

Doc. 300.1.2

Date: 17.7.2023

Higher Education Institution's Response

- **Higher Education Institution:**
C.D.A College
- **Town:** Limassol
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Τουριστικών Επιχειρήσεων (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

In English:

Travel and Tourism Management (4 academic years, 240 ECTS, Bachelor)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The comments of the EEC are very positive and the **1st section Study programme and study programme's design and development** is evaluated as Compliant by the EEC.

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| <p>To revise Programme Learning Outcome: 'To explore issues and problems relevant to a wide range of situations' is reworded to 'To provide students with the analytical skills to solve complex problems associated with the contemporary travel and tourism sector'.</p> | <p>As per the EEC committee's suggestions the programme learning outcome was reworded to 'To provide students with the analytical skills to solve complex problems associated with the contemporary travel and tourism sector'.</p> | <p>Choose level of compliance:</p> |
| <p>To make changes to some modules (content, naming/orientation, updating texts):</p> <p>i. Tourism Ethics becomes a compulsory module, perhaps moving Casino Management to an elective.</p> <p>ii. Small Business Management introduces innovation/entrepreneurship as part of the module and that this is reflected in the title.</p> <p>iii. that the micro and macro economics modules should be oriented to tourism economics, covering supply-side elements of economics and the opportunities that tourism brings to the wider local economy (multiplier effect),</p> <p>iv. to rename (and refocus) Consumer behaviour to Tourist Behaviour, introducing more recent advances in theory in this area,</p> | <p>The College has satisfied the suggestions raised by the EEC and has revised the curriculum of the program as advised.</p> <p>The changes made are:</p> <ul style="list-style-type: none"> - Course Codes and titles were revised. - MAR 322: Consumer Behavior in Tourism changed to TOU 302: Tourist Behavior. Part of Course Syllabus was also revised. - MGT 401: Small Business Management in Tourism changed to MGT: 401 - Entrepreneurship and Innovation in Tourism. Part of Course Syllabus was also revised. - The Course Syllabus of TOU 325: Tourism Planning and Development was revised. The Course code is also changed to TOU 305: Tourism Planning and Development - GER 101 & 102: German I & II are removed from the program. GRE 101 & 102: Greek I & II & RUS 101 & 102: Russian I & II are renamed to GRE 101: Greek & RUS 101: Russian remain as a language elective in A Semester. | <p>Choose level of compliance:</p> |

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| <p>v. to introduce ‘governance’ into the Tourism Planning and Development module</p> <p>vi. to update module outlines with more current set texts where appropriate</p> | <ul style="list-style-type: none"> - ETH 101: Tourism Ethics was renamed to TOU 103: Tourism Ethics and it is now a compulsory course and not an elective in B Semester. - MGT 415: Casino Management has changed from a compulsory to an elective course - 3 Electives have been removed: SOC 102: Intercultural Communication, HIS 101: History of Cyprus and POL 101: Political Studies - Students can choose 3 Free Electives in E, F & G Semester. There is a total of 6 free electives in the Program. Two new electives are added: MGT 320: Change Management and MAR 300: Public Relations - SOC 201: Tourism Sociology was replaced by TOU 202: Human Geography in C Semester - ECO 201: Microeconomics for Tourism & ECO 202: Macroeconomics for Tourism were revised as per the suggestions of the EEC. - All module outlines were updated with new bibliography where appropriate. <p>Please see Annex 1 for all program changes Please see Annex 9 for updated book list</p> | |
| <p>That the Library subscribes to the WTO database, which includes texts, but also useful statistical data.</p> | <p>Following the suggestions of the EEC, the College has already subscribed to the WTO database. Please see Annex 2</p> | <p>Choose level of compliance:</p> |
| <p>That CDA develop a set of more descriptive grade descriptors that elaborate what is expected at each level (e.g. extent of independent reading, extent of critical thinking) and for each grade band.</p> | <p>Following the suggestions of the EEC, the College has already improved and developed a set of more descriptive grade descriptors that elaborate what is expected at each level Please see Annex 3</p> | <p>Choose level of compliance:</p> |
| <p>That quantified KPIs are developed.</p> | <p>Key Performance Indicators (KPIs) are performance metrics that can be tracked, measured and analyzed. CDA College uses KPIs to understand how a program, department, course or a student is progressing toward their goals. KPIs are the tools to understand and measure the</p> | <p>Choose level of compliance:</p> |

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| | <p>success of the College. Furthermore, these KPIs help the College to monitor and evaluate how well they're performing, and direct their policy formulation and target setting.</p> <p>CDA College Information Management</p> <p>CDA College strongly believes in transparency and that is why all-important information is published on our website and is accessible by everybody. For example, on our website (Homepage - CDA College) someone can find all information concerning our Programs of Study such as learning outcomes, structure of a program, academic staff etc.</p> <p>The College Prospectus, which is approved by the Ministry of Education is published once a year (it is also uploaded on our website) and includes detailed information of the college, programs of study, internal regulations etc.</p> <p>For almost a decade we have been using the platform Moodle. Moodle has helped us to connect with our students at all times through MyCDAcommunity (CDA College Community Platform – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Students of all campuses regardless their program of study can communicate this channel and exchange suggestions, opinion, views etc.</p> <p>Also, Moodle (CDA College: Log in to the site) and its Addons were extensively used throughout the pandemic</p> <p>Our website also provides information to all graduates through the Alumni section. A graduate can apply to become part of the CDA College Alumni Association and receive promotion material and the newsletter of the college.</p> <p>C.D.A College has already established KPIs which are extensively evaluated by the Administration of the College. The KPIs at C.D.A College are measured through:</p> <ul style="list-style-type: none"> - students’ evaluation form (the students are asked at the end of the semester or the academic year to evaluate their teacher & administrative staff such as the director of the campus, student welfare etc.) - program of study evaluation from | |
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| | <ul style="list-style-type: none"> - self-evaluation from (academic and administrative staff) - evaluation of the lecturer by the director or program coordinator - complaint form - Other Academic matters form etc. <p>The results which are retrieved by these evaluations are sent to the Chairman & General Director of the Program and are studied thoroughly.</p> <p>Another important aspect that we take into consideration is the drop out & passing rates.</p> <p>Also, the metrics and statistics which are retrieved through google analytics concerning our webpage, social media advertisements etc. (Please See Annex 4)</p> | | | | | | | | | | | | | | | | | | | | | |
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| <p>What is the percentage of success of the students in the examinations?</p> | <p>CDA COLLEGE LIMASSOL</p> <table border="1" data-bbox="563 1227 1235 2031"> <thead> <tr> <th data-bbox="563 1227 1235 1332">Programme of Studies</th> <th data-bbox="1235 1227 1520 1332">Success Percentage (%) of Students in the Examinations</th> </tr> </thead> <tbody> <tr> <td data-bbox="563 1332 1235 1373">Secretarial Studies</td> <td data-bbox="1235 1332 1520 1373">90%</td> </tr> <tr> <td data-bbox="563 1373 1235 1413">Executive Secretarial Studies</td> <td data-bbox="1235 1373 1520 1413">100%</td> </tr> <tr> <td data-bbox="563 1413 1235 1453">Higher Diploma in Office Administration</td> <td data-bbox="1235 1413 1520 1453">100%</td> </tr> <tr> <td data-bbox="563 1453 1235 1529">Hairdressing</td> <td data-bbox="1235 1453 1520 1529">1st Year: 75%, 2nd Year: 100%, 3rd Year: 100%</td> </tr> <tr> <td data-bbox="563 1529 1235 1606">Travel & Tourism Administration</td> <td data-bbox="1235 1529 1520 1606">1st Year: 90%, 2nd Year: 90%</td> </tr> <tr> <td data-bbox="563 1606 1235 1816">BA Travel & Tourism Management</td> <td data-bbox="1235 1606 1520 1816">1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90%</td> </tr> <tr> <td data-bbox="563 1816 1235 1892">Aesthetics</td> <td data-bbox="1235 1816 1520 1892">1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90%</td> </tr> <tr> <td data-bbox="563 1892 1235 1968">Master in Business Administration</td> <td data-bbox="1235 1892 1520 1968">70%</td> </tr> <tr> <td data-bbox="563 1968 1235 2031">BA Business Administration</td> <td data-bbox="1235 1968 1520 2031">1st Year: 80%, 2nd Year: 76%, 3rd Year: 65%, 4th Year: 90%</td> </tr> </tbody> </table> | Programme of Studies | Success Percentage (%) of Students in the Examinations | Secretarial Studies | 90% | Executive Secretarial Studies | 100% | Higher Diploma in Office Administration | 100% | Hairdressing | 1st Year: 75%, 2nd Year: 100%, 3rd Year: 100% | Travel & Tourism Administration | 1st Year: 90%, 2nd Year: 90% | BA Travel & Tourism Management | 1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90% | Aesthetics | 1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90% | Master in Business Administration | 70% | BA Business Administration | 1st Year: 80%, 2nd Year: 76%, 3rd Year: 65%, 4th Year: 90% | |
| Programme of Studies | Success Percentage (%) of Students in the Examinations | | | | | | | | | | | | | | | | | | | | | |
| Secretarial Studies | 90% | | | | | | | | | | | | | | | | | | | | | |
| Executive Secretarial Studies | 100% | | | | | | | | | | | | | | | | | | | | | |
| Higher Diploma in Office Administration | 100% | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing | 1st Year: 75%, 2nd Year: 100%, 3rd Year: 100% | | | | | | | | | | | | | | | | | | | | | |
| Travel & Tourism Administration | 1st Year: 90%, 2nd Year: 90% | | | | | | | | | | | | | | | | | | | | | |
| BA Travel & Tourism Management | 1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90% | | | | | | | | | | | | | | | | | | | | | |
| Aesthetics | 1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90% | | | | | | | | | | | | | | | | | | | | | |
| Master in Business Administration | 70% | | | | | | | | | | | | | | | | | | | | | |
| BA Business Administration | 1st Year: 80%, 2nd Year: 76%, 3rd Year: 65%, 4th Year: 90% | | | | | | | | | | | | | | | | | | | | | |
| | <p>Master in Stress management & Wellness in health promotion</p> | 70% | | | | | | | | | | | | | | | | | | | | |

2. Student – centred learning, teaching and assessment (ESG 1.3)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **second section, Student – centred learning, teaching and assessment (ESG 1.3)** is evaluated as Compliant by the EEC.

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| <p>There is nearly none participation of the students in research and project.</p> | <p>As per the program of study assessment requirements, the students are expected to do assignments in each module where they are involved in research in order to do these projects. Moreover, the final year students are expected to do a final research project/thesis in order to graduate. As per the suggestion of EEC, from now on, the best final projects/thesis will be selected and included in the publication of the College Research Journal “The Cyprus Research Facts Journal”. This will provide to students more direct involvement in the research environment. Also, the Chairman of the College and the Director of the “Aristotle Research Centre” came to a mutual agreement of giving more incentives such as financial compensation to students who decide to participate in research or a project. We will also familiarize students with journal writing and databases like Academia.</p> | <p>Choose level of compliance:</p> |
| <p>A stronger bond between the college and the industry can be achieved.</p> | <p>CDA College reinforced its Students’ Welfare & Career Office in establishing closer links between the institution and the industry such as hotels, travel agencies etc. Moreover, it provides vital insights and awareness of professional career opportunities and job vacancies locally and abroad. This is a vital stepping stone in enhancing the relations of the College and its students with businesses. This initiative will strengthen the College and intensify industry links. More important, it will also</p> | <p>Choose level of compliance:</p> |

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| | <p>offer opportunities and enhance the employability of our students after their studies. The College has established the following links/agreements with local businesses, organizations for students' internships and their future employability:</p> <ul style="list-style-type: none"> • PASIXE (Cyprus Hotels Association) • CSTI (Cyprus Sustainable Tourism Initiative) • ΣΤΕΚ (Cyprus Tourist Enterprises Association) • Cyprus Hotel Managers Association\Birdlife Cyprus • Sabre • Cyprus Economists Association • Kinisis Travel, Nicosia and Limassol <p>More and more graduates are taking roles in international businesses, as in the H.T.S. Hadjikakou Travel Services that operates in many countries.</p> <p>The college organizes student visits in businesses each semester, as well as Welfare and Career days that link our students and graduates with prospective employers. These strategies have shown to further enhance our links with the industry. Although the programme is academic, we are still trying to offer students a practical approach through our links from the industry. We have worked with Sabre and recently with Amadeus in offering extra training and seminars to our students and thus get a better feel of the industry.</p> <p>Although the programme is academic, we are still trying to offer students a practical approach through our links from the industry. We have worked with Sabre and recently with Amadeus in offering extra training and seminars to our students and thus get a better feel of the industry</p> | |
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| | <p>Furthermore, CDA College is always close to the society by constantly offering to the Cyprus society by organizing sponsorships and charitable events such as:</p> <ul style="list-style-type: none"> • Contributing to philanthropic organizations, e. g. PASYKAF • Volunteers in charitable events etc. • Providing beauty services to nursing homes for elderly people • Hairdressing services to nursing homes for elderly people <p>1. Enhancement of the staff interactions with outside stakeholders.</p> <p>Another significant initiative taken by the College is the enhancement of the staff interactions with outside stakeholders, business internships by inviting practitioners/ professionals/ and entrepreneurs. This will also offer internship opportunities and enhance the employability of our students after their studies. Some of the links already established with the industry are:</p> <ul style="list-style-type: none"> • PASIXE (Cyprus Hotels Association) • CSTI (Cyprus Sustainable Tourism Initiative) • ΣΤΕΚ (Cyprus Tourist Enterprises Association) • Cyprus Hotel Managers Association\Birdlife Cyprus • Sabre • Cyprus Economists Association • Kinisis Travel, Nicosia and Limassol <p>Furthermore, the College has already agreed with the following outside business stakeholders so as to further enhance the staff interactions by inviting more business professionals and entrepreneurs:</p> <p>1. Mr. Thomas Parissis, Business Development Manager, Project & Innovation Manager, EU funding Expert</p> | |
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| | <p>2. Dr Marios Clerides, Οικονομολόγος, ex Director General of Hellenic Bank, ΜΕΛΟΣ Δ.Σ. Ancoria Bank</p> <p>3. Dr Pavlos Antoniou, Χρηματοοικονομικός Επίτροπος της Κ.Δ.</p> <p>4. Dr Demetris Georgiades Πρόεδρος Δημοσιονομικού Συμβουλίου της Κ.Δ.</p> <p>5. Γιώργος Ιωάννου, Επιχειρησιακός Διευθυντής, Τμήμα Συμβουλευτικών Υπηρεσιών PWC</p> <p>6. Dr. Anastasios Vasiliades - Institute of Entrepreneurship Development</p> <p>7. Dr. Antreas Stassis (Professor) - Mechanical Engineering and Operations Management - Technical University of Cyprus</p> <p>8. Mr. Antreas Anastasiades - Cyber Technology & Business Crime</p> | |
| <p>A more modern point of view should be considered on the teaching tools and methods. Use of applications, simulations, online quizzes may be included.</p> | <p>At the College, we use the online platform “Moodle”.</p> <p>The Covid pandemic helped us a lot to become more computer friendly and literate.</p> <p>We started using more modern and synchronized teaching tools and methods. For example, online exams and quizzes were introduced during the pandemic and keep using them.</p> <p>Electronic assessment and gradebooks are now used in almost all programs.</p> <p>Blended learning (the class is given at a real time in class and it is also given online simultaneously) is also a new teaching tool that we use at CDA College and the feedback that we got from students was very helpful and encouraging.</p> | <p>Choose level of compliance:</p> |
| <p>The Erasmus Programme and related mobility opportunities should be more actively promoted to students.</p> | <p>In our college, there is an Erasmus office, whose coordinator is Ms. Christina Agathangelou and there are Erasmus officers in all our branches. There has been a transformation of the Erasmus since 2021 and has been integrated with our "Aristotle" Research Center. These two offices work together perfectly and have already submitted several programs through Erasmus + and we await responses.</p> | <p>Choose level of compliance:</p> |



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| | <p>It is also important to note that we have just been awarded a new funding for Erasmus mobilities for the next academic year.</p> <p>Please See Annex 5 for all Erasmus Actions.</p> | |
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3. Teaching staff (ESG 1.5)

Response of the Higher Education Institution (HEI)

The comments of the EEC concerning the **Teaching staff (ESG 1.5)** were evaluated as compliant except the point 3.3 Synergies of teaching and research which was evaluated as Partially Compliant.

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| <p>The college needs academic staff with a PhD in the travel and tourism area. This matter was raised by the EEC in 2018 and no progress was made.</p> | <p>The EEC has evaluated the sub-area 3.3 Synergies of teaching and research as Partially Compliant.</p> <p>As explained to the EEC committee the small scale of Cyprus does not provide a lot of opportunities for PhD lecturers in the field. However, our strategy is to assist our current academic staff to reach their full academic potential and obtain either a Master degree if needed or a PhD. Current examples are Mrs. Nasia Tryfonos who will base her Phd thesis on Tourism Sustainability and Mrs Soteroulla Christodoulou, a distinct member of the industry, who has registered for a Master’s Degree in Hospitality, Tourism and Events Management and is planning to further her studies to a PhD.</p> <p>We have also proceeded with the employment of Dr. Michalis Tsangas (Phd Environmental Conservation and Management – (Open University Cyprus), Environmental Engineering, MSc in Environmental Conservation and Management (Energy and Pollution) – (Open University Cyprus), Diploma in Naval Architecture and Marine Engineering (National Technical University of Athens) with many years of experience in the travel and tourism field as a health & safety advisor in hotel units. (Please See Annex 6)</p> | <p>Choose level of compliance:</p> |
| <p>The college should advance a new research policy to stimulate the quantity and</p> | <p>The College has already many online databases, however, as per the EEC suggestion, the College’s library has also introduced the suggested additional online databases such as Scopus and Web of Science for the students’ research and assignments.</p> <p>We have already contacted them and proceeded with a registration. Our goal is increasing the number and the</p> | <p>Choose level of compliance:</p> |

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| <p>quality of the research. The focus should be to increase the number and the quality of the publications and of the research projects. Papers should be published on SCOPUS and WoS journals.</p> | <p>quality of the publications and of the research projects. Our upper goal is to have our PhD academic staff to engage in journal writing and upload them on databases such as Research Gate, Academia as to be peer reviewed and finally publish them on SCOPUS and WoS.</p> | |
| <p>New research projects should be brought into the college in order to create a fruitful atmosphere of research involving larger numbers of researchers.</p> | <p>As per the comments of the EEC new research projects should be brought into the college in order to create a fruitful atmosphere of research involving larger numbers of researchers.</p> <p>The College totally agrees with the above-mentioned statement. As you can see in Annex 7, new proposals were turned in by the Aristotle Research Centre and we are waiting for a response.</p> <p>Our goal is to bring in new research projects which would definitely give motif to all colleagues to participate.</p> | <p>Choose level of compliance:</p> |
| <p>A clear and detailed research policy for the research centre should be introduced for more transparency and equity.</p> | <p>The EEC has evaluated the sub-area 3.3 Synergies of teaching and research as Partially Compliant.</p> <p>RESEARCH POLICY</p> <p>A clear and detailed research policy is introduced for more transparency and equity with well identified research objectives and encouraging research incentives. The Budget of the Research Centre is €100,000 per year and this amount may be increased if there are more research requests by the faculty members.</p> <p>THE OBJECTIVES OF “ARISTOTLE” RESEARCH CENTRE</p> <ol style="list-style-type: none"> 1. To raise research levels to international standards and aim to activate and advance researches further. 2. To establish a research system corresponding to the promotion of academic researches. | <p>Choose level of compliance:</p> |

3. To develop a research performance evaluation system to encourage the teaching staff to carry out research activities.
4. To provide a professional management, coordination and quality service in order to successfully carry out research activities
5. To promote research identity of CDA College and develop with other organizations, public and private institutions, professional bodies, academic and research institutions, and society in general.
6. To cultivate and enhance research culture and develop a research environment to encourage CDA College faculty staff to be active.
7. To organize meetings, seminars and forums for research suggestions and collaborations.
8. To establish links with CDA College, EU and International research bodies and academic institutions for cooperation and sharing of research information and also participating in EU research funding projects.

THE RESEARCH CRITERIA AT CDA COLLEGE

1. CDA has set a research budget of €100.000 per year and this amount may be increased if there is more need for research.
2. Develop a research performance evaluation system to encourage the teaching staff to carry out research activities.
3. The research budget is set to €40,000 the projects on the Business research area
4. The research budget is set to €30,000 Travel and Tourism
5. Another €30,000 for other research areas.
6. The research proposals will be sent to the Research centre for approval.
7. All the academic members should undertake research each year and the research centre will keep records for each research output.
8. Encourage faculty staff to participate to seminars/conferences and all expenses paid by the research centre.

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| | <p>9. The lecturers of all CDA campuses to undertake an individual or a group research on their specialization areas.</p> <p>10. Lecturers will get teaching hours off for the research undertaken.</p> <p>11. An amount paid for a complete research is based on the research length and quality.</p> <p>12. Lecturers will get extra payment if they entered into EU Research Funding Projects.</p> <p>13. Establish links with both EU and International research bodies and academic institutions for cooperation and sharing of research information and also participating in EU research funding projects.</p> <p>14. Based on the lecturers' research output and publications each year, they will get a reward, promotion and remuneration increase.</p> <p>Furthermore, the College strongly supports faculty research activities, through financial and other means. The College will also take part to the European and International Research programmes and encourages and supports faculty research activities, attend conferences, seminars, through a reduction of teaching load etc. Every year the College keeps a research report (Faculty Research & Development Booklet) requesting evidence from the teaching staff for their research activities, attendance of seminars and training, teachers exchanging programme etc.</p> <p>Research Output and Credits</p> <p>The college strongly supports faculty research activities, through financial and other means. The College provides subsidy of existing staff to get PhD. Additionally, here below is a booklet of faculty research and development showing publications in journals.</p> <p>As already mentioned in the faculty handbook and self-study the College encourages and supports faculty research activities, attend conferences, seminars and reduction of teaching load. Every year the College will keep a research report requesting evidence from the teaching staff for their research activities.</p> | |
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The College has set up research policies for further improvement of the research quality and the further cultivation and development of research culture at the College. Moreover, to the current seminars internally or abroad which our lecturers have participated and discussed their research papers. The College has introduced additional incentives both in Nicosia and Limassol campuses where faculty will share seminar email lists, organize joint research seminars and also peer- reviewing of their research papers. Nonetheless, all faculty staff articles/research published in the online research platforms have previously been peer-reviewed.

Some of the latest published research papers which have been discussed, presented or peer-reviewed are:

1. **Dr. Nikos Rodosthenous:**
 - 8th International Conference on Tourism, Emerging Tourism Destinations: Working Towards Balance Tourism Development, 27-30 June, 2019, Kavala, Greece.
 - "Uncertainty in the Tourism sector. Safety and Security Management in an evolving environment", at the International Conference entitled "Nicosia Risk Forum" organized by CERIDES (Centre of Excellence in Risk & Decision Sciences) of the European University Cyprus on the 14th of November 2018.
 - "The Cyprus Traditional Song - Heritage, Effects and Evolution", Scientific Conference organized by the Society of Cypriot Studies, Nicosia, 18 November 2017.

2. **Dr. Iosif Kafkalas:**
 - Dr. Iosif Kafkalas: 15th International Conference on Social Sciences, at KU Leuven, Decision Analysis Framing and Motivation: Application in Business and Tourism. Campus Gasthuisberg, 13-14 July 2018, Belgium.
 - Kafkalas, I. (2018). Decision Analysis Framing and Motivation Application in Business and Tourism. European Journal of Economics and Business Studies, 4(2), 131-137.
 - 15th International Conference on Social Sciences, at KU Leuven, Decision Analysis Framing and Motivation: Application in Business and Tourism. Campus Gasthuisberg, 13-14 July 2018, Belgium.

3. **Late Dr. Pantelis Ioannou:**
 - Ioannou, P., Kountouridou M., (2018). Strategy and Organizational Science: The Effect of Big-Five Personality Traits on Workplace Deviant Behaviour, (Paper published in

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| | <p>ResearchGate Online Global Research website), https://www.researchgate.net/project/Strategy-and-Organizational-Science-The-Effect-of-Big-Five-Personality-Traits-on-Workplace-Deviant-Behaviour</p> <ul style="list-style-type: none"> • Kountouridou, M., Ioannou, P., (2019). Facebook Impact on Consumer Intention-to-Buy (Primary Research) https://www.researchgate.net/publication/331199720_Facebook_Impact_on_Consumer_Intention-to-Buy_Paper published in ResearchGate Online Global Research website. <p>4. Dr. Christina Tsolaki:</p> <ul style="list-style-type: none"> • Tsolaki, C., (2017). Knowledge Sharing Behavior: An empirical study in the Cyprus Cooperative Banking Sector. International Journal of Human Resource Development and Management. 7(1), 13-27. Available at: https://www.ripublication.com/ijhrdm17/ijhrdmv7n1_02.pdf • Tsolaki, C., (2016). Exploring the relationship of Human Resource Management and Knowledge Management in the Cyprus Cooperative Banking Sector. Available at ProQuest. <p>5. Dr. Melita Charitou:</p> <ul style="list-style-type: none"> • Charitou M., (2017) Does quality of management affect the prosperity of financial institutions? Journal of Business & Economics Research, (under review process) • Charitou M. (2017), The effect of profitability on the healthiness of financial institutions, International Journal of Business and Social Research (under review process) <p>6. Dr. Pavlos Evangelides:</p> <ul style="list-style-type: none"> • H.Essa, P.Evangelides, C.Lei and A.Vourdas : Paths of zeros of analytic functions describing finite quantum system, Phys. Lett A. 548,553 (2015) • H.Essa, P.Evangelides, C.Lei and A.Vourdas : Analytic representation with theta function describing finite quantum systems, International Conference of Integrable Systems and Quantum symmetries (2016) <p>It is well known to all our faculty members that the improvement of the quality of the research will also enhance the quality of teaching and the programme as a whole. Beginning immediately, our BA Travel and Tourism Management programmes will introduce seminars of theoretical and empirical progress. These seminars will share the interest between the presentation of faculty's</p> | |
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| | <p>research, but also practitioners will deliver their experience on the market and their valuable intuition.</p> <p>Moreover, the College has set a policy that the College's four campuses will be cooperating on research activities. CDA College is under negotiation for establishing research agreements with other Colleges in Cyprus with the objective of cooperating in research projects. The College also organizes research seminars to discuss of research papers to others and gradually improve the quality of the research, between Nicosia and Limassol campuses and between Cypriot universities and Colleges. For this project the College will exchanged email lists with all the campuses and other Colleges for joint research seminars, peer-reviewed and research collaborations.</p> | |
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4. Student admission, progression, recognition and certification (ESG 1.4)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **Student admission, progression, recognition and certification (ESG 1.4)** is evaluated as Compliant by the EEC.

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
|--|---|------------------------------------|
| <p>Admission standards may be too flexible, possibly affecting academic potential and merit.</p> | <p>The comments of the EEC are very much welcomed and respected but we do not believe that the admissions standards are too flexible. Please find below the enrollment criteria for the Program of study evaluated: ENROLMENT CRITERIA OF A STUDENT Students of all genders are entitled to be registered at the college, either Cypriots or foreigners without discriminating on the race, colour or religion. Any student who wants to register at the college must be a holder of a Higher Secondary School leaving Certificate or of an equivalent degree. The College accepts registration forms from all graduates of a six-grade public or private institution of Higher Secondary School, regardless of the final graduation grade. The language of instruction for all the Academic programs of Study is the English Language and students should provide evidence of proficiency of the English language. The following are considered acceptable proofs: <u>English Language Requirements - CDA College</u></p> <ul style="list-style-type: none"> • TOEFL • GCE • IGCSE • IELTS • Proficiency Anglia <p>English Language Placement If an applicant fails to provide acceptable proof of his/her English proficiency, he/she will be required to take the College English Language Placement Test before registration.</p> | <p>Choose level of compliance:</p> |

| | | |
|---|---|-----------------------------|
| | Even though someone would argue that admission criteria might be too flexible but we strongly believe that everyone is entitle to quality education and this is without doubt that we offer at C.D.A College. | |
| College website could provide more specific information on admission criteria and the process of student certification. Non-functional specific entry information for students from ten key markets on the college website. | As per the EEC suggestions the College has taken the steps to update the information missing. You can visit the links below for the action taken https://www.cdacollege.ac.cy/course/travel-management-ba/ (admission policy is updated) https://www.cdacollege.ac.cy/documents-required-by-each-country/ | Choose level of compliance: |
| Inconsistency in the naming of certain resources, such as the research center, on different parts of the website, potentially causing confusion for prospective students and stakeholders. | Any inconsistencies that were identified were corrected | Choose level of compliance: |
| Inconsistent provision of feedback to students; some reported having to ask for it. | The College has distinct procedures on feedback that are conveyed to lecturers. All students have the right to receive feedback from their lecturers, either positive or negative. When the exam, assignment, essay, project etc. is submitted by the hand to the lecturer there is a special document that the lecturer can fill in while correcting and give it back to the student, either by hand or via email. If an assignment is submitted electronically via Moodle, then the lecturer submits its feedback on Moodle and send them directly to the students. A student has the right within a fortnight to an appeal of the grade. Moreover, all students can arrange to meet with their lecturers after arranging a personal appointment. All campuses have specially designed room that all lecturers either part or full time can use as an office so as to meet with students. They can also meet in the library and discuss any problems that might trouble the students (Please see Annex 8) | Choose level of compliance: |

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| <p>Lack of information on the recognition of prior learning on the college website</p> | <p>On the website someone can find general information concerning admission, description of the programs of studies, alumni, international students' office and many other information which based on our statistics satisfy the visitor's needs. More detailed Information concerning admission to the college or transfer students are given directly to the applicant after submitting all relevant documents to the Admissions office. Each case is treated differently and confidentially and all documents are taken into consideration before offering a seat in one of our programs.</p> | <p>Choose level of compliance:</p> |
| <p>Dropout rates during the COVID-19 pandemic were high.</p> | <p>It is important to mention that the majority of students at C.D.A College in all campuses come from third world countries. Dropout rates during COVID-19 pandemic might seem very high but in reality, are not. Also, what we should mention is that dropout rates refer only to international students who mostly study in the Bachelor programs of studies. The reason that many students could not come back and continue their studies is not only because of the pandemic but also because of the decisions of the Cyprus Government concerning migration policies and thus many students had no choice but drop out since they could not reenter the republic of Cyprus.</p> | |
| <p>No clear translation of grades to GPA scores in the regulations.</p> | <p>The Internal Regulations of the College include a clear translation of grades to GPA scores which is given to students in the beginning of the year. Please see Annex 10 for more information.</p> | |
| <p>Possibility of too many chances for students to retake exams, potentially affecting the value of the qualification.</p> | <p>According to the College's Internal regulations there are 3 examination periods. This was the basis for the decision on how many retakes a student should have. The possibility of students taking up all three chances is limited since the largest percentage of students will pass the retake exam on the first attempt</p> | |

5. Learning resources and student support (ESG 1.6)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **Learning resources and student support (ESG 1.6)** is evaluated as Compliant by the EEC.

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
|--|--|------------------------------------|
| <p>The present levels of quality and professionalism should be maintained in the future.</p> | <p>We would definitely maintain and upgrade the present levels of quality and professionalism. Our goal is to offer quality education and that is why we pay very much attention to the quality and professionalism.</p> | <p>Choose level of compliance:</p> |
| <p>The library should buy more physical books of travel and tourism, namely to improve its attractiveness and work as a meeting point for students and academic staff.</p> | <p>The reading lists are kept up-to-date regularly at the end of each semester. The College has already enriched the library by buying all the suggested books. Moreover, the College's library has also introduced the additional online databases such as Scopus and Web of Science for the students' research and assignments.</p> <p>At the end of each academic year, all colleagues are entitled to suggest books, journal, periodical etc.</p> <p>We have already put a big order of physical books of travel and tourism in all four campuses. Our libraries in all campuses have been upgraded and improved a great deal and that is why students have started using not only as study point but also as a meeting point in planning various activities or meetings with their teachers. (Please See Attachment 9)</p> | <p>Choose level of compliance:</p> |

6. Additional for doctoral programmes
 (ALL ESG)

Not applicable

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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7. Eligibility (Joint programme)
 (ALL ESG)

Not applicable

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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B. Conclusions and final remarks

Finally, CDA College firmly believes that all the observations/suggestions raised by the EEC have been fulfilled and actions The College is grateful for the constructive criticism and suggestions of the EEC for the further improvement of the program.

| Conclusions and final remarks by EEC | Actions Taken by the Institution | For Official Use ONLY |
|--|--|------------------------------------|
| <p>some aspects of the website, such as the specific entry information for certain countries, and varying names for research centers, could be improved for better user experience.</p> | <p>Any inconsistencies that were identified were corrected</p> | <p>Choose level of compliance:</p> |
| <p>the staff with PhD come from outside the travel and tourism area. There is a strong need to attract more academic staff with PhD in travel and tourism. Also, the research conducted in the college is poor, and, therefore, urgent improvements are needed in this area.</p> | <p>As explained to the EEC committee the small scale of Cyprus does not provide a lot of opportunities for PhD lecturers in the field. However, our strategy is to assist our current academic staff to reach their full academic potential and obtain either a Master degree if needed or a PhD. Current examples are Mrs. Nasia Tryfonos who will base her Phd thesis on Tourism Sustainability and Mrs Soteroulla Christodoulou, a distinct member of the industry, who has registered for a Master’s Degree in Hospitality, Tourism and Events Management and is planning to further her studies to a PhD.</p> <p>We have also proceeded with the employment of Dr. Michalis Tsangas (Phd Environmental Conservation and Management – (Open University Cyprus), Environmental Engineering, MSc in Environmental Conservation and Management (Energy and Pollution) – (Open University Cyprus), Diploma in Naval Architecture and Marine Engineering (National Technical University of Athens) with many years of experience in the travel and tourism field as a health & safety advisor in hotel units. (Please See Annex 6)</p> | <p>Choose level of compliance:</p> |

C. Higher Education Institution academic representatives

| <i>Name</i> | <i>Position</i> | <i>Signature</i> |
|---------------------------------|---|------------------|
| Dr. Pavlos Panayi | Deputy General Director of C.D.A. College, Head of ICT Department & Chairman of IQC | |
| Dr. Andreas Tofaris | Director of Research Centre «Aristotle» Member of IQC | |
| Mr. Efstathios Michael | General Director of C.D.A. College Pafos Member of IQC | |
| Mrs. Athena Koliandri | Director of International Affairs Member of IQC | |
| Mrs. Katerina Kyriakidou | Director of C.D.A. College Nicosia Member of IQC | |

Date: 17/07/2023

Annex 1

LIST OF COMPULSORY COURSES AND ELECTIVE COURSES BA Travel & Tourism Management (4 Years, Bachelor of Arts)

| Courses and Code | | Periods Per week | Duration of period | Periods per semester | ECTS |
|-------------------|---|------------------------|-----------------------|----------------------------|------|
| A Semester | | | | | |
| 1 | ENG101 Business English | 3 | 50 | 42 | 6 |
| 2 | TOU101 Introduction to Tourism | 3 | 50 | 42 | 6 |
| 3 | TOU102 Introduction to the Hospitality Industry | 3 | 50 | 42 | 6 |
| 4 | TRV101 Destination Geography | 3 | 50 | 42 | 6 |
| 5 | One out of two | | | | |
| | GRE 101 Greek Language | 3 | 50 | 42 | 6 |
| | RUS 101 Russian Language | 3 | 50 | 42 | 6 |
| B Semester | | | | | |
| 6 | ACC101 Financial Accounting for Tourism | 3 | 50 | 42 | 6 |
| 7 | TOU103 Tourism Ethics | 3 | 50 | 42 | 6 |
| 8 | MGT101 Principles of Management in Tourism | 3 | 50 | 42 | 6 |
| 9 | TOU104 Tourism Operations Systems | 3 | 50 | 42 | 6 |
| 10 | TOU105 Introduction to the Leisure Industry | 3 | 50 | 42 | 6 |
| C Semester | | | | | |
| 11 | ECO201 Microeconomics for Tourism | 3 | 50 | 42 | 6 |
| 12 | TOU201 Travel & Tourism Law | 3 | 50 | 42 | 6 |
| 13 | MTH201 Statistics I | 3 | 50 | 42 | 6 |
| 14 | TOU202 Human Geography | 3 | 50 | 42 | 6 |
| 15 | TRV201 Travel Operations Management | 3 | 50 | 42 | 6 |
| D Semester | | | | | |
| 16 | TOU203 Special Interest Tourism | 3 | 50 | 42 | 6 |
| 17 | TOU204 Marketing in the T/T Industry | 3 | 50 | 42 | 6 |
| 18 | ECO202 Macroeconomics for Tourism | 3 | 50 | 42 | 6 |
| 19 | MTH202 Statistics II | 3 | 50 | 42 | 6 |
| 20 | TOU205 Research Methods in Tourism | 3 | 50 | 42 | 6 |

| E Semester | | | | | | |
|-------------------|---------|---|---|----|----|----|
| 21 | ACC301 | Managerial Accounting for Tourism | 3 | 50 | 42 | 6 |
| 22 | BUS 301 | Organizational Behavior in Tourism | 3 | 50 | 42 | 6 |
| 23 | TOU301 | Digital Marketing & Social Media in Tourism | 3 | 50 | 42 | 6 |
| 24 | TOU302 | Tourist Behavior | 3 | 50 | 42 | 6 |
| 25 | | Free Elective | 3 | 50 | 42 | 6 |
| F Semester | | | | | | |
| 26 | TOU303 | Conferences and Events Management | 3 | 50 | 42 | 6 |
| 27 | TOU304 | Sustainability in Tourism | 3 | 50 | 42 | 6 |
| 28 | MGT301 | Human Resource Management in Tourism | 3 | 50 | 42 | 6 |
| 29 | TOU305 | Tourism Planning & Development | 3 | 50 | 42 | 6 |
| 30 | | Free Elective | 3 | 50 | 42 | 6 |
| G Semester | | | | | | |
| 31 | TOU401 | International Tourism | 3 | 50 | 42 | 6 |
| 32 | TOU402 | E- Tourism | 3 | 50 | 42 | 6 |
| 33 | MGT401 | Entrepreneurship and Innovation in Tourism | 3 | 50 | 42 | 6 |
| 34 | TOU403 | Crises and Disaster Management | 3 | 50 | 42 | 6 |
| 35 | | Free Elective | 3 | 50 | 42 | 6 |
| H Semester | | | | | | |
| 36 | TOU423 | Applied Management Project | 5 | 50 | 42 | 12 |
| 37 | MGT421 | Managerial Decision Making in Tourism | 3 | 50 | 42 | 6 |
| 38 | TOU404 | Contemporary Tourism Issues | 3 | 50 | 42 | 6 |
| 39 | MGT422 | Service Quality Management | 3 | 50 | 42 | 6 |

FREE ELECTIVES

| | Courses and Code |
|---|------------------------------------|
| 1 | PSY 101 Introduction to Psychology |
| 2 | MGT415 Casino Management |
| 3 | HIS 102 European History |
| 4 | POL 102 International Relations |
| 5 | MGT320 Change Management |
| 6 | MAR300 Public Relations |

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|----------------------------|---|---|---|-------------|--|
| Course Title | Tourist Behavior | | | | |
| Course Code | TOU 302 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | 3 rd Year A Semester | | | | |
| Lecturer's Name | Nasia Tryfonos | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | The course is designed to develop the students' knowledge and understanding of the basic theories and applications in relation to consumer behavior in tourism. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> • Discuss the basic concepts, principles, theories and models which apply to consumer behavior • Illustrate the contemporary approaches to the study of consumer behavior • Explain the theoretical concepts pertaining to consumer psychology • Analyze the factors which influence the decision making process • Examine the Tourist Behavior and Purchase Experiences in the Different Sectors of Tourism • Discuss the growing usage of technology and social media in tourist behavior. | | | | |
| Prerequisites | None | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | Introduction to Tourism Behavior. The history of tourist behavior; different types of tourism; main concepts in consumer behavior including models of consumer behavior which have been adapted for tourism. | | | |
| | 2 | Explain the Purchase Decision Process. Motivators, determinants, models of the purchase decision-making process. | | | |
| | 3 | Analyze the Typologies of Tourism Behavior. Typologies of tourist behavior and segmentation of the tourist market. A comparison of typologies; critique; marketing applications of typologies; market segmentation; tourism-specific methods of segmentation; marketing application in tourism. | | | |

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| | 4 | Assess Tourism Demand. The global pattern of tourist demand; factors that influence tourism demand; tourism arrivals and receipts; departures and expenditures, key determining factors influencing tourism demand. National differences-domestic, Outbound, inbound. |
| | 5 | Changing Tourist Behavior with Growing Technology Usage: The Entry of Generation Z Tourists. Influence of Social Media on Tourist Behavior. |
| | 6 | Identify Tourism Markets. The nature and demand in different segments of the tourism markets. Tourist Behavior and Purchase Experiences in the Different Sectors of Tourism: Tourist Buy Experiences Not Products? |
| | 7 | Analyze Tourist Behavior and Marketing. Researching tourist behavior-marketing research. The marketing mix and tourist behaviour. |
| | 8 | Mid-Term Exam |
| | 9 | Tourism Activities' Role on Destination Choice and Post-Visiting Behavior. |
| | 10 | Topical Issues in Tourist Behavior: Climate Change, Sustainability, Man-made Crises, Natural Disasters and Tourist Behavior |
| | 11 | Examine the Emergence of New Markets and Changes in Tourist Demand: contemporary issues in market segmentation: demographic variables – generational theory, the baby boomers as a special group. Geographical segmentation and the effects of culture. Socioeconomic segmentation – the effects of the recession. Psychographic segmentation – environmentalism and the effect of climate change |
| | 12 | Value Quality and Tourist Satisfaction. The concept of quality; quality in tourism; the tourist satisfaction process; the service gap concept; the critical incident approach; the human resource management dimension; the role of marketing intermediaries; the importance of problem solving; personal factors and satisfaction; changing expectations of quality over time; the importance of uncontrollable factors; national differences in quality standards and tourist satisfaction. |
| | 13 | Estimate the Future of Tourism Behavior. New generating countries; market segments that will grow in importance; new types of tourism products; virtual reality and fantasy tourism; will tourism demand turn full circle, changes in the way we purchase tourism products; towards a new agenda for consumer behavior research in tourism. |

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| | 14 | Revision-Preparation for Final Exam |
| Methodology | Lectures, presentations, blended learning & teaching, flipped learning, case studies, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| Bibliography | <p>Required Textbooks</p> <p>1. Title: Consumer Behavior in Tourism Author(s): S. Horner & J. Swarbrook Publisher: Routledge Edition: 4th ed. Year: 2020 ISBN: 978-0367495596</p> <p>Textbooks, References, Other Bibliography</p> <p>1. Title Tourist Behavior: Past, Present and Future Author(s) Narendra Kumar, Bruno Barbosa Sousa, Swati Sharma Publisher Apple Academic Press Edition 1st Pbl. Year 2022 ISBN 9781003282082</p> <p>1. Title The Business of Tourism Author(s) J Christopher Holloway, Claire Humphreys Publisher Pearson Edition 12th Pbl. Year 2023 ISBN 978-152-978-098-7</p> <p>2. Title Tourism Principles and Practice Author(s) J. Fletcher, A. Fyall, D. Gilbert, S. Wanhill Publisher Pearson Edition 6th Pbl. Year 2017 ISBN 978-152-978-098-7</p> <p>3. Title Ecotourism Author(s) David A. Fennel Publisher Routledge Edition 4th Publ. Year 2015 ISBN 9780415829656</p> | |



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| | Academic Journals Annals of Tourism Research, Tourism Management, Current Issues in Tourism, Tourism Analysis, Tourism Recreations Research, Tourism Geographies, Journal of Sustainable Tourism, Tourism Review International, Journal of Travel Research |
| Evaluation | 50% continuous assessment (coursework, mid-term examination, presentations, quizzes, case studies, essays, assignments, group work) and 50% final examination. Passing mark: 50% |
| Language | English |

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|----------------------------|--|---|---|-------------|--|
| Course Title | Entrepreneurship and Innovation in Tourism | | | | |
| Course Code | MGT 401 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | 4 th Year A Semester | | | | |
| Lecturer's Name | | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | The module explores the complexity of entrepreneurial theory and practice applied to the tourism industry and illustrates the relationship and importance of operations and strategy for entrepreneurial success. It focuses on some of the major challenges and opportunities and provides the knowledge and skills required to start a small business and drastically improve the chances of sustaining it successfully. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> • Describe the main innovation and entrepreneurship theoretical foundations • Identify the nature of growth available to small business units in different business contexts and at different stages of development • Analyze the types of financing and organizational design appropriate for growth in different circumstances and the role of economic policy in stimulating small firm growth • Demonstrate the use of specific innovation approaches for the purpose of entrepreneurial development • Identify the constraints and risks inherent in business development • Practice cases of business development through group work focused on entrepreneurial management • Examine the impact of tourism entrepreneurship on places and overall regional and destination development • Analyze the importance and relationship between ecommerce, innovation and entrepreneurship | | | | |
| Prerequisites | None | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | Define Entrepreneurship: historical and contemporary context, Types of Entrepreneurs, Entrepreneurial Motivation: From Ideas to Reality, Introduction to Innovation | | | |

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| | 2 | Examine Franchising and Entrepreneurship; Franchise and buyouts, pros and cons of franchise, evaluating franchise opportunities, buying an existing business. |
| | 3 | The family business in the travel & tourism industry: advantages of family business, the roles of key individuals in the family business and the impacts of conflict, transferal process and challenges |
| | 4 | Analyze the Business environment: external macro environment, microenvironment, internal environment |
| | 5 | The Feasibility study: maximizing the chance of entrepreneurial success in tourism businesses, intuition and gut reaction and their weaknesses, the importance of research |
| | 6 | Develop a business plan and model, Building a solid strategic planning, monitoring performance against desired objectives, the role of feedback and iteration, creating Competitive Advantage through Innovation, Building a Team and Management Succession |
| | 7 | Value the customer: building customer relationships, product and supply chain management, pricing and credit decisions, promotional planning, global marketing |
| | 8 | Mid-Term Exam |
| | 9 | Associate creativity and innovation in an entrepreneurial context: role in the entrepreneurial process, techniques to develop and enhance creativity and innovation |
| | 10 | E- Commerce, Innovation and the Entrepreneur: Factors to Consider Before Launching into E-commerce |
| | 11 | Examine the entrepreneur as leader: the changing role of the entrepreneur/leader in tourism firms, theories of leadership, entrepreneurial characteristics |
| | 12 | Tourism and Entrepreneurship: the impact of tourism entrepreneurship on places and overall regional and destination development |
| | 13 | Manage growth in the small business: issues in the growth of entrepreneurship in the tourism industry, growth models, expansion strategies, exit strategies, “good fortune”, challenges during growth stages |
| | 14 | Revision-Preparation for Final Exam |
| | Methodology | Lectures, presentations, blended learning & teaching, flipped learning, case studies, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations |
| Bibliography | Required Textbooks 1. Title Entrepreneurship in Hospitality and Tourism Author(s) M. Brooks, L. Altinay Publisher Goodfellow | |

Edition 1st
Publ. Year 2015
ISBN 978-191910158289

Textbooks, References, Other Bibliography

1. Title Tourism and Entrepreneurship: International Perspectives
Author(s) Jovo Ateljevic, Stephen J. Page
Publisher Taylor & Francis
Edition 2nd
Publ. Year 2017
ISBN 978-1136434051

2. Title Entrepreneurship in Tourism
Author(s) Andreas Walmsley
Publisher Routledge
Edition 2nd
Publ. Year 2019
ISBN 978-1138048768

3. Title Tourism and Innovation
Author(s) Colin Michael Hall, Allan M. Williams
Publisher Routledge
Edition 2nd
Publ. Year 2019
ISBN 978-1138060760

4. Title Entrepreneurship and Small Business Management in the Hospitality Industry
Author(s) Darrren Lee Ross, Conrad Lashley
Publisher Butterworth Heinemann
Edition 1st
Publ. Year 2009
ISBN 978-0750684484

5. Title Tourism Management, An Introduction
Author(s) Stephen J. Page
Publisher Routledge – Taylor and Francis Group
Edition 4th edition
Publ. Year 2013
ISBN 978-0-08-096932-9

Academic Journals

Annals of Tourism Research, Tourism Management, Current Issues in Tourism, Tourism Analysis, Tourism Recreations Research, Tourism Geographies, Journal of Sustainable Tourism



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| Evaluation | 50% continuous assessment (coursework, mid-term examination, presentations, quizzes, case studies, essays, assignments, group work) and 50% final examination. Passing mark: 50% |
| Language | English |

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|----------------------------|---|-----------------|---|-------------|--|
| Course Title | Tourism Planning & Development | | | | |
| Course Code | TOU 305 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | 4 th Year G Semester | | | | |
| Lecturer's Name | | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | <p>This course seeks to determine an approach to planning that integrates the guidelines for sustainable tourism development. This development must balance the economic goals of the industry with the needs of the community and at the same time incorporate vital safeguards for the natural environment. Students will validate the need for tourism planning. Methods and good practice will be determined, enabling the student to assess future proposed tourism projects at a strategic management level. Socio-economic consequences of various strategic approaches will be examined and evaluated, with the aim of preparing the graduating student to play an important and effective role in the tourism industry.</p> | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> • Examine tourism planning and policy • Compare the changing dimensions of tourism planning and analyse different approaches to tourism planning such as Boosterism, Economic/Industry-Oriented Approach, Physical/Spatial Approach, and Community Oriented Approach • Classify the tourism planning systems • Debate the integrated tourism planning process • Examine the tourism planning and policy at the international and national level • Appraise the role of government as entrepreneur • Develop skills for planning destinations and achieving sustainability • Examine Governance in Tourism Destinations | | | | |
| Prerequisites | None | | | | |

| Course Syllabus | Week | Content of the Course |
|-----------------|------|---|
| | 1 | Examine tourism planning and policy -The Sustainable Tourism Imperative and its Connection to the Environment -Policy and Planning. The difference between policy and planning. The different types of planning. The characteristics of planning. The importance of public policy. -Planning for Tourism. The value of tourism planning. |
| | 2 | Identify the changing dimensions of tourism planning. International tourism policies from 1945 to the present. Direct and indirect government intervention in Tourism. -Approaches to Tourism Planning: Boosterism: the simplistic attitude of Boosterism. Elements of the Boosterism Idea. Economic/Industry-Oriented Approach: the of the governments in Industry-Oriented Approach. |
| | 3 | Identify the changing dimensions of tourism planning -Approaches to Tourism Planning. Physical/Spatial Approach: the origins of Physical/Spatial Approach to Tourism Planning. The implications of Physical/Spatial Approach to tourism planning. Community Oriented Approach: the aims of Community Oriented Approach to tourism planning. Conditions that are appropriate and inappropriate to local tourism development. Impediments to public participation in tourism planning. |
| | 4 | Explain the tourism planning systems -Planning and Policy as Theory. The elements of a system. -Tourism Systems. Definition. Different types of systems models. The issue of scale. -The Policy, Planning and Decision-making Process. Policy analysis. -Strategic Planning for Tourism. Definition. Advantages of strategic planning for tourism. Key components of strategic planning for tourism. Reasons for strategic planning for tourism. Understanding interdependence. |
| | 5 | Explain the tourism planning systems -The Policy, Planning and Decision-making Process. Policy analysis. -Strategic Planning for Tourism. Definition. Advantages of strategic planning for tourism. Key components of strategic planning for tourism. Reasons for strategic planning for tourism. Understanding interdependence. |
| | 6 | Examine the tourism planning and policy at the international level -Hard” and “Soft” International Laws. International tourism trade. International tourism organizations. The World Tourism |

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| | | Organization. The development of international conservation and environmental law. The World Heritage Convention. |
| | 7 | Examine the tourism planning and policy at the international level -Supranational Organizations. The European Union. The importance of tourism for the European Union. The organization of American States and Tourism Planning and Policy. |
| | 8 | Mid-Term Exam |
| | 9 | Examine the tourism planning and policy at the national level -Role of government in tourism. Coordination, planning, legislation, regulation. Identify the role of government as entrepreneur. -Stimulation -Tourism Promotion |
| | 10 | Identify the role of government as entrepreneur -Social Tourism -Government as public interest protector The organization of government involvement in tourism. |
| | 11 | Destination Management Structures - Types of DMOs - Governance of DMOs - Funding and Taxes - DMO in Practice – From Strategy to Governance |
| | 12 | Plan destinations - Tourist Destination Governance: Decision Making, Practice, Theory and Issues -Relationships and Networks. Types of networks. The importance of network relationships. -Conflict in Destination. Types of conflict resolution. The concept of trust. Definition. The value of trust. |
| | 13 | Design sustainability -An Ecological Approach. Principles of good site design. -Change in Building. The six S's of layered change in buildings. -Thinking Sustainable Tourism Planning - Resilience Governance as a catalyst to Sustainable Tourism Development |
| | 14 | Revision-Preparation for the Final Exam |
| Methodology | Lectures, presentations, blended learning & teaching, flipped learning, case studies, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| Bibliography | Required Textbooks | |

| | |
|--|--|
| | <p>1. Title Tourism Planning: Policies, Processes and Relationships Author(s) C. Michael Hall Publisher Pearson Edition 2nd ed. Year 2008 978-0132046527</p> <p>Textbooks, References, Other Bibliography</p> <p>1. Title Tourism policy and planning implementation: issues and challenges Author(s) Dimitrios Stylidis, Adi Weidenfeld Publisher Routledge Edition 1 st ed. Year 2020 ISBN13 978-036-766-534-0</p> <p>2. Title Resilient Destinations and Tourism: Governance Strategies in the Transition towards Sustainability in Tourism Author(s) Jarkko Saarinen, Alison M. Gill Publisher Routledge Edition 1st Publ. Year 2020 ISBN 978-0367582166</p> <p>3. Title: Tourism Principles & Practices Author(s) John Fletcher, Alan Fyall, David Gilbert, Stephen Wanhill Publisher Pearson Edition 6th Publ. Year 2017 ISBN 978-1292172354</p> <p>2. Title Marketing and Managing Tourism Destinations Author(s) Alastair M. Morrison Publisher Routledge Edition 2nd ed. Publ. Year 2013 ISBN 978-0-67250-4</p> <p>3. Title Tourism Geography, Critical Understanding of Place, Space and Experience Author(s) Stephen Williams, Alan A. Lew Publisher Routledge Edition 3rd edition Publ. Year 2015</p> |
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| | ISBN 9780415854436 Academic Journals Annals of Tourism Research, Tourism Management, Current Issues in Tourism, Tourism Analysis, Tourism Recreations Research, Tourism Geographies, Journal of Sustainable Tourism, World Development, Tourism Studies |
| Evaluation | 50% continuous assessment (coursework, mid-term examination, presentations, quizzes, case studies, essays, assignments, group work) and 50% final examination. Passing mark: 50% |
| Language | English |

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|----------------------------|--|---|---|-------------|--|
| Course Title | Change Management | | | | |
| Course Code | MGT 320 | | | | |
| Course Type | Elective | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | To be chosen for Semester E, F or G | | | | |
| Lecturer's Name | | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | <p>Present a picture of the constant change in the business and social environment.</p> <p>Discuss the impact of this change on individuals and organizations.</p> <p>Analyze ways in which organizations and individuals can deal more effectively with the change process.</p> <p>Improve skills in analyzing data for the purpose of resolving issues directly related to Change Management.</p> <p>Develop a range of core (transferable) skills, including communication, problem-solving, researching and writing</p> | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> • Outline main changes that have taken place through the years in the natural, social and economic environment • To be familiarized with the complexity of the issues of today's organizations in the internal environment. • Discuss the impact of this change on individuals and organizations • Differentiate between different types of change • List reasons of resistance to change and discuss ways to overcome it • Use appropriate skills to communicate change • Analyze the role of leadership in implementing change • Contribute to debates about environmental changes and their impact on business • Conduct research, write reports and present analysis and conclusions | | | | |
| Prerequisites | None | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | Introduction to Change: Life, A story of change. | | | |
| | 2 | Why Organizations Change? | | | |
| | 3 | The External and Internal Organizational Environment. | | | |

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| | 4 | Different Kinds of Change, Change Diagnosis, Resistance to Change |
| | 5 | Effective Change Implementation, Effective Leadership for Change |
| | 6 | Strategies and Skills for Communicating Change. |
| | 7 | Mid-term examinations |
| | 8 | Culture and Cultural Change. |
| | 9 | The learning organization – for 21st century survival |
| | 10 | Knowledge management– The role of technology |
| | 11 | The coherence imperative – organizing diversity |
| | 12 | Reengineering organizations |
| | 13 | Sustainability Issues for the Planet |
| | 14 | Revision for the final examination |
| Methodology | Lectures, presentations, blended learning & teaching, flipped learning, case studies, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| Bibliography | <p>Required Textbook</p> <p>1. Title: Managing Change Author Bernard Burnes Publisher Prentice Hall Edition 2017 Year 7th ISBN 9781292156040</p> <p>Textbooks, References, Other Bibliography</p> <p>1. Title Organizational Change, 5th Ed. Author Barbara Senior and Stephen Swailes Publisher Prentice Hall Edition 5th Year 2016 ISBN 978-0273695981</p> <p>2. Title Critical Success Factors of Change Management</p> | |



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| | Author Tim Fritzenschaft Publisher Springer Edition 1 st Year 2014 ISBN 978-3658045494 |
| Evaluation | 50% continuous assessment (coursework, mid-term examination, presentations, quizzes, case studies, essays, assignments, group work) and 50% final examination. Passing mark: 50% |
| Language | English |

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|----------------------------|--|--|---|-------------|--|
| Course Title | Public Relations | | | | |
| Course Code | MAR 300 | | | | |
| Course Type | Elective | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | To be chosen for Semester E, F or G | | | | |
| Lecturer's Name | | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | The course is dealing with the theory of communication. The concepts of public, public opinion, research, and the place of public relations in the organization are examined. Emphasis is given on designing public relations strategies and application of public relations methods, tools and techniques in maintaining effective relations with the different publics. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> • Be able to examine the role of public relations and its fundamental principles including the importance of management, planning, ethics, research, communication and public opinion; • Be able to demonstrate an ability to deal with the practical communications applications of the field, including the emergence of the electronic communications and the discipline of integrated marketing communication; • Be able to examine the primary constituents, with which the field deals, including the media, employees, and government; • Improve critical thinking skills and be able to handle communication with employees and the media; • Be able to create a message planner; and to write an effective press release; and • Be able to develop and demonstrate an ability to implement dynamic public relations communications plan in order to create and maintain corporation's identity and reputation. | | | | |
| Prerequisites | None | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | Define Public Relations and PR concepts State the importance of Public Relations | | | |
| | 2 | Discuss Public Opinion attitudes and the power of motivation Point and compare Ethics with Public Relations | | | |

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| | 3 | Explain Research, concepts and application. Define Communication State Communication theories | |
| | 4 | State Management and relation with Public Relations Underline Crisis Management and implementation | |
| | 5 | Compare Marketing Communications such as publicity, third-party endorsement, building a brand on the Web, | |
| | 6 | State Public Relations Writing and public relations techniques, for an effective presentation. | |
| | 7 | Mid-term Examination | |
| | 8 | Identify the importance of Public Relations and the Internet, Point Print Media and power of publicity and Electronic Media | |
| | 9 | Draw the importance of communication with the employees. | |
| | 10 | Explain Community Diversity, the importance of minorities | |
| | 11 | State public relations and in the government, lobbying the government, government objectives. | |
| | 12 | Distinguish PR with Consumers and Investors | |
| | 13 | State future public relations issues and 21 st century public relations challenges | |
| | 14 | Presentations Revise for final examination | |
| | Methodology | Lectures, presentations, blended learning & teaching, flipped learning, case studies, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| | Bibliography | <p>Required Textbooks</p> <p>1. Title The practice of public relations Author(s) Fraser P. Seitel Publisher Pearson Edition 13th Year 2016 ISBN: 978-0134170114</p> <p>Textbooks, References, Other Bibliography</p> | |

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|------------|--|
| | <p>1. Title Effective public relations Author(s) Scott M. Cutlip Publisher Pearson Edition 11th Year 2012 ISBN 978-027-376-839-5</p> <p>2. Title Public relations strategies and tactics Author(s) Dennis L. Wilcox, Philip H. Ault, Warren K. Agee Publisher Pearson Edition 11th Year 2014 ISBN 978-0205960644</p> |
| Evaluation | 50% continuous assessment (coursework, mid-term examination, presentations, quizzes, case studies, essays, assignments, group work) and 50% final examination. Passing mark: 50% |

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|----------------------------|--|--|---|-------------|--|
| Course Title | Human Geography | | | | |
| Course Code | TOU202 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | 2 nd Year C Semester | | | | |
| Lecturer's Name | | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | The course provides students with an accessible and concise introduction to the study of Human Geography. Students' studying the entire world is a fascinating subject, and geographical knowledge is fundamental to a competent understanding of our world. In this course students develop an understanding and appreciation of the interactions between people and places through the core themes of globalization, development, urbanization, diversity and inequality. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> • Be able to understand what geography is as well as some of the fundamental concepts that underpin this diverse discipline. • Be able to demonstrate an ability to explain relationships between the environment, society, ethnicity, agriculture and culture. • Be able to critically engage with key issues in human geography. • Improve critical thinking skills and be able to demonstrate an awareness of how do language, religion, and landscape differ and affect the physical environment ; • Discuss the range of human geographical ideas, concepts and approaches. • Be able to develop an awareness of the interdisciplinary nature of human geography and environmental issues. | | | | |
| Prerequisites | None | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | Thinking Geographically: the principles of geographic study; Mapping the world; Geographic Data collection and analysis; Changes in places: diffusion; The Human - Environment Relationship. | | | |

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| | 2 | Population and Health: Thinking about population; Population and development; Measuring the impact of population; Geography of Health. |
| | 3 | Migration: Migration and Geography – A brief history; Definitions and data; The Demographic Transition Model; Global, National, Regional and Local patterns; Migration and Political Policy; Culture, globalisation and economics of migration in the 21 st century; The future of Human Movement. |
| | 4 | Folk Culture and Popular Culture: The Cultural Landscape; Folk Culture and Popular Culture; Global Culture and the interface with the Local Culture; Resistance to Popular Culture. |
| | 5 | The Geography of Language: Language and its relationship with culture; Classification and distribution of language; Language in the Physical; Business and Digital Worlds. |
| | 6 | Religion: Overview of Major Languages; Diffusion of Major Religions; Religious Conflict. |
| | 7 | Mid-term Examination |
| | 8 | Ethnicity and Race: What are Ethnicity and Race? Relevance of ethnicity and race in the United States and other places. |
| | 9 | Political Geography: How Political Space is Organised; The challenges of defining a state; Cooperation between states; Boundaries and Boundary disputes; The electoral process. |
| | 10 | Development and Wealth: Introduction to important terms and concepts; The Global, National, Regional and Local Patterns; Rostow’s Stages of Growth and Political Policy; New Models of Development. |
| | 11 | Agriculture and Food: How agricultural originated and diffused; Agricultural Practises; Global Changes in Food production and consumption; The impacts of modern agriculture. |
| | 12 | Human Settlements & Urbanization: Rural Settlements Patterns; Urbanisation and Urban Patterns; The key features of urban infrastructure; How modern cities impact their surrounding areas. |

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| | 13 | Environment and Resources: Non-renewable resources; Renewable Energy Sources; Pollution; Prevention of Natural Resources. |
| | 14 | Revision-Preparation for the Final Exam |
| Methodology | Lectures, presentations, blended learning & teaching, flipped learning, case studies, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| Bibliography | <p>Required Textbooks</p> <p>1. Title Introduction to Human Geography Author(s) Caitlin Finlayson Publisher Kindle Edition Edition 1st Year 2021 ISBN13 979-8528399584</p> <p>Textbooks, References, Other Bibliography</p> <p>1. Title Introduction to Human Geography Author(s) David Dorrell, Georgia Gwinnett, Joseph P. Henderson, Georgia Gwinnett Publisher University of North Georgia Edition 2nd Year 2019 ISBN13 978-1940771601</p> | |
| Evaluation | 50% continuous assessment (coursework, mid-term examination, presentations, quizzes, case studies, essays, assignments, group work) and 50% final examination. Passing mark: 50% | |
| Language | English | |

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|----------------------------|--|--|---|-------------|--|
| Course Title | Microeconomics for Tourism | | | | |
| Course Code | ECO201 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | 2 nd Year C Semester | | | | |
| Lecturer's Name | Fedonas Karapatakis | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | The course introduces students to those principles essential to an understanding of the fundamental economic challenges and problems consumers, firms and governments face. It presents the main concepts, principles and analysis of Microeconomics and demonstrates the relevance of economics and its relevance to tourism. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> ▪ Review today's economic environment ▪ Demonstrate an ability to handle economic problems, based upon an understanding of the theoretical framework ▪ Be introduced to the latest ideas in economics. | | | | |
| Prerequisites | None | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | The scope and content of the economics of tourism, the use of models in the economics of tourism, the measurement of tourism | | | |
| | 2 | Demand, supply and the market. Microeconomics foundation of tourism demand: optimal choice in tourism demand, the social context of tourism decision making | | | |
| | 3 | Empirical studies of tourism demand: The single equation approach to estimating tourism demand, the systems of equation models of tourism demand, forecasting tourism demand, elasticity of demand | | | |
| | 4 | Microeconomics foundation of tourism supply: the industrial economics background, the structure-conduct-performance (SCP) paradigm, game theory and tourism | | | |
| | 5 | The economic profile and characteristics of the tourist sector: the transport, the accommodation, the intermediary sector and tourism attractions | | | |

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| | 6 | Contract theory and information theory: Economic theory of contracts (implicit and explicit contracts, complete and incomplete contracts), Trading and bargaining games, Contracts enforcement and enforcement mechanisms, the Coase theorem, social efficient outcome, first best and second best contracts, the contracts in tourism markets. |
| | 7 | Uncertainty and tourism: Consumer decisions under uncertainty, expected utility theory and attitude towards risk, insurance and risk-sharing contracts, insurance contracts in tourism: insurance against the "economic risk" of ruined holiday, future (forward) contracts in tourism: "Free Sale" and "Allotment" Contracts. |
| | 8 | Mid-Term Exam |
| | 9 | Asymmetric information and uncertainty: the principal-agent model. Incomplete, imperfect and asymmetric information. The moral hazard problem (hidden action): incentive contracts and the trade-off between incentives and insurance. Incentive contracts in tourism. |
| | 10 | The adverse selection problem (hidden information): signaling and selection mechanisms in tourism. Implicit contracts and reputation mechanisms in tourism. |
| | 11 | Monopoly: From linear prices to price discrimination, temporal price discrimination: first minute and last minute strategies, applications to tourism markets. Starbucks pricing: Tall, Grande and Venti |
| | 12 | Competition: Price competition, Quantity competition and capacity constraints, Product differentiation, entry - exit and market structure, applications to tourism markets. Mc Donald's versus Burger King in product differentiation |
| | 13 | Policy: Antitrust policy, Industrial policy, Regulation, Applications to tourism markets. |
| | 14 | Revision-Preparation for Final Exam |
| Methodology | Lectures, presentations, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| Bibliography | <p>Required Textbooks</p> <p>1. Title The Economics of Recreation, Leisure and Tourism Author(s) John Tribe Publisher Routledge Edition 6th ed. Publ. Year 2020 ISBN 9780367230814</p> <p>Textbooks, References, Other Bibliography</p> | |

| | |
|------------|--|
| | <p>1. Title Economics of Tourism and Hospitality, A Micro Approach Author(s) Yong Chen Publisher Routledge Edition 1st Publ. Year 2021 ISBN 9780367897350</p> <p>2. Title The Economics of Tourism Destinations Author(s) G. Candela, P. Figini Publisher Springer Edition 1st Publ. Year 2012 ISBN 9783642208737</p> <p>3. Title Economics: principles, problems, and policies Author(s) Campbell R., C. R. McConnell Publisher McGraw-Hill Edition 16th ed. Publ. Year 2014 ISBN 978-9814575135</p> <p>4. Title Economics & contemporary issues Author Ronald L. Moomaw ...[et al.] Publisher Cengage Edition International ed. Publ. Year 2010 ISBN 978-1439041222</p> <p>Academic Journals Annals of Tourism Research, Tourism Management, Current Issues in Tourism, Tourism Analysis, Tourism Recreations Research, Tourism Geographies, Journal of Sustainable Tourism, Tourism Economics</p> |
| Evaluation | 50% coursework and 50% final examination. |
| Language | English |

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|----------------------------|--|--|---|-------------|--|
| Course Title | Macroeconomics for Tourism | | | | |
| Course Code | ECO 202 | | | | |
| Course Type | Compulsory | | | | |
| Level | Bachelor of Arts | | | | |
| Year / Semester of Study | 2 nd Year D Semester | | | | |
| Lecturer's Name | Fedonas Karapatakis | | | | |
| ECTS | 6 | Lectures / week | 3 | Labs / week | |
| Course's Aim and Objective | The course is an introduction to the principles of macroeconomics. It exposes students to the theory of national income accounting, aggregate supply and demand, income and spending, money and banking, economic growth and economic fluctuations, inflation and unemployment, fiscal and monetary policy and international linkages. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> Justify the importance of a model-based approach to macroeconomic analysis as well as how the various models are connected Evaluate the action policy makers undertake, when the economy fails to function effectively on its own Analyze current economic issues, in the context of an economic frame Distinguish the important links connecting different economies Demonstrate an ability, to explain and test macroeconomic theory by using real-world data. | | | | |
| Prerequisites | ECO201 | | | | |
| Course Syllabus | Week | Learning Outcomes and Content of the Course | | | |
| | 1 | Overview of Macroeconomics: Macroeconomic Issues; Objectives and Instruments. | | | |
| | 2 | Measures of Tourism: destination management information system, WTO statistics, WES tourism production index, the Input-Output Matrix. The role of motivation and perception in tourism economics | | | |
| | 3 | Distinguish the economic contribution, economic impact and net benefits. The economic impacts of tourism: direct, indirect, induced, leakages. Economic benefits of tourism, sources of costs and benefits: terms and trade effects, taxation, government revenue and subsidies, market power, underemployment, foreign exchange effect, externalities | | | |

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| | 4 | The economic contribution of tourism: tourist satellite accounts. What is a TSA, importance of TSA, updating TSA, regional TSA, TSA as a policy instrument, using TSA: developing measures of tourism performance | |
| | 5 | Economic impacts of tourism on local communities Multiplier effect and its significance | |
| | 6 | Economic impacts of tourism: CGE models, the structure of CGE models, economic impact assessment using CGE models, strengths and limitations of CGE models. The role of tourism in the wider local economy | |
| | 7 | Cross benefit analysis: when to use CBA, eight main steps in performing CBA, other issues in contacting CBA, cost effectiveness analysis | |
| | 8 | Mid-Term Exam | |
| | 9 | Tourism Investments: categories of tourism investments, sources of capital investment financing, generating capital investments proposals, the optimal level of investment, selecting capital investments, investing in tourism infrastructure: public infrastructure investments for economic development | |
| | 10 | Foreign direct investments: patterns, motives for FDI in tourism, effects of FDI on host destinations, potential costs of FDI to host destinations, domestic ownership vs foreign ownership | |
| | 11 | Taxation: taxation and tourism, types of tourism taxation, effects on taxation, principles of good taxation, arguments for taxing tourism, arguments against tourism taxation, earmarking of specific tourism taxes | |
| | 12 | Destination competitiveness: factors underpinning destination competitiveness, the travel and tourism competitiveness index, destination competitiveness by niche market, destination price competitiveness, different measures of destination price competitiveness | |
| | 13 | Future directions in Tourism economics: tourism demand and forecasting, supply and pricing, economic contribution and economic impact, cost and benefits, investment and infrastructure, taxation, transport, environment | |
| | 14 | Revision-Preparation for Final Exam | |
| | Methodology | Lectures, presentations, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations | |
| | Bibliography | Required Textbooks 1. Title The Economics of Recreation, Leisure and Tourism Author(s) John Tribe Publisher Routledge | |

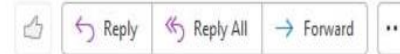
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|------------|--|
| | <p>Edition 6th ed. Publ. Year 2020 ISBN 9780367230838</p> <p>Textbooks, References, Other Bibliography</p> <p>1. Title Economics of Tourism and Hospitality, A Micro Approach Author(s) Yong Chen Publisher Routledge Edition 1st Publ. Year 2021 ISBN 9780367897350</p> <p>2. Title The Economics of Tourism Destinations Author(s) G. Candela, P. Figini Publisher Springer Edition 1st Publ. Year 2012 ISBN 9783642208737</p> <p>1. Title Economics Author(s) C. R. McConnell Publisher McGraw-Hill Edition 16th ed. Publ. Year 2014 ISBN 9814575135</p> <p>2. Title Economics & contemporary issues Author Ronald L. Moomaw ...[et al.] Publisher Cengage Edition International ed. Publ. Year 2014 ISBN 978-1439041222</p> <p>Academic Journals</p> <p>Annals of Tourism Research, Tourism Management, Current Issues in Tourism, Tourism Analysis, Tourism Recreations Research, Tourism Geographies, Journal of Sustainable Tourism, Tourism Economics</p> |
| Evaluation | 50% coursework and 50% final examination. |
| Language | English |

Annex 2

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WTO iLibrary

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Annex 3

B.A Travel & Tourism Management Descriptive Grading System:

| % Grade | Grade | Grade Meaning | Grade Points per Credit |
|----------|-------|---|-------------------------|
| 90-100 | A | Excellent: An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking. | 4.00 |
| 80-89 | B+ | Very Good: A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking. | 3.50 |
| 75-79 | B | Good: A good performance in most areas. The candidate demonstrates a good degree judgement and independent thinking in the most areas. | 3.00 |
| 65-74 | C+ | Above Average: A satisfactory performance but with significant shortcomings. The candidate demonstrates an above average degree of judgment and independent thinking. | 2.50 |
| 60-64 | C | Average: An average performance but with significant shortcomings. The candidate demonstrates an average degree of judgment and independent thinking. | 2.00 |
| 55-59 | D+ | Below Average: A performance meets the minimum criteria but no more. The candidate demonstrates a very limited degree of judgment and independent thinking. | 1.50 |
| 50-54 | D | Poor: Inadequate performance and engagement with the topic. The candidate demonstrates a poor and very limited degree of judgment and independent thinking. | 1.00 |
| Below 50 | F | Failure: A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking. | 0.00 |

Annex 4





Top 10 Countries

| | | |
|-----|----------------|-------|
| 1. | Cyprus | 2,226 |
| 2. | Greece | 159 |
| 3. | Bangladesh | 140 |
| 4. | United States | 104 |
| 5. | India | 65 |
| 6. | Egypt | 64 |
| 7. | Sri Lanka | 63 |
| 8. | United Kingdom | 37 |
| 9. | Nigeria | 24 |
| 10. | Canada | 21 |

Top 10 Referrals

| | | |
|-----|----------------------|-----|
| 1. | l.facebook.com | 152 |
| 2. | m.facebook.com | 77 |
| 3. | facebook.com | 30 |
| 4. | l.instagram.com | 30 |
| 5. | cdacollege-pafos.net | 10 |
| 6. | lm.facebook.com | 10 |
| 7. | cdacollege.com | 8 |
| 8. | instagram.com | 7 |
| 9. | yandex.ru | 5 |
| 10. | cdacollege.net | 4 |

Top Posts/Pages

| | | |
|-----|-----------------------------------|-------|
| 1. | Homepage - CDA College | 1,412 |
| 2. | Programs of study - CDA College | 693 |
| 3. | Αρχική σελίδα - CDA College | 550 |
| 4. | Diploma Level - CDA College | 252 |
| 5. | Admissions - CDA College | 243 |
| 6. | Tuition fees - CDA College | 225 |
| 7. | Academics - CDA College | 214 |
| 8. | Contact Us - CDA College | 203 |
| 9. | Application Form - CDA College | 166 |
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Annex 5

Erasmus

C.D.A College took part in the “Social Entrepreneurship to battle Youth Social Exclusion - SENEET (2019-1-EL02-KA205-004798)”.

According to the EU SPC's (2017), there has been no improvement in the social conditions in the EU since 2008, when a lot of member states went through a financial crisis. A particularly vulnerable group in today's economic environment are NEETs, people aged 18-30 who are socially excluded due to low skills, lack of education and unemployment. The aim of the Erasmus+ program entitled "Social Entrepreneurship to battle Youth Social Exclusion" and code 2019-1-EL02-KA205-004798, is to empower young people who face social exclusion due to unemployment, giving them the opportunity to acquire the necessary skills and knowledge in social entrepreneurship, the development of their business ideas, as well as the Internet and social media to promote their businesses. The coordinator of the program was E-School (Greece), and partners were CDA College (Cyprus), KVK (Lithuania), CJRAE Arad (Romania) and Business Incubator - Gotse Delchev. (Bulgaria). The program included 5 LTTAs in each country, and a total of 84 people have participated. The participants, guided by the teachers, created their own virtual social enterprises.

For the Academic year 2021-2022:

- Dr Katalin Kukorelli of University of Dunaujvaros visited our college and had the opportunity to deliver lectures to our students. (STA). The Erasmus office in cooperation with Aristotle Research Centre organized a seminar entitled “Communication & Negotiation Skills”. Lead Speaker Dr. Kukorelli (6/5/2022)
- 6 (STT) from Radom Academy of Economics in May to Nicosia.
- 6 (STT) From University of Oradea in May in Larnaca.
- Host LTTA 3 “Business Start-Up and Development” 25 -29 October
- partner LTTA 4 “Digital marketing and Social Media in Business Development” Arad, Rumania 22-28 May
- partner LTTA 5 “Presentations of Virtual Businesses” in Karditsa, Greece 17-23 July.

For the Academic year 2022-23:

Host: “Find a job you love and you will never have to work again!” (2020-1-HU01-KA116-078380). Training of students from the department of aesthetics of Szegedi SZC Móravárosi Szakképző Iskola Hungary. (10-21/10/2022).

We have welcomed:

- a student from (SMS) Universite de Bretagne Sud France in the program of study BA Business Administration.
- 2 training mobilities (STT) από το University of Oradea in October in Nicosia

In February 2023, C.D.A College has applied for the following Erasmus+ projects:

- a. Short-term project for mobility of learners in vocational education and training (KA122-VET) with title “Enhancing employability through vocational education and training.”
- b. Mobility of higher education students and staff project (KA131-HED).
- c. Mobility of higher education students and staff project (KA171-HED) in collaboration with the KUTAISI University of Georgia.

“Find a job you love and you will never have to work again!”

C.D.A College participated as a hosting organization in the project with title “Find a job you love and you will never have to work again!” and reference number 2020-1-HU01-KA116-078380 in the framework of Erasmus+ programme. The Erasmus Office, in collaboration with the Department of Aesthetics planned, organized and implemented all vocational education and training activities, including lectures, workshops, practical training, case studies and discussions. The courses began on October 10, 2022 until October 21, 2022 in Larnaca Campus. In the context of the cultural activities, the participants had the opportunity to experience a guided tour of the divided city of Nicosia.

"Lymphatic System" & "Color Analysis" Seminar

The Erasmus Office of C.D.A. College organized a one-day seminar on April 26, 2023, focusing on two fascinating topics: the "Lymphatic System" and "Color Analysis." This seminar was specifically tailored for the students and academic staff of the Aesthetics department from all campuses. The seminar provided a comprehensive learning experience by combining theoretical knowledge with practical training. The aim was to enhance the participants' understanding of the lymphatic system and its significance in the field of aesthetics. Through engaging lectures and interactive discussions, the attendees gained insights into the structure and functions of the lymphatic system, as well as its role in maintaining overall health and well-being. In addition to the theoretical aspects, the seminar also included hands-on practical demonstrations, allowing the participants to apply their knowledge in real-world scenarios. The attendees had the opportunity to learn and practice various techniques related to the lymphatic system, enabling them to develop essential skills for their future professional endeavors. Furthermore, the seminar incorporated a segment on "Color Analysis", which explored the connection between colors and personal appearance. The participants learned about the principles of color theory and its application in aesthetic practices. They were introduced to techniques for analyzing skin tones, identifying suitable color palettes, and utilizing color to enhance individual features and overall appearance. The lectures and practical demonstrations were conducted by two distinguished professors from the International College of Cosmetology in Latvia. With their expertise and experience, the professors provided valuable insights, guidance, and practical tips to the attendees, ensuring a rich and engaging learning experience. Overall, the one-day seminar on the "Lymphatic System" and "Color Analysis" offered a unique opportunity for students and academic staff in the Aesthetics department to expand their knowledge, gain practical skills, and explore innovative concepts in their field.

"Climate Change and Overheating problem. Methods and actions for tackling the environmental and economic crisis by utilization Renewable Energy Sources"

During the period from 20/06/2023 to 27/06/2023, C.D.A. College had the privilege of participating as a hosting organization in the Erasmus+ project titled "Climate Change and Overheating problem. Methods and actions for tackling the environmental and economic crisis by utilization Renewable Energy Sources" with project reference 2022-1-EL01-KA122-ADU-000072138. This project aimed to address the pressing issues of climate change and overheating by exploring various methods and actions related to the utilization of renewable energy sources. C.D.A. College provided a platform for participants to engage in educational activities, workshops, and discussions focused on tackling the environmental and economic crisis caused by climate change. The project emphasized the importance of renewable energy sources as a sustainable and viable solution to combat climate change and reduce overheating problems. Throughout the project, participants had the opportunity to learn about different renewable energy technologies, such as solar power, wind energy, hydropower, and bioenergy. They explored the practical applications of these technologies and their potential for mitigating climate change impacts while promoting economic growth. The main objectives of this project were to equip participants with the necessary skills, knowledge, and mindset to contribute actively to the fight against climate change and promote the adoption of renewable energy sources in their respective communities and professional fields.

During the two years of the pandemic the Erasmus mobilities were limited but we have already begun communication with future partners.

Students have started showing more enthusiasm on Erasmus programs because they know it is a life time experience.

Annex 6



Europass Curriculum Vitae

Personal information

Surname(s) / First name(s) **Tsangas Michail**
 Address(es) P.O. Box 70784, 3802, Limassol, Cyprus
 Telephone(s) (00357) 99536451
 E-mail tsangasm@cytanet.com.cy
 Nationality Greek
 Date of birth 20 June 1974
 Gender Male

Desired employment / Occupational field

Academic & Professional research & training

Work experience

| | |
|--------------------------------------|---|
| Dates | May 2014 - Today |
| Occupation or position held | QHSE Consultant Consulting and training services regarding quality, occupational health and safety, European standards implementation and environmental conservation and management. <ul style="list-style-type: none"> ▪ Design and implementation of Quality Management Systems, Health and Safety Management Systems and Environmental Management Systems ▪ Preparation of Occupational Health and Safety Risk Assessment Studies, Environmental Impact Assessment Studies, Health and Safety Plans ▪ Trainer (Professional training in quality management, environmental management, health and safety management and other management and technical fields) ▪ Lead Auditor for quality management (ISO 9001), environmental management (ISO 14001) and health and safety management (ISO 45001) systems |
| Main activities and responsibilities | |
| Name and address of employer | Self employed |
| Type of business or sector | Business Consulting and Professional Training |
| Dates | Sept 2014 – June 2019 |
| Occupation or position held | General Manager - QHSE Consultant Company Management Consulting and training services regarding quality, occupational health and safety, European standards implementation and environmental conservation and management. <ul style="list-style-type: none"> ▪ Design and implementation of Quality Management Systems, Health and Safety Management Systems, Environmental Management Systems and Factory Production Control Systems ▪ Preparation of Occupational Health and Safety Risk Assessment Studies, Environmental Impact Assessment Studies, Health and Safety Plans and Feasibility Studies ▪ Trainer (Professional training in quality management, environmental management, health and safety management and other management and technical fields) |
| Main activities and responsibilities | |
| Name and address of employer | Q Network Consulting Ltd |
| Type of business or sector | Business Consulting and Professional Training |
| Dates | October 2007 – April 2014 |
| Occupation or position held | Business Consultant - Trainer |

| | |
|--|--|
| Main activities and responsibilities | <p>Consulting and training services regarding quality, occupational health and safety, European standards implementation and environmental conservation and management.</p> <ul style="list-style-type: none"> Design and implementation of Quality Management Systems, Health and Safety Management Systems, Environmental Management Systems and Factory Production Control Systems Preparation of Occupational Health and Safety Risk Assessment Studies, Environmental Impact Assessment Studies, Health and Safety Plans and Feasibility Studies Trainer (Professional training in quality management, health and safety management and other management and technical fields) |
| Name and address of employer | M.C. ARGONAUTS BUSINESS DEVELOPMENT LTD |
| Type of business or sector | Business Consulting and Professional Training |
| Dates | July 2006 – September 2007 |
| Occupation or position held | Business Consultant |
| Main activities and responsibilities | <p>Consulting and training services</p> <ul style="list-style-type: none"> Design and implementation of Quality Management Systems, Health and Safety Management Systems and Factory Production Control Systems Preparation of Occupational Health and Safety Risk Assessment Studies, Health and Safety Plans and Feasibility Studies Trainer (Professional training in quality management, health and safety management and other management and technical fields) |
| Name and address of employer | The Research and Consultancy Unit, IMCS Intercollege |
| Type of business or sector | Business Consulting |
| Dates | April 2004 – July 2006 |
| Occupation or position held | Senior Management Systems Consultant |
| Main activities and responsibilities | <p>Consulting Services</p> <ul style="list-style-type: none"> Design and implementation of Quality Management Systems and Health and Safety Management Systems Preparation of Occupational Health and Safety Risk Assessment Studies and Human Resources Studies Trainer (Professional training in quality management) |
| Name and address of employer | CMR – Cypronetwork Marketing Research Ltd |
| Type of business or sector | Business Consulting |
| Dates | March 2006 – July 2006 |
| Occupation or position held | Senior Consultant |
| Main activities and responsibilities | <p>Consulting Services</p> <ul style="list-style-type: none"> Design and implementation of Health and Safety Management Systems Preparation of Occupational Health and Safety Risk Assessment Studies |
| Name and address of employer | Management Force (Cyprus) Ltd. |
| Type of business or sector | Health and Safety Consulting |
| Dates | June 2002 – February 2004 |
| Occupation or position held | Quality Manager |
| Main activities and responsibilities | <ul style="list-style-type: none"> Responsible for the implementation of the Quality Management System of the Company, Quality Control and laboratory operations and Health and Safety |
| Name and address of employer | Filios G. Sykopoulos Ltd. |
| Type of business or sector | Plastic pipes and films Factory |
| Education and training | |
| Dates | September 2017 – December 2022 |
| Title of qualification awarded | PhD |
| Principal subjects/occupational skills covered | Environmental Conservation and Management - Environmental Engineering |

| | |
|--|--|
| Name and type of organization providing education and training | Open University of Cyprus |
| Dates | September 2011 – February 2014 |
| Title of qualification awarded | MSc in Environmental Conservation and Management (Energy and Pollution) |
| Principal subjects/occupational skills covered | Environmental Conservation and Management |
| Name and type of organization providing education and training | Open University of Cyprus |
| Dates | September 1992 – July 1998 |
| Title of qualification awarded | Diploma in Naval Architecture and Marine Engineering |
| Principal subjects/occupational skills covered | <ul style="list-style-type: none"> Naval Architecture Marine Engineering Mechanical Engineering |
| Name and type of organization providing education and training | National Technical University of Athens |
| Personal skills and competences | |
| Mother tongue(s) | Greek |
| Other language(s) | English |
| Social skills and competences | Strong communication and interpersonal skills |
| Organizational skills and competences | Excellent organizational skills |
| Computer skills and competences | <ul style="list-style-type: none"> Excellent Knowledge of Microsoft Office programs: Word, Excel, PowerPoint, Microsoft Project Excellent Knowledge of AutoCAD, SPSS, OpenLCA, Aermod viewer, Internet and e-mail |
| Other skills and competences | <ul style="list-style-type: none"> Ability to work under pressure, Excellent writing skills Reviewer for several academic journals |
| Additional information | <p>Professional Qualifications:</p> <ul style="list-style-type: none"> Member of Cyprus Scientific and Technical Chamber (ETEK), Approved Trainer for Vocational Training by the Human Resources Authority of Cyprus <p>Professional Training / Seminars etc.:</p> <ul style="list-style-type: none"> NEBOSH International General Certificate in Occupational Health and Safety ISO 9001:2000 / Quality Management Systems Lead Auditors Training Course OHSAS 18001:2007 / Health and Safety Management Systems Lead Auditors Training Course <p>Publications:</p> <ul style="list-style-type: none"> Tsangas, M.; Papamichael, I.; Zorpas, A.A. Sustainable Energy Planning in a New Situation. <i>Energies</i> 2023, 16, 1626. https://doi.org/10.3390/en16041626 Stylianou, M.; Papamichael, I.; Voukkali, I.; Tsangas, M.; Omirou, M.; Ioannides, I.M.; Zorpas, A.A. LCA of Barley Production: A Case Study from Cyprus. <i>Int. J. Environ. Res. Public Health</i> 2023, 20, 2417. https://doi.org/10.3390/ijerph20032417 Tsangas, M.; Zorpas, A.A. (2023). Cyprus: Energy Policy. In: Tiess, G., Majumder, T., Cameron, P. (eds) <i>Encyclopedia of Mineral and Energy Policy</i>. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-40871-7_293-1 Tsangas, M., Zorpas, A. A. and Jeguirim, M. 2022. 'Sustainable renewable energy policies and regulations, recent advances, and challenges', in <i>Renewable Energy Production and Distribution</i>. Academic Press, pp. 449–465. doi: 10.1016/b978-0-323-91892-3.00009-1. |

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- Tsangas, M.; Jeguirim, M.; Limousy, L.; Zorpas, A. The Application of Analytical Hierarchy Process in Combination with PESTEL-SWOT Analysis to Assess the Hydrocarbons Sector in Cyprus. *Energies* 2019, 12, 791. <https://doi.org/10.3390/en12050791>
- Tsangas, M.; Zorpas, A.A.; Jeguirim, M. and Limousy, L., 2018. Cyprus energy resources and their potential to increase sustainability at Renewable Energy Congress (IREC), 2018 9th International. IEEE, Hammamet, Tunisia. DOI: 10.1109/IREC.2018.8362480
- Zorpas, A.A.; Tsangas, M.; Jeguirim, M.; Limousy, L.; Peaheno, J.N. Evaluation of renewable energy sources (solar, wind, and biogas) established in Cyprus in the framework of sustainable development. *Fresenius Environ. Bull.* 2017, 26, 5529–553

Conferences:

- M. Tsangas, A. A. Zorpas, 2022. Meta-analyses of the recent energy strategic planning in the framework of sustainability assessment. A review. In 9th International Conference on Sustainable Solid Waste Management Corfu, Greece, 15 - 18 JUNE 2022
- Tsangas M., Zorpas A., 2021, "Evidence of Cyprus Energy Strategy, Realities and Options", 17th International Conference on Environmental Science and Technology (CEST2021), 1-4 September 2021, Athens.
- M. Tsangas, A.A. Zorpas, 2020. Multi criteria analysis concept to asses strategic energy planning sustainability evaluation methods at OpenEarth Conference on Climate Change Adaptation and Mitigation, 12-14 February 2020, Thessaloniki.
- M. Tsangas, A.A. Zorpas, 2019. Life Cycle Assessment of the framework of Cyprus Energy Policy at 7th International Conference On Sustainable Solid Waste Management. Heraklion, Greece.
- Tsangas, M. and Zorpas, A.A., 2018. Evaluation of Cyprus energy resources in the framework of environmental sustainability using a novel SWOT-PESTEL approach at Protection and Restoration of the Environment XIV International Conference. Thessaloniki, Greece

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LinkedIn Profile: www.linkedin.com/in/michalis-tsangas-5a045576

Annex 7

Research Activities for Travel & Tourism

Title: Increasing Carbon Offsetting Awareness Among Travelers

Commercial aviation contributes to about 2-2.5% of global CO₂ emissions, with a more significant impact on climate change due to other greenhouse gases and atmospheric effects. Efforts to reduce its impact include improving fuel efficiency, using sustainable aviation fuels, exploring new aircraft technologies, and promoting carbon offsetting to compensate for the emissions generated by flights. This project aims to explore the awareness and understanding of carbon offsetting among Cypriot travelers, their previous experiences with it, and their general consensus. Through questionnaires, information will be gathered from travelers about their knowledge and usage of carbon offsetting, using mainly the international visitor survey (IVS) managed by Tourism Research Australia (only 2.1% of international visitors to Australia carbon offset in 2008). The insights from this study will help to create targeted interventions and communication strategies to raise awareness about carbon offsetting and encourage its adoption, ultimately contributing to a more sustainable travel industry. The second stage of this project will involve collaboration between the College and a Travel booking agency, examining how social marketing strategies and nudge techniques (such as social proof, pop up saying that 40% of the people are offsetting) could be employed to increase the number of people booking offsets.

Title: Enhancing Museum Experiences through Augmented Reality Sculptures

This project involves collaboration with a Cypriot artist who creates AR sculptures and has previously exhibited at the British Museum. The goal is to develop more AR sculptures marked by hidden QR codes throughout the museum, which can be unlocked by scanning with a smartphone (similar to a Pokémon Go hunt). The aim is to enhance visitor attention to detail and complement the museum narrative, creating an engaging and interactive experience. The effectiveness of this approach will be assessed through a questionnaire based on the Museum Experience Scale (MES). This project aims to foster public engagement and creativity by inviting the public to reimagine specific museum specimens and submit their creations in a competition. Participants will create augmented reality (AR) sculptures inspired by the displayed artifacts, with the best selected for integration into the interactive museum experience. By involving the public in the process, the project encourages visitors to draw inspiration from the exhibits and actively participate in the museum's expedition.

Title: Assessing Customer Loyalty for Eco-Certified Hotels

Project Description: The objective of this project is to evaluate customer loyalty towards hotels with eco-friendly certifications and identify the key factors that influence this loyalty. Previous research has demonstrated that green certifications can enhance a hotel's environmental performance, public image, customer loyalty, competitive advantage, and lead to cost savings (Chan, 2013; Mensah, 2006). Eco-certification is also considered a marker of corporate social responsibility, which is increasingly significant for environmentally-conscious consumers

(Zhang et al., 2014). This project aims to analyze the impact of eco-certifications on customer loyalty and determine the essential parameters for hotel success. In the broader context, the project will support hotels in obtaining eco-certifications and assist in effectively marketing to eco-conscious customers, ultimately contributing to a more sustainable hospitality sector.

Extra

- Prodrömu, A., Christofi, N.M. & Aristidou, H. (2023). **Sexual Harassment Against Women at the Workplace - Digging into the Cyprus Reality.** (Pending for Publication).

The specific articles focus on identifying the extend of Sexual Harassment against women at the workplace in the Republic of Cyprus. The authors have applied a Quantitative Research with an extensive Questionnaire and a total of 526 answers from all over Cyprus. The research has examined several age groups and educational levels. The preliminary results show an extensive problem with women of lower education and income to face serious problems at their workplace. The research has examined both local and foreign women in order to identify possible differences. In addition, the examination of both the public and private sectors shows that there is a greater problem in the private sector, especially in those organisations that do not have a Code of Conduct and train their human resources about the specific issue. The statistical analysis process is expected to be completed soon.

- Prodrömu, A. & Efthimiou, I. (2023). **Covid-19 - The Impact on Cyprus' SME Tourism Enterprises.** (Pending for Publication)

The authors paid attention towards identifying the impact of Covid-19 on small and medium enterprises in the Republic of Cyprus. A Quantitative Questionnaire of a total of 21 Questions has been developed. The Questionnaire was sent to SME' owners across the country with the assistance of the Cyprus Chamber of Commerce and Industry as well as the regional Chambers. A total of 207 answers have been received with the results to be under statistical process. Attention has been paid into identifying the major problems in relation to access to financial support as this constitutes one of the most important problems of SME. The statistical analysis process is expected to be completed soon.

- Prodrömu, A. & Efthimiou, I. (2023). **Burnout and Work-life Balance in the Cyprus Hotel Industry – Challenges of the Post Covid-19 Era.** (Pending for Publication).

The research focuses on identifying the relationship between burnout and Work Life Balance within the hotel industry in the Republic of Cyprus. The problem of Burnout in the global tourism industry has intensified during the Covid-19 pandemic outbreak. The authors have provided a Quantitative Questionnaire to hotel employees through the two major trade

unions representing a total of 11.000 employees across the country. The research is under process and it is expected to be completed by the end of June.

Previous IDEK research proposals

IDEK (Research and Innovation foundation)- relevant activities

[CEMP project \(Carob extract as meat preservative\) - Research in enterprises/0223/Sub-Call2/02](#)

Publishable Project Summary

This project aims to identify a safer alternative to sodium nitrite as a meat preservative, addressing the health concerns associated with nitrosamines, which are known carcinogens. Utilizing carob, a native Cypriot resource, the project will: (1) Investigate the feasibility of replacing sodium nitrite with carob-derived antioxidants and (2) Assess carob extract's potential as a meat preservative, examining its microbial and physicochemical properties. The methodology involves developing an innovative meat preservative from Cypriot carob extract, offering a natural and health-conscious solution for consumers, meat producers, and the food industry. This approach caters to the growing demand for natural and organic food options, benefiting the Cypriot economy by promoting local resources and the carob industry. Anticipated results include the successful development of a carob-based meat preservative that is healthier and more eco-friendly than current alternatives. The impact of this project will lead to higher profit margins for meat producers due to the premium pricing associated with organic products, boosting the Cypriot economy.

Participating Organisations

- P.M Markou Meat Products
- Research Centre Aristotle
- University of Cyprus

[Cuprum2929 – Research in enterprises/0223/Sub-Call2/0059](#)

Publishable Project Summary

The proposed project aims to create an open world, puzzle video game that enhances learning experiences for children and beyond. Addressing traditional education limitations, the game fosters problem-solving, strategic thinking, and social skills. The project aligns with the S3CY Programme, covering industrial research and experimental development activities such as prototype production, pilot operations, testing, and validation in real-life conditions. The game offers a safe, interactive environment for applying theoretical knowledge, collaboration, and critical thinking. This approach benefits children, educators, and society by enhancing educational outcomes and preparing students for the future. The project contributes to the capacity and competitiveness of Cypriot enterprises in the edtech sector, stimulates private investment in RTDI activities, and fosters economic growth. The project creates employment

opportunities, requiring collaboration among professionals from disciplines like game design, development, art, writing, and testing. The innovative potential lies in transforming traditional learning experiences, increasing student engagement, and offering a competitive advantage in domestic and international markets. The project aligns with the "Information Technology" horizontal priority sector of the S3CY Programme, under the Information Technologies category (a) Software, and (b) Digital Education horizontal application, supporting interactive education. By leveraging cutting-edge technology and fostering interactive learning, the project contributes to the capacity and competitiveness of Cypriot edtech enterprises, stimulating private investment in RTDI activities.

Participating Organisations

- Vaslabs LTD
- Frederick Research Centre
- Research Centre Aristotle

[AR in beauty industry - INNOVOUCHERS/0722/0092](#)

Publishable Project Summary

Humans have been using cosmetics for over 7000 years, and they have evolved tremendously throughout that time. It is only natural that in this technology - driven world, they will evolve even further. Augmented Reality (AR) technologies can provide a virtual try on of a product in real-time, enhancing customer experience and as a result increasing conversion rate, leading to more sales and possible higher profit margins for a company through potential decreases in operational costs. This technology is compatible with skin diagnostic tools and artificial intelligence (AI), allowing customers to get tailored beauty advice. The project's objectives are to look into the state of the technology, determine the range of the customer conversion rate as suggested in the literature, and then evaluate the viability of implementing such technology in the Cypriot market by having respondents fill out questionnaires following a simulated augmented reality experience. A possible expansion to closely related products (with the same AR potential for integration) such as jewellery and sunglasses could be investigated as well following the same methodology. The expected research findings would validate the percentage of consumers who find the technology appealing and would make a purchase in an online store. Upon the implementation of the project and encouraging data we hope to pivot in the AR beauty space, and provide another income stream for the company.

Participating Organisations

- C.D.A College
- MyFound LTD

Executive summary

Keywords: high phenolic concentration extra virgin olive oil (EVOO) as a certified food supplement

Our vision is to elevate the commercial value of olive oil by producing high phenolic concentration extra virgin olive oil (EVOO). The product should qualify for a health claim as per European Regulation 432/2012 by having the required concentration of polyphenols and will be marketed as a food supplement and sold in pharmacies. The olive oil, packed in 150ml medicine-like containers for a recommended daily dose of 5ml, is designed for significant health benefits. Rich in oleacein and oleocanthal, it possesses anti-inflammatory, antioxidant, cardioprotective, and neuroprotective properties. Using our in-house produced Koroneiki variety, known for its high polyphenol content, we will process the olives minimally to retain maximum nutrients. Each oil batch will be certified to contain the required concentration of hydroxytyrosol, tyrosol, and their derivatives per 20g well above the required for the European Union health claim of protecting blood lipids from oxidative stress allowing our product to confidently claim its role in defending against oxidative stress. To ensure the polyphenol concentrations are met we will collaborate with the University of Cyprus that boasts high performance liquid chromatography facilities that will allow us to optimize harvesting times, extraction temperatures and packing methods to ensure compliance with the European regulations. Simultaneously we are considering the development of our testing kits to gauge their accuracy for wider use and this would build on existing solutions available in the market but will allow for flexibility and scalability of the idea that could be done by creating a network of olive mills, ensuring consistent quality as we scale up production. The possibility of reverse-engineering these kits for our production is being investigated. Several steps will be taken to ensure the high polyphenol content. Optimal harvest times will be identified (early in the season, when olives are green and unripe), and rapid extraction post-harvest will be performed to retain the highest level of polyphenols. Cold pressing, which prevents polyphenol degradation due to heat, will be the method of choice. To prevent oxidation, the oil will be stored in a cool, dark place. Furthermore, our packaging will undergo rigorous testing. The oil will be packed in dark glass bottles to minimize light exposure. We are also considering nitrogen flushing the bottles to replace air and oxygen, further reducing the likelihood of oxidation. This comprehensive approach ensures the maximized health benefits of our product aligned with efficient extraction processes.

Useful links:

- [Oleo](#)
- [Pamako](#) (78 euros/ 500 ml)
- [Aristoleo kit](#) (10 pack 120 euros)
- [Cardioleia](#) (21 euros/200 ml)
- [More info](#) (very good background)

Connecting research work with research policy

The integrating of research and teaching activities in higher education institutions is the future direction.

In the face of rapid advances and innovation across many fields of knowledge, it is also increasingly important to prepare students to be lifelong learners able to continue to learn after graduation.

Increasingly, the focus of work on the research-teaching link is directed not towards determining if there is a correlation between excellent research and teaching performance but on how we can enhance the links between research and teaching activities in practice.

The principles of the research policy connecting with research

1. teaching can be research-led so that the curriculum is informed by the outcomes of research and the emphasis is on developing students' understanding of existing research outcomes.
2. teaching can be research-oriented where the focus is on the methodological processes of research in the discipline and students learn the practices of enquiry or how new knowledge is created and validated.
3. teaching can be research-tutored where students are engaged in discussions about existing research findings and practices.
4. teaching can be research-based where the curriculum is built almost entirely around students undertaking research activities.
5. teaching can be research-informed where teachers in collaboration with their students undertake research into their teaching which ensures that teaching is evidence-informed, public, and open to inquiry by peers.
6. research can be teaching-influenced where engagement of students in ongoing research can inform the direction, scope, methods and outcomes of a study.

Annex 8



FEEDBACK REPORT

Name & Surname

Course Code & Name:

Feedback for: (please circle)

- Mid-term Examination
- Assignment
- Group Assignment
- Presentation
- Mock – Exam

Date:

Overall mark:

| Topic | Mark | Comments |
|-----------------------|------|----------|
| Subject Knowledge | | |
| Coherence of Writing | | |
| Presentation Skills | | |
| Writing Skills | | |
| Organizational Skills | | |

Full Name of Academic Staff

Signature



FINAL EXAMINATION

FINAL Student Feedback Form: FINAL EXAM

Student's ID

Date of exam

This form is to be distributed to students only after all students have completed the quals process in its entirety (i.e., after all oral examinations for students who received a marginal pass have been completed).

Your response was evaluated by three faculty members, each of whom assigned an overall rating to your response. The average of these overall ratings is your final score on the qualifying examination.

YOUR SCORE:

Below are the average ratings of your response for each criterion.

Note that the ratings of these individual criteria were used to guide the evaluator's determination of the overall score for your answer; however, your final overall score for the qualifying exam is not simply an average of the individual ratings. This is because the relevance / importance of each criterion will vary depending on the specific case assigned and the particular expertise / theoretical orientation of the evaluator. Thus, your overall score for the qualifying exam reflects the average of each evaluator's assessment of the overall gestalt of the answer. The qualitative comments highlight the factors that influenced each evaluator's final overall rating. The average ratings below are provided to you as information about the relative strengths and weaknesses of the individual components of your overall performance.

| Criterion | | | | | Evaluation (Avg. scores) |
|--|---------------|---------------|----------------|----------|-----------------------------|
| 1 Unacceptable | 2 Marginal | 3 Adequate | 4 Excellent | -- NA | |
| 1. Student applied different terminology and criteria from the current course work relevant to the question to formulate a differential approach. | | | | | <input type="text"/> |
| 2. Student demonstrated awareness of additional information (e.g., tests, observations, interview data, and collateral sources) that could be utilized in the evaluation of the exam/assignment. | | | | | <input type="text"/> |
| 3. Student was able to develop a conceptualization for this client case that is clearly linked to at least one commonly known theoretical approach to psychotherapy. | | | | | <input type="text"/> |
| 4. Student was able to devise and implement a treatment plan consistent with his or her case conceptualization. | | | | | <input type="text"/> |
| 5. Student demonstrated awareness of how the cultural identities of client and therapist impact evaluation of the case, identification of salient concerns and treatment planning. | | | | | <input type="text"/> |

| Criterion | | | | | Evaluation (Avg. scores) |
|---|---------------|---------------|----------------|----------|-----------------------------|
| 1 Unacceptable | 2 Marginal | 3 Adequate | 4 Excellent | -- NA | |
| 6. Student demonstrated knowledge of relevant cultural factors that might impact evaluation of the assignment. | | | | | <input type="text"/> |
| 7. Student demonstrated an ability to address important issues and respond to critical situations that may be present in the assignment study. | | | | | <input type="text"/> |
| 8. Student was able to articulate and apply current ethical guidelines. | | | | | <input type="text"/> |
| 9. Student was able to articulate and apply relevant federal, state and local laws and regulations that may apply in the professional practice of psychology. | | | | | <input type="text"/> |
| 10. Student was able to apply relevant aspects of vocational assessment, theory, and interventions. | | | | | <input type="text"/> |
| 11. Student was able to demonstrate the integration of science, critical thinking, and evidence-based practice. | | | | | <input type="text"/> |
| 12. Student was able to demonstrate professional behavior and an understanding of professional liability issues. | | | | | <input type="text"/> |
| 14. Student provided clear criteria for evaluations made and conclusions reached. | | | | | <input type="text"/> |
| 15. Student consistently and effectively related theory to practice whenever appropriate. | | | | | <input type="text"/> |

Comments from Faculty Evaluators

Annex 9

LIBRARY LIST OF BOOKS



B.A TRAVEL AND TOURISM MANAGEMENT (4 Years, Bachelor / 240 ECTS)

Limassol
July 2023

Travel And Tourism Management

Four (4) Years - Bachelor

| | |
|---|---|
| 1 | <p>Title: Economic growth and development: An analysis of our greatest economic achievements and our most exciting challenges</p> <p>Author(s): Hendrick Van Den Berg</p> <p>Publisher: McGraw-Hill / Irwin</p> <p>Edition: 1st ed.</p> <p>Publ.Year: 2001</p> <p>ISBN: 007-120-197-1</p> |
| 2 | <p>Title: A course in microeconomic theory</p> <p>Author(s): David M. Kreps</p> <p>Publisher: Harvester Wheatsheaf</p> <p>Edition: 1st ed.</p> <p>Publ.Year: 1990</p> <p>ISBN: 074-500-762-7</p> |
| 3 | <p>Title: International economics</p> <p>Author(s): W. Charles Sawyer, Richard L. Sprinkle</p> <p>Publisher: Pearson</p> <p>Edition: 3rd ed.</p> <p>Publ.Year: 2009</p> <p>ISBN: 978-013-208-997-5</p> |
| 4 | <p>Title: Textbook on contract law</p> <p>Author(s): Jill Poole</p> <p>Publisher: Oxford</p> <p>Edition: 9th ed.</p> <p>Publ.Year: 2008</p> <p>ISBN: 978-019-923-351-9</p> |
| 5 | <p>Title: Applying data structures</p> <p>Author(s): T. G. Lewis, M. Z. Smith</p> <p>Publisher: Houghton mifflin</p> <p>Edition: 2nd ed.</p> <p>Publ.Year: 1982</p> <p>ISBN: 039-531-706-1</p> |
| 6 | <p>Title: The 8086 book: includes the 8088</p> <p>Author(s): Russell Rector, George Alexy</p> <p>Publisher: McGraw - Hill</p> <p>Edition: 1st ed.</p> <p>Publ.Year: 1980</p> |

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| | ISBN: 007-931-029-x |
| 7 | Title: Computer programming: made simple Author(s): J. Maynard Publisher: Heinemann Edition: 1st ed. Publ.Year: 1972 ISBN: 043-498-482-5 |
| 8 | Title: Theory and problems of programming with Pascal Author(s): Byron S. Gottfried Publisher: International editions Edition: 1st ed. Publ.Year: 1985 ISBN: 978-007-099-108-8 |
| 9 | Title: Law and practice relating to banking Author(s): F.E. Perry Publisher: Methuen Edition: 3rd ed. Publ.Year: 1981 ISBN: 041-630-840-6 |
| 10 | Title: Stress management: η διαχείριση του στρες Author(s): Δέσποινα Σαπουντζή - Κρέππα Publisher: Ίων Edition: 2η έκδ. Publ.Year: 2006 ISBN: 960-286-898-8 |
| 11 | Title: Mastering pascal programming Author(s): Eric Huggins Publisher: Macmillan Edition: 1st ed. Publ.Year: 1985 ISBN: 033-335-460-5 |
| 12 | Title: Communication at work Author(s): Florence Little Publisher: Hodder and stoughton Edition: 2nd ed. Publ.Year: 1982 ISBN: 034-025-264-2 |
| 13 | Title: The law and practice of banking: Volume 2: Securities for bankers' advances Author(s): J. Milnes Holden Publisher: Pitman Edition: 6th ed. |

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| | <p>Publ.Year: 1980 ISBN: 027-301-422-6</p> |
| 14 | <p>Title: Practical exercises for ECDL Author(s): Jackie Sherman Publisher: Prentice Hall Edition: 1st ed. Publ.Year: 2006 ISBN: 978-013-147-958-6</p> |
| 15 | <p>Title: Pascal Author(s): James L. Richards Publisher: Academic press Edition: 2nd ed. Publ.Year: - ISBN: 012-587-522-3</p> |
| 16 | <p>Title: Macroeconomics Author(s): Roger E. A. Farmer Publisher: South-Western / Thomson Edition: 2nd ed. Publ.Year: 2002 ISBN: 032-414-964-6</p> |
| 17 | <p>Title: Microprocessors and interfacing: programming and hardware Author(s): Douglas V. Hall Publisher: McGraw - Hill Edition: 1st ed. Publ.Year: 1998 ISBN: 007-100-462-9</p> |
| 18 | <p>Title: Monetary theory and practice Author(s): J. L. Hanson, rev.: E. W. Orchard Publisher: Macdonald & Evans Edition: 7th ed. Publ.Year: 1983 ISBN: 071-211-262-6</p> |
| 19 | <p>Title: Equilibrium unemployment theory Author(s): Christopher A. Pissarides Publisher: MIT Press Edition: 2nd ed. Publ.Year: 2000 ISBN: 978-026-216-187-9</p> |
| 20 | <p>Title: Essential mathematics: with applications Author(s): Dick Aufmann, Joanne Lockwood Publisher: Brooks / Cole Edition: 8th ed.</p> |

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| | <p>Publ.Year: 2011 ISBN: 978-143-904-697-5</p> |
| 21 | <p>Title: College algebra Author(s): Michael Sullivan Publisher: Upper Saddle River Edition: 8th ed. Publ.Year: 2008 ISBN: 978-013-240-286-6</p> |
| 22 | <p>Title: College algebra Author(s): Michael Sullivan Publisher: Upper Saddle River Edition: 7th ed. Publ.Year: 2005 ISBN: 013-143-092-0</p> |
| 23 | <p>Title: Mathematics: an applied approach Author(s): Abe Mizrahi, Michael Sullivan Publisher: Wiley Edition: 7th ed. Publ.Year: 2000 ISBN: 047-132-203-2</p> |
| 24 | <p>Title: The European economy: growth and crisis Author(s): Andrea Boltho Publisher: Oxford Edition: 1st ed. Publ.Year: 1982 ISBN: 019-877-119-3</p> |
| 25 | <p>Title: Foundations of international macroeconomics Author(s): Maurice Obstfeld, Kenneth Rogoff Publisher: MIT Press Edition: 1st ed. Publ.Year: 1996 ISBN: 026-215-047-6</p> |
| 26 | <p>Title: Applying psychology Author(s): Virginia Nichols Quinn Publisher: McGraw - Hill Edition: 3rd ed. Publ.Year: 1995 ISBN: 978-007-051-339-6</p> |
| 27 | <p>Title: The good research guide: for small-scale social research projects Author(s): Martyn Denscombe Publisher: Open University Press Edition: 3rd ed.</p> |

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| | <p>Publ.Year: 2008 ISBN: 978-033-200-022-9</p> |
| 28 | <p>Title: Annual Report on Exchange Arrangements and Exchange Restrictions Author(s): International Monetary Fund Publisher: International Monetary Fund Edition: 1st ed. Publ.Year: 2007 ISBN: 978-158-906-678-6</p> |
| 29 | <p>Title: Social psychology Author(s): Elliot Aronson, Timothy D. Wilson, Robin M. Akert Publisher: Pearson Edition: 7th ed. Publ.Year: 2010 ISBN: 978-013-507-421-3</p> |
| 30 | <p>Title: Statistics for business and economics Author(s): Sweeney, Williams, Anderson Publisher: South-Western Edition: 1st ed. Publ.Year: 2009 ISBN: 978-184-480-313-2</p> |
| 31 | <p>Title: Calculus: Early transcendentals Author(s): Howard Anton Publisher: Wiley Edition: 7th ed. Publ.Year: 2002 ISBN: 047-138-156-x</p> |
| 32 | <p>Title: Psychology Author(s): Carole Wade, Carole Tavris Publisher: Vango Edition: 9th ed. Publ.Year: 2008 ISBN: 978-013-615-266-8</p> |
| 33 | <p>Title: Communication in business Author(s): Peter Little Publisher: Longman Edition: 3rd ed. Publ.Year: 1977 ISBN: 058-242-230-2</p> |
| 34 | <p>Title: Business communications Author(s): R.T. Chappell, W.L. Read Publisher: Macdonald and Evans Edition: 4th ed.</p> |

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| | <p>Publ.Year: 1980 ISBN: 071-210-272-8</p> |
| 35 | <p>Title: The ICSA company secretary'w checklists Author(s): Douglas Armour Publisher: ICSA Edition: 6th ed. Publ.Year: 2009 ISBN: 978-186-072-378-0</p> |
| 36 | <p>Title: Longman preparation course for the TOEFL Author(s): Deborah Phillips Publisher: Longman Edition: 1st ed. Publ.Year: 1991 ISBN: 978-058-203-747-2</p> |
| 37 | <p>Title: Total business 3 / student's book Author(s): Paul Dummett, Colin Benn Publisher: Cengage Learning Edition: 1st ed. Publ.Year: 2009 ISBN: 978-046-209-869-2</p> |
| 38 | <p>Title: Business result: intermediate / student's book Author(s): John Hughes, Jon Naunton Publisher: Oxford Edition: 1st ed. Publ.Year: 2007 ISBN: 978-019-476-800-9</p> |
| 39 | <p>Title: English for the office Author(s): Brenman Moore Publisher: M Edition: 1st ed. Publ.Year: 1979 ISBN: 033-325-443-0</p> |
| 40 | <p>Title: Intelligent business: skills book / Pre-Intermediate business english Author(s): Irene Barrall, Nikolas Barrall Publisher: Pearson Edition: 1st ed. Publ.Year: 2006 ISBN: 978-058-284-802-3</p> |
| 41 | <p>Title: English 365 / Student's book 1 Author(s): Bob Dignen, Steve Flinders, Simon Sweeney Publisher: Cambridge Edition: 1st ed.</p> |

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| | <p>Publ.Year: 2004 ISBN: 978-052-175-362-3</p> |
| 42 | <p>Title: English 365 / Student's book 2 Author(s): Bob Dignen, Steve Flinders, Simon Sweeney Publisher: Cambridge Edition: 1st ed. Publ.Year: 2004 ISBN: 978-052-175-367-8</p> |
| 43 | <p>Title: Secretarial: Student's book Author(s): Virginia Evans Publisher: Express Publishing Edition: 1st ed. Publ.Year: 2011 ISBN: 978-085-777-860-4</p> |
| 44 | <p>Title: Teacher's guide Author(s): Virginia Evans Publisher: Express Publishing Edition: 1st ed. Publ.Year: 2016 ISBN: 978-147-155-262-5</p> |
| 45 | <p>Title: English grammar in use / a reference and practice book for intermediate students of English Author(s): Raymond Murphy Publisher: Cambridge Edition: 3rd ed. Publ.Year: 2004 ISBN: 978-052-153-289-1</p> |
| 46 | <p>Title: English grammar in use: A self-study reference and practice book for intermediate students of English: With answers Author(s): Raymond Murphy Publisher: Cambridge Edition: 3rd ed. Publ.Year: 2004 ISBN: 978-052-153-290-7</p> |
| 47 | <p>Title: Intelligent business: workbook / intermediate business english Author(s): Louise Pile Publisher: Pearson Edition: 1st ed. Publ.Year: 2005 ISBN: 978-058-284-691-3</p> |
| 48 | <p>Title: Practical english usage Author(s): Michael Swan</p> |

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| | <p>Publisher: Oxford Edition: 1st ed. Publ.Year: - ISBN: 019-431-185-6</p> |
| 49 | <p>Title: English for business communication / student's book Author(s): Simon Sweeney Publisher: Cambridge Edition: 2nd ed. Publ.Year: 2003 ISBN: 978-052-175-449-1</p> |
| 50 | <p>Title: Teacher's guide Author(s): John Taylor, Jeff Zeter Publisher: Express Publishing Edition: 1st ed. Publ.Year: 2014 ISBN: 978-147-153-144-6</p> |
| 51 | <p>Title: Business english, Book 1 Author(s): John Taylor, Jeff Zeter Publisher: Express Publishing Edition: 1st ed. Publ.Year: 2011 ISBN: 978-085-777-748-5</p> |
| 52 | <p>Title: English 365: teacher's book 3 / professional english Author(s): Matt Smelt - Webb Publisher: Cambridge Edition: 1st ed. Publ.Year: 2005 ISBN: 052-154-917-5</p> |
| 53 | <p>Title: Modern short stories in English Author(s): Robert J. Dixson Publisher: Prentice Hall Edition: 1st ed. Publ.Year: - ISBN: 013-597-642-1</p> |
| 54 | <p>Title: Front office operations Author(s): Colin Dix, Chris Baird Publisher: Pitman Edition: 1st ed. Publ.Year: - ISBN: 027-302-853-7</p> |
| 55 | <p>Title: Practical business education: An integrated approach/ Book 2 Author(s): R.D. Anstis, S.H.E. Fishlock, C.E. Stafford</p> |

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| | <p>Publisher: Macdonald and Evans Edition: 1st ed. Publ.Year: 1979 ISBN: 071-212-337-7</p> |
| 56 | <p>Title: Mastering office practice Author(s): Paul Bailey Publisher: Macmillan Edition: 2nd ed. Publ.Year: 1985 ISBN: 033-338-848-8</p> |
| 57 | <p>Title: Office procedures Author(s): John Harrison Publisher: Pitman Edition: 1st ed. Publ.Year: 1984 ISBN: 027-301-919-8</p> |
| 58 | <p>Title: Research methods for business students Author(s): Mark Saunders, Philip Lewis, Adrian Thornhill Publisher: Financial Times Prentice Hall Edition: 5th ed. Publ.Year: 2009 ISBN: 978-027-371-686-0</p> |
| 59 | <p>Title: Διοίκηση ανθρώπινων πόρων : Διοίκηση Προσωπικού Author(s): Κώστας Τερζίδης Publisher: Rosilli Edition: 1η έκδ. Publ.Year: 2004 ISBN: 960-774-511-6</p> |
| 60 | <p>Title: Οργανωτική συμπεριφορά Author(s): Μύρων Μ. Ζαβλανός Publisher: Σταμούλη Α.Ε. Edition: 1η έκδ. Publ.Year: 2002 ISBN: 960-351-434-9</p> |
| 61 | <p>Title: The acne prescription: The Perricone program for clear and healthy skin at every age Author(s): Nicholas Perricone Publisher: Harper Resource Edition: 1st ed. Publ.Year: 2003 ISBN: 006-018-878-2</p> |
| 62 | <p>Title: Practical office procedures</p> |

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| | <p>Author(s): John Harrison Publisher: Pitman Edition: 1st ed. Publ.Year: 1984 ISBN: 027-301-920-1</p> |
| 63 | <p>Title: Office practice: book two Author(s): Maurice Watchman Publisher: McGraw - Hill Edition: 2nd ed. Publ.Year: 1974 ISBN: 978-007-084-201-4</p> |
| 64 | <p>Title: Secretarial duties Author(s): John Harrison Publisher: Pitman Edition: 9th ed. Publ.Year: 1992 ISBN: 027-303-828-1</p> |
| 65 | <p>Title: Administrative assistant's and secretary's / handbook Author(s): James Stroman, Kevin Wilson, Jennifer Wauson Publisher: Amacom Edition: 3rd ed. Publ.Year: 2008 ISBN: 978-081-440-913-8</p> |
| 66 | <p>Title: Effective business communications Author(s): Herta A. Murphy, Herbert W. Hildebrandt Publisher: McGraw - Hill Edition: 6th ed. Publ.Year: 1972 ISBN: 007-044-157-X</p> |
| 67 | <p>Title: Aguide to the writing of business letters Author(s): British association Publisher: Bacie Edition: 1st ed. Publ.Year: 1977 ISBN: -</p> |
| 68 | <p>Title: Business and administrative communication Author(s): Kitty O. Locker, Donna S. Kienzler Publisher: McGraw-Hill Edition: 8th ed. Publ.Year: 2008 ISBN: -</p> |
| 69 | <p>Title: Fundamental keyboarding skills: from the typewriter to the computer</p> |

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| | <p>Author(s): Denise Chambers Publisher: Author House Edition: 1η έκδ. Publ.Year: 2008 ISBN: 978-143-431-457-4</p> |
| 70 | <p>Title: Essentials of accounting Author(s): Robert N. Anthony, Leslie K. Breitner Publisher: Pearson Edition: 1st ed. Publ.Year: 2006 ISBN: 013-223-353-3</p> |
| 71 | <p>Title: Financial accounting Author(s): Jan Williams Publisher: McGraw-Hill Edition: 13th ed. Publ.Year: 2008 ISBN: 978-007-110-122-6</p> |
| 72 | <p>Title: Basic clerical assignments Author(s): Rita Martin Publisher: Pitman Edition: 1st ed. Publ.Year: 1986 ISBN: 027-302-526-0</p> |
| 73 | <p>Title: Introduction to financial accounting Author(s): Charles T. Horngren Publisher: Pearson Edition: 9th ed. Publ.Year: 2006 ISBN: 013-196-875-0</p> |
| 74 | <p>Title: Growth, maturation, and physical activity Author(s): Robert M. Malina, Claude Bouchard, Oded Bar-Or Publisher: Human Kinetics Edition: 2nd ed. Publ.Year: 2004 ISBN: 978-088-011-882-8</p> |
| 75 | <p>Title: We mean business: an elementary course in business English/ Student's book Author(s): Susan Norman, Eleanor Melville Publisher: Longman Edition: 1st ed. Publ.Year: 2002 ISBN: -</p> |

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| 76 | Title: Book-Keeping: Level 1 / International Accounting Standards Author(s): Marios Charalambous Publisher: Unicert Edition: 2η έκδ. Publ.Year: 2019 ISBN: - |
| 77 | Title: Book-Keeping: Level 1 / International Accounting Standards Author(s): Marios Charalambous Publisher: Unicert Edition: 1η έκδ. Publ.Year: 2017 ISBN: - |
| 78 | Title: Book-keeping & Accounting: Level 2/ International Accounting Standards Author(s): Marios Charalambous Publisher: Unicert Edition: 2η έκδ. Publ.Year: 2019 ISBN: - |
| 79 | Title: Book-keeping & Accounting: Level 2/ International Accounting Standards Author(s): Marios Charalambous Publisher: Unicert Edition: 1η έκδ. Publ.Year: 2017 ISBN: - |
| 80 | Title: Business result: Intermediate/ Student's Book Author(s): John Hughes, Jon Naunton Publisher: Oxford University Press Edition: 2nd ed. Publ.Year: 2017 ISBN: 978-019-473-886-6 |
| 81 | Title: English for the office Author(s): Peter Little Publisher: Longman Edition: 2nd ed. Publ.Year: 1984 ISBN: 058-242-199-3 |
| 82 | Title: Accounting: Level 3/ Higher / International Accounting Standards: International Accounting Standards: For Pearson LCCI Author(s): Marios Charalambous Publisher: Unicert Edition: 1η έκδ. Publ.Year: 2019 |

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| | ISBN: - |
| 83 | Title: Life style: english for work, socializing & travel / intermediate coursebook Author(s): Iwonna Dubicka, Margaret O' Keeffe Publisher: Pearson Edition: 1st ed. Publ.Year: 2010 ISBN: 978-140-823-714-4 |
| 84 | Title: Finance and accounting for non_specialist students Author(s): Alan Pizzey Publisher: Financial Times Pitman Edition: 1st ed. Publ.Year: 1998 ISBN: - |
| 85 | Title: Graded production tasks elementary Author(s): Edith Mackay Publisher: Pitman Edition: 2nd ed. Publ.Year: 1985 ISBN: 027-302-321-7 |
| 86 | Title: Intermediate Accounting Author(s): Donald E. Kieso, Jerry J. Weygandt, Terry D. Warfield Publisher: John Wiley & Sons Edition: 11th ed. Publ.Year: 2003 ISBN: 978-047-144-896-9 |
| 87 | Title: Weather systems Author(s): Leslie F. Musk Publisher: Cambridge University Press Edition: 1η έκδ. Publ.Year: 1988 ISBN: 052-127-874-0 |
| 88 | Title: Basic statistical computing Author(s): D. Cooke, A.H. Craven, G.M. Clarke Publisher: Edward Arnold Edition: 1st ed. Publ.Year: 1982 ISBN: 071-313-441-0 |
| 89 | Title: Statistics 1: S1 - Heinemann Modular Mathematics for Edexcel AS and A Level Author(s): Greg Attwood, Gillian Dyer, Gordon Skipworth Publisher: Heinemann Edition: 1st ed. |

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| | <p>Publ.Year: 2000 ISBN: 043-551-082-7</p> |
| 90 | <p>Title: Marketing destinations and venues: for conferences, conventions and business events Author(s): Rob Davidson, Tony Rogers Publisher: Butterworth-Heinemann Edition: 1st ed. Publ.Year: 2006 ISBN: 075-066-700-1</p> |
| 91 | <p>Title: Learning and testing short forms Author(s): J J Walker Publisher: Pitman Edition: 1st ed. Publ.Year: 1966 ISBN: 027-341-347-3</p> |
| 92 | <p>Title: Statistics: a first course Author(s): Donald H Sanders Publisher: McGraw-Hill Edition: 6th ed. Publ.Year: 2000 ISBN: 978-007-229-547-4</p> |
| 93 | <p>Title: Statistics my view Author(s): Tryphon Pneumaticos Publisher: CDA College Edition: 1st ed. Publ.Year: 2014 ISBN: -</p> |
| 94 | <p>Title: Principles of word processing with assignments Author(s): Vera Hughes Publisher: Hodder and stoughton Edition: 1st ed. Publ.Year: 1985 ISBN: 034-038-659-2</p> |
| 95 | <p>Title: Applying data structures Author(s): T. G. Lewis, M. Z. Smith Publisher: Houghton mifflin Edition: 2nd ed. Publ.Year: 1982 ISBN: 039-531-706-1</p> |
| 96 | <p>Title: The 8086 book: includes the 8088 Author(s): Russell Rector, George Alexy Publisher: McGraw - Hill</p> |

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| | <p>Edition: 1st ed. Publ.Year: 1980 ISBN: 007-931-029-x</p> |
| 97 | <p>Title: Computer programming: made simple Author(s): J. Maynard Publisher: Heinemann Edition: 1st ed. Publ.Year: 1972 ISBN: 043-498-482-5</p> |
| 98 | <p>Title: Theory and problems of programming with Pascal Author(s): Byron S. Gottfried Publisher: International editions Edition: 1st ed. Publ.Year: 1985 ISBN: 978-007-099-108-8</p> |
| 99 | <p>Title: Managerial Accounting Author(s): Ray H. Garrison, Eric W. Noreen Publisher: McGraw Hill Edition: 12th ed. Publ.Year: 2008 ISBN: 978-007-127-422-7</p> |
| 100 | <p>Title: Introduction to managerial accounting Author(s): Peter C. Brewer, Ray H. Garrison, Eric W. Noreen Publisher: McGraw Hill Higher Edition: 3rd ed. Publ.Year: 2006 ISBN: 978-007-110-294-0</p> |
| 101 | <p>Title: Pitman New Era Shorthand: anniversary edition Author(s): B. W. Canning Publisher: Pitman New Era Shorthand Edition: Anniversary ed. Publ.Year: 1988 ISBN: 027-302-902-9</p> |
| 102 | <p>Title: Short course Author(s): Bryan Coombs Publisher: Pitman Edition: 1st ed. Publ.Year: 1986 ISBN: 058-229-169-0</p> |
| 103 | <p>Title: Shorthand manual simplified Author(s): John Robert Gregg Publisher: McGraw - Hill</p> |

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| | <p>Edition: 2nd ed. Publ.Year: 1978 ISBN: 070-944-008</p> |
| 104 | <p>Title: Principles of Accounting Author(s): James M. Reeve, Carl S. Warren, Jonathan E. Duchac Publisher: South-Western Edition: 23th ed. Publ.Year: 2009 ISBN: 978-032-466-444-7</p> |
| 105 | <p>Title: Teeline Author(s): I. C. Hill, Meriel Bowers Publisher: Heinemann Education Books Edition: Rev. ed. Publ.Year: 1983 ISBN: 043-545-327-0</p> |
| 106 | <p>Title: Λογιστική: Β' Λυκείου / Τόμος Β' Author(s): Σωτήρης Βωνιάτης, Αντώνης Λίγης Publisher: Υπουργείο Παιδείας και Πολιτισμού Edition: 6η έκδ. Publ.Year: 2007 ISBN: 978-996-304-501-3</p> |
| 107 | <p>Title: Practical book-keeping & accounts / level 2 Author(s): Μάριος Χαραλάμπους Publisher: Μάριος Χαραλάμπους Edition: 1η έκδ. Publ.Year: 2011 ISBN: -</p> |
| 108 | <p>Title: Key to carter's advanced accounts Author(s): Douglas Garbutt Publisher: Pitman Edition: 7th ed. Publ.Year: 1972 ISBN: 027-301-093-x</p> |
| 109 | <p>Title: Accounting in modern form Author(s): S. A. Greenman Publisher: Macmillan Edition: 1st ed. Publ.Year: 1966 ISBN: -</p> |
| 110 | <p>Title: The essentials of risk management Author(s): Michel Crouhy, Dan Galai, Robert Mark Publisher: McGraw-Hill</p> |

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| | <p>Edition: 1st ed. Publ.Year: 2006 ISBN: 978-007-142-966-5</p> |
| 111 | <p>Title: Introduction to information systems Author(s): James O' Brien, George Marakas Publisher: McGraw - Hill Edition: 14th ed. Publ.Year: 2000 ISBN: 978-007-340-292-5</p> |
| 112 | <p>Title: Essentials of management information systems Author(s): Kanneth C. Laudon, Jane P. Laudon Publisher: Prentice Hall Edition: 5th int. ed. Publ.Year: 2003 ISBN: 013-049-542-5</p> |
| 113 | <p>Title: Crafting & executing strategy: the quest for competitive advantage / concepts and cases Author(s): Thompson, Strickland, Gamble Publisher: McGraw - Hill Edition: 16th ed. Publ.Year: 2008 ISBN: 978-007-128-590-2</p> |
| 114 | <p>Title: Managerial accounting Author(s): Jerry J. Weygandt, Paul D. Kimmel, Donald E. Kieso Publisher: John Wiley Edition: 4th int. ed. Publ.Year: 2008 ISBN: 978-047-023-400-6</p> |
| 115 | <p>Title: Essentials of managerial finance Author(s): Scott Besley, Eugene F. Brigham Publisher: Thomson Edition: 13th ed. Publ.Year: 2004 ISBN: 032-422-502-4</p> |
| 116 | <p>Title: Capital investment and financial decisions Author(s): Haim Levy, Marshall Sarnat Publisher: Prentice Hall Edition: 5th int. ed. Publ.Year: 1994 ISBN: 013-115-882-1</p> |
| 117 | <p>Title: Fundamentals of financial management Author(s): James C. Van Horne, John M. Wachowicz, Jr.</p> |

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| | <p>Publisher: Financial Times Prentice Hall Edition: 13th ed. Publ.Year: 2009 ISBN: 978-027-371-363-0</p> |
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| 462 | Title: English 365: for work and life: Student's book 3 Author(s): Bob Dignen, Steve Flinders, Simon Sweeney Publisher: Cambridge University Press Edition: 1st ed. Publ.Year: 2005 ISBN: 978-052-154-916-5 |
| 463 | Title: B2: Listening for all: Teacher's Book Author(s): Sarah Yu, Peter Pappas Publisher: Souper Course Edition: 1st ed. Publ.Year: 2009 |

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| | ISBN: 978-960-689-520-3 |
| 464 | Title: Restart 1: Teacher's book Author(s): Andreas Charatzidis, Anastasia Loukeri, Margarita Ioannou Publisher: Super Course System Edition: 1st ed. Publ.Year: 2009 ISBN: 978-996-325-929-8 |
| 465 | Title: I like English: B1: Teacher's course book Author(s): Jean Vinten, Peter Pappas, Sophia Simeonidou Publisher: Super Course System Edition: 1st ed. Publ.Year: 2009 ISBN: 978-996-371-095-9 |
| 466 | Title: I like Grammar: B1: Teacher's book Author(s): Foteini Bakarou, Sophia Simeonidou, Jean Vinten Publisher: Super Course System Edition: 1st ed. Publ.Year: 2013 ISBN: 978-996-371-094-2 |
| 467 | Title: Success in PTE: B2: Pearson text of English: Intensive course & 10 practice tests: Teacher's book Author(s): Peter Pappas, Philip Cooper, Jean Vinten Publisher: Supercourse Edition: 1st ed. Publ.Year: 2013 ISBN: 978-960-689-551-7 |
| 468 | Title: Edexcel: Coursebook for all: Level 3 - B2: Teacher's book Author(s): Peter Pappas, Philip Cooper Publisher: Supercourse Edition: 1st ed. Publ.Year: 2013 ISBN: 978-960-689-511-1 |
| 469 | Title: like writing: Teacher's book: B1 Author(s): Sophia Simeonidou, Foteini Bakarou, Jean Vinten Publisher: Super Course System Edition: 1st ed. Publ.Year: 2015 ISBN: 978-996-371-091-1 |
| 470 | Title: Lesikar's Business Communication: Connecting in a Digital World Author(s): Kathryn Rentz, Paula Lentz Publisher: McGraw - Hill Edition: 13th ed. |

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| | <p>Publ.Year: 2014 ISBN: 978-007-340-321-2</p> |
| 471 | <p>Title: International business: environments & operations Author(s): John D. Daniels, Lee H. Radebaugh, Daniel P. Sullivan Publisher: Pearson Edition: 16th ed. Publ.Year: 2019 ISBN: 978-129-221-473-3</p> |
| 472 | <p>Title: Services marketing: people, technology, strategy Author(s): Jochen Wirtz, Christopher Lovelock Publisher: World Scientific Edition: 8th ed. Publ.Year: 2016 ISBN: 978-194-465-901-1</p> |
| 473 | <p>Title: Tourism Information Technology Author(s): Pierre J. Benckendorff, Zheng Xiang, Pauline J. Sheldon Publisher: CABI Edition: 3rd ed. Publ.Year: 2019 ISBN: 978-178-639-343-2</p> |
| 474 | <p>Title: Basic college mathematics: an applied approach Author(s): Richard N. Aufmann, Vernon C. Barker, Joannes S. Lockwood Publisher: Houghton Mifflin Edition: 8th ed. Publ.Year: 2006 ISBN: 061-850-305-6</p> |
| 475 | <p>Title: Start your own travel business and more: cruises, adventure travel, tours, senior travel Author(s): Rich Mintzer Publisher: Entrepreneur Press Edition: 2nd ed. Publ.Year: 2012 ISBN: 978-159-918-433-3</p> |
| 476 | <p>Title: Ρωσικά για Έλληνες: Μήπως μπορώ και εγώ; Επίπεδο A1: I wonder if I could learn too? / Russian I Author(s): Νατρίσα Θ. Δανιηλίδου Publisher: Σταμούλης Edition: 1^η έκδ. Publ.Year: 2013 ISBN: 960-835-368-8</p> |
| 477 | <p>Title: Supervision in the hospitality industry Author(s): Raphael R. Kavanaugh, Jack D. Ninemeier Publisher: Ahlei</p> |

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| | <p>Edition: 5th ed. Publ.Year: 2013 ISBN: 978-013-325-508-9</p> |
| 478 | <p>Title: Accounting essentials for hospitality managers Author(s): Chris Guilding Publisher: Routledge Edition: 3rd ed. Publ.Year: 2014 ISBN: 978-041-584-109-2</p> |
| 479 | <p>Title: Essentials of MIS Author(s): Kenneth C. Laudon, Jane P. Laudon Publisher: Pearson Edition: 11th ed. Publ.Year: 2015 ISBN: 978-129-201-957-4</p> |
| 480 | <p>Title: Social media marketing: μάρκετινγκ με μέσα κοινωνικής δικτύωσης Author(s): Tracy L. Tuten, Michael R. Solomon / μετ.: Μαρία Κωνσταντοπούλου Publisher: Διάλογος Edition: 1^η έκδ. Publ.Year: 2016 ISBN: 978-960-531-341-8</p> |
| 481 | <p>Title: The way to Russia Author(s): Doroga V. Rossiyu Publisher: Zlatoust Edition: 1st ed. Publ.Year: 2017 ISBN: 978-586-547-817-1</p> |
| 482 | <p>Title: Special interest tourism: concepts, contexts and cases Author(s): Sheela Agarwal, Graham Busby, Rong Huang Publisher: Wallingford Edition: 1st ed. Publ.Year: 2018 ISBN: 978-178-064-566-7</p> |
| 483 | <p>Title: World regional geography: global patterns, local lives Author(s): Lydia Michelic Pulsipher, Alex Pulsipher, Ola Johanasson Publisher: Macmillan Edition: 8th ed. Publ.Year: 2020 ISBN: 978-131-932-485-8</p> |
| 484 | <p>Title: Holiday law Author(s): David Grant, Stephen Mason, Simon Bunce Publisher: Sweet & Maxwell</p> |

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| | <p>Edition: 6th ed. Publ.Year: 2021 ISBN: 978-041-406-588-8</p> |
| 485 | <p>Title: Customer service for hospitality and tourism Author(s): Simon Hudson, Louise Hudson Publisher: Goodfellow Edition: 2nd ed. Publ.Year: 2017 ISBN: 978-191-139-646-8</p> |
| 486 | <p>Title: The global airline industry Author(s): Peter Belobaba, Amadeo Odoni, Cynthia Barnhart Publisher: Wiley Edition: 2nd ed. Publ.Year: 2016 ISBN: 978-111-888-117-0</p> |
| 487 | <p>Title: English for everyone: business English: level 2: a complete self-study program / Practice book Author(s): Thomas Booth, Trish Burrow, Victoria Boobyer Publisher: Dorling Kindersley Edition: 1st ed. Publ.Year: 2017 ISBN: 978-024-127-515-3</p> |
| 488 | <p>Title: English for everyone: business English: level 2: a complete self-study program / Course book Author(s): Thomas Booth, Trish Burrow, Victoria Boobyer Publisher: Dorling Kindersley Edition: 1st ed. Publ.Year: 2017 ISBN: 978-024-127-514-6</p> |
| 489 | <p>Title: Invitation to psychology Author(s): Carole Wade, Carol Travis, Maryanne Garry Publisher: Pearson Edition: 6th ed. Publ.Year: 2015 ISBN: 978-129-205-656-2</p> |
| 490 | <p>Title: Business ethics Author(s): Richard T. DeGeorge Publisher: Pearson Edition: 7th ed. Publ.Year: 2014 ISBN: 978-129-202-284-0</p> |
| 491 | <p>Title: Intercultural communication: a contextual approach Author(s): James W. Neuliep</p> |

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| | <p>Publisher: Sage Edition: 7th ed. Publ.Year: 2017 ISBN: 978-150-639-071-0</p> |
| 492 | <p>Title: Europe in the twentieth century Author(s): Ropert O. Paxton, Julie Hessler Publisher: Cengage Edition: 5th ed. Publ.Year: 2012 ISBN: 978-049-591-319-1</p> |
| 493 | <p>Title: Success in politics: a comparative study for AS and A2 Author(s): Neil McNaughton Publisher: Hodder & Stoughton Edition: 2nd ed. Publ.Year: 2001 ISBN: 978-071-957-210-4</p> |
| 494 | <p>Title: International relations Author(s): Jon C. W. Pevehouse, Joshua S. Goldsein Publisher: Pearson Edition: 12th global ed. Publ.Year: 2020 ISBN: 978-129-235-032-5</p> |
| 495 | <p>Title: The sociology of tourism: theoretical empirical investigation Author(s): Yiorgos Apostolopoulos, Stella Leivadi, Andrew Yiannakis Publisher: Routledge Edition: 1st ed. Publ.Year: 2013 ISBN: 978-041-513-508-5</p> |
| 496 | <p>Title: Understating basing statistics Author(s): Charles Henry Brase, Corrinne Pellillo Brase Publisher: Cengage Edition: 8th ed. Publ.Year: 2018 ISBN: 978-133-755-807-5</p> |
| 497 | <p>Title: Statistics explained Author(s): Perry R. Hinton Publisher: Routledge Edition: 3rd ed. Publ.Year: 2014 ISBN: 978-184-872-312-2</p> |
| 498 | <p>Title: Human resource management for the hospitality and tourism industry Author(s): Dennis Nickson</p> |

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| | <p>Publisher: Routledge Edition: 2nd ed. Publ.Year: 2013 ISBN: 978-041-564-211-8</p> |
| 499 | <p>Title: Strategic management for tourism, hospitality and events Author(s): Nigel Evans Publisher: Routledge Edition: 3rd ed. Publ.Year: 2019 ISBN: 978-113-834-594-2</p> |
| 500 | <p>Title: Introduction to hospitality Author(s): John R. Walker Publisher: Pearson Edition: 8th ed. Publ.Year: 2021 ISBN: 978-129-233-023-5</p> |
| 501 | <p>Title: Tourism: principles and practice Author(s): John Fletcher, Alan Fyall, David Gilbert, Stephen Wanhill Publisher: Pearson Edition: 6th ed. Publ.Year: 2017 ISBN: 978-129-217-235-4</p> |
| 502 | <p>Title: Worldwide destinations: the geography of travel and tourism Author(s): Brian Boniface, Robyn Cooper, Chris Cooper Publisher: Routledge Edition: 8th ed. Publ.Year: 2020 ISBN: 978-036-720-041-1</p> |
| 503 | <p>Title: Accounting essentials for hospitality managers Author(s): Chris Guiding Publisher: Routledge Edition: 4th ed. Publ.Year: 2022 ISBN: 978-103-202-432-5</p> |
| 504 | <p>Title: Service management principles: for hospitality and tourism Author(s): Jay Kandmpully, David Solnet Publisher: Goodfellow Edition: 3rd ed. Publ.Year: 2019 ISBN: 978-191-136-516-1</p> |
| 505 | <p>Title: Krau's recreation and leisure in modern society Author(s): Amy Hurd, Denise M. Anderson, Tracy Mainieri</p> |

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| | <p>Publisher: Jones & Bartlett Learning Edition: 12th ed. Publ.Year: 2021 ISBN: 978-128-420-503-9</p> |
| 506 | <p>Title: The economics of recreation, leisure and tourism Author(s): John Tribe Publisher: Routledge Edition: 6th ed. Publ.Year: 2020 ISBN: 978-036-723-083-8</p> |
| 507 | <p>Title: The business of tourism Author(s): J. Christopher Holloway, Claire Humplhreys Publisher: SAGE Edition: 12th ed. Publ.Year: 2022 ISBN: 978-152-978-098-7</p> |
| 508 | <p>Title: Marketing for hospitality and tourism Author(s): Philip T. Kotler, John T. Bowen, James Makens, Seyhmus Baloglu Publisher: Pearson Edition: 8th ed. Publ.Year: 2020 ISBN: 978-129-236-351-6</p> |
| 509 | <p>Title: Managing people: a practical guide for front - line managers Author(s): Rosemary Thomson, Eillen Arney, Andrew Thomson Publisher: Routledge Edition: 4th ed. Publ.Year: 2015 ISBN: 978-041-571-354-2</p> |
| 510 | <p>Title: Social media marketing in tourism and hospitality Author(s): Roberta Minazzi Publisher: Springer Edition: 1st ed. Publ.Year: 2015 ISBN: 978-331-905-181-9</p> |
| 511 | <p>Title: Consumer behavior in tourism Author(s): Susan Horner, John Swarbrook Publisher: Routledge Edition: 4th ed. Publ.Year: 2020 ISBN: 978-036-749-559-6</p> |
| 512 | <p>Title: Tourism and sustainability: development, globalization and new tourism in the third world</p> |

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| | Author(s): Martin Mowforth, Ian Munt Publisher: Routledge Edition: 4 th ed. Publ.Year: 2016 ISBN: 978-113-801-326-1 |
| 513 | Title: An introduction to casino operation from a compliance perspective Author(s): Gelitha J. Ferguson Publisher: Strategic Book & Right Agency Edition: 1 st ed. Publ.Year: 2014 ISBN: 978-162-516-892-4 |
| 514 | Title: Total quality management Author(s): Poornima M. Charantimath Publisher: Pearson Edition: 3 rd ed. Publ.Year: 2017 ISBN: 978-933-257-939-2 |

NEW BOOKS ADDED JULY 2023

MAR322 - Tourist Behaviour:

Textbooks, References, Other Bibliography

- Title Tourist Behaviour: Past, Present and Future
Author(s) Narendra Kumar, Bruno Barbosa Sousa, Swati Sharma
Publisher Apple Academic Press
Edition 1st
Pbl. Year 2022
ISBN 9781003282082

MGT401 - Entrepreneurship and Innovation in Tourism:

Textbooks, References, Other Bibliography

- Title Tourism and Entrepreneurship: International Perspectives
Author(s) Jovo Ateljevic, Stephen J. Page
Publisher Taylor & Francis
Edition 2nd
Publ. Year 2017
ISBN 978-1136434051

- Title Entrepreneurship in Tourism
Author(s) Andreas Walmsley
Publisher Routledge
Edition 2nd
Publ. Year 2019
ISBN 978-1138048768

*3. Title Tourism and Innovation
Author(s) Colin Michael Hall, Allan M. Williams
Publisher Routledge
Edition 2nd
Publ. Year 2019
ISBN 978-1138060760

TOU325 - TOURISM PLANNING AND DEVELOPMENT:

Textbooks, References, Other Bibliography

Title: Resilient Destinations and Tourism: Governance Strategies
in the Transition towards Sustainability in Tourism
Author(s) Jarkko Saarinen, Alison M. Gill
Publisher Routledge
Edition 1st
Publ. Year 2020
ISBN 978-0367582166

HUMAN GEOGRAPHY:

Required Textbooks

Title: Introduction to Human Geography
Author(s) Caitlin Finlayson
Publisher Kindle Edition
Edition 1st
Year 2021
ISBN13 979-8528399584

Textbooks, References, Other Bibliography

Title: Introduction to Human Geography
Author(s) David Dorrell, Georgia Gwinnett, Joseph P. Henderson, Georgia Gwinnett
Publisher University of North Georgia
Edition 2nd
Year 2019
ISBN13 978-1940771601

Total Books: 540

Annex 10

Grading System Details

Grades are calculated in percentages with letter equivalents as in the table below. Letter grades are further expressed in Grade Points per credit as follows:

| % Grade | Grade | Grade Meaning | Grade Points per Credit |
|---------|-------|---------------|-------------------------|
| 90- | A | Excellent | 4.00 |
| 80-89 | B+ | Very Good | 3.50 |
| 75-79 | B | Good | 3.00 |
| 65-74 | C+ | Above | 2.50 |
| 60-64 | C | Average | 2.00 |
| 55-59 | D+ | Below | 1.50 |
| 50-54 | D | Poor | 1.00 |
| Below | F | Failure | 0.00 |
| | W | Withdrawal | 0.00 |
| | I | Incomplete | 0.00 |
| | TR | Transfer | 0.00 |
| | AD | Audit | 0.00 |
| | | | |

The Grade Point Average (GPA) is counted by multiplying the number of credits of each course with the grade which corresponds to each letter of success as shown below, and by adding them. The result is divided by the total number of credits, of which the student received a grade.

The academic project is measured in credits per semester. The credits are attributed after successfully completing a course. Each course carries as many credits as the fifty minute teaching periods of a subject per week. For example, a course which is taught 3 a fifty minute period per week carries 6 credits. The above are noted in the application form for registration of the specific Programme of Study.

The grade of "F" does not earn any grade points. This grade is given for a course failed. A student who receives this grade in a course must repeat the course in order to receive credit for it.

The grade of "W" indicates withdrawal from the course. Credit hours for a course for which a grade of "W" is awarded will not be included in the total number of credit hours attempted for the calculation of a student's Cumulative Grade Point Average.

The grade of "I" means incomplete and is assigned by the instructor only when a student has maintained satisfactory performance in a course but was unable to complete a major portion of the assessment (e.g. mid-term examination, project, final examination) and the reasons given were acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify

the reasons for the incomplete work and to reach an agreement on the means by which the remaining course requirements will be satisfied. When the "I" grade is awarded, the faculty member awarding the grade must file a written statement, using the *Incomplete Grade Authorization Form*, and include:

- A description of the extenuating circumstances which justify the "I" grade.
- The specific conditions that must be met in order to complete the course requirements and have the "I" grade replaced by a regular grade.
- The length of time the student is allowed in which to complete all requirements.

A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements before the agreed deadline. In cases where the student is near to graduation this must be taken into account when deciding the deadline. In very special cases, the instructor may extend the agreed deadline for fulfilling the incomplete work.

Failure of the student to complete work within the agreed time limit will result in an "F" which will be recorded as the [mal grade. Credit hours for a course for which a grade of "I" is awarded will not be included in the total number of credit hours attempted for the calculation of a student's Cumulative Grade Point Average. The incomplete grade in a course will be converted automatically to an "F" if a student enrolls in that course prior to clearing the "I" grade. A student may not graduate with an "I" on the transcript.

The grade of "P" refers to courses transferred from other colleges or universities. The number of credits attempted for such courses do not enter into the computation of the Cumulative Grade Point Average.

The grade of "AD" refers to courses students registered for on an Audit basis. Students who wish to expose themselves to the material taught in a course without receiving credit or being assessed may choose to Audit a course. Regular fees and registration procedures are required but the student is not assessed in any way, so no grades or credits are assigned. Students must designate their intent to register on an Audit basis at the time of registration

Grade Point Average

A student's Grade Point Average (GPA) shows a student's average performance for the semester. Performance in a course is expressed in letter grades and each letter grade carries a number of grade points per credit as shown on the table above. The GP A is determined by dividing the sum of the grade points earned in a semester by the total number of credit hours attempted in the particular semester. The

grade points earned for a course taken in the particular semester are obtained by multiplying the credits the course carries by the grade points per credit corresponding to the letter grade assigned in that course. The GP A is calculated to the hundredth position and it is not rounded. Grades reported as "I", "W", "AD" or "P" are not included in the computation of the GPA.

Cumulative Grade Point Average

The Cumulative Grade Point Average (CGPA) is computed by dividing the total number of grade points earned in all semesters by the total number of credit hours attempted. The CGPA is one of the principal criteria for determining a student's overall academic performance and is determined for each student at the end of each semester. Grades reported as "I", "W", "AD" or "P" are not included in the computation of the CGPA.