Programme specification

1. Overview/ factual information

Programme/award title(s)	a. BSc(Hons) International Tourism and Hospitality Management b. BSc(Ord) International Tourism and Hospitality Management c. Diploma of Higher Education in International Tourism and Hospitality Management d. Certificate of Higher Education in International Tourism and Hospitality Management
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	September 2011
Next revalidation	
Credit points for the award	360
UCAS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Hospitality, Leisure, Sport and Tourism General Business and Management
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 3 years
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	June 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in student course guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Mission

In congruence with the mission of the College, the BSc (Hons) in International Tourism and Hospitality Management aims to develop informed, critical and responsible professionals, who will be equipped with the necessary knowledge and academic qualities to lead successful careers and businesses in the international tourism and hospitality industry.

Educational Aims and Objectives

The International Tourism and Hospitality Management (THM) programme aims at imparting to THM students a thorough knowledge and understanding of tourism and hospitality business management, as well as key professional and transferrable skills that will enable them to launch successful careers as future managers and entrepreneurs in the tourism and hospitality industry or pursue post-graduate degrees in related fields. Also, the THM programme aims at instilling in students those academic qualities that will enable them to think critically and develop as informed and responsible citizens that will contribute, both as citizens and working professionals, to the wider community and the organizations which they will serve.

In particular, the specific objectives of the International Tourism and Hospitality Management programme are to:

The general goals of the International Tourism and Hospitality Management programme are to:

- Develop students' knowledge and understanding of general business management, including its key theories and concepts.
- Develop students' understanding of the international environment in which (tourism and hospitality) business operates and of the implications that this brings to (tourism and hospitality) business management.
- Develop students' awareness and understanding of tourism and hospitality as important areas of study and economic activity and the industry's importance for modern societies and economies at local, regional and international level.
- Develop students' understanding of the boundaries, structure and scope of the tourism and hospitality industry and of the main functions, processes and core areas of tourism and hospitality organizations.
- Develop students' awareness and understanding of the socio-cultural dimensions of tourism and hospitality and of the impacts of tourism and hospitality operations on host communities and societies at large.
- Develop students' awareness and understanding of the nature and characteristics of consumption of tourism and hospitality products and services and of the centrality of the quality of the visitor's/guest's experience in the effectiveness of tourism and hospitality providers.
- Develop students' specialized knowledge in the tourism and hospitality field that will enable them to embark on managerial careers in hospitality organizations or to successfully launch, promote and manage new tourism or hospitality business ventures.
- Develop students' practical and professional competencies and transferable skills that will enable them to operate effectively as working professionals in the tourism and hospitality industry.
- Develop students as informed and knowledgeable professionals and life-long learners.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging courses or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
  (currently under revision and to be named *Liberal Education* curriculum – please see Appendix 1, p.74, for *Liberal Education* mission, competencies and learning outcomes)
- Concentration (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

Liberal Education (distributive requirements). 43

Academic Writing and research 9

Mathematics 3

Professional Communication . …………………….….... 3

Introduction to Information Systems …….…. 3

Natural Sciences. . . . .… 7
Students are required to complete any two courses
in natural science, one of which must have a lab component

Social and Behavioural Sciences . . . . . . …………….….…... 9
Selected from more than one discipline

Humanities . . . . …………….….... 6
Selected from more than one discipline

Fine and Performing Arts.…………………………………………3

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1. Demonstrate knowledge and understanding of appropriate theories and concepts from the generic management and economic areas that apply to hospitality and tourism organizations. A.1.1. Understand the concept of economic value. Demonstrate knowledge of basic economic theory and how it applies to offering products and services to the public (Level 4).	Taught in: EC 1000 Principles of Microeconomics (**15 UK Credits, Compulsory)** Introduction to economics and the economy. The market system and the market model. Consumer theory, costs, production and the theory of the firm. Pricing and output determination in various market structures. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. Assessment Methods:

Multiple choice/problems/essay question practice sets – **formative**	0	Multiple choice/problems/essay questions combination
In-class midterm examination (1-hour) – **summative**	40	Multiple choice/problems/essay questions combination
Final examination (2-hour, comprehensive) – **summative**	60	Multiple choice/problems/essay questions combination

3A. Knowledge and understanding

A.1.2. Describe and discuss the nature of managerial work, the various management theories, concepts, principles and practices. Distinguish between an organization's internal and external environments, and recognize the importance of organizational change (Level 4).	Taught in: MG 2003, Management Principles **(15 UK Credits - Compulsory)** Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined. <u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used: Lectures, case studies, experiential exercises, in-class quizzes. <u>Assessment Methods:</u>

Coursework - **formative**	0	case studies, experiential exercises, in-class quizzes
In class 1-hour midterm examination - **summative**	40	essay-type
Common final examination (2-hour) - **summative**	60	essay-type

3A. Knowledge and understanding

A.1.3. Analyse and assess an organization's internal environment, with particular reference to: human resource management and the processes and practices involved in implementing human resource strategy; individual behaviour, team and organizational processes; the interaction with the external environment (Level 5).	Taught in: MG 3034, Managing People and Organizations, **(15 UK Credits - Compulsory)** Major theories of organizational behaviour and the emergence of strategic human resource management as a mechanism for managing people at work in organizations. Concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change. Processes and practices involved in implementing human resource strategy, such as recruitment, selection, training, and performance management. Practical skills associated with managerial success. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ✓ Class lectures. ✓ Case studies. ✓ Experiential exercises and self-assessments. ✓ Interactive learning during class through students' analyses and discussions of assigned cases and experiential exercises. ✓ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ✓ Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources. ✓ Written project which may be presented also orally in class. Assessment Methods:

Coursework - **formative**	0	case studies, experiential exercises, in-class quizzes
Major written project - **summative**	40	1,300-1,700 words
Final examination (2-hour) - **summative**	60	essay-type

3A. Knowledge and understanding	
A.2. Demonstrate knowledge and understanding of the internal aspects and functions of hospitality and tourism organizations. A.2.1. Analyze, record and summarize accounting transactions in hospitality organizations and prepare non-complex financial statements of an economic entity using US GAAP (Generally Accepted Accounting Principles) (Level 4).	<u>Taught in:</u> HT 2010, Accounting for the Hospitality Industry (**20 UK Credits, Compulsory**) Basic principles and procedures of financial accounting for the hospitality industry. Preparation and interpretation of financial statements <u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used: ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. ➤ Peer tutoring is also available to students who choose to get additional help. ➤ Exercises assigned as homework. ➤ IT sessions in labs, where the student practices on recording transactions using special accounting software <u>Assessment Methods:</u>

Coursework - **formative**	0	Exercises / Lab work
In class 1-hour midterm examination - **summative**	40%	Numerical problems & short theoretical questions
Final Examination (2-hour, comprehensive) -**summative**	60%	Numerical problems & short theoretical questions

3A. Knowledge and understanding

A.2.2. Demonstrate detailed knowledge of a variety of tourism and hospitality business information systems (e.g. Opera and DBMS) and utilize data management and data analysis techniques (Level 4).	Taught in: HT 2116, Hospitality Information Systems (**15 UK Credits, Compulsory**) The application and use of information systems in the hospitality industry. Support of tourism and hospitality operations through a Computer Reservation System (CRS) solution Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➤ Lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts. ➤ Laboratory practical sessions involving training and practice on property management tools. ➤ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➤ Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. Assessment Methods:

In-class, 1-hour, "diagnostic" test, , assignments - **formative**	0	Short answers to essay questions
Course work - **summative**	40	case problems
Final examination (2-hours) **summative**	60	Short answers to essay questions

3A. Knowledge and understanding	
A.2.3. Explain the role of marketing and its importance to the tourism and hospitality industry and to tourism/hospitality organizations, know the fundamentals of marketing research and consumer/tourist behaviour and demonstrate their impact on marketing strategy. Analyse patterns and characteristics of tourism demand and the factors that influence such demand. Assess the role of Marketing and social media in the digital era (Level 5 and 6).	Taught in: HT 3115, Marketing for Hospitality and Tourism (**15 UK Credits, Compulsory**) A managerial approach to hospitality and tourism marketing. Examines the implications of the Tourism and Hospitality industry on the Marketing theory. The 7-Ps approach (product, price, place, promotion, people, processes, physical evidence). Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ❯ Class lectures. ❯ In-class group presentation. The assessment is aimed at encouraging students to engage with relevant theories, concepts and frameworks and to develop presentation and group work skills. ❯ Individual written projects. The assessment is aimed at developing the students' ability to assess the application of key marketing theory concepts in the context of tourism and hospitality organizations and tourism destinations. Students are encouraged to make extensive use of library and on-line resources. ❯ Tutorials on presentation skills. ❯ Analysis and discussion of tourism and hospitality marketing cases. ❯ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ❯ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.

Assessment Methods**:**

Coursework – **formative**	0	Case studies analysis
Group presentation – **summative**	30	Approximately 10-15' duration per group
Written Project - **summative**	70	Individual, 3,000-3,500 words

3A. Knowledge and understanding

A.2.4. Calculate financial ratios and prepare cash budgets for hospitality organizations. Understand and apply the concept of leverage, and cost of capital and assess the company's working capital management (Level 6).	Taught in: HT 4135, Financial Management for the Hospitality Industry (**15 UK Credits, Compulsory**) Financial management principles and their application to the tourism and hospitality industry. Hospitality corporate financial decision-making and analysis, including cash management, hotel management of revenue and expenses, ratio analysis, asset management, budgeting and leverage, financing Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ❯ Class lectures and practice problems solved in class. ❯ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ❯ Individual Project: Students are required, to carry out a financial analysis of a hospitality firm. ❯ Office Hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ❯ Use of blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. Assessment Methods:

Midterm examination (1-hour) - **summative**	50	Problems & Essay Questions combination
Individual project - **summative**	50	Hospitality Company analysis

3A. Knowledge and understanding	
A.2.5. Demonstrate understanding of the strategic competitive advantage of information and communication technologies, including internet technologies and e-commerce, in the development and growth of tourism businesses. (Level 6).	<u>Taught in</u>: HT 4436, Information and Communication Technologies in Tourism (**15 UK Credits, Compulsory**) Impact and benefits for the tourism industry from the implementation of information and communication technologies. Operational and strategic issues of IT. Current industry practices, use of internet technologies and e-commerce applications. <u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used: In congruence with the teaching and learning strategy of the college, the following tools are used: ➤ Lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts. ➤ Individual project: functional requirements/customized application-based website design/deployed website ➤ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➤ Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <u>Assessment Methods:</u>

In-class, 1-hour, "diagnostic" test **Formative:**	0	Essay-type
Project - **summative**	50	Individual – creation of a Business web-site
Final Examination (2-hour, comprehensive) - **summative**	50	Essay-type

3A. Knowledge and understanding

A.2.6. Demonstrate in depth knowledge and understanding of the strategic importance of Public Relations and Crisis Management in the tourism and hospitality industry and of the tools used to influence public opinion and behavior. Formulate Public Relations campaigns and strategies to deal with crises in tourism and hospitality (Level 6).	<u>Taught in</u>: HT 4234, Public Relations and Crisis Management in Tourism and Hospitality **(15 UK Credits, Optional)** The importance of Public Relations in tourism and hospitality, with special emphasis on the role of PR activities in crisis management. Needs of different PR audiences, PR as part of an integrated communications strategy, PR as a vital tool in managing different types of crisis events <u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used: ➢ Class lectures, interactive learning (class discussions, group work) and practical problem solving in class. ➢ Individual Project: Students should examine a crisis in the tourism / hospitality industry. They should evaluate the effectiveness of the crisis handling (literature review) and prepare a report providing recommendations and propositions of an alternative crisis communication management campaign. In order to support their project, students must document it with secondary and if necessary primary research evidence. ➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➢ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <u>Assessment Methods:</u>

Coursework – **formative**	0	(case studies, project support)
Mid-term examination - **summative**	40	(essay type, 1 hour)
Written project – **summative**	60	(individual, 2,500-3,000 words)

3A. Knowledge and understanding

A.3. Demonstrate knowledge and understanding of the processes, structure, and operation of hospitality and tourism organizations.	
A.3.1. Demonstrate understanding of the pivotal role that service quality plays in the tourist/guest experience of tourism/hospitality products and analyze the factors that tourism and hospitality providers must consider in order to manage service quality effectively, including the role of people and the service encounter (Level 6).	Taught in: HT 4117, Managing Service Quality and Human Resources in Tourism and Hospitality (**15 UK Credits, Compulsory**)

Taught in: HT 4117, Managing Service Quality and Human Resources in Tourism and Hospitality (**15 UK Credits, Compulsory**)

Examines the importance of service quality and quality of the visitor/guest experience in tourism and hospitality and the role of people in the delivery of the tourism and hospitality product. Explains the service delivery process and its management and discusses implications for human resource management (HRM).

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:
  - Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
  - Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
  - Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Method:

Coursework - **formative**	0	(discussion of case studies, draft assignment submissions)
Mid-term examination (1-hour) - **summative**	30	(essay-type)
Written Project - **summative**	70	(individual, 3,000-3,500 words)

3A. Knowledge and understanding

A.3.2. Analyse and examine the internal aspects, functions and processes of hospitality organizations including their diverse nature, purposes, structures, governance, operations and management. Analyse and evaluate the implementation and operation of Food and Beverage service systems. Apply theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within hospitality and food and beverage organizations (Level 5).

Taught in: HT 3131, Hospitality Operations (15 UK Credits, Compulsory)

The functions, organization and management of various departments and services within the hospitality sector.

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:
- ➢ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- ➢ Individual term paper: An analysis of a contemporary topic in hospitality operations management, requiring extensive use of literature and theory resources.
- ➢ Site visit to at least one hotel unit, during which students receive a guided tour of all departments
- ➢ Analysis and discussion of short hospitality operations cases.
- ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material
- ➢ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.

Assessment Method:

In-class, 1-hour, "diagnostic" test, assignments - **formative**	0	Short essay and numerical problems, case studies
Midterm examination (1-hour comprehensive) - **summative**	40	Essay-type (one question)
Written paper - **summative**	60	Individual, 2500-3000 words

3A. Knowledge and understanding	
	Taught in: HT 3118, Food and Beverage Management (15 UK Credits, Optional) Managerial aspects and operational requirements in the food and beverage (F&B) sector. The role of food as an element of hospitality around countries and cultures of the world. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Individual term paper: An analysis of a contemporary topic in F&B management, requiring extensive use of literature and theory resources. ➤ Site visit to at least one foodservice unit, during which students receive a guided tour of all F&B operations. ➤ Analysis and discussion of short F&B management cases. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material ➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. Assessment Method:

Assessment Method:

In-class, 1-hour, "diagnostic" test, assignments - **formative**	0	Short essay and numerical problems, case studies
Midterm examination (1-hour comprehensive) - **summative**	40	Essay-type (one question)
Written paper - **summative**	60	Individual, 2,500-3,000 words

3A. Knowledge and understanding	
A.3.3. Demonstrate understanding of the components of the organization and management of hospitality events, including administration, design, operations, human resource management and marketing. Analyze and evaluate critical success factors in the organization and management of effective events at both the strategic and operational level (Level 6).	Taught in: HT 4032, Event Management for the Hospitality Industry (**15 UK Credits, Optional**) Overview of the events industry and of key management components including event organization, marketing and promotion, customer satisfaction and event evaluation. Emphasis on the emergence of the experience industry and the design of the event experience within the hospitality industry. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➢ Class lectures, interactive learning (class discussions, group work) and practical problem solved in class. ➢ Individual project: The students should develop and propose a plan of a special event related to the tourism and hospitality industry, in which all parameters that influence the success of the event should be taken into account, including the event's legacy. The project is aimed at encouraging students to study and apply widely accepted international standards for planning and executing events, as approved by international associations of events managers or meeting planners, and relate them to specific events management theory frameworks. Examples of such international standards include EMBOK.org, ICCA, IEQF, and MPI. ➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➢ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. Assessment Methods:

Assessment Method	%	Type
Coursework - **formative**	0	Case studies, project presentation
Midterm examination (1-hour) - **summative**	30	Essay-type (one question)
Major written project - **summative**	70	Individual, 3,000-3,500 words

3A. Knowledge and understanding

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<td>A.3.4. Demonstrate understanding of the entrepreneurial process and evaluate the importance of entrepreneurial activity in the tourism sector. Integrate knowledge of management functions, including marketing, finance and human resource management, to develop a quality business plan for a new tourism venture (Level 6).</td>
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Taught in: HT 4440, Entrepreneurship in Tourism and Hospitality (**15 UK Credits, Compulsory**)

The core of entrepreneurship theory and its application in the tourism field. The role of entrepreneurship in regional and local tourism development. Emphasis on both process and context of entrepreneurial activity in tourism. Extensive coverage of operation, organization and management of entrepreneurial businesses. Case examples of innovative entrepreneurial activity in Greece and internationally.

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Individual project: Students develop a business plan for a new tourism venture based on a thorough analysis of the business opportunity and the tourism business environment and integrating in the plan managerial functions, such as marketing, finance, operations and human resource management. Students present their business plan in front of a small panel of 'experts in order to convince the audience of the merits and viability of the business venture idea.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework - **formative**	0	Case studies, project presentation
Midterm examination - **summative**	30	Essay-type
Research Project	70	Individual, 3,000-3,500 words

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3A. Knowledge and understanding

A.4. Demonstrate knowledge and understanding of the nature, structure of and interactions in the hospitality and tourism industry.

A.4.1. Demonstrate understanding of the nature and development of tourism and hospitality as fields of study, the structure and scope of the international tourism and hospitality industry and its contribution to global, regional and local economies (Level 4).

Taught in: HT 1001, Introduction to the Tourism and Hospitality Industry (**15 UK Credits, Compulsory**)

Introduction to the study of tourism and the nature and scope of the Tourism and Hospitality industries. Origins and growth of tourism, tourism as a global phenomenon, demand and supply of tourism, the Greek tourism industry and its role in the economy, the structure of the tourism industry and future prospects for Greek and international tourism.

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:
  ➢ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
  ➢ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
  ➢ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources

Assessment Methods:

Coursework - **formative**	0	Case studies, experiential exercises
Mid-term examination (1-hour) – **summative**	40	Essay-type
Final examination (2-hour comprehensive) - **summative**	60	Essay-type

3A. Knowledge and understanding

A.4.2. Demonstrate understanding of the role of transport and tourism intermediation in the tourism system and their impact on the development of tourist destinations. Analyze the economic, social and environmental impact of transport and travel intermediation on host destinations and summarize implications for management (Level 5).

Taught in: HT 3037, Travel and Transport **(15 UK Credits, Optional)**

The role of transport in tourism and its impact on the development of tourist destinations. Focus on components of the travel industry, including airlines, airports, cruises and ground transportation. The role of intermediaries in the tourism system, including tour operating and travel retailing.

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:
- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Individual paper: The student addresses a topic on the contemporary travel and transport industry, by relating to literature sources and relevant theory frameworks.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources

Assessment Methods:

Coursework - **formative**	0	(case studies)
Midterm examination (1-hour) – **summative**	40	(One question, essay-type)
Written Paper - **summative**	60	(individual, 2500-3000 words)

3A. Knowledge and understanding	
A.4.3. Demonstrate knowledge and understanding of the factors underpinning destination competitiveness and of the diversity of stakeholders involved in destination management and marketing. Analyze the components of a destination marketing campaign (Level 5).	<u>Taught in</u>: HT 3038, Destination Management and Marketing **(15 UK Credits, Optional)** Recent developments in destination management and marketing. Complexities of destination management and the role of the various stakeholders involved, including destination management organizations and local authorities <u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used: ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Individual project: A paper, using secondary data, on tourism destination management and marketing that a) will examine the factors affecting popularity and appeal of a specific tourist destination (Greek or international), and b) will propose a marketing campaign for the specific destination. ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <u>Assessment Methods:</u>

Coursework - **formative**	0	Case studies, project presentation
Group presentation (15 minutes) - **summative**	40	Examination of destination case study
Final examination - **summative**	60	2 hours, essay-type questions

3A. Knowledge and understanding

A.5. Demonstrate knowledge and understanding of the economic, socio-cultural, legal and political environment, within which hospitality and tourism organizations operate, and its impact on the hospitality and tourism industry.	
A.5.1. Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries (Level 4).	Taught in: BU 2002, Business Legal Issues **(10 UK Credits, Compulsory)**

Taught in: BU 2002, Business Legal Issues **(10 UK Credits, Compulsory)**

The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:
- Classes consist of lectures, case studies, experiential exercises, and in-class case discussions.
- Throughout the lectures students develop knowledge and understanding related to the subject content.
- Discussions reinforce students' cognitive and key transferrable skills.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.
- Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. By using this interface effectively, students are also provided with the opportunity to retrieve, process, analyse and communicate information.

Assessment Methods:

Midterm Examination - essay type - Summative	40%
Final Examination – essay type - Summative	60%
Two in-class quizzes - Formative	0%

3A. Knowledge and understanding

| A.5.2. Demonstrate knowledge and understanding of the basic theories in international business; the major international organizations and regional alliances; and the different dimensions of the operating environment in international markets and how they impact on international business. (Level 4) | <u>Taught in:</u> IB 2006, International Business **(15 UK Credits, Compulsory)**

Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade theories, foreign investment and insight into the roles of multinational enterprises, governments, international organizations and non-governmental organizations in international business. Foreign exchange and its role in international business.

<u>Learning and Teaching Strategy</u>:
In congruence with the learning and teaching strategy of the college, the following tools are used:

➤ Classes consist of lectures, discussions, collaborative in-class learning exercises and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject. Discussions and collaborative in-class case discussions reinforce students' cognitive and key transferable skills.

➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.

➤ Use of blackboard site, where instructors post lecture notes, assignments' instructions, timely announcements, as well as additional resources. |

<u>Assessment Methods</u>:

In-class midterm examination (1-hour) – individual, essay-type questions - **Summative**	**40%**
Final examination (2-hour, comprehensive, essay-type questions) - **Summative**	**60%**
In-class, 1-hour, "diagnostic" test - **Formative**	**0**

3A. Knowledge and understanding

A.5.3. Demonstrate understanding of tourism as a social and cultural phenomenon, its international and intercultural dimensions and its local, regional and global impact (Level 5 and 6).	Taught in: SO 3009, Tourism and Leisure in Modern Society (**15 UK Credits, Compulsory**) Tourism as activity and as a global industry analysed from a social science perspective. The role of culture in the development of hospitality, leisure and travel in modern society. The socio-cultural impacts of tourism and the boundaries of hospitality. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➢ Classes consist of lectures, showing of video documentaries and experiential learning activities involving illustrations of various issues. ➢ Individual project involving applications of culture in the social construction of the tourist. ➢ Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues pertinent to the course material and ask questions. . ➢ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. Assessment Methods:

Coursework - **formative**	0	(case studies)
Term Project (2,000 – 3,000 words) - **summative**	40	Project based on applications of culture in the social construction of the tourist.
Final examination (2-hour comprehensive) - **summative**	60	Essay-type questions (choice: 4 out of 6)

3A. Knowledge and understanding

Taught in: HT 4030, Cultural Tourism (**15 UK Credits, Optional**)

The course aims to examine cultural tourism as a global phenomenon and as an effort to bridge cultural heritage with tourism development and management

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Individual term paper: An analysis of a contemporary topic in cultural tourism, requiring extensive use of literature and theory resources.
- Analysis and discussion of short cases on cultural tourism, integrating frameworks such as the UNESCO Cultural Heritage classification system, the ICOMOS ethical principles, etc.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources

Assessment Methods:

In-class, 1-hour, "diagnostic" test, assignments - **formative**	0	Short essay and numerical problems, case studies
Midterm examination (1-hour comprehensive) - **summative**	30	Essay-type (one question)
Written paper - **summative**	70	Individual, 3000-3500 words

3A. Knowledge and understanding

A.5.4. Demonstrate understanding of the relationship between tourism development and sustainability, the various processes and actors involved in tourism policy and management, and the imperative for, and ways of implementing, a sustainble approach to the management of tourism and hospitality organisations and the development of tourist destination areas (Levels 5 and 6).	Taught in: HT 3113, Tourism Planning and Development (**15 UK Credits, Compulsory**) The course discusses theoretical, managerial, geographical, governance and other perspectives in relation to tourism development, and examines the role of various stakeholders and the challenges involved in planning tourism development in different destination areas Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➢ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➢ Cases and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➢ Assessment components: (a) the mid-term examination is aimed at assessing the students' understanding of key principles, concepts and theory frameworks covered in the early stages of the course. The nature of the questions will encourage students to engage critically with the subject matter; (b) the individual written project is aimed at encouraging students to reflect on how the various theory perspectives and frameworks can be applied in practice within the context of the tourism and hospitality industry. ➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➢ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Coursework – **formative**	0%	Discussion of case studies, articles and other sources
Mid-term examination – **summative**	40%	One hour, one essay-type question
Individual written project – **summative**	60%	2,500–3,000 words

3A. Knowledge and understanding

Taught in: HT 4021, Sustainable Management in Tourism and Hospitality (**15 UK Credits, Compulsory**)

The course discusses the application of sustainable development principles in tourism and hospitality and examines industry, consumer and policy perspectives and priorities in managing tourism and hospitality in a sustainable manner.

Learning and Teaching Strategy:
In congruence with the learning and teaching strategy of the college, the following tools are used:
- ➢ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- ➢ Cases and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- ➢ Assessment components: (a) the group presentation is aimed at assessing the students' understanding of key principles, concepts and theory frameworks covered in the early stages of the course, as well as introducing them to the potentially conflicting perspectives by different stakeholder groups. The nature of the questions will encourage students to engage critically with the subject matter; (b) the individual written project is aimed at encouraging students to further reflect on how the various theory perspectives and frameworks can be applied in practice within the context of the tourism and hospitality industry
- ➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- ➢ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources

Assessment Methods:

Coursework – formative	0%	Discussion of case studies, articles and other sources
Group presentation – summative	30%	Approximately 10-15 minutes per group
Individual written project – summative	70%	3,000–3,500 words

3A. Knowledge and understanding	

A.6. Demonstrate awareness and understanding of the ethics and sustainability dimension involved in tourism and hospitality business and management.
 	
    A.6.1. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making (Level 5).
	<u>Taught in</u>**:** PH 3005, Business Ethics **(15 UK Credits, Compulsory)**
	
	Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.
	
	<u>Learning and Teaching Strategy</u>:
	In congruence with the learning and teaching strategy of the college, the following tools are used:
	  ➤ Classes consist of lectures and interactive learning (class discussions of contemporary articles, as well as of case studies assigned by the instructor). Emphasis is put on the application of moral theoretical tools in business decision making.
	  ➤ Use of video presentations.
	  ➤ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.
	  ➤ Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.
	  ➤ Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam.
	
	<u>Assessment Methods</u>:

Home assignment or In-class, 1-hour "diagnostic" test **formative**	0	Essay-type questions (choice: 1 out of 2)
In-class midterm examination (1-hour) **summative**	40	Essay-type questions (choice: 1 out of 2)
Final examination (2-hour, comprehensive) **summative**	60	Essay-type questions (choice: 2 out of 4)

3A. Knowledge and understanding

A.7. Analyze and evaluate tourism and hospitality management problems at a strategic level. Integrate and apply theoretical knowledge and skills acquired during the course of studies into the strategic business planning of tourism and hospitality organizations (Level 6).	Taught in: HT 4750, Strategic Issues in Tourism and Hospitality (capstone course for THM programme) (30 **UK Credits, Compulsory**) Capstone course that combines a taught and a work-based learning component to integrate and further develop knowledge from prior business administration and tourism and hospitality courses. The emphasis in on strategic business planning and on the evaluation of the strategic importance of various concepts, issues and trends. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ✦ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ✦ Students will be required to complete a major written project employing primary as well as secondary data collection and analysis. The subject of the project must directly relate to a strategic problem faced by the tourism/hospitality organization that hosts this work-based learning component. ✦ Complex case studies – analyses and presentations, both orally and in writing. ✦ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ✦ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ✦ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. Assessment Method:

Assessment Method		
Coursework - **formative**	0	Case studies, project proposal and in-class presentations
Written examination - **summative**	30	Essay-type questions, at the end of the taught component
Final-year project **– summative**	70	Individual industry-hosted research project

3A. Knowledge and understanding

A.8. Demonstrate basic knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business. A.8.1. Demonstrate knowledge and understanding of statistical techniques including data analysis and apply them to business problems (Level 4).	Taught In: MA 2021 Applied Statistics, (**15 UK Credits, Compulsory)** Organizing and summarizing data. Probability distributions: binomial, Poisson, normal, *t*-distribution, chi-square. Sampling and sampling distribution of the mean. The central limit theorem. Parametric tests for one mean and for the difference between two means. Test for independence of two qualitative/categorical variables. Simple and multiple correlation and regression. <u>Learning and Teaching Strategy:</u> In congruence with the learning and teaching strategy of the college, the following tools are used: ❯ Class lectures, interactive learning (class discussion, group work), video presentations, and practical problems solved in class. ❯ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ❯ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ❯ Use of the blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <u>Assessment Methods:</u> Summative: <table><tr><td>Midterm Examination</td><td>**40%**</td></tr><tr><td>Final Examination</td><td>**60%**</td></tr></table>

3A. Knowledge and understanding	
A.8.2. Demonstrate knowledge and understanding of methodological approaches, frameworks and tools in conducting research in a business context. (Level 5).	Taught in: BU 3233, Business Research Methods, (**15 UK Credits, Compulsory**) This course provides an understanding of the role and importance of research in a business context. Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings. Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➪ Training and use on the appropriate software applications necessary for the data analysis. ➪ Class lectures and seminar-style class discussion of key terms and concepts with appropriate examples. Use of case studies. ➪ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➪ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. Assessment Method:

Mid-term Exam (1-hour) - **Summative**	**40**
Group research project (2,500 - 3,000 words) - **Summative**	**60**
Project Research proposal (2 stages) - **Formative** Case studies, tests, assignment preparation	**0**

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3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1. Locate, extract, analyse data from library and other resources including the acknowledgement and referencing of sources. (Levels 4, 5, and 6).	<u>Taught and/or assessed in the following courses:</u> ➤ MG 2003, Management Principles **(15 UK Credits – Compulsory)** Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined. Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation. <u>Learning and Teaching Strategy:</u> Students use library and other resources in carrying out assigned case studies and other experiential exercises. This coursework contributes to the development of these cognitive skills; assessment is formative. ➤ HT 3115, Marketing for Hospitality and Tourism **(15 UK Credits – Compulsory)** A managerial approach to hospitality and tourism marketing. The 7-Ps approach (product, price, place, promotion, people, processes, physical evidence). Examines connections between the Marketing theory and the Tourism and Hospitality Industry. Apply critical thinking and theoretical knowledge to analyse and interpret marketing problems and cases. <u>Learning and Teaching Strategy</u>: Students use library databases and other resources in carrying out the assigned term project and non-complex case studies pertaining to marketing issues applied to the tourism and hospitality field. This coursework contributes to the development of these cognitive skills; assessment is both formative (case studies) and summative (term project).

3B. Cognitive skills	
	➢ BU 3233, Business Research Methods, (**15 UK Credits – Compulsory**)
	Understanding of the role and importance of research in a business context. Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings.
	Apply critical thinking and theoretical knowledge to analyse and interpret marketing problems and cases.
	<u>Learning and Teaching Strategy</u>: Students use library databases and other resources in carrying out the assigned term project and non-complex case studies pertaining to marketing issues applied to the tourism and hospitality field. This coursework contributes to the development of these cognitive skills; assessment is both formative (case studies) and summative (term project).
	➢ MG 3034, Managing People and Organizations **(15 UK Credits – Compulsory)**
	Strategic human resource management as a mechanism for managing people at work. Processes and practices involved in implementing human resource strategy, such as recruitment, selection, training, and performance management. Major theories of organizational behaviour; concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change.
	Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.
	<u>Learning and Teaching Strategy</u>: Students use library and other resources in carrying out assigned case studies and the written project. This coursework contributes to the development of these cognitive skills; assessment is both formative (case studies) and summative (written project).

3B. Cognitive skills	
	➢ SO 3009, Tourism and Leisure in Modern Society **(15 UK Credits – Compulsory)** Tourism as activity and as a global industry analysed from a social science perspective. The role of culture in the development of hospitality, leisure and travel in modern society. The socio-cultural impacts of tourism and the boundaries of hospitality. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in carrying out the individual written project. <u>Learning and Teaching Strategy</u>: Students use library and other resources in preparing the written project required in this course. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative. ➢ HT 3037, Travel and Transport **(15 UK Credits – Optional)** The role of transport in tourism and its impact on the development of tourist destinations. Focus on components of the travel industry, including airlines, airports, cruises and ground transportation. The role of intermediaries in the tourism system, including tour operating and travel retailing. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. <u>Learning and Teaching Strategy:</u> Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

3B. Cognitive skills	
	➢ HT 3113, Tourism Planning and Development (**15 UK Credits – Compulsory)** The course discusses theoretical, managerial, geographical, governance and other perspectives in relation to tourism development, and examines the role of various stakeholders and the challenges involved in planning tourism development in different destination areas. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. Learning and Teaching Strategy: Individual project: Students engage in research of relevant academic literature and actual examples of practices in the tourism and hospitality industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area
	➢ HT 4021, Sustainable Management in Tourism and Hospitality (**15 UK Credits – Compulsory**) The course focuses on the issues involved in, and arising from, tourism development, and explores the role of policy-making at different levels in managing tourism at firm- and destination-level in a sustainable manner. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. Learning and Teaching Strategy: Students use library and other resources in preparing the presentation and written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

3B. Cognitive skills

> HT 3131, Hospitality Operations **15 UK Credits – Compulsory**)

Issues in the operations within a hotel and the interrelationship between the hotel departments, including managerial aspects of a Food and Beverage (F&B) outlet. Food safety, operations, IT, marketing and management. Latest trends in international hospitality, and respective managerial aspects.

Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project.

Learning and Teaching Strategy:
Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

> HT 3118, Food and Beverage Management (**15 UK Credits, Optional)**

Managerial aspects and operational requirements in the food and beverage (F&B) sector. The role of food as an element of hospitality around countries and cultures of the world.

Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project.

Learning and Teaching Strategy:
Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

3B. Cognitive skills	
	➤ HT 4030, Cultural Tourism (**15 UK Credits – Optional)** The course aims to examine cultural tourism as a global phenomenon and as an effort to bridge cultural heritage with tourism development and management. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. Learning and Teaching Strategy: Students use library and other resources in preparing the written paper required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written paper includes an evaluation of these cognitive skills; assessment for this assessment method is summative.
	➤ HT 3038, Destination Management and Marketing **(15 UK Credits – Optional)** Recent developments in destination management and marketing. Complexities of destination management and the role of the various stakeholders involved, including destination management organizations and local authorities Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. Learning and Teaching Strategy: Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

3B. Cognitive skills	
	➤ HT 4117, Managing Service Quality and Human Resources in Tourism and Hospitality (**15 UK Credits – Compulsory**)
	Examines the importance of service quality and quality of the visitor/guest experience in tourism and hospitality and the role of people in the delivery of the tourism and hospitality product. Explains the service delivery process and its management and discusses implications for human resource management (HRM).
	Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project
	<u>Learning and Teaching Strategy</u>: Individual written project: Students engage in research of relevant academic literature and actual examples of practices in the tourism and hospitality industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area.
	➤ HT 4135, Financial Management for the Hospitality Industry **(15 UK Credits – Compulsory)**
	Financial management principles and their application to the tourism and hospitality industry. Hospitality corporate financial decision-making and analysis, including cash management, hotel management of revenue and expenses, ratio analysis, asset management, budgeting and leverage, financing.
	Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing in carrying out the individual written project.
	<u>Learning and Teaching Strategy</u>: Students use library and other resources in preparing the written project required in this course. The assessment rubric used for the individual project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

3B. Cognitive skills	
	➢ HT 4440, Entrepreneurship in Tourism and Hospitality **(15 UK Credits – Compulsory)** The core of entrepreneurship theory and its application in the tourism field. The role of entrepreneurship in regional and local tourism development. Emphasis on both process and context of entrepreneurial activity in tourism. Extensive coverage of operation, organization and management of entrepreneurial businesses. Case examples of innovative entrepreneurial activity in Greece and internationally. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. Learning and Teaching Strategy: Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills.
	➢ HT 4032, Event Management for the Hospitality Industry (**15 UK Credits – Optional**) Overview of the events industry and of key management components including event organization, marketing and promotion, customer satisfaction and event evaluation. Emphasis on the emergence of the experience industry and the design of the event experience within the hospitality industry. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. Learning and Teaching Strategy: Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.

3B. Cognitive skills

	➢ HT 4234, Public Relations and Crisis Management in Tourism and Hospitality (15 UK Credits – Optional) The importance of Public Relations in tourism and hospitality, with special emphasis on the role of PR activities in crisis management. Needs of different PR audiences, PR as part of an integrated communications strategy, PR as a vital tool in managing different types of crisis events. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case studies and in carrying out the individual written project. <u>Learning and Teaching Strategy</u>: Students use library and other resources in preparing the written project required in this course. The coursework (case analyses) contributes to the development of these cognitive skills; assessment is formative for this assessment method. The assessment rubric used for the written project includes an evaluation of these cognitive skills; assessment for this assessment method is summative.
.	➢ HT 4750, Strategic Issues in Tourism and Hospitality (15 UK Credits – Compulsory) Capstone course that combines a taught and a work-based learning component to integrate and further develop knowledge from prior business administration and tourism and hospitality courses. The emphasis in on strategic business planning and on the evaluation of the strategic importance of various concepts, issues and trends. <u>Learning and Teaching Strategy</u>: Individual written project: Students engage in research of relevant academic literature and actual examples of practices in the tourism and hospitality industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area.

3B. Cognitive skills	
B2. Interpret, analyze, and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (Levels 4, 5, and 6).	<u>Taught and/or assessed in the following courses:</u> ➤ BU 2002, Business Legal Issues (**10 UK Credits – Compulsory)** The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property. Analyse, interpret and evaluate legal problems from non-complex cases pertaining to business activity. <u>Learning and Teaching Strategy</u>: Students analyse the legal issues involved in non-complex cases pertaining to business activity, interpret the impact of the legal issues on the business, and evaluate the proposed outcome(s). ➤ MG 2003, Management Principles **(15 UK Credits – Compulsory)** Study of the nature, functions and responsibilities of the management organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined. Critically apply management theories, concepts, principles and practices in diagnosing, analysing and formulating effective solutions to business and management problems. <u>Learning and Teaching Strategy</u>: Students develop cognitive skills through the completion of experiential exercises and non-complex case studies pertaining to business, management and related issues.

3B. Cognitive skills	
	➢ IB 2006, International Business **(15 UK Credits – Compulsory)**

Essentials of international business. Understanding of the increasingly global nature of the world of business. Insight into the international business environment, international business law, cross-cultural interaction, international accounting, international finance, comparative management, international marketing and global corporations.

<u>Learning and Teaching Strategy:</u>
Students develop cognitive skills through the discussion of the role of the four key actors involved in international business and the future trends of the global marketplace. |
| | ➢ HT 2116, Hospitality Information Systems **(15 UK Credits – Compulsory)**

The application and use of information systems in the hospitality industry. Support of tourism and hospitality operations through a Computer Reservation System (CRS) solution.

<u>Learning and Teaching Strategy:</u>
Laboratory practical sessions involving training and practice on property management tools. |
| | ➢ MA 2021, Applied Statistics **(15 UK Credits – Compulsory)**

Organizing and summarizing data. Probability distributions: binomial, Poisson, normal, t-distribution, chi-square. Sampling and sampling distribution of the mean. The central limit theorem. Parametric tests for one mean and for the difference between two means. Test for independence of two qualitative/categorical variables. Simple and multiple correlation and regression.

<u>Learning and Teaching Strategy:</u>
Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. |

3B. Cognitive skills	
	➢ BU 3233, Business Research Methods This course provides an understanding of the role and importance of research in a business context. Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings. Learning and Teaching Strategy: Class lectures, seminar-style class discussion of key terms and concepts with appropriate examples, use of case studies and project research proposal aim to prepare students for the group research project.
	➢ HT 4135, Financial Management for the Hospitality Industry **(15 UK Credits – Compulsory)** Financial management principles and their application to the tourism and hospitality industry. Financial decision-making, including cash management, ratio analysis, asset management, budgeting, leverage, financing. Learning and Teaching Strategy: Students conduct a feasibility study for a new venture or project; or carry out financial analysis of an existing hospitality firm.
	➢ HT 3038, Destination Management and Marketing (**15 UK Credits – Optional**) Recent developments in destination management and marketing. Complexities of destination management and the role of the various stakeholders involved, including destination management organizations and local authorities. Learning and Teaching Strategy: Students write a paper, using secondary data, on tourism destination management and marketing that a) will examine the factors affecting popularity and appeal of a specific tourist destination (Greek or international), and b) will propose a marketing campaign for the specific destination.

3B. Cognitive skills
Also taught and assessed through homework and other assignments in: ➢ EC 1000, Principles of Microeconomics ➢ HT 2010, Accounting For the Hospitality Industry ➢ HT 3115, Marketing for Hospitality and Tourism ➢ HT 3131, Hospitality Operations ➢ HT 3118 ,Food and Beverage Management ➢ HT 4750, Strategic Issues in Tourism and Hospitality

3B. Cognitive skills	
B3. Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic (Levels 5, and 6)	<u>Taught and/or assessed in the following courses:</u> ➤ HT 4135, Financial Management for the Hospitality Industry **(15 UK Credits – Compulsory)** Financial management principles and their application to the tourism and hospitality industry. Financial decision-making, including cash management, ratio analysis, asset management, budgeting, leverage, financing. <u>Learning and Teaching Strategy:</u> Students conduct a financial analysis of an existing hospitality firm. --- ➤ MG 3034, Managing People and Organizations (**15 UK Credits – Compulsory)** Strategic human resource management as a mechanism for managing people at work. Processes and practices involved in implementing human resource strategy, such as recruitment, selection, training, and performance management. Major theories of organizational behaviour; concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change. Critically apply organizational behaviour theories and processes in recognizing, predicting and influencing organizational events. <u>Learning and Teaching Strategy:</u> Students apply theory and processes, and develop critical thought through the completion of case studies, homework assignments and the written project.

3B. Cognitive skills	
	➢ BU 3233, Business Research Methods (**15 UK Credits – Compulsory**)
	This course provides an understanding of the role and importance of research in a business context. Research process stages including formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings.
	Learning and Teaching Strategy:
	Students apply theory and processes, and develop critical thought through the completion of case studies, homework assignments and the group research project
	➢ HT 4117, Managing Service Quality and Human Resources in Tourism and Hospitality (**15 UK Credits – Compulsory**)
	Examines the importance of service quality and quality of the visitor/guest experience in tourism and hospitality and the role of people in the delivery of the tourism and hospitality product. Explains the service delivery process and its management and discusses implications for human resource management (HRM).
	Learning and Teaching Strategy:
	Students develop critical thought through reviewing and evaluating theory on service quality management in the context of tourism and hospitality, and through the analysis and discussion of case studies. The written project contributes to the development of these cognitive skills; assessment is both formative (case studies) and summative (written project).
	➢ HT 3113, Tourism Planning and Development
	The course discusses theoretical, managerial, geographical, governance and other perspectives in relation to tourism development, and examines the role of various stakeholders and the challenges involved in planning tourism development in different destination areas.
	Learning and Teaching Strategy:
	Students engage in research of relevant academic literature and actual examples of practices in the tourism and hospitality industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area.

3B. Cognitive skills

> HT 4021, Sustainable Management in Tourism and Hospitality **(15 UK Credits – Compulsory)**

The course discusses the application of sustainable development principles in tourism and hospitality and examines industry, consumer and policy perspectives and priorities in managing tourism and hospitality in a sustainable manner.

Students assess cases of tourism/hospitality entities (e.g. tourism/hospitality organizations, destinations) in terms of the application of the principles of sustainable development, and critically discuss the challenges involved in managing potentially conflicting interests. Evaluation and proposed policy and management interventions on the basis of a thorough literature review.

Learning and Teaching Strategy:
Students use library databases and other resources in carrying out the assigned presentation and term project pertaining to sustainable management in tourism and hospitality. This coursework contributes to the development of these cognitive skills; assessment is summative (group presentation and individual written project).

> HT 4030, Cultural Tourism (**15 UK Credits, Optional)**

The course aims to examine cultural tourism as a global phenomenon and as an effort to bridge cultural heritage with tourism development and management.

Learning and Teaching Strategy:
Students use library databases and other resources in carrying out the assigned term project pertaining to the course focus. This coursework contributes to the development of these cognitive skills; assessment is summative.

3B. Cognitive skills	
	➤ HT 4750, Strategic Issues in Hospitality and Tourism (**15 UK Credits – Compulsory**) Capstone course that integrates and further develops knowledge from prior business administration and tourism and hospitality courses. The emphasis in on strategic business planning and on the evaluation of the strategic importance of various concepts, issues and trends. Utilize skills in the location, extraction, analysis, application/use and appropriate documentation of data and information in preparing case study analyses and in carrying out the final-year project. Learning and Teaching Strategy: Students will be required to complete a major written project employing primary as well as secondary data collection and analysis. The subject of the project must directly relate to a strategic problem faced by the tourism/hospitality organization(s) that is (are) adopted as a case-study context.
	Also taught and assessed through homework and other assignments in: ➤ SO 3009, Tourism and Leisure in Modern Society ➤ HT 3115, Marketing for Hospitality and Tourism ➤ HT 3037, Travel and Transport ➤ HT 3131, Hospitality Operations ➤ HT 3118, Food and Beverage Management ➤ HT 4440, Entrepreneurship in Tourism and Hospitality ➤ HT 4032, Event Management for the Hospitality Industry ➤ HT 3038, Destination Management and Marketing ➤ HT 4234, Public Relations and Crisis Management in Tourism and Hospitality ➤ HT 4030, Cultural Tourism

3B. Cognitive skills

B4. Analyze and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making (Levels 4, 5, and 6)

<u>Mainly taught and assessed in the following courses:</u>

> PH 3005, Business Ethics (**15 UK Credits – Compulsory**)

Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.

<u>Learning and Teaching Strategy:</u>
> Classes consist of lectures and interactive learning (class discussions of contemporary articles, as well as of case studies assigned by the instructor). Emphasis is put on the application of moral theoretical tools in business decision making.
> Use of video presentations.
> Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.
> Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.
> Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam.

<u>Assessment Methods:</u>

Home assignment or In-class, 1-hour "diagnostic" test **formative**	0	Essay-type questions (choice: 1 out of 2)
In-class midterm examination (1-hour) - **summative**	40	Essay-type questions (choice: 1 out of 2)
Final examination (2-hour, comprehensive) - **summative**	60	Essay-type questions (choice: 2 out of 4)

3B. Cognitive skills

<table>
<tr><td></td><td>

➢ HT 4021, Sustainable Management in Tourism and Hospitality (**15 UK Credits – Compulsory)**

Assess the ethical dimension of sustainable tourism practices and evaluate operational and strategic decision-making based on the principles of sustainability.

<u>Learning and Teaching Strategy</u>:
Students assess a case of a tourism/ hospitality entity (e.g. tourism/hospitality organization, destination) in terms of its application of the principles of sustainability and formulate recommendations for tourism policy and management. Evaluation and proposed management interventions on the basis of a thorough literature review

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Also taught and/or assessed through homework and other assignments in:
➢ BU 2002, Business Legal Issues
➢ MG 2003, Management Principles
➢ IB 2006, International Business
➢ HT 1001, Introduction to the Tourism and Hospitality Industry
➢ HT 2116, Hospitality Information Systems
➢ MG 3034, Managing People and Organizations
➢ HT 3115, Marketing for Hospitality and Tourism
➢ HT 3037, Travel and Transport
➢ HT 3113, Tourism Planning and Development
➢ HT 3131, Hospitality Operations
➢ HT 3118, Food and Beverage Management
➢ HT 3038, Destination Management and Marketing
➢ HT 4117, Managing Service Quality and HR in Tourism & Hospitality
➢ HT 4436, Information and Communication Technologies in Tourism
➢ HT 4440, Entrepreneurship in Tourism and Hospitality
➢ HT 4032, Event Management for the Hospitality Industry
➢ HT 4234, Public Relations and Crisis Management in Tourism and Hospitality
➢ HT 4030, Cultural Tourism
➢ HT 4750, Strategic Issues in Tourism and Hospitality

Discussion of ethical choices is embedded in almost all courses.

</td></tr>
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3B. Cognitive skills	
B5. Apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (Levels 5 and 6)	<u>Taught and/or assessed in the following courses:</u> ➤ HT 3131, Hospitality Operations (**15 UK Credits – Compulsory**) Issues in the operations within a hotel and the interrelationship between the hotel departments, including practical and managerial aspects of a Food and Beverage (F&B) outlet. Latest trends in international hospitality operations and F&B management. <u>Learning and Teaching Strategy</u>: Students analyse and evaluate a hospitality operations' contemporary dilemma posed to hospitality managers (individual project). On the basis of their analysis they make recommendations to management that would increase the effectiveness and efficiency of the specific operations. ➤ HT 3118, Food and Beverage Management (**15 UK Credits – Optional**) Managerial aspects and operational requirements in the food and beverage (F&B) sector. The role of food as an element of hospitality around countries and cultures of the world. <u>Learning and Teaching Strategy</u>: Students analyse and evaluate a Food and Beverage organization's contemporary dilemma posed to F&B managers (individual project). On the basis of their analysis they make recommendations to management that would increase the effectiveness and efficiency of the specific organization. ➤ HT 4135, Financial Management for the Hospitality Industry (**15 UK Credits – Compulsory**) Financial management principles and their application to the tourism and hospitality industry. Financial decision-making, including cash management, ratio analysis, asset management, budgeting, leverage, financing. <u>Learning and Teaching Strategy</u>: Students conduct a financial analysis of an existing hospitality firm.

3B. Cognitive skills	
	➢ HT 4436, Information and Communication Technologies in Tourism (**15 UK Credits – Compulsory**)
	Impact and benefits for the tourism industry from the implementation of information and communication technologies. Operational and strategic issues of IT. Current industry practices, use of internet technologies and e-commerce applications.
	<u>Learning and Teaching Strategy</u>: Functional requirements/customized application-based website design/deployed website
	➢ HT 4440, Entrepreneurship in Tourism and Hospitality (**15 UK Credits – Compulsory**)
	The core of entrepreneurship theory and its application in the tourism field. The role of entrepreneurship in regional and local tourism development. Emphasis on both process and context of entrepreneurial activity in tourism. Extensive coverage of operation, organization and management of entrepreneurial businesses. Case examples of innovative entrepreneurial activity in Greece and internationally.
	<u>Learning and Teaching Strategy</u>: Students develop a business plan for a new tourism venture based on a thorough analysis of the business opportunity and the tourism business environment and integrating in the plan managerial functions, such as marketing, finance, operations and human resource management.
	➢ HT 4032, Event Management for the Hospitality Industry (**15 UK Credits – Optional**)
	Overview of the events industry and of key management components including event organization, marketing and promotion, customer satisfaction and event evaluation. Emphasis on the emergence of the experience industry and the design of the event experience within the hospitality industry.
	<u>Learning and Teaching Strategy</u>: The students should develop and propose a plan of a special event related to the tourism and hospitality industry, in which all parameters that influence the success of the event should be taken into account, including the event's legacy.

3B. Cognitive skills	
	➢ HT 4234, Public Relations and Crisis Management in Tourism and Hospitality (**15 UK Credits – Optional**)

The importance of Public Relations in tourism and hospitality, with special emphasis on the role of PR activities in crisis management. Needs of different PR audiences, PR as part of an integrated communications strategy, PR as a vital tool in managing different types of crisis events.

Learning and Teaching Strategy:
Students should examine a crisis in the tourism / hospitality industry. They should evaluate the effectiveness of the crisis handling (literature review) and prepare a report providing recommendations and propositions of an alternative crisis communication management campaign. In order to support their project, students must document it with secondary and if necessary primary research evidence |
| | ➢ HT 3115, Marketing for Hospitality and Tourism (**15 UK Credits – Compulsory**)

A managerial approach to hospitality and tourism marketing. The 7-Ps approach (product, price, place, promotion, people, processes, physical evidence). Examines connections between the Marketing theory and the Tourism and Hospitality Industry.

Learning and Teaching Strategy:
The students assess the application of key marketing theory concepts in the context of tourism and hospitality organizations and tourism destinations through the use of library and on-line resources. |
| | ➢ HT 3037, Travel and Transport (15 UK Credits – Optional)

The role of transport in tourism and its impact on the development of tourist destinations. Focus on components of the travel industry, including airlines, airports, cruises and ground transportation.

Learning and Teaching Strategy:
The student addresses a topic on the contemporary travel and transport industry, by relating to literature sources and relevant theory frameworks. |

3B. Cognitive skills	
	➢ HT 3113, Tourism Planning and Development (**15 UK Credits, Compulsory)**
	The course discusses theoretical, managerial, geographical, governance and other perspectives in relation to tourism development, and examines the role of various stakeholders and the challenges involved in planning tourism development in different destination areas.
	Learning and Teaching Strategy: Students engage in research of relevant academic literature and actual examples of practices in the tourism and hospitality industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area.
	➢ HT 4021, Sustainable Management in Tourism and Hospitality (**15 UK Credits, Compulsory)**
	The course focuses on the issues involved in, and arising from, tourism development, and explores the role of policy-making at different levels in managing tourism at firm- and destination-level in a sustainable manner.
	Learning and Teaching Strategy: Both the group presentation and the individual written project is aimed at encouraging students to reflect on how the various theory perspectives and frameworks can be applied in practice within the context of the tourism and hospitality industry.
	➢ HT 3038, Destination Management and Marketing (**15 UK Credits – Optional**)
	Recent developments in destination management and marketing. Complexities of destination management and the role of the various stakeholders involved, including destination management organizations and local authorities.
	Learning and Teaching Strategy: Students write a paper, using secondary data, on tourism destination management and marketing that a) will examine the factors affecting popularity and appeal of a specific tourist destination (Greek or international), and b) will propose a marketing campaign for the specific destination.

3B. Cognitive skills	
	➢ HT 4030, Cultural Tourism (**15 UK Credits, Optional)** The course aims to examine cultural tourism as a global phenomenon and as an effort to bridge cultural heritage with tourism development and management. Learning and Teaching Strategy: An analysis of a contemporary topic in cultural tourism, requiring extensive use of literature and theory resources (summative). Formative case studies and integration of frameworks such as the UNESCO Cultural Heritage classification aim at encouraging students to reflect on the management implications of cultural tourism.
	➢ BU 3233, Business Research Methods (**UK 15 Credits, Compulsory)** This course provides an understanding of the role and importance of research in a business context. Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings. Learning and Teaching Strategy: The group research project aims at preparing students to employ methodological theory frameworks in analysing the effectiveness of research decisions in a realistic business research context.
	➢ HT 4750, Strategic Issues in Tourism and Hospitality (**15 UK Credits – Compulsory**) Capstone course that combines a taught and a work-based learning component to integrate and further develop knowledge from prior business administration and tourism and hospitality courses. The emphasis in on strategic business planning and on the evaluation of the strategic importance of various concepts, issues and trends. Learning and Teaching Strategy: Students will be required to complete a major written project employing primary as well as secondary data collection and analysis. The subject of the project must directly relate to a strategic problem faced by the tourism/hospitality organization(s) that is (are) adopted as a case-study context.

3B. Cognitive skills

B6. Analyze various aspects of professional communication and evaluate effectiveness of oral as well as written communication (Level 5).	<u>Taught and/or assessed in the following course</u>: ➤ HT 3115, Marketing for Hospitality and Tourism (**15 UK Credits, Compulsory)** A managerial approach to hospitality and tourism marketing. Examines the implications of the Tourism and Hospitality industry on the Marketing theory. The 7-Ps approach (product, price, place, promotion, people, processes, physical evidence). <u>Learning and Teaching Strategy:</u> In-class group presentation. The assessment is aimed at encouraging students to engage with relevant theories, concepts and frameworks and to develop presentation and group work skills. Tutorials on presentation skills aim at preparing the students for the summative assessment (presentation). _____ <u>Taught in</u>: HT 3038, Destination Management and Marketing **(15 UK Credits, Optional)** Recent developments in destination management and marketing. Complexities of destination management and the role of the various stakeholders involved, including destination management organizations and local authorities <u>Learning and Teaching Strategy:</u> Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. Individual project: a paper, using secondary data, on tourism destination management and marketing that a) will examine the factors affecting popularity and appeal of a specific tourist destination (Greek or international), and b) will propose a marketing campaign for the specific destination. *Assessing effectiveness of written communication is embedded in almost all courses.*

3B. Cognitive skills	
B7. Synthesize and apply the knowledge, utilize and develop the skills and abilities, gained in the various business and non-business courses taken during the undergraduate program of study (Level 6).	➢ HT 4750, Strategic Issues in Tourism and Hospitality Capstone course that combines a taught and a work-based learning component to integrate and further develop knowledge from prior business administration and tourism and hospitality courses. The emphasis in on strategic business planning and on the evaluation of the strategic importance of various concepts, issues and trends. Learning and Teaching Strategy: Students will be required to complete a major written project employing primary as well as secondary data collection and analysis. The subject of the project must directly relate to a strategic problem faced by the tourism/hospitality organization(s) that is (are) adopted as a case-study context.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Ability to use numeric skills, including quantitative financial techniques in problem solving. (Levels 4, 5, and 6).	Taught and assessed in: EC 1000, Principles of Microeconomics MA 2021 Applied Statistics HT 2010, Accounting for the Hospitality Industry HT 3115, Marketing for Hospitality and Tourism HT 2116, Hospitality Information Systems HT 4135, Financial Management for the Hospitality Industry HT 4750, Strategic Issues in Tourism and Hospitality HT 3131, Hospitality Operations HT 3118, Food and Beverage Management HT 4032, Event Management for the Hospitality Industry HT 4436, Information and Communication Technologies in Tourism HT 4440, Entrepreneurship in Tourism and Hospitality HT 3038, Destination Management and Marketing HT 4234, Public Relations and Crisis Management in Tourism and Hospitality
C2. Use Information Technology effectively to retrieve, process, analyze and communicate information. (Levels 4, 5, and 6).	Taught in: all courses.
C3. Use spreadsheets in solving financial problems. (Level 5)	Taught and assessed in: HT 4135, Financial Management for the Hospitality Industry **(15 UK Credits – Compulsory)** Financial management principles and their application to the tourism and hospitality industry. Financial decision-making, including cash management, ratio analysis, asset management, budgeting, leverage, financing. Learning and Teaching Strategy: Students conduct a financial analysis of an existing hospitality firm.

3C. Practical and professional skills	
C4. Demonstrate vociationally relevant managerial skills and knowledge by exposure to professional practice in hospitality and tourism. Evaluate and apply vocationally relevant knowledge and concepts associated with the operational and strategic management of financial, human and physical resources. (Level 6).	<u>Taught and/or assessed in the following course</u>: ➢ HT 4750, Strategic Issues in Tourism and Hospitality Capstone course that integrates and further develops knowledge from prior business administration and tourism and hospitality courses. The emphasis in on strategic business planning and on the evaluation of the strategic importance of various concepts, issues and trends. <u>Learning and Teaching Strategy</u>: Students will be required to complete a major written project employing primary as well as secondary data collection and analysis. The subject of the project must directly relate to a strategic problem faced by the tourism/hospitality organization(s) that is (are) adopted as a case-study context.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1. Communicate ideas successfully orally and in writing following English discourse conventions. Adapt message content to a particular audience and medium of communication in a professional context. (Levels 4, 5, and 6)	English language skills are reinforced through assignments, projects, class participation and oral presentations in all courses. The courses listed below are considered the most language intensive: ➤ HT 1001, Introduction to the Tourism and Hospitality Industry ➤ SO 3009, Tourism and Leisure in Modern Society ➤ PH 3005, Business Ethics ➤ BU 2002, Business Legal Issues ➤ MG 2003, Management Principles ➤ MG 3034, Managing People and Organizations ➤ IB 2006, International Business ➤ HT 3115, Marketing for Hospitality and Tourism ➤ HT 2116, Hospitality Information Systems ➤ HT 4021, Sustainable Management in Tourism and Hospitality ➤ HT 3113, Tourism Planning and Development ➤ HT 4135, Financial Management for the Hospitality Industry ➤ HT 3131, Hospitality Operations ➤ HT 3118, Food and Beverage Management ➤ HT 3038, Destination Management and Marketing ➤ HT 3037, Travel and Transport ➤ HT 4436, Information and Communication Technologies in Tourism ➤ HT 4440, Entrepreneurship in Tourism and Hospitality ➤ HT 4032, Event Management for the Hospitality Industry ➤ HT 4030, Cultural Tourism ➤ HT 4234, Public Relations and Crisis Management in Tourism and Hospitality ➤ HT 4750, Strategic Issues in Tourism and Hospitality

3D. Key/transferable skills	
D2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams. (Levels 4, 5, and 6)	Taught and assessed in: ➢ MG 2003, Management Principles ➢ MG 3034, Managing People and Organizations ➢ IB 2006, International Business ➢ HT 3115, Marketing for Hospitality and Tourism ➢ HT 2116, Hospitality Information Systems ➢ HT 3113, Tourism Planning and Development ➢ HT 4135, Financial Management for the Hospitality Industry ➢ HT 3131, Hospitality Operations ➢ HT 3118, Food and Beverage Management ➢ HT 4032, Event Management for the Hospitality Industry ➢ HT 4021, Sustainable Management in Tourism and Hospitality ➢ HT 3037, Travel and Transport ➢ HT 4436, Information and Communication Technologies in Tourism ➢ HT 4440, Entrepreneurship in Tourism and Hospitality ➢ HT 4030, Cultural Tourism ➢ HT 3038, Destination Management and Marketing ➢ HT 4234, Public Relations and Crisis Management in Tourism and Hospitality ➢ HT 4750, Strategic Issues in Tourism and Hospitality
D3. Reflect intellectually and become an independent self-managed lifelong learner.	Taught throughout the curriculum

4. Programme Structure

<table>
<tr><th colspan="4">Programme Structure - LEVEL 4</th></tr>
<tr><th>Compulsory courses</th><th>Credit points</th><th>Optional courses</th><th>Credit points</th></tr>
<tr>
<td>
EC 1000 PRINCIPLES OF MICROECONOMICS
MA 2021 APPLIED STATISTICS
MG 2003 MANAGEMENT PRINCIPLES
IB 2006 INTERNATIONAL BUSINESS
BU 2002 BUSINESS LEGAL ISSUES
HT 1001 INTRODUCTION TO THE TOURISM & HOSP. INDUSTRY
HT 2116 HOSPITALITY INFORMATION SYSTEMS
HT 2010 ACCOUNTING FOR THE HOSPITALITY INDUSTRY

TOTAL LEVEL 4
</td>
<td>
15
15
15
15
10
15
15
20

120
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Students who exit the programme upon completion of Level 4 (having obtained 120 L4 credits) will be eligible for the award of a Certificate of Higher Education (CertHE) in International Tourism and Hospitality Management. Please see Appendix 2 for information on the coverage of specific learning outcomes.

Programme Structure - LEVEL 5			
Compulsory courses	**Credit points**	**Optional courses**	**Credit points**
BU 3233 BUSINESS RESEARCH METHODS MG 3034 MANAGING PEOPLE AND ORGANIZATIONS PH 3005 BUSINESS ETHICS HT 3115 MARKETING FOR HOSPITALITY AND TOURISM HT 3113 TOURISM PLANNING AND DEVELOPMENT HT 3131 HOSPITALITY OPERATIONS SO 3009 TOURISM AND LEISURE IN MODERN SOCIETY SUBTOTAL	15 15 15 15 15 15 15 105	ONE of the following: - HT 3037 TRAVEL AND TRANSPORT - HT 3038 DESTINATION MANAGEMENT AND MARKETING - HT 3118 FOOD & BEVERAGE MANAGEMENT SUBTOTAL	15 15
TOTAL LEVEL 5	**120**		

Students who exit the programme upon completion of Level 4 *and* Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in International Tourism and Hospitality Management. Please see Appendix 2 for information on the coverage of specific learning outcomes.

Programme Structure - LEVEL 3			
Compulsory courses	**Credit points**	**Optional courses**	**Credit points**
HT 4440 ENTREPRENEURSHIP IN TOURISM AND HOSPITALITY	15	ONE of the following:	15
HT 4021 SUSTAINABLE MANAGEMENT IN TOURISM AND HOSPITALITY	15	- HT 4234 PUBLIC RELATIONS AND CRISIS MANAGEMENT IN TOURISM AND HOSPITALITY	
HT 4436 INFORMATION AND COMMUNICATION TECHNOLOGIES IN TOURISM	15	- HT 4032 EVENTS MANAGEMENT FOR THE HOSPITALITY INDUSTRY	
HT 4117 MANAGING SERVICE QUALITY AND HUMAN RESOURCES IN TOURISM AND HOSPITALITY	15	- HT 4030 CULTURAL TOURISM	
HT 4135 FINANCIAL MANAGEMENT FOR THE HOSPITALITY INDUSTRY	15	SUBTOTAL	
HT 4750 STRATEGIC ISSUES IN TOURISM AND HOSPITALITY	30		15
SUBTOTAL	105		
TOTAL LEVEL 6	**120**		

Students who exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) ***and*** have obtained a minimum of 60 credits at Level 6 but have not fulfilled the requirement of 120 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BSc(Ord) – in International Tourism and Hospitality Management. Please see Appendix 2 for information on the coverage of specific learning outcomes.

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective courses**
where in the programme structure students must make a choice of pathway/route

Fit of the professional/placement course in the program structure
The BSc(Hons) in International Tourism and Hospitality Management includes a credit-bearing work-based learning component as part of the final-year project undertaken in the module HT 4750 Strategic Issues in Tourism and Hospitality. This module is placed at the last semester of study so as to allow students to engage in reflective learning by integrating the theoretical knowledge acquired during all modules with industry-relevant information obtained as part of the required industry-hosted research project.

Restrictions regarding the availability of elective courses
The programme allows students one optional module from a list of six tourism and hospitality management modules, which are considered relevant to tourism and hospitality professionals, three of which are placed in Level 5, namely Travel and Transport, Destination Management and Marketing, and Food and Beverage Management, and three of which are placed in Level 6, namely Public Relations and Crisis Management in Tourism and Hospitality, Events Management for Tourism and Hospitality, and Cultural Tourism. All modules are offered at least once per year, so they do not pose any restrictions to the students' progression.

Where in the programme structure students must make a choice of pathway/route

N/A – The BSc(Hons) in International Tourism and Hospitality Management does not include pathways.

6. Support for students and their learning

Academic Advising
Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation
Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The **Student Academic Support Services** (SASS) is open daily and offers academic assistance to all DEREE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

The **Office of Student Affairs** is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The **Student Success Centre** supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

Disability Status and Provisions
Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special

accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus.

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and Linkedin. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

7. Criteria for admission

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students register for a BA in Combined Studies and may transfer to the OU programme up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional "Discover DEREE Day" recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of School of Business programmes. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Bellow the Line Advertising. More specifically, the Admissions Office promotes the programme by:

•Participating in Education Fairs and third party events with an Admissions Booth including brochures/banners.
•Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
•Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
•Running direct mailing campaigns (via post and electronic) including Degree Course information.
•Conducting one-on-one info sessions with pupils and parents.

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DEREE:

•Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

•The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.

•Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.

•Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.

•After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.

•Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*

International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

8. Language of study

The language of instruction and assessment is English.

9. Information about assessment regulations

The assessment methods for each course are included in the course syllabus and made known to the student through:
a) the course information packet which is given to all students on the first day of classes and
b) postings on Blackboard.

The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. There are usually two summative assessments per semester/session course: a midterm and a final, each contributing a percentage toward the overall grade in the course. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Several courses

also include formative assessments which do not contribute to the mark of the course but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:
- Individual projects.
- Team projects.
- Research papers.
- In-class examinations.
- In-class presentations.

Formative assessments include:
- In class presentations.
- In class exam and/or discussion.

Assessment Procedure (Regulatory Framework)

6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative unction, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

6.2 The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.

6.3 Faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department heads or area coordinators to ensure that these rubrics are consistent with the program specification and other documentation approved at validation.

6.4 *Second Marking*
All assessed work submitted for credit in programs leading to Open University validated awards shall be subject to the policy of second marking. This policy extends to all modes of assessment. In implementing the College's policy on second marking, the following procedure will be adopted:
6.4.1 The first marker will provide the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.

6.4.2 Second markers will be selected by the department head/area coordinator from the first marker's department, and s/he should be familiar with the course content. The second marker should test mark a minimum sample of 25% of completed assessments. In all cases the samples should not be lower than five.

6.4.3 The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below C (40%), and a representative selection of the remaining items of assessed work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will

be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.

6.4.5 The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

6.4.6 All decisions on grades remain provisional until they have been confirmed at the relevant Board of Examiners.

6.5 *External Examiners*
The University is responsible for the appointment of external examiners. Their role is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

6.5.1 The specific responsibilities of external examiners include:
• the impartial assessment of students comparing their performance with that of their peers undertaking comparable programs of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
• approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
• advising on any proposed changes to the approved assessment regulations or assessment strategy
which will directly affect students currently on the program;
• ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
• moderating the marks awarded by internal examiners;
• meeting students and, where appropriate, conducting *viva voce* examinations;
• ensuring that the assessments are conducted in accordance with the approved program regulations;
• attending the meetings of the board of examiners at which decisions on recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal practice in UK higher education.
• Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them
• reporting to the Open University on the required report proforma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

6.5.2 Once the process of second marking has been completed (6.4, above), the summative work completed by a sample of students on each course will be sent to the relevant external examiners. This sample will comprise all items that have been assigned an A or F (all work above 70% and below 40%) grade and a representative selection from items receiving intermediate grades.

6.5.2.1 The size of the samples will be agreed with the external examiners, and they will include some items that have been second marked (6.4.3, above).

6.5.2.2 Samples of assessed work completed in the Summer Session II and Fall Semester will be sent by post to the external examiners; samples of work completed in the Spring Semester and Summer Session I will be available for External Examiners to review on campus in the Summer.

6.5.2.3 Any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

6.5.2.4 The Validation Office will receive the external examiners' reports and forward them for consideration by Boards of Examiners, Program Committees, and the Registrar's Office. The Open University also receives copies of response to External Examiners reports.

6.6 *Boards of Examiners*
Boards of Examiners carry full responsibility for the assessment of students in accordance with the College's regulations and for recommending the conferment of an Open University award to students who have fulfilled the objectives of the approved program of study and achieved the standard required for the award.

6.6.1 A Board is established for each program or cluster of programs that leads to Open University awards. The responsibilities of a Board of Examiners are to:
• approve (or establish arrangements for the approval of) assessment tasks, examination papers and project titles both for the initial assessment of students and any subsequent reassessments;
• ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners; confirm the grades assigned to students majoring in the relevant discipline or clusters of disciplines in accordance with the College's regulations;
• recommend the conferment of awards to students who have fulfilled the objectives of an approved program of study and achieved the standard required for the award;
• review the progress of students, ensuring that they achieve the required learning outcomes and taking into account the recommendations of the Committee of Academic Standards and Policies on students with mitigating circumstances;
• determine the form of assessment that should be offered to those students who have failed or have been unable to take the assessment for acceptable reasons;
• receive and approve recommendations from the Committee on Disability and Learning Differences for the assessment of students with special requirements; monitor the forms and conduct of assessment and patterns of student achievement on the programs for which it is responsible;
• act in accordance with the outcome of any appeals made through the Appeals Procedure.

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the program(s) for which it is responsible, the external examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programs other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or

recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s).

More information on Assessment, Progression and Awards is provided under section 7 in the Regulatory Framework.

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10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:
- On line Course Evaluation for each course (through *CourseEval*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Course Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network** (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance** (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Centre** (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by
- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-cantered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREE instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study course/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3
4	EC 1000	V															V						
	MA 2021								V		V						V						
	MG 2003	V								V	V										V	V	
	IB 2006					V					V										V	V	
	BU 2002					V					V										V		
	HT 1001				V																V		
	HT 2010		V														V						
	HT 2116		V								V						V				V	V	

Level	Study course/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3
5	BU 3233								V	V	V	V		V									
	MG 3034	V								V		V									V	V	
	PH 3005					V							V								V		
	HT 3115		V							V				V	V		V				V	V	
	HT 3113					V				V		V		V			V				V	V	
	HT 3131		V	V						V				V			V				V	V	
	SO 3009					V				V											V		
	HT 3037				V					V				V							V	V	
	HT 3038				V					V	V			V	V		V				V	V	
	HT 3118			V		V				V		V		V			V				V	V	

Level	Study course/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3
6	HT 4440			v						v				v			v				v	v	
	HT 4021					v				v		v	v	v							v	v	
	HT 4436		v											v			v				v	v	
	HT 4117			v						v		v									v		
	HT 4135		v							v	v	v		v			v		v		v	v	
	HT 4750							v		v	v	v		v		v	v			v	v	v	
	HT 4234		v							v				v			v				v	v	
	HT 4032			v						v				v			v				v	v	
	HT 4030					v				v		v		v							v	v	

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in course specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Appendix 1: Liberal Education curriculum mission, competencies and learning outcomes.

In keeping with NEASC Standard 4, The Academic Program, each undergraduate US programme at DEREE-The American College of Greece includes a Liberal Education requirement, a major/concentration requirement, and electives. The first set of requirements encourages students to sample the breadth of the curriculum; the second encourages depth within a field of specialization; and the last encourages exploration of new subjects.

Liberal Education refers partly to foundation skills, but also to knowledge, cognitive skills, state of mind, life habits and that are developed primarily through a set of required courses and which prepare students for success in their major course of study, and their personal and professional lives after the college experience.

DEREE's Liberal Education curriculum (US degree), which consists of 43 US credits, ensures that students will acquire breadth of knowledge in the traditional disciplines of the liberal arts that will enable them to become successful contributors to a diverse global community. DEREE's minimum Liberal Education requirements are as follows:

- 3 courses in academic writing
- 1 course in public speaking
- 1 course in Mathematics
- 2 courses in the humanities
- 2 courses in the natural sciences, one of which must have a laboratory
- 3 courses in the social and behavioural sciences
- Introduction to Information Systems

For the US degree, a new Liberal Education program (LE) proposal is being discussed at Curriculum Committee and the Faculty Assembly. The Provost provided feedback and guidance to the CC on this proposal based on the work he had done at his previous institution (Park University) as well as a number of US higher education publications, e.g. American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) initiative. In addition, the CC benchmarked a great number of US institutions ranging from several members of the Council of Independent Colleges to larger institutions and Ivy League schools to produce a proposal for the Faculty Assembly's review and approval.

At present, learning outcomes have been approved by the Faculty Assembly, while distribution requirements are being debated at Curriculum Committee and the Faculty Assembly. By focusing on core competencies and learning outcomes such as communication and information literacy, civic engagement, and global perspectives, the LE program will provide students with a broad yet deep foundation which will complement and support their major programs. The College aims to implement the LE program in Fall 2015.

DEREE – The American College of Greece
LIBERAL EDUCATION

MISSION
A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open-mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy
1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement
2.1 Discuss issues of identity and inclusion.
2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
2.3 Discuss ways of responsible civic engagement.
2.4 Engage in activities that serve the needs of the local and global community.
2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives
3.1 Discuss world history or sociocultural traditions from different perspectives.
3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
3.4 Discuss issues of cultural diversity.

4. Ethics and Values
4.1 Explain the importance of values in our venture to understand the world.
4.2 Identify ethical issues in different contexts, especially in one's major course of study.
4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.
4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

5.1 Discuss the main themes, symbols, and means of expression in various art forms.

5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.

5.3 Reflect on the outcomes of an artistic work.

5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.

6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.

6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.

6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.

7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

Approved by the Faculty on 27/1/2014

DEREE- The American College of Greece
Liberal Education Program – Effective September 2015

Core Courses	**Credits**
WP 1010 Academic Writing * (WP designated course)	3
WP 1111 Academic Writing and Ethcis * (WP designated course)	3
WP 1212 Academic Writing and Research (WP designated course)	3
Mathematics (basic statistics *or* college algebra)	3
Public speaking *or* professional communication *or* equivalent	3
Introduction to information systems *or* equivalent	3
(May be fulfilled through appropriate academic evaluation)	
Any Natural Science course with a lab component	4

Liberal Education Electives	
LE designated course in Natural Science without a lab	3
LE designated courses in the Social and Behavioural Sciences	9
LE designated courses in Humanities	6
LE designated course in Fine and Performing Arts	3

| **TOTAL** | **43** |

Appendix 2: Information on exit awards

The Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (October 2014) specifies that students who exit a Bachelor's programme prior to completing its full requirements are eligible to receive an exit award subject to the coverage of specific learning outcomes. Depending on the extent of coverage of these learning outcomes, students may receive a Certificate of Higher Education (CertHE), Diploma of Higher Education (DipHE), or ordinary Bachelor's degree (BSc(Ord)).

This section details the exact requirements for the award of one of the above exit qualifications based on QAA's generic specifications of each Level's requirements, as well as the relevant Subject Benchmark Statements corresponding to Tourism and Hospitality Management.

According to the latter, an honours graduate in tourism will be able to demonstrate an understanding of the concepts and characteristics of tourism as an area of academic and applied study, including being able to:
- understand and appreciate the potential contributions of disciplines that help to explain the nature and development of tourism
- explain and challenge theories and concepts which are used to understand tourism
- explain and challenge the definitions, nature and operations of tourism
- demonstrate an understanding of the domestic and international nature and dimensions of tourism
- utilise a range of source material in investigating tourism
- demonstrate an awareness of the dynamic nature of tourism in modern societies
- understand the intercultural dimensions of tourism.

Furthermore, an honours graduate in tourism will be able to demonstrate understanding of the nature and characteristics of tourists and, in particular:
- be able to explain the patterns and characteristics of tourism demand and the influences on such demand
- have an understanding of the ways in which tourists behave at destinations
- understand the cultural significance of tourism for tourists and societies.

Additionally, an honours graduate in tourism will be able to demonstrate an understanding of the products, structure of and interactions in the tourism industry, including being able to:
- demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities
- evaluate the factors that influence the development of organisations operating in tourism
- analyse relations between consumers of tourism and the providers of tourism services.

Finally, an honours graduate in tourism will be able to demonstrate understanding of the relationships between tourism and the communities and environments in which it takes place, in particular:
- being able to evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms
- having an understanding of, and being able to evaluate, the approaches to managing the development of tourism through concepts of policy and planning
- appreciating the ethical issues associated with the operation and development of tourism

- having an understanding of the issues and principles of sustainability and social responsibility in the context of tourism.

Similarly, according to the same document, an honours graduate in hospitality will be able to analyse and evaluate the defining characteristics of hospitality as a phenomenon, including being able to:
- critically reflect upon the origin, meanings and development of hospitality
- analyse and reflect on the different cultural concepts of hospitality
- demonstrate a critical awareness of the boundaries of hospitality.

Furthermore, an honours graduate in hospitality will be able to use technical and interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems in the core areas of hospitality, including being able to:
- operate and manage human and technical resources
- apply theory to the solution of complex problems within the core areas of hospitality
- analyse and evaluate food, beverage and/or accommodation service systems, their implementation and operation.

In addition, an honours graduate in hospitality will be able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of:
- operations management
- finance and management accounting
- human resources and organisational behaviour
- services marketing
- information systems and technology
- strategic management.

Additionally, an honours graduate in hospitality will be able to analyse and evaluate the business environment and its impact on the hospitality industry, including being able to:
- display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy
- analyse and reflect upon the environmental influences which impact on hospitality organisations
- evaluate the factors which influence the development of organisations operating within the hospitality industry
- review and analyse the political, technological, social and economic factors which affect the supply of and demand for hospitality.

Also, an honours graduate in hospitality will be able to recognise and value the centrality of the hospitality consumer and meet and respond to their needs, including being able to:
- understand and apply the theories and concepts underpinning consumer behaviour within the hospitality context
- analyse the needs and expectations of different hospitality consumers and develop appropriate responses
- analyse the quality of the service encounter and its impact on the hospitality consumer and the service provider.

Finally, an honours graduate in hospitality will be able to identify and respond appropriately to the diversity that prevails within the hospitality industry in relation to stakeholders, such as:

- hospitality consumers
- hospitality employees
- hospitality organisations
- government and external agencies.

In relation to the above framework, the following paragraphs demonstrate the coverage of these requirements at the different stages of the students' progression in the programme by relating them to the content and assessment of modules delivered at each level of study.

Certificate of Higher Education (CertHE) in International Tourism and Hospitality Management

Students that exit the programme upon completion of Level 4 (having obtained 120 L4 credits) will be eligible for the award of a Certificate of Higher Education (CertHE) in International Tourism and Hospitality Management.

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

Certificates of Higher Education are awarded to students who have demonstrated:
- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study (HT 1001, HT 2116, HT 2010, MG 2003, BU 2002, IB 2006)
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study (all Level 4 modules)

Typically, holders of the qualification will be able to:
- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work (MA 2021, MG 2003, HT 2010, HT 2116)
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments (all Level 4 modules)
- undertake further training and develop new skills within a structured and managed environment (HT 2116, HT 2010)

And holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility (demonstrated through the fulfilment of all assessment components in Level 4 modules in a responsible and professional manner).

Diploma of Higher Education (DipHE) in International Tourism and Hospitality Management

Students that exit the programme upon completion of Level 4 **and** Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in International Tourism and Hospitality Management.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

These degrees are awarded to students who have demonstrated:
- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed (all Level 4 and Level 5 modules)
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context (SO 3009, HT 3113, HT 3115, PH 3005, MG 3034)
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study (BU 3233)
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge (BU 3233)

Typically, holders of the qualification will be able to:
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis (all Level 5 modules)
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively (all Level 5 modules)
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations (HT 3115, HT 3131, HT3118, PH 3005).

And holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making (all Level 5 modules).

Bachelor's – BSc(Ord) – in International Tourism and Hospitality Management

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) **and** have obtained a minimum of 60 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BSc(Ord) – in International Tourism and Hospitality Management.