce Accrual Based Accounting Systems for the purpose of preparing financial statements of the Academy
(iv)	Prepare monthly management accounts for each Strategic Business Unit of Academy
(v)	Implement a Balanced Score Card system for the purpose of measuring the overall performance of the Institute
(vi)	Appoint an Internal Auditor and an Internal Audit Committee reporting directly to the Board of Governors
(vii)	Ensure compliance with appropriate quality systems across the various strategic business units
(viii)	Develop a Programme Management Structure to exercise oversight over the implementation of the Strategy.
C	**Developing a Consolidated Financing Strategy**
(i)	Financing for the development and construction of the facilities
(ii)	Financing for the resourcing and management of the incubator
(iii)	Financing available for supporting start ups in the incubator
(iv)	Financing for undertaking Research and Development Activities
(v)	Financing for the development and delivery of Training Programmes to fulfil existing market needs
(vi)	Financing for the provision of advice and assistance to the tourism industry in general.
(vii)	Financing for financing student programmes and exchanges.
(viii)	Financing for Lecturer Training and Development
D	**Implementing a Digital Roadmap**
(i)	Carry out an organisation wide business process review with a view to identify the core business processes of the Academy and Prioritise those processes that merit to be streamlined and considered to be good candidates for automation.
(ii)	Explore the feasibility of investing in asynchronous learning systems which are bound to enable the institute to reach new heights in the process.
(iii)	It is proposed that a Data Management Strategy is undertaken with a view to identify how all crucial data that is collected by the Institute could be maximised for the purpose of supporting Management to make informed decisions in the process.
(iv)	Implementation of basic ERP systems to manage the day to day operations
(v)	Engage Digital Marketing Experts that would be able to guide the Academy to micro-target students and undertake an aggressive inbound marketing approach
(vi)	Investment in an Educational Management System as a tool for managing the academic affairs of the Institute

E	Investing in People as a core strategic asset
(i)	Communicate and ensure that the Vision and Mission of the organisation is properly understood and shared across all levels and how each role within the organisation contributes to the vision.
(ii)	Carry out a redesign of the organisation structure with a view to streamline levels of hierarchy and spans of control
(iii)	Develop proper decision making rules and mechanisms with a view to decentralise and delegate decision making to the lower levels of the organisation
(iv)	Develop appropriate career progression mechanisms that would enable employees to move along their desired and intended career path
(v)	Roll out an effective performance based reward system across all levels designed to reward and incentivise high performing employees
(vi)	Develop an appropriate recruitment plan that is in keeping with the Institute's ambitious growth plans.
(vii)	Develop and roll out individualised Career Development Plans across all employees and levels of the organisation
(viii)	Organise and deliver a customised training and development programme that seeks to improve the overall skills of the Institute's employees in line with their career objectives set out in the Career Development Plan
(ix)	Creation of Quality Circles and Quality Improvement Programmes

3. ITS BUSINESS STRATEGIES

3.1 Introduction

Having defined the overall Corporate Strategy of the Academy, the sections that follow will seek to define the Business Strategy that is expected to be implemented by of the Strategic Business Units forming part of the portfolio of activities carried out by the Academy. The key Strategic Business Units of the Academy comprise the following:

Estate Management	Hospitality Operations	Research and Development	Advisory
Curriculum Development, Accreditation and Licensing	Education Programme Delivery	Training School	Incubator

3.2 Estate Management Business Unit

The Academy is currently in the process of undertaking a Euro 40 million investment (excluding the Hotel) to transfer its facilities onto a new site at Smart City. This investment will have a major bearing on the overall cost structure of the Institute. Given the significant investment to be incurred on the facilities, the Academy will need to ensure that the utilisation and rent generation potential of such facilities is effectively maximised with a view to generate an acceptable return on investment.

3.2.1 Overall Purpose

The Overall Purpose of the Estate Management Business Unit is

> *"to maximise the utilisation and rent generation potential of the facilities that are owned and operated by the Institute for Tourism Studies through effective business development, tenant allocation, management and sustainable operations of the facilities in general."*

In the initial stages, the Estate Management Business Unit is expected to take over the project management function requiring the management of the Construction of the Smart City Project to ensure its successful completion in accordance with Time, Cost and Quality Objectives. Upon completion of the project, the Unit is subsequently expected to take over the day to day management and administration of the facilities.

3.2.2 Product Mix

The facilities that will be managed and operated by the Estates Management Unit shall comprise the following:

Core Product Mix

Dormitories	Campus	Offices	Commercial Outlets	Indoor Pool & Spa	Car Park	Incubator
• 497 Beds • 27 Suites • 95 Standard Rooms	• 46 Theoretical Classrooms • 10 Practical Classrooms • 10 Kitchens • Administrative Offices	• 1,896 sqm of Office Space	• Diving & Equipment Store • Three Restaurants • Two Shops • Canteen	• Indoor Pool • Spa • Wellness Centre	• 539 Parking Spaces	• 20 Incubator Units • Conference Centre

3.2.3 Target Markets

The key market segments that are expected to be targeted by the Estate Management Unit shall comprise the following:

	Local Students	International Students	ITS Operations	Commercial Operators	Office Tenants	Visitors	Start Ups	DMCs	Third Party Teaching Institutions
Dormitories	✓	✓							
Campus			✓						✓
Offices					✓				
Commercial Outlets			✓	✓					
Indoor Pool & Spa			✓	✓					
Car Park	✓	✓				✓			
Incubator							✓	✓	

3.2.4 Sources of Income

The Estates Management Unit is expected to generate its income streams from the following sources:

- Rental and Lease Income from Office Space and Commercial Establishments
- Percentage fees on Turnover Generated by the Spa and Indoor Pool
- Maintenance and Service Fees
- Income from the lease of Campus and Business Incubator
- Accommodation Fees from the operation of the Dormitories
- Car Parking Fees

3.2.5 Core Functions

The key functions that are expected to be discharged as part of its day to day operations are outlined below:

Marketing and Business Development of the Facilities	Contract Management, Tenant Management and Allocation	Health and Safety Security and Access Control	Reception Services
Building Cleaning, Maintenance and Repair Services	Equipment Installation, Maintenance and Repair	Management and Maintenance of Building Management Systems	Landscaping Services
Waste Management Operations	Car Park Management	Management of Dormitories	

3.2.6 Strategic Initiatives

The proposed Strategic Initiatives to be pursued by the Estates Management Unit are outlined below:

A	Manage the overall Completion of the Smart City Project
(i)	Site Preparation and Management of the Transfer Process
(ii)	Develop and Specify the Campus Requirements
(iii)	Development and Operational Permitting Management
(iv)	Commercial Planning
(v)	Development of Financial Operating Model Options
(vi)	Manage Campus RFP Process (Evaluation and Negotiation)
(vii)	Development of the Transfer and ECM Deeds
(ix)	Contract Monitoring
B	Securing Funding for the Estates Project
(i)	Identify appropriate resources to be deployed on the funding team

(ii)	Review available EU Funding Opportunities that could potentially be exploited (ERDF)
(iii)	Prepare all the necessary documentation and application required to justify funding in accordance with funding criteria.
(iv)	Application is submitted for consideration to the relevant Evaluation Team
(v)	Project Monitoring if undertaken to ensure that funds are expended as per plan
C	**Branding and Marketing the Estate as a Location**
(i)	Develop a Location Specific Brand
(ii)	Design and Roll out a Marketing Strategy
(iii)	Deploy and Build a Sales Function
(iv)	Hold and Organise Location Specific Activities (jointly with students) to create a vibrant hub
D	**Commercialisation Strategy**
(i)	Agree with the ITS Campus on Facility Requirements during the summer months and level of utilisation of classrooms. (This is even more important in the case of laboratories and the kitchens which are specialised and are subject to faster rates of depreciation)
(ii)	Identify Gaps in Classroom and Dormitory Utilisation during the Summer Period
(iii)	Set out an agreement with an English Language School (or a number of English Language Schools) for leasing a number of Lecture Rooms and Dormitories for the Summer Period
E	Structuring and Building Capacity to Manage the Estate
(i)	Explore the feasibility of setting up a Special Purpose Vehicle through which all activities of the Estates would effectively be managed.
(ii)	Develop and ensure a robust agreement is in place between the Lands Department (or any other Government Body) and the Estates Company.
(iii)	Design and Develop the organisation structure and job descriptions of the Estates Management Company
(iv)	Transfer Key Employees in the relevant sections to the Estate Management Company
(v)	Engage on a recruitment campaign to fill in positions which are currently vacant Identify key functions to be outsourced and issue request for proposals for the provision of related services
F	**Embark on a Renewable and Eco-Friendly Strategy**
(i)	Consider the possibility of complying with best practices of the LEED Standard and obtain certification
(ii)	Explore and consider the feasibility of installing Photovoltaic Equipment
G	**Review and explore specific infrastructural solutions for Gozo**
(i)	Option 1: Develop a joint academic infrastructure with the University of Malta and MCAST for the purposes of sharing facilities and costs
(ii)	Option 2: Establish a main infrastructure for a specific niche market (such as diving and watersports) and developing satellite infrastructures for other programmes

(iii)	Option 3: Rent Facilities from Third Parties with an existing support structure for building and maintenance services.
(iv)	Implement and Roll out chosen option

3.3 Hospitality Operations

The Hospitality Operations largely consist of three restaurants which will be run and managed directly by the Academy. The Academy will be using these facilities for the purpose of serving Patrons as well as a learning platform for students to acquire skills in hospitality and in the culinary arts. In the interim, the Hospitality Operations continue to manage and maintain the current set up at the Luqa Site.

3.3.1 Overall Purpose

The Ultimate Purpose of Hospitality Operations is

"to provide a top quality culinary and gastronomic experience for Patrons through a variety of themed restaurants through best in class service whilst serving as a training ground for students undergoing through several educational programmes with the Institute for Tourism Studies."

A key core competence that will be developed further as an Academy will be the blend between Theory and Practice not only in a laboratory setting but also in a real life environment that would be rendered possible through the work experience scheme as well as involvement in the day to day running of these faciliites.

3.3.2 Proposed Product Mix

As outlined earlier, the Hospitality Operations of the Institute for Tourism Studies will consist of three restaurants. In this context it is proposed that the overall product mix of these facilities are to include the following:

Hospitality Portfolio

High End Silver Service a La Carte Restaurant	Casual Restaurant	Show Case Restaurant
Providing a premium service in a high class environment.	Providing High Quality and Efficient Service at Value For Money in a Casual Environment	A Testing Ground for Students charged with developing a concept and running the facility for a defined period of time.

3.3.3 Target Markets

The key market segments that are expected to be targeted by the Hospitality Operations shall comprise the following:

	Fine Dining Restaurant	Casual Restaurant	Show Case Restaurant
Families		✓	
Youths		✓	✓
Business People	✓	✓	
Students			✓
Health Conscious	✓	✓	
Vegans and Vegetarians	✓	✓	
Persons with Special Dietary Requirements	✓	✓	
Professionals	✓	✓	
Innovation Seekers			✓

3.3.4 Sources of Revenue

The income that is expected to be generated from the operation of the three restaurants shall comprise the following:

- Revenue from Food Service
- Revenue from Beverage Service
- Revenue from the organisation of events
- Revenue from Outside Catering

3.3.5 Key Functions

The key functions of the hospitality operations comprise the following:

Digital Marketing	Bookings and Sales	Materials Procurement & Stores
Kitchen Operations	Food Service	Finance and Administration

3.3.6 Strategic Initiatives

The proposed Strategic Initiatives to be pursued by the Hospitality Operations are outlined below:

A	**Carry out a basic maintenance and repair programme for existing restaurants**
(i)	Carry out a condition based maintenance assessment
(ii)	Develop and roll out a basic interim investment programme
(iii)	Develop and roll out a basic maintenance and repair programme
B	**Develop and Complete New Restaurants at Smart City**
(i)	Design Kitchen Facilities
(ii)	Identify and Define the Investment required for the Facilities
(iii)	Acquire and Install all Equipment
(iv)	Prepare an operational plan for managing and administrating the facilities
C	**Branding and Marketing the Facilities**
(i)	Define Individual Restaurants Brand Proposition
(ii)	Develop Marketing Programme for each Restaurant
(iii)	Implement Marketing Programme
D	**Operational Strategy for the Show Case Restaurant**
(i)	Submission of Student Proposals
(ii)	Selection of Best Proposals
(iii)	Allocation of Mentors
(iv)	Prepare operational set up
(v)	Define Assessment Management
(vi)	Ensure proper handover management
E	**Operational Strategy for Other Restaurants**
(i)	Student Deployment Plan is developed
(ii)	Mentor from Professional Staff is Identified
(iii)	Students are managed directly by mentors
(iv)	Students are assessed on Performance

3.4 Research and Development Unit

The Research and Development Unit is a relatively new function that is expected to be set up within the Academy. The Research and Development Function is a vital element of the proposed new mix of the Academy since this is expected to reposition itself from a follower into a leader in the Tourism Education Industry.

3.4.1 Overall Purpose

The purpose of the Research and Development Unit is

> *"to create and generate new sources of knowledge and business concepts in related tourism management fields in order to propel the Institute for Tourism Studies as a leader in the Tourism Education on an international scale."*

Research presents the Academy with an opportunity to showcase its knowhow and experience with industry and the general public whilst applying the results in the delivery of its academic content and advisory services. In a similar vein, the feedback arising from lecturing and advisory services provide an access point for improving and finetuning research activities carried out by the Academy in the process.

3.4.2 Proposed Product Mix

Research and Development is expected to become a critical pillar for development within the Institute for Tourism Studies. A strong R&D Function is vital for the purpose of repositioning the institute as a leader in Tourism Education on a Global Scale. The key Research and Development Activities to be carried include the following:

Key Research Activities

Basic Research	Applied Research	Experimental Development
This is experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts, without any particular application or use in view.	This is also original investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a specific practical aim or objective.	This is systematic work, drawing on existing knowledge gained from research and/or practical experience, which is directed to producing new materials, products or devices, to installing new processes, systems and services, or to improving substantially those already produced or installed.

3.4.3 Target Markets

During the next five years, it is proposed that the Institute for Tourism Studies places an emphasis on applied research and experimental development with Basic Research to be potentially considered at a subsequent planning stage. The key targets to be earmarked by research include the following:

Target	Description
Academic Publications	• A key goal of the Institute for Tourism Studies will be to succeed in publishing its research results on a number of academic journals with a view to improve its educational standing.
Academic Researchers	• Academic Researchers will be targeted with a view to achieve a high level of citations in several other research work which is bound to give further exposure to the Institute on its international standing.
Higher Educational Institutions	• The Institute may need to engage in collaborative research with other educational institutions to enable an international coverage of its research results.
International Tourism Industry	• More pragmatic research may be carried out specifically to addressed defined needs of the International Tourism Industry as a whole. Such research studies may specifically address a requirement of an industry client.

3.4.4 Potential Areas of Research Focus

The proposed areas of Research Focus include the following:

- Managing and Minimising Food and other waste streams in the Hospitality Industry
- Leveraging the Potential of Digitalisation in the Tourism Industry
- Managing the Cultural and Creative Industries
- Impacts and Optimised Models for Tourism Mobility

3.4.5 Key Sources of Funding

Most of the Research to be carried out by the Institute is not commercial in nature and is unlikely to be sustained from revenue streams generated by the Private Sector. The key sources of funding that could be made available specifically for research include the following:

- Government Grants
- EU Grants
- Industry Sponsorships
- Research Fees charged to Industrial Clients
- Cross Subsidisation from Commercial Revenue Streams

3.4.6 Key Functions

The Key functions to be managed as part of the research process include the following:

Research Project Identifications	Search of Collaborative Partners	Fund Application	Allocation Resources Research Teams

Fund Management	Project Management of Research Initiatives	Publications

3.4.7 Strategic Actions

The proposed Strategic Initiatives to be pursued by the Research and Development Unit are outlined below:

A	Develop capacity for Research
(i)	Establishing a Central Unit for Programme Management, Project Management, and Co-ordination. The funding aspects of these projects will be co-ordinated centrally by a Funding Unit at the corporate level
(ii)	Roll out an extensive research and development training plan for key lecturers with a keen interest in research activities
(iii)	Review, Identify and acquire resources necessary for the purpose of carrying out research and development activities in Tourism
(iv)	Review and Prepare appropriate Guidelines for Research Themes, Priorities and Methodologies
(v)	Roll out an internal communication campaign setting out the parameters within which research will be carried out.
B	Regulatory and Incentive Framework
(i)	Develop and set up proper guidelines for the protection of Intellectual Property Rights associated with the outcome and findings of original research and development work
(ii)	Develop proper guidelines for publishing and reviewing academic papers to be made available on journals and other established publications
(iii)	Develop a proper incentive framework for sharing intellectual property rights of original research between the Institute and Academics
(iv)	Develop appropriate guidelines and incentives for collaborative research with other institutions and industry
C	Developing a Research and Development Plan
(i)	Prioritise and Confirm target research areas

(ii)	Issue an internal call for expression of interest for undertaking defined research projects under each of these thematic areas
(iii)	Appoint a Research Board tasked with the evaluation and selection of the Research Proposals to be submitted including how these will be funded
(iv)	Selected Research projects are resourced with the necessary equipment and staff required to carry out the project.
(v)	For each project, a Project Brief needs to be signed by the relative parties denoting IP Rights, Terms of Reference Roles and Responsibilities and Outcomes.
(vi)	Progress on each research project is monitoring by the Central R&D Unit. Any EU Funds are administered by the Unit itself.
D	**Pursue an Aggressive EU Funding Strategy (Horizon 2021 – 2027)**
(i)	Marie Curie Programmes focusing on Training Researchers
(ii)	Culture, Creativity and Inclusive Society focusing on Funding Research Programme specifically in a number of thematic areas
(iii)	Digital, Industry and Space focusing on Reearch opportunities in Digitalisation potential in the tourism industry
(iv)	Climiate, Energy and Mobility focusing on Research Themese with managing mobility and travelling of tourists.
(v)	Food focusing on managing and minimising food waste in the hospitality industry.
E	**Develop Collaborations**
(i)	Business Development Function within ITS seeks to source appropriate stakeholders with whom collaborative research could be carried out
(ii)	Due Diligence is performed on identified stakeholders with a view to ensure that only the most reliable partners are selected to be on board
(iii)	Collaborative agreements are signed with the relevant actors
(iv)	Specific Research Projects are earmarks through which IP Rights, Terms and Conditions, and Deliverables are specifically agreed across each party.

3.5 Advisory Services Unit

The Advisory Services Unit is also a relatively new function that is expected to be set up within the Academy. The Advisory Services function ties in seamlessly with the academic affairs of the Academy since it involves the practical application of concepts developed and disseminated through the various educational programmes that are delivered throughout the scholastic year. The Strategy of the Advisory Services Unit is outlined below:

3.5.1 Purpose

The overall purpose of the Advisory Services Unit is:

> *"to add value to key industry players through improved efficiency, enhanced customer experience or through the application of innovative concepts that leverage return on investment through the combination of client specific data and knowledge to expert advice and experience of the advisory network of ITS."*

The Advisory Services Unit essentially combines together the competences generated through the Research and Development Unit (in terms of the development of systematic knowledge) and the delivery of the Academic Content (through the educational delivery arm) supported further by seasoned professionals to provide expert advice to organisations involved in some form or other in the Tourism Industry in general.

3.5.2 Proposed Product Mix

It is proposed that the key advisory services provided by the Institute for Tourism Studies create synergies with its lecturing capabilities and research interests. In this context, the following key areas are earmarked for key development as part of the overall advisory experience.

Tourism Business Strategy and Performance Management	Digitalisation Solutions and Digital Marketing	Operational Reviews, Designs & Implementations for Hotels and Restaurants
Tourism HR Training Needs Analysis and Training Programmes	Tourism Operational Excellence Audits & Certifications	

3.5.3 Target Markets

The Key Target Markets that are expected to be prioritised as part of the Advisory Portfolio include the following:

Hotel Operators	Restaurant Operators	Entrepreneurs and Start Ups in Tourism Fields

Tour Operators	Destination Management Companies

Whilst technically all types of hotel operators would require support and assistance from the Academy, it is more likely that four star and five star hotels would be the most suitable candidates in the initial stages to target since these would have the required budgets to investment in advisory services. In contrast, it is believed that in the case of restaurants the most appropriate candidates to target would be those which form part of a chain of outlets which benefit from economies of scale and therefore stand to gain the most from improvement effort. On the otherhand, in the case of innovative start ups priority should ideally be given to those start ups which form part of the Tourism Business Incubator to be set up and which would need assistance to enable them to grow in the process. When tour operators are considered, it is believed that emphasis should be placed on both inbound and outbound tour operators focusing primarily on the use of digital marketing techniques to attract more business. This is also the case when Destination Management Companies specializing the organization of conferences are considered.
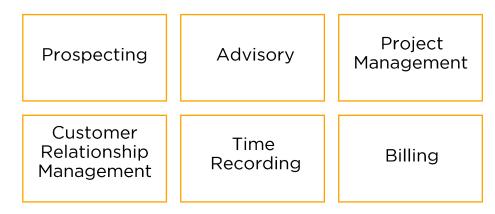
3.5.4 Revenue Mechanisms

The key revenues that could potentially be generated as a result of the service offering include the following:

- Fixed Fees Charged per Project
- Hourly Fees billed through timesheets
- Success Fees charged on outcomes
- Government Grants

3.5.5 The Key Functions

The key functions of the Advisory Unit comprise the following:

Prospecting	Advisory	Project Management
Customer Relationship Management	Time Recording	Billing

3.5.6 Strategic Actions

The key strategic actions that are proposed to be undertaken by this Strategic Business Unit are outlined below:

A	**Capacity Building**
(i)	Assign Specific Organisation Unit to be responsible for Advisory Services
(ii)	Identify appropriate resources and designate proper roles and responsibilities for managing the advisory operations
(iii)	Establish Fee Structure and Identify associated costs and revenues
(iv)	Develop a detailed blueprint and business plan for managing the overall operations of the Advisory Unit
B	**Develop and Design Associated Processes and System**s
(i)	Project and Risk Management
(ii)	Quality Assurance
(iii)	Document and Knowledge Management
(iv)	Technical Standards and Processes
(v)	Engagement Administration and Billing
(vi)	Business Development and Pipeline Management
C	**Develop a Network of Advisors**
(i)	***Identify specific skill requirements:*** A review of skills that are needed to address the specific product mix is required.
(ii)	***Expression of Interest:*** A Call for Applications is issued with a view to identify interested prospects in becoming advisors with ITS. The call needs to be extended on an international level.

(iii)	**Face to Face Interviews:** A structured interview system needs to be deployed to ensure only the best advisors are selected.
(iv)	**Conclude Advisory Agreements:** Clearly defined framework agreements are concluded with Advisors and Fees negotiated.
(v)	**Deploy Relevant Advisors on a project by project basis:** Once onboarded, the Advisors are deployed on the relevant advisory projects.
D	**Blue Print and Business Plan**
(i)	**Demand Forecast**: Demand for the next five years for advisory services needs to be reliably estimated.
(ii)	**Identify Relevant Costs**: All the increment costs will need to be taken into account as well as their overall behaviour to output and external conditions.
(iii)	**Define critical assumptions and risks**: Critical Assumptions and Risks need to be identified and how these impact the overall revenue and cost structure.
(iv)	**Prepare Overall Plan:** The Business Plan Is completed on the basis of the notes and assumptions.
(v)	**Complete Feasibility Financial Projections**: Feasibility Financial Projections are prepared and the expected returns from the activity are forecasted in the process

3.6 Curriculum Development Unit

A distinction will need to be made between the Product Development Function (which is the current business unit under consideration) and the Service Delivery Function (which will be addressed under a separate SBU).

This section will focus primarily on the **Product Development Function** and how this could be created as a separate business unit and generate its own revenue streams independently from the Education Delivery Function.

3.6.1 Overall Purpose

The purpose of this Business Unit is

> "to **evaluate** the **current** and **future educational needs** of the tourism industry with
> a view to **develop innovative, relevant and high quality accredited programmes**
> **content independently** or in **joint partnership with international institutions** in order to
> subsequently **assign rights** for its delivery to **qualified education delivery providers**"

In this context, this Business Unit as a critical function within the overall strategy to be pursued by the Academy in that it is essentially acts as the central brain of the Academy responsible for the creation of content that would fundamentally constitute the basis for the generation of a differentiation based advantage for the Academy against its competition.

Moreover, the creation of this business unit would enable the Academy to create opportunities to penetrate the Transnational Education Market which has been a growing phenomenon in the past years.

3.6.2 Proposed Product Mix

The proposed product mix to be developed by the Curriculum Development Unit include the following:

Catering Portfolio	
(i)	Culinary Arts
(ii)	Food and Beverage Service
(iii)	Restaurant Management
(iv)	Wine and Beverage Management
(v)	Thematic Specialisations
Hospitality	
(i)	Hospitality in Hotels
(ii)	Hospitality on Cruise Liners
(iii)	Hospitality on Aircraft
(iv)	Hospitality on Pleasure Boats
(v)	Hospitality in Serviced and Self Catering apartments
(vi)	Hospitality in Business
Tourism Management	
(i)	Tourism Management
(ii)	Business Administration in Tourism
(iii)	Tourism Digital Marketing
(iv)	Technology Management in Tourism
(v)	Data Science and Tourism
Travel and Events	
(i)	Travel and Tourism
(ii)	Tour Operation and Travel Agency Management
(iii)	IATA Programmes
(iv)	Event Management
(v)	Weddings, Conferences, Incentives and Banqueting
(vi)	Mass Events
Culture and Events	
(i)	Management of Heritage Sites and Museums
(ii)	Management of Cultural Events
(iii)	Heritage Interpretation
(iv)	Tour Guiding
(v)	Agri-Tourism, Folkore, Trekking, Religious Travel and Culture
Sports and Wellness Tourism	
(i)	Diving Tourism

(ii)	Watersports Touris,
(iii)	Adventure Tourism
(iv)	Wellness Tourism
Language Programmes	
(i)	Chinese
(ii)	Spanish
(iii)	Italian
(iv)	French
(v)	Japanese
(vi)	German
(vii)	Russian

3.6.3 Target Markets

The key target markets for these certified and accredited programmes will largely consist of existing higher education institutions or education service providers who would be willing to acquire a licence to delivery these programmes under the specific guidance and through the quality assurance framework of the Institute for Tourism Studies. The key geographic regions to be earmarked as part of the licensing process include the following:

3.6.4 Revenue Mechanisms

The key revenue streams that may be generated from the development of educational programmes in the tourism industry include the following:

- Royalty Fees

- Quality Assurance and Assessment Fees

- Examination Fees

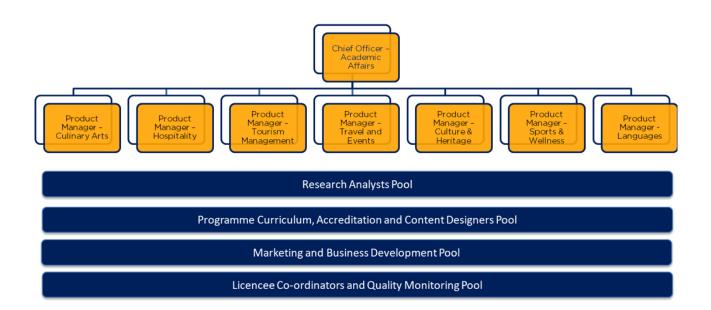- Percentage of Student Fees generated from the programme

3.6.5 Key Functions

The Key Functions of this unit include the following:

Market Research	Business Care Assessment	Curriculum Development and Learning Strategy
Material Development	Accreditation Compliance	Quality Assurance and Monitoring
Assignment of Rights	Exam Administration and Conferment of Qualifications	

3.6.6 Restructuring

The Institute will need to make a clear distinction between the Curriculum/Product Development Process and the Actual Delivery of the Programme Content as consisting of two separate activities. In this context, it is proposed, that a project based structure is used for the purpose of managing the process. Upon the achievement of the required critical mass, fully fledged faculties may eventually be developed.

3.6.7 Strategic Actions

The strategic actions that are being proposed as part of this plan specifically for Curriculum Development and Accreditation Unit include the following:

A	Development of Partnerships
(i)	Product Managers set out and chart a product development plan for the period between 2021 and 2025. This strategic plan has already earmarked a number of priority areas that could be actively considered
(ii)	Research is carried out by the Market Research Pool with a view to discern whether there is a business case for the identified programmes;
(iii)	Collaborative Partners are identified for each programme falling under the different product mix.
(iv)	For each partner, an action plan is prepared outlining the key programes that are expected to be rolled out during the period between 2021 and 2025 in joint collaboration;
(v)	Roles and Responsibilities of each partner are identified in the Agreement.
(vi)	Risk and Rewards are clearly defined and a commercial agreement is finalised.
B	Progressively Build New Programmes
(i)	Carry out Market Research:
(ii)	Develop an Initial Business Case Assessment
(iii)	Preparation of basic programme outline and objectives
(iv)	Submission of Business Case to Academic Board
(v)	Preparation of Detailed Curriculum
(vi)	Submission of Programme for Accrediation
(vii)	Manage the Preparation of Delivery Materials
C	Quality Assurance
(i)	Ensure Continuity in the Compliance with the EU and International Regulatory Frameworks
(ii)	Seek Accreditation with Tedqual as the overall quality mark for Tourism Education
(iii)	Seek Accreditation with Equis and AMBA for Programmes organised by the School for Tourism Business Management.
(iv)	Develop Proper Quality Assurance Systems for the Monitoring and Evaluation of Licensed Educational Institutions with a view to ensure that they keep to the standards required by the Institute.
D	World Class Branding Campaign
(i)	Develop an overall umbrella branding strategy positioning the institute as a portfolio of tourism education offering in several specialised disciplines

(ii)	Develop a distinct brand identify for each school forming part of the Institute for Tourism Studies
(iii)	Develop appropriate branding and marketing guidelines that need to be adhered to by Licensed Service Providers
(iv)	Undertake an aggressive marketing strategy in promoting the ITS Brand with best in class employers in the Tourism Industry around the world including hotel chains, tour operators and restaurants amongst others.
(v)	Develop and build a strong International Alumni Network
(vi)	Carry out Tracer Study to identify career paths of graduates of the Institute.
E	**Business Development**
(i)	Seek to identify and establish one or more education service providers in India and/or China
(ii)	Seek to identify and establish an approved provider in Singapore
(iii)	Seek to identify and establish one or more approved providers in Morocco, Egypt, Tunisia, and/or South Africa* (Note: the assignment of rights in these countries has to be seen within the context of the political environment at the time)
(iv)	Seek to assign rights to ITS own education delivery units in Malta and Gozo.

3.7 Education Programme Delivery

The Programme Delivery Function is being considered separately from the Produc Development Function particularly in the context where a key pillar of the proposed corporate strategy is a move towards the penetration of the Transnational Education Market in the process. The strategy for the Education Programme Delivery Unit is outlined below.

3.7.1 Overall Purpose

The purpose of this Strategic Business Unit is

> *"to achieve excellence in education to build tomorrow's tourism leaders and professionals through the delivery of higher and further education programmes accredited through the official accreditation structures"*

Essentially, this business unit is the core operations of the Academy wherein most of the revenues are generated and costs incurred. Until present date, most of the activities of the Academy have been largely concentrated in this area and whilst the corporate strategy contemplates diversification, this business unit will continue playing a very important part in the mix. The overall strategy of this business unit is outlined below:

3.7.2 Proposed Product Mix

It is proposed that the Education Delivery Unit operates two campuses (One in Malta and One in Gozo as follows:

Proposed Product Mix	
Malta Campus	Gozo Campus

The Malta Campus will be oriented towards the provision of mainstream education programmes in a variety of tourism related disciplines. The Malta Campus will be leasing the facilities from the Estate Management Unit and will further more offer programmes to be licenced by the Curriculum Development and Accreditation Unit. in a number of tourism related areas. During the five years under review, it is proposed that the Malta Campus focuses in obtaining licencing for five major areas as follows:

Culinary Arts	Hospitality Management	Tourism Business Management	Travel and Events	Languages

The key target markets for the Malta Campus include the following:

- Qualified 16+ Local Students
- Potential Early School leavers including
    - Unqualified 16+ Local Students
    - Students with special educational needs
    - Students from disadvantaged educational backgrounds
- Qualified 18+ Local Students
- International Students
- Tourism Industry Workers
- Unqualified Workers Entering the Tourism Job Market
- Professionals from Other Industries Entering the Tourism Job Market
- Existing Tourism Professionals engaging in life long learning programmes
- Tourism Entrepreneurs

On the other hand, it is proposed that the ultimate focus of the Gozo Campus will be to provide Tourism Education in defined niche markets that exploit the specific and unique characteristics of Gozo as a Tourism Destination in its own right whilst providing a proper course of study in tourism for students who want to work specifically in the Tourism Industry in Gozo. In this context, the product mix being proposed specifically for Gozo shall comprise the following:

Sports and Adventure Tourism	Culture, Heritage and Agritourism	Gozo Tourism School

The major challenge for the Gozo Campus is to generate the critical mass of students that would justify the expense incurred in the leasing and/or development of space in the area. In this context, it is proposed that a feasibility study is carried out jointly with Government with a view to consider the possibility of developing a facility for Water Sports (Including Diving, Adventure and Wellness Tourism) as well as site for Culture and Heritage which would double up as an educational facility and potentially as a tourism destination in its own right for sports, culture and agritourism. The Gozo Tourism School would in turn be accommodated at one of these sites.

The key markets to be targeted by the Gozo Campus comprise the following:

Local and International Water Sports and Diving Professionals interesting in transiting to a management position in these activities

Local and International Students interested in working in the Culture and Heritage Sector

• Local and International Students interested in working in the Agritourism Sector

• Students interested in exclusively working in the tourism industry in Gozo

3.7.3 International Target Markets

It is proposed that the following Geographic Markets are earmarked for business development activities as a whole:

Geographic Markets:

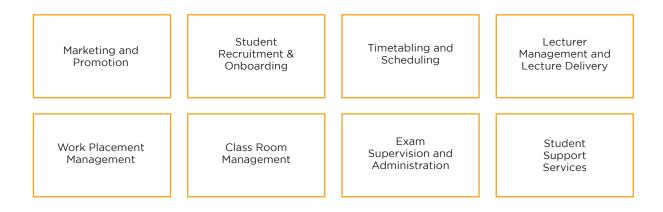| Mature Established Markets	Growing Markets	Emerging Markets
• United Kingdom • Italy • France • Germany	• India • China • UAE • Morocco	• Nepal • Nigeria • Bangladesh • Vietnam • Indonesia

3.7.4 Revenue Mechanisms

The key revenue streams that could potentially be generated by the Education Delivery Units include the following:

- Student Tuition Fees
- Government Grants
- EU Funds
- Industry Sponsorships

3.7.5 Key Functions

The key functions that need to be carried out by this Strategic Business Unit:

Marketing and Promotion	Student Recruitment & Onboarding	Timetabling and Scheduling	Lecturer Management and Lecture Delivery
Work Placement Management	Class Room Management	Exam Supervision and Administration	Student Support Services

3.7.6 Strategic Actions

The key strategic actions that are being proposed to form part of this Strategic Business Unit include the following:

A	Promoting Tourism as a Viable Career
(i)	Engage jointly with the Malta Tourism Authority and the Gozo Tourism Association on a national campaign to promote careers in Tourism and the benefits that these bring to the industry amongst prospective students and their parents
(ii)	Engage into a strong branding and communication strategy for the purpose of repositioning the Institute as Quality Higher Educational Institution of Choice.
(iii)	Engaging into a national educational campaign jointly with the Malta Tourism Industry promoting key quality aspects that need to be ingrained within the various sectors in the tourism industry and the importance of recruiting professional staff
(iv)	Engaging into a national educational campaign jointly with the Malta Tourism Authority with a view to promote entrepreneurship and the creation of start ups and new business ventures in Tourism and the importance of getting a good quality education in Entrpreneurship

(v)	Engage into a branding exercise to develop a separate identify for each of the schools forming part of the Tourism Education Mix. This should be carried out jointly with the Curriculum Development Unit
B	**Building the Required Lecturing Capacity**
(i)	Develop a human resource plan and undertake recruitment, selection and training of the best lecturers to deliver the necessary sessions forming part of the curriculum
(ii)	Develop a proper career progression and development plan for lecturers to ensure that they are adequately equipped to teach a higher quality of student cohorts
(iii)	Identify and develop a pool of international lecturers with a view to enable these to deliver this specialised content to students of the Institute
(iv)	Identify potential opportunities for lecturer exchanges with other Universities and Institutes to provide local lecturers with international teaching exposure.
C	**The Quest for Internationalisation**
(i)	Attracting Students from Third Countries (Emerging and Growth Markets)
(ii)	Attracting EU Students to study in Malta or at a distance
(iii)	Creating Opportunities for International Student Exchanges
(iv)	Developing a multi-campus, multi-country experience for Students
(v)	Forging an International Business Development Network
(vi)	Strengthening the network of international work placements for students
(vii)	Creating a boundaryless campus through investment in technology
D	**Introduction of Flexible and Blended Learning Systems**
(i)	Full Time Morning
(ii)	Full Time Evening
(ii)	Part Time Evening
(iv)	Modular
(v)	Multi-Campus Learning
(vi)	Credit Exchanges
(vii)	On-Line real time learning
(viiI)	On-Line Asyncrhonous Learning
(ix)	Research Based Learning
(x)	Laboratory Based Learning
(xi)	Work Place Based Learning
E	**Student Centric Learning**
(i)	Ensure the retention of existing student to lecturer ratio as part of the growth strategy
(ii)	Appoint Student Mentors who will be allocated to each student to act as their guides throughout the course of their studies

(iii)	Develop a system for Individualised data analysis of continuous assessments of each student's progress to enabling adjustments in the learning style and pace afforded to students by leveraging technology
(iv)	Introduce Flexibility in Study Module Selection across various Tourism Related Programmes to enable wider choice for students
(v)	Introduction of self-paced learning tools in support to the mainstream educational delivery model.
(vi)	Enable transferability from one mode of study to another to enable students to take on a study module using multiple delivery models that suit their circumstances at any point in time
(vii)	Strengthen the complement of Learning Support Assistants to ensure proper support for students with intellectual and or physical disabilities to pursue their studies.
(viii)	Strengthen and enhance student support services on Campus through the deployment of proper teams of phycologists, social workers, guidance teachers and other professionals.
F	**Developing a Distinctive Gozo Skill Set**
(i)	Explore the feasibility of developing a Sports, Heritage and Eco-Tourism Cluster Site jointly with the GTA and Government
(ii)	Revamp and Launch the new Gozo Campus on the basis of the outcome of the feasibility study
(iii)	Develop a separate brand identity for the Gozo Campus and undertake an aggressive marketing campaign
(iv)	Define and develop a specific strategy for providing adequate accommodation and support facilities for International Students visting the Gozo Campus
(v)	Carry out Capacity Building for the purpose of recruiting the right lecturers and resources of manning the Gozo Campus

3.8 Tourism Training School

The Tourism Training School will be more pragmatic and hands on in nature and is primarily intended to address the specific requirements of industry as a whole. The sections that follow will be provided an overview of the proposed business Strategy that is expected to be pursued by the Strategic Business Unit.

3.8.1 Overall Purpose

The overall purpose of the Tourism Training School is

"to address **short term** and **medium term skill gaps** in the **Local** and **International Tourism Industry** through the provision of **high quality and innovative practical training programmes** uniquely **customised** to **the industry's specific needs and adaptable in terms of delivery, learning style and pace, to take into account the different levels of abilities and competencies of those following these training programmes**"

This means that the training school will place an emphasis on immediacy and is expected to provide a flexible programme which may not necessarily lead to the award and/or conferment of a formal qualification.

Such programmes offer enhanced opportunities for those students who are more oriented towards a hands-on approach to training and skilling rather than following an academic programme.

The Training School will also be targeting both local and international markets in line with its internationalisation strategy.

3.8.2 Proposed Product Mix

The Key Products that will be effectively delivered by the Tourism Training School shall comprise the following:

Executive Short Courses	
(i)	Stand Alone Assessed Short Courses
(ii)	Attendance Certificate Based Short Courses
(iii)	Modules forming part of existing qualifications
Core Skills Specialisation Programme	
(i)	A range of short course programmes focusing on specific sectors such as Diving, Water Sports, Cultural Heritage and Crafts amongst others.
Tourism Passporting Programme	
(i)	A basic entry generic certificate for anyone inclined to work in the Tourism Industry in Malta comprising disciplines such as Kitchen Basics, Food Handing, Basic Food and Beverage Services, Cleanliness and Hygience amongst others.
Language Programme	
(i)	Maltese for Foreigners
(ii)	Italian
(iii)	French
(iv)	German
(v)	Chinese
(vi)	Japanese
Soft Skills Programmes	
(i)	Various short courses on a number of soft skills such as leadership, teamwork, customer service, social and communication skills, grooming, sustainability and culture amongst others.
Tourism Business, Digital and Self Employed Programmes	
(i)	Provision of a number of practical short courses in a range of business areas including managing a restaurant, managing a self catering apartment, managing a travel agency, starting up a small business and digital marketing amongst others.

Generic Public Courses	
(i)	Provision of a number of courses which could be of interest to the general public in Malta which could also possibly be subsidised through Government including cooking classes, wine tasting, local history and basic language courses amongst others.

3.8.3 Target Markets

The key market segments that are expected to be targeted by the Tourism Training School are outlined below:

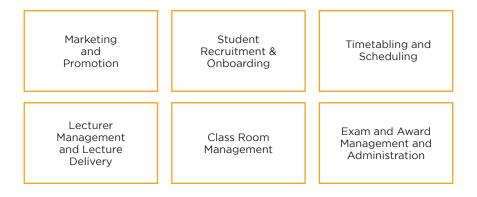|	Executive Short Courses	Core Skills Specialisation	Tourism Passporting Programmes	Soft Skills Training	Language Programmes	Tourism Management Skills	Public Courses
International Students	✓						
Local Students	✓						
Self Employed in Tourism		✓	✓	✓		✓	
New Employees in the Tourism Industry		✓	✓	✓	✓		
Established Professionals	✓						
Existing unqualified workforce		✓	✓	✓	✓		
General Public							✓

3.8.4 Revenue Mechanisms

The key revenue streams that could potentially be generated by the Training School include the following:

- Student Training Fees
- Government Grants
- EU Funds
- Industry Sponsorships

3.8.5 Key Functions

The key functions of the Training School include the following:

Marketing and Promotion	Student Recruitment & Onboarding	Timetabling and Scheduling
Lecturer Management and Lecture Delivery	Class Room Management	Exam and Award Management and Administration

3.8.6 Key Strategic Actions

The key strategic actions that are proposed to be pursued by the Tourism Training School include the following:

A	Capacity Building
(i)	Identify suitable facilities for the establishment of the Gozo Tourism Training School (see initiative 6 of SBU 6)
(ii)	Define and establish the critical processes around the proper management and administration of both the Malta Tourism Training School and the Gozo Tourism Training School
(iii)	Define and develop a proper human resource plan and recruit the required lecturers and trainers for the purpose of delivery the training programmes
(iv)	Set up the necessary administrative structures required to manage the day to day operations of the Training Schools
B	Industry Partnerships
(i)	Establish a Partnership with the Gozo Tourism Association with a view to define and develop appropriate Tourism Programme to be offered to prospective and existing employees in the industry in Gozo
(ii)	Establish a Partnership with the MHRA, FATTA, the Malta Chamber of Commerce with a view to define and develop appropriate programmes to be offered to prospective and existing employees in the industry in Malta.
(iii)	Develop and define an agreement between the Institute for Tourism Studies and Industry Representatives for the purpose of recognition of the relevant training qualifications to be used in the Tourism Industry (Subject to approval from NCHFE)
(iv)	Establish a joint agreement for creation for special training packages for members of the association to undergo through the recognised training programmes with the Institute for Tourism Studies.
(v)	Engage into discussions between Industry and Government with a view to potentially develop fiscal and financial incentives for encouraging industry to send their staff for proper training with the Institute.
C	Roll Out an Effective Training Programme
(i)	Define a finalised Plan for potential programmes that could be launched for the next scholastic year.
(ii)	Design and Develop the required curriculum for each programme to be delivered
(iii)	Identify modules that are currently being delivered as part of the full time academic programme that will be offered as a stand alone qualification
(iv)	Publish the Calendar of Training Programme that are expected to be delivered during the year.

(v)	Ensure that a number of programmes are delivered during the summer months to facilitate the utilisation of the facilities during this period in consultation with the Estates Management Unit.
D	**Marketing and Branding**
(i)	Launch a nation wide digital media campaign
(ii)	Develop several content in digital and print format to be disseminated to prospective participants.
(iii)	Seek to employ influencers as part of the media strategy.
(iv)	Set up a small help line to enable receipt of course enquiries and build an effective sales funnelling process.
(v)	Design and develop an on-line facility for receiving applications and payments for programmes
(vi)	Train staff members to be in a position to consult and advice potential participants on the benefits of the programmes and which of these would be of most relevance to them
E	**Launching the Gozo Training School**
(i)	Identify an appropriate site for the Gozo Tourism School
(ii)	Undertake the necessary investment possibly through EU Funding (as explained earlier) with a view to provide a decent facility for carrying out the programmes
(iii)	Jointly Establish a Training Programme with the Gozo Tourism Association
(iv)	Engage lecturers required to deliver the programmes
(v)	Launch the training programmes through appropriate marketing and sales activities

3.9 Tourism Business Incubator

The setting up of the Tourism Business Incubator is expected to really set apart the Academy from most of its competitors both on the local and international level. This section shall set out the proposed strategy for the management and operation of a Tourism Incubator in Malta.

3.9.1 Overall Purpose

The purpose of the Malta Touirsm Business Incubator is

> "to create an **environment** and a **support structure** that acts as a **catalyst** for the **development**, **creation** and **sustainability** of **innovative start-ups** in the **Tourism Industry** in Malta."

3.9.2 Proposed Product Mix

The Proposed Product Mix of the Tourism Business Incubator comprises the following elements:

Tourism Business Incubator

Facilities	Basic Services	Enterprise Services	Growth Services
Dedicated Operating Workspace	Ordinary and Extraordinary Maintenance	Annual Health Check	Export Assessment
Dedicated exhibition space	Cleaning and upkeep	Business and Financial Planning	Market Research Reports Business
Shared Basic Facilities	Maintenance and Management of Fire and Alarm Systems	Sourcing of Financing Advice	Development Plan
Shared meeting spaces and conference facilities	Management of Access Control Systems	Digitalisation and Sustainability Advisory	Internationalisation and Growth Advisory Support
	Reception and mail forwarding services	Entrepreneurship	Access to multiplier network
	24 X 7 Security Services		

3.9.3 Target Markets

The key markets expected to be targeted with a view to make use of the Tourism Business Incubator include the following:

- Existing Students of the Institute for Tourism Studies interested in starting up and/or growing an innovative venture in tourism

- Alumni of the Institute for Tourism Studies interested in starting up and/or growing an innovative venture.

- International Start-Ups in Tourism seeking an appropriate location to set up their operations

- Local Entrepreneurs having an innovative business idea in the tourism industry needing support to start up their operation.
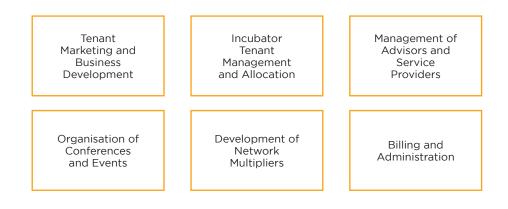
3.9.4 Revenue Mechanisms

The Key Revenue Sources that may be readily generated for the Business Incubator comprise the following:

- Government Grants

- EU Funding

- Rent Payable by Tenants for making use of the Facilities

- Equity Interests

- Fees in relation to the provision of Basic Services
- Fees in relation to the provision of Enterprise Services
- Fees in relation to the provision of Growth Services

3.9.5 Key Functions

The key functions that are expected to be carried out by the Business Incubator comprise the following:

Tenant Marketing and Business Development	Incubator Tenant Management and Allocation	Management of Advisors and Service Providers
Organisation of Conferences and Events	Development of Network Multipliers	Billing and Administration

3.9.6 Strategic Initiatives

The key strategic initiatives that are proposed to be pursued by the Business Incubator comprise the following:

A	Capacity Building
(i)	Ensure proper handover from the Estate Management Unit of the facilities to be used for the Incubator
(ii)	Design and Develop an appropriate organisation structure and develop proper procedures to manage the incubator
(iii)	Carry out the necessary recruitment required to manage the day to day administration of the incubator
(iv)	Discuss and negotiate appropriate Government Funding for Supporting the Incubator.
(v)	Identify and raise EU Funding Applications for financing the Incubation Services.
(vi)	Develop standardised commercial agreements to be concluded with prospective start ups forming part of the incubator.
B	Service Portfolio
(i)	Define the services and service packages to be offered to prospective start ups.
(ii)	Identify portfolio of skills required for the purpose of delivering the required services to start ups

(iii)	Identify appropriate partners and develop collaborative relationships with service providers setting out costs, fees and services rendered
(iv)	Build the necessary systems to ensure the appropriate monitoring and quality control of the services being provided
C	**Marketing and Branding**
(i)	Launch a nation wide digital media campaign
(ii)	Develop several content in digital and print format to be disseminated to prospective participants
(iii)	Seek to employ influencers as part of the media strategy.
(iv)	Train staff members to be in a position to consult and advice potential participants on the benefits of the Incubator and which of the service packages would be of most relevance to them.
D	**Organise Events**
(i)	Conferences
(ii)	Tradefairs and Exhibitions
(iii)	Education and Training Sessions
(iv)	Entertainment Events & Festivals
(v)	Trade Missions and One to One Meetings

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