Doc. 300.1.2

Date: 03 July 2022

- **Higher Education Institution:**
  University of Nicosia

- **Town: Nicosia**

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:
  Διοίκηση Επιχειρήσεων Τουρισμού, Αναψυχής και Οργάνωσης Εκδηλώσεων (4 έτη / 240 ECTS, Πτυχίο Διοίκησης Επιχειρήσεων)
  In English:
  Tourism, Leisure and Events Management (4 years / 240 ECTS, Bachelor of Business Administration)

- **Language(s) of instruction: English**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: No Concentrations
  In English: No Concentrations

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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 300.1.1/2 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.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

0. Introduction and overall assessment

We refer to the report of the External Evaluation Committee (EEC) for the evaluation-accreditation of the program of study 'BBA Tourism, Leisure and Events Management' (4 years / 240 ECTS, Bachelor of Business Administration), which was prepared following a hybrid visit at the University of Nicosia by the members of the EEC on March 28th, 2022, from 10:00 to 18:00 Cyprus time. Professor Dr. Andreas Papatheodorou (EEC Chairperson) and Ms. Charalambia Karatzaidou (EEC Member – student representative) attended the meeting in person at the University of Nicosia premises, whereas, Professor Dr. Beverley Wilson – Wünsch and Associate Professor Dr. Wai Mun Lim (both EEC Members) participated in the meeting via Zoom. Also, a number of full-time faculty, adjunct faculty, members of administrative staff, as well current students of the BBA Tourism, Leisure and Events Management program participated in the evaluation meeting, some of them physically and others online (due to Covid-related constraints). The site visit started at

We would like to thank the EEC members for their professional and thorough work during the evaluation of the BBA Tourism, Leisure and Events Management program, along with their positive report. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation:

<u>The EEC report is positive with all eighteen sections and categories being marked as "Compliant".</u>

We welcome the positive commentary regarding the programme's strengths. At the same time, we appreciate the recommended changes. It is apparent that the judgements reached by the

EEC during the online visit are of great value for the quality of learning experience in respect to the BBA Tourism, Leisure and Events Management programme.

The Committee's recommendations focused predominantly on restructuring the curriculum to have a standard progression from generic (yet contextualised) business-related discipline foundations in Years 1 and 2 to sectoral-specific modules in Years 3 and 4. Following EEC's valuable suggestion, the curriculum has been restructured accordingly. Another suggestion concerned the balance between required and elective courses across the Programme's semesters. The structure has been updated for better allocation and balance between elective and required courses. Specifically, six out of eight semester include an elective course.

Moreover, the EEC members commented on the allocation of ECTS given the workload of students, especially in the context of the Senior Year Seminar. To address this suggestion, the course'THOM-475 has been readjusted. It now requires a summative Assignment of 6.000 to 8.000 words (instead of 8.000 minimum), plus an Oral Presentation. These requirements, balance the other modules, which require a wider range of assessment instruments, such as Mid-term examinations, Assignments, Presentations, and Final Exams. Also, following the valuable suggestion of the EEC committee, the modules 'Statistics I - MATH-221'; and 'Technical Writing & Research - BADM-332' have been added to the suggested semester breakdown, to train students in research and statistical analysis. Further research methods and market research skills are taught during the Senior Year Seminar in Hospitality and Tourism - THOM-475, which is a guided module, with seminars and contact hours. In addition, the 'HOSP-491 Thesis' (12 ECTS) has been included as a Major Elective module.

Also, the EEC suggested that course titles should become more reflective of the content. Towards this end, all modules have been evaluated in relation to their title and content. Some course titles have been edited to better reflect their content and context. The changes are also visible in Appendix A, Tables 1 & 2, and include the following modules: TOUR-335 - Theme Parks & Attractions Management; THOM-450 - Strategic Management in Hospitality and Tourism; THOM-475 - Senior Year Seminar in Hospitality and Tourism.

Another suggestion by EEC, concerns the use of Assessment Methods with weighting in all Course Outlines. As we explain in this report, the reason why the lists of assessments and weighting are not visible in the submitted documents, is because the particular documents are generic Course Syllabi. They are not Course Outlines. However, when the programme is accredited, each faculty member will develop updated Course Outlines with specific assessment instruments, percentages, and rubrics. We attach in this response, one example of how a Course Outline will look like after the accreditation of the programme (Appendix B).

An additional suggestion, concerned the lack of policies and disciplinary processes to manage offenses, including plagiarism. In this report, we explain that all processes and policies are in place, and available to students. We present relevant evidence of those regulations in Appendix C. Finally, we acknowledge EEC's suggestion on student numbers and feasibility. In this report, we inform the committee on our steps for student recruitment and financial sustainability.

Another helpful suggestion by the members of EEC, concerns the use of updated resources in Course Syllabi. To address this suggestion, all Course Syllabi of Major Requirements and sectoral-specific Electives have been updated. The updated Course Syllabi are presented in Appendix D.

The following analysis, informs the Committee about the actions taken to ensure that each suggestion was appropriately considered. To support navigation through the 'response-document', we present each section separately. Each section is comprised by a) EEC's findings, b) strengths, c) suggestions, and d) the actions taken by the Coordinator and Faculty of the BBA Tourism, Leisure and Events Management programme, in liaison with the Head of Department and Dean of School.

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

We do appreciate the Committee's evaluation, constructive feedback and suggestions. The following analysis, presents the findings and strengths of the category "Study programme and study programme's design and development" as these were reported by the EEC. Then, a section summarises the EEC constructive feedback and our response/actions.

Strengths and Recommendations reported by the EEC

Findings

Policy for quality assurance

The main findings of the EEC, underline the University of Nicosia's commitment to ensuring Quality Assurance. Its Charter, Academic Policies, structures, regulations, processes, values, Code of Practice, Academic Freedom Statement and other important documents are all available on the University's Website.

Design, approval, on-going monitoring and review

EEC members have also observed the University's internal quality assurance mechanism, its Internal Programme Evaluation Process (IPEP), which includes the appointment of internal and external teams of reviewers and examiners, industry partners and students, and is coordinated by the Department Curriculum Subcommittee Team. EEC has also applauded the programme's systematic evaluation through the Assurance of Learning (AoL) assessment process.

Public information

EEC has also learned about the University's Career Success Centre, which communicates job openings, internships, career guidance, training, webinars, career days, guest speaker series, and success stories from past graduates (also visible on the university's alumni webpage).

Information management

EEC applauds the department's robust Alumni Relations team, whichtracks the career paths of graduates and highlights their success stories. EEC has also been informed about the student satisfaction surveys, and how the Academic Affairs Committee and Departmental Head process, disseminate and use the findings of such surveys, for further action. At the same time, the EEC members identified some areas for improvement, and offered valuable recommendations. A list of their main findings and recommendations appears below:

Strengths
- The EEC found ample evidence of compliance w.r.t. study programme and study programme design and development.
- A very thorough course outline for the two internships with processes clearly outlined for all stakeholders
- The 9-stage Assurance of Learning (AoL) Assessment Process, where the five (5) learning goals (LGs) and five (5) learning outcomes (LOs) are mapped to each module, providing a clear overview of achievable learning outcomes

Areas of improvement and recommendations
a) Public Information
b) To include journal recommendations in all course outlines. For example, journal recommendations were included in Sustainable Tourism (TOUR450)
c) 'Assessment methods' indicated in the course outlines should be clarified and become more consistent. For example, they should all include assessment weighting. For example, the course 'Special Topic' listed 'Field Trip' as an assessment mode and it would be helpful to clarify how the field trip is assessed.
d) To consider re-designing the courseTHOM475 – Senior Year Seminar in Hospitality and Tourism to ensure that students are equipped with the skills prior to undertaking the courseand (ii) the assessed workload is appropriately aligned with the allocated ECTS.
e) Consider introducing generic (yet contextualized) business-related discipline foundations in Years 1 and 2 before launching sectoral-specific modules in Years 3 and 4.
f) The balance in the distribution and availability of mandatory and elective modules across the programme appear to lack rationale, as three (3) semesters had no electives while the final semester has three (3).
g) Consider mapping assessment modes to each courseseparately in order to have a better overview of the assessment plan for the programme
h) Ensure that the course outlines adopt the same LOs developed in the AoL
i) Consider clarifying and rationalizing the use of different learning pedagogies and assessment methodologies, and ensure that these are visible in courseoutlines
j) Consider documenting a formal disciplinary process to manage disciplinary offenses, including plagiarism. The nature and forms of plagiarism should be clearly laid out in the regulatory process.

a) **EEC comment**: Public Information. The University of Nicosia website provides an overview of the evaluated programme, its assessment modes, requirement for graduation and programme learning outcomes. As of 31 March 2022, 1730hrs, the 'Admission' webpage under the evaluated programme was empty. The EEC therefore recommends that the programme team should either develop new

related material and/or link the Admission webpage to the university's web page of 'Admissions Requirements' and 'Application Procedure'.

The information appearing in the webpage is the following (among others):

Admission Requirements

Students come to UNIC from around the world, blending a diverse range of academic backgrounds, experiences, interests, talents and cultural heritage.

Admission to our University is granted under different categories, depending on the student's qualifications and educational objectives.

Our general admissions policy relies on the student's previous academic performance, including their high school grades. The Medical School has separate admissions policies and procedures outlined on the Medical School website.

Undergraduate Admission

The minimum admission requirement is a recognized High School Leaving Certificate (HSLC). Students with a lower HSLC grade than 7.5/10 or 15/20 or equivalent, depending on the grading system of the country issuing the HSLC, are provided with extra academic guidance and monitoring during the first year of their studies. Some programmes have higher entry requirements.

English Language Proficiency

The table below provides the minimum English Language Requirements (ELR) for enrollment to an undergraduate programme of study offered in English. Students who do not possess any of the qualifications or stipulated grades listed below and hold IELTS with 4.5 and above or equivalent, are required to take an English Placement Test and will receive English Language support classes, if and as needed, from UNIC's International Gateway Centre (IGC).

English Qualification	Grade
IELTS	6 and above
Anglia Examinations	Advanced and above
Cambridge GCE AS Level English Language	C and above
Cambridge GCE English A Levels	C and above

English Qualification	Grade
Cambridge IGCSE or GCSE English as a First language	C and above
Cambridge IGCSE or GCSE English as a Second language	B and above
IB English A: Literature SL & HL	4 and above
IB English Standard Level (SL)	5 and above
IB English High Level (HL)	4 and above
Michigan Language Assessment (also known as Proficiency of Michigan)	650 and above
Password Test	6 and above
TOEFL (IBT)	60 and above
Cambridge Exams (First Certificate)	160 and above or Pass
Cambridge Exams (Proficiency Certificate)	180 and above or Pass

b) <mark>EEC comment</mark>: Include journal recommendations in all course outlines. For example, journal recommendations were included in Sustainable Tourism (TOUR450)

<mark>Response:</mark> **Thank you very much for this suggestion. The reason you cannot see detailed lists of resources on the submitted documents, is because the particular documents are generic Course Syllabi. They are not Course Outlines. However, when the programme is accredited, each faculty member will develop updated Course Outlines, using the latest resources, specific assessment instruments with percentages, and rubrics. We attach in this response, one example of how a Course Outline will look like after the accreditation of the programme (Appendix B). We will appreciate your feedback; we are happy to make further changes.**

c) <mark>EEC comment</mark>: Assessment methods' indicated in the course outlines should be clarified and become more consistent. For example, they should all include assessment weighting. For example, the course 'Special Topic' listed 'Field Trip' as an assessment mode and it would be helpful to clarify how the field trip is assessed.

Response: Thank you very much for this suggestion. The reason you cannot see consistent lists of assessment types and weighting, is because the particular documents are generic Course Syllabi – so they include generic lists that are set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). The particular documents are not Course Outlines. However, when the programme is accredited, each faculty member will develop updated Course Outlines, using the latest resources, specific assessment instruments with percentages, and rubrics. We attach in this response, one example of how a Course Outline will look like after the accreditation of the programme (Appendix B). We will appreciate your feedback; we are happy to make further changes.

d) **EEC comment:** Consider re-designing the THOM475 – Senior Year Seminar in Hospitality and Tourism to ensure that students are equipped with the skills prior to undertaking the course and (ii) the assessed workload is appropriately aligned with the allocated ECTS. It is also noted that the allocation of ECTS does not always appear to align with the assessed workload, for example the Senior Year Seminar in Hospitality and Tourism (THOM475) worth 6 ECTS requires the submission of an 8,000 words report. Furthermore, the outline indicated that one of its course objectives is to identify and use adequate tools (ie. market research, statistical analysis), however no compulsory modules prior to the Senior Year Seminar in Hospitality and Tourism would have trained students in market research or statistical analysis.

Response: We would like to thank the EEC members for their valuable suggestion. All modules have been re-evaluated based on your suggestion for fair workload allocation. Towards this end, please note that the courseTHOM-475 (6 ECTS) has been readjusted. It now requires a summative Assignment of 6.000 to 8.000 words (instead of 8.000 minimum), plus an Oral Presentation. These requirements, balances the other modules, which require a wider range of assessment instruments, such as Mid-term examinations, Assignments, Presentations, and Final Exams. **Also**, following the valuable suggestion of the EEC committee, the modules 'Statistics I - MATH-221'; and 'Technical Writing & Research - BADM-332' have been added to the suggested semester breakdown, to train students in research and statistical analysis. Further research methods and market research skills are taught during the Senior Year Seminar in Hospitality and Tourism - THOM-475, which is a guided module, with seminars and contact hours. **In addition,** the 'HOSP-491 Thesis' (12 ECTS) has been included in the Major Electives.

e) **EEC comment:** It is observed that highly sectoral-specific modules such as Tourism and Transport (TOUR101) are introduced in Year 1 of Semester 1. The EEC recommends that the programme team should introduce generic (yet contextualized) business-related discipline foundations in Years 1 and 2 before launching sectoral-specific modules in Years 3 and 4.

Response: Following the suggestion EEC members, the semester breakdown now includes generic (yet contextualized) business-related discipline foundations in Years 1 and 2 before launching sectoral-specific modules in Years 3 and 4. Some examples include the 'MGT-281

- Introduction to Management' (Semester A), 'ACCT-110 - Accounting I' (Semester A), 'MKTG-291 – Marketing' (Semester B), 'PHIL-120 – Ethics' (Semester C), and 'ECON-261 – Principles of Microeconomics' (Semester C).

Also, following the EEC suggestion, some sectoral-specific modules now appear later in the semester breakdown (e.g. in years 3 and 4), such as the 'TOUR-200 - Cruise Services and Management' (now included in Semester D) and 'TOUR-470 – Tourism and Transport' (Semester H).

Moreover, to help students strengthen their statistical and research skills, the modules 'Statistics I - MATH-221'; and 'Technical Writing & Research - BADM-332' have been added to the suggested semester breakdown, to train students in research and statistical analysis prior to attempting the 'Senior Year Seminar in Hospitality and Tourism (THOM-475) and 'Thesis' (HOSP-491, 12 ECTS). Please note: 'HOSP-491 Thesis' (12 ECTS) has been added in the Major Electives. 'Thesis (HOSP-491)' is an already re-accredited module, following the recent reaccreditation of the 'BBA Hospitality Management' programme. We present below the updated table:

TABLE 2: UPDATED TABLE OF COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester								
1.	R	Introduction to Travel and Tourism	TOUR-105	3	50'	12	36	6
2.	R	Basic Writing	ENGL-100	3	50'	12	36	6
3.	R	Introduction to Management	MGT281	3	50'	12	36	6
4.	R	German Language and Culture I	GERM-101	3	50'	12	36	6
5.	R	Accounting I	ACCT-110	3	50'	12	36	6
B' Semester								
6.	R	German Language and Culture II	GERM-102	3	50'	12	36	6

7.	R	Intermediate Algebra	MATH-105	3	50'	12	36	6
8.	R	Geography of Travel and Tourism	TOUR-110	3	50'	12	36	6
9.	R	Marketing	MKTG-291	3	50'	12	36	6
10.	R	Statistics I	MATH-221	3	50'	12	36	6
C Semester								
11.	R	Business Software Applications	MIS-151	3	50'	12	36	6
12.	E	Ethics	PHIL-120	3	50'	12	36	6
13.	R	Principles of Microeconomics	ECON-261	3	50'	12	36	6
14.	R	Technical Writing & Research	BADM-332	3	50'	12	36	6
15.	R	Leisure and Recreation	TOUR-240	3	50'	12	36	6
D Semester								
16.	R	Cruise Services and Management	TOUR-200	3	50'	12	36	6
17.	R	Technologies of the Social Web	MIS-220	3	50'	12	36	6
18.	R	Internship I	THOM-201	3	50'	12	36	6
19.	R	Managing Special Events	THOM-240	3	50'	12	36	6

20.	E	Environmental Management for Tourism and Hospitality	THOM-235	3	50'	12	36	6
E Semester								
21.	E	Cultural Geography	THOM-210	3	50'	12	36	6
22.	R	Theme Parks and Attractions Management	TOUR-335	3	50'	12	36	6
23.	E	Principles of Sociology	SOC-101	3	50'	12	36	6
24.	R	Casino Management	THOM-375	3	50'	12	36	6
25.	R	Destination and Visitor Management	TOUR-320	3	50'	12	36	6
F Semester								
26.	R	Tourism Planning and Development	TOUR-300	3	50'	12	36	6
27.	R	Conferences and Exhibitions	THOM-300	3	50'	12	36	6
28.	R	Internship II	THOM-301	3	50'	12	36	6
29.	R	Casino Management	THOM-375	3	50'	12	36	6
30.	E	Wellness and Health Tourism	THOM-400	3	50'	12	36	6

		G Semester						
31.	R	Sustainable Tourism	TOUR-450	3	50'	12	36	6
32.	R	Human Resource Management	MGT-482	3	50'	12	36	6
33.	R	Service Quality Management	THOM-410	3	50'	12	36	6
34.	R	Senior Year Seminar in Hospitality and Tourism	THOM-475	3	50'	12	36	6
35.	E	Tourism and Hospitality Law	THOM-420	3	50'	12	36	6
		H Semester						
36.	R	Strategic Management in Hospitality and Tourism	THOM-450	3	50'	12	36	6
37.	R	Security and Crisis Management	THOM-401	3	50'	12	36	6
38.	R	Tourism and Transport	TOUR-470	3	50'	12		
39.	E	Thesis	HOSP-491	0	0	12	36	12

The following updated tables are submitted separately in Appendix A:

- **TABLE 1: STRUCTURE OF THE BBA TOURISM, LEISURE AND EVENTS MANAGEMENT PROGRAM OF STUDY**
- **TABLE 2: UPDATED TABLE OF COURSE DISTRIBUTION PER SEMESTER**

f) <mark>EEC comment</mark>: The balance in the distribution and availability of mandatory and elective modules across the programme appear to lack rationale, as three (3) semesters had no electives while the final semester has three (3).

<mark>Response:</mark> This is indeed a very good suggestion. The structure has been updated. As indicated in the updated table, there is a better allocation and balance between elective and required modules now. Specifically, six out of eight semesters include an elective module.

g) <mark>EEC comment</mark>: Consider mapping assessment modes to each course separately in order to have a better overview of the assessment plan for the programme.

<mark>Response:</mark> Thank you for this suggestion. There are two types of assessment instruments. One type concerns those assessments that are set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education as required. One such assessment is the Final Examination. The other type of assessments, concern instruments that are selected by each academic/ instructor (they can choose between a set list), such as an essay, a quiz, an individual/ team presentation, a reflective assignment et cetera. Any of these assessments are subject to change, based on each academic's/ instructor's discretion, on a per-semester basis. The reason you cannot see consistent lists of assessment instruments and weighting, is because the Course Syllabi include only generic lists of assessments. However, when the programme is accredited, each faculty member will develop updated Course Outlines, with specific assessment instruments and weighting. In Appendix B, we attach an example of how a Course Outline will look like after the accreditation of the programme – and of course, some of the assessments appearing in the outline may change, based on each instructor's discretion and professional freedom. For all modules, nevertheless, we apply a 9-stage Assurance of Learning (AoL) exercise, where the five (5) learning goals (LGs) and five (5) learning outcomes (LOs) are mapped to each module, providing a clear overview of achievable learning outcomes.

h) <mark>EEC comment</mark>: Ensure that the course outlines adopt the same LOs developed in the AoL.

<mark>Response:</mark> Thank you for this comment. Kindly let us clarify. The AOL is an exercise conducted on existing (accredited) programmes and modules. It cannot be applied to programmes and modules that are not (re)accredited yet (or have been submitted for re-accreditation). Therefore, the AOL sample we demonstrated to you, is applied on modules and LOs that are currently taught (the existing Tourism Leisure and Events Management programme) – not on the new programme, which has been submitted for reaccreditation. As soon as we have the new Tourism Leisure and Events Management (TLE Management) programme re-accredited, a new AOL exercise will be conducted, using the new LOs and modules.

i) EEC comment: Consider clarifying and rationalizing the use of different learning pedagogies and assessment methodologies, and ensure that these are visible in course outlines.

Response: Thank you for this valuable suggestion. The table below, categorizes the programme's Major Requirements under three main Pedagogies. 'Pedagogy' is understood as the methods of teaching and assessment, along with the means of imparting knowledge and skills in the learning process.

Method of Learning and Assessment Methodology	
Modules	**A. Lecture-based and Direct Instruction**
TOUR-105, TOUR-110, TOUR-300, TOUR-320, THOM-401, MGT-482.	The course's method of learning is lecture based, through the use of set material and direct instruction. Therefore, note-taking during lectures is important. Also, students are encouraged to participate in Weekly Formative In-class Tasks, either individually or as part of a team. Weekly formative tasks provide students with the opportunity to formulate a better understanding of the course material, interact with co-students, and receive informal feedback by the lecturer. Feedback enables students prepare prior to developing summative assignments and presentations. Such tasks, may be based on scenarios, case-studies and flip classroom (among others), aiming to help students understand tourism concepts and models. Students are encouraged to apply the principles of academic writing and referencing in their work, both formative and summative. The majority of references should come from journal articles, conference papers, reports, and area-specific textbooks. However, students are also encouraged to reference peer-feedback and personal discussions with co-students, stemming by formative tasks and teamwork. Students must reference in line with the requirements of Harvard Referencing system.
	B. Reflective and Collaborative
TOUR-200, TOUR-240, TOUR-335, THOM-375, THOM-450, TOUR-470.	The courses's method of learning is lecture based, through the use of set material and direct instruction. At the same time, students will have the opportunity to complete reflective assignments, by combining course taught material with experiences and knowledge accumulated through fieldtrips, guest lecturers and case-studies. Some assessments, may include simulation technology or product development (e.g. development of itinerary). Reflective assignments invite students to consider experiences, situations, events or new information and analyse them to gain a better understanding of theory and practice. Students are encouraged to apply the principles of academic writing and

	referencing in their work, both formative and summative. The majority of references should come from journal articles, conference papers, reports, and area-specific textbooks. However, students are also encouraged to reference peer-feedback, personal discussions with co-students (during formative tasks), and discussions with key persons (met during fieldtrips and guest lectures). Students must reference in line with the requirements of Harvard Referencing system.
C. Constructivism and Experiential	
THOM-201, THOM-300, TOUR-450, THOM-240, THOM-410, THOM-475.	For the requirement of this module, students are expected to participate in the production of learning, in a guided manner. Other than reflection, interaction and collaboration among them, students are also expected to engage with learning-by-doing and product development (e.g. assume key roles to conduct a service quality audit, or organize, execute and overview an event, such as an international conference). Learning by doing is based on the principle that students learn more while actually "doing" the activity, such as participating in production activities. Also, students still have to apply the principles of academic writing and referencing in their work, both formative and summative. The majority of references should come from journal articles, conference papers, reports, and area-specific textbooks. However, students are also encouraged to reference peer-feedback and personal discussions with co-students, stemming by formative tasks and teamwork. Students must reference in line with the requirements of Harvard Referencing system.

j) EEC comment: Consider documenting a formal disciplinary process to manage disciplinary offenses, including plagiarism. The nature and forms of plagiarism should be clearly laid out in the regulatory process.

Response: Many thanks for providing us with this suggestion. Please note that such a process already exists in the University's Internal Regulatory framework. We present in Appendix C, the: UNIVERSITY OF NICOSIA INTERNAL REGULATIONS CHAPTER SEVEN: STUDENTS RULES AND REGULATIONS. The document, clearly defines the nature and forms of misconduct, along with students' rights, responsibilities, student appeals and more. All University policies are publicly available.

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

We do appreciate the Committee's evaluation, constructive feedback and suggestions. The following analysis, presents the findings and strengths of the category "Student – centred learning, teaching and assessment" as these were reported by the EEC. Then, a section summarises the EEC constructive feedback and our response/actions.

Strengths and Recommendations reported by the EEC

Findings

Process of teaching and learning and student-centred teaching methodology

EEC reports that the process of teaching and learning is in line with the European standards. The programme is student-oriented and aims at cultivating and developing critical thinking, teamwork, knowledge building, technological education and basic skills that students must have. According to EEC members, all teaching materials are available to the students whereas, teaching staff made a successful transition to a blended delivery model during Covid-19. The Library and Lab resources ensure that the programme learning objectives and course level objectives are met. Moreover, the process of teaching and learning is flexible. Teaching staff is trained and uses a variety of pedagogical methods to facilitate the achievement of planned learning outcomes.

Practical Training

EEC reports that the students of this programme are given the opportunity to become part of the Institution's research and publications as well as to participate in Erasmus and other joint activities with universities abroad. Also, internal and external events and seminars are being organized fully by the students, giving them the opportunity to apply their knowledge gained in the theoretical modules, whereas, the internship is also well-incorporated within the programme. The university is a **Hospitality Connection HOSCO** member.

Student Assessment

Concerning student assessment, EEC reports that students' assessment is both formative and ongoing, while students are provided with feedback both formally and informally systematically.

Findings
The EEC found ample evidence of compliance w.r.t. student-centered learning, teaching & assessment.
Strengths
- students participate in focus groups and brainstorming sessions
- students participate in research and paper writing
- strong bond between the institution and the industry

- practice is aligned with the theoretical background
- modern teaching and learning tools are in use (e.g. simulation, hospitality softwares)
- assessment of the students is conducted weekly and is based on specific tasks
- mid-term exams are conducted and grades are monitored by lecturers to secure improvement

Areas of improvement and recommendations
a) course titles should become more reflective of the content and contextualized accordingly
b) reading lists should be updated to reflect latest developments in the area
c) the aims and objectives of the Senior Year Seminar should be clarified so as to improve the overall student experience
d) the Erasmus Programme and related mobility opportunities should be more actively promoted to students

a) EEC comment: Course titles should become more reflective of the content and contextualized accordingly

Action/ Response: Many thanks for this suggestion. All modules have been evaluated in relation to their title and content. Some course titles have been edited to better reflect their content and context. The changes are also visible in Table 2, and include the following modules: TOUR-335 - Theme Parks & Attractions Management; THOM-450 - Strategic Management in Hospitality and Tourism; THOM-475 - Senior Year Seminar in Hospitality and Tourism. If the EEC members would like to suggest additional modules, we are ready to proceed to additional editing.

b) EEC comment: Reading lists should be updated to reflect latest developments in the area.

Action/ Response: Thank you for such an important suggestion. To address this suggestion, all Course Syllabi of Major Requirements and sectoral-specific Electives have been updated. The updated Course Syllabi are presented in Appendix D.

c) EEC comment: The aims and objectives of the Senior Year Seminar should be clarified so as to improve the overall student experience.

Action/ Response: Thank you for this suggestion. The course THOM-475 - Senior Year Seminar has been renamed to THOM-475 - Senior Year Seminar in Hospitality and Tourism. Also, the course has been readjusted. It now requires a summative Assignment of 6.000 to 8.000 words (instead of 8.000 minimum), plus an Oral Presentation. These requirements, balances the other modules, which require a wider range of assessment instruments, such as Mid-term examinations, Assignments, Presentations, and Final Exams. Also, the 'HOSP-491 Thesis' (12 ECTS) has been included as a Major Electives module.

d) <mark>**EEC comment:**</mark> The Erasmus Programme and related mobility opportunities should be more actively promoted to students.

<mark>**Action/ Response:**</mark> **This recommendation is very much appreciated as it aims at improving our students' experience in a globalized and interconnected environment. Our current efforts (regarding the students of BBA Tourism, Leisure and Events Management) are the following: the University of Nicosia is part of Erasmus+ programs and recently has signed the new Erasmus charter for higher education 2021-2027, one of the most successful educational funding projects in the world providing to all our students the opportunity for a funded mobility. Our students can study or undertake an internship for a period of up to 12 months per cycle of studies. There is a call for applications twice per academic semester and the University of Nicosia has a vast number of inter-institutional agreements that supports the transferability of the learning outcomes gained during the mobility. The BBA Tourism, Leisure and Events Management programme is one of the most engaging programme for Erasmus mobility as we encourage our students and support the process for outgoing and incoming mobility with continuous support of the University Erasmus office. The Erasmus coordinator for the BBA Tourism, Leisure and Events Management programme is Ms. YiannaOrphanidou. In addition, the students of BBA Tourism, Leisure and Events Management programme are connected to international internships, employment and mobility through Hospitality Connection (HOSCO). The University of Nicosia is a partner with the world's leading hospitality network, with 1.5 million professionals and 14000 jobs and internships available worldwide in the hospitality and tourism industry. Lecturer support is offered to allstudents on the first semester of their studies to create a student profile, which provides themexposure and access to a global network of tourism related enterprises and employment opportunities. On top of the support offered by lecturers, HOSCO representatives participate in the programme's orientation event, at the beginning of each semester, where they explainto students the purpose of HOSCO membership, along with its benefits and specifics.**
Below we present some links concerning outgoing mobilities.
https://www.unic.ac.cy/erasmus/
https://www.unic.ac.cy/erasmus/study-mobility-outgoing-mobility/
https://www.unic.ac.cy/erasmus/study-mobility-incoming-mobility/
https://www.unic.ac.cy/erasmus/inter-institutionals-aggreements/
https://www.unic.ac.cy/erasmus/traineeship-for-students/
https://www.hosco.com/en/school/university-of-nicosia-2391599

The call for applications, is promoted and overviewed by Ms. Yianna Orphanidou (Erasmus coordinator for the Tourism, Leisure and Events Management programme). The Committee's suggestion will be taken into serious consideration, to further promote Erasmus programmes – actively-, towards enhancing our students' learning experience.

3. Teaching staff
(ESG 1.5)

We do appreciate the Committee's evaluation, constructive feedback and suggestions in the section 'Teaching Staff'. The following analysis, presents the findings and strengths of the category "3. Teaching Staff" as these were reported by the EEC. Then, a section summarises the EEC constructive feedback and our response/actions.

Teaching staff recruitment and development

As EEC members have observed, the teaching staff have been together for a long period of time. This has created a sense of bonding and allowed them to work efficiently in a collaborative spirit. Concerning, the development of teaching staff, EEC reports that the University of Nicosia supports attendance in conferences by providing an annual individual allowance of 2,000 euros. Also, the Department organizes various seminars to train its staff on teaching and pedagogical methodologies in collaboration with other Departments and Schools within the University of Nicosia. Members of academic staff are also actively involved in the Erasmus staff mobility programme.

Teaching staff number and status

Thirty (30) full-time faculty members support the Programme from various disciplines; moreover, there are three (3) Visiting Professors specializing in Tourism and four (4) adjunct faculty members in their capacity as industry experts. The great majority of teaching staff are PhD holders. Those that do not hold a PhD have very substantial industrial experience and/or have participated in tourism and hospitality related research and consulting projects. All academic members are evaluated by the students after the course delivery.

Synergies between research and teaching

As the EEC reports, the School of Business in general and the Department of Management in particular are research active. The number of staff publications and participation in research projects co-financed by the European Union and other (inter)national organizations is high. Among the incentives to enhance research activity, is the research time release time from teaching, along with monetary allowances. Students participate in research too, on a systematic basis.

Findings
The EEC found evidence of overall compliance w.r.t. teaching staff (faculty).
Strengths
- existence of a solid teaching team of experienced and well-qualified professionals who use their research to inform the curriculum and encourage students to engage in research undertakings;
- a supportive academic environment with appropriate incentivisation of staff development and an emphasis on international collaborations.

Areas of improvement and recommendations
The EEC strongly advises:

a) to undertake every possible effort (from a financial and HRM point of view) to help existing full-time members of staff enrol into PhD programmes as well as to employ new, junior academics with fresh ideas, enthusiasm and passion
b) to introduce a 360o evaluation process to enhance transparency in academic governance.

a) EEC comment: To undertake every possible effort (from a financial and HRM point of view) to help existing full-time members of staff enrol into PhD programmes as well as to employ new, junior academics with fresh ideas, enthusiasm and passion

Action/ Response: **Thank you very much for this suggestion. Faculty development is ongoing. We are also happy to inform that one of the main contributors in the TLE Management programme, Mrs. Yianna Orphanidou, is registered in the PhD programme - without monetary cost, but rather, as part of a Faculty Development initiative. Her progress is very positive indeed, along with her involvement in EU Funded projects and Scopus publications. Another full time member plans to register in the PhD programme in the Fall.**

b) EEC comment: To introduce a 360o evaluation process to enhance transparency in academic governance.

Action/ Response: **We welcome such a valuable suggestion by EEC members. We are positively predisposed to followed it. Since this is not a decision we can take at a Programme, Departmental or School level, we commit to bring the suggestion to the next senate meeting for discussion. The programme's coordinator, already liaised with the Dean of School, Prof. Angelika Kokkinaki, who is fully supportive to this suggestion.**

4. **Student admission, progression, recognition and certification**
   (ESG 1.4)

We do appreciate the Committee's evaluation, constructive feedback and suggestions in the section 'Student admission, progression, recognition and certification'. The following analysis, presents the findings and strengths of the category "4. Student admission, progression, recognition and certification" as these were reported by the EEC. Then, a section summarises the EEC constructive feedback and our response/actions.

Student admission, processes and criteria Standards

The admissions requirements for the programme are properly documented and available forstudents to review. The regulations are established and communicated clearly.

Student progression Standards

The EEC reports that each student has access to the Programme and the Department Heads and Administrative Staff who typically hold meetings with each student to check their progress throughout the programme.

Student recognition Standards

Prior learning is recognised and there are systems in place for the fair recognition of higher education qualifications. The University collaborates with other institutions of higher learning and quality control organisations to ensure these are in line with standards set by the governing organisation in countries of operation.

Student certification Standards

There are pre-defined and published regulations regarding student certification. As the EEC observed, the University follows international standards set for recognition of study results and prior learning.

Findings

The University has well-thought out procedures for students' entry application, study progression and graduation procedures. As in most well-established universities, a secondary school leaving certificate or equivalent is required for entry. Students' general aptitude for learning is checked also and preference is given to students that display leadership skills and management thinking. Students with experience in the tourism and hospitality industries are particularly welcomed; nonetheless, despite their possibly long work experience in the industry, mature students are not offeredexemption (i.e. recognition of prior learning) from modules, i.e. they need to follow the entire curriculum and even undertake the internship as this is also attached to the production of a specificreport. Strengths

- students with experience in the industry are welcomed• students seem to perform well in their programme of study
- students are offered the opportunity to develop leadership skills and management potential

Areas of improvement and recommendations

a) The EEC would encourage the Department to consider introducing an entry examination in addition to the personal interview to ensure the quality of candidates admitted into the programme.

b) Given the very small number of admitted students (only 39 between the academic years2017-18 and 2021-22 with only two (2) in the current academic year), the EEC suggests thatthe Department should put substantial effort to raise the number of student admissions in thefollowing years.

a) EEC comment: a) The EEC would encourage the Department to consider introducing an entry examination in addition to the personal interview to ensure the quality of candidates admitted into the programme.

Action/ Response: Thank you for this suggestion. All student-applicants should meet set minimum admission requirements. The requirements are presented here: https://www.unic.ac.cy/admission-requirements/

Also, all candidates have to take the NEPTON test. Detailed information can be find in the following link: https://www.unic.ac.cy/admission-requirements/english-placement-test/

In addition, students are invited to take the Ariston test. Detailed information can be found in the following link: https://www.unic.ac.cy/admission-requirements/ariston-careers-test/

b) EEC comment: Given the very small number of admitted students (only 39 between the academic years 2017-18 and 2021-22 with only two (2) in the current academic year), the EEC suggests that the Department should put substantial effort to raise the number of student admissions in the following years.

Action/ Response: Thank you for this suggestion. The programme coordinator, works closely with the Head of the Department, the Director of Recruitment Unit and Marketing Department, to recruit a higher number of students through a wide range of initiatives. Among others, a series of promotional webinars have been organized, along with participation in local and international education fairs. Also, an open competition has been circulated to lyceums (in Cyprus and abroad), inviting students to write an essay in the field of TLE, and receive scholarships. Such actions take place along with other promotional practices, which are organized by the MKTG department.

5. Learning resources and student support
(ESG 1.6)

We do appreciate the Committee's evaluation, constructive feedback and suggestions in the section 'Learning resources and student support'. The following analysis, presents the findings and strengths of category 5. Then, a section summarises the EEC constructive feedback and our response/actions.

Teaching and Learning resources Standards

EEC confirms that the standards for the teaching and learning environment are met. Also, the resources are also suitably designed for flexible modes of learning and teaching and there are adequate learning resources in these student centred learning facilities.

Physical resources Standards

EEC members participated in a virtual and physical tour of the campus. During the tour, the members observed that the programme is conducted in an environment conducive to learning. The facilities premises, IT infrastructure, libraries and study facilities are adequate to support the programme.

Human support resources Standards

Human support is given to the student throughout their programme and the university does not seem to be short on resources.

Student support Standards

As the EEC reports, there is a student welfare service that supports students with academic issues, learning difficulties (e.g. dyslexia) as well as personal problems (including disabilities and special needs). Students' feedback is very positive as students expressed their feeling of being a part of a family at the institution.

Findings

Student needs take priority at University of Nicosia and high emphasis is placed on the development and success of each individual student. Students are supported in many ways throughout their study programme. The faculty play a major role in the students' life and there is constant one-to-one personal support from each faculty member. Students are given academic as well as personal support in order to succeed in the programme.

Examples of how students are supported is shown through the referral opportunities provided if/when they fail in their exams. Additional tutor help (occasionally coming from last-year students on a remuneration basis) is given to weaker students in order to help them succeed.

Strengths

- good student-faculty relationships
- students who do not succeed in exams after a first attempt are asked to meet with the faculty for discussion
- student progress is monitored, in that faculty members actually call the students per telephone to check on them when there are signs of academic tardiness
- Students with learning disabilities are given help through the strong support system by faculty and administration staff
- Those experiencing psychological and emotional health issues have the support of the faculty, staff and students who are members of the department of psychology of the university. In other words, there is in-house care for these students.

Areas of improvement and recommendations

a) EEC comment: The EEC suggests that the Department should set the alumni group under its auspices to further links between past and current students in the form of business coaching and offer of job opportunities.

Response: For the purposes of keeping in touch with alumni members, and sharing their career experiences with current students, the programme makes full use of HOSCO. HOSCO is a career path platform, which assists in different ways, from internship all the way to alumni careers. Communication between the department and alumni members is continuous. For example, alumni members often advance their existing career through HOSCO, with our support. Also, through HOSCO, alumni members are invited for career development seminars and webinars. In addition, HOSCO representatives offer presentations and seminars to all students and graduates on an annual basis. In essence, HOSCO enables us to keep record of our alumni, and establishing links between past and existing students.

B. Conclusions and final remarks

We would like to express our appreciation to the EEC members for their positive evaluation concerning the BBA Tourism, Leisure and Events Management program. The EEC report is positive with all eighteen sections and categories being marked as "Compliant". We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. We welcome the positive commentary regarding the programme's strengths, and appreciate the recommended changes.

We believe strongly that EEC's suggestions have resulted to an improved BBA Tourism, Leisure and Events Management programme: we adopted all recommendations.

The curriculum has been restructured, to include a standard progression from generic (yet contextualised) business-related discipline foundations in Years 1 and 2, to sectoral-specific modules in Years 3 and 4. This change is presented in Appendix A, Table 2. Also, following EEC's valuable suggestion, we improved the balance between required and elective courses across the

Programme's semesters. As presented in Appendix A, the updated Table 2 now includes an elective course in six out of eight semesters. In addition, based on the suggestion of EEC, we revaluated the allocation of ECTS given the workload of students. To address this suggestion, the course'THOM-475 has been readjusted. It now requires a summative Assignment of 6.000 to 8.000 words (instead of 8.000 minimum), plus an Oral Presentation. These requirements, balance the other modules, which require a wider range of assessment instruments, such as Mid-term examinations, Assignments, Presentations, and Final Exams.

Following the valuable suggestion of the EEC committee, the modules 'Statistics I - MATH-221'; and 'Technical Writing & Research - BADM-332' have been added to the suggested semester breakdown. The aim here is to train students in research and statistical analysis, prior to taking the 'Senior Year Seminar in Hospitality and Tourism - THOM-475', and the 'HOSP-491 Thesis' (12 ECTS), which has been included as a Major Elective module.

Moreover, the EEC suggested that course titles should become more reflective of the content. Towards this end, all modules have been evaluated in relation to their title and content. Some course titles have been edited to better reflect their content and context. The changes are also visible in Appendix A, Tables 1 & 2, and include the following modules: TOUR-335 - Theme Parks & Attractions Management; THOM-450 - Strategic Management in Hospitality and Tourism; THOM-475 - Senior Year Seminar in Hospitality and Tourism.

Furthermore, a helpful suggestion by the members of EEC concerns the use of updated resources in Course Syllabi. To address this suggestion, we revisited all Course Syllabi of Major Requirements and sectoral-specific Electives. Many of the Course Syllabi have been updated and can be found in Appendix D.

One more suggestion, has to do with the lack of policies and disciplinary processes to manage offenses, including plagiarism. In this report, we explain that all processes and policies are in place, and available to students. We present the actual regulations in Appendix C. Finally, following a suggestion on feasibility, in this report, we explained to the committee our future steps for student recruitment and financial sustainability.

We remain at your disposal for further changes or clarifications.

Appendix A

TABLE 1: STRUCTURE OF THE BBA TOURISM, LEISURE AND EVENTS MANAGEMENT PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS
Major Requirements/ Compulsory courses	108
Major Electives	30-42
Business Requirements	24-36
Foreign Language Electives	12-24
Language Expression	18
Computer Electives	12
Mathematics Electives	12
Humanities and Social Sciences Electives	12
Total ECTS	**240**

COURSE CODE/NAME	ECTS
MAJOR REQUIREMENTS	**108**
TOUR-105 Introduction to Travel & Tourism	6
TOUR-110 Geography of Travel & Tourism	6
TOUR-200 Cruise Services & Management	6
TOUR-240 Leisure & Recreation	6
TOUR-300 Tourism Planning and Development	6
TOUR-320 Destination & Visitor Management	6
TOUR-335 Theme Parks & Attractions Management	6
TOUR-450 Sustainable Tourism	6
TOUR-470 Tourism and Transport	6

THOM-201 Internship I	6
THOM-240 Managing Special Events	6
THOM-300 Conferences & Exhibitions	6
THOM-375 Casino Management	6
THOM-401 Security and Crisis Management	6
THOM-410 Service Quality Management	6
THOM-450 Strategic Management in Hospitality and Tourism	6
THOM-475 Senior Year Seminar in Hospitality and Tourism	6
MGT-482 Human Resource Management	6
MAJOR ELECTIVES	**30-42**
HOSP-110 Food and Beverage Management	6
TOUR-140 Ticketing & Computerized Reservations	6
THOM-200 Food Services in Special Events	6
THOM-210 Cultural Geography	6
THOM-235 Environmental Management for Tourism and Hospitality	6
THOM-301 Internship II	6
THOM-400 Wellness and Health Tourism	6
THOM-420 Tourism & Hospitality Law	6
THOM-455 Special Topics	6
THOM-490 Intercultural Communications	6
TOUR-400 International Tourism	6
HOSP-491 Thesis	12
BUSINESS SUPPORT REQUIREMENTS	**24-36**
ACCT-110 Accounting I	6
ACCT-111 Accounting II	6
MKTG-291 Marketing	6
MGT-281 Introduction to Management	6
ECON-261 Principles of Microeconomics	6
FIN-266 Managerial Finance	6
BADM-486 Task-Based Internship	6

FOREING LANGUAGE REQUIREMENTS	12-24
Note: At least 12 ects of one language eg. GERM -101, GERM -102	
GERM-101 German Language and Culture	6
GERM-102 German Language and Culture II	6
FREN-101 French Language and Culture I	6
FREN-102 French Language and Culture II	6
GREK-101 Greek Language and Culture I	6
GREK-102 Greek Language and Culture II	6
ITAL-101 Italian Language and Culture I	6
ITAL-102 Italian Language and Culture II	6
RUSS-101 Russian Language and Culture I	6
RUSS-102 Russian Language and Culture II	6
LANGUAGE EXPRESSION REQUIREMENTS	**18-30**
Notes: (1) Placement in the English courses is done on the basis of a Placement Test or tests such as TOEFL or GCE. (2) Students must complete BADM-231 or BADM-332.	
BADM-231 Business Communication	6
BADM-332 Technical Writing & Research	6
BENG-100 College English	6
COMM-200 Business & Professional Communication	6
ENGL-100 Basic Writing	6
ENGL-101 English Composition	6
COMPUTER/MIS REQUIREMENTS	**12**
Note: Or any other COMP-, MIS-, or MULT- course.	
MIS-151 Business Software Applications	6
MIS-251 Information Systems Concepts	6
MIS-390 E-Business	6
MIS-220 Technologies of the Social Web	6
MATH REQUIREMENTS	**12**
MATH-105 Intermediate Algebra	6
MATH-108 Finite Mathematics with Applied Calculus	6
MATH-221 Statistics I	6
MATH-321 Statistics II	6
MIS-270 Statistical Applications in Business	6
IMGT-486 Quantitative Methods	6

HUMANITIES & SOCIAL SCIENCE ELECTIVES	12
Note: Or any language course with FREN-, GERM-, ITAL-, RUS-, SPAN-, GREK- prefix	
ESCI-200 Society & Environment	6
SOC-101 Principles of Sociology	6
PSY-210 Social Psychology	6
PHIL-101 Introduction to Philosophy	6
PHIL-120 Ethics	6
PSY-110 General Psychology	6
PSY-111 General Psychology II	6
UNIC-100 University Experience	6
TOTAL ECTS	**240**

TABLE 2: UPDATED TABLE OF COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester								
1.	R	Introduction to Travel and Tourism	TOUR-105	3	50'	12	36	6
2.	R	Basic Writing	ENGL-100	3	50'	12	36	6
3.	R	Introduction to Management	MGT281	3	50'	12	36	6
4.	R	German Language and Culture I	GERM-101	3	50'	12	36	6
5.	R	Accounting I	ACCT-110	3	50'	12	36	6
B' Semester								

6.	R	German Language and Culture II	GERM-102	3	50'	12	36	6
7.	R	Intermediate Algebra	MATH-105	3	50'	12	36	6
8.	R	Geography of Travel and Tourism	TOUR-110	3	50'	12	36	6
9.	R	Marketing	MKTG-291	3	50'	12	36	6
10.	R	Statistics I	MATH-221	3	50'	12	36	6
C Semester								
11.	R	Business Software Applications	MIS-151	3	50'	12	36	6
12.	E	Ethics	PHIL-120	3	50'	12	36	6
13.	R	Principles of Microeconomics	ECON-261	3	50'	12	36	6
14.	R	Technical Writing & Research	BADM-332	3	50'	12	36	6
15.	R	Leisure and Recreation	TOUR-240	3	50'	12	36	6
D Semester								
16.	R	Cruise Services and Management	TOUR-200	3	50'	12	36	6
17.	R	Technologies of the Social Web	MIS-220	3	50'	12	36	6
18.	R	Internship I	THOM-201	3	50'	12	36	6
19.	R	Managing Special Events	THOM-240	3	50'	12	36	6

20.	E	Environmental Management for Tourism and Hospitality	THOM-235	3	50'	12	36	6
E Semester								
21.	E	Cultural Geography	THOM-210	3	50'	12	36	6
22.	R	Theme Parks and Attractions Management	TOUR-335	3	50'	12	36	6
23.	E	Principles of Sociology	SOC-101	3	50'	12	36	6
24.	R	Casino Management	THOM -375	3	50'	12	36	6
25.	R	Destination and Visitor Management	TOUR-320	3	50'	12	36	6
F Semester								
26.	R	Tourism Planning and Development	TOUR-300	3	50'	12	36	6
27.	R	Conferences and Exhibitions	THOM-300	3	50'	12	36	6
28.	R	Internship II	THOM-301	3	50'	12	36	6
29.	R	Casino Management	THOM-375	3	50'	12	36	6
30.	E	Wellness and Health Tourism	THOM-400	3	50'	12	36	6
G Semester								

31.	R	Sustainable Tourism	TOUR-450	3	50'	12	36	6
32.	R	Human Resource Management	MGT-482	3	50'	12	36	6
33.	R	Service Quality Management	THOM-410	3	50'	12	36	6
34.	R	Senior Year Seminar in Hospitality and Tourism	THOM-475	3	50'	12	36	6
35.	E	Tourism and Hospitality Law	THOM-420	3	50'	12	36	6
H Semester								
36.	R	Strategic Management in Hospitality and Tourism	THOM-450	3	50'	12	36	6
37.	R	Security and Crisis Management	THOM-401	3	50'	12	36	6
38.	R	Tourism and Transport	TOUR-470	3	50'	12		
39.	E	Thesis	HOSP-491	0	0	12	36	12

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Course Code	Course Title	ECTS Credits
THOM 300	Conferences & Exhibitions	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Yianna Orphanidou	Third
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A
Course Days / Times Wed. 15:00-18:00	**Course Venue** B19	**Students Consultation Hrs**. Wed 12-2pm or upon appointments
Telephone 22-841649	**E-mail** Orphanidou.y@unic.ac.cy	**Office** EU 109a

Course Objectives:

> The main objectives of the course are to:
> - Understand the Five Stages of M.I.C.E Management: Research, Design, Planning, Coordination, and Evaluation.
> - Learn the concepts of communication, synergy and how they apply to M.I.C.E Design.
> - Learn how to conduct an M.I.C.E site inspection.
> - Understand budgeting, pricing, and accounting as they relate to M.I.C.E Design.
> - Understand the various types of special M.I.C.E, and the requirements for each.

- Submit a complete Conference Design Project, in which the student applies his or her knowledge of M.I.C.E Management and Design to a professional-level M.I.C.E Design Plan.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- Describe the economic role, impact and growth of meetings and the convention/ conference industry
- Identify types of associations and the meetings they hold
- Distinguish the types of association membership/ meetings and their communication channels
- Identify the industry's miscellaneous markets and describe concerns involved in servicing those markets.
- Describe the meeting planner's overall role within the industry
- Explain the function and responsibilities of marketing, sales and communication department as it applies to the meetings and conferences industry
- Describe elements associated with providing guestrooms, function rooms, F&B, relevant technology and other related services for meetings and convention industry

Course Content:

1. Introduction to the Meetings, Expositions, Events and Conventions Industry: Background of Industry, What is a Meeting? Types of MEEC (Meetings, exhibitions, events & conventions) Terminology, Careers.
2. Meeting, Exhibition, Event, and Convention Organizers and Sponsors: identify various markets available in the area of M.I.C.E
3. Meeting and Convention Venues: Identify different venues characteristics and be able to match the event with the most suitable venue
4. Exhibitions: Recognize the importance of exhibitions in the event industry
5. Service Contractors: Explain all the steps of making a contract, identify law implications
6. Destination Management Companies: Explain how DMC operate, the range of their activities
7. Special Events Management: Explain different special events market e.g. weddings, birthday parties, retirement, alumni
8. Planning MEEC Gatherings: Explain all the steps prior the preparation of a MEEC
9. Producing MEEC Gatherings: Prepare the organization of an academic conference
10. Food and Beverage: Explain the importance of catering for the success of an event
11. Legal Issues in the MEEC Industry: Explain the implications of the contract, safety
12. Technology and the Meeting Professional: Explain the technological equipment available for the well organization of events e.g. audiovisual equipment
13. International Issues in MEEC: Explain issues such as accessibility, visa, medical

14. Putting it All Together: Students should be in a position to put all issues together and implement a conference of international status

Learning Activities and Teaching Methods:

PowerPoint Lectures, workshop assignments - Conference, practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Mid-Term exam (conference report), Final exam

Assessment Breakdown

Final Examination (1)	**50%**
Conference	
Report	**30%**
Participation/Organization Tasks	**20%**

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Special Events: The Brave New World for Bolder and Better Live Events (The Wiley Event Management Series)	Joe Goldblatt Seungwon Lee	Wiley 8th Edition	2020	978-1119345732
Meetings, Expositions, Events, and Conventions: An Introduction	Fenich, G.G.	Pearson	**2019**	9780132340571

Title				
to the Industry, 5th Edition				

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Event Management : How to Apply Best Practices to Small Scale Events	Damm, Sven	Diplomica Verlag	2018	9783842851306
Meetings, Expositions, Events & Conventions	George Fenich	Prentice Hall	2018	13: 9780132340571

Library Readings

URL:http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=793707&site=ehost-live

The Library holds approximately 100,000+ print books in all relevant areas of study and can be accessed through the online catalogue UniCAT (Aleph). Access is also given to thousands of electronic resources through on-line databases, a big number of E-books (500,000) and full text e-journals (30,000) from various publishers that cover all relevant areas of study.

Attendance Regulations:

Students are required to attend all classes.

Course Requirements:

➢ You need to get your student Intranet login name and password so you can have access to the on-line material. The material includes notes, exercises, solutions to exercises, revision kit (exam papers + solutions), multiple choice tests, etc.
➢ The Final Examination will be comprehensive.
➢ No late homework/projects/coursework's will be accepted and no make-up tests/exams will be given unless there is a serious reason. Documented evidence is required to support such cases.

- ➢ Essays homework and projects should include a bibliography and a list of reference material consulted. This reference material should be clearly cited in the work presented by the student.
- ➢ Plagiarism in all assessment work is a serious offense which leads to severe punishment.
- ➢ Please consult the relevant reading material before coming to the lecture.

Grading Policy

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

Weekly Schedule

Week	Topic
1	Introduction to the MICE
2	Meeting, Exhibition, Event, and Convention Organizers and Sponsors
3	Convention Venues
4	Marketing the conferences and exhibitions
5	Service contractors
6	DMC-proposals for conferences
7	Planning MEEC -Conference
8	Planning MEEC -Conference
9	Legal Issues
10	Technology / Hybrid Events /platforms
11	Putting ALL together – Conference and Exhibition
12	Conference Report Presentation
TBA	FINAL EXAM

Rubric – Conference Report

Competence	Below Target (Below 75%)	On Target (at 75% - 85%)	Above Target (over 85%)
Teamwork	The team atmosphere is competitive and individualistic rather than cooperative and supportive.	There is a general atmosphere of respect for team members, but some members may not be heard as much as others. Acknowledging others' work is serendipitous rather than planned. Some members may not feel free to turn to others for help.	Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members feel free to seek assistance from others or to ask questions.
Planning and Organizing/ Tasks	Spends time on tasks that interfere with the problem-solving process. Leaves meetings not knowing who is responsible for tasks.	Helps the group prioritize tasks and identify each group member's responsibilities. Cooperates with the group.	Demonstrates initiative and leadership in helping the group: · Match assignments to expertise. · Develop strategies to enhance group success. · Rotate responsibilities when appropriate. · Maintain an open communication process regarding team members' findings
Problem solving	Unable to reveal insights about own learning.	Critically reflects on problem solving techniques, strategies, and results. Identifies those most helpful to self.	Offers clear insights regarding self-knowledge - what has been learned through the problem-solving process

Important note on Pedagogy and Assessment Methodology
'Pedagogy' is understood as the methods of teaching and assessment, along with the means of imparting knowledge and skills in the learning process. For THOM-300, the pedagogy and assessment methodology focus on constructivism and experiential learning. Students are expected to participate in the production of learning, in a guided manner. Other than reflection, interaction and collaboration among them, students are also expected to engage with learning-by-doing and product development (e.g. assume key roles to conduct a service quality audit, or organize, execute and overview an event, such as an international conference). Learning by doing is based on the principle that students learn more while actually "doing" the activity, such as participating in production activities. Also, students still have to apply the principles of academic writing and referencing in their work, both formative and summative. The majority of references should come from journal articles, conference papers, reports, and area-specific textbooks. However, students are also encouraged to reference peer-feedback and personal discussions with co-students, stemming by formative tasks and teamwork. Students must reference in line with the requirements of Harvard Referencing system.

UNIVERSITY OF NICOSIA

INTERNAL REGULATIONS

CHAPTER SEVEN: STUDENTS RULES AND REGULATIONS

1-10-2021

INTERNAL REGULATIONS
CHAPTER SEVEN: STUDENTS RULES AND REGULATIONS

TABLE OF CONTENTS

7.0. STUDENTS RULES AND REGULATIONS (BASED ON CHARTER)

7.1 Rules and Regulations Governing the Election of Students to Various University

Bodies

Students have the right to participate in the governing bodies of the university through their representatives. Each student has the right to elect his / her representatives but also to be elected himself / herself as a student representative. The election procedures are described in the Student Union Constitution.

7.2. Students Rights - The University students have the right to:

a. Enjoy the rights and privileges provided by law to Cypriot, EU and third-country citizens, in a student-centered environment
b. Suggest courses to be offered.
c. Have representation on appropriate University committees, including: The Senate, the Council, the Disciplinary Committee, the Administration Committee, and the Appeals Committee.
d. Evaluate University faculty members, staff, administration and the facilities /learning environment
e. Express opinion in class concerning the subject matter and in keeping with the University's statement on academic freedom.
f. Expect commitment and student-centered approach from all the University staff.
g. Submit petitions requesting: review of grades, review of courses, exemptions from academic regulations and review of decisions concerning disciplinary matters.
h. Expect commitment from the Student Union Executives.
i. Have the right of free speech and assembly, provided they are consistent with University, Cyprus and EU regulations.
j. Have all regulations concerning students to be communicated to them timely and in appropriate ways.

7.3. Responsibilities - The University students have the responsibility to:

a. Abide by the laws of the Republic of Cyprus
b. Fully understand their academic paths.
c. Know the University rules and regulations and fulfil all their required obligations to the University.
d. Know and understand regulations concerning academic, professionalism, disciplinary and immigration matters.
e. Be familiar with the University Calendar.
f. Know the role of the University administration.
g. Fully complete all their obligations to the University (i.e. academic, financial, return books to library, etc.). Students with outstanding obligations will not be entitled to receive grades, transcripts or other documents from the University.

7.3.1 Additional information and responsibilities for students enrolled on relevant programmes leading to a Regulated Profession.

Applicants accepted for a place on a programme of study leading to a healthcare qualification or one which requires the student to work in 'regulated contact' (i.e. frequently or intensively) with children or vulnerable adults shall be required to consent to a detailed **Police Clearance Report** at the 'Enhanced Disclosure' level.

Students on such programmes shall also declare to the University, by notifying the Academic Registrar, of any criminal convictions obtained prior to, or during, their course of study. All applications to such programmes shall be conditional until satisfactory clearances are received.

A policy for handling police clearance reports and for determining whether a criminal record shall prevent a student entering (or continuing) with his/her studies shall conform to the legal requirements in Cyprus.

Applicants accepted for a place on a programme of study leading to a registrable healthcare qualification shall be required to be cleared as **fit to study and practise** by Occupational Health for the protection of others (including patients, students, and healthcare professionals). The University will be informed by Occupational Health of any student not attending a booked OH appointment.

Applicants accepted for a place on a programme of study leading to a healthcare qualification shall be required to consent in writing to any **Student Entry Agreement** which shall set out the expected standards of behaviour and conduct.

Additional policies and procedures may apply to those programmes that lead to registrable, professional qualifications. Such procedures shall be determined and applied, as appropriate, by the relevant department or School under which they are housed. Hence, local adaptation may exist and students should be guided to the relevant procedural documents in place within their department.

7.4. General Rules

a. Student organizations must be duly registered as a club/society with the Department of Student Affairs. In order to do so, the club must apply in writing to the Department of Student Affairs. The club cannot start operating before the elections take place and the Dept. of Student affairs provides its approval.

b. The University's Institutional Values and Code of Practice for non-discrimination practices apply for membership to any University club/society

c. No student may use violence, coercion, threats or intimidation or engage in other similar acts.

d. No student may take any action, on or off campus, which may interrupt classes directly or indirectly or otherwise interfere with the normal functioning of the University. The University respects, however, the right of students to assemble on campus once all available means of mediation to resolve problems with the campus administration has been responsibly taken and that subsequent actions comply with University policies, which are in keeping with Cyprus and EU law. The University policy concerning student assembly is as follows:

   • **Three weeks before the scheduled assembly:** Student organizers are required to submit their request for permission to assemble to the Vice President for Student services via the President of the Student Union. The request must be in writing and must clearly describe the reasons for the assembly.

   • **Two weeks before the scheduled assembly:** The Vice President for Student services is required to meet with the student organizers and the Student Union President in mediation. If appropriate, a representative of the Faculty Council and/or other representatives may be invited by both parties to the meeting.

   • **One week before the scheduled assembly:** The Vice President for Student services will respond, in writing, to the student organizers via the President of the Student Union. If necessary, a second meeting will be held between the parties involved and action will be taken.

   • **In the event that mediation fails** and no other course of action is agreed to by the parties, a permit to assemble will be issued by the Vice President for Student services for the specified time period.

e. Meetings or gatherings may be organized by the students or held within the University only if authorized as a public function or in accordance with University regulations concerning the Student Union, societies and clubs.

f. No student may use his status as student or as member in any University union, society or club to advance the purposes of any political party or off-campus interest groups by means of publications, posters, leaflets, notices or other means, or by participation in any demonstration or gathering of any kind. No student may distribute

on campus any publication without written permission of the Vice President for Student Services, based on the recommendation of the Head of the Department of Student Affairs.

g. Gambling, the possession or use of illegal drugs, fireworks and weapons are forbidden on the campus or in any University building.

h. Any wilful destruction or mutilation of buildings, furniture, books or other property of the University or of other students is forbidden.

i. Any student who has been determined by a physician to have a communicable disease must report it immediately to the Environment, Health & Safety Officer of the University. Students enrolled on programmes leading to a healthcare qualification will also require occupational health clearance.

j. No solicitation of funds by or from students for any cause, however worthy, is permitted without the written approval of the Vice President for Student services, based on the recommendation of the Head of the Department of Student Affairs.

k. No smoking, vaping or alcohol drinking is allowed in the University except in designated areas.

l. Parking of vehicles is allowed only in designated areas.

Students who are in breach of the above rules or whose professional behavior is brought into question (with supporting evidence) will be reviewed under the relevant disciplinary procedure, as described in this Chapter.

7.5. Regulations for Students Living on or off campus

Regardless of where students live (on or off campus) the University expects all students to conduct themselves as responsible mature adults.

Students enrolled on programmes leading to a healthcare professional qualification, who are found to be in breach of the professional behaviors required of them, will be reviewed under the Procedure for Consideration of Fitness to Study or Practise.

7.6. Regulations for the Student Union

The University encourages the organization of students into a Student Union, which is an autonomous body wholly responsible for its actions. The Student Union is, however, bound by its constitution and the ideals of freedom of expression, non-discrimination, tolerance for others and the democratic process. All announcements, publications, activities and actions of the Student Union must be clearly noted as "Organized by the Student Union". The President of the Student Union is expected to be present at all meetings of the councils and committees as required by law.

7.7. Regulations for Other Student Organizations

(a) Membership

Regular membership in student organizations shall be open only to students who are officially enrolled at the University for at least 12 ECTS hours. The University's Institutional Values and Code of Practice for non-discrimination practices apply for membership to any student organization. In all other respects, membership is governed by the articles or rules of the organizations.

(a) Language

The official language of student clubs/societies is English or the language of the academic department/programme.

(b) Voting

To be an officer in a student organization, a student must be registered for at least 12 ECTS credit hours and must not be on academic or disciplinary probation. A current list of officers must be on file with the Dept. of Student Affairs.

(c) Advisors

It is recommended that each student organization has an advisor.

(d) Public Statements

Any public statement must bear the name of the organization, which issues this statement. If a statement is issued by an individual, this individual should be held responsible for it. All posted notices must be approved by the Department of Students Affairs

(e) Annual Report

It shall be a requirement that all student organizations file an annual report of their activities and a financial statement to the Department of Student Affairs no later than the last Friday in May.

(f) Trips

All trips sponsored by student clubs/societies must obtain the approval of the Department of Student Affairs. The Environment, Health & Safety Officer must also be informed of the upcoming trip. All students who participate in trips waive the University of any responsibility or liability in case of accidents.

(g) Public Functions

The approval of the Administration must be secured before anyone outside the University is invited to give an address or take part in a program.

7.8. Health Services

Cypriot and EU students are beneficiaries of the National Health Service (GESY). Third country nationals must enrol to an Illness and Accident Insurance policy. Enrolment for Cypriot and EU students is optional. Information regarding the Illness and Accident Insurance program is available at the Finance Office.

Students enrolled on a healthcare programme shall be required to maintain ongoing occupational health clearance and will be monitored under the OH policies pertinent to that programme, for the duration of their programme.

7.9. Absence for Medical Reasons

All students must abide by the Attendance Policy relevant to their programme. Students' attendance shall be closely monitored throughout their programme. Students are required to seek permission for, and keep the University/School informed about, any absence. Unsatisfactory attendance shall be followed up in accordance with the procedure pertaining to the programme on which the student is enrolled.

In case of absence due to medical reasons, a doctor's note is needed to justify a student's absence for medical reasons. All doctor's notes should state the nature and duration of the illness and must be presented on the first day after the student returns to the University. The University reserves the right not to accept a doctor's certificate and/or to ask for validation by the University's Health Service.

Additionally, students enrolled on a programme of study leading to a healthcare qualification need to follow any further guidance for their programme of study and any other relevant policy as indicated to them, including where applicable, arrangements for mitigating circumstances, and the Occupational Health and Safety policy of the School.

7.10. Breach of Regulations

Breaches of University regulations are dealt with according to the University Charter and the regulations regarding student disciplinary issues.

7.11 Disciplinary Matters Regarding Students

The Senate exercises disciplinary control over students in the manner outlined below:

7.11.1. General Information

The appropriate body for formulating policies for the discipline of students is the Senate. To carry out the major disciplinary functions the Senate appoints the *Student Disciplinary Committee (SDC)*.

7.11.2 Principles

A person against whom an allegation for cheating and plagiarism irregularity is made shall be presumed innocent until the contrary is established under the procedures outlined below.

Students subject to these procedures may wish to obtain guidance from the academic advisors, the Office of Academic Affairs, and relevant publications on the university's website.

In determining the penalty to be applied in cases dealt under these procedures, consideration shall be given to the nature and severity of the offense; the student's academic and personal history; and the need to maintain high standards of academic probity within the academic community.

In this procedure any named officer may delegate her or his responsibilities to another member of the university; similarly, the procedure shall not be invalidated by an officer of the university acting in the place of another named in these regulations, where circumstances make this expedient.

7.11.3. Misconduct and Disciplinary Offences

Disciplinary offences are classified into major and minor offences.

Major offences are examined by the SDC, whereas minor offences are examined by the relevant Department Council. Both bodies may impose punishment. Allegations of Cheating and/or Plagiarism shall be examined initially by the faculty and/or Department Council.

(a) Major or Minor Offences

Major or minor offences are those that violate the Internal Regulations and other Directives of the University or are contrary to the University's philosophy and the University's Code of Conduct.

The University academic bodies decide on the seriousness of an offence.

(b) Major offences

The following offences, amongst others, are considered major:

- Cases of academic plagiarism and cheating related to examinations or written work
- Cheating related to fooling checking and plagiarism prevention service
- Cheating e-invigilation systems
- Replication/forgery of degrees, diplomas, certificates and in general any University degree or of falsifying student records
- Theft of University funds or purposeful damage to University property
- Provocation of disturbance or engaging in improper behavior in such a way as to inflict damage to buildings, laboratories and other property of the University
- Offences under Criminal Law when these are immediately related to the University
- Violations of security provisions of electronic equipment of the University and/or causing malfunction of such equipment
- Bullying and harassment
- Violation of the non-discrimination policy of the University
- Violations of Internal Regulations and the University Code of Conduct, including School specific Professionalism Codes
- Behaviours which bring, or are likely to bring, UNIC into disrepute
- Failure to comply with any outcome of a disciplinary procedure previously imposed
- Violation of a professional code of conduct/ethics as set by the individual programmes and outlined in the relevant handbooks
- For students registered in healthcare or other professional programme, any behaviours which would be deemed inappropriate by the regulatory authority of that profession
- For research students, proven research misconduct.

(c) Minor Offences

Minor offences are those that cannot be considered major.

7.11.4. Referring of the Disciplinary Offences

A disciplinary offence depending if it is regarded as being major or minor, can be referred to the appropriate body only after a written charge has been forwarded to the collective body or officer of the University listed below:

a. Department Council (Head of Department)
b. School Council (Dean of School)
c. Student Disciplinary Committee (Vice Rector for Academic Affairs)

The official or body of the University to whom the written charge has been submitted to or the person, who has confirmed the offence, is to decide as to how serious the offence is and, thereby, refer it to where appropriate for examination.

7.11.5 Definitions of Cheating and Plagiarism

Plagiarism means to take and use another person's work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s), and to pass it off as one's own by failing to give appropriate acknowledgement in order to gain unfair advantage.

Cheating means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment. Cheating refers to any kind of dishonesty in connection to assignments and examinations, it applies to both giving and receiving unauthorized help. Cheating also refers to fooling Turnitin or other checking and plagiarism prevention service and e-invigilation systems.

Cheating may also take the form of similar work submitted by students who may have worked together. It is essential that the faculty provides students with clear instructions as to whether they have been permitted to work on the assignment jointly or individually and what the outcome of possible cheating will be for the students involved.

Students shall be responsible for understanding any programmatic instructions and/or requirements regarding plagiarism, including whether they are permitted to re-submit work that they have previously submitted (e.g. if repeating a course) or whether this constitutes cheating.

7.11.6 Procedure for Disciplinary Action on Cheating and Plagiarism

Any allegation for cheating and plagiarism must be immediately communicated by the faculty member to the student. The procedure to be then followed depends on whether the allegation is admitted (PATH A) or it is contested (PATH B).

7.11.6.1. PATH A: The Allegation is Admitted

Step 1
The faculty member must arrange a meeting with the student to discuss the infraction. Based on the result of this joint conversation and depending on the gravity of the offence, the faculty can decide on one of two ways to proceed:

A: To impose a penalty of up to 100% of mark deduction for the specific assessment

B: To refer the disciplinary offence to the Department Council

Step 2

Once a disciplinary measure has been agreed upon, both the faculty member and the student must sign the Cheating and Plagiarism form. This form ensures that the student is clear on the disciplinary measures that will be implemented.

Copies of the form are sent to the student's Academic Advisor, the Head of Department, and the Dean of the School.

Additionally, the form is also sent to the University Registrar and placed in the student's permanent record.

7.11.6.2. PATH B: Allegation is Contested

This path covers cases where the student and faculty have not come to an agreement on disciplinary measures to be taken, or where the faculty has previously deemed the offence to be of a gravity to be directly referred to the Department Council (Path A).

In both such situations the case moves under the authority of the Department Council.

Step 1

Within five (5) working days of the incident, the faculty informs the Head of the Department who then informs the Department Council (DC) of the alleged offence. It is the responsibility of the Head of the Department to inform the student in writing of the offence s/he is accused of, no later than five (5) working days after the faculty has notified the Head of the Department.

The student shall have the right to seek an explanation, in person or online, to understand better the offence that s/he is accused of. Should such a meeting be arranged, it should be documented accordingly and a report of the meeting shared with the student thereafter. The student should be asked to confirm her/his agreement to the minutes/notes from related meetings.

Step 2

The student then has ten (10) working days to submit a response to the accusation.

The Department Council is required to meet, online or in person, no later than ten (10) working days after it has received the student's response to the accusation.

If the student does not submit a response the Department Council will meet (online or in person) within ten (10) working days from the end of the ten-day period. In addition, the student has the right to defend him/herself, in person or online, to the Department Council

The student must be informed of the outcome of the accusation within five (5) working days from the date of the Department Council's meeting.

In a case where the student admits to the infraction or where the Department Council concludes that an infraction did indeed take place, the Department Council has the right to impose a penalty on the student. The penalty that can be imposed is referred to in items a. and b. of point 7.11.12

To ensure that the student is made completely aware of the Department Council's decision, it is recommended that the student not only receives the outcome in writing but also, meets in person with the Head of the Department or another appointed member of the Department Council to discuss the decision. This will additionally ensure that the student is made aware of the process for an explanatory appeal and the deadlines involved.

If the Department Council perceives that a case referred to it constitutes a more serious offence, the case is forwarded to the Student Disciplinary Committee. In such a case the Department Council is required to inform the student of its decision in writing within five (5) working days of its meeting.

7.11.7 Process for Appeal

The student is allowed to submit an explanatory appeal to the Vice Rector of Academic Affairs within ten (10) working days of the notification from the Department Council (defined as the date of the letter). Late submission of an appeal letter to the will not be considered. The letter is forwarded by the Vice Rector of Academic Affairs to the Chair of the Student Appeals Committee, which convenes as per the regulations below.

7.11.8 When an Allegation is forwarded to the Student Disciplinary Committee

In a case where the infraction has been forwarded to the Student Disciplinary Committee the Committee invites the student to a hearing to be held once all evidence has been collected. The conditions for such a hearing are as follows:

- o The student is informed in writing, by the Chair of the SDC, that the SDC is to hear his/her case. (Herewith in to be referred to as the Letter of Notification)

- o The Letter of Notification must relay clearly to the student the case against them, the date and time of the hearing and the SDC members who will constitute the committee.

- o The accused has the right to request the replacement of a member or members of the SDC in a written letter to the Vice Rector for Academic Affairs, providing any reasons for the request.

- o The Vice Rector of Academic Affairs takes a decision on the request, and their decision is final.

- o Upon receiving The Letter of Notification the student has the right to submit an explanatory statement to the SDC, along with any evidence that has been collected.

- o This statement (and any evidence, where included) must be received within ten (10) working days of the date of the Letter of Notification.

- o Late submissions of the student's statement to the SDC will not be considered.

- o Once the SDC has received a student's statement it must then convene within ten (10) working days.

- o If a student does not submit a statement, the SDC will convene twenty (20) working days from the date of the Letter of Notification.

- o In some circumstances, it may be necessary to invite the faculty member that has alleged the infraction, in order to provide further details regarding the case.

7.11.9 The Hearing

During his/her defence before the SDC, the student has the right to be accompanied by

- his/her Academic Advisor, or
- by another student or lawyer any of who may speak on his/her behalf.

S/he also has the right to call in witnesses to defend him/her. These witnesses must be made known to the Chair of the SDC prior to the commencement of the hearing.

The Committee is required to inform the student of its final decision within five (5) working days after the hearing. The decision is also made known to the Head of the Department, the Dean of the School, the Academic Advisor of the student and the University Registrar so that the student's file is brought up to date.

This concludes any appeal process for the student and the decision of the SDC is final.

7.11.10. The **Student Disciplinary Committee (SDC)**

(a) Responsibilities

The SDC examines major offences.

(b) Composition

The SDC has the following composition:

- Three faculty members who hold the rank of Professor or Associate Professor. Whenever possible, one faculty is from the Department of Law). The term of service is two years. Wherever possible, the faculty members should not be known to the student to prevent any conflict of interest or perceived bias.
- Two student representatives (one graduate and one undergraduate) appointed in consultation with the Student Union. Term of service is one year.
- One representative from the Student Affairs Department, appointed by the Vice President of Student Services in conjunction with the Head of Student Affairs.
- The Director of Academic Affairs (who also acts as secretary).

(c) Function

The SDC meets only to examine offences that have been referred to it and is convened by its Chair. The SDC elects its Chair and Vice Chair from among the three faculty members.

The presence of five members of the Committee constitutes a quorum if at least one student representative is present. If not, another meeting is convened half an hour later where the presence of a student representative is not required to form a quorum. Decisions of the SDC are reached through secret vote with simple majority.

Such decisions available shall be those set out in paragraph 7.11.12 below.

7.11.11. Senate **Appeals Committee (SAC)**

(a) Responsibilities

The SAC deals with appeals submitted by students in response to SDC or Department Council decisions.

(b) Composition

The SAC has the following composition:

- Three faculty members who hold the rank of Professor or Associate Professor. (Whenever possible, one faculty is from the Department of Law). The term of service is two years.
- Two student representatives (one graduate and one undergraduate) appointed in consultation with the Student Union. Term of service is one year.
- The Head of the Student Affairs Department.
- The Vice President for Student Services (who also acts as secretary).

The SAC elects its Chair and Vice Chair from among the three faculty members.

Note: In some instances, members of the SAC may be excused, e.g., if part of the complaint may involve them directly or indirectly and decisions related to the case may be considered subjective.

7.11.12. Penalties Imposed for Disciplinary Offences

(a) Penalties for Major Offences (including Cheating and Plagiarism)

These are as follows:

- Oral reprimand
- Written reprimand
- Grade penalties for offences related to examinations and written work
- Withdrawal of privileges for a period of time or number of semesters/sessions, the nature of which does not affect the students' education
- Withdrawal of all student privileges for a period of time or a number of semesters/sessions
- Suspension from the University for a period of time or a number of semesters/sessions without withdrawal of all student privileges
- Suspension from the University for a period of time or a number of semesters/sessions with withdrawal of all student privileges
- Dismissal from the University
- Payment of fees for the whole or part of the damage inflicted on buildings, premises equipment to the library or any other damage.
- Any combination of the above.

(b) Penalties for Minor Offences

These are as follows:

- Oral reprimand
- Written reprimand

7.11.13. Procedure for examining Disciplinary Offences (except Cheating and Plagiarism)

The accused is informed in writing by the Chair of the SDC of the offence s/he is accused of and of the fact that a procedure is in motion and that he/she has the right to defend him/herself to the SDC.

The accusation is made known to the Head of the department, the Dean of the School, the Registrar and to the student's Academic Advisor, who can then advise him/her on the necessary actions to be taken.

It should be noted that if the SDC after examining the case decides that the accused needs to be prohibited from having any physical or electronic contact with the University, then after consultation with the Vice Rector for Academic Affairs, depending on the severity of the case, the committee can decide to immediately suspend the student during the disciplinary process including the appeals process.

- After all evidence is collected, the SDC invites the accused to defend him/herself within a reasonable period of time however not earlier than ten (10) working days or later than twenty (20) working days. The members of the SDC and the place and time of the meeting are spelled out in the invitation.

- The accused has the right to request the replacement of a member or members of the Committee in a written letter to the Vice Rector for Academic Affairs, providing reasons for the request. The Vice Rector for Academic Affairs takes a decision on the request, and the decision is final.

- During his/her defence before the SDC, the accused has the right to be accompanied by his/her Academic Advisor, or by another student who may speak on his/her behalf. She/he also has the right to call in witnesses to defend him/her the names of which must be made known to the Chair of the SDC prior to the commencement of the hearing.

- The Committee makes known, in writing, the decisions it has taken to the accused student within seven (7) working days. The decisions are also made known to the Head of the Department, the Dean of the School and the Academic Advisor of the student.

- The penalty is also made known to the University Registrar so that the student's file is brought up to date if the student does not appeal as per the appeals process below. Otherwise the record is updated only after the completion of the Appeals process and the final decision of the Students Appeals Committee.

- The accused student has the right to appeal the decision of the SDC to the Appeals Committee of the Senate. The appeal must be submitted in writing to the Vice Rector for Academic Affairs within ten (10) working days from the day of the announcement of the decision to the student.

- The SDC communicates the minutes to the Senate

7.11.14 Appeals against the Decisions of Disciplinary Bodies (Student Disciplinary Committee/Department Council)

The Chair of the SAC determines the date for the hearing of the appeal referred to the Committee and proceeds with the examination of the case following the SDC procedure/process. The minutes of the SDC or Department Council (DC) meeting are communicated to the student as well as any other additional comments or remarks the SDC/DC wishes to submit to the Committee. The Committee may allow the accused student or the SDC to present new additional testimonies. The names of the new witnesses must be made known to the SAC prior to the commencement of the meeting.

The Student Appeals Committee takes the final decision on the appeal and communicates its decision to all members involved, as well as to the Senate, the Chair of the SDC, the Registrar, the Dean of the School, the Head of the Department, the student's advisor and the Chair of the SDC.

7.11.15 Academic Appeals

Students shall be provided opportunities to request the review of assessment results in instances where they meet specific criteria. These shall include that their assessments have been impacted by exceptional, adverse events.

These criteria and events shall be set out in an Academic Appeals procedure. Such a procedure shall confirm that there shall be no provision for appeal against the academic judgement of assessors where this has been appropriately carried out.

7.12. Miscellaneous

The University shall provide students with access to relevant Internal Regulations and other student procedural documents. It is the obligation of the students to be familiar with the Internal Regulations and other official announcements that concern them. Ignorance of the Internal Regulations, and where they exist programme regulations, does not absolve students from their responsibility.

The University reserves the right to take punitive action against students regardless of whether judicial action is taken or not taken against the student.

Students are referred to the Students Affairs Department to be informed about the Internal Regulations whenever a disciplinary procedure is initiated.

Note: Medical School Special Provisions

 Students enrolled in programmes of the Medical School should consult programme-specific regulations and documentation, as well as the policies and procedures of the Medical School which apply to them.

Appendix D

Updated Course Syllabi

Course Code	Course Title	ECTS Credits
TOUR 320	Destination & Visitor Management	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Dr Werner Gronau	Second/Third
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- synthesize theory with practice in the real world of tourism/hospitality.
- critically analyze cases and real world situations;
- evaluate situations/issues/problems from a variety of stakeholder perspectives;
- interact in an effective manner with customers and colleagues;
- evaluate field-specific situations; critique ethical considerations

Learning Outcomes:

After completion of the course students are expected to be able to:
1. **explain** various knowledge and concepts in the area of visitor management;
2. **appraise** various issues in relation to visitor management;
3. **analyze** various issues in relation to visitor management;
4. **evaluate** various issues in relation to visitor management;
5. **evaluate** various concepts, theories, and principles in managing visitors in order to provide satisfactory experiences to the visitors;
6. **criticize** various concepts, theories, and principles in managing visitors in order to provide satisfactory experiences to the visitors;
7. **communicate and react** proactively to the stakeholders of various tourism and recreation settings in managing visitor experiences.

Course Content:

- Understanding visitors, tourists, and recreationists;
- A general model of communication;
- Helping visitors find their way around;
- How to manage visitor information sources;

- How to communicate with visitors;
- Interpretation skills;
- Understanding and getting to know your visitors;
- Visitor attractions and visitor management;
- National parks and visitor management;
- Sustainability and visitor management.

Learning Activities and Teaching Methods:

PowerPoint Lectures, workshop assignments - practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Advanced introduction to tourism destination management	Chris Ryan	Edward Elgar Publishing	2020	9781839103902

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Tourist destination management: instruments, products, and case studies	Nazmi Kozak, Metin Kozak	Cham, Switzerland: Palgrave Macmillan	2019	978-3-030-16981-7

Course Code	Course Title	ECTS Credits
TOUR 335	Theme Parks & Attractions Management	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Andreas Vasileiou	Third/Fourth
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- examine the development, 'theming' and management of theme parks;
- examine, in detail, the role and importance of 'theming' when planning, designing and developing a theme park

Learning Outcomes:

- After completion of the course students are expected to be able to:
- **identify** the key characteristics and different types of theme parks, and **distinguish** how they differ from attractions;
- **examine** and **evaluate** the role and importance of theming in the planning and design of a theme park;
- **Elaborate** on the role and importance of feasibility studies;
- **Conduct** a theme park feasibility study;
- **Explain** the steps and activities involved in the development and construction of a theme park;
- **Synthesize information** and **provide solutions** in response to various theme park problems and issues;
- **Evaluate** the views of a various stakeholders in the theme park industry;
- **Assess** and e**valuate** the management and operations of a theme park;
- **Implement** and assume responsibility for an in-depth investigation of an identified issue and **prepare** a project report;
- use a range of skills in **interpreting, evaluating and presenting** their written assignment and project report.

Course Content:

1. History, definitions & types of theme parks;
2. Nature & characteristics of theme parks and the key players;
3. Theme park guest preferences - Motivations and Theme Park Features;
4. Park theming, design; planning; Why theme parks fail;
5. Marketing a theme park - Niche marketing & Collaborative marketing; Branding;
6. Theme park operations – Guest service & experience; Safety & risk management; Crisis management & communications;
7. Introduction to Attraction Management;
8. The role of visitor attractions in tourism;
9. The visitor attraction product and market;
10. The business environment and visitor attractions;
11. The development process and feasibility studies; Financing; Quality Management;
12. Factors influencing the success and failure of visitor attractions;
13. Project management;
14. The role of the manager and human resource management in attractions;

Learning Activities and Teaching Methods:

PowerPoint Lectures, workshop assignments - practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Authentic and Inauthentic Places in Tourism: From Heritage Sites to Theme Parks	Jane Lovell, Chris Bull	Routledge	2018	9781138936706

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN

| Theme Park Design & The Art of Themed Entertainment | David Younger (Author), Joe Rohde (Afterword), Tony Baxter (Foreword) | David Younger | 2016 | 978-0993578915 |

UNIVERSITY of NICOSIA

Course Code	Course Title	ECTS Credits
TOUR 450	Sustainable Tourism	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Philippos Drousiotis	Fourth
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Develop academic method: thinking, research, referencing, collating and integrative skills with initiative and originality.
- Introduce students to the concept of sustainability
- Introduce students to techniques on evaluating sustainability
- Create awareness on problems in the field of measuring sustainability
- Create awareness of the economic potential of sustainability
- Aid students to understand the opportunities related to the concept:
  - for developing rural areas
  - for backing environmental friendly land use
  - for supporting social development
- Develop in students:
  - the awareness for the need of a more sustainable way of behavior
  - the awareness for a way to put sustainability in action in any kind of field
  - the ability to decide in the context of a group (leadership and capability)

Learning Outcomes:

After completion of the course students are expected to be able to:
1. **Work** with academic method to think, research, reference, collate and integrate facts and concepts with initiative and originality.
2. **Present** academic content in a proper way
3. **Analyze** academic texts
4. **Articulate** the nature and role of sustainability

5. Measure the degree of sustainability in several contexts by using adequate evaluation techniques (e.g.: carrying capacity concept, etc.)
6. **Provide** an overview of all the dimensions of sustainability, not just the common ones, for instance equality of genders, fair allocation of resources, etc.
7. **Develop** skills to:
   - Understand and explain the necessity of a more sustainable way of living
   - Implement innovative methods in order to create a more sustainable living
   - Critically review advantages and disadvantages of the concept
   - Interpret the concept in a objective way
   - Produce a written/assignment using appropriate academic literature;
   - Develop and implement innovative procedures/plans;
   - Critically evaluate human relations for effective performance;
   - Synthesize theory with practice by making critical decisions for management efficiency.

Course Content:

1. Academic method: thinking, researching, referencing and integrative tasks with initiative and originality
2. Introduction to Sustainable Tourism
3. The context of sustainability (Globalization, Global Development, etc)
4. Sustainability views Tourism: Sustainability a barrier to tourism development?
5. Transportation views sustainable tourism
6. Sustainability Accreditation for Tourism Industry
7. Measuring Sustainability in the context of Tourism
8. Rural Tourism a form of sustainable Tourism?
9. Cruise Tourism a form of sustainable Tourism?
10. Ecotourism a form of sustainable Tourism?
11. Volunteer Tourism a form of sustainable Tourism?
12. The Future of Sustainable Tourism
13. Regional/country case studies

Learning Activities and Teaching Methods:

PowerPoint Lectures, videos, student presentations/assignments/exercises

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Sustainable Tourism: Principles, Contexts and Practices	David A. Fennell and Chris Cooper	Channel View Publications	2020	9781845417673

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Overtourism: Issues, realities and solutions	Rachel Dodds	DeGruyter	2019	ISBN-13: 978-3110620450

UNIVERSITY *of* NICOSIA

Course Code	Course Title	ECTS Credits
THOM 300	Conferences & Exhibitions	6
Prerequisites	**Department**	**Semester**
HOSP 110	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory/Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Yianna Orphanidou	Third
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Understand the Five Stages of M.I.C.E Management: Research, Design, Planning, Coordination, and Evaluation.
- Learn the concepts of communication, synergy and how they apply to M.I.C.E Design.
- Learn how to conduct an M.I.C.E site inspection.
- Understand budgeting, pricing, and accounting as they relate to M.I.C.E Design.
- Understand the various types of special M.I.C.E, and the requirements for each.
  - Submit a complete Conference Design Project, in which the student applies his or her knowledge of M.I.C.E Management and Design to a professional-level M.I.C.E Design Plan.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- Describe the economic role, impact and growth of meetings and the convention/ conference industry
- Identify types of associations and the meetings they hold
- Distinguish the types of association membership/ meetings and their communication channels
- Identify the industry's miscellaneous markets and describe concerns involved in servicing those markets.
- Describe the meeting planner's overall role within the industry
- Explain the function and responsibilities of marketing, sales and communication department as it applies to the meetings and conferences industry
- Describe elements associated with providing guestrooms, function rooms, F&B, relevant technology and other related services for meetings and convention industry

Course Content:

15. Introduction to the Meetings, Expositions, Events and Conventions Industry: Background of Industry, What is a Meeting? Types of MEEC (Meetings, exhibitions, events & conventions) Terminology, Careers.
16. Meeting, Exhibition, Event, and Convention Organizers and Sponsors: identify various markets available in the area of M.I.C.E
17. Meeting and Convention Venues: Identify different venues characteristics and be able to match the event with the most suitable venue
18. Exhibitions: Recognize the importance of exhibitions in the event industry
19. Service Contractors: Explain all the steps of making a contract, identify law implications
20. Destination Management Companies: Explain how DMC operate, the range of their activities
21. Special Events Management: Explain different special events market e.g. weddings, birthday parties, retirement, alumni
22. Planning MEEC Gatherings: Explain all the steps prior the preparation of a MEEC
23. Producing MEEC Gatherings: Prepare the organization of an academic conference
24. Food and Beverage: Explain the importance of catering for the success of an event
25. Legal Issues in the MEEC Industry: Explain the implications of the contract, safety
26. Technology and the Meeting Professional: Explain the technological equipment available for the well organization of events e.g. audiovisual equipment
27. International Issues in MEEC: Explain issues such as accessibility, visa, medical
28. Putting it All Together: Students should be in a position to put all issues together and implement a conference of international status

Learning Activities and Teaching Methods:

PowerPoint Lectures, workshop assignments - Conference, practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Mid-Term exam (conference report), Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Special Events: The Brave New World for Bolder and Better Live Events (The Wiley Event Management Series)	Joe Goldblatt Seungwon Lee	Wiley 8th Edition	2020	978-1119345732

Title	Author(s)	Publisher	Year	ISBN
Meetings, Expositions, Events, and Conventions: An Introduction to the Industry, 5th Edition	Fenich, G.G.	Pearson	2019	9780132340571

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Event Management : How to Apply Best Practices to Small Scale Events	Damm, Sven	Diplomica Verlag	2018	9783842851306
Meetings, Expositions, Events & Conventions	George Fenich	Prentice Hall	2018	13: 9780132340571

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Course Code	Course Title	ECTS Credits
THOM 210	Cultural Geography	6
Prerequisites	**Department**	**Semester**
TOUR 110, ENG 101 and Junior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory/Elective	Cultural (Human) Geography	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Dr Leonidas Efthymiou	3rd
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Develop students' understanding and skills to work with geography
- Introduce students to the nature of geography and its impact on global collaborations
- Encourage students by giving content and skill to explain:
  - The distribution and spatially different activities of human across the earth
    - Variations of population growth and migration of humans through typical and exceptional trends
    - Cultural differences, spatial variations and diversity
    - Subsistence and economic activity patterns in relation to the Tourism Industry
    - Resource use and the implication of resource depletion, and fossil fuels
  - Aid students to understand the unique spatial basis of geography
    - Space: place, position and links
  - Abilities to visually represent and interpret facts of geography

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Explain the distribution of human activity and the implications for global collaborations

2. Work with data and information to:

- Understand and explain space with its place, position and links
- Interpret maps and data
- Visually represent data in tabulated form or maps as they relate to the field

3. Describe and account for cultural difference, distribution and cultural production/ consumption

4. Understand the nature and role of language diffusion, language inclusion, intercultural communication and diversity

5. Understand the relation of subsistence, industry, economic activity and their impact on tourism

6. Appreciate the finiteness of energy supplies and the impact of scarcity on civilization and consider alternatives for fuel and contingencies for other lifestyles in a post-energy era

Course Content:

1. Nature of geography
2. Travelling
3. Cultural geography, cultural material, cultural representations and global collaborations
4. Culture, multiculturalism and intercultural communication
5. Cultural Production, cultural consumption
6. Destination Geography and global collaborations
7. Globalization, geopolitics and the impact on Tourism Industry
8. Resources and Peak oil and societal implications
9. Language diffusion and diversity
10. Religion
11. Development
12. Agriculture
13. Industry
14. Understanding maps

Learning Activities and Teaching Methods:

PowerPoint Lectures, videos, student presentations/assignments/exercises

Assessment Methods:

Students' PowerPoint presentations, videos, discussion, assignments, exercises, Midterm exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN

Title	Author(s)	Publisher	Year	ISBN
Human Geography: An Essential Introduction, 2nd Edition	Mark Boyle	Wiley	2021	978-1-119-37471-8
Rethinking Cultural Tourism	Greg Richards	Edward Elgar Publishing	2021	9781789905434
Collins Student Atlas	Collins Maps	HarperCollins Publishers Limited	2021	9780008430238

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Management and Diversity : Thematic Approaches	Chanlat, Jean-Francois Özbilgin, Mustafa	Emerald Publishing Limited.	2017	9781786354907. 9781786354891. 9781787149007.

UNIVERSITY of NICOSIA

Course Code	Course Title	ECTS Credits
THOM 375	Casino Management	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Natasa Christodoulidou	Third
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Demonstrate broad-based skills including the application of casino specific management and leadership skills
- Demonstrate and understand fundamental accounting and financial management concepts of casino management
- Identify and develop the core concepts of customer service awareness and be able to provide a positive customer service attitude in all casino operations.
- Identify staffing needs within the organizational structure of typical gaming operations.
- Demonstrate a basic understanding of the law, the court system and procedure as they pertain to hospitality and casino concerns.
- Demonstrate the ability to use on-line resources to research and prepare written assignments.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- Demonstrate knowledge of the history of gaming. (students should be able to understand the evolution in the area of casino industry)
- Explain the relation of casino operations to the hospitality industry and the local economy. (students should acquire knowledge of the importance of casino industry as a part of the hospitality and the economy as a whole)
- Analyse several aspects, development and trends which have affected the gaming industry in recent years and which will continue to have an impact on the industry in the future. (students should be able to generalise understanding in relation to the changes and trends that influence the industry)

- Identify future issues surrounding the gaming industry. (students will acquire the necessary knowledge and understanding be able to identify future developments and issue in gaming industry)
- Describe and demonstrate knowledge of the primary casino games: Black Jack, Baccarat, Roulette, Crabs, Poker, Keno (students would have the skills to understand basic rules and principles of casino games)
- Describe and analyse the role of the non-casino divisions (Food and Beverage, Accounting, Human Resources, Rooms Division, Marketing and Sales, Engineering and Maintenance, Security) to the overall success of the casino operation. (students will have the skills and knowledge in identify the role of each position and department in a casino establishment)
- Identify and discuss the primary social and cultural concerns regarding gaming. (students should be able to identity ,discuss and understand issues such gambling addition)
- Describe the organization, structure and the primary functional areas of casino operation. (students should be able to design an organizational chart for casino establishments)

Course Content:

1. Introduction to Casino Management: Explain the casino industry environment, major casino destinations
2. The History of Modern Gaming : Involves the history of gaming from ancient times till our days, identify the revolution and also the cultural characteristics of gambling)
3. Casino Organizational Structure: An understanding of the different types of casino – independent or casino hotels, limited or full license.
4. Gaming Regulation Controls : Explain the legislation bodies evaluate and issue casino license , control measures
5. Casino Cage, Credit and Collection: Involves the major procedures of casino , cash management- credit policies and collection of money
6. Slot Management: Explain and identify how slot establishments operate – slot section as the most profitable area of the casino, how to increase participation and control profit margin
7. Introduction to Table Games: Explain different casino games such as Baccarat, Pai Gow, Poker ,Roulette, Dice, Blackjack and Keno
8. Casino Marketing: The importance of marketing, limitations based on legislation and jurisdiction laws.
9. The economic, social and cultural impacts: In depth understanding of the impacts of the casino industry – positive or negative

Learning Activities and Teaching Methods:

PowerPoint Lectures, assignments, practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, fieldtrip, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Casino Management in Integrated Resorts (Hospitality Essentials Series) 1st Edition	Desmond Lam	Routledge	2019	ISBN-13: 978-1138097506
Students will be provided with blend of latest government reports, casino company manuals, training programs, academic articles and casino association reports (among others).				

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Casinonomics: The Socioeconomic Impacts of the Casino Industry	Douglas M. Walker	Springer	2013	978-1-4614-7123-3

UNIVERSITY *of* NICOSIA

Course Code	Course Title	ECTS Credits
THOM-401	Security and Crisis management	6
Prerequisites	**Department**	**Semester**
	Management	F/S
Type of Course	**Field**	**Language of Instruction**
Compulsory	Hospitality	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Dr Markianos Kokkinos	4th
Mode of Delivery	**Work Placement**	**Corequisites**
Distance Learning	N/A	None

Course Objectives:

The main objectives of the course are to:
- ➢ Explain the key issues in developing and implementing a security program
- ➢ Identify threats in relation to security and loss prevention
- ➢ Construct reactive and preventative strategies to mitigate threats to safety, security, and loss.
- ➢ Evaluate a risk management plan
- ➢ Assess the role of security management within operations management and leadership

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Assess the role of security management within operations management and leadership
2. Explain the key issues in developing and implementing a security program
3. Assess the role of security management within operations management and leadership
4. Identify threats in relation to security and loss prevention
5. Evaluate a risk management plan
6. Identify threats in relation to security and loss prevention
7. Assess the role of security management within operations management and leadership
8. Explain the key issues in developing and implementing a security program

Course Content:

1. Security and Safety in the Lodging Industry
2. Legal Aspects of Loss Prevention
3. Security Programs, Training, Design, and Equipment
4. Security Procedures Covering Guest Concerns
5. Lodging Safety
6. Departmental Responsibilities in Guest and Asset Protection
7. Employee Safety
8. The Protection of Funds and Information
9. Emergency Management and Media Relations
10. Insurance

Learning Activities and Teaching Methods:

Teaching material including PowerPoint presentations and additional readings, Mid Term. Final Exams

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Tourism Risk: Crisis and Recovery Management	Marco Valeri	Emerald Publishing Limited	2022	978-1801177092

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Tourism Crises and Destination Recovery	David Beirman	SAGE	2021	9781526457301

Course Code	Course Title	ECTS Credits
HOSP 110	Food and Beverage Management	3/6
Prerequisites	**Department**	**Semester**
N/A	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory/Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	George Panayiotou	First
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Help to prepare students to meet the challenges associated with the Food and Beverage Industry.
- Students will gain a basic understanding of the Food and Beverage industry by analyzing the industry's :
  - growth and development,
  - reviewing its organizational structure,
  - investigating its relationship with the hotel's other departments,
  - And by focusing on industry opportunities and future trends.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- **Develop general knowledge** on the origins and development of food service in hotels, restaurants, and institutions.
- **Describe** the economic impact of the F&B industry.
- **Distinguish between** commercial and institutional food service facilities.
- **Identify trends** likely to affect food service in the coming years.
- **Identify a variety of managerial, production, and service positions** that are typical of the food service industry and describe the roles these positions play in providing food service.
- **Describe managerial responsibilities** as they relate to food service functions including menu planning, purchasing, storing, preparation, and recipe development.
- **Define the steps involved in menu planning and menu design**.
- **Define the importance and role** of Food and Beverage marketing.

- **Identify the major functions and basic principles** of Food and Beverage production.
- **Identify and describe the four types** of table service and at least two other food service categories.
- **Review the fundamentals** of Food and Beverage Management and Control.
- **Describe proper** sanitation, hygiene and safety procedures and techniques used on the Food and Beverage industry.

Course Content:

1. **Introducing Food and Beverage Management:** Introduction to the origins of food service. Differentiate between commercial and noncommercial foodservice operations as well as identifying the different types of foodservice facilities.

2. **Organization of F&B operations**: introduction and clarification on people, career paths, and organizational structures within F&B operations.

3. **Fundamentals of Management:** What is management? Managerial responsibilities and relationships and its importance to the industry.

4. **F&B Marketing:** marketing practices specific to the industry such as analysis of competition, feasibility study, market research and the marketing plan.

5. **The Meal Experience:** in understanding the philosophy of F&B management one has to first clarify and understand the elements that make up the meal experience, whether positive or negative.

6. **Managing Quality in F&B operations:** Looks at the four basic concepts and outlooks of quality and methods

7. **Food Menus and Beverage lists:** identifies menu types, pricing styles menu schedules. Elaborates on menu planning and design, and illustrates the basics of menu evaluation

8. **F&B Production/Cost control:** Preparing for production in terms of purchasing, receiving, storing and issuing. Standard product costs and simple pricing strategies.

9. **Food and Beverage Production methods:** identifies the various food production principles and the preparation methods of various food groups.

10. **Food and Beverage Service Methods:** types and methods of service

11. **An overall view of F&B control:** Developing standard recipes adjusting standard recipes

12. **Sanitation and Safety:** Issues and practices for sanitation and concepts of safety. Also a look at managements role in both these issues

Learning Activities and Teaching Methods:

PowerPoint Lectures, Articles

Assessment Methods:

Attendance/Participation, Tests, assignment, and Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Food and Beverage Management: For the Hospitality, Tourism and Event Industries	John Cousins, David Foskett, David Graham, Amy Hollier	Goodfellow Pub Ltd; 5th edition	2019	978-1911635109

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Planning and Control for Food and Beverage Operations, Ninth Edition	Miller, J.E., & Hayes, D. K., & Dopson, L.R.	AHLEI	2018	978-0-86612-559-8

UNIVERSITY of NICOSIA

Course Code	Course Title	ECTS Credits
THOM 200	Food Services in Special Events	6
Prerequisites	**Department**	**Semester**
HOSP 110	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory/Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	George Panayiotou	Second
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Introduce students to the planning, organizing and operational aspects of conventional and non-conventional events operations.
- Provide students with knowledge, skills, creativity and specific techniques in Food Services in Special Events.
- Help students manage and administer a range of special events, banquets and conventions, ensuring customer satisfaction, food quality and safety.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- **Develop general knowledge** on the origins and development of banqueting, events and foodservice.
- **Identify the nature and** type of special events and conventions and the scope of their operation.
- **Describe basic principles** of food and beverage planning to satisfy needs of the audience, participants, staff and other stakeholders.
- **Identify systems and procedures** for foodservices management, procurement and control in special events and conventions.
- **Recognize** internal regulations and external legislation governing provision of foodservices for special events and conventions.
- **Develop** needs assessment strategy to trace and manage key stages in special events and conventions coordination.

- **Apply knowledge/concepts** of events and banqueting management to real world situations in individual and team-based work.

Course Content:

1. **Chapter 1: Historical Banqueting.** Introduction / Banqueting: Civilized Customs In Ancient Civilization. The Banquet Hall. Renaissance European Banqueting. Eighteen Century Banqueting. Nineteenth Century Menu Revisions. Native American Feasts. The Colonial Period. Nineteenth Century Banqueting. American Presidential Banqueting.
2. **Chapter 2: Styles of Catering Operations.** Full Service Restaurant. Hotel Food And Beverage Facilities. Catering Halls. Independent Caterers. Private Clubs. Contract Feeding. Gourmet Food Shops And Delicatessens.
3. **Chapter 3: Catering Food Service Development.** Developing A Catering Business. Market Survey Information. Customer. Competition. Analyzing The Competition. Community. Labor. Location. Feasibility Statement. Applying Market Survey Information.
4. **Chapter 4: Catering sales and Marketing and Computer Software Support.** The Marketing Cycle. The Marketing Mix. Cuisine, Entertainment, And Concept Trends. Maximizing Catering Revenue Management. Packaging Catering Service. Measuring Customer Satisfaction. Catering Computer Management And Software Support. Marketing. Event Information And Reports. Reporting Forms. Desktop Publishing.
5. **Chapter 5: Catering Menu Program.** The Catering Menu Program. Menu Formats. Styles Of Service. Price Range. Menu Item Selection. Cuisine. Food Production. Seasonal Menus. Awareness Of Customer Needs.
6. **Chapter 6: Food and Beverage Operational Controls.** Operational Controls. Purchasing Controls. Production Controls. Presentation Controls. Catering Menu Meeting. Beverage Controls.
7. **Chapter 7: Catering Menu Pricing and Controls.** Cost And Profit. Breakeven Analysis. Menu Pricing. Price Range. Catering Pricing Methods. Maintaining Food Cost Percentages. Package Pricing.
8. **Chapter 8: Catering Menu Design.** Menu And Sales Presentation Design. Sales Presentation Covers. Menu Design Format. Layout. Typeface. Paper And Color. Illustration And Graphic Design.
9. **Chapter 9: Catering Beverage Management.** Beverage Management. Catering Beverage Pricing. Catering Beverage Menu Planning. Alcohol Service And Liability.
10. **Chapter 10: Quality Service and Standards Training.** Quality. Establishing Quality. Establishing Standards. Staffing Levels. Training For Quality Standards.
11. **Chapter 11: Managing Catering Equipment.** Managing Catering Equipment. Front Of The House Equipment. Back Of The House Equipment. Rental Equipment
12. **Chapter 12: Principles Of Design.** Design and Decoration in Events. Basic Event Design. Basic Aesthetic Principles. Practical Aesthetic Principles. Design and Global Event Management.
13. **Supplemental Chapter: The Art Of Light.** Design and Direction. Lighting Events. Aesthetics. Lighting Equipment. Risk Management. Changing Technology.
14. **Supplemental Chapter: Unique Decorative Elements.** Entertainment/Living Décor. Decorative Signage. Food for the Eye. Decorative Lighting Effects. Candles. The Magic of Ice. Pyrotechnics.
15. **Supplemental Chapter: Nonprofit And Charity Events.** Designing for Nonprofit Event Goals. Decorating Different Types of Nonprofit Events.
16. **Supplemental Chapter: Corporate Celebrations And Ceremonies.** Designing External Events (Marketing). Designing Internal Events (Operations). Decorating Advertising Events. Receptions. Decorating Public Relations Events. Decorating Human Relations Events.

17. **Supplemental Chapter: Milestone And Social Events.** Party Design. Life-Cycle Events. Personal Social Events.
18. **Supplemental Chapter: Wonderful Weddings.** Nuptial Goals and Objectives. Ceremony. Style. Themes. Receptions. Related Events.
19. **Supplemental Chapter: Festivals, Fairs, Parades, And Spectacles.** Festivals. Fairs. Parades. Spectacles.

Learning Activities and Teaching Methods:

PowerPoint Lectures, lab workshop assignments, practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Midterm exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Events Management: An International Approach	Nicole Ferdinand, Paul J. Kitchin	Thousand Oaks : SAGE	2021	9781529766479

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Festival and Special Event Management, Essentials Edition	Johnny Allen, Robert Harris and Leo Jago	Wiley	2021	9780730369400

UNIVERSITY of NICOSIA

Course Code	Course Title	ECTS Credits
THOM 235	Environmental Management for Tourism & Hospitality	6
Prerequisites	**Department**	**Semester**
N/A	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Philippos Drousiotis	Second
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Enable students to describe and understand the specific features of environmental management in the hospitality and tourism industry;
- To evaluate how environmental management systems relate to management as a whole;
- To critically assess environmental impact issues related to hospitality and tourism activities.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- **Identify** a number of global environmental problems and **explain** the principles, theories and application of environmental management in the hospitality & tourism industry.
- **Analyze and evaluate** the reasons why environmental management is increasingly important in the hospitality & tourism industry.
- **Recognize** and **analyze** the operational constraints and legal obligations surrounding environmental performance in the hospitality & tourism industry.
- **Interpret** environmental theory and critically **apply** it to real life cases.
- **Communicate and react** proactively to the stakeholders in the hospitality & tourism industry in the areas of environmental management.
- **Present** ideas to different audiences using appropriate media and **use** IT as a communication and learning tool.

Course Content:

Background Issues in Environmental Management

1. National and International Action in Environmental Management
2. Energy Management
3. Water Conservation
4. Packaging and Disposable Products
5. Waste Management
6. Air & Control
7. Noise Control
8. Environmental Business Tool
9. Environmental Audit
10. Reporting on Environmental Performance
11. Green Consumer in Hospitality Industry

Learning Activities and Teaching Methods:

Lectures, Case Studies Analysis and Discussion, In-Class Exercises, and Presentations.

Assessment Methods:

Class activities, Role plays Homework, Project, Mid-Term, and Final Exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Environmental Management Concepts and Practices for the Hospitality Industry	Ishmael Mensah	Cambridge Scholars Publisher	2019	9781527537781

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Handbook for Sustainable Tourism Practitioners: The Essential Toolbox	Anna Spenceley	Edward Elgar Publishing,	2021	9781839100895

UNIVERSITY of NICOSIA

Course Code	Course Title	ECTS Credits
THOM 455	Special Topics	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory/Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Dr. Leonidas Efthymiou	Fourth
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Update students on topical issues in the tourism industry.
- Stress the constantly changing framework-conditions for the industry, e.g.:
  - Climate change
  - Economic recessions
- Develop in students:
- awareness on screening actual events and their possible impacts on the industry
- awareness on the interaction of several sectors with the tourism industry
- the ability to analyze and forecast possible changes in the industry

Learning Outcomes:

- After completion of the course students are expected to be able to:
- **Articulate the unique aspects of the industry** (students should acquire knowledge on the different stakeholders of the tourism industry and be able to critical evaluate and discuss of the uniqueness of the tourism industry)
- **Demonstrate an understanding of world geography, major international tourism destinations and the concept of cultural diversity** (students should acquire the necessary knowledge and understanding of world geography, major tourism destinations and the important role of cultural diversity)
- **Examine and discuss critical issues that affect tourism** (students should be able to generate understanding in relation of the external and internal factors that influence tourism and be able to discuss issues that affect tourism such as accessibility, economy, climate, safety)

- **Evaluate the role of international tourism as an instrument for socio-economic development** (students will have the knowledge and should be able to understand how tourism can be used for social and economic development)
- **Examine the unique problems involved in tourism development in different region** (students should be able to critical evaluate problems involved in tourism development for different regions and have an in-depth understanding of different regions development process)
- **Demonstrate an understanding of the basic concepts of E-tourism and its application in the Tourism Industry** (students should be able to comprehend the role of e-tourism , its implications and possible applications in the tourism industry)
- **Analyze current trends and niche tourism products** (students should be able to generate understanding and knowledge in the different niche tourism products and a chosen product will be in depth analysed and explained provide to students the ability to evaluate and critically discuss current and future trends in tourism industry)

Course Content:

- **Top Destinations**: Involves the reasons of specific countries such as France / Spain / United States / China / Italy / UK / Mexico / Turkey / Germany /Greece/ Russian Federation attracts tourists and travelers , explain the unique aspects of tourism,
- **Emerging Markets**: China, Korea, Latin America, Asia, explain the importance of cultural diversity
- **Impacts of Global tourism**: Future Trends in the tourism Industry, WTO and -emerging international policies affecting the tourism industry, explain external and internal factors influencing the global tourism.
- **Ethical tourism and sustainable development** : natural resource tourism, climate changes, economic recession , explain the importance of sustainability
- **Cultural tourism**: introduction to some of the major cultural Tourism destinations, importance of protecting destinations character and identity
- **E-Tourism**: Involves practises of e-tourism, advantages- disadvantages, implication for the traditional tourism industry and applications for the tourism industry.
- **Niche Tourism**: Spa Tourism, Dark Tourism, Space Tourism Medical Tourism, Religious Tourism, Culinary Tourism, Hedonic Tourism. Rainbow Tourism, Battlefield Tourism, Ecotourism.

Learning Activities and Teaching Methods:

PowerPoint Lectures, assignments, practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Fieldtrip, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Special Interest Tourism: Concepts, Contexts and Cases	Sheila Agarwal ,G. Busby , R. Huang	CABI	2018	ISBN-13: 978-1780645667

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Tourist Behaviour: The Essential Companion	Philip L Pearce	MA : Edward Elgar Publishing	2019	9781786438560

UNIVERSITY of NICOSIA

Course Code	Course Title	ECTS Credits
TOUR 400	International Tourism	6
Prerequisites	**Department**	**Semester**
Senior	Management	Fall / Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory/Elective	Tourism, Leisure and Events Management	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st cycle	Dr Werner Gronau	Fourth
Mode of Delivery	**Work Placement**	**Corequisites**
Face to Face	N/A	N/A

Course Objectives:

The main objectives of the course are to:
- Provide students with a basic understandings and concepts of international tourism
- To illustrate the complexities and demands of working in and associated to, the industry.
- be introduced and accustomed to the management aspects of the international tourism
- acquire the skills to analyze the structures, systems and the interrelationships between travel and tourism;
- develop and asses concepts in the field;
- Analyze the external and internal environments and to formulate future strategies.

Learning Outcomes:

- After completion of the course students are expected to be able to:
- **Analyze** the characteristics of the international tourism market
- **Comprehend** the tourism policies pursued by the industrialized and developing countries.
- **Apply** theories of international trade to the international tourism sector,
- **Focus** on a number of developments in the hospitality sector.
- **Critically evaluate** geopolitical and Policy issues
- **Identify** future industry trends
- **Apply** knowledge in the working environment.

Course Content:

1. **Clarification and Meaning; an Introduction:** overview the issues of travel and tourism as well as looking at the scope and complexities of the travel and tourism industry
2. **The Issues of Tourism Impact:** Outlines the positive and negative aspects of tourism as well as looking at alternatives for tourism
3. **Planning and Development:** analysis the changing directions and trends associated with tourism, as well as sustainability concepts, practices and issues, also the underlying issues facing the global economy. Ethical considerations.
4. **Marketing and Consumer Issues:** the importance of targeting the correct segments, the styles and modes of current/future travel, strategic approaches and quality issues.
5. **Geopolitical and Policy issues of tourism:** The role of governments and cultural politics
6. **Alternate issues:** Aging populations, trends, educational issues
7. **Case studies / Articles :** A selection of current case studies and academic articles related to international tourism such as:
   - o   Trends, forecasts and policies in international tourism
   - o   Demand and Economic determinants of international tourism
   - o   Supply in the accommodation sector
   - o   International air transport demand and public health
   - o   International tourism and the industrialized/ developing nations
   - o   International and regional organizations in tourism
8. Tourism human resource planning and development

Learning Activities and Teaching Methods:

PowerPoint Lectures, lab workshop assignments, practical exercises, student presentations/assignments

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Midterm exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
The Tourism System	Alastair M Morrison Xinran You Lehto Jonathon Day	Kendall Hunt Publishing	2018 8th edition	ISBN-13: 978-1465299253

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Contemporary Tourist Behaviour	David Bowen (2nd Edition)	CABI	2022	9781786391698

Course Code	Course Title	ECTS Credits
HOSP-491	Thesis	12
Prerequisites	**Department**	**Semester**
Completion of core Requirements	Management	Fall/Spring
Type of Course	**Field**	**Language of Instruction**
Compulsory	Hospitality	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Faculty Member of Department of Management	4th
Mode of Delivery	**Work Placement**	**Corequisites**
Face to face	N/A	None

Course Objectives:

The overall aim of the module is to enhance students' ability to manage a complex project in a hospitality environment. To do so, the module aims to:

- Develop the learner's understanding and skills of research in hospitality management and/or a hospitality development context.
- Critically review a range of research methods, methodologies and select the appropriate one.
- Build on the research methodology skills and practical aspects of planning, conducting and producing a dissertation appropriate to the level.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Identify a specific management and/or development problem in the field of hospitality.
2. Review relevant literature relating to an identified problem.
3. Select a relevant methodology to support a research project.
4. Select research method(s) to investigate a specific management and/or development problems in the field of hospitality.
5. Develop and present a research dissertation.
6. Adopt international ethical practices, including, consent, confidentiality, anonymity and ethical approval forms.

Course Content:

- Introduction to research approaches
- Formulating research aims and objectives
- Developing a conceptual framework
- Research Design: Developing a research proposal
- Critically reviewing the literature
- Research Methodology
- Research Methods
- Approaches to analysis of Qualitative and Quantitative findings
- Ethical Considerations
- Project planning, development and presentation

Learning Activities and Teaching Methods:

Lecture, formative self-assessment, interactive activities, case studies, videos, discussion forums

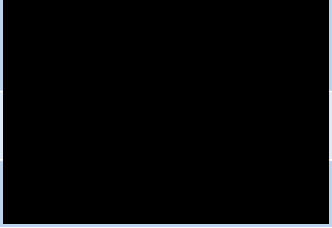**Assessment Methods:**

Final Exam, Dissertation

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Researching Tourism, Leisure andHospitality for your	Mason, P.	GOODFELLOW	2022	ISBN: 1915097029, 97819150970 26
Contemporary Research Methods in Hospitality and Tourism (e-book and Hard copy)	Fevzi Okumus S. Mostafa Rasoolimanesh Shiva Jahani	Emerald Publishing Limited	2022	9781801175470

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Qualitative Methods in Tourism Research	Edited by Wendy Hillman and Kylie Radel	Channel View Publications Ltd	2018	1845416392
(ebook): Research Methods in Tourism, Hospitality and Events	Brunt, P., Horner, S. and Semley	SAGE	2017	ISBN 978147391914 -3

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Angelika Kokkinaki	Dean of Business School	
Prof. Despo Ktoridou	Head of Department	
Dr. Leonidas Efthymiou	Programme Coordinator	
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Date: June 3rd 2022