Doc. 300.1.2

Higher Education Institution's Response

Date: 02.03.2021

- **Higher Education Institution:**
  University of Central Lancashire (Cyprus)

- **Town: Larnaca**

- **Programme of study**
  Name (Duration, ECTS, Cycle)
  Hospitality Tourism and Event Management, 1 year, 90 ECTS, Master

  In Greek:

  Μεταπτυχιακό στη Διαχείριση Φιλοξενίας, Τουρισμού και Εκδηλώσεων
  In English:

  Hospitality, Tourism and Event Management (1 year/90 ECTS, Master)

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

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

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

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) 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, without changing the format of the report:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *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).*

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

The MA Hospitality, Tourism and Event Management team, would like to thank the External Evaluation Committee for all their suggestions and recommendations that we believe will help our programme as well as our academic staff to grow and develop. The recommendations have been very insightful and helpful in strengthening our programme structure with more taught modules, as they are presented in the sections that follow. Adding certain modules that have been recommended by the Committee, is giving our potential students the opportunity to gain a more in-depth and specialised theoretical knowledge in the specific areas that add to the personal development of the future hospitality, tourism and events management industry professionals. In addition, the recommended changes in our programme structure will help us further develop our research interests and link our research output with a larger pool of academically robust modules. Also, as part of the insightful discussions with the External Evaluation Committee, we offer our response to the valuable guidance received and which focuses on devoting more time and resources for research and staff research development respectively. Focussing on research that is related to the specific modules delivered by each member of academic staff, will be highly beneficial both for our staff as well as for our students. To this end, we have taken into due consideration the EEC report, the suggestions and recommendations included thereto, and the constructive feedback. In the following sections, we respond in detail to all the Committee's findings, comments and recommendations concerning the further development of our master's programme.

1. Study Programme and Study Programme's Design and Development
(ESG 1.1, 1.2, 1.8, 1.9)

EEC REPORT

Findings for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

The members of staff are enthusiastic aiming to provide an appropriate and relevant program for their students. However, the program is based on 4 compulsory courses only as well as two optional courses. Only two members of staff conducted their PhD in tourism related areas.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Quality assurance mechanisms are present and fairly well aligned with international standards of the "mother university" in Preston, UK.

Strengths for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

No particular strengths observed.

Areas of improvement and recommendations for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

The courses taught should be updated.

There should be a coherent link between the (n=4) compulsory courses.

The courses should be based on up-to-date studies published in top tier journals.

The courses should include topics which may be relevant for managers in tourism / hospitality / event management, such as: revenue management, pricing, crisis management, responsible management.

The courses should include case studies which will provide students with relevant tools for a managerial career.

Due to the link to the "Mother university" in Preston, it seems that they are constrained to innovate the modules taught.

The courses should relate to tourism and hospitality is Cyprus, emphasizing issues concerning the management of cultural heritage, which is crucial to the local tourism industry.

UCLAN CYPRUS RESPONSE

We welcome the recommendations of the External Evaluation Committee for the Tourism, Hospitality and Event Management Master's Programme, and we have engaged in a rigorous review and update of its structure to embrace more taught modules, while ensuring that we strengthen the linkages between compulsory and elective modules. Therefore, in line with the comments and recommendations of the Committee, we have revised our programme of study, including the allocation of ECTS among semesters and certain modules, resulting in a total of 90 ECTS for the Master's over one year (30 ECTS over Semester A, 30 ECTS over Semester B, and 30 ECTS dedicated to the dissertation – yearlong). In so doing, we believe that we have made significant improvements, developing a more theoretically robust programme structure. In our efforts to offer students internship opportunities and better prepare them for the job market, we have introduced,

as elective, the placement module, 'Work-based Knowledge, Experience and Practice' (worth 30 ECTS) over and above the 90 ECTS credits of the yearly Master's programme, in the second year of study. Students opting for such module, shall graduate with 120 ECTS in their Master's degree.

Taking into consideration the major changes briefly outlined above, we altered the title of the Master's degree to '**MA Hospitality, Tourism and Event Management'.** Furthermore, we have enhanced the programme structure with new additional core and elective modules, as analysed below. Considering that we have access to the European Case Clearing House, all the modules are enriched with a variety of case studies to supplement teaching and enhance students' knowledge and exposure in management practice, within the specific context of tourism, hospitality and events.

Year 1 - Semester A

Our first semester offers two compulsory, and three elective modules:

- The compulsory module, '*Principles and Practice of Tourism, Hospitality and Events'* enhances students' knowledge and understanding of the three concepts, their differences and similarities and their impact on each other, as the introductory module of the programme that gives students a wide perspective of the tourism, hospitality and events industries.
- In addition, our second compulsory module, '*Global Hospitality, Themes and Brands'* provides the students with a critical understanding of international hospitality and the concepts, applications and challenges relating to contemporary practices in hospitality, including branding. Therefore, the module has strong linkages with the first compulsory module mentioned above, and more specifically with its hospitality-related component, which, here, is the main study focus.
- Two electives have been added in Semester A, which include '*International Tourism Management'* that is a module developing and enhancing students' knowledge in the area of Tourism Management in the international perspective. Our second elective '*Event Planning & Management'* focuses on event management, which is the third pillar of our programme.
- Finally, and in response to the Committee's recommendations to add a Marketing module in our syllabus, we have added '*Contemporary Marketing in Organisations*' as an elective. The aim of the module is to enable postgraduate students to critically evaluate developments in contemporary marketing in relation to principles underpinning the marketing discipline, whilst relating these to the wider context of hospitality and tourism organisations. Those modules are presented below together with our compulsory ones for semester A.

Year 1 - Semester B

Our second semester consists of two compulsory, and three elective modules:

- The first compulsory module, '*Management Development in Tourism, Hospitality and Events'* consolidates personal competencies in a wide range of areas associated with management activity and practice. It further encourages the maintenance of a life-long commitment to continuing professional development (CPD) and career development in the tourism, hospitality and events industries. In addition, it provides a range of development opportunities to indicate the content and approach taken in management development workshops and sessions aligned to the aforementioned industries. Therefore, the module has strong linkages with the first compulsory and introductory module mentioned above in Semester A. It builds, thus, upon the

knowledge gained through the module 'Principles and Practice of Tourism, Hospitality and Events', further extending this knowledge within the specific context of management. Similarly, the hospitality component of this module further extends the knowledge gained through the 'Global Hospitality, Themes and Brands' module, which is the second compulsory module of Semester A, within the specific context of hospitality management.

· Secondly, our next compulsory module, '*Tourism and Sustainability'*, introduces and critically appraises the conceptual roots, evolution, principles and practice of sustainability and sustainable development. In so doing, it provides a theoretical and practical framework for exploring the relationship between tourism, development and sustainability and the means of managing and developing responsible tourism within a sustainability context. Therefore, it enables students to critically appraise the concept of sustainable development through the specific context of tourism. Hence, the module has strong linkages with the other compulsory modules both in Semester A and B, as it focuses on a major concept that affects tourism, hospitality and events in general, and their present and future management practice, in particular

· In response to the Committee's recommendation to incorporate pricing and revenue management in the curriculum, we introduce the module '*Financial Management'* as an elective. The main intended learning outcome of this module is to analyse and use relevant costing, revenue and pricing techniques in the management decision-making process. More specifically, the module's content covers extensively the areas of revenue and pricing management, such as management control (cost classification and methods), decision-making (costing for decision-making, profit analysis, and pricing decisions), and planning (budgets and budgetary control within an organisation). Therefore, the module includes topics that are particularly relevant and beneficial for managers in the wider tourism sector, including the areas of hospitality and event management.

· In response to the Committee's recommendation to add a module covering cultural heritage, we introduce the module '*Festivals, Arts, Cultural & Heritage Events'* as an elective. This module extensively covers issues of cultural heritage management in local contexts. The main aim of the module is to give students the opportunity to critically evaluate key socio-cultural underpinnings of festivals and heritage events with an emphasis in Cyprus. The contents of this module include, for example, tangible and intangible heritage, heritage management, and the world heritage sites of Cyprus, all of which are of crucial importance for the local economy of the island.

· In response to the Committee's recommendation to add a module covering crisis management, we introduce the module '*International Strategic Management'* as an elective. This module covers extensively crisis management issues including topics that are particularly relevant for managers in the tourism, hospitality and event management.

Year 1 - Semester C

· We have added a compulsory 'Dissertation' module worth 30 ECTS. This module aims to enable the students to plan and conduct an extended piece of postgraduate business/management research, within the specific context of Tourism, Hospitality and Events Management. Students are required to complete a written dissertation of 12,000 words, as the last module of the Master's programme.

Year 2 – Semester A

As mentioned earlier, we have added the 'Work- based knowledge, experience and practice' as an elective for Year 2 - Semester A. The module is offering placement opportunities to all students

seeking to enhance their employability prospects. Specifically, with regards to our international students, it gives them the chance to enrich their professional profile by experiencing the Cyprus tourism, hospitality, and events work environment and the vast employment opportunities that it offers as an important tourism destination.

Please see in the table below the structure of our programme, as it becomes following the Committee's recommendations. The structure is also available in detail in appendix 1 attached.

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-Year 1								
1.	Compulsory	Principles of Practice in THE	TL4030	3	1hr	13	39	10
2.	Compulsory	Global Hospitality, Themes and Brands	TL4015	3	1h	13	39	10
3.	Compulsory	Tourism, Hospitality and Event Management Dissertation (Sem 1-3)	TL4185	0,5	1h	12	6	-
4.	Elective	International Tourism Management	TL4019	3	1h	13	39	10
5.	Elective	Event Planning & Management	TL4036	3	1h	13	39	10
6.	Elective	Contemporary Marketing in Organisations	MK4025	3	1h	13	39	10
B Semester-Year 1								
1.	Compulsory	Management Development in THE	TL4029	3	1h	13	39	10
2.	Compulsory	Tourism and Sustainability	TL4033	3	1h	13	39	10
3.	Compulsory	Tourism, Hospitality and Event Management Dissertation (Sem 1-3)	TL4185	0,5	1h	12	6	-
4.	Elective	Financial Management	AC4420	3	1h	13	39	10
5.	Elective	Festivals, Arts, Cultural & Heritage Events	TL4031	3	1h	13	39	

6.	Elective	International Strategic Management	MD4099	3	1h	13	39	10
C Semester – Year 1								
4.	Compulsory	Tourism, Hospitality and Event Management Dissertation (Sem 1-3)	TL4185	0,5	1hr	12	6	30
A Semester- Year 2								
1.	Elective	Work-based Knowledge, Experience and Practice	TL4038				700	30

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

University of Central Lancashire
UCLan Cyprus

2. Teaching, Learning and Student Assessment
(ESG 1.3)

EEC REPORT

Findings for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

The courses and the assignments provide the impression that theory and practice are interconnected in teaching and learning. Students' assessments correspond to the European Qualifications Framework (EQF). Assessment is appropriate, transparent, objective and supports the development of the learner. Assessment when needed is carried out by more than one examiner.

Strengths for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

Some members of staff publish in very prestigious tourism and hospitality journals which is an indication on the quality of their ability to supervised students in this research areas.
The members of staff follow a well establish mechanism to assess their student assignments.

Areas of improvement and recommendations for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

Staff member should aim to publish in top tier tourism, hospitality and event management journals.
Staff members should attend well known prestigious conferences focusing on tourism, hospitality and event management.
A committee of well-known practitioners should advise members of staff what should be taught in the programs. Well established visiting scholars should be invited to the UCLan Cyprus. This will improve the teaching standard and the research standard. Students should be exposed to seminars with well-known practitioners which will assist them learning "what going on out there".

UCLAN CYPRUS RESPONSE

Our list of publications is growing over the years, and acts as a proof that we publish (and aim to continue to do so) in 4* and 3* academic journals, and in reputable publishers (e.g. Edward Elgar, Routledge, SAGE, and CABI). In addition, it shows that we are working hard towards balancing our workload between teaching and research.

With regards to the latter, the following principles aim at developing the full potential of academic staff across teaching and research, while also enhancing their course management leadership skills and keeping them up to date to the most innovative tools, industry development and market and society needs. The allocation of the teaching load is in line with CYQAA regulations and follows the University workload model policy varying with the academic rank, research

portfolio, involvement in the University committees and, of course, responsibilities that come with course leadership.

During the yearly appraisal process, the Head of School and each members of the academic staff work together to balance the workload to 40:40:20 benchmark, so that faculty can spend 40% of the workload on teaching, 40% on research activities and remaining 20% in administrative tasks and university committees.

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Particularly, academic staff display expert knowledge of, and enthusiasm for, their discipline. Specifically:

- Teaching and learning is research-informed as academic staff is encouraged and able to engage with research and use state-of-art outputs (including their own) to enlighten their teaching.
- Academic staff are continuously informed of current and best practices in teaching and learning. They engage in a rigorous Teaching Toolkit programme, which allows them to reflect on their practice and stay up to date with best practices in teaching and learning. The use of research in feeding into teaching and facilitating the learning of students is an indispensable part of the Teaching Toolkit curriculum. Through the Teaching Toolkit, academic staff become Associate Fellows, and then Fellows of the Higher Education Academy (AFHEA/FHEA).
- Peer-observations are part of the University's culture, carried on as a mechanism for reflection and peer-improvement for academic staff observing and being observed.
- Staff Induction and mentoring scheme support newly appointed staff. This is geared towards helping them get up to speed with the University procedures and standards, including teaching and learning aspects.
- Teaching workload is in line with the CY QAA regulations, which results in a high staff-to-student ratio - a factor that helps improve teaching and learning quality as well as our students experience and support.

UCLan Cyprus and the School of Business and Management are encouraging its Faculty to enhance their academic and professional development. Income Generating Activity (IGA) and Consultancy policies are in place to enable staff to buy-out teaching time or otherwise invest it in their professional development.

Course leaders and deputy course leaders are academic staff who plan, design, manage, deliver, reflect upon and improve their teaching and curricula with the aim of enhancing student learning. They guide and mentor module leaders to further respect and encourage contributions and participation by all students, fostering a supportive learning environment

- Senior Fellows/Visiting Professors from UCLan UK and other institutions, as well as industry experts enrich our teaching and learning strategy, adding an expert perspective and international outlook to our programmes.
- Yearly appraisals ensure academic staff are sufficiently supported in their roles, and that they are able to deliver across teaching and research in an exceptional and supportive environment.

The School of Business and Management Board has recently decided to proceed with the establishment of an Advisory Board comprising experts from all fields of study. In relation to the fields of Tourism and Hospitality, renowned academics at UCLan Preston such as Prof. Richard Sharpley, University of Central Lancashire, UK (https://www.uclan.ac.uk/academics/professor-richard-sharpley) or other universities abroad, such as Prof. Andreas Papatheodorou, University

of the Aegean, Greece (https://etem.aegean.gr/index.php/en/etem-en/members/item/56-andreas-papatheodorou-en) are channelled to be appointed as Visiting Professors.

In its efforts to promote the personal academic and professional growth of the Faculty, the School has a staff research development budget, which can be used for conferences, training, academic visits for collaborations, invited research scholars to deliver seminars and training workshops, to enrich resource base with investment in facilities and equipment, journal and data subscriptions to support research. Furthermore, the staff development budget is used to support academic staff pursue research that can inform the teaching, as well as the publication output in highly ranked journals. We continuously encourage our academic staff to continue striving to publish at highly rankled journals. The School also benefits from Erasmus + University grant to support Faculty members to participate in teaching and training mobilities. The University adherence to Erasmus + charter allows also mobility of students and staff from our partners to UCLan Cyprus enriching students experience, with multicultural cohorts and benefitting from teaching by the prestigious visiting academics, as well as the establishment of collaboration between academics with similar research interests.

To increase the quality of the research output, a staff development plan is in operation, offering resources and support as follows:

(1) Promote peer mentoring where senior faculty with an excellent publication record guide and engage emerging scholars by focusing on research and publishing strategies, so that more faculty can reach highly-ranked academic journals and succeed in research bidding.

(2) Orchestrate staff development seminars including guest speakers focusing on strategies involved in publishing in high-ranking academic journals (e.g. Dr Lorna Wang, University of Surrey; Dr Dimitris Koutoulas, University of Patras, Dr Michalis Christofi, Cyprus University of Technology).

(3) Research workshop and research seminar series for the dissemination of research best practice, raising research interests' awareness and the collection of feedback.

(4) Focusing on returning UCLan Cyprus faculty in the UK Research Evaluation Framework. As such, the research output of UCLan Cyprus faculty is uploaded on CLoK, which is an online repository for the digital intellectual assets of the University of Central Lancashire and evaluated though the Annual Research Assessment (ARA) exercise, which is an internal evaluation process applied at UCLan to peer review the rigour of work published and determine its merit for faculty's inclusion in the REF.

Connections with the industry are always a priority for the mutual benefit of both the institutions/organisations that we are collaborating with and the University and its students. With regards to the exposure of students to seminars and the "real world" of Tourism and Hospitality, we have MoUs and partnerships established with major stakeholders in Cyprus, such as the Association of Cypriot Tourism Enterprises (ACTE), the Cyprus Hotel Association (PASYKSE), Hermes Airports, the Atlantica Hotel chain, as well as with individual hoteliers (e.g. Lordos, Londa, and, Nestor Hotels), which provide for the exchange of know-how (consulting, exchange visits, guest lectures, and organisation of events), internships for our students (and often further career opportunities), and joint research opportunities. We continue to grow our already established network of professionals in the local industry, and we are working towards establishing more successful MoUs and partnerships in the near future.

At the same time, through our Research Seminar Series, we invite scholars and practitioners from Cyprus and abroad, with the aim to enhance both student learning and staff development. Before the Covid-19 pandemic, for instance, we delivered seminars, among others, on Revenue Management (Speaker: Dr Lorna Wang, Director of MSc International Hotel Management at University of Surrey), Hotel Management (Speaker: Mr Vakis Karantonis, General Manager of the 4* Atlantica Oasis hotel in Limassol), and Digital Marketing (Speaker: Mrs Chrystalla Zezou, Operations Manager at Clickhouse Media).

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

University of Central Lancashire
UCLan Cyprus

3. Teaching Staff
(ESG 1.5)

EEC REPORT

Findings for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
We had the opportunity to speak with all members of staff. All members of staff hold a PHD (only two in the area of tourism and hospitality). Based on our observation the member of staff is highly dedicated to teaching and regard it highly seriously. Not all members of staff research are linked to their teaching duties. Members of staff should aim to better connect their teaching with their research (based on the list of publication this can be done).
Effort should be made that all courses in the MA should be taught by those whose PhD or
publications focus on tourism/ hospitality/events management.
The syllabus should be updated and be relevant to real world. The courses should focus of issues
and challenges managers in tourism / hospitality / events management currently confront especially if the department aim to "allows candidates to advance their management and business careers in a diverse range of sectors including, but not exclusive to, sustainability, event planning, tourism and hospitality." (see the school's website).

Strengths for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
Members of staff demonstrate high level of enthusiasm towards their teaching. It seems also that members of staff devote efforts to their teaching. Relying of the research publications some members of staff have the potential to excel in their teaching.

Areas of improvement and recommendations for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
Members of staff should aim to conduct research mainly in tourism, hospitality and event management and submit to top tier journals in these areas.
Members of staff should be editorial boards members of tourism, hospitality and event management academic journal.
Students should learn more courses. The weight of the academic courses is only 33%! The
students should learn a minimum of ten courses.
The (1) "management consultancy project" and (2) "the work-based knowledge experience and
practice" should be 10 ECTS.

All students who have no background in management related studies should learn management related courses (e.g. economics, marketing, revue management) and HTM courses (e.g. Introduction to tourism, introduction to hospitality) before studying more advance courses.

The present program is not "truly life-changing". Moreover, although "a period of work placement within industry" and "the opportunity to mentor/shadow key personnel, contribution to a specific

consultancy initiative or involvement within an active project management scheme" will contribute to the graduates, the students should learn a full respectable academic program.

UCLAN CYPRUS RESPONSE

We would like to thank you for your comment and clarify that our academics use their research output in a way that is incorporated in the taught modules of the programme.

In relation to teaching TL4029 (Management Development in Tourism, Hospitality and Events) module, for instance, under the sessions of innovation and the changing attitudes towards people management skills, Dr Simillidou has used three of her current publications, by providing them to the students as case studies during the class tutorial activities.

- Christou, P. & Simillidou, A. (2020). "Tourists' perceptions on the use of anthropomorphic robots in tourism and hospitality", International Journal of Contemporary Hospitality Management.

- Christou, P. & Simillidou, A. (2020). Tourist experience: The catalyst role of tourism in comforting melancholy, or not, Journal of Hospitality and Tourism Management, 42, 210-221.

- Simillidou, A., Christofi M., Glyptis L., Papatheodorou A. & Vrontis D. (2020). Engaging in emotional labour when facing customer mistreatment in hospitality, Journal of Hospitality and Tourism Management, 45, 429-443.

Similarly, Dr Katerina Antoniou uses some of her published work as cases studies in the teaching of TL4019 (International Tourism Management) module:

- Farmaki, A., Antoniou, K. and Christou, P. (2019). "Visiting the 'enemy': Visitation in politically unstable destinations", Tourism Review, 74(3), 293-309.
- Farmaki, A., and Antoniou, K. (2017). "Politicising dark tourism sites: Evidence from Cyprus. Worldwide Hospitality and Tourism Themes 9(2), 175–186.

In relation to additional modules, e.g. TL4033 (Tourism and Sustainability), and TL4031 (Festivals, Arts, Cultural & Heritage Events), publications by Dr Konstantinos Kakoudakis and Dr Katerina Antoniou, for example, will also be incorporated as case studies:

- Kakoudakis, K. I. (2020). 'Counterbalancing the effects of unemployment through social tourism.' In S. McCabe, and A. Diekmann (Eds.) Handbook of Social Tourism. (pp. 195-208). Cheltenham: Elgar Publishers.
- Kakoudakis, K. I., and McCabe, S. (2019). Social tourism as a modest, yet sustainable, development strategy: Policy recommendations for Greece. In Diekmann, A, McCabe,

S., and C. C. Ferreira (Eds.) Social Tourism at the Crossroads, 1st Ed. (pp. 8-22). Abingdon: Routledge.

- Kakoudakis, K. I., McCabe, S. and Story, V. (2017). 'Social tourism and self-efficacy: Exploring links between tourism participation, job-seeking and unemployment.' Annals of Tourism Research, 65 (July), 108-121.
  - Farmaki, A., and Antoniou, K. (2017). "Politicising dark tourism sites: Evidence from Cyprus. Worldwide Hospitality and Tourism Themes 9(2), 175–186.

Furthermore, all members of staff teaching on the programme have set up research collaborations with renowned academics outside of the University, such as Dr Scott McCabe (The University of Nottingham), Dr Anya Diekmann (Université Libre de Bruxelles), Dr Vicky Story (Loughborough University), Dr Andreas Papatheodorou (University of the Aegean), Dr Anna Farmaki, and Dr Prokopis Christou (Cyprus University of Technology). Through these collaborations, we also aim to publish more work directly related to the modules taught under the programme. We are committed to serving this objective by further linking our research interests with the topics covered under the modules that our programme comprises, as evidenced by the above examples.

We would also like to indicate that our members of staff are working towards establishing membership as editorial board members in tourism, hospitality and event management academic journals. Our course leader, Dr Aspasia Simillidou has acted as a reviewer in a number of journals (International marketing review, International Journal of Entrepreneurial Behavior & Research, Current Psychology) on topics related to Emotional labour, which is her main research interest. Dr Konstantinos Kakoudakis has acted as a reviewer in the Annals of Tourism Research Journal, and Dr Katerina Antoniou in Tourism Review, and The Service Industries Journal. In addition, our members of staff are willing to take up such opportunities once they arise.

In response to comments that students should learn more courses and that students should learn a minimum of ten courses, we would like to refer the Committee to our response in section 1. The new programme structure comprises 4 compulsory plus 2 out of 6 elective modules over SEMs 1 and 2, and which all are academic modules. The work-based knowledge, experience and practice module has been proposed as optional module of 30 ECTS during the second year, following the successful achievement of 90 ECTS that refer exclusively to theoretical modules. In view of the newly proposed structure, the team considers that most of the learning outcomes of the module "Management Consultancy Project" are now covered by a number of other modules that we have introduced such as TL4036 "Event Planning and Management" and TL4015 "Global Hospitality, Themes and Brands".

4. Students
(ESG 1.4, 1.6, 1.7)

EEC REPORT

Findings for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master

The students from abroad were very positive about the school and the program.

It seems that students relate to fact that this is a British University as a major factor affecting their decision to learn in UCLan Cyprus. It is also clear from the formal material that the university present itself as an English university. Specifically, the Dean refers to the ranking of UCLan in shanghai model (as well as ranking in English newspapers). It should be noted that UCLan Preston is not UCLan Cyprus. This information is misleading. Students should have IELTS score of at least 6.0 (instead of 5).

Strengths for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
UCLan is very well organized providing the students with warm and welcoming atmosphere (assisting the students to find accommodation as well as providing psychobiological assistance).
Students did not mention any comments about the admission process. This is impressive.

Areas of improvement and recommendations for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
It seems that no attempt is made to attract students based on their previous academic achievement or their achievement in their professional career. Moreover, it was not clear which scholarships students are offered for their academic excellence.

UCLAN CYPRUS RESPONSE

UCLan Cyprus is a both a private University in Cyprus according to Cyprus legislation, and a branch campus of UCLan UK. As such, UCLan Cyprus is not a partner institution offering franchised provisions, but one of the University's Campuses, such as Preston, Burnley, and Westlakes as per the QAA review of UCLan UK and its Cyprus campus in March 2015. By no means have we claimed that UCLan Cyprus has the same or similar contribution to the rankings as our main Campus in Preston has, but we do have a contribution, even if this is minor at the moment (since our Campus was established less than ten years ago, in 2012), and it is only reflected on a few publications in top-tier academic journals, in our students' satisfaction with teaching, and in their employment

prospects after graduation. Faculty across the two campuses cooperate on the research front (joint supervision of PhD scholars registered with UCLan UK), co-stage research workshop and organise exchange and mobility schemes for faculty and students.

In relation to the comment regarding attracting students based on their previous academic achievement or their achievement in their professional career, we would like to note that the School follows the University's strategy for student recruitment, which includes incentives for attracting high-level students from Cyprus. As part of incentives offered to attract high-performing students, the University applies a Financial Student Support policy which is underpinned, among others, by the following statutes:

- **Student academic performance upon entry to the University** - The University commits to acknowledge the academic performance of students upon their entry at University and motivate high-performing students to continue excelling at their studies through appropriate financial support.
- **High performing students at University** - The University commits to rewarding its students for their high academic performance and encourage them to continue excelling at their studies through appropriate financial support.

The above-mentioned support takes the form of scholarships and bursary schemes for both the undergraduate and postgraduate level. A Scholarship Policy is in place to benefit our students. The following scholarships are offered by the University:

Merit-based scholarships to new master's students upon the below results on their undergraduate tertiary education

A. > 50% scholarship on the original fee: Bachelor's degree 1st class with APM 85% and above

B. > 40% scholarship on the original fee: Bachelor's degree 1st class with APM 70-85%

C. > 30% scholarship to UCLan Cyprus alumni

High Achievers: Students who are proven High Achievers throughout their studies are awarded with the High Achiever Award and a financial award of 500 or 1000 Euros. Every year the High Achievers Committee review the academic performance of the students. As from the academic year 2019-20, top performing students are enlisted in the Dean's list and the Vice Chancellor's list, while they additionally receive an honorary certificate.

The University is also increasingly investing in international partnerships with stakeholders, which can push market the international scholarship scheme so that we can attract students from emerging markets. All indicators suggest that during the post Brexit era, international students will face higher tuition fees and

living expenses in the UK, and thus will consider UCLan Cyprus as an alternative option offering double awarded degree, from UCLan Cyprus and UCLan UK, at a significantly lower cost. Targeted scholarships are now administered with stakeholders to recruit more quality students on our masters' programmes.

5. Resources
(ESG 1.6)

EEC REPORT

Findings for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
The facilities are excellent.

Strengths for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
The resources provided (Teaching and Learning resources, Physical resources, Human support
resources and student support) are on a very high level.

Areas of improvement and recommendations for Internship in International Tourism, Hospitality and Event Management, 1 year, 90 ECTS, Master
No need. Very high standard.

UCLAN CYPRUS RESPONSE

Thank you for your positive review of our Resources, which we are committed to developing further and to the benefit of both staff and students.

6.   Additional for distance learning programmes
(ALL ESG)

Not applicable

7.   Additional for doctoral programmes
(ALL ESG)

Not applicable

8.   Additional for joint programmes
(ALL ESG)

Not applicable

B. Conclusions and final remarks

EEC REPORT

The programs are in general in good condition taking into consideration that the programs (and school) are relatively young. Still we made also several recommendations to improve. For all programs it is important to enhance the research quality of the staff, meaning that the mostly relative junior staff needs to get the opportunity to develop. All programs are complying well to the EQF standards. In our recommendation for the content of the programs most notable are those on changing compulsory and elective nature of courses. For the bachelor we see the need of more compulsory courses to ensure the broad base necessary for a BA student. For the masters we would propose more elective courses, to make more specialization possible. For the MBA it seems that the current courses form a limited set of the expected topics in an MBA. Certainly, when an AACSB accreditation is an ambition. In combination with the small number of electives this may not stand for the broad standard base of a MBA. For the tourism, hospitality and event management Master we see ample opportunity to improve. The structure of the program can be redeveloped to include more core and elective courses. In addition, the allocation of the ECTS should be reconsidered, especially in relation to the consultancy project and internship. Furthermore, more connection to research and developing or hiring specialised staff fitting to the topics is needed. Using the resource base of Cyprus cultural heritage could be made a possible distinctive point of the programme.

UCLAN CYPRUS RESPONSE

Once again, we would like to thank the Committee for its insightful and constructive comments on our academic programme of study, which gave us the chance to rethink important issues, and to revise its structure. We believe that the changes/improvements we have indicated above, have addressed the concerns raised, and recommendations made, by the Committee, and have further strengthened our programme, by making it more theoretically robust and embracive of current trends and challenges in the sector. Following accreditation of the MA Hospitality, Tourism and Events Management, the school aspires to seek additional academic -professional accreditation i.e. EFMD EPA , in conjunction with other Masters programmes. This will help to further build school reputation and leverage international student recruitment. To this end, we have been building our faculty team, including a number of PhD scholars, and senior faculty of international repute such a Dr Papatheodorou among others. This will help our faculty team build their research networks as well and therefore further develop their research output, focussing on top rated journals in the field of hospitality and tourism. Our faculty aims to work closely

with the students to produce the required high-quality output as well and this is another aim to be fulfilled after the accreditation of our programme and further professional accreditation.

C. Higher Education Institution academic representatives

Name	Position	Signature
Dr Loukas Glyptis	Head of School of Business and Management Chair of the School of Business and Management Academic and Quality Assurance Committee	
Dr. Aspasia Simillidou	Lecturer in Hospitality and Tourism Course Leader in MA Hospitality, Tourism and Event Management	
Dr. Konstantinos Kakoudakis	Lecturer in Hospitality and Tourism Management Deputy Course Leader in MA Hospitality, Tourism and Event Management	
Dr Christos Anagnostopoulos	Deputy Head of School of Business and Management Member of the School of Business and Management Academic and Quality Assurance Committee	
Dr Ioanna Stylianou	Deputy Head of School of Business and Management Quality Lead of the UCLan Cyprus Academic and Quality Assurance Committee	
Dr Anthi Avloniti	Lecturer in Business and Management Member of the School of Business and Management Academic and Quality Assurance Committee	

Date: 02/03/2021

UCLAN CYPRUS

MA HOSPITALITY, TOURISM AND EVENT MANAGEMENT

APPENDIX I

UCLAN CYPRUS

MA HOSPITALITY, TOURISM AND EVENT MANAGEMENT

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

TABLE 2: COURSE DISTRIBUTION PER SEMESTER – MA Hospitality, Tourism and Event Management

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-Year 1								
1.	Compulsory	Principles of Practice in THE	TL4030	3	1h	13	39	10
2.	Compulsory	Global Hospitality, Themes and Brands	TL4015	3	1h	13	39	10
3.	Compulsory	Tourism, Hospitality and Event Management Dissertation (Sem 1-3)	TL4185	0,5	1h	13	6,5	-
4.	Elective	International Tourism Management	TL4019	3	1h	13	39	10
5.	Elective	Event Planning & Management	TL4036	3	1h	13	39	10
6.	Elective	Contemporary Marketing in Organisations	MK4025	3	1h	13	39	10
B' Semester-Year 1								
1.	Compulsory	Management Development in THE	TL4029	3	1h	13	39	10
2.	Compulsory	Tourism and Sustainability	TL4033	3	1h	13	39	10
3.	Compulsory	Tourism, Hospitality and Event Management Dissertation (Sem 1-3)	TL4185	0,5	1h	13	6,5	-
4.	Elective	Financial Management	AC4420	3	1h	13	39	10
5.	Elective	Festivals, Arts, Cultural & Heritage Events	TL4031	3	1h	13	39	
6.	Elective	International Strategic	MD4099	3	1h	13	39	10

		Management						
					**C' Semester – Year 1**			
1..	Compulsory	Tourism, Hospitality and Event Management Dissertation (Sem 1-3)	TL4185	0,5	1h	12	6	30
					A' Semester- Year 2			
1.	Elective	Work-based Knowledge, Experience and Practice	TL4038				700	30

UCLAN CYPRUS

MA HOSPITALITY, TOURISM AND EVENT MANAGEMENT

ANNEX 2: COURSE DESCRIPTION

FOREAS DIASFALISIS KAI PISTOPOIHSIS THS POIOTHTAS THS ANOTERIS EKPAIDEUSIS
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

University of
Central Lancashire
UCLan Cyprus

YEAR 1 – Semester 1

Course Title	**Principles and Practice of Tourism, Hospitality and Events**				
Course Code	**TL4030**				
Course Type	**Compulsory**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Aspasia Simillidou				
ECTS	10	Lectures / week	3h	Laboratories / week	0
Course Purpose and Objectives	This module aims to allow students to determine and evaluate the current trends and contemporary debates and developments in international tourism, hospitality and event management and their implications for people, places, organisations and effective international business. The module applies the concepts and principles of service sector management within a diverse global arena. It further examines a range of practices from an international perspective to develop a broad understanding to the cultural complexity and challenge of working within the service industry.				
Learning Outcomes	On successful completion of this module a student will be able to: 1.Examine the principles of service provision within a public and private sector framework within Tourism, Hospitality and Events 2.Apply academic concepts and theories towards commercial competitive practice within the global provision of Tourism, Hospitality and Events 3.Critically analyse strategic developments and market and trends within the Tourism, Hospitality or Events sectors.				
Prerequisites	None		Required	None	
Course Content	The historical and prominent international importance and development of tourism, hospitality and events. Evolution, Events and their diversity The origins and growth of the hospitality industry The evolutionally impact of supporting industries, assisting the growth of tourism, hospitality and events. The role of government legislation and tourism, hospitality and events provision Concepts of service sector supply and demand, and characteristics of tourism products				

	Understanding tourism destinations and their relevant organisations
	International hospitality and the internationalisation of multinational hospitality firms
	Knowledge of business arrangements and the complexities facing international hospitality operators and managers
	Pertinent issues facing tourism, hospitality and event businesses operating in an international environment
	Current trends impacting on the potential growth of destinations and tourism, hospitality and event businesses
	Entrepreneurial exploration of future tourism, hospitality and event business success
	Effective strategic organisational policy, practice and sustainability in the service industries.
Teaching Methodology	The module is delivered in ten 3-hour weekly sessions, including a number of keynote presentations, comprising a range of learning methods, including lectures, seminars and workshops.
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Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Essay	50%	2,000 words	Coursework	1,2,3
1	A Self Filmed Presentation	50%	2,000 words (equivalent)	Practical Assessment	1,2,3

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

Language	English

Course Title	**Global Hospitality, Themes and Brands**				
Course Code	**TL4015**				
Course Type	**Compulsory**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr. Sonia Andreou & Xenia Toumazou				
ECTS	10	Lectures / week	3h	Laboratories / week	-
Course Purpose and Objectives	To provide the students with a critical understanding of international hospitality and the concepts, applications and challenges relating to contemporary practices in hospitality.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Critically appraise the competitive environment facing the international hospitality manager and examine strategies they could undertake to gain a competitive advantage. 2. Critically review the practice of international hospitality management in a context of cultural diversity. 3. Formulate problem solving techniques to areas and issues that they are likely to face as international hospitality managers.				
Prerequisites	None		Required	None	
Course Content	Globalisation and the international hospitality industry. The international hospitality environment Strategic planning and international hospitality enterprises focusing on gaining a competitive advantage National and corporate culture and the management implications International human resources management :managing diversity within a hospitality context International marketing and brand management of the international hospitality product Overall perspectives of the experience economy and current development in theming the international hospitality product Consumer behaviour and response in the international hospitality industry. The new means of consumption focusing on implosion, time and space Managing social responsibility in international hospitality and contemporary hospitality themes				
Teaching Methodology	This module will be taught in one semester through a balance of lectures and seminars (these are sometimes combined as a workshop, depending on the topic) and case-work. The face-to-face delivery takes places on campus, with				

	some sessions delivered in the computer rooms, so each student has got access to a computer.
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| Assessment | The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module. |

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Discussion Board	30%	(800 words equivalent)	**Coursework**	*2*
1	Presentation	70%	(3,200 word equivalent)	**Practical assessment**	*1, 3*

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

| Language | English |

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
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University of Central Lancashire
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Course Title	**International Tourism Management**				
Course Code	**TL4019**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1/ Semester 1				
Teacher's Name	Dr Katerina Antoniou				
ECTS	10	Lectures / week	3h	Laboratories / week	-
Course Purpose and Objectives	The module aims to provide students with a fast track introduction to the subject of tourism and explore major issues and practice in the context of the rapid growth and changing nature of international tourism as a global activity. The module will focus on a number of key themes and critically examine the response of tourism managers to contemporary and future global challenges.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Specify and contextualize the (dynamic) nature of demand for international tourism. 2. Identify and explore the key challenges which increasing/changing demand presents in terms of contemporary tourism product/service/destination supply and management. 3. Critically examine the response of tourism agencies and businesses in meeting the requirements of 21st century tourism and tourists.				
Prerequisites	None		Required	None	
Course Content	The recent development of & developments in the global tourism industry and visitor economy The nature of the contemporary demand for international tourism and associated trends in terms of tourism products and services The motivation and behaviour of 21st century visitors The experience economy and selling 'the local' globally Place branding: selling places in the 21st century The economic, socio-cultural & environmental impacts of tourism and associated sustainable management New Tourism / Responsible Tourism / Ethical Tourism Futurology and Tourism: predicting future trends.				
Teaching Methodology	The module will be taught in a weekly workshop. The workshops will comprise a range of learning methods including lectures, seminars, presentations and student led discussion.				

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Further Reading - Books

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Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative)	Category of assessment	Learning Outcomes being assessed

	1	Essay	40%	1,800 words	coursework	1
	1	Report	60%	2,200 words	coursework	2&3
	To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.					
Language	English					

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
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Course Title	**Event Planning and Management**				
Course Code	**TL4036**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1/ Semester 1				
Teacher's Name	Dr Fanos Tekelas & Sotiris Georgiou				
ECTS	10	Lectures / week	3h	Laboratories / week	-
Course Purpose and Objectives	This module aims to provide students with a critical understanding of the range of key event management issues required to professionally plan and manage a special event.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Synthesize relevant theoretical principles with an understanding best practice in the contemporary event management industry. 2. Interpret, contextualise and reflect upon a range of techniques and practices relevant to the planning, execution and evaluation of special events.				
Prerequisites	None		Required	None	
Course Content	The nature & scope of the events industry Special event types, features, aims, functions & characteristics Conceptualizing the planning / strategic process Event feasibility & the screening process Project management & logistics Venue selection & event design Risk management: health, safety & security Staffing / Human Resource issues Budgeting / managing finances Market research, marketing & communication Issues of sustainability & the impacts/legacies of events The evaluation of events / methods of evaluation.				
Teaching Methodology	A workshop approach will be employed. Lectures, set tasks, discussion and student led seminar tasks will make up these sessions. Each session will deal with one key aspect of Event Management or Planning. The tutor will provide the theoretical background and/or outline relevant management tools and students will then apply/demonstrate this knowledge through a series of tasks or discussions. This way theory will constantly be contextualized. Many tasks & discussions will centre a range of contemporary 'real world' examples /				

	events. These will reflect student experience and events related research they have conducted in connection with seminar tasks or assignments. Each session will be supported by learning material on e-learn.Students will be encouraged to engage with independent research on a weekly experience.
Bibliography	1. Allen J. *Festival & Special Event Management* . Vol Wiley Australia tourism series. 5th ed. (Allen J, ed.). Wiley; 2011. 2. Masterman G. *Innovative Marketing Communications [electronic Resource] : Strategies for the Events Industry* . (Wood EH, ed.). Elsevier/Butterworth-Heinemann; 2006:xxi, 322 p. : 3. Berridge G. *Events Design and Experience [electronic Resource]* . Vol Events management series. 1st ed. Butterworth-Heinemann; 2007:xv, 296 p. 4. Berridge G. *Events Design and Experience* . Vol Events management series. Butterworth-Heinemann; 2007. 5. Lück M, Pernecky T, eds. *Events, Society and Sustainability : Critical and Contemporary Approaches* . Vol Routledge advances in event research series. Routledge; 2013. 6. Bowdin GAJ. *Events Management [electronic Resource]* . 3rd ed. Elsevier Butterworth-Heinemann; 2011:xxxiv, 739 p. : 7. Bowdin GAJ. *Events Management [electronic Resource]* . 3rd ed. Elsevier Butterworth-Heinemann; 2011:xxxiv, 739 p. : 8. Bowdin GAJ. *Events Management [electronic Resource]* . Vol Events management series. 3rd ed. Elsevier Butterworth-Heinemann; 2011:xxxiv, 739 p. : 9. *BS 8901:2009 Specification for a Sustainability Management System for Events*. https://bsol.bsigroup.com/en/Bsol-Item-Detail-Page/?pid=000000000030196056 10. Getz D. *Event Management & Event Tourism* . 2nd ed. Cognizant Communication; 2005. 11. Getz D. *Event Studies : Theory, Research and Policy for Planned Events.* Vol Events management series. Third edition. /. Routledge; 2016. 12. Getz D. *Event Studies : Theory, Research, and Policy for Planned Events [electronic Resource]* . Third edition. (Page SJ, ed.). Routledge Taylor & Francis Group; 2016:1 online resource (766 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 13. Van der Wagen L. *Event Management : for Tourism, Cultural, Business and Sporting Events* . 5th edition. (White L, ed.). Cengage Learning Australia; 2018. 14. Goldblatt JJ. *Special Events : Creating and Sustaining a New World for Celebration* . Vol The Wiley event management series. 7th edition . John Wiley & Sons; 2014. 15. Sharma D. *Event Planning and Management* . Deep & Deep; 2005. 16. Yeoman I. *Festival and Events Management : an International Arts and Culture Perspective* . (Yeoman I, ed.). Elsevier Butterworth-Heinemann; 2004. 17. Yeoman I. *Festival and Events Management [electronic Resource] : an International Arts and Culture Perspective* . (Yeoman I, ed.). Elsevier Butterworth-Heinemann; 2004:xxi, 418 p. : 18. Andrews H. *Events and the Social Sciences [electronic Resource]* . First edition. (Leopold T, ed.). Routledge; 2013:1 online resource (xii, 151 pages) : 19. Preston C. *Event Marketing : How to Successfully Promote Events, Festivals, Conventions, and Expositions* . Vol The Wiley event management series. 2nd ed. . (Hoyle LH, ed.). Wiley; 2012. 20. Kitchin P, Ferdinand N, eds. *Events Management : an International Approach* . Second Edition. SAGE; 2017. 21. Page SJ, Connell J, eds. *The Routledge Handbook of Events* . Vol Routledge handbooks. Routledge; 2012. 22. Page S, Connell J, eds. *The Routledge Handbook of Events* . Vol Routledge handbooks. Second edition. Routledge; 2020:1 online resource (633 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 23. Masterman G. *Strategic Sports Event Management [electronic Resource]* . Third edition. Routledge; 2014:1 online resource (437 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 24. Masterman G. *Strategic Sports Event Management* . Third edition. Routledge; 2014. 25. Shone A. *Successful Event Management : a Practical Handbook* . Fifth edition. (Parry B, ed.). Cengage; 2019:xv, 314 pages : 26. Horne J. *Understanding the Olympics* . Third edition. (Whannel G, ed.). Routledge; 2020. 27. Horne J. *Understanding the Olympics [electronic Resource]* . (Whannel G, ed.). Routledge; 2012:xvi, 239 p. : 28. Fox D. *Doing Events Research : from Theory to Practice* . (Brackstone J, Gouthro MB, eds.). Routledge; 2014. 29. Tum J. *Management of Event Operations* . (Wright JN, Norton P, eds.). Elsevier Butterworth-

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Other Electronic Sources

38. Hospitality and Tourism Complete - E-databases A-Z - University of Central Lancashire. http://www.uclan.ac.uk/students/library/hospitality.php

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40. SPORTDiscus Fulltext - E-databases A-Z - University of Central Lancashire. http://www.uclan.ac.uk/students/library/sport_discus.php

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment /Duration/ Wordcount (indicative)	Category of assessment	Learning Outcomes being assessed
1	Essay	40%	1,800 words	coursework	1
1	Report	60%	2,200 words	coursework	2

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

Language	English

Course Title	**Contemporary Marketing in Organisations**				
Course Code	**MK4025**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Olga Kvasova, Dr Anthi Avloniti				
ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	2h
Course Purpose and Objectives	To enable postgraduate students to critically evaluate developments in contemporary marketing in relation to principles underpinning the marketing discipline, whilst relating these to the wider commercial context.				
Learning Outcomes	1. Identify and critically review key marketing concepts and terminology 2. Recognise and critically evaluate the application of marketing practices from the point of view of the consumer 3. Assess the role of current trends in marketing, as components in the contemporary commercial environment.				
Prerequisites	None		Required	None	
Course Content	- Introduction to marketing - The traditional and new consumer - Traditional techniques considered against a model of new consumer marketing - Market research and new consumer marketing - Value creation and delivery in the 21st century - Demand system management				
Teaching Methodology	The learning and teaching process will include lectures, seminars and individual research and study. Teaching sessions will include lectures and tutorials based around contemporary marketing cases, and workshops supporting assignment themes. The module learning outcomes are assessed by individual course work. Students critically evaluate theory and reflect on its application to internal communication practice.				
Bibliography	**Core Reading** Kotler, P. (2020) *Principles of marketing* . Eighth European edition. Hongwei He, Lloyd C. Harris, & Gary Armstrong (eds.). Harlow, England :, Pearson. Jobber, D. (2020) *Principles and practice of marketing* . Ninth edition. Fiona Ellis-Chadwick (ed.). London :, McGraw-Hill Education.				

Further Reading

Cameron, S. (2020) *The MBA handbook : academic and professional skills for mastering management* . Ninth edition. New York :, Pearson Education.

Kotler, P. (2019) *Marketing management* . 4th European edition. Torben Hansen, Malcolm Goodman, Mairead Brady, & Kevin Lane Keller (eds.). Harlow, England :, Pearson.

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Solomon, M.R. (2019) *Marketing : real people, real decisions* . Third European edition. Wendy Tabrizi, Vincent W. Mitchell, Bradley R. Barnes, Elnora W. Stuart, *et al.* (eds.). Harlow, England :, Pearson.

Optional Reading

Scott, D.M. (2020) *The new rules of marketing & PR : how to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly* . Seventh edition. [Online]. Hoboken, New Jersey :, Wiley. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

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Day, G.S. (1994) The capabilities of market-driven organizations. *Journal of Marketing*. [Online] 58 (4), 37–52. Available from: http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9410316032&site=ehost-live.

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.					
	Number of Assessments	**Form of Assessment**	**% weighting**	**Size of Assessment/Duration/ Wordcount**	**Category of assessment** *(select 1 of written exam/practical assessment/coursework –see guidance notes)*	**Learning Outcomes being assessed**
	1	Exam	50%	2 h	Examination	1, 2, 3
	1	Report	50%	2000	Coursework	1, 4, 3
	To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.					
Language	English					

Course Title	**Management Development in Tourism, Hospitality and Events**				
Course Code	**TL4029**				
Course Type	**Compulsory**				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Aspasia Simillidou				
ECTS	10	Lectures / week	3h	Laboratories / week	-
Course Purpose and Objectives	To consolidate personal competencies in a wide range of areas associated with management activity and practice.				
	To encourage the maintenance of a life-long commitment to continuing professional development (CPD) and career development in the tourism, hospitality and events (TH&E) industries.				
	To provide a range of development opportunities to indicate the content and approach taken in management development workshops and sessions aligned to the TH&E industries.				
Learning Outcomes	On successful completion of this module a student will be able to:				
	1.Demonstrate a range of skills and abilities needed for the management of TH&E businesses with a realistic appraisal of the student's own ability and a clear focus on continuing professional development in a process of life-long learning				
	2.Assess the importance of reflection for management development and relate it to the student's own development needs				
	3.Evaluate the importance of cultural differences for THE management practice and continuing development				
Prerequisites	None		Required	None	
Course Content	Critical reflection and the importance of reflective learning for personal and professional development, including development tools and techniques.				
	Continuous professional development and its links with life-long learning for the TH&E industries.				
	Organizational and management learning in TH&E businesses.				
	Leadership approaches in the TH&E industries				
	Management development, its processes, methods and practices.				
	Career management and development in the TH&E industries.				

	Key management skills including problem solving and decision making, emotional intelligence, negotiation and influencing.
	Managing Equality and Diversity, corporate and social responsibility
	Cultural differences in THE management and professional development.
Teaching Methodology	The module is delivered in ten 3-hour weekly sessions, including a number of keynote presentations, comprising a range of learning methods, including lectures, tutorials, seminars and workshops.
Bibliography	**Core textbooks** 1. Firth M. *Employability and Skills Handbook for Tourism, Hospitality and Events Students* . Routledge; 2020. 2. Firth M. *Employability and Skills Handbook for Tourism, Hospitality and Events Students* . Routledge; 2020:1 online resource (xxx, 414 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 3. Whetten DA. *Developing Management Skills* . Global edition.; Ninth edition. (Cameron KS, ed.). Pearson; 2016. 4. Whetten DA. *Developing Management Skills* . Ninth, Global edition. (Cameron KS, ed.). Pearson; 2016:1 online resource (646 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 5. Megginson D. *Continuing Professional Development* . 2nd ed. (Whitaker V, ed.). Chartered Institute of Personnel and Development; 2007. 6. Preziosi RC, Pfeiffer, Company. *The 2008 Pfeiffer Annual. Management Development [electronic Resource]* . (Preziosi RC, ed.). Pfeiffer; 2008:xv, 285 p. : 7. Covey SR. *The 7 Habits of Highly Effective People : Powerful Lessons in Personal Change* . 25th anniversary edition /. Simon & Schuster; 2013. 8. Covey SR. *The 7 Habits of Highly Effective People : Powerful Lessons in Personal Change [electronic Resource]* . Twenty-fifth anniversary edition. RosettaBooks; 2013:1 online resource (314 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 9. Garratt B. *Developing Strategic Thought : a Collection of the Best Thinking on Business Strategy* . 2nd ed. (Garratt B, ed.). Profile; 2003. 10. Gillen T. *Leadership Skills for Boosting Performance* . Chartered Institute of Personnel and Development; 2002. 11. Goleman D. *Emotional Intelligence : Why It Can Matter More Than IQ* . Bloomsbury; 1996. 12. Goleman D. *Emotional Intelligence : Why It Can Matter More Than IQ [electronic Resource]* . Bloomsbury; 2009:1 online resource (281 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 13. Goleman D. *Emotional Intelligence : Why It Can Matter More Than IQ; &, Working with Emotional Intelligence* . (Goleman D, ed.). Bloomsbury; 2004. 14. Goleman D. *Working with Emotional Intelligence* . Bantam Books; 2006. 15. Goleman D. *Working with Emotional Intelligence [electronic Resource]* . Bloomsbury; 2009:1 online resource (317 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 16. Jeffers SJ. *Feel the Fear and Do It Anyway* . Rev. and updated ed. Vermilion; 2007. 17. Jeffers SJ. *Feel the Fear and Do It Anyway* . 25th anniversary ed. Vermilion; 2012. 18. Jeffers S. *Feel the Fear and Do It Anyway : Dynamic Techniques for Turning Fear, Indecision and Anger into Power, Action and Love [electronic Resource]* . 1st ed. Jeffers Press; 2007:1 online resource (234 pages). Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2019. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries. 19. Katzenbach JR. *The Wisdom of Teams : Creating the High-Performance Organization* . (Smith DK, ed.). McGraw-Hill; 2005. 20. Katzenbach JR. *The Wisdom of Teams : Creating the High-Performance Organization* . (Smith DK, ed.). HarperCollins; 2003. 21. Malhotra D. *Negotiation Genius : How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond* . (Bazerman MH, ed.). Bantam; 2008. 22. Malhotra D. *Negotiation Genius : How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond [electronic Resource]* . (Bazerman M, ed.). Random House Publishing Group; 2007:1 online resource (0 pages). Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.

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Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Critical examination of reflection in management development	60%	2,400	Course work	1, 2
1	Group exercise & presentation	40%	15 minutes / 1000 words	Practical Assessment	1, 3

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

Language	English

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course Title	**Tourism and Sustainability**				
Course Code	**TL4033**				
Course Type	**Compulsory**				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Konstantinos Kakoudakis				
ECTS	10	**Lectures / week**	3h	**Laboratories / week**	-
Course Purpose and Objectives	The aim of this module is to introduce and critically appraise the conceptual roots, evolution, principles and practice of sustainability and sustainable development. In so doing, it provides a theoretical and practical framework for exploring the relationship between tourism, development and sustainability and the means of managing and developing tourism within a sustainability context. Thus, it enables students to critically appraise the concept of sustainable development through the specific context of tourism.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Critically appraise the concepts of sustainability, sustainable development and sustainable tourism 2. Critically evaluate tourism's developmental contribution within a sustainability context 3. Identify and critique contemporary policies, processes and practices relevant to the production and consumption of tourism				
Prerequisites	None		**Required**	None	
Course Content	**The context: tourism, international development and the environment** - tourism as an agent of development - socio-environmental consequences **Tourism as development** - understanding development – philosophies and processes - development paradigms – from economic growth to sustainable development - post-development **Sustainability and sustainable development** - the roots of sustainability - principles of sustainable development - contemporary approaches to sustainable development **Tourism and sustainability in practice**				

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	- policies and processes
	- planning for sustainable tourism
	- ecotourism / community tourism/ pro-poor tourism
	- responsible tourism and accreditation schemes
	- consuming tourism
	Tourism and sustainability: critiques, contemporary challenges and futures
Teaching Methodology	The module will utilise a variety of teaching and learning methods designed to enhance knowledge, academic ability with analytical thinking. Generally, however, a less formal approach to lectures will be adopted, whereby students will be expected to contribute to discussions and, in so doing, independently express / develop their own position on issues related to sustainable development. As part of their learning process, students will also be required to make brief non-assessed presentations based upon the research undertaken for their second assignment (see below). A tutorial programme will support personal learning, as is appropriate at this level of postgraduate study. This aims to address the individual needs and personal support towards student achievement throughout the module programme. Specific attention is to be directed towards the preparation and submission of modular assessment. Workshops and seminars will supplement formal teaching to provide the opportunity for directed guidance.Tutorials will occur prior and post assessment.
Bibliography	1. Rogers PP. *An Introduction to Sustainable Development* . (Boyd JA, Jalal KF, eds.). Earthscan; 2008. 2. Elliott JA. *An Introduction to Sustainable Development*. 2nd ed. (Boyd JA, Jalal KF, eds.). Routledge; 1999:xiv, 215 p. : 3. Porritt J. *Capitalism : as If the World Matters* . Rev. ed. Earthscan; 2007. 4. Fennell DA. *Ecotourism : an Introduction* . 2nd ed. Routledge; 2003:1 online resource (xviii, 236 pages) : eBooks on EBSCOhost 5. Cater E, Lowman G, Royal Geographical Society. *Ecotourism : a Sustainable Option?* . (Lowman G, Cater E, eds.). Wiley; 1994. 6. Wearing S. *Ecotourism : Impacts, Potentials and Possibilities* . (Neil J, ed.). Butterworth-Heinemann; 1999. 7. Wearing S. *Ecotourism [electronic Resource] : Impacts, Potentials, and Possibilities* . 2nd ed. (Neil J, ed.). Butterworth-Heinemann; 2009:xvii, 286 p. : 8. Honey M. *Ecotourism and Sustainable Development : Who Owns Paradise?* . 2nd ed. Eurospan distributor; Island 2008. 9. Fennell DA, Dowling RK. *Ecotourism Policy and Planning* . (Dowling RK, Fennell DA, eds.). CABI; 2003. 10. Fennell DA, Dowling RK, NetLibrary I. *Ecotourism Policy and Planning* . (Dowling RK, Fennell DA, eds.). CABI Pub; 2003:1 online resource (xvii, 361 pages) : eBooks on EBSCOhost 11. World Tourism Organization. *Making Tourism More Sustainable : a Guide for Policy Makers.* World Tourism Organization; 2005. 12. Hall CM, Lew AA. *Sustainable Tourism : a Geographical Perspective* . (Lew AA, Hall CM, eds.). Addison Wesley Longman; 1998. 13. Ritchie JRB. *The Competitive Destination : a Sustainable Tourism Perspective* . (Crouch GI, ed.). CABI; 2005. 14. Ritchie JRB. *The Competitive Destination [electronic Resource] : a Sustainable Tourism Perspective* . (Crouch GI, ed.). CABI Pub; 2003:xvii, 272 p. : 15. France LA, Earthscan. *The Earthscan Reader in Sustainable Tourism* . (France LA, ed.). Earthscan; 1997. 16. Hickman L. *The Final Call : Investigating Who Really Pays for Our Holidays* . Eden Project; 2008. 17. Dresner S. *The Principles of Sustainability* . 2nd ed. Earthscan; 2008. 18.Dresner S. *The Principles of Sustainability* . 2nd ed. Earthscan Ltd; 2008:[xi], 205 p. 19. Sharpley R, Telfer DJ. *Tourism and Development : Concepts and Issues* . Vol Aspects of tourism. (Telfer DJ, Sharpley R, eds.). Channel View Publications; 2002. 20. Ryan C. *Recreational Tourism : Demand and Impacts* . Vol Aspects of tourism. Channel View Publications; 2003:1 online resource (ix, 358 pages) : eBooks on EBSCOhost 21. Telfer DJ. *Tourism and Development in the Developing World* . Vol Routledge perspectives on

development. Second edition. (Sharpley R, ed.). Routledge; 2016.

22. Telfer DJ. *Tourism and Development in the Developing World [electronic Resource]* . Vol Routledge perspectives on development. Second edition. (Sharpley R, ed.). Routledge; 2016:1 online resource (xxiv, 438 pages) :

23. Mowforth M. *Tourism and Sustainability : Development, Globalisation and New Tourism in the Third World* . Fourth edition. (Munt I, ed.). Routledge; 2016.

24. Mowforth M. *Tourism and Sustainability : Development, Globalisation and New Tourism in the Third World [electronic Resource]* . Fourth edition. (Munt I, ed.). Routledge; 2016:1 online resource (530 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

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Assessment	The methods of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Learning Outcomes being assessed
1	Essay	40%	1500 words	1
1	Written report	60%	2500 words	1, 2 and 3

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

Language	English

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course Title	**Financial Management**				
Course Code	**AC4420**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	C. Charalambous, V. Koutsioundas				
ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	2h
Course Purpose and Objectives	The module aims to enable the students to master the principles and techniques within the financial and management accounting fields and to develop students' financial problem solving skills in respect of both financial and management accounting issues, and to develop the ability to critically appraise accounting solutions to real world problems. Emphasis will be on developing cognitive skills via the critical analysis, interpretation and evaluation of information produced from the accounting process.				
Learning Outcomes	**On successful completion of this module a student will be able to:** 1. analyse and use relevant costing techniques in the management decision making process 2. evaluate the process of budget setting and monitoring 3. critically analyse and interpret published financial statements critically evaluate contemporary issues in accounting with regard to their potential impact on various stakeholders in their decision making				
Prerequisites	None		Required	None	
Course Content	**Management accounting techniques -** - Planning - Budgets and budgetary control within an organisation - Management control - Cost classification and methods - Decision-making - Costing for decision-making, including marginal costing; cost/volume/profit analysis - Techniques of capital investment appraisal **The purpose and nature, generation, use, strengths and weaknesses of the primary financial accounting statements found in an organisation's Annual Report-** - Users of financial and management reports and their different needs - Attempts at improving financial and management reporting - The balance sheet, the income statement, and the cash flow statement - Sources of finance and how finance is utilised - Non-current assets and working capital				

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	- Definitions of assets and liabilities
	- The distinction between income (profit) and cash
	- The concept of groups and group accounts.
	Measuring and interpreting the financial performance of organisations
	- Ratio analysis and the interpretation of financial statements
Teaching Methodology	Material will be introduced in the two hour lecture per week and two hour workshop followed up by directed reading and discussion.
	Students will be provided with topical examples from newspapers and journals, together with relevant case study material, in order to support the lecture material and to help link theory with current practice.
	The teaching strategy supports this in introducing in lectures discussion of assumptions and raising questions of applicability and validity. Group sessions not only develop technical problem solving skills (in areas that are new to the students) but also encourage students to develop their critical skills.
	Students will draw on and enhance graduate attributes of planning, communication, literacy and analysis and develop confidence and expand their intellectual ability through constructing argument and exploring perspectives. This will aid employability within general business management and project management specifically.
	Students will be assessed by an in-class test (on budget-setting and costing), and by exam.
Bibliography	**Core Reading** Gowthorpe, C. (2018) *Business accounting and finance.* Fourth edition. [Online]. London :, Cengage Textbooks. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries. Atrill, P. (2018) *Accounting and finance for non-specialists* . Eleventh edition. E. J. McLaney (ed.). Upper Saddle River :, Pearson. Atrill, P. (2019) *Accounting and finance for non-specialists*. Eleventh edition. E. J. McLaney (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. **Further Reading** Berry, A. (2011) *Accounting in a business context* . 5th ed. Robin Jarvis (ed.). Andover :, South-Western Cengage Learning. Broadbent, M. (2003) *Managing financial resources [electronic resource]* . 3rd ed. John Cullen (ed.). Boston, MA :; Oxford ;, Butterworth-Heinemann. Davies, T. (2011) *Business accounting and finance* . Ian Crawford (ed.). [Online]. Harlow, England :, Financial Times Prentice Hall. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. Bhimani, A. (2019) *Management and cost accounting.* Seventh edition /. Charles T. Horngren, Srikant M. Datar, & Madhav V. Rajan (eds.). Upper Saddle River :, Pearson.

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Dyson, J.R. (2020) *Accounting for non-accounting students* . Tenth edition. Ellie Franklin (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

O'Regan, P. (2016) *Financial information analysis : the role of accounting information in modern society* . Third edition. [Online]. Abingdon, Oxon ; New York, NY :; Abingdon, Oxon ; New York, NY :, Routledge. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Ryan, B. (2017) *Finance and accounting for business : a new insight* . Third edition. Nicholas Collett (ed.). Manchester :, Manchester University Press.

Weetman, P. (2019) *Financial and management accounting : an introduction* . Eighth edition. [Online]. Harlow, England ; New York :; Harlow, England ; New York :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Watson, D. (2019) *Corporate finance : principles and practice* . Eighth edition. Antony Head (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.						
	Number of Assessments	**Form of Assessment**	**% weighting**	**Size of Assessment/Duration/ Wordcount** *(indicative only – see Workload Table for guidance)*	**Category of assessment** *(select 1 of written exam/practical assessment/coursework –see guidance notes)*		**Learning Outcomes being assessed**
	1	In-class test	30%	1 hour	Coursework Test		1 - 2
	1	Written Exam	70%	2 hour	Examination		3 - 4
	To pass this module students must achieve a mark of 50% or above aggregated across all the assessments.						
Language	English						

Course Title	**Festivals, Arts, Cultural & Heritage Events**				
Course Code	**TL4031**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1/ Semester 2				
Teacher's Name	Dr Haris Georgiou & Dr. Konstantinos Kakoudakis				
ECTS	10	Lectures / week	3h	Laboratories / week	-
Course Purpose and Objectives	The purpose of this module is to allow the student an opportunity to critically evaluate key socio-cultural underpinnings of festivals, cultural, and heritage events, with an emphasis on the specific geographical context of Cyprus. The aim is for students to synergise broader conceptual notions of festivals with the successful commercial management of event products.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Demonstrate a critical sociological understanding of cultural heritage and event tourism. 2. Critically evaluate the role and influence of festivals and events within contemporary society. 3. Synergise key conceptual notions of festival production and consumption with commercial event management principles and practices.				
Prerequisites	None		Required	None	
Course Content	The module content will draw upon current global thinking and research, and will incorporate up-to-date industry trends and examples and thus is subject to change. An emphasis is given to the cultural heritage of Cyprus. As an indicative guide: · The Management of Festivals, Arts, Cultural and Heritage Events · The world heritage sites of Cyprus · Festivals in a Society of the Spectacle, Social Media & Mobile Technologies · Heritage Festivals: Interpretation & Authenticity Issues · Carnivals, Carnivalesque and Commercialism · Journeys of Expression: Religious Festivals and Pilgrimage Management · Religious tourism in Cyprus · Climate Change, Sustainability and Outdoor Special Events: Business Implications & Consequences · Dark Tourism – The case of Cyprus				
Teaching Methodology	This module will be delivered through a combination of lectures and seminars / workshops, which will be flexible enough to respond to the needs of the students. Lectures will deliver key areas of the module content and provide for a critical theoretical underpinning, whilst seminars will consolidate these areas				

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	with student centric analysis and discussion. Workshops will provide the student opportunities for independent learning and research around a given topic.
Bibliography	1. Berridge G. *Events Design and Experience [electronic Resource]* . 1st ed. Butterworth-Heinemann; 2007:xv, 296 p. 2. Berridge G. *Events Design and Experience* . Butterworth-Heinemann; 2007. 3. Clarke A, Jepson A, eds. *Managing and Developing Communities, Festivals and Events [electronic Resource]* . Palgrave Macmillan; 2016:1 online resource (258 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 4. Clarke A, Jepson A, eds. *Managing and Developing Communities, Festivals and Events [electronic Resource]* . Palgrave Macmillan; 2016:1 online resource (258 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 5. Getz D. *Event Studies : Theory, Research, and Policy for Planned Events [electronic Resource]* . Third edition. (Page SJ, ed.). Routledge Taylor & Francis Group; 2016:1 online resource (766 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 6. Getz D. *Event Studies : Theory, Research and Policy for Planned Events.* Third edition. /. Routledge; 2016. 7. Goldblatt JJ. *Special Events : Creating and Sustaining a New World for Celebration* . 7th edition . John Wiley & Sons; 2014. 8. Hall CM, Sharples L. *Food and Wine Festivals and Events Around the World: Development, Management and Markets.* 1st ed. Elsevier; 2008. https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=404306 9. Harrison R. *Heritage: Critical Approaches.* Routledge; 2012. https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=1024670 10. Harrison R. *Heritage : Critical Approaches* . Routledge; 2013. 11. Ivanovic M. *Cultural Tourism* . Juta; 2008. 12. Kirshenblatt-Gimblett B. *Destination Culture : Tourism, Museums, and Heritage* . University of California Press; 1998. 13. Klaić D. *Festivals in Focus* . Central European University Press; 2014. 14. Klaić D. *Festivals in Focus [electronic Resource]* . Budapest Observatory; 2014:1 online resource (152 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 15. Kolb B. *Entrepreneurship for the Creative and Cultural Industries* . Second edition. Routledge Taylor & Francis Group; 2020. 16. Kong L. *Arts, Culture and the Making of Global Cities : Creating New Urban Landscapes in Asia* . (Tsu-Lung C, ed.). Edward Elgar Publishing; 2015:1 online resource (268 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 17. Justin Lewis. *Art, Culture and Enterprise (Routledge Revivals) : The Politics of Art and the Cultural Industries.* Routledge; 2013. https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=1581866&query=Art, culture, and enterprise: the politics of art and the cultural industries 18. Lewis J. *Art, Culture, and Enterprise : the Politics of Art and the Cultural Industries.* Routledge; 1990. 19. Pitelka M-M, Mrázek J, Pitelka M. *What's the Use of Art? : Asian Visual and Material Culture in Context [electronic Resource]* . (Pitelka M, Mrázek J, eds.). University of Hawai'i Press; 2008:313 p. : 20. Mrázek J, Pitelka M. *What's the Use of Art? : Asian Visual and Material Culture in Context* . (Pitelka M, Mrázek J, eds.). University of Hawai'i Press; 2008. 21. Pak H. *Heritage Tourism* . Routledge; 2014. 22. Hyung Yu Park. *Heritage Tourism.* Routledge; 2013. https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=1565844&query=heritage tourism Pak 23. Phillips RB, Steiner CB. *Unpacking Culture : Art and Commodity in Colonial and Postcolonial Worlds* . (Steiner CB, Phillips RB, eds.). University of California Press; 1999. 24. Preston C. *Event Marketing : How to Successfully Promote Events, Festivals, Conventions, and Expositions* . 2nd ed. . (Hoyle LH, ed.). Wiley; 2012. 25. Preston C. *Event Marketing : How to Successfully Promote Events, Festivals, Conventions, and Expositions [electronic Resource]* . Second edition. John Wiley & Sons Inc; 2012:1 online resource (582 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 26. Richards G. *Cultural Tourism : Global and Local Perspectives [electronic Resource]* . (Richards G, ed.). Routledge; 2011:xx, 347 p. :

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Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Essay	50%	3000 words	Coursework	1,2
1	Individual Presentation	50%	1000 words with an oral/visual presentation	Practical Assessment	3

	To pass this module students must achieve a mark of 50% or above aggregated across all the assessments.
Language	English

Course Title	**International Strategic Management**				
Course Code	**MD4099**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Panayiotis Kontakos, Dr Olga Kvasova				
ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	2h
Course Purpose and Objectives	This module aims to examine both the strategic and operational decisions that managers must make in order to engage in global activities. By engaging with the theoretical literature and examining international business in action, students will assess the links between globalisation and competitiveness, both at corporate and national levels. As a result, students will be able to evaluate the impacts of globalisation and internationalisation. Detailed research into case-studies will also be conducted as a means of explaining the real-time situations they experience.				
Learning Outcomes	**On successful completion of this module a student will be able to:** 1. Identify and critically assess the major features of the Global Economy, the 'Triad' economies, shifts in global economic powers and FDI trends. 2. Employ Comparative Advantage and related trade models in analysing a country's role in the world economy. 3. Examine and critically assess the external forces shaping the business environment. 4. Use strategic tools and the strategic management literature to evaluate an international company's strategic options including contingency planning and developing organisational resilience.				
Prerequisites	None		Required	None	
Course Content	This module will analyse the nature of strategic and structural developments in international business, bringing together a wide array of theoretical and empirical material that has been produced over the last decade. It will address decision-making in risky environments, which is of particular importance to industry in the current global environment. Key issues will include: • An overview of the 'Global Economy' • Foreign direct investment trends and implications • Trade theories, trade barriers and trade blocs. • Host country effects of international firms, the anti-globalization critique • Competitive strategy, strategic groups and market segmentation • International strategy				

	• Mergers acquisitions and alliances. • Cultural and political issues within The Multinational Firm • Ethical Issues in International Business. • Global Risk Management. • Crisis Management and Leadership. Detailed case-studies will be employed to test out the various theoretical perspectives, offering students the opportunity to gain genuine insights into the operation of international business.
Teaching Methodology	The module will be delivered on campus through a seminar combining tutor delivery and application through individual and group tasks. Students will be encouraged through tutor input and class based and online activities to apply strategic models and internationalisation strategy to real-life organisations and make judgements on strategic direction and effectiveness. Formal input will cover the module content, supplemented by pre-reading, small group activity and discussion and online tasks. Students will produce an evaluation of an international company's position to demonstrate their understanding and higher-order thinking skills. The summative assessment tasks are designed to meet the module learning outcomes.
Bibliography	**Essential Reading** Ietto-Gillies, G. (2012) *Transnational corporations and international production : concepts, theories and effects* . 2nd ed. Cheltenham :, Edward Elgar. Johnson, G. (2017) *Exploring strategy : text and cases* . Eleventh edition. Gerry Johnson (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. Deresky, H. (2017) *International management : managing across borders and cultures : text and cases* . Ninth edition, Global edition. [Online]. Boston, [Massachusetts] :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. Bartlett, C.A. (2014) *Transnational management : text, cases, and readings in cross-border management* . 7th ed. Paul W. Beamish (ed.). London, Ontario :, McGraw-Hill. Thompson, J.L. (2017) *Strategic management : awareness and change* . Eighth edition. Frank Martin & Jonathan M. Scott (eds.). Andover :, Cengage Learning. Thompson, J.L. (2020) *Strategic management : awareness and change [electronic resource]* . Ninth edition. Jonathan M. Scott & Frank Martin (eds.). Australia :, Cengage Learning. Peng, M.W. (2014) *Global strategic management* . 3rd ed., International ed. Andover :; Mason, Ohio :, Cengage Learning distributor; South-Western . **Recommended Reading** Boltanski, L. (2018) *The new spirit of capitalism* . New updated edition. Gregory Elliott & Eve Chiapello (eds.). London :, Verso. Chia, R.C.H. & Holt, R. (2009) *Strategy without design: the silent efficacy of indirect action*. [Online]. Cambridge, Cambridge University Press. Available from: https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=464859. Hill, C.W.L. (2017) *International business : competing in the global marketplace.* International student edition.; 11e /. G. Tomas M. Hult (ed.). New York, NY :; New

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American Graduate School of International Management (n.d.) *JOURNAL OF INTERNATIONAL MANAGEMENT*. New York, Wiley in association with Thunderbird, American Graduate School of International Management.

Anon (1970) *Journal of international business studies.* Atlanta, Ga. :; Bowling Green, Ohio :, School of Business Administration Georgia State University ; Association for Education in International Business.

Anon (n.d.) *Critical Perspectives on international business | Volume list*. [Online]. Available from: http://www.emeraldinsight.com/journals.htm?issn=1742-2043.

Anon (n.d.) *Harvard Business Review*. [Online]. Available from: http://atoz.ebsco.com/Titles/SearchResults/686?SearchType=Contains&Find=Harv ard Business Review&GetResourcesBy=QuickSearch&resourceTypeName=allTitles&resourceTyp e=&radioButtonChanged=.

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Anon (n.d.) *globalEDGE: Your source for Global Business Knowledge*. [Online]. Available from: http://globaledge.msu.edu/.

Anon (n.d.) *Global edge - Connecting the Overseas Property Industry*. [Online]. Available from: http://www.globaledge.co.uk/.

Anon (n.d.) *Home UNCTAD*. [Online]. Available from: http://unctad.org/en/Pages/Home.aspx.

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount	Category of assessment *(select 1 of written exam/practical assessment/coursework –see guidance notes)*	Learning Outcomes being assessed
1	Exam	50%	2 h	Examination	1, 2
1	Group Presentation	50%	30 minutes	Practical	3, 4

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

Language	English

Course Title	**Tourism, Hospitality and Event Management Dissertation**				
Course Code	**TL4185**				
Course Type	**Compulsory**				
Level	Level 7				
Year / Semester	Year 1 / Semester 1, 2 & 3				
Teacher's Name	Dr Aspasia Simillidou and Dr Konstantinos Kakoudakis				
ECTS	30	Lectures / year	19h	Laboratories / year	-
Course Purpose and Objectives	The aims of the module and the dissertation are: • To develop your intellectual ability with respect to critical analysis and conceptual thinking by undertaking an in-depth investigation into an area of interest relevant to your programme of study, • To provide you with the opportunity to apply and develop knowledge and critical understanding, research skills and competencies within the context of an identified area of interest, and • To enable you to take control of your own intellectual development, with the aid of supervisors, through the process of research, analysis and presentation.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. To establish clear statements of aims and objectives, and plan the dissertation process. 2. To conduct literature searches and identify an appropriate theoretical position to support the aims of the Dissertation. 3. To design and implement suitable methods of collecting primary and/or secondary data and understand the methodological justification for the overall research design. 4. To analyse data and deduce arguments of appropriate depth and consistency for a Master's Dissertation indicating, where appropriate, scope for further research, 5. To compile, structure and submit a Dissertation of a maximum of 12,000 words in a logical sequence leading to conclusions and where appropriate recommendations.				
Prerequisites	None		Required	None	
Course Content	**This will be specific to each student's dissertation.** The dissertation will build offer a series of workshops which will support academic research and writing, culminating in the production and submission of the dissertation.				
Teaching Methodology	The learning and teaching will involve a strong element of applied research. Students will develop a range of skills aimed at making them competent and confident researchers in the contexts of academia and personal development. As				

	well as concerted reading, the application and practice of research skills on the students' part, the module will be delivered on campus by means of a taught module with supplementary supervisory meetings.
Bibliography	**Research Methods Textbooks** 1. O'Leary Z. *The Essential Guide to Doing Your Research Project* . Third edition. SAGE; 2017. 2. Coles T. *Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines* . (Shaw G, Duval DT, eds.). Routledge; 2013. 3. Coles T. *Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines* . (Shaw G, Duval DT, eds.). Routledge; 2013:vi, 237 p. : 4. Brotherton B. *Researching Hospitality and Tourism* . 2nd edition. SAGE Publications Ltd; 2015. 5. Mason P. *Researching Tourism, Leisure and Hospitality for Your Dissertation [electronic Resource]* . (McBride PK, ed.). Goodfellow Publishers Ltd; 2014:1 online resource (300 pages). Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 6. Mason P. *Researching Tourism, Leisure and Hospitality for Your Dissertation* . Goodfellow Publishers; 2014. 7. Altinay L. *Planning Research in Hospitality and Tourism* . Second edition. (Jang S, Paraskevas A, eds.). Routledge; 2016:1 online resource (344 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 8. Bond A. *Writing Your Master's Thesis : [how to Plan, Draft, Develop and Publish Your Thesis]* . (Bond A, ed.). Studymates; 2004. 9. Burton S, Steane P. *Surviving Your Thesis* . (Steane P, Burton S, eds.). Routledge; 2004:x, 254 p. 10. Burton S, Steane P. *Surviving Your Thesis* . (Steane P, Burton S, eds.). Routledge; 2004. 11. Clark MA. *Researching and Writing Dissertations in Hospitality and Tourism* . Vol Tourism and hospitality management series. (Clark M, ed.). International Thomson Business; 1997. 12. Easterby-Smith M. *Management & Business Research* . 6th edition. (Jaspersen LJ, Jackson P, Thorpe R, eds.). SAGE; 2018. 13. Gill J. *Research Methods for Managers* . 4th ed. . (Clark M, Johnson P, eds.). SAGE; 2010. 14. Jones I. *Research Methods for Sports Studies [electronic Resource]* . Third edition. (Gratton C, ed.). Routledge; 2015:1 online resource (365 pages) : Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries. 15. Jones I. *Research Methods for Sports Studies* . Third edition. Routledge; 2015. 16.Grix J. *The Foundations of Research* . Third edition. Red Globe Press; 2019. 17.Grix J. *The Foundations of Research* . 3rd ed. Macmillan Education UK; 2018:1 online resource (202 pages). Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries. 18. Finn M. *Tourism and Leisure Research Methods : Data Collection, Analysis, and Interpretation* . (Walton M, Elliott-White M, eds.). Longman; 2000. 19. Scarrott M. *Sport, Leisure, and Tourism Information Sources [electronic Resource] : a Guide for Researchers* . (Scarrott M, ed.). Butterworth Heinemann; 1999:xv, 267 p. 20. Scarrott M. *Sport, Leisure and Tourism Information Sources : a Guide for Researchers* . (Scarrott M, ed.). Butterworth-Heinemann; 1999. 21. Sekaran U. *Research Methods for Business : a Skill-Building Approach* . Seventh edition. (Bougie R, ed.). Wiley; 2016. 22. Prokopis A. Christou. *Philosophies of Hospitality and Tourism: Giving and Receiving*. PublisherChannel View Publications https://www.amazon.com/Philosophies-Hospitality-Tourism-Receiving-ASPECTS/dp/1845417364/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1613465416&sr=8-2 **How to cope with TL4185 Tourism, Hospitality and Event Management Dissertation** 23. Bell J. *Doing Your Research Project : a Guide for First-Time Researchers* . 7th ed. (Waters S, ed.). McGraw-Hill Education; 2018:1 online resource (363 pages). Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries. 24. Denscombe M. *The Good Research Guide : for Small-Scale Social Research Projects [electronic Resource]* . 6th ed. McGraw-Hill Education; 2017:1 online resource (418 pages). 25. Denscombe M. *The Good Research Guide : for Small-Scale Social Research Projects* . Sixth edition. Open University Press; McGraw Hill Education 2017. 26. Neville C. *The Complete Guide to Referencing and Avoiding Plagiarism* . Vol Open UP study skills. Third edition. Open University Press; 2016. 27. Bell J. *Doing Your Research Project : a Guide for First-Time Researchers* . Seventh edition. (Waters S, ed.). Open University Press; 2018. 28. Gray DE. *Doing Research in the Business World* . 2nd edition. SAGE; 2020. 29. Biggam J. *Succeeding with Your Master's Dissertation : a Step-by-Step Handbook* . Third edition. Open University Press; 2015.

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Further resources

33. Brotherton B. *Researching Hospitality and Tourism : a Student Guide [electronic Resource]* . SAGE; 2008:xi, 240 p. :

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35. Nygaard LP. *Writing Your Master's Thesis : from A to Zen* . SAGE; 2017.

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44. Professor Bob McKercher. *Tourism Theories, Concepts and Models*. PublisherGoodfellow Publishers; 2020. https://www.amazon.com/Tourism-Theories-Concepts-Professor-McKercher/dp/1911635360

45. Philip Pearce and Antonia Correia. *Tourism's New Markets*. Goodfellow Publishers; 2020. https://www.goodfellowpublishers.com/academic-publishing.php?promoCode=&partnerID=&content=story&storyID=438

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.					
	Number of Assessments	**Form of Assessment**	**% weighting**	**Size of Assessment/Duration/ Wordcount** (indicative only)	**Category of assessment**	**Learning Outcomes being assessed**
	1	Research Proposal with Action Plan	20%	2000 words	Research Plan	1 to 4
	1	Dissertation	80%	12000 words	Dissertation	1 to 5
	To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.					
Language	English					

Course Title	**Work-Based Knowledge, Experience and Practice**				
Course Code	**TL4038**				
Course Type	**Elective**				
Level	Level 7				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Aspasia Simillidou				
ECTS	30	Lectures / week	-	Placement / year	700 hours
Course Purpose and Objectives	The module aims to facilitate a range of postgraduate and managerial skills to be demonstrated and assessed within a specific vocational work-based environment. Appropriate experience and practice may be gathered in several different, yet complimentary forms all dependent upon each student's knowledge, personal interest and individual career goals. Examples of differing forms of industrial practice might include a period of internship within industry, the opportunity to mentor/shadow key personnel, contribute to consultancy initiatives or be involved within active project management scheme. Universal module aims include: 1.To assimilate knowledge of work and exposure to a diversity of experiences in a work environment, with its diverse mix of social and cultural implications, together with its associated disciplines, responsibilities, and ethics. 2.To correlate techniques of reflective learning with work internship in order to illustrate experience and skills appropriate to tourism, hospitality and events and its associated environments. 3.To ascertain a deeper awareness of the relationships that exist between theory and practice within management to form a perspective from which personal and professional benefit can be gained. In practice, the postgraduate module offers the opportunity to gain valuable experience at an industrial level. This vocational experience contributes directly to the overall academic postgraduate course. Such internships are valued highly by many employers, as they show a student's ability and aptitude to use skills and experience in a professional environment. For example, the three-month internship will form a precursor to the empirical element of the student's thesis. Postgraduate students undertake a project-based internship that will form the basis of a Masters' degree dissertation and should contain a substantial element of analysis, which is then completed within approximately three months following the internship period.				
Learning Outcomes	On successful completion of this module a student will be able to: 1.Evaluate the changing market dynamics of service sector provision with current industrial practice management.				

	2.Distinguish and demonstrate a range of academic and interpersonal abilities pertinent to the service sector workplace and personal career development
	3.Conduct and elucidate upon an empirical and reflective account towards personal and professional management development within a hierarchical framework
	4.Correlate vocational, experience and exposure through various forms of formal/informal channels of communication and interactional analysis.

Prerequisites	None	Required	None

Course Content	The internship allows the student to benefit by learning from a practical learning experience alongside the more formal study of the postgraduate course. Internships undertaken by students will vary widely, depending on location, type of position within the organisation, size of organisation and employment sector. In broad terms, the internship requirements each student to identify and secure a specified period of tenure/contribution delivered within a proven method 'of learning' from a real – world commercial environment. Examples include: • The work ethic & motivation / Industrial exposure and training • Understanding leadership, authority and delegation • Individual and team working skills / Problem-solving and critical writing

Teaching Methodology	The module is delivered in workshops, preparatory seminars for the internship, and tutorials. It also includes a total placement of 240 hrs.

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Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
	1	Empirical Based Vocational Report	50%	3500 words	Coursework	1, 4
	1	A Reflective management account	50%	2500 words	Coursework	2, 3
	To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.					
Language	English					