

Doc. 300.1.2

Date: 14/07/2023

Higher Education Institution's Response

- Higher Education Institution:
CASA COLLEGE

- Town: Nicosia

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

In Greek:

Ξενοδοχειακή Διοίκηση (4 έτη, 240 ECTS, BSc)

In English:

Hotel Administration (4 years, 240 ECTS, BSc)

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

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Revise programme learning outcomes to reflect contemporary topics.	The learning outcomes of the programme have been revised based on the UN Sustainable Development Goals (Annex 1).	Choose level of compliance:
Devise generic grade descriptors for each level of study to improve marking consistency and guide students in expectations.	Generic Grade Descriptors are presented in Annex 2 .	Choose level of compliance:
Include a programme-level measure of student satisfaction.	Programme of Study Evaluation Form from Graduate Students	Choose level of compliance:
Devise appropriate KPIs for the programme.	https://www.casacollege.ac.cy/wp-content/uploads/2023/06/KPI-Programme.pdf	Choose level of compliance:
Review the processes for collecting student feedback to maximize efficiency and responsiveness.	<p>The evaluation forms being the feedback from students were submitted separately for each performance indicator. From Fall 2023 the evaluation forms are reviewed and are done by categories. (Annex 3: Evaluations and Questionnaires)</p> <p>Evaluations done by Students: Administration and other services of Casa College Evaluation Form – Students Admissions Evaluation Form – Students Learning Resources Evaluation Form – Students Lecturer and Module Evaluation Form – Students Programme of Study Evaluation Form – Graduate Students </p>	Choose level of compliance:
Involve alumni in further revisions to the programme to ensure it is fit for purpose.	<p>Alumni tracking – Alumni Contact Form/Emails/ (Annex 4)</p> <p>Every year the Ministry of Education conducts a survey concerning graduates from all the Higher Educational Institutions and CASA</p>	

	College takes part in it (Annex 4 – letter from MOEC). Additionally, the College will be conducting an alumni survey every two years in order to receive feedback from the Alumni specifically to evaluate the professional opportunities they had after completing the BSc in Hotel Administration.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Introduce changes to the Economics-related courses to allow for contextualization and consideration of both the micro- and macro- aspects of it.	Syllabi for the two new modules – TECON-110 & TECON-244. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).	Choose level of compliance:
Make the coursework component assessment modes more inclusive to meet the needs of students with different skills and competencies. Further use its industry contacts to provide guest lectures or fieldtrips, enriching the student experience.	Lecturers will provide students with assessment modes other than the mid-term and final exam, which will be more inclusive and they will meet the needs of students with different skills and competencies. (Semesterly projects, practical exams for practical modules, presenting a topic from the module material, preparing a project based on the content of the module). The assessment methods are included in the modules' syllabi. Mid-term and Final exams will still be an option.	Choose level of compliance:
Offer electives to students in the second year to allow them to focus on areas of interest	An elective module has been added in semester 4 (year 2) An additional module of French Language FRE-311 has been added in the Elective Modules list. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)	Choose level of compliance:
Review all learning outcomes to ensure they are at the appropriate level and are written appropriately.	Module Learning outcomes have been reviewed by the Academic Committee and the Quality Assurance Committee. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)	Choose level of compliance:
Consider adding final-year project/dissertation as a separate course to enhance the academic rigour of the programme.	The Final Year Project has been added as an Elective Module (Semester 7) for students who will be graduating, with a duration of two academic semesters, (Semesters 7 and 8). The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
To undertake every possible effort to help existing members of staff to upgrade their educational level, including enrolling into PhD programmes as well as to employ new academics who hold a doctoral degree. In this context, the EEC would welcome an increased visibility of advertised positions in academic platforms such as the Trinet tourism and hospitality community https://tim.hawaii.edu/about-values-vision-mission-accreditation/trinet/ , or internationally or academic job fora such as www.jobs.ac.uk , www.timeshighereducation.com , www.akadeus.com ;	In an effort to assist the existing academic members of staff to obtain a PhD degree so that they upgrade their educational level, the College has given incentives. The incentives were sent by email to all staff members who hold a Master degree, referring to partial financial support of tuition fee, flexible working hours, reduced teaching hours, support on resources (Annex 6 – email) For the past 3 years, the College has been advertising worldwide so as to attract PhD lecturers for the Hospitality Department. The most recent ones are attached as Annex 6 https://www.jobs.ac.uk/job/DBC223/lecturer-in-hospitality-and-tourism https://euraxess.ec.europa.eu/jobs/126984 https://www.linkedin.com/hiring/jobs/3661297049/detail/	Choose level of compliance:
To support and coordinate research activities based on solid KPIs and to encourage publication in peer-reviewed academic journals of high calibre (at least Scopus-indexed)	https://www.casacollege.ac.cy/kpis/	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Difficulties in recruiting third country students due to government policies.	This is beyond our control. The decisions of the Cyprus Government are arbitrary and unequal towards the Colleges, despite the fact that the Colleges as well as the Universities in Cyprus are educational institutions of Higher Education under the Higher Education Law of the Republic of Cyprus.	Choose level of compliance:
The process for evaluating transfer credit may be subjective and may vary based on individual cases and the documentation provided, which could lead to inconsistency in the admissions process and potentially result in some students being unfairly denied transfer credit.	<p>Applicants accepted to the College from abroad or students already registered at the College with such qualifications may request transfer evaluation and be accepted on advanced standing. Students from other Cyprus Higher Educational Institutions transferring to Casa College may request transfer evaluation prior to the commencement of the semester. In order to receive a transfer credit evaluation, the following must be provided:</p> <ul style="list-style-type: none"> ▪ A transfer evaluation form ▪ Information and documentation about the accreditation status of the foreign institution together with official diplomas/certificates translated into English ▪ Official transcripts in English ▪ Official course descriptions (subject matter, method of assessment and prerequisite courses) <p>The number of evaluated transfer credits should not exceed 50% of the total credits of the programme offered by Casa College. The procedure for transfer of credits is published on the official website of the College</p> <p>Annex 3 - Transfer Credit Evaluation Form https://www.casacollege.ac.cy/policies-regulations/</p>	Choose level of compliance:
To streamline the transfer credit evaluation process, the EEC recommends that the College should implement a more	A detailed process for reviewing transcripts and other documents is already implemented at CASA College.	Choose level of compliance:

<p>detailed process for reviewing transcripts and other documents. This could potentially save time and resources and ensure that transfer credits are accurately evaluated.</p>	<p>The evaluation of credits is performed individually for every student, based on his prior learning. In order to receive a transfer credit evaluation, the following must be provided:</p> <ul style="list-style-type: none"> ▪ A transfer evaluation form ▪ Information and documentation about the accreditation status of the foreign institution together with official diplomas/certificates translated into English ▪ Official transcripts in English ▪ Official course descriptions (subject matter, method of assessment and prerequisite courses) <p>The College is using the Transfer Credit Evaluation Form to perform the credit transfer. (Annex 3: Evaluations and Questionnaires)</p>	
<p>The College could consider offering additional support services for students who may struggle with the English language, such as language tutoring or language-specific study groups during the semester. This could help students who may not have strong English skills to succeed in their studies.</p>	<p>The admission requirements are based on the Law for Higher Education of the Ministry of Education, Sports and Youth. The minimum criterion is a six-year Secondary or High School Leaving Certificate or an equivalent qualification with a minimum grade of 50%. For International, European and Cypriot students whose mother tongue is other than English, a certificate of good knowledge of the English language is mandatory, therefore prior good knowledge of the English language is essential (IELTS min 5.0 or IGCSE min.D, TOEFL IBT min.70, Password Test min.5.0, Anglia Exam Intermediate, Michigan Language Assessment ECCE min.52, Cambridge GCE AS Level in English Language min.C, Cambridge PET Preliminary Test.). Taking into consideration the above, students already have good English knowledge before starting their studies. Moreover, Casa College Language Department may offer additional lectures/classes depending on the students' needs and/or demands.</p>	<p>Choose level of compliance:</p>
<p>The EEC advises the College to continue tracking progression rates of students in the programme regularly, and to also</p>	<p>Based on the regulations set by the Ministry of Education, Culture and Youth as well as our Institution's Internal Regulations students are allowed to complete the</p>	<p>Choose level of compliance:</p>

<p>make plans to increase or maintain progression levels, and to evaluate why targets were (not) met.</p>	<p>Bachelor Degree within 8 – 12 semesters (4 – 6 years), therefore students are being monitored so that they follow the N+2 (where N is the minimum semesters within which a student must complete the Bachelor degree + 2 semesters). The Progression Policy provides a mechanism to identify and then re-engage those students who are failing to engage fully with their programme of study. Reasons for non-engagement may be personal, financial or academic. Students who fail to engage in their studies within the first six weeks of their programme receive an academic probation letter with which they are placed on Academic Probation for the respective semester of studies due to unsatisfactory academic performance. They are also strongly advised to seek academic advice from the Director of Academic Studies in order to re-engage with their programme of studies. In a different case, students are withdrawn from their studies. The Progression Policy of CASA College is publicly available to students on CASA College website. https://www.casacollege.ac.cy/appeals-petitions/ https://www.casacollege.ac.cy/wp-content/uploads/2023/06/Progression-Policy.pdf Moreover, the Director of Academic Studies remains in strong cooperation with the Programme Coordinator and lecturers and is informed about any outstanding and alarming circumstances (e.g., students' absences, disturbing behaviour, etc.)</p>	
<p>The EEC recommends adding to the College regulations clear indications of what can and cannot be put forward as extenuating circumstances, and the evidence required to support an application.</p>	<p>CASA College already has a process with which students can appeal on the grounds of extenuating circumstances. According to the progression policy, those students who fail to engage in their studies and have unsatisfactory academic performance are withdrawn from their studies. Students whose performance is affected by extenuating circumstances receive a letter (Annex 7 – Termination Appeal Letter) which explains the procedure and allows them to appeal the</p>	

	<p>decision within 7 working days, by providing substantial pieces of evidence after completing the online Application for the Appeal against ToS (Termination of Studies). https://www.casacollege.ac.cy/termination-appeal-form/ https://www.casacollege.ac.cy/wp-content/uploads/2023/06/Termination-of-Study.pdf</p>	
<p>Within regulations, the College should clearly state the basis on which a grade petition can be made – e.g., bias, and the evidence that will be needed to support the petition.</p>	<p>The procedure is clearly stated within the College's Internal Regulations and through the Grade Petition application which can be found on the College's website https://www.casacollege.ac.cy/grade-petition-form/ https://www.casacollege.ac.cy/appeals-petitions/</p>	
<p>Learning of soft skills is important to Casa College. The EEC recommends that the College should formalize how learning of soft skills is facilitated at the College and through the educational process.</p>	<p>Learning soft skills at college and through the educational process is facilitated through a variety of methods and experiences:</p> <ol style="list-style-type: none"> 1. CASA College incorporates soft skills into our curriculum. The College offers modules specifically focused on developing skills like communication (i.e. BUS-120: Business Communication, PRE-234: Principles and Operations of Public Relations), teamwork (i.e. HRM-244: Human Resource Management), leadership (i.e. HTL-484: Hospitality Entrepreneurship and Innovations), problem-solving (i.e. HTL-473: Risk Management in the Hospitality Industry, HTL-483: Strategic Management in the Hospitality Industry), critical thinking (i.e. HTL-362: Crisis Management in Hospitality, HTL-472: Hospitality Planning and Development), and emotional intelligence (i.e. PHIL-233: Business Ethics, HTL-242: Consumer Behavior in the Hospitality and Tourism Industry). 2. <u>Practical Training</u>: The educational process includes opportunities for practical learning, such as internships and fieldwork in the hospitality industry. These experiences provide our students with real-world contexts where they can apply and develop soft skills while working with others, solving problems, and interacting with professionals. 	

	<p>3. <u>Group Projects and Teamwork:</u> Collaborative projects and group assignments apply in college modules. These activities promote teamwork, communication, and cooperation among students. They encourage students to effectively communicate their ideas, actively listen to others, delegate tasks, and resolve conflicts, all of which contribute to the development of essential soft skills. These activities are part of the teaching methodologies as well as the student's overall assessment.</p> <p>4. <u>Leadership Opportunities:</u> The College provides avenues for students to assume leadership roles through the Student Council and the four student clubs (Arts and Culture club, the Gastronomy club, the Publications Club and the Sports Club - Footnet) https://www.casacollege.ac.cy/clubs-interest-form/ . At the same time students have the opportunity to participate in National Cooking Competitions in various conferences and exhibitions such as the HORECA Exhibition. These opportunities allow students to develop leadership skills, including decision-making, problem-solving, delegation, and motivating others.</p> <p>5. <u>Mentoring and Guidance:</u> The College offers mentoring programmes where experienced faculty members guide and support students in their personal and professional development. Mentors provide valuable insights, feedback, and advice on developing soft skills. https://www.casacollege.ac.cy/academic-mentors/ https://www.casacollege.ac.cy/academic-tutoring/</p> <p>6. <u>Feedback and Evaluation:</u> Throughout the educational process, students receive feedback from their lecturers and mentors. Constructive feedback helps students identify areas for improvement in their soft skills and encourages self-reflection and growth.</p>	
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	<p>7. <u>Career Services</u>: The Student Affairs and Welfare department of the College assists the students in developing their employability skills, including soft skills. They offer resources, counseling, and workshops on resume (CV) writing, interview preparation and networking, which all contribute to the development of their soft skills.</p> <p>8. <u>Diversity and Inclusion Initiatives</u>: CASA College being a multicultural educational institution, emphasises the importance of diversity and inclusion by creating an environment that fosters understanding, empathy, and cultural competence. These are achieved by Interacting with a diverse student body and participating in initiatives that promote inclusivity that enhance students' interpersonal and communication skills.</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Based on the discussions held between the EEC and the students, the College is advised to improve its IT facilities from both a quantitative and a qualitative perspective. Among others, hotel, and other simulation platforms relevant to the hospitality sector and other hospitality-related systems used in the industry should be introduced in the College.	Quotation for hotel operations software system – Oracle, Blue Byte Quotation for upgraded technological equipment (computers, tablets, interactive boards etc. – CSP Ltd) (Annex 8)	Choose level of compliance:
The College should consider expanding the library's hours to include evenings and weekends, as many students have busy schedules and may not be able to access the library during regular business hours.	Library's Hours: Monday – Friday 8:00 – 18:00 Sunday: 9:00 – 15:00 The Library's Hours are published on the College's website https://www.casacollege.ac.cy/library/about-library/	Choose level of compliance:
The College should consider offering flexible tutoring hours or alternative methods of tutoring (e.g., online tutoring) to	https://www.casacollege.ac.cy/academic-tutoring/	Choose level of compliance:

make it easier for students to access this service.		
The College should work on creating a more vibrant college life for students by organizing more social and extracurricular activities on campus (including dining options).	https://www.casacollege.ac.cy/events-calendar-2023-2024/	Choose level of compliance:
The College should consider ways to increase Cypriot student enrolment.	<p>The Admissions Department in cooperation with the College's Marketing Department participate in the Educational Fairs in Cyprus in order to attract Cypriot students. At the same time, the admissions team, every year from November to December, visits High Schools all over Cyprus so that to inform the Educational Counsellors and the students of grade 5 & 6 about our programmes of study and their employment prospective within the Hospitality Industry.</p> <p>The most important reason why students from Cyprus do not enroll in private colleges is that Public Universities in Cyprus and Greece have no tuition fee, as well as a lot of universities in other European countries. Moreover, Casa College offers 10 scholarships every academic year to the prospective students so as to attract also Cypriot students.</p>	Choose level of compliance:
The College should make efforts to address the challenge of balancing competing student needs and interests, such as by seeking input from students on priorities and implementing policies or initiatives that address the most pressing issues.	<p>The College receives feedback mainly from the results and decisions of the Student Council. The meetings are always attended by a member from the administrative or academic committee of the College, who, however, cannot express an opinion unless requested by the students themselves. The feedback we receive from them takes in mind key current issues that concern young students and that are important for us to consider.</p> <p>Additionally, students have the opportunity to provide the College with anonymous feedback by addressing complaints or issues related to their student life at the College. For this reason, a "Complains Box" is available at the reception of the College. All policies are implemented by the College as long as they are beneficial to all students.</p>	
The College should facilitate and encourage the establishment of an alumni association to further	During the Orientation days small videos from alumni students are presented to new students, where they talk about their	

relations between current students and graduates of the College.	experience in the College, the programme of study and the opportunities they had within the programme and their employment opportunities after the completion of the programme. Testimonials of alumni students can be also found on our website https://youtu.be/Woeh_8xSLcc https://youtu.be/UjaSzW1Bvx0 and social media (Instagram and Facebook) https://www.instagram.com/casacollege/Casa College Facebook	
The College can introduce a survey among its students at the time of graduation to measure their satisfaction from the overall programme delivery.	Graduates must complete the “Programme of Study Evaluation” upon completion of their last semester in order to receive their degree. Programme of Study Evaluation Form from Graduate Students	

6. Additional for doctoral programmes - Not Applicable (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) – Not Applicable (ALL ESG)

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

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The role of (active, practice-focused) research (academic output-oriented) activities and experiential (practical) learning based on solid KPIs – these should be explicitly introduced.	https://www.casacollege.ac.cy/kpis/	Choose level of compliance:
The development of a clear strategy that will effectively enable the College to attract and compensate (local and international) faculty (competitive, cost-of-living adjusted wages) with the necessary qualifications for high quality delivery of its BSc programme and related research (in terms of both time and output).	<p>In an effort to assist the existing academic members of staff to obtain a PhD degree so that they upgrade their educational level, the College has given incentives. The incentives were sent by email to all staff members who hold a Master degree, referring to partial financial support of tuition fee, flexible working hours, reduced teaching hours, support on resources.</p> <p>The College has a clear strategy in the Quality Assurance Manual, Section 6: Staff Recruitment and Development. https://www.casacollege.ac.cy/wp-content/uploads/2023/05/Quality-Assurance-Handbook.pdf</p> <p>For the past 3 years the College has been advertising worldwide as to attract PhD lecturers for the Hospitality Department. The most recent ones are attached as (Annex 6)</p> <p>https://www.jobs.ac.uk/job/DBC223/lecturer-in-hospitality-and-tourism https://euraxess.ec.europa.eu/jobs/126984 https://www.linkedin.com/hiring/jobs/3661297049/detail/</p>	Choose level of compliance:
The College should formalize and explicitly identify how the different learning pedagogies and assessment methodologies link to Learning Objectives, of which there was ample (informal) proof: rationalize the number of learning goals and objectives, while at the same time more explicitly linking those Learning Objectives and Learning Goals with respect to sustainability/resilience, diversity, inclusion, etc. (in short, the United Nations' Sustainable Development	The Academic Committee and the Quality Assurance Committee had a meeting where they discussed thoroughly the learning objectives of the Programme's modules. The decision was to improve the learning objectives and learning outcomes as well as the assessment methodologies of some of the modules based on the principles of the United Nations' Sustainable Development Goals. Evidence of these improvements are presented in the specific modules course outlines which are attached as Annex 5 .	Choose level of compliance:

Goals) would do justice to what the College de facto delivers.		
<p>The College should assist academic staff towards reading for a PhD degree and/or producing solid, peer-reviewed research outputs and/or participating in bids for external funding. Moreover, the College should carefully redesign its curriculum to consider issues of sectoral contextualization of generic modules (such as Economics) and allow for the introduction of elective courses in the second year of study.</p>	<p>In an effort to assist the existing academic members of staff to obtain a PhD degree so that they upgrade their educational level, the College has given incentives. The incentives were sent by email to all staff members who hold a Master degree, referring to partial financial support of tuition fee, flexible working hours, reduced teaching hours, support on resources (Annex 6).</p> <p>At the same time the College established clear instructions to the faculty for conducting research through our CASA College Research Centre based on KPI's for research activity and has set numbers of publications per academic staff per year. https://www.casacollege.ac.cy/kpis/</p> <p>Annex 5 – Syllabi for the two new modules – TECON-110 & TECON-244. The decisions and changes are included in the minutes held during the meeting on 12/06/2023.</p> <p>An elective module has been added in semester 4 (year 2). An additional module of French Language FRE-311 has been added in the Elective Modules list. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).</p> <p>Module Learning outcomes have been reviewed by the Academic Committee and the Quality Assurance Committee. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).</p> <p>The Final Year Project has been added as an Elective Module (Semester 7) for students who will be graduating, with a duration of two academic semesters, (Semesters 7 and 8). The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).</p>	<p>Choose level of compliance:</p>

D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Elina Saveriades	General Manager	
Ellie Petrou	Academic Director of Studies	
Kakia Avgousti	Programme Coordinator/Faculty Member	
Evi Kalatha	Director for Quality Assurance and Enhancement	
Maria Yiannoullou	Quality Assurance and Enhancement Officer	
Dorota Jedryka	Head Registrar	
Andria Onoufriou	Director of Admissions	
Rafael Kyriakou	Director of Student Affairs/DPO	
Chrysoulla Trisvei	Faculty Member/ Practical Training Coordinator	

Date: 14/07/2023

ANNEX 1

Intended learning outcomes

The programme learning outcomes are grounded to the UN Sustainable Goals. Upon completion of the programme, students will be able to:

- Understand and evaluate the role of the industry in achieving sustainable development, through implementing all initiatives and policies for consistently transparent operations.
- Incorporate management practices, activities and support systems for the hospitality business, that are of socio-economic and environmentally attainable.
- Recognize the importance of sustainable food production and consumption in hospitality operations.
- Implement measures to minimize food waste and support local food systems.
- Promote the health and well-being of the businesses which operate in hospitality, in regards to staff and guests' safety measures, wellness programs, and healthy environments.
- Appraise the implications of hospitality management in terms of supervisory and organizational skills, regarding the management of personnel and resources.
- Develop protocols for crisis management and emergency response to ensure the health and safety of all stakeholders.
- Foster partnerships with educational institutions to provide internships, training programs, and scholarships for aspiring hospitality professionals.
- Identify the demands of the changing world in which the hospitality industry functions to foster critical thinking, creativity, and global citizenship.
- Foster a positive work environment that respects labor rights and promotes professional growth and development for employees.
- Promote gender equality within hotel administration by implementing fair hiring practices and career advancement opportunities.
- Encourage initiatives that support women's empowerment and inclusion in leadership positions within the hospitality industry.
- Implement water conservation measures and responsible water management practices in hospitality operations.
- Explore renewable energy options and energy-efficient technologies to minimize the carbon footprint of hospitality operations.
- Encourage entrepreneurship and innovation within the hospitality industry to drive economic growth in local communities.
- Embrace technological advancements and innovative solutions to enhance hospitality operations, guest experiences, and sustainability efforts.

- Collaborate with local communities to support infrastructure development that benefits both the industry and the wider community.
- Promote diversity and inclusion within the hospitality industry, ensuring equal opportunities for individuals from different backgrounds and marginalized communities.
- Develop initiatives that contribute to the social and economic development of local communities, reducing inequalities and fostering inclusivity.

General Level Descriptor – Level 5

The student has:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and how those principles have developed
- knowledge of the main methods of enquiry in the subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making
- the ability to develop existing skills and acquire new competences

The student can:

- apply underlying concepts and principles outside the context in which they were first studied
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences
- deploy key techniques of the discipline effectively
- evaluate the appropriateness of different approaches to solving problems
- manage their own learning, and to make use of scholarly reviews and primary source

Generic Grade Descriptor: relationship of degree classification to percentage mark ranges and categorical grades (CG)

Mark's Description	MARK RANGE	CG%	GENERAL CHARACTERISTICS
Excellent	96 - 100	98	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	93	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	89	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	86	
	81 - 83	82	
Good	76 - 80	78	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	73	
	66 - 70	68	
Satisfactory	61 - 65	63	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	58	
	50 - 55	53	

Fail	21 - 49	35	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	10	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

GRADING SYSTEM

Academic progress is evaluated on the following 4.0 quality points grading system:

Letter Grade	Quality Points	Number Mark	Mark's Description
A	4	96 - 100	Excellent
A-	3.7	91 - 95	Excellent
B+	3.3	88 - 90	Very good
B	3	84 - 87	Very good
B-	2.7	83 - 81	Very good
C+	2.3	76 - 80	Good
C	2	71 - 75	Good
C-	1.7	66 - 70	Good
D+	1.3	61 - 65	Satisfactory
D	1	56 - 60	Satisfactory
D-	0.7	50 - 55	Satisfactory
F	0	0 - 49	Fail
I	0		Incomplete
W	0		Withdrawal
P	0		Pass
AU	0		Audit

Administration and other services of Casa College Evaluation Form

This questionnaire gives you the opportunity to evaluate the administration and other services of Casa College. Your feedback would help to improve our weaknesses. The information provided is highly appreciated and will be kept strictly confidential.

* Indicates required question



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PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CLICK THE APPROPRIATE BOX

1. 1. I am satisfied with the accuracy and efficiency of the administrative services provided.

*

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

2. 2. The administrative staff promptly responds to student inquiries and concerns. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

3. 3. The college provides clear instructions and guidance for module selection and registration. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

4. 4. The administration staff provided sufficient guidance and support to meet student needs.

*

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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Strongly Agree

5. 5. The college provides adequate information about tuition fees, available financial aid, and scholarship opportunities. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

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4

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5

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Strongly Agree

6. 6. The college provides well-maintained facilities that cater to the diverse needs of students *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

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5

☐

Strongly Agree

7. 7. The college provides a variety of extracurricular activities, clubs, and organises engaging events and programmes that enhance the student experience. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

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4

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Strongly Agree

8. 8. Overall, I am satisfied with the administration and services provided by the college.

*

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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5

☐

Strongly Agree

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Admissions Evaluation Form

Thank

you for choosing Casa College as your educational provider. Your feedback is important to us as we strive to enhance our admissions procedures and ensure a positive experience for prospective students. Please take a few moments to complete this evaluation form and provide your honest opinions and suggestions. Your responses will remain confidential.

* Indicates required question



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PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CLICK THE APPROPRIATE BOX

1. 1. I was satisfied with the clarity and accessibility of information provided regarding ^{*} the application requirements and procedures.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

2. 2. The admissions staff members were responsive and supportive in addressing student inquiries, and concerns during their application process. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

3. 3. I was satisfied with the timeliness and accuracy of the admission process. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

4. 4. I was satisfied with the transparency and fairness in the evaluation and selection of applicants. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

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5

☐

Strongly Agree

5. 5. The admission staff provided clear and timely communication regarding the student application status and any required documentation. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

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5

☐

Strongly Agree

6. 6. The orientation and onboarding process was effective after the student's arrival. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

7. 7. I am satisfied with the overall quality of the admissions services provided. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

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Learning Resources Evaluation Form

This questionnaire gives the student the opportunity to evaluate their satisfaction with the learning resources (Microsoft Office 365, Moodle & Library) and seeks ways to improve the weak areas during this academic year. The information provided is highly appreciated and will be kept strictly confidential.

* Indicates required question



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Questionnaire for Moodle Platform

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CLICK THE APPROPRIATE BUTTONS.

1. 1. How frequently do you use the Moodle platform?

Mark only one oval.

- ☐ Daily
- ☐ Once a week
- ☐ Rarely
- ☐ Never

2. 2. How easy is it to navigate and find the necessary resources on Moodle?

Mark only one oval.

- ☐ Very difficult
- ☐ Difficult
- ☐ Neither easy nor difficult
- ☐ Easy
- ☐ Very Easy

3. 3. How satisfied are you with the features and functionality of Moodle?

Mark only one oval.

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Satisfied
- ☐ Very satisfied

4. 4. Have you received sufficient training or support to use Moodle effectively?

Mark only one oval.

- ☐ Yes, definitely
- ☐ Yes, to some extent
- ☐ No, none at all

5. 5. Do you feel that your institution encourages a supportive and inclusive learning environment?

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

6. 6. On a scale of 1 to 5, please rate your overall experience with Moodle.

- 1 - Very Poor
- 2 - Poor
- 3 - Average
- 4 - Good
- 5 - Excellent

Mark only one oval.

Very Poor

1

☐

2

☐

3

☐

4

☐

5

☐

Excellent

Questionnaire for Microsoft Office 365

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CLICK THE APPROPRIATE BUTTONS.

7. 1. How frequently do you use Microsoft Office 365?

Mark only one oval.

- ☐ Daily
☐ Weekly
☐ Monthly
☐ Never

8. 2. Which Microsoft Office 365 applications do you use regularly? (Select all that apply)

Tick all that apply.

- ☐ Word
☐ Excel
☐ PowerPoint
☐ Outlook
☐ OneDrive
☐ Teams

9. 3. How easy is it to navigate and find the necessary resources on Microsoft Office 365?

Mark only one oval.

- ☐ Very difficult
☐ Difficult
☐ Neither easy nor difficult
☐ Easy
☐ Very easy

10. 4. Have you received sufficient training and support to use Microsoft Office 365 effectively?

Mark only one oval.

- ☐ Yes, definitely
- ☐ Yes, to some extent
- ☐ No, not really
- ☐ No, none at all

11. 5. Do you feel that your institution encourages a supportive and inclusive learning environment?

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

12. 6. On a scale of 1 to 5, how satisfied are you with the overall performance and reliability of Microsoft Office 365?

1 - Very Poor

2 - Poor

3 - Average

4 - Good

5 - Excellent

Mark only one oval.

Very Poor

1

☐

2

☐

3

☐

4

☐

5

☐

Excellent

Questionnaire for Library

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CLICK THE APPROPRIATE BUTTONS AND FILL IN THE SHORT ANSWERS WHERE NECESSARY.

13. 1. How often do you visit Casa College library or use any of its services (including its website and online services)? *

Mark only one oval.

- ☐ At least once a week
- ☐ Once a month
- ☐ Once every six months
- ☐ Once a year
- ☐ Never

14. 2. What is your opinion about the categories of books, library services & technology tools? *

Mark only one oval per row.

	1 - Very Good	2 - Good	3 - Medium	4 - Bad	5 - Really bad	6 - No opinion
Category Books (Scientific/Informative books, reference books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet access at the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online computer catalogues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other online resources to search for material e.g Academic databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opening/Closing hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library as a spaces to do my own activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email notification of new books/events, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. 3. How could the Casa College library's services, technology tools & facilities be improved?

16. 4. Do you use the academic online platform Ebsco? *

Mark only one oval.

- ☐ Yes
- ☐ Sometimes
- ☐ No

17. 5. Do you find online academic material from Ebsco more useful than the textbooks in the library? *

Mark only one oval.

- ☐ A lot
- ☐ Quite a lot
- ☐ Enough
- ☐ A little
- ☐ Not at all
- ☐ No opinion

18. 6. Please evaluate the services provided by the library staff. *

Mark only one oval per row.

	1 - Very Good	2 - Good	3 - Medium	4 - Bad	5 - Really bad	6 - No opinion
Friendly and approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote library services and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to emails in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful when asked about what textbooks to choose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available to help when I need him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable enough to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in resolving my problems or questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable enough to help in using computers and the internet (College online databases)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programme of Study Evaluation Form from Graduate Students

Dear Graduates,

Congratulations on completing your BSc Hotel Administration program of study at our college! We value your feedback and would appreciate your input to help us assess the effectiveness of the programme and make improvements for future students. Please take a few minutes to complete this evaluation form. Your responses will remain confidential.

Thank you for your valuable contribution.

* Indicates required question



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Please read each of the following statements and rate them on a scale 1- to 5.

1. Graduation Semester & Year:

You can find the Graduation Semester & Year on the last table in your academic transcript!

2. 1. The programme offered a comprehensive and well-structured curriculum and provided a strong foundation in the chosen field of study.

*

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

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4

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5

☐

Strongly Agree

3. 2. The programme equipped me with the necessary knowledge and skills for my career and prepared me for the job market or further academic pursuits. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

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4

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5

☐

Strongly Agree

4. 3. The programme encouraged critical thinking and problem-solving abilities. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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5

☐

Strongly Agree

5. 4. The programme included practical learning experiences (e.g., internships, fieldwork, industry practice etc.) that enhanced my understanding of the subject. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

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2

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3

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4

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5

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Strongly Agree

6. 5. The Hotel Administration programme modules were relevant and aligned with the learning outcomes. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

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2

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3

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4

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5

☐

Strongly Agree

7. 6. The faculty members were knowledgeable and experienced in their respective fields and were accessible and supportive in providing academic guidance and mentorship throughout the programme. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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☐

Strongly Agree

8. 7. The assessment methods (e.g., exams, assignments, projects etc.) effectively evaluated my understanding and application of the module material. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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5

☐

Strongly Agree

9. 8. The programme facilities and learning resources (e.g., libraries, online databases, research facilities etc.) sufficiently supported my studies.

*

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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5

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Strongly Agree

10. 9. The programme provided relevant industry exposure and networking opportunities.

*

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

11. 10. The programme met my expectations and contributed positively to my personal and professional development. *

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

Thank you for your participation and best wishes for your future endeavors.

Casa College

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Lecturer and Module Evaluation Form

This questionnaire gives you the opportunity to evaluate your lecturer's performance and the module during the semester. Your feedback would help to improve the weak areas during this academic year. The information provided is highly appreciated and will be kept strictly confidential.



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Lecturer Evaluation Questionnaire

Module:

Lecturer:

Year-Semester: 2023-2024 - Fall Semester 2023

Instructions

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CHOOSE APPROPRIATELY.

1. 1. The lecturer discusses the module syllabus and communicates the module objectives, learning outcomes, methodologies, and expectations clearly at the beginning of the semester.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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Strongly Agree

2. 2. The lecturer presents the module content in a well-organized and engaging manner by providing clear explanations/instructions and adequate examples.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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5

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Strongly Agree

3. 3. The lecturer encourages student participation and engagement in class discussions and activities.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

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4

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5

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Strongly Agree

4. 4. The lecturer provides timely and constructive feedback on assignments and assessments.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

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4

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5

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Strongly Agree

5. 5. The exam papers were understandable and included the material taught.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

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4

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5

☐

Strongly Agree

6. 6. The lecturer is approachable and responsive to student questions and concerns/needs and creates a positive, student-centered inclusive learning environment.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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Strongly Agree

7. 7. The lecturer facilitates learning through a variety of teaching methods and resources, including module course books, supplementary notes, additional readings, PowerPoint presentation videos, etc. and proposes additional online/library material.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

8. 8. The learning resources are up-to-date and aligned with the module curriculum, objectives, and intended learning outcomes.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

☐

3

☐

4

☐

5

☐

Strongly Agree

9. 9. The lecturer respects diverse opinions and fosters an unbiased classroom environment.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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5

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Strongly Agree

10. 10. The lecturer provides guidance and support for students' academic development and personal development in response to problem-solving skills, critical thinking abilities, and confidence.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

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2

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3

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Strongly Agree

Module Evaluation Questionnaire

Module:

Lecturer:

Year-Semester: 2023-2024 - Fall Semester 2023

Instructions

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND CHOOSE APPROPRIATELY.

11. 1. The module objectives align with the content covered throughout the module.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

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2

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3

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4

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5

☐

Strongly Agree

12. 2. The learning materials and resources (course books, reading, online resources, etc.) were relevant and supported your learning experience.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

13. 3. The teaching methods employed in the module (eg. lectures, group discussions, practical exercises, assessments, etc.) were effective.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

14. 4. The assessments and assignments were aligned with the module learning outcomes.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

15. 5. The module's grading criteria and expectations were clear and transparent.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

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Strongly Agree

16. 6. The college provided adequate support services for the module (tutoring, academic advising, etc.)

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

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2

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3

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4

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5

☐

Strongly Agree

17. 7. The module prepared you for further study and/or practical application in the field.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1

☐

2

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3

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4

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Strongly Agree

18. 8. I am satisfied with the module, its delivery, and the accomplishment of its learning outcomes.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Mark only one oval.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

19. 9. Do you have any suggestions for improving the module and/or its delivery?
Please, provide any additional feedback or comments.



1961

TRANSFER CREDIT EVALUATION FORM

FILE No.:

FIRST NAME: LAST NAME:

EMAIL: PHONE No.

PREVIOUS COLLEGE: PREVIOUS PROGRAMME OF STUDY:

PROGRAMME OF STUDY APPLYING FOR: ☐ HOTEL ADMINISTRATION ☐ ADULT NURSING ☐ CRUISE SHIP HOSPITALITY OPERATIONS

SEMESTER: ☐ FALL ☐ SPRING

MODULE CODE	MODULE NAME	ECTS	MODULE CODE & NAME (FROM PREVIOUS HEI)	ECTS (PREVIOUS HEI)	GRADE	EVALUATED ✓
	COMPULSORY MODULES					
HTL-111	Introduction to the Hospitality Industry	6				
HTL-112	Front Office Operations	6				
HTL-113	Introduction to Food and Beverage Service	6				
TECON-110	Tourism Microeconomics	6				
MGT-114	Introduction to Management and the Business Environment	6				
HTL-121	Food and Beverage Service Operations	6				

HTL-122	Housekeeping Operations	6				
HTL-123	The System of Travel and Tourism Industry	6				
BUS-120	Business Communication	6				
MKTG-124	Principles of Marketing	6				
HTL-231	Food and Beverage Management	6				
HTL-232	Research Methods in Hospitality	6				
ACC-230	Financial Accounting	6				
PHIL-233	Business Ethics	6				
PRE-234	Principles and Operations of Public Relations	6				
HTL-241	M.I.C.E Operations and Management	6				
HTL-242	Consumer Behaviour in the Hospitality and Tourism Industry	6				
ACC-240	Managerial Accounting	6				
HRM-355	Human Resource Management	6				
HTL-351	Management of Hotel Operations	6				
HTL-352	Sustainable Hospitality and “Green” Hotels	6				
HTL-353	Sales and Marketing Techniques	6				
HTL-354	Methods of Service Quality Management in Hospitality	6				
TECON-244	Tourism Macroeconomics	6				
HTL-361	Hospitality Digital Technologies	6				
HTL-362	Crisis Management in Hospitality	6				
HTL-363	Organisational Behaviour in the Hospitality Industry	6				
STAT-475	Statistic Methods in Economics and Management	6				
HTL-471	Revenue Management in the Hospitality Industry	6				
HTL-472	Hospitality Planning and Development	6				
HTL-473	Risk Management in the Hospitality Industry	6				
HTL-474	Strategic Marketing in the Hospitality and Tourism Industry	6				
HTL-481	International Hospitality & Tourism Management	6				
HTL-482	Contemporary Issues in Tourism and Hospitality	6				
HTL-483	Strategic Management in the Hospitality Industry	6				
HTL-484	Hospitality Entrepreneurship and Innovations	6				

	ELECTIVE MODULES					
FGRE-300	Greek as a Foreign Language	6				
FRE-311	French Language for Beginners	6				
TSOC-301	Sociology of Tourism	6				
TECON-310	Tourism Economics	6				
MATH-243	Mathematical Methods in Economics and Management	6				
FNC-302	Food Culture, Dietary and Nutrition	6				
HTL-364	Hospitality Safety and Security	6				
HTL-485	Casino Operations Management	6				
HTL-486	Cultural and Heritage Tourism	6				
HTL-487	E-Marketing, Social-Media and Digital Technologies in Tourism and Hospitality	6				
HTL-488	New Trends in Consumer Behaviour and Tourism Marketing	6				
HTL-490	Final Year Project	6				
HIPT-I, II, III	Hospitality Industrial Practical Training	6				

STUDENT'S SIGNATURE

DATE

FOR OFFICIAL USE ONLY

APPROVED BY THE PROGRAMME COORDINATOR

☐

YES

☐

NO

SIGNATURE

DATE

APPROVED BY THE DIRECTOR OF ACADEMIC STUDIES

☐

YES

☐

NO

SIGNATURE

DATE

COMMENTS

headregistrar@casacollege.ac.cy

From: Alumni Contact Form <dpo@casacollege.ac.cy>
Sent: Πέμπτη, 9 Φεβρουαρίου 2023 10:20 πμ
To: headregistrar@casacollege.ac.cy
Subject: New submission from Alumni Contact Form

Full Name:

Kamana Thapa

File No:

7976

Date:

09/02/2023

Passport No:

08298503

Gender:

Female

Personal Email:

kamanathapa2045@gmail.com

Phone:

96873351

Degree Information:

Completed Course:

BA Hotel Administration

Date of completion:

24/01/2023

Transferred to Another Institution:

Name of Educational Institution:

AMERICANOS COLLEGE

Chosen Course:

Master on BA

From: Transfer From Casa College Form <dpo@casacollege.ac.cy>
Sent: Πέμπτη, 27 Απριλίου 2023 5:27 πμ
To: headregistrar@casacollege.ac.cy
Subject: New submission from Transfer From Casa College Form

File No:

9621

Date

27/04/2023

Full Name:

dharmendra kumar chaudhary

Personal Email:

future.leaderdharma@gmail.com

Phone Number:

96569334

Passport No:

10421849

Course Attending:

Hotel Administration

Prospective College/University:

city unity college

Prospective Course:

MBA master of business Administration

Reason I wish to transfer from Casa College:

for further study

headregistrar@casacollege.ac.cy

From: headregistrar@casacollege.ac.cy
Sent: Δευτέρα, 6 Μαρτίου 2023 8:39 πμ
To: 'academicdirector@casacollege.ac.cy'
Subject: Contact after graduation

Dear Graduate,

I hope my email finds you well.

Here's a great opportunity to reach you and ask how you are doing and what has changed in your life since your graduation.

Casa College is putting together alumni information to discuss your first months away from college. We are hoping you could share your experience after college and how easy/difficult it was for you to find a job of your choice or transfer to another educational institution. We would also like to ask graduates, who transferred to another educational institution, to fill in the "Transfer from Casa College Form" by clicking [here](#). I am sure that some of you had already found some job opportunities! We would like to hear about your experience!

We would be delighted if you stay in touch with us and get regular updates by:

- Following us on Instagram / Facebook / Tik Tok
- Contacting us by email/phone
- Visiting our administrative and academic staff

Please let me know if you have any questions or if there is anything else that we could help you with.

Best regards,

Dorota Jedryka
Head Registrar
Casa College
3 Jean Moreas Street
1075, Nicosia, CYPRUS
Tel: +357 22 68 18 82
Fax: +357 22 66 24 14
Email: headregistrar@casacollege.ac.cy
Web: www.casacollege.ac.cy

CASA
COLLEGE



1997

KASA
High School



1961

Our correspondence may contain personal data that the sender has chosen to transmit. The Educational Organisation C.C. Saveriades implements various technical and organizational measures aiming at the protection of personal data on the basis of requirements and standards set by applicable data protection laws, including the GDPR. For more

headregistrar@casacollege.ac.cy

From: Sabnam Bhandari <suppa484@gmail.com>
Sent: Πέμπτη, 18 Μαΐου 2023 2:54 μμ
To: headregistrar@casacollege.ac.cy

Hello, I hope this email finds you well.

It's me sabnam. I graduated on feb 2023. And now I am working in a hotel full time as I changed my student visa into working visa. I wanted to send you this email because I feel very grateful towards my college that guided me to my success. I always had the support I needed to figure out things and I will forever be thankful to you all. I am working and learning new things everyday and this wouldn't have been possible without my Casa Family. Much love to everyone.

Thank you
SABNAM BHANDARI

From: alexander saveriades <saverof1997@hotmail.com>
Sent: Τετάρτη, 24 Μαρτίου 2023 7:18 μμ
To: headregistrar@casacollege.ac.cy

Good afternoon!!!

I hope this email finds you well. My name is Alexandros Saveriades and I graduate from Casa College in 2021.

The last few years I can say that were difficult for all of us for many reasons. Covid-19 was a big issue in that situation, many businesses closed as a result many people became unemployed. I was also part of that situation for a whole year. That's why I am sending this email to inform and thank Casa College for helping me to finish my studies and take my bachelor degree and also learning me so many things about Hotel Management. Today I work in Atlantica, a very big company all over Cyprus as an assistant F/B manager and I earn a respectable salary. Without my degree I couldn't have this position today, so I want to thank you again for all the help and support that Casa college provided to me.

Best regards!!!



OUR STUDENTS' SUCCESS STORY SHEKH ABDULLAH AL MAMUN

(BA IN HOTEL ADMINISTRATION, CERTIFICATE IN CRUISE SHIP HOSPITALITY OPERATIONS –
CASA COLLEGE)

Can you tell me about yourself?

I am from Bangladesh and I've recently graduated from Casa College in Hotel Administration. My dream is to become a successful chef one day because I really enjoy working in the kitchen.

Can you please tell me about the job opportunity you have been given?

After I graduated, I applied to many reputable hotels and restaurants since my dream is to work for a Michelin restaurant. After a few days I received a phone call from the HR of Ta'Frenc restaurant in Gozo Malta to attend an interview with the Executive Chef which of course I happily accepted. I believe they have taken into consideration the fact that my experience is related to the Mediterranean cuisine which made their decision easier in hiring me. I couldn't believe that I was actually chosen to join their team as a Junior Chef.

How did you find out about this job opportunity?

Through a friend of mine and I applied online.

Were you interested in getting such a job position when you started your studies?

Yes of course. I always wanted to work in a kitchen as a chef, so yes.

Do you feel that Casa College well prepared you for the position?

Definitely. Without my degree which included both workshops and theory, I would never be able to apply for such a position. Advancing to a professional level requires academic qualifications, so I believe studying at Casa College has helped me tremendously.

What is the most valuable lesson you have learned during your studies at Casa College? How do you apply it in your daily life?

Everything is possible but you must work hard to succeed. Never stop dreaming and remain focused on what you want.

What did you enjoy most about your college experience?

I had so many great experiences at Casa College. The most important to me was the support I had from the college's staff. Whenever I needed them either for academic or financial issues they were willing to help me. At this point, I would like to take the opportunity to thank my honourable principal Mr Yiannis Saveriades and the Head of my department Ms Chrysoulla Trisvei, as well as all my respected teachers and the administrative staff for their unconditional help and support.

What advice would you offer to international students studying at Casa College?

Well, I don't think I am the person to give advice but I would tell my friends and classmates to believe in themselves and focus on their work to succeed.

Tell me about a challenge you have faced while studying in Cyprus and how you overcame it.

Maintaining a job while studying is quite difficult, but when you are determined it is not impossible.

What is the key to success?

Honesty and hard work will definitely bring success.

Where do you see yourself in five years?

In a high position of a well reputable restaurant or hotel.



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ

Αρ. Φακ.: 05.12.002.005.004
Αρ. Τηλ. : 22800616/17
Αρ. Τηλεομ. : 22427560
E-mail : dae@moec.gov.cy
Ιστοσελίδα : www.highereducation.ac.cy

20 Ιουλίου, 2022

Πρύτανη Πανεπιστημίου Κύπρου
Πρύτανη Τεχνολογικού Πανεπιστημίου Κύπρου
Πρύτανη Ανοικτού Πανεπιστημίου Κύπρου
Πρύτανη Πανεπιστημίου Frederick
Πρύτανη Ευρωπαϊκού Πανεπιστημίου – Κύπρου
Πρύτανη Πανεπιστημίου Λευκωσίας
Πρύτανη Πανεπιστημίου Νεάπολις Πάφος
Πρύτανη UCLan University – Cyprus
Πρύτανη Philips University
Πρύτανη American University of Cyprus
Διευθυντές Δημόσιων Σχολών Τριτοβάθμιας Εκπαίδευσης
Διευθυντές και Ιδιοκτήτες Ιδιωτικών Σχολών Τριτοβάθμιας Εκπαίδευσης

Θέμα: Έντυπο ενημέρωσης και συγκατάθεσης φοιτητών/φοιτητριών Ανώτερης Εκπαίδευσης για τη συλλογή και επεξεργασία δεδομένων από τη Διεύθυνση Ανώτερης Εκπαίδευσης

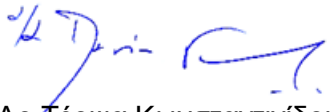
Έχω οδηγίες να αναφερθώ στο πιο πάνω θέμα και να σας ενημερώσω τα ακόλουθα:

2. Η Διεύθυνση Ανώτερης Εκπαίδευσης (ΔΑΕ) του Υπουργείου Παιδείας, Αθλητισμού και Νεολαίας (ΥΠΙΑΝ) έχοντας ως στόχο τον σχεδιασμό πολιτικών στη βάση δεδομένων για την αναβάθμιση της Ανώτερης Εκπαίδευσης της Κύπρου είναι αναγκαίο να προβαίνει στη συλλογή ποσοτικών και ποιοτικών δεδομένων για τον φοιτητικό πληθυσμό όλων των Ιδρυμάτων Ανώτερης Εκπαίδευσης (ΙΑΕ) κάθε ακαδημαϊκό έτος. Η συλλογή δεδομένων από τη ΔΑΕ αποσκοπεί επίσης στη συμμετοχή της Κύπρου σε έρευνες ή/και για τη συγγραφή εκθέσεων σε εθνικό, ευρωπαϊκό και διεθνές επίπεδο αναφορικά με τη σύνθεση του φοιτητικού πληθυσμού των ΙΑΕ της Κύπρου σε σχέση με σημαντικές πτυχές της Ανώτερης Εκπαίδευσης (π.χ. πρόσβαση ατόμων με αναπηρίες και μαθησιακές δυσκολίες στην Ανώτερη Εκπαίδευση, ίση πρόσβαση και συμμετοχή των δύο φύλων στην Ανώτερη Εκπαίδευση, ενίσχυση συμμετοχής ομάδων φοιτητών/φοιτητριών που υποεκπροσωπούνται στην Ανώτερη Εκπαίδευση, διασφάλιση της ισότητας και συμπερίληψης στην Ανώτερη Εκπαίδευση κ.λπ.). Ως εκ τούτου, η συλλογή προσωπικών/δημογραφικών στοιχείων, καθώς και στοιχείων που αφορούν στη φοίτηση των φοιτητών/φοιτητριών των ΙΑΕ, κρίνεται ιδιαίτερα σημαντική.

3. Αναγνωρίζοντας τη σημασία της διασφάλισης των προσωπικών δεδομένων των φοιτητών/φοιτητριών, η ΔΑΕ έχει ετοιμάσει ένα έντυπο ενημέρωσης και συγκατάθεσης (στην ελληνική και αγγλική γλώσσα), το οποίο αποσκοπεί στο να εξασφαλίσει τη συγκατάθεση των φοιτητών/φοιτητριών, ώστε η ΔΑΕ να συλλέγει και να επεξεργάζεται προσωπικά τους δεδομένα και δεδομένα φοίτησης καθ' όλη τη διάρκεια της φοίτησής τους. Το έντυπο ενημέρωσης και συγκατάθεσης θα πρέπει να δίνεται από τώρα και στο εξής από όλα τα ΙΑΕ σε όλους/όλες τους/τις φοιτητές/φοιτήτριες μαζί με την πρώτη αίτηση εγγραφής τους στο Εκπαιδευτικό Ίδρυμα. Οι υφιστάμενοι/ες φοιτητές/φοιτήτριες θα πρέπει να ενημερωθούν και να δώσουν τη συγκατάθεσή τους το συντομότερο δυνατόν.

4. Σε περίπτωση αποριών/ερωτημάτων, παρακαλείστε όπως επικοινωνήσετε με τη λειτουργό της ΔΑΕ, Δρ Αλεξάνδρα Πετρίδου μέσω ηλεκτρονικού ταχυδρομείου στη διεύθυνση apetridou@moec.gov.cy ή/και τηλεφωνικώς στον αριθμό 22800966.

5. Σας ευχαριστούμε εκ των προτέρων για τη συνεργασία και είμαστε στη διάθεσή σας για τις όποιες διευκρινίσεις.


(Δρ Τέρψα Κωνσταντινίδου)
για Γενικό Διευθυντή

CASA COLLEGE



1961

ΠΡΑΚΤΙΚΑ ΕΚΤΑΚΤΗΣ ΣΥΝΕΔΡΙΑΣ ΑΚΑΔΗΜΑΪΚΗΣ ΕΠΙΤΡΟΠΗΣ ΚΑΙ ΕΠΙΤΡΟΠΗΣ ΕΣΩΤΕΡΙΚΗΣ ΠΟΙΟΤΗΤΑΣ

Ημερομηνία: 12/6/2023

Παρόντες:

1. Διευθυντής: Γιάννης Σαβεριάδης
2. Διευθύντρια Διοικητικών Θεμάτων: Ελίνα Σαβεριάδη
3. Διευθύντρια Ακαδημαϊκών Σπουδών: Έλλη Πέτρου
4. Ανώτερος Γραμματειακός Λειτουργός: Dorota Jedryka
5. Λειτουργός Εσωτερικής Ποιότητας: Εύη Καλαθά
6. Λειτουργός Εσωτερικής Ποιότητας: Μαρία Γιάννουλλου Παντζιρά
7. Εκπρόσωπος Καθηγητών: Ραφαήλ Κυριάκου
8. Εκπρόσωπος Καθηγητών: Χρυσούλα Τρισβέη
9. Εκπρόσωπος Καθηγητών: Κάκια Αυγουστή
10. Εκπρόσωπος Φοιτητών: Viovelson Cortez

Τήρηση – Σύνταξη πρακτικών : Εύη Καλαθά

Θέματα Συζήτησης:

Έπειτα από την επιτόπια επίσκεψη της Επιτροπής Εξωτερικής Αξιολόγησης για επαναξιολόγηση και πιστοποίηση του προγράμματος σπουδών "BSc in Hotel Administration" στις 29 Μαΐου 2023 και εισηγήσεις των εμπειρογνομόνων αποφασίστηκαν τα πιο κάτω:

- Προσθήκη επιλεγόμενου μαθήματος γλώσσας (French Language – FRE-311)
- Αντικατάσταση των μαθημάτων Economics (1ου εξαμήνου) και Tourism Economics (4^{ου} εξαμήνου), με Tourism Microeconomics και Tourism Macroeconomics αντίστοιχα.
- Προσθήκη του Final Year Project ως επιλεγόμενο μάθημα για το 7ο εξάμηνο με διάρκεια ενός ακαδημαϊκού έτους. Οι φοιτητές θα έχουν την ευκαιρία να το ολοκληρώνουν στο τέλος του 8^{ου} εξαμήνου.

- Επαναξιολόγηση και επαναπροσδιορισμός των μαθησιακών αποτελεσμάτων από την Ακαδημαϊκή επιτροπή και την επιτροπή Εσωτερικής Ποιότητας μετά από συνάντηση με τους διδάσκοντες, για όσα μαθήματα κρίθηκε αναγκαίο.

Επισυνάπτονται:

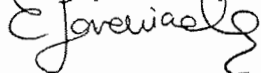
- Οι περιγραφές μαθημάτων (FRE-311, και TECON -110 και TECON -244.)
- Τα αναλυτικά προγράμματα των μαθημάτων στα οποία έγιναν αλλαγές στα μαθησιακά αποτελέσματα.
- Το αναλυτικό πρόγραμμα του "Final Year Project".

Υπογραφές μελών επιτροπής:

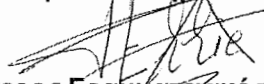
1. Διευθυντής



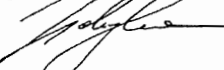
2. Διευθύντρια Διοικητικών Θεμάτων



3. Διευθύντρια Ακαδημαϊκών Σπουδών



4. Ανώτερος Γραμματειακός Λειτουργός



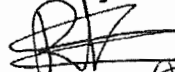
5. Λειτουργός Εσωτερικής Ποιότητας



6. Λειτουργός Εσωτερικής Ποιότητας



7. Εκπρόσωπος Καθηγητών



8. Εκπρόσωπος Καθηγητών



9. Εκπρόσωπος Καθηγητών



10. Εκπρόσωπος Φοιτητών



Module Title	Final Year Project				
Module Code	HTL-490				
Module Type	Elective				
Level	Undergraduate				
Year/Semester	Year 4/Semesters 7&8				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: The module gives the option to students to develop an original piece of research that will add to the existing knowledge and demonstrate their analytical skills, on a chosen topic. They are challenged to draw a final year project, for the Hotel Administration Bachelor Degree programme of study.</p> <p>The project should be regarded as an exercise in the collection, presentation, analysis and interpretation of the hospitality industry findings. During this module the student is required to attend lectures and actively participate on the theoretical part of research studies, as well as undertake a project of a length of 5000 words.</p> <p>Objectives:</p> <p>The main objectives of the module are to:</p> <ul style="list-style-type: none"> ▪ Deal in-depth with a particular topic related to the hospitality industry, in a thorough and analytical manner. ▪ Provide students with knowledge for applying written communication skills at the workplace. ▪ Thoroughly discuss the various types of technical writing (e.g., resume, memos and reports) ▪ Discuss the methods of primary research data collection (qualitative and quantitative), the structure of primary research papers and various documentation styles. 				
Learning Outcomes	<p>On successfully completing the course, students will have learned how to synthesize existing knowledge, to work independently and to present and defend their arguments. More specifically, the learning objectives are categories as follows:</p>				

	<p>Intellectual</p> <ul style="list-style-type: none"> ▪ Explain and apply relevant theories, laws, practical techniques and facts in a chosen area. ▪ Interpret data, draw logical conclusions and give recommendations where appropriate. ▪ Apply the knowledge, experience and skills learned, to a chosen situation and in a trans-disciplinary way. ▪ Broaden students' knowledge on a specific topic, issue, company or industry. ▪ Demonstrate the ability to tackle problematic issues and look at a problem from various perspectives. ▪ Show the ability to analyze various aspects of a topic. ▪ Review and synthesize knowledge, make judgments and reasoned arguments. ▪ Make efficient use of libraries, bibliographical material and academic research. <p>Communication</p> <ul style="list-style-type: none"> ▪ Use IT skills (word processing, Internet and e-mail) as study and communication tools. ▪ Demonstrate ability to logically organize and structure a large amount of information. ▪ Identify the processes of conducting primary research and the writing of primary research papers, including various quantitative and qualitative methods of data collection. ▪ Answer questions and defend one's findings in a professional manner. <p>Organization</p> <ul style="list-style-type: none"> ▪ Develop time management and planning skills. ▪ Independently identify, analyze and evaluate complex issues relating using a variety of methodological tools. <p>Motivation & Independence</p> <ul style="list-style-type: none"> ▪ Synthesize their existing knowledge, to work independently and to present and defend their arguments. ▪ Be able to choose a topic of interest that will help the student in his/her future career. ▪ Build self-discipline.
Prerequisites	N/A

Module Content	Session 1	Approaches to Research
	Session 2	Planning the Project
	Session 3	Ethics and Integrity in Research Submit proposal
	Session 4	Reading, Referencing and the Management of Information Present the research design/structure/content
	Session 5	Literature searching
	Session 6	Review of the Literature
	Session 7	Analysis of the Documentary evidence Present literature review
	Session 8	Designing and Administering questionnaires
	Session 9	Designing and Administering questionnaires
	Session 10	Planning and conducting interviews
	Session 11	Diaries logs and Critical Incidents Complete methodology (questionnaires)
	Session 12	Observation Studies
	Session 13	Answering questions Complete final year project
Teaching Methodology	Lectures	In-class participation and oral communication activities. Appointments between the students and the lecturer are compulsory . In cases of unjustified absenteeism, this will reflect in the total mark and thus college's rules will apply.
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Case study discussion, sample problems/solutions, group exercises. Individual preparation of the final year project, design analysis and submission.
Bibliography	Required	<ul style="list-style-type: none"> Polonsky, M. J., Waller D. S. (2010) Designing and Managing a Research Project: A Business Student's Guide, 2nd ed., Sage Publications, Inc.

		<ul style="list-style-type: none"> ▪ Veal, A. J. (2006) Research Methods for Leisure and Tourism: A Practical Guide. 3rd ed., Pitman.
	Recommended	<ul style="list-style-type: none"> ▪ O'Leary Z. (2009) The Essential Guide to Doing Your Research Project, 2nd Revised ed., Sage Publications Ltd. ▪ Robson C. (2006) How to do a Research Project: A Guide for Undergraduate Students, Wiley-Blackwell. ▪ Walliman N. (2005) Your Research Project: A Step-by-Step Guide for the First-Time Researcher. 2nd ed., Sage Publications Ltd.
Language of Instruction	English	
Assessment	<p>Planning the Project:</p> <p>The longest phase in the planning and production of the project will be on:</p> <ol style="list-style-type: none"> 1. Acquiring and assimilating information 2. Devising a project plan and framework <p>Following approval, each student may proceed to carry out the agreed research and prepare the draft of the project under the supervision of the modules lecturer.</p> <p>The following are individual parts of a project that must be prepared and submitted for approval.</p> <ol style="list-style-type: none"> 1. Working Title 2. Context of Study 3. Literature Review 4. Objectives 5. Methodology <ol style="list-style-type: none"> 1. <u>Working Title:</u> The working title should contain essence of what the student intends to do. What is the project about! 2. <u>Context of Study:</u> This part of the project describes the social, economic, political and cultural background from which the project is initiated. It should also state why the topic is important research in order to justify why the study was conducted. Why is this study necessary? Why is the project worth doing! 3. <u>Literature Review:</u> A minimum of five books, articles or reports that the student has consulted concerning the research topic, must be cited. The purpose of the Literature Review is to convey to the reader what knowledge 	

and ideas have been established on the topic, their strengths and weaknesses.

4. Objectives: What you intend to accomplish!

A list and description of the objectives of the study or problems to be solved must be included. Objectives should be clear and precise.

5. Methodology and Sources of Data: The student must describe and explain how he/she intends to set about the research.

Planning the project checklist:

1. Establish your focus of study.
2. Decide on the aims and objectives of the study or formulate a hypothesis.
3. Draw up an initial project outline.
4. Read enough to decide whether you are on the right track.
5. Devise a timetable to check that all stages will be covered.
6. Consult your supervisor.

The Project's Structure

General Plan:

The project must have aims and objectives. It is advisable to determine at the outset the questions that the project is attempting to answer and/or the hypothesis that are to be tested. A general plan should be drawn up to include:

1. The questions and/or hypothesis involved.
2. The methods to be adopted and the nature and source of basic data.
3. The time to be devoted to each stage of the program.
4. A list of provisional chapters and content.

Grading Rubric for Final Year Project

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D)	Unsatisfactory (Fail)
Project Planning and Organization	15	12	10	8	0
Research and Analysis	15	12	10	8	0
Methodology and Data Collection	15	12	10	8	0

	Results and Findings	15	12	10	8	0
	Conclusions and Recommendations	15	12	10	8	0
	Presentation and Communication	15	12	10	8	0
	Overall Quality	10	8	5	4	0
<p>Explanation of criteria:</p> <p>1. <u>Project Planning and Organization:</u></p> <ul style="list-style-type: none"> • Excellent: The project demonstrates a well-structured and comprehensive plan with clear objectives and timelines. • Good: The project demonstrates a mostly organized plan with defined objectives and timelines. • Fair: The project plan lacks some organization and clarity in objectives and timelines. • Poor: The project plan is poorly organized, with unclear objectives and timelines. • Unsatisfactory: No evidence of project planning and organization. <p>2. <u>Research and Analysis:</u></p> <ul style="list-style-type: none"> • Excellent: The project demonstrates extensive and rigorous research, with thorough data collection and analysis techniques. • Good: The project demonstrates solid research, with adequate data collection and analysis techniques. • Fair: The project lacks some depth in research and data analysis. • Poor: The project has limited research and inadequate data analysis. • Unsatisfactory: No evidence of research or data analysis. <p>3. <u>Methodology and Data Collection:</u></p> <ul style="list-style-type: none"> • Excellent: The project showcases a well-designed methodology with appropriate data collection methods and sources. • Good: The project demonstrates a sound methodology with suitable data collection methods and sources. • Fair: The project's methodology has some limitations in terms of data collection methods and sources. • Poor: The project has a weak methodology with inadequate data collection methods and sources. • Unsatisfactory: No evidence of a methodology or data collection. 						

4. Results and Findings:

- Excellent: The project presents clear and well-supported results, demonstrating insightful findings.
- Good: The project presents meaningful results with satisfactory findings.
- Fair: The project's results lack some clarity and the findings are moderately insightful.
- Poor: The project's results are unclear, and the findings are weak.
- Unsatisfactory: No evidence of results or findings.

5. Conclusion and Recommendations:

- Excellent: The project provides logical and well-substantiated conclusions and offers relevant and actionable recommendations.
- Good: The project presents reasonable conclusions and provides relevant recommendations.
- Fair: The project's conclusions are somewhat vague or unsupported, and the recommendations lack depth.
- Poor: The project's conclusions are unclear or unsupported, and the recommendations are weak.
- Unsatisfactory: No evidence of conclusions or recommendations.

6. Presentation and Communication:

- Excellent: The project is presented professionally, with excellent communication skills, clarity, and creativity in visual aids.
- Good: The project is presented effectively, with good communication skills and appropriate use of visual aids.
- Fair: The project's presentation lacks some clarity and could benefit from improved communication skills and visual aids.
- Poor: The project's presentation is unclear, and the communication skills and visual aids are inadequate.
- Unsatisfactory: No evidence of presentation or communication skills.

7. Overall Quality:

- Excellent: The project demonstrates exceptional quality in all aspects, reflecting a deep understanding of the subject matter and a high level of effort and creativity.
- Good: The project shows a solid level of quality in most aspects, indicating a good understanding of the subject matter and satisfactory effort and creativity.
- Fair: The project has some weaknesses in terms of quality, reflecting a moderate understanding of the subject matter and average effort and creativity.

- Poor: The project has significant weaknesses in quality, indicating a limited understanding of the subject matter and below-average effort and creativity.
- Unsatisfactory: The project lacks quality in all aspects, demonstrating a lack of understanding of the subject matter and minimal effort and creativity.

ASSESEMENT:

1. Rules and regulations

- The final year project is a highly valued piece of work that gives the student the opportunity to investigate a theoretical or practical concern in the business industry.
- An assessment grade of minimum 50% must be obtained in order to pass this course. It must be however noted, that failure to hand a piece of coursework by the required deadline will result in a mark of zero.
- Evidence that the whole or part of the project has been plagiarized will automatically result in a mark of zero and the case will be forwarded to the disciplinary committee for further suctions.
- All students have a responsibility to adhere to the principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated. plagiarism is a form of academic misconduct and is viewed very seriously.

2. Assessment criteria

The general criteria adopted by the marking lecturer(s) in assessment of projects are as follows:

- are the project aims well formulated (e.g. scope, boundaries, purpose, desired outcomes)?
- are the background conditions described in sufficient detail to provide a rationale for the project?
- are relevant concepts and empirical findings critically reviewed to draw light on the subject matter of the project?
- are the activities to deal with the stated problems and aims of the study appropriate (consistent and reflecting an adequate amount of effort)?
- is coherent argument developed and sustained?
- are the findings and experiences well summarised?

- are the lessons derived from the study adequately discussed, and are the implications related to the candidate's own situation and conditions?
- is there evidence of a self-critical approach to the preparation of the report by the student?
- is it of a scale appropriate to a project with a minimum of 5000 words?

3. Important considerations for students

- A project is a piece of academic research that must be expressed in academic style. Avoid 'chatty' and unprofessional expressions, as well as the use of personal pronoun on first and second person. Most formal, academic writing uses the third person.
- All final year projects require formal ethics committee approval (ethics form to be completed).
- The formatting of the final year project paper should be as follows:
 - Times new Roman, 12 fonts size
 - Justifies, single spaced
- The research document should be around 5,000 words long —this is an average length and should be used only as a guideline— formatted in a clear manner that is representative of your thought process and investigation.
- Students meet individually with their lecturer on a weekly basis (the schedule will be set by student and lecturer). Two reviews will be scheduled during the semester in order to provoke brainstorming, provide guidance, assess progress, and finalise the thesis/project.
- The final project outcome, along with its documentation, need to be submitted to the lecturer, on the deadlines provided.

4. Course structure:

When you are ready to write up your project, you may find it helpful to think about structuring your report following the below outline:

- Title page
- Acknowledgements
- List of contents
- List of Figures (if any)
- List of Abbreviations (if any)
- Abstract
- Introduction

- Aims and objective
- Literature review
- Research methodology
- Analysis of Results and Discussion
- Conclusions and Recommendations
- Bibliography and References
- Appendices

Students begin their research phase by first identifying the topic they want to explore in a developed proposal due at the beginning of the term. The proposal should articulate a clear research premise and define the framework of investigation, approach, methods and resources. The proposal as such is a preliminary step at exploring the general idea and aim of the project, planning the investigation process and determining its significance to the fields of the Hospitality and Tourism industry.

Following the approval of the proposal by the committee of advisors, a primary advisor is assigned to each student, depending on the student's choice and on the advisor's research interests and capacity to provide guidance on the proposed topic. The advisor's role is to assist in expanding the purview of the student's research before guiding the student into focusing his/her aims.

Students are also encouraged to consult with other advisors, and seek advice from professors in different departments at Casa College who could provide guidance on the chosen topic.

Please note: All assessments including the final project must be handed directly to the lecturer on due date and time.

The lecturer and the research center director module coordinator will jointly assess most pieces of coursework, as well as will provide the assessment of the final project presentation.

Module Title	Tourism Macroeconomics				
Module Code	TECON-244				
Module Type	Compulsory				
Level	Undergraduate				
Year / Semester	Year 2/Semester 4				
Instructor's Name	Dr. Pandelis Mitsis				
ECTS	6	Lectures/week	3 academic hours	Laboratories/ week	N/A
Module Overview	<p>Aim: Tourism Macroeconomics is a module helping the students to understand the impact of tourism on macroeconomy, by highlighting the links of leisure and tourism with economic growth, general well-being and sustainable development.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Develop students understanding of tourism economics in a macroeconomic perspective. ▪ Enhance their skills in deciding whether to invest or not in tourism projects in both the private or the public sector. ▪ Understand the links of tourism with national income, unemployment and inflation. ▪ Discuss the effects of tourism on the local, national and global economy, emphasizing on its influence on issues such as the social structure and the general well-being. ▪ Understand the Balance of Payments account and be able to extrapolate the Balance of Tourism Payments. ▪ Understand some of the central issues in sustainable development, especially those to which policy decisions in tourism can contribute to. 				
Learning Outcomes	<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Understand the use of macroeconomics in analyzing issues in travel and tourism, with a focus on environmental sustainability, cultural preservation and community well-being. ▪ Distinguish between microeconomics and macroeconomics and utilise simple models of the macroeconomy. ▪ Analyze the economic impact of tourism on local communities, including job creation, income distribution, and poverty alleviation. ▪ Identify opportunities and threats in different parts of the external operating environment of tourism organisations (political, economic, sociocultural and technological) and conduct an opportunities and threats 				

	<p>analysis.</p> <ul style="list-style-type: none"> ▪ Define and distinguish between different types of investment and understand the uncertainty surrounding the appraisal of alternative investment projects. ▪ Measure the contribution of leisure and tourism to the national income and understand the effects of the leisure and tourism sector to the total employment. ▪ Understand the multiplier principle and be able to apply multipliers to analyse the impact of tourism to the national economy. ▪ Measure inflation and interpret the related government policy decisions. ▪ Understand the determinants of economic growth and evaluate the contribution of the leisure and tourism sector to the growth of the economies. ▪ Understand the balance of payments account and identify the outcome of the economic activity in leisure and tourism. ▪ Understand the significance of exchange rates to the leisure and tourism organisations. ▪ Distinguish between growth in national output and growth in general well-being. ▪ Explain the meaning of sustainable development and utilise the cost-benefit analysis to determine the value of a tourism project to society as a whole. ▪ Apply economic analysis and decision-making tools to address sustainability challenges and develop strategies for achieving the economic dimensions of sustainable tourism. 	
Prerequisites	N/A	
Module Content	Session 1	<ul style="list-style-type: none"> – Basic economic definitions – Scarcity and choice – Microeconomics and Macroeconomics – Definition and scope of leisure and tourism – The circular-flow diagram – The main macroeconomic variables – Economic systems
	Session 2	<ul style="list-style-type: none"> – The external operating environment – The competitive environment – The economic environment – The political and socio-cultural environment – The technological environment – SWOT and PEST analysis
	Session 3	<ul style="list-style-type: none"> – Main macroeconomic variables – The gross domestic product (GDP) – How do we measure GDP? – What is not counted in GDP? – Employment and unemployment – Types of unemployment – Special cases of inflation

		<ul style="list-style-type: none"> – The Philips Curve
	Session 4	<ul style="list-style-type: none"> – Determination of GDP – Aggregate demand – Consumption and investment – Government expenditure and net exports – Aggregate supply – Classical and Keynesian Economics – Total economy equilibrium
	Session 5	<ul style="list-style-type: none"> – The two types of economic policy – Fiscal policy – The budget deficit – Expansionary and contractionary fiscal policy – Monetary policy – Functions of the central bank – Expansionary and contractionary fiscal policy – Comparison of policies
	Session 6	<ul style="list-style-type: none"> – Investing in leisure and tourism – Private sector investment – Factors affecting investment – Appraisal techniques – Sources of funds – Public sector investment – Sources, types and aims – Investment appraisal in the public sector – Investment incentives for tourism projects – Sources of funds
	Session 7	<ul style="list-style-type: none"> – Impact of tourism on national economy – A simple macroeconomic model – Leisure and tourism contribution to GDP – Leisure and tourism employment – Leisure and tourism multipliers – Leisure and tourism inflation – Government policy
	Session 8	<ul style="list-style-type: none"> – Tourism and economic growth – Meaning and measurement of economic growth – The causes of economic growth – Promoting growth – Tourism and growth in developed countries – Tourism and growth in developing countries
	Session 9	<ul style="list-style-type: none"> – The balance of payments – The current account – The capital account – The balance of tourism payments – Determination of floating exchange rates – Determination of fixed exchange rates – Government policy

	Session 10	<ul style="list-style-type: none"> – Meaning and extent of multinational enterprises – Motives for going multinational – Multinational enterprises in leisure and tourism – Effects of multinationals on host economies – Effects of multinationals on parent economies – Government policy and multinationals
	Session 11	<ul style="list-style-type: none"> – Tourism and environment – Economic growth and well-being – Externalities – Use of resources – The macroeconomy and state – Open access and overuse – Environmental effects of other sectors – Positive environmental effects of tourism
	Session 12	<ul style="list-style-type: none"> – Tourism and sustainable development – The price mechanism and the environment – Meaning of sustainable development – Cost-benefit analysis – Pricing the environment – Firms' environmental policies
	Session 13	<ul style="list-style-type: none"> – The economic roles of government – Macroeconomic management – Sectoral economic management on tourism – Tourism taxation – Government spending on tourism – Redistribution policies – Regulation in travel and tourism sectors – Government as supplier and consumer
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, discussions
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each session
Bibliography	Required	<ul style="list-style-type: none"> ▪ Mankiw, N. G. (2014) Principles of Macroeconomics. 7th ed., Cengage Learning.
	Recommended	<ul style="list-style-type: none"> ▪ Tribe J. (2020) The Economics of Recreation, Leisure and Tourism. 6th ed., Routledge. ▪ Torres, J. L. (2015) Introduction to Dynamic Macroeconomic General Equilibrium Models. 2nd ed., Vernon Press.
Language of Instruction	English	
Assessment	The assessment of students is made up of two components:	

	<ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks) ▪ attendance (5 marks) ▪ 2 assignments / projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a subject taught in the current semester. The final mark for each subject is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH SUBJECT IS 50/100</p>
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Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualized manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	Tourism Microeconomics				
Module Code	TECON-110				
Module Type	Compulsory				
Level	Undergraduate				
Year / Semester	Year 1/Semester 1				
Instructor's Name	Dr. Pandelis Mitsis				
ECTS	6	Lectures/week	3 academic hours	Laboratories/ week	N/A
Module Overview	<p>Aim: Tourism Microeconomics is an introductory level module helping the students to acquire basic knowledge of microeconomic principles and methodology relevant for tourism, as well as the skills needed to make simple microeconomic analyses of tourism.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Introduce students with the basic elements and content of tourism economics. Interpret the economic behaviour of tourists and travellers. Study the characteristics and functions of tourism enterprises. Understand the characteristics of tourism demand and supply. Enhance the ability to take decisions in tourism businesses and to analyse the tourism business environment. 				
Learning Outcomes	<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand the use of economics in analyzing issues in travel and tourism, with a focus on environmental sustainability and cultural preservation. Analyze issues related to tourist behavior, market intervention, free and scarce resources and their influence on income levels, price elasticity, and consumer preferences. Distinguish between private sector and public sector tourism organizations. Evaluate the role of supply and demand curves in the tourism industry and its implications for pricing, resource allocation, and market equilibrium, considering sustainable tourism practices. Explain and apply the elasticity concept, fixed and variable factors of production, as well as understand the concept of equilibrium price. Understand how and why firms come to be price-takers, price-makers and price-shapers. 				

	<ul style="list-style-type: none"> Analyse the pricing strategies that result from different market situations. Make simple analyses of imperfect markets, incomplete competition, external factors, and imperfect information within tourism. 	
Prerequisites	N/A	
Module Content	Session 1	<ul style="list-style-type: none"> Definition and scope of leisure and tourism Working definitions in leisure and tourism Definition, scope and methodology of economics Basic economic definitions Scarcity and choice Microeconomics and Macroeconomics Opportunity cost Economic systems
	Session 2	<ul style="list-style-type: none"> Resources Travel and tourism resources Resource combinations Controlling and rewarding resource use Factors of production and their rewards
	Session 3	<ul style="list-style-type: none"> Tourist types The importance of segmentation Segmentation by purpose of travel Psychographic segmentation Interactional segmentation Types of tourists and economic policy
	Session 4	<ul style="list-style-type: none"> Leisure and tourism organisations Public sector organisations Local government organisations National government organisations Private sector organisations Profit-making organisations Non-profit-making organisations
	Session 5	<ul style="list-style-type: none"> The market for leisure and tourism products The demand for leisure and tourism products Demand and own price Demand and other factors The supply of leisure and tourism products Supply and own price Supply and other factors Equilibrium price Changes in equilibrium price
	Session 6	<ul style="list-style-type: none"> Demand: choice, elasticity and forecasting Consumer theory Total and marginal utility Individual and market demand Price elasticity of demand Income elasticity of demand Cross-price elasticity of demand

		<ul style="list-style-type: none"> – Demand forecasting techniques
	Session 7	<ul style="list-style-type: none"> – Supply and costs – Leisure and tourism outputs – Leisure and tourism inputs – Production – Short-run costs – Long-run costs – Total, average and marginal costs – Social and private costs
	Session 8	<ul style="list-style-type: none"> – Equilibrium in tourism markets – Economics of tourism demand – Economics of tourism supply – Factors causing shifts in equilibrium – The dynamics of equilibrium in tourism – Long-term cycles and tourism in equilibrium
	Session 9	<ul style="list-style-type: none"> – The free market – Criticisms of the free-market solution – Market intervention – Methods and benefits of market intervention – Problems of market intervention
	Session 10	<ul style="list-style-type: none"> – Market structures – Perfect Competition as a market structure – Efficiency and Perfect Competition – Monopoly as a market structure – Price discrimination – Monopolistic Competition as a market structure – Product differentiation and role of advertising – Oligopoly as a market structure – Price wars and collusion
	Session 11	<ul style="list-style-type: none"> – Pricing in the real world – Pricing in the private sector – Price-takers – Price-makers – Price-shapers – Pricing in the public sector
	Session 12	<ul style="list-style-type: none"> – Hedonic pricing in leisure and tourism – Theoretical background – Empirical methodology – Application in hotel accommodation – The value of tradeable and non-tradeable goods – The value of unpriced attributes and externalities
	Session 13	<ul style="list-style-type: none"> – Market failures – Externalities – Property rights and transaction costs – Public goods – Imperfect Competition – Scope for government intervention

Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, discussions
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each session
Bibliography	Required	<ul style="list-style-type: none"> Tribe J. (2020) The Economics of Recreation, Leisure and Tourism. 6th ed., Routledge.
	Recommended	<ul style="list-style-type: none"> Goolsbee A., Levitt S. D., Syverson Ch. (2019) Microeconomics. 3rd ed., Worth Publishers. Perloff J. M. (2016) Microeconomics. 7th ed., Pearson. Bull A. (1999) The Economics of Travel and Tourism, 2nd ed., Longman.
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> continuous assessment (40 marks) final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> the midterm exam (20 marks) attendance (5 marks) 2 assignments / projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a subject taught in the current semester. The final mark for each subject is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH SUBJECT IS 50/100</p>	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualized manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	French Language for Beginners				
Module Code	FRE-311				
Module Type	Elective				
Level	Undergraduate				
Year/Semester	Any semester from 4 – 8				
Instructor's Name					
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: This module is designed for students with little to no prior knowledge of the French language. It aims to develop basic communicative skills in French, including speaking, listening, reading, and writing. Through interactive activities, exercises, and cultural exploration, students will build a foundation in French grammar, vocabulary, and pronunciation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Teach effective communication of French, orally as well as in writing. ▪ Provide students with the opportunity to understand, speak, read and write French. ▪ Prepare students to communicate with native speakers of the language for basic aspects of life. 				
Learning Outcomes	<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Introduce students to French language. ▪ Engage in basic conversations on everyday topics. ▪ Comprehend simple written and spoken French. ▪ Write short texts using basic vocabulary and grammar. ▪ Demonstrate awareness and understanding of French-speaking cultures. 				
Prerequisites	N/A				
Module Content	Session 1	<ul style="list-style-type: none"> – Introduction to French Language and Culture – Alphabet, pronunciation, and basic greetings – Nationalities and countries – Cultural aspects of French-speaking countries 			
	Session 2	<ul style="list-style-type: none"> – Introduction to French pronunciation and alphabet – Personal Information and Descriptions – Introducing oneself and others – Greetings and basic phrases – Numbers and counting 			

	Session 3	<ul style="list-style-type: none"> – Expressing daily routines and activities – Time expressions and telling time – Reflexive verbs – Describing physical appearance and personality – Vocabulary: family members and professions
	Session 4	<ul style="list-style-type: none"> – Group Family and Relationships – Vocabulary related to family members – Describing family and relationships – Family traditions and celebrations present tense of regular verbs
	Session 5	<ul style="list-style-type: none"> – Expressing likes, dislikes, and preferences – Vocabulary: food and drinks – Shopping and Clothing – Vocabulary related to shopping and clothing – Sizes, colors, and descriptions – French fashion and shopping customs – Introduction to irregular verbs in the present tense
	Session 6	<ul style="list-style-type: none"> – Making plans and talking about the future – Vocabulary: hobbies and leisure activities – Future tense
	Session 7	<ul style="list-style-type: none"> – Discussing places and directions – Asking for and giving directions – Vocabulary: City landmarks – Shopping and describing clothing – Vocabulary: clothing items and colors – Demonstrative adjectives
	Session 8	<ul style="list-style-type: none"> – Talking about past experiences – Vocabulary: travel and vacation – Past tense (passé composé) of regular verbs
	Session 9	<ul style="list-style-type: none"> – Leisure and Hobbies – Vocabulary related to leisure activities and hobbies – Expressing preferences and interests – Popular French pastimes and cultural activities
	Session 10	<ul style="list-style-type: none"> – Food and Drinks – Vocabulary related to food and drinks – Ordering at a restaurant or café – French cuisine and cultural aspects – Hotel vocabulary – Greeting a customer in a hotel – Taking an order from a hotel/restaurant customer
	Session 11	<ul style="list-style-type: none"> – Describing one's home and living environment – Vocabulary: rooms, furniture, and household objects – Possessive adjectives
	Session 12	<ul style="list-style-type: none"> – Travel and Directions – Asking for and giving directions to customers – Transportation vocabulary

		<ul style="list-style-type: none"> – Planning a trip and discussing travel experiences
	Session 13	<ul style="list-style-type: none"> – Cultural Exploration of French-speaking Countries – Final exam preparation
Teaching Methodology	Lectures	In-class participation and oral communication activities. Weekly homework assignments and quizzes.
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises.
Bibliography	Required	<ul style="list-style-type: none"> ▪ Rochester, M. B. (2008) Easy French Step-by-Step, 1st edition, McGraw Hill. ▪ Schmidt, D., Williams, M. M., Wenzel, D. (1999) French for Dummies.
	Recommended	<ul style="list-style-type: none"> ▪ David M. Stillman and Ronni L. Gordo (2015) The Ultimate French Review and Practice, 3rd edition, McGraw-Hill Education. ▪ McNab, R., (2016) French Grammar Made Easy, 2nd edition, Routledge. ▪ Living Language (2010) Living Language French, Complete Edition, Bravo Ltd.
Language of Instruction	English and French	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a subject taught in the current semester. The final mark for each subject is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH SUBJECT IS 50/100</p>	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	Human Resource Management				
Module Code	HRM-355				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 3/Semester 5				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: The module covers the important principles and techniques of human resource management and leadership. The various topics covered in the module will assist students to appreciate the importance of HRM and leadership for effective organizational performance.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Introduce students to the fundamental principles and concepts of human resource management, including its role and significance within organizations. Explore management skills in attracting, recruiting, and selecting qualified employees, aligning with organizational goals and requirements. Critically evaluate training and development as a strategic tool. Develop an understanding of strategic human resource planning, including forecasting workforce needs, succession planning, and talent management. Learn how to deal with change and uncertainty. Enable the students to understand and leverage the importance of competencies, a success factor of today's organizations. 				
Learning Outcomes	<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> Evaluate the role of human resources management in career development and critically analyze issues of performance management. Understand the role and the alignment of human resource management and practices that support responsible and sustainable consumption and production. Analyze the legal and ethical considerations in human resource management, ensuring compliance with employment laws and promoting ethical practices in the workplace. Explore the term organization in its broader sense and its critical role on the lives of individuals, corporations and societies. 				

	<ul style="list-style-type: none"> ▪ Evaluate strategies for promoting inclusive and diverse workplaces, considering factors such as age, ethnicity, disability, and social background. ▪ Examine human resource practices that foster a safe and healthy work environment, ensuring employee well-being and compliance with occupational health and safety standards ▪ Develop an understanding of human resource strategies to promote lifelong learning and skill development. ▪ Analyze human resource strategies to promote employee engagement and motivation, fostering a positive work culture. ▪ Analyze current trends and emerging issues in human resource management and their implications for human resource practices. ▪ Apply critical thinking and problem-solving skills to analyze complex human resource challenges and propose effective solutions. 	
Prerequisites	N/A	
Module Content	Session 1	<p>The Nature of Human Resource Management</p> <ul style="list-style-type: none"> – Define the term “Human Resource Management” – Explain the different ways in which the term ‘Human Resource Management’ is used – Set out the main objectives of the human resource function – Review the historical evolution of the modern HR function – Introduce some key current debates in HRM
	Session 2	<p>The Context of Human Resource Management</p> <ul style="list-style-type: none"> – Set out the major contemporary trends in business environment which have significance for HR practice – Discuss the sources of increased competitive intensity and the organization consequences from an HRM perspective – Explain the significance of demographic trends for future labor market conditions and the extent of diversity among the working population – Explore patterns in demand for and supply of labor, skills levels, and skills shortages – Introduce the rise of ethical consumerism and ethical investment and its potential significance for HRM practice
	Session 3	<p>Strategic Human Resource Management</p> <ul style="list-style-type: none"> – Clarify the use of the terms strategic human resource management and human resource strategy – Explain the feasibility and nature of the link between business strategy and HR strategy
	Session 4	<p>Organization Design and Flexibility</p> <ul style="list-style-type: none"> – Explain the principles of organizational design.

		<ul style="list-style-type: none"> – Outline the most common types of organizational structure – Explain the principles of job design and describe its relationship to organizational performance – Discuss the reasons for and types of organizational flexibility – Explain forms of employee flexibility and discuss the extent to which they are implemented in practice
	Session 5	<p>Workforce Planning</p> <ul style="list-style-type: none"> – Discuss the contribution and feasibility of workforce planning – Explore the scope of workforce planning – Explain the integrated workforce planning framework
	Session 6	<p>Recruitment</p> <ul style="list-style-type: none"> – Identify alternative modules of action to take when an employee leaves the organization – Explain the role played by job descriptions, person specifications and competencies in the recruitment process – Compare and contrast the major alternative recruitment methods – Assess developments in job advertising – Explore the concept of employer branding – Assess different approaches to shortlisting
	Session 7	<p>Selection Methods and Decisions</p> <ul style="list-style-type: none"> – Explain the importance of viewing selection as a two-way process – Examine the development and use of selection criteria – Evaluate the range of selection methods that are available and consider the criteria for choosing different methods – Review approaches to selection decision making – Explain how selection procedures can be validated
	Session 8	<p>Managing Attendance and Absence</p> <ul style="list-style-type: none"> – Review the national context on employee absence – Identify the impact of absence on the organization – Explore the process of absence from work and absence causation – Discuss methods by which long- and short-term absence can be minimised
	Session 9	<p>HRM, Employee Engagement and Organizational Performance</p> <ul style="list-style-type: none"> – Explain the background to HR / performance research

		<ul style="list-style-type: none"> – Define and explain high performance work systems (HPWS) – Outline the role of employee attitudes within HPWS – Consider employee responses to HR practices – Discuss the role of line manager in HPWS – Define and explain employee engagement – Outline critiques of HPWS
	Session 10	<p>Employee Performance Management</p> <ul style="list-style-type: none"> – Clarify the nature and purpose of performance management and performance appraisal – Explain the stages of a typical performance management system – Review how team performance and individual performance management can be integrated – Review the implementation of performance management systems – Explore the contribution of 360-degree / multi-rate feedback
	Session 11	<p>Ending the Contract</p> <ul style="list-style-type: none"> – Outline the framework in which the law of unfair dismissal operates – Set out the major reasons for which an employer can and cannot lawfully dismiss employees – Explain the concept ‘reasonableness’ in unfair dismissal cases and its significance – Review the law on dismissals on grounds of capability, misconduct and redundancy – Describe the operation of the law of constructive dismissal and the law of wrongful dismissal
	Session 12	<p>Leadership</p> <ul style="list-style-type: none"> – Introduce a working definition which reflects the general nature of leadership – Examine the trait approach to leadership – Examine the style (behavioral) and contingency approaches to leadership – Explore the nature of heroic and post-heroic leadership – Discuss the emergence of the concept followership
	Session 13	<p>Organizational Change and Development</p> <ul style="list-style-type: none"> – Review the nature of change, the traditional model of planned change, and the limitations of this model – Explain how organizations may be designed to be more responsive to change

		<ul style="list-style-type: none"> – Explore the employee experience of change when the organization is conceptualized as human living system – Explore the nature of organizational development (OD) as a specific approach to change in organizations – Describe the evolution of OD and consider its future
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	<ul style="list-style-type: none"> ▪ Valentine, S., R., Meglich, P., Robert L. Mathis, R., L. & Jackson, J., H., 2019. <i>Human Resource Management 16th Edition</i>, Cengage Learning
	Recommended	<ul style="list-style-type: none"> ▪ Noe, R., Hollenbeck, J., Barry Gerhart, B. & Wright, P., 2018. <i>Human Resource Management 11th Edition</i>, McGraw Hill ▪ Lussier, R., N., Hendon, J., R., 2021. <i>Human Resource Management: Functions, Applications, and Skill Development 4th Edition</i>, SAGE Publications Inc. ▪ Martocchio, J., 2018. <i>Human Resource Management (What's New in Management) 15th Edition</i>, Pearson
	Journals	<ul style="list-style-type: none"> ▪ Harvard Business Review ▪ Academy of Management ▪ Sloan Management Review ▪ Organizational Dynamics ▪ Workforce ▪ Psychology Today
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 3 assignments/projects (15 marks) 	

	<p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p>Continuous Assessment + Final Exam = 100 marks</p> <p>40 marks + 60 marks = 100 marks</p> <p>THE PASSING MARK FOR EACH MODULE IS 50/100</p>
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Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	The System of Travel and Tourism Industry				
Module Code	HTL-123				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 2				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/ week	N/A
Module Overview	<p>Aim: The module provides students with a comprehensive understanding of the key concepts, principles and practices of the dimensions of tourism. By the end of the course, students should have a solid foundation of knowledge and skills necessary for effectively manage and promote sustainable tourism practices.</p> <p>Objectives:</p> <p>More specifically the module objectives are to:</p> <ul style="list-style-type: none"> ▪ Discuss issues as the history of tourism, the role of tourism organizations, the components and the operating sectors of the tourism system. ▪ Understand the key components and stakeholders involved in the travel and tourism industry, including destinations, transportation, accommodations, attractions, and tourists. ▪ Analyze the economic, social, and environmental impacts of travel and tourism on destinations and communities. ▪ Study the demographic characteristics of the tourists, the social and the cultural dimensions of tourism and the international tourism policy. ▪ Measure components of tourism supply and forecast demand. ▪ Outline the changing nature of tourism products. ▪ Challenge students in undergoing continues examination of the evolving trends of the travel and tourism industry. 				
Learning Outcomes	<p>Upon successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> ▪ Appreciate the structure and components of the travel and tourism industry in relation to the practices of sustainable development. ▪ Analyze the economic, social, and environmental impacts of travel and tourism on destinations and communities. ▪ Apply the principles of sustainable tourism and the importance of responsible travel practices. 				

	<ul style="list-style-type: none"> Examine the concept of responsible tourism and its implications for minimizing negative impacts and maximizing positive contributions to host communities. Develop critical thinking and problem-solving skills to analyze and propose solutions to challenges and issues faced by the travel and tourism industry. Realize the importance of destination management and planning in sustainable tourism development, including strategies for balancing tourism growth with environmental and cultural preservation. Analyze the trends and challenges in the travel and tourism industry such as climate change, cultural commodification, and identify strategies to adjust with them. 	
Prerequisites	N/A	
Module Content	Session 1	Tourism in Perspective <ul style="list-style-type: none"> Introduction What Is Tourism? Components of Tourism and Tourism Management Basic approaches to the study of Tourism Economic importance Benefits and costs of Tourism
	Session 2	Tourism Through the Ages <ul style="list-style-type: none"> Early Beginnings Early (and Later) Tourist Attractions Early Economic References The First Travel Agents Historic Transportation Accommodations Chronologies of Travel
	Session 3	World, National, Regional and Other Organizations <ul style="list-style-type: none"> International Organizations Developmental Organizations (International and National) Regional International Organizations National Organizations Regional Organizations State and Community Organizations
	Session 4	Passenger Transportation <ul style="list-style-type: none"> The Airline Industry The Rail Industry The Motorcoach Industry The Automobile The Cruise Industry Other Modes of Transportation

	Session 5	Hospitality and Related Services <ul style="list-style-type: none"> – The Lodging Industry – The Food Service Industry – Meeting Planners
	Session 6	Organisations in the Distribution Process <ul style="list-style-type: none"> – Travel Agents – The Internet – Consolidators – The Tour Wholesaler – Specialty Channelers – Choosing Channels
	Session 7	Attractions, Recreation and other Tourist Draws <ul style="list-style-type: none"> – Attractions – Gaming – Recreation – Entertainment – Festivals and Events – Shopping – Education – Publishing – Marketing and Publicity Organizations – Miscellaneous Services
	Session 8	Motivation for Pleasure Travel <ul style="list-style-type: none"> – A Focus on Customers – The Need for a Theory – The Development of Motivation Models
	Session 9	Tourism Components and Supply <ul style="list-style-type: none"> – Supply Components – Natural Resources – Built Environment – Operating Sectors – Spirit of Hospitality and Cultural Resources – Matching Supply with Demand
	Session 10	Measuring and Forecasting Demand <ul style="list-style-type: none"> – Why Demand Is Important – Demand to a Destination – Measuring Demand – Projection Methodology
	Session 11	Tourism Planning, Development, and Social Considerations <ul style="list-style-type: none"> – Planning for a Competitive/Sustainable Destination – The Nature of Tourism Planning – Relating Tourism Planning to Tourism Policy – Why Tourism Planning Is Necessary – The Planning Process – Goals of Tourism Development

		<ul style="list-style-type: none"> – Political Aspects of Tourism Development – Development of Tourist Potential
	Session 12	Tourism Marketing <ul style="list-style-type: none"> – Marketing Concept – The Marketing Mix – Market Segmentation – Marketing Planning: The Tourism Marketing Plan
	Session 13	Tourism's future <ul style="list-style-type: none"> – Tourism in the Third Millennium – The World of Tourism in 2020 – The Nature of Future Growth – Leisure, Tourism, and Society in the Third Millennium – New Realities—New Horizons: Forces Impacting the Future of Tourism – The Tourist of the Future – The Changing Nature of Tourism Products – Managing the Future Effectively
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples discussions, critical debates and evaluations
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, written questions, sample problems and solutions are provided for each chapter
Bibliography	Required	<ul style="list-style-type: none"> ▪ Cook, R., Hsu, C., Taylor, L., 2018. <i>Tourism: The Business of Hospitality and Travel, 6th Edition</i>, Pearson.
	Recommended	<ul style="list-style-type: none"> ▪ Goeldner, Ch., R. & Ritchie J., R., 2012. <i>Tourism: Principles, Practices, Philosophies. 12th Edition</i>, Wiley. ▪ Fennell, D., A., Cooper, C., 2020. <i>Sustainable Tourism: Principles, Contexts and Practices (Aspects of Tourism Texts, 6) (Volume 6)</i>, Channel View Publications. ▪ Hillman, W., Radcliff, K., 2018. <i>Qualitative Methods in Tourism Research: Theory and Practice (Aspects of Tourism Book 82)</i>, Channel View Publications. ▪ Everett, S., 2016. <i>Food and Drink Tourism: Principles and Practice First Edition</i>, SAGE Publications Ltd.
Language of Instruction	English	

<p>Assessment</p>	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH MODULE IS 50/100</p>
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Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
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Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
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	66 - 70	
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	50 - 55	
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	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	Introduction to the Hospitality Industry				
Module Code	HTL-111				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 1				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim & Objectives: The aim of this introductory module is to help students acquire a basic understanding of the hospitality industry. Particular emphasis is given to the operation of the hotel unit, including its basic departments. The module introduces a historical review of the industry and the forces shaping its economic and social role in today's changing global environment. The course also covers issues in relation to the growth and development of the hospitality industry, its distinguishing characteristics and trends. Additionally, students are introduced to career opportunities and the employability skills needed to succeed in specific hospitality fields.</p>				
Learning Outcomes	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge the fundamental concepts and characteristics of the hospitality industry. ▪ Identify and describe the various sectors within the hospitality industry, such as lodging, food and beverage, tourism, and event management. ▪ Discuss current issues facing food service, current guest needs and explain general hotel/motel operations and the effects of sustainable developments practices. ▪ Describe the organization, structure and functional areas in commercial and institutional food service operation. ▪ Explain the importance of customer service and its role in the hospitality industry. ▪ Cite opportunities for education, training and career development in the hospitality industry. ▪ Gain knowledge and explore the principles and key components of successful hotel management. ▪ Analyze the impact of tourism and travel on the hospitality industry and understand the role of destination marketing organizations. ▪ Recognize the importance of ethical and sustainable practices in the hospitality industry. 				

	<ul style="list-style-type: none"> Identify emerging trends and technologies in the hospitality industry and their impact on operations and guest experiences. Apply critical thinking and problem-solving skills to real-world scenarios and case studies within the hospitality industry. 	
Prerequisites	N/A	
Module Content	Session 1	Introducing Hospitality <ul style="list-style-type: none"> Discuss the history of hospitality through the ages Describe the modern hospitality industry Explain why service is so important to success in the hospitality industries and how to predict it Determine and prepare individuals for a career path in the hospitality and tourism industries The globalisation of the lodging industry
	Session 2	The Hotel business <ul style="list-style-type: none"> The organization and structure of lodging operations Summarize the rating and classification systems of hotels Describe some prestigious and unusual hotels Discuss the latest trends of the hotel industry
	Session 3	Rooms Division Operations <ul style="list-style-type: none"> Outline the duties of the general manager and executive committee Summarize the main functions of the room's division Describe the primary responsibilities of the front office department Discuss the importance of the supportive departments, eg. housekeeping
	Session 4	Food and Beverage <ul style="list-style-type: none"> The growth and development of food service The organisation and structure of the food service industry Explain the main types of food service Distinguish a la carte menus from table d'hôtel menus Describe the responsibilities of a food and beverage director and other key department heads
	Session 5	The Restaurant Business/ Restaurant Management <ul style="list-style-type: none"> Discuss the development of culinary heritage, trends in the industry, and how to develop the skills necessary for a career in the restaurant business Summarize the different classifications of restaurants

		<ul style="list-style-type: none"> – Describe the responsibilities of a restaurant's front of the house and back of the house – Summarize the responsibilities of restaurant management
	Session 6	<p>The Engineering and Maintenance Division</p> <ul style="list-style-type: none"> – Describe the general role of the engineering and maintenance division in hospitality operations – Identify engineering's responsibilities in relation to electrical, plumbing, HVAC, refrigeration, and life safety systems – Explain the role of the engineering and maintenance division in relation water management and energy management
	Session 7	<p>The Marketing and Sales Division</p> <ul style="list-style-type: none"> – Define the terms marketing, market, market segment, market mix, and marketing strategy – Explain the function and identify the components of a feasibility study and the marketing planning process – Describe the business of selling hospitality products and services, and differentiate between internal selling and personal selling – Identify the advantages and disadvantages of major advertising media used by hospitality companies
	Session 8	<p>The Human Resources Division</p> <ul style="list-style-type: none"> – Describe the mission of the human resources division and how the division contributes to management functions within a hospitality organization – Describe the human resources division's responsibilities in relation to recruiting and selection processes – Describe the human resources division's responsibilities in relation to wage, salary, and benefits administration
	Session 9	<p>The Accounting Division</p> <ul style="list-style-type: none"> – Identify who manages the accounting system and distinguish internal users from external users of information provided by the accounting division – Apply generally accepted accounting principles to hospitality situations – Explain the purpose of the following accounting tools: operating budgets, income statements, balance sheets, and ratio analysis procedures – Identify managerial accounting techniques useful in making planning and control decisions

		<ul style="list-style-type: none"> – Describe the routine activities of the accounting division
	Session 10	<p>The Tourism Industry</p> <ul style="list-style-type: none"> – Describe the principles of tourism and main definitions – Explain the major sectors of the tourism industry – Describe the economic, sociocultural and environmental impact of tourism and changing concepts in the industry – Discuss the major trends of the tourism market and industry
	Session 11	<p>Managed Services</p> <ul style="list-style-type: none"> – Summarize managed services and differentiate managed services operations from commercial ones – Describe managed services in the airlines and airports segment – Describe managed services in the business and industry segment – Describe managed services in the leisure and recreation segment
	Session 12	<p>Meetings, Conventions, Expositions</p> <ul style="list-style-type: none"> – Describe the meetings, conventions, and expositions industry including key players – Summarize the different types of meetings, conventions, and expositions – Describe the process of planning a meeting – List the various venues for meetings, conventions, and expositions
	Session 13	<p>Special Events</p> <ul style="list-style-type: none"> – Explain the special events industry and describe what event planners do – Classify special events – Describe the traits and skills of a successful event manager – Identify the main professional organizations and associations involved with the special events industry
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, discussion/written questions.
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter.

Bibliography	Required	<ul style="list-style-type: none"> Walker, J., R., 2021. <i>Introduction to the Hospitality, 8th Edition</i>, Pearson.
	Recommended	<ul style="list-style-type: none"> Reynolds, D., R., Rahman, I., Barrows, C., W., 2021. <i>Introduction to Hospitality Management, 1st Edition</i>, Wiley. Walker, J., R., 2015. <i>Exploring the Hospitality Industry, 3rd Edition</i>, Pearson. Reynolds, D., R., Rahman, I., Barrows, C., W., 2021. <i>Introduction to Hospitality Management 1st edition</i>, Wiley. Hayes, D., K., Hayes, J., D., Peggy, A., 2021. <i>Revenue Management for the Hospitality Industry 2nd edition</i>, Wiley. Hayes, D., Ninemeier, J., Miller, A., 2016. <i>Hotel Operations Management 3rd Edition</i>, Pearson.
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> continuous assessment (40 marks) final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> the midterm exam (20 marks) attendance (5 marks) 2 assignments/projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH MODULE IS 50/100</p>	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	Front Office Operations				
Module Code	HTL-112				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 1				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: The aim of this module is to illustrate the effects of the front office on the overall operation of a hotel and works step by step through the front office guest cycle. The front office is the 'hub' of the property's communications and operations systems and usually the first point of contact for a hotel guest.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Emphasis is given on the guest service operation. ▪ The module details policies and procedures that address the department's critical role of serving guests, coordinating employee communication and utilizing technology to benefit guests, staff and owners. ▪ It features information on today's front office computer technology, yield management and reservation systems. ▪ It quotes and examples are from industry and bring key points to life. ▪ The front office and the sale of guest rooms is the lodging industry's largest income producer and one of its most profitable operating departments. ▪ The success of this critical department determines the success of the entire hotel. 				
Learning Outcomes	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Assess the role of the front office department with the greatest attention paid on sustainable development practices. ▪ Learn the front office operation procedures and implement the step-by step process of the guest cycle. ▪ Acquire skills to prioritize tasks, manage workloads, and handle multiple responsibilities simultaneously, to provide excellent service to guests from diverse backgrounds. ▪ Develop and enhance communication skills, both verbal and written, necessary for effective front office operations and for promoting responsible tourist behavior. 				

	<ul style="list-style-type: none"> ▪ Acquire essential knowledge and skills in relation to forecasting, revenue management, reservation technologies, advance reservations and sales, as well as to realize the impact it has on a hotel operation. ▪ Operate the various service systems, techniques and utilize computerized systems commonly used for the basic functions of the front office; reservations, check-in/out, booking and the night audit process. ▪ Gain fundamental customer service skills and the confidence level to handle customer complaints professionally, ensuring guest retention and positive resolution outcomes. ▪ Follow basic hotel accounting procedures ranging from posting accounts to conducting cash and check transactions at the front desk. ▪ Understand the importance of sustainable supply chain management in front office operations, including sourcing products and services from environmentally and socially responsible suppliers. ▪ Learn about security protocols, guest confidentiality, and data protection measures to maintain a safe and secure environment for guests. ▪ Explore the emerging trends and technologies in front office operations, such as mobile check-in/out, self-service kiosks, and digital concierge services, to adapt to the evolving needs of the industry. 	
Prerequisites	N/A	
Module Content	Session 1	Overview of the lodging industry <ul style="list-style-type: none"> – Lodging, as part of the travel and tourism and hospitality industry – Understand the role of the front office and reception
	Session 2	Front office and the guests: planning for quality service <ul style="list-style-type: none"> – Lodging a guest service business – Developing quality culture – Planning guest service processes – The Guest Cycle – Front Office systems – Front office documents – Telecommunications
	Session 3	Overview of the Front Office Department <ul style="list-style-type: none"> – Front Office Functions and Responsibilities – Front Office Organization – Front Office Positions – Human Resources Management (Entry-level Personnel)
	Session 4	The Front Office Property Management System (PMS) <ul style="list-style-type: none"> – Reservations Management – Rooms Management – Revenue Management – Records and Accounts Management

		<ul style="list-style-type: none"> – PMS Report Development, Distribution and Analysis
	Session 5	Managing Forecast Data <ul style="list-style-type: none"> – Tracking Room Demand – Guest Information – Rooms Management Data – Room Type – Room Status – Forecasting Demand – Pricing Inventory
	Session 6	Revenue Management <ul style="list-style-type: none"> – Role of the Revenue Manager – Rate Types – Rate Determination – Traditional pricing strategies – Web-influenced pricing strategies – Revenue Management Tools
	Session 7	Distribution Channel Management <ul style="list-style-type: none"> – Distribution Channels overview/ brief history – Use of Intermediaries – Distribution Channel Management – Walk-In Guests – Global Distribution System (GDS) – Central Reservation System (CRS) – Distribution Channel Management Challenges
	Session 8	Reservation, Reception and Room Assignment Management <ul style="list-style-type: none"> – Managing guest reservations – Managing guest reception – Managing room assignments – Security-related concerns – Self-check-in innovations and challenges
	Session 9	Front Office and the Guests: Delivering Quality Service <ul style="list-style-type: none"> – Front Office Staff Provide First Impressions – Guest Interaction Scenarios: Be Professional – Delivering Service During Guests' Visits – All About Uniformed Services – Managing Guest Complaints (Service Recovery) – Evaluating Guest Service
	Session 10	Guest Charges, Payments and Check-Out <ul style="list-style-type: none"> – Accounting for Guest Charges – Managing Guest Credit – Managing the Check-Out Process – Check-Out Challenges – Late Check-Out Charges – Settlement of accounts

		– Unpaid Accounts
	Session 11	<p>Night Audit and Report Management</p> <ul style="list-style-type: none"> – Overview of night audit functions – Close look at night audit position – Accounting for guest charges – Folio accounting – End-of-day balances – Other night audit accounting procedures – Night audit data reporting – Purpose of night audit reports
	Session 12	<p>Front Office: The Hub of the Hotel</p> <ul style="list-style-type: none"> – The Executive Committee – Role of Executive Committee – Front Office and Guest Contact Departments – Front Office Information Assists All Departments
	Session 13	<p>Managing Human Resources</p> <ul style="list-style-type: none"> – Recruiting – Selecting – Hiring – Orienting – Skills training – Staff scheduling – Staff motivation
Teaching Methodology	Lectures	Class notes, discussion/written questions, cases studies discussion, computerized systems demonstration and practicing, guest speakers.
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, computerized practicing, sample problems and solutions provided
Bibliography	Required	<ul style="list-style-type: none"> ▪ Woods, R., Ninemeier, J. D., Hayes, D. K., Austin, M. A., 2014. <i>Professional Front Office Management</i>. Pearson. ▪ Vallen, G., K., Vallen, J., J., 2018. <i>Check-in Check-Out: Managing Hotel Operations (What's New in Culinary & Hospitality) 10th Edition</i>, Pearson.
	Recommended	<ul style="list-style-type: none"> ▪ Kasavana, M., L., 2017. <i>Managing Front Office Operations, 10th Edition</i>. American Hotel & Lodging Educational Institute (AHLEI). ▪ Shiells, J., M., 2012. <i>How to be a Hotel Receptionist</i>, Lulu. ▪ Shoff, D., 2019. <i>Professional Hotel Organization and Front Office Management</i>, Amiga Press Inc. ▪ Andrews, Sudhir, 2013. <i>Hotel Front Office: A Training Manual</i>, McGraw Hill.

Language of Instruction	English
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH MODULE IS 50/100</p>

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
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	81 - 83	
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	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
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Module Title	Housekeeping Operations				
Module Code	HTL-122				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 2				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: This module covers all management concepts and responsibilities in the housekeeping division of mid-to-large properties. It aims to equip students with the knowledge and skills needed for promoting responsible practices in housekeeping operations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Examine the standards of the cleaning function, the characteristics of materials and supplies, linen and laundry room management, staffing patterns, as well as inventory and equipment management. ▪ Identify and differentiate between various types of accommodation establishments and their specific housekeeping requirements. ▪ Define the basics of housekeeping management functions and principles and explore ideal characteristics of a good manager. ▪ Study the department's organizational structure and departmental functions, emphasizing on the importance of its interactions with other departments. ▪ Explain the safety and security needs of hospitality operations, and how these affect housekeeping personnel, as well as guests. ▪ Learn control expenses based on operating budget, tracking expenses on the basis of a budgeted cost-per-occupied-room, and implementing efficient purchasing practices. ▪ Identify typical cleaning responsibilities of the housekeeping department, and explain, frequency schedules, performance standards and productivity standards. ▪ Compare and contrast various housekeeping inventory management methods or approaches, environmental planning and its importance. ▪ Compare and contrast problem solving techniques and processes; and their applications to managing housekeeping operations. 				

Learning Outcomes	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Understand the role of housekeeping operations in promoting sustainable development in the hospitality industry. ▪ Develop skills in effective communication and collaboration within the housekeeping department, fostering a culture of teamwork and cooperation. ▪ Recognize the importance of resource efficiency and waste reduction in housekeeping operations. ▪ Apply sustainable practices in housekeeping operations, such as energy conservation, water efficiency, waste management, and the use of eco-friendly cleaning products. ▪ Promote inclusivity and diversity in housekeeping operations by respecting cultural differences, providing equal opportunities, and creating a welcoming environment for staff and guests. ▪ Understand the importance of inventory management in housekeeping and develop skills in monitoring stock levels, minimizing waste, and optimizing cost-efficiency. ▪ Appreciate the importance of health and safety in housekeeping operations, ensuring the well-being of staff and guests. ▪ Develop critical thinking and problem-solving skills specific to housekeeping operations, including identifying and resolving operational challenges, optimizing workflow, and ensuring guest satisfaction. ▪ Develop proficiency in managing and coordinating housekeeping operations, to ensure efficient and effective cleaning and maintenance of guestrooms and public areas. ▪ Demonstrate ethical awareness and professionalism in housekeeping operations, adhering to ethical standards, respecting guest privacy, and maintaining confidentiality. ▪ Develop critical thinking and problem-solving skills to address operational challenges in housekeeping operations, fostering innovation and efficiency. ▪ Foster teamwork and collaboration within a housekeeping department, working effectively with colleagues and other departments to deliver seamless guest experiences and maintain a harmonious work environment. ▪ Develop skills in handling guest requests, complaints, and special requirements related to housekeeping services, and effectively communicate and collaborate with guests and other departments. ▪ Utilize knowledge of emerging trends and technologies in housekeeping operations and digital systems for inventory control and task management. 	
Prerequisites	N/A	
Module Content	Session 1	<p>Introduction to Hospitality, Hotel and Housekeeping</p> <ul style="list-style-type: none"> – Growth and evolution of Hospitality Industry – Classification of Hotels – Layout of Housekeeping and its sections – Hotel Room

		<ul style="list-style-type: none"> – Role and importance of Housekeeping – Qualities of Housekeeping staff
	Session 2	<p>Organisation of Hotel & Housekeeping, Duties & Responsibilities</p> <ul style="list-style-type: none"> – Organisation of Hotel – Hierarchy of Housekeeping in Hotels – Job Description and Job Specification – Duties and responsibilities of housekeeping staff – Housekeeping Control Desk – Interdepartmental coordination
	Session 3	<p>The Cleaning department</p> <ul style="list-style-type: none"> – Methods and frequency of cleaning – Cleaning equipment – Cleaning agents
	Session 4	<p>Housekeeping procedures and routine work</p> <ul style="list-style-type: none"> – Essentials of Housekeeping – Guest room supplies and amenities – Daily routines and systems in the Housekeeping Department – Daily cleaning rooms – Inspection and Checklist – Safety and Security
	Session 5	<p>Housekeeping responsibility area and care: composition of different surfaces</p> <ul style="list-style-type: none"> – Responsibilities of Housekeeping – Public area cleaning – Composition, care and cleaning of metals – Glass and its classification – Wood and their protective finishes – Ceramics
	Session 6	<p>Linen, Uniform and Tailor rooms</p> <ul style="list-style-type: none"> – Linen – Layout and location of linen room – Linen room activities – Selection criteria for linen items – Purchase of linen – Linen handling – Hiring linen – Sewing room – Uniforms
	Session 7	<p>Laundry operation and Stain Removal</p> <ul style="list-style-type: none"> – Laundry – On- & Off- Premise Laundry – Planning & Layout – Cycle of operation – Laundry Agents – Laundry equipment

		<ul style="list-style-type: none"> – Stains and their classification – Dry cleaning and modern trends
	Session 8	Textiles <ul style="list-style-type: none"> – Classification of Fibres – Characteristics and uses of fabrics used in hotels
	Session 9	Floor and wall coverings <ul style="list-style-type: none"> – Selection of floor covering – Floor types and characteristics – Carpet selection, types and characteristics – Care and maintenance of carpets – Wall covering
	Session 10	Windows, soft furnishings and guest room accessories <ul style="list-style-type: none"> – Types and design of windows – Window treatment – Types and care of soft furnishing – Accessories (Functional and Decorative)
	Session 11	Housekeeping budget and control <ul style="list-style-type: none"> – Concept and importance of budget – Types of budgets – Budget planning process – Advantages of budget control – Limitations of budgeting – Controlling operating expenses – Housekeeping expenses – Inventory control and stocktaking
	Session 12	Managing Housekeeping Personnel <ul style="list-style-type: none"> – Staff positions – Recruitment and selection of staff – Training of Employees – Planning duty roster – Performance appraisal – Employee welfare and discipline
	Session 13	New trends in Housekeeping <ul style="list-style-type: none"> – Hygiene – Outsourcing – Facilities for physically challenged guests – Boutique hotel – New scientific techniques – Property Management System (PMS)
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter

Bibliography	Required	<ul style="list-style-type: none"> Ganguly, P., 2021. <i>Housekeeping Management in Hotel and Service Industry</i>. Wiley.
	Recommended	<ul style="list-style-type: none"> Fonseca, D., 2017. <i>Professional Management of Housekeeping Operations</i>, Scitus Academics Llc O'Fallon, M., J., Denney G. Rutherford, D., G., 2011. <i>Hotel Management and Operations, 5th Edition</i>, Wiley E-Text G. Raghubalan, Raghubalan, S., 2016. <i>Hotel Housekeeping: Operations and Management 3rd Edition</i>, Oxford University Press
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> continuous assessment (40 marks) final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> the midterm exam (20 marks), attendance (5 marks), 2 assignments/projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH MODULE IS 50/100</p>	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
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Module Title	M.I.C.E Operations and Management				
Module Code	HTL-241				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 2/Semester 4				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aims: The module examines the challenges associated with managing and servicing group businesses as a distinctive provision in the hospitality industry. Emphasis is given to the groups of the business market; conventions, conferences, incentive travel, expositions, tours, fairs, sports and other related segments. It explores budgetary issues, in-house planning and coordination, communication with the customer, marketing and other related human resources issues.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Explain the role of convention centers in the meetings and convention industry. ▪ Describe the economic impact of the meetings and conference industry. ▪ Identify the factors that influence the growth of the meetings and conference industry. ▪ Distinguish between the types of association membership and summarize the typical communication channels within an association and the type of meetings they hold. ▪ Identify the industry's miscellaneous markets and describe concerns involved in servicing those markets. ▪ Define the marketing concept as it applies to the meetings and conferences industry. ▪ Recognize the importance and responsibilities of the sales/marketing department. ▪ Explain the importance of positive communication with the customers. ▪ Describe elements associated with providing guestrooms, function rooms and other related services for meetings. ▪ Identify methods of simplifying F&B services for the meetings and convention industry. 				
Learning Outcomes	Upon successful completion of the module, students should be able to:				

	<ul style="list-style-type: none"> Understand the concept of Meetings, Incentives, Conferences, and Exhibitions (M.I.C.E.) and its role in fostering sustainable development. Analyze the impact of M.I.C.E. events on local economies, tourism, and community development, in terms of promoting the principles of decent work, economic growth and the development of sustainable communities. Evaluate sustainable event management practices, including waste management, energy efficiency and sustainable procurement. Examine strategies for incorporating social responsibility and ethical considerations into M.I.C.E. operations. Understand the importance of stakeholder engagement and collaboration in planning and managing M.I.C.E. events, fostering partnerships. Analyze the role of technology and innovation in enhancing M.I.C.E. operations. Develop skills in designing and implementing sustainable event experiences that promote cultural diversity, social inclusion. Explore the concept of sustainable tourism and its relationship to M.I.C.E. operations, considering the environmental, social, and economic impacts. Evaluate the role of M.I.C.E. events in promoting knowledge sharing, capacity building, and educational opportunities. Recognize the importance of technology to the meetings and convention industry. Understand the principles of risk management and crisis preparedness in M.I.C.E. operations, ensuring the safety and well-being of event attendees. 		
Prerequisites	N/A	Required	None
Module Content	Session 1	– Introduction to the Meetings, Expositions, Events, and Conventions Industry (MEEC)	
	Session 2	– Meeting, Exhibition, Event, and Convention Organizers and Sponsors	
	Session 3	– Meeting, Expositions, Event, and Convention Venues: An Examination of Facilities Used by Meeting and Event Professionals	
	Session 4	– Exhibitions and Trade Shows	
	Session 5	– Service Contractors	
	Session 6	<ul style="list-style-type: none"> – Destination Marketing Organizations (DMOs) – Destination Management Companies 	
	Session 7	– Important elements in meeting, exposition, event, and convention planning – Food and Beverage	

	Session 8	– Important elements in meeting, exposition, event, and convention planning – Legal Issues in the MEEC Industry
	Session 9	– Important elements in meeting, exposition, event, and convention planning – Technology and the MEEC Professional
	Session 10	– Sustainable meetings and events
	Session 11	– Planning MEEC gatherings
	Session 12	– Producing Meetings and Events
	Session 13	– International Aspects in MEEC
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, critical debate and evaluation
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	<ul style="list-style-type: none"> ▪ Fenich, G., 2019. <i>Meetings, Expositions, Events and Conventions: An Introduction to the Industry. 5th Edition.</i> Pearson.
	Recommended	<ul style="list-style-type: none"> ▪ Szende, P., Dalton, A., N., 2021. <i>Operations Management in the Hospitality Industry.</i> Emerald Publishing. ▪ Davidson, R., 2018. <i>Business Events. 2nd Edition.</i> Routledge. ▪ Cage, W., 2022. <i>Operations Management in Hospitality Industry.</i> States Academic Press. ▪ Jay Kandampully, J., 2019. <i>Service Management Principles for Hospitality & Tourism,</i> Goodfellow Publishers Limited. ▪ Raj, R., Walters, P., Rashid, T., 2017. <i>Events Management: Principles and Practice 3rd Edition,</i> SAGE Publications Ltd.
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) 	

	<p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none">▪ the midterm exam (20 marks),▪ attendance (5 marks),▪ 2 assignments/projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p>Continuous Assessment + Final Exam = 100 marks</p> <p>40 marks + 60 marks = 100 marks</p> <p>THE PASSING MARK FOR EACH MODULE IS 50/100</p>
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Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.

Module Title	Consumer Behaviour in the Hospitality and Tourism Industry				
Module Code	HTL-242				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 2/Semester 4				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: The behavior of consumers is a fundamental aspect in understanding the nature of tourism and hospitality business as a whole. Additionally, the understanding of consumer behavior is imperative for creating the conditions for positive and satisfactory consumer experiences as well as formulating successful marketing strategies. This module provides students with opportunities to develop their understanding of key aspects and strategic implications of consumer behavior.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Describe the collection and processing of information as well as the assessment of alternatives to the consumer's purchasing decision. Explain and interpret various types of purchasing behaviour. Describe the process followed by consumers to make a purchasing decision. Analyze the cultural, social, personal and psychological factors that influence consumer purchasing decisions. Describe the socio-cultural effects on consumers' buying behaviour. Develop the model of the purchasing process and analyze its components in-depth. Analyze issues related to market segmentation and targeting segments. Describe the role of customer satisfaction through quality, service and value. 				

Learning Outcomes	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Understand the key concepts and theories of consumer behavior in the context of the hospitality and tourism industry, considering the principles of sustainable development. ▪ Analyze the impact of consumer behavior on sustainable tourism practices, including responsible consumption, environmental conservation, and cultural preservation. ▪ Evaluate the factors influencing consumer decision-making processes in the hospitality and tourism industry, considering social, cultural, economic, and environmental factors. ▪ Examine the role of marketing and advertising strategies in shaping consumer behavior in the hospitality and tourism industry, promoting sustainable products and experiences. ▪ Explore the influence of cultural diversity, social inclusion, and gender equality on consumer behavior in the hospitality and tourism industry. ▪ Develop skills in conducting consumer research and market analysis to identify consumer trends, preferences, and behaviors in the context of sustainable tourism practices. ▪ Evaluate contemporary issues that affect consumer behaviour such as environmental awareness, the role of technology in shaping consumer behaviour etc. 		
Prerequisites	N/A	Required	None
Module Content	Session 1	– Introduction to consumer behaviour	
	Session 2	– The History of tourist behaviour	
	Session 3	– The main concepts and models in tourist behaviour	
	Session 4	– The purchase-decision process – Motivators – Determinants	
	Session 5	– Models of the purchase decision-making process	
	Session 6	– Typologies of tourist behaviour and segmentation of the tourism market – Personal, socio-cultural, psychographic and occasional factors that influence consumer behaviour	
	Session 7	– The nature of demand in different segments of the tourism market	
	Session 8	– Consumer behaviour and purchase experiences in the different sectors of tourism	
	Session 9	– The marketing mix and tourist behaviour	

	Session 10	– Researching tourist behaviour
	Session 11	– Consumer behaviour in the digital era
		– The role of information and communication technologies in tourism
	Session 12	– Climate change, sustainability and tourist behaviour
	Session 13	– The global pattern of tourism demand
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, critical debate and evaluation
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	<ul style="list-style-type: none"> ▪ Horner, S., Swarbrooke, J., 2020. <i>Consumer Behaviour in Tourism. 4th Edition</i>, Routledge. ▪ Dixit, S., K., 2017. <i>The Routledge Handbook of Consumer Behaviour in Hospitality and Tourism 1st Edition</i>, Routledge.
	Recommended	<ul style="list-style-type: none"> ▪ Mothersbaugh, D., Hawkins, D., 2019. <i>ISE Consumer Behaviour: Building Marketing Strategy</i>, McGraw-Hill Education. ▪ Fyall, A., Legohérel, P., Frochot, I. & Wang, Y., 2019. <i>Marketing for Tourism and Hospitality: Collaboration, Technology and Experiences 1st Edition</i>, Routledge.
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments/projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p>	

	40 marks + 60 marks = 100 marks
	THE PASSING MARK FOR EACH MODULE IS 50/100

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately

		used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.
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Module Title	Management of Hotel Operations				
Module Code	HTL-351				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 3/Semester 5				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim: The primary aim of this module is to broaden the students' knowledge in the study of operations in a realistic and practical manner. The module studies the concepts and techniques that are associated to the design, planning, control, and improvement of manufacturing and service operations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Demonstrate a holistic view of operations, in regards to coordination of product development, process management, and supply chain management. ▪ Analyze in details the various aspects of each of the three tiers of operations. ▪ Assess topics in the areas of operations strategy, product design, quality improvement, capacity and inventory management. ▪ Identify the strategic role of operations management as well as applying tools and methods. ▪ 				
Learning Outcomes	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Understand the principles, concepts and environmental impact of hotel operations management in the context of sustainable development. ▪ Evaluate the social dimensions of hotel operations, including employee well-being, community engagement, and cultural preservation. ▪ Examine the economic aspects of hotel operations, such as revenue management, cost control, and financial sustainability. ▪ Analyze processes, distinguish and ensure quality, calculate and create value, and appraise the flow of information, products and services. ▪ Assess opportunities to improve operations, classify the problems and barriers to creating value, and determine effective and efficient solutions. ▪ Evaluate the social dimensions of hotel operations, including employee well-being, community engagement, and cultural preservation. 				

	<ul style="list-style-type: none"> Analyze case studies and real-world examples to assess the economic, environmental, and social implications of hotel operations and propose innovative solutions. 	
Prerequisites	N/A	
Module Content	Session 1	Directing Operations <ul style="list-style-type: none"> Operations management Definition Importance Inputs and outputs Difference between operations and processes Operation managers
	Session 2	Directing Operations <ul style="list-style-type: none"> Operations performance Importance Society level Strategic level Operational level Measuring performance
	Session 3	Directing Operations <ul style="list-style-type: none"> Operations strategy Definition Top-down and bottom-up view of operation strategy Difference between market requirements and operations resource's
	Session 4	Directing Operations <ul style="list-style-type: none"> Product and service innovation Definition Strategic role Stages of product and service innovation Benefits of interactive products and service innovation
	Session 5	Designing the Operation <ul style="list-style-type: none"> Process design Definition Objectives How do volume and variety affect process design How are processes design in detail
	Session 6	Designing the Operation <ul style="list-style-type: none"> Layout and flow What is layout and how can it influence performance Appearance of operation and performance Designing layout types

	Session 7	<p>Designing the Operation</p> <ul style="list-style-type: none"> – People in operations – Why are people so important in operations? – How do operations managers contribute to human resource strategy? – Operations functions
	Session 8	<p>Designing the Operation</p> <ul style="list-style-type: none"> – Planning and control – Definitions – Difference between planning and control – Activities – What is capacity management – Measuring demand and capacity
	Session 9	<p>Deliver</p> <ul style="list-style-type: none"> – Supply chain management – Definitions – Relationships in supply chain management – Supply side and demand side – Dynamics of supply chain – Planning and control systems – Enterprise resource planning – Implementation of planning and control systems
	Session 10	<p>Deliver</p> <ul style="list-style-type: none"> – Materials requirements planning – Master production schedule – The bill of materials – Inventory records – MRP netting process – MRP capacity checks – Lean operations – Definitions – Lean eliminates waste – How does lean apply throughout the supply network – Lean comparing with other approaches
	Session 11	<p>Development</p> <ul style="list-style-type: none"> – Operations improvement – Importance – Key elements of operation improvement – Broad approaches – Techniques – Managing improvement process
	Session 12	<p>Development</p> <ul style="list-style-type: none"> – Quality management – Definitions – Importance – Total quality management

		<ul style="list-style-type: none"> – Statistical process control – Control charts – Variation in process quality – Control charts for attributes and variables
	Session 13	Development <ul style="list-style-type: none"> – Managing risk and recovery – Risk management – How can failures be prevented – How can operations recover from the effects of failure
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, discussions
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	<ul style="list-style-type: none"> ▪ Jones, A., B., Slack, N., Johnston., R., 2016. <i>Operations Management</i>, Pearson Education.
	Recommended	<ul style="list-style-type: none"> ▪ Hayes, D., K., Ninemeier, J., D., Miller, A., A., 2016. <i>Hotel Operations Management, 2nd Edition</i>. Pearson. ▪ Krajewski, L., J., Malhotra, M., K., Ritzman, L., P., 2016. <i>Operations Management: Processes and Supply Chains, Student Value Edition (11th Edition)</i>, Pearson Education. ▪ Slack, N., Jones, A., B., Jonston, R., 2013. <i>Operations Management 7th Edition</i>, Pearson Education. ▪ Heizer, J., Render, B., 2013. <i>Operations Management Student Value Edition 11th Edition</i>, Prentice Hall.
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in</p>	

	<p>the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p>Continuous Assessment + Final Exam = 100 marks</p> <p>40 marks + 60 marks = 100 marks</p> <p>THE PASSING MARK FOR EACH MODULE IS 50/100</p>
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Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.

	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.
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Module Title	Introduction to Management and the Business Environment				
Module Code	MGT-114				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 1				
Instructor's Name	TBA				
ECTS	6	Lectures/week	3 academic hours	Laboratories/week	N/A
Module Overview	<p>Aim & Objectives: The module analyses the key elements of the external environment in which businesses operate. These include political, competitive, economic, socio-cultural, technological, environmental and legal. The aim is to provide a thorough understanding of the impacts of changes in these environments on the business operations in relation with the internal environment of businesses.</p>				
Learning Outcomes	<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand the fundamental concepts that make up a business's macro, micro and internal environments. Analyze the global business environment, including economic, social, political, and technological factors, and their impact on sustainable development. Identify strategies, business models and ethical dimensions that can contribute to economic empowerment. Evaluate the nature of the political environment, the structure and processes of local, regional, national and supranational government. Evaluate the impact of business activities on public health and safety. Investigate how businesses can support and contribute to quality education initiatives. Develop skills in strategic planning and decision-making, considering the long-term impact on the environment, society, and economic viability. Examine the role of businesses in driving innovation, technological advancements, and infrastructure development. Investigate the changing demographic composition of the society and its effects on business organizations. Evaluate the effects on business of greater ethnic diversity. Understand the role of businesses in promoting ethical practices, transparency, and good governance. Recognize the importance of collaboration and partnerships between businesses, governments, and civil society. 				

	<ul style="list-style-type: none"> Analyze the role of innovation and entrepreneurship in driving business growth and addressing global challenges, such as climate change and poverty. Develop frameworks for assessing risk in the business environment Examine models used to forecast future environmental changes and strategies for companies to respond to such changes. 	
Prerequisites	N/A	
Module Content	Session 1	– Introduction
	Session 2	– The rise of management
	Session 3	– Strategy, mission and stakeholders
	Session 4	– Structure, size and growth
	Session 5	– Communication across the business functions – Leadership and motivation
	Session 6	– Organisational culture and change
	Session 7	– The external micro-environment – The macro-environment: political influences
	Session 8	– The macro-environment: economic influences
	Session 9	– The macro-environment: socio-cultural influences
	Session 10	– The macro-environment: technological influences
	Session 11	– The macro-environment: legal influences
	Session 12	– The macro-environment: environmental influences
	Session 13	– The macro-environment: demographic influences
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, discussions
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	<ul style="list-style-type: none"> Robbins, S., Coulter, M., De Cenzo, D., 2016. <i>Fundamentals of Management 10th Edition</i>. Pearson.

		<ul style="list-style-type: none"> Brinkman, J., Navarro, I., Harper, D., 2014. <i>Unlocking the Business Environment</i>. Routledge.
	Recommended	<ul style="list-style-type: none"> Camm, J., D., Cochran, J., J., Fry, M., J., Ohlmann, J., W. & Anderson, D., R., 2022. <i>An Introduction to Management Science: Quantitative Approaches to Decision Making 16th Edition</i>. Cengage Learning. Beatty, J., F., Susan S. Samuelson, S., S., Abril, P., 2021. <i>Business Law and the Legal Environment - Standard Edition (MindTap Course List) 9th Edition</i>, Cengage Learning.
Language of Instruction	English	
Assessment	<p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> continuous assessment (40 marks) final written exam (60 marks) <p>The 40 marks of the continuous assessment are allocated as follows:</p> <ul style="list-style-type: none"> the midterm exam (20 marks), attendance (5 marks), 2 assignments/projects (15 marks) <p>The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam.</p> <p style="text-align: center;">Continuous Assessment + Final Exam = 100 marks</p> <p style="text-align: center;">40 marks + 60 marks = 100 marks</p> <p style="text-align: center;">THE PASSING MARK FOR EACH MODULE IS 50/100</p>	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
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	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.



Lecturer in Hospitality and Tourism

CASA College-Cyprus

Location:	Nicosia - Cyprus	Placed On:	5th July 2023
Salary:	€2,500 or £2,139.05 (converted salary*) followed by a 5% increase every two years	Expires:	3rd September 2023
Hours:	Full Time		
Contract Type:	Permanent		

Apply

Requirements

PhD in Tourism & Hospitality related subjects with ideally, a minimum of 2-year academic teaching and research experience. Fluent in the English language (spoken and written).

Additional Requirements

- Highly motivated with a commitment to the highest quality of teaching.
- Professional and collegiate, a team player but with leadership qualities that enable working in an and transparent manner.
- Published works would be advantageous.
- Strong analytical, observational, and problem-solving skills.
- A good record of attending conferences and academic events.
- Excellent research, writing, and interpersonal skills.
- A passion for teaching and engaging with students.
- Patience, understanding, and willingness to help.

Location

Casa College, Nicosia, Cyprus

Healthcare

Free

Job Description

- Assisting with various departmental duties and providing academic support to Professors and other staff.
- Recruiting, training, and mentoring other junior staff.
- Conducting research and publishing papers in academic journals.
- Representing the university at conferences and delivering presentations when necessary.
- Teaching and supervising undergraduate and graduate students.
- Providing Department Heads with feedback on student progress.
- Writing proposals to secure funding for research.
- Attending faculty and departmental meetings and voicing concerns or providing suggestions for improvement.

Contact

Send your CV, cover letter and two references to hr@casacollege.ac.cy

Further details about our college can be found at <https://www.casacollege.ac.cy>

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Location(s):

Europe

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- Lecturer in Aviation and Airport Management
- Lecturer in Project Management
- Lecturer in Marketing
- Lecturer/Senior Lecturer in Accounting

Join in and follow us





johnzone93@gmail.com



The Human Resources Director,
Casa College,
Nicosia,
Cyprus

Dear Sir/Madam,

RE: A LECTURER IN HOSPITALITY AND TOURISM

I am excited to attach my résumé and hereby seek to be considered for the above-mentioned job position in your university in response to the advertisement that was posted on www.jobs.ac.uk. I am a well qualified professional with observational and analytical skills as well as problem solving skills and expert in this domain of tourism and hospitality. This therefore gives me confidence that my academic background and vast skills make me a suitable candidate for this role as a lecturer in tourism.

Am a PhD holder in plant ecology where I majored in conservation ecology and tourism from



Academic Staff

Casa College · Nicosia, Nicosia, Cyprus (On-site) · 1 hour ago · 0 applicants



Full-time



51-200 employees



Elina Saveriades is hiring for this job



See recent hiring trends for Casa College. [Try Premium for free](#)

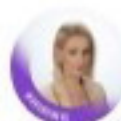


Skills: Teaching, Research Skills, +7 more

Easy Apply

Saved

Meet the hiring team



Elina Saveriades · 2nd

HR Manager at Casa College

Job poster · LinkedIn member since September 2021

4 mutual connections

Message

About the job

PhD academic staff in Tourism & Hospitality related subjects with a minimum of 2-year academic teaching and research experience. Fluent in the English language (spoken and written).

Responsibilities

- Assisting with various departmental duties and providing academic support to Professors and other staff.
- Recruiting, training, and mentoring other junior staff.
- Conducting research and publishing papers in academic journals.
- Representing the university at conferences and delivering presentations when necessary.
- Teaching and supervising undergraduate and graduate students.
- Providing Department Heads with feedback on student progress.
- Writing proposals to secure funding for research.
- Attending faculty and departmental meetings and voicing concerns or providing suggestions for improvement.

Qualifications

- Highly motivated with a commitment to the highest quality of teaching.
- Enthusiastic, professional and collegiate, a team player but with leadership qualities that enable working in an and transparent manner.
- Published works would be advantageous.
- Strong analytical, observational, and problem-solving skills.
- A good record of attending conferences and academic events.
- Excellent research, writing, and interpersonal skills.
- A passion for teaching and engaging with students.
- Patience, understanding, and willingness to help.

Send your CV, cover letter and two references to hr@casacollege.ac.cy. Further details about our college can be found at <https://www.casacollege.ac.cy>.

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Academic Staff

Casa College · Nicosia, Nicosia, Cyprus (On-site)
Active · Posted 1 day ago · Free job post · 63 views

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2 applicants (1 result)



María Carmen G. · 2nd

Sales Management | Business Development | Operations Management | Agile Project Management | Team Management | CRM | Academic Director | Consultant
Limassol, Cyprus

Teacher / Academic Director at NEO Ukrainian School
...
Head of Operations at BoHoPo Hotels · 2021 - ...
Applied 19h ago

María Carmen G.'s application · 2nd



Sales Management | Business Development | Operations Management | Agile Project Management | Team Management | CRM | Academic Director | Consultant
Limassol, Cyprus
Applied 19 hours ago

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[Promote with Free Trial](#)

Insights from profile

Experience



Teacher / Academic Director
NEO Ukrainian School Limassol
2022 – 2023



Head of Operations
BoHoPo Hotels
2021 – 2022

[Show 6 more experiences](#)

Education



IEBS
e-commerce & Marketing digital
2020

[Show 8 more educations](#)

Date:

Subject: Termination of Study

Dear [Student's Name],

I hope this letter finds you well. I am writing to inform you that, based on our recent evaluation, the decision has been made to terminate your study at Casa College. However, I understand that you may have concerns or wish to provide additional information regarding this decision. Therefore, I am providing you with an opportunity to appeal against the termination.

Please take this opportunity to present your case and provide any supporting documentation or evidence that you believe may influence the decision. The appeal process is designed to ensure fairness and provide you with an avenue to express your perspective.

In your appeal (Termination Appeal Form), please address the following points:

- Describe your understanding of the circumstances leading to the termination
- Provide an explanation of your understanding of the situation that led to the termination
- Present a clear and concise overview of the events, providing any relevant details

Present any mitigating factors or extenuating circumstances:

If there were any extenuating circumstances or factors that affected your performance or behavior, explain them. Provide any supporting evidence or documentation that can shed light on these factors. (See the Appendix)

You are allowed to request an appeal interview. On the Termination Appeal Form, please indicate whether you would like to request an appeal interview to present your case in person.

Please ensure that your appeal is submitted within seven (7) working days from the day the Termination of Study letter was issued, to allow sufficient time for review and consideration. Any appeal received after the deadline may not be considered.

We will thoroughly review your appeal and consider the information provided before making a final decision. Once the review process is complete, you will be notified of the outcome in a timely manner.

If you have any questions or need further clarification regarding the appeal process, please do not hesitate to contact the Director of Academic Studies.

We appreciate your understanding and cooperation throughout this process, and we wish you the best in your academic and personal endeavors.

Sincerely,

Mrs. Ellie Petrou

Director of Academic Studies

Casa College

CASA COLLEGE



1961

TERMINATION APPEAL FORM

Students wishing to apply against the termination of their study have up to seven days after receiving the
Termination of Study Letter
Fill in your details in **BLOCK CAPITALS** only.

FILE NO:..... DATE:.....

FIRST NAME:.....	LAST NAME:.....
PERSONAL EMAIL:.....	MOBILE:.....
PASSPORT NO:.....	EXPIRY DATE:.....
COURSE: HOTEL ADMINISTRATION <input type="checkbox"/> CRUISE SHIP HOSPITALITY OPERATIONS <input type="checkbox"/> ADULT NURSING <input type="checkbox"/>	

You can appeal only on the basis of the below:

- Serious illness or accident of the student (physical or mental health)
- Death of someone close to the student

- Deterioration of a permanent condition you have already told us about (physical or mental health)
- Bullying, harassment, victimization or threatening behaviour

Please give a brief outline of your appeal

CASA College cannot consider a claim without evidence. You must provide independent evidence to support your appeal.

Acceptable evidence is a document which can verify your circumstances:

- doctor's letter or hospital appointment letter
- medical certificate
- statement from a Student Advisor or Disability advisor from the Student Affairs Department
- a Death Certificate, or an official letter confirming the death.

Request for an appeal interview: YES ☐ NO ☐

I declare that the information given is true and that I am willing to answer further questions if necessary.

Student signature:..... Date:.....

This form should be submitted to the academicdirector@casacollege.ac.cy

FOR OFFICIAL USE ONLY

APPROVED BY THE ACADEMIC COMMITTEE YES ☐ NO ☐

REASON OF APPROVAL:

REASON OF REJECTION:

SIGNATURE OF THE CHAIR OF THE COMMITTEE

DATE

Appendix – Termination of Study

Table 1: Circumstances normally eligible for consideration

Circumstance	Examples	Supporting Documentation
Serious illness or accident of the student (physical or mental health)	Illness, accident or severe trauma at the time of an assessment, or during preparation for it earlier in the academic year. It should be a serious illness or an unanticipated deterioration in an ongoing illness or chronic medical condition. It can also be an assault of which the student is victim.	Doctor's note or letter confirming the illness or accident and attesting to its impact on the student. If you are a victim of an assault, you should provide a crime number or Police report.
Death of someone close to the student	Bereavement at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner.	Copy of the death certificate
Deterioration of a permanent condition you have already told us about (physical or mental health)	Where this permanent condition has already been adequately adjusted for through special exam arrangements or other reasonable adjustments only the deterioration counts as a mitigating circumstance.	Copy of letter from Disability Services, Student Affairs and Welfare, GP.
Bullying, harassment, victimisation or threatening behaviour	Only eligible if student is victim or alleged victim.	Report from Academic Mentor, Director of Academic Student Affairs and Welfare. Copies of emails or screenshots from social media platforms or other communications or police report.

Table 2: Circumstances not normally eligible for consideration

Circumstances	Examples	Sources of Support
Serious illness or accident of someone close to the student (mental or physical health)	Issue arising at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner.	Doctor's note or letter confirming the illness or accident.
Abrupt change in personal circumstances of the student or other serious unforeseen event	Divorce; fire or burglary; the requirement to appear in court at or near the time of the relevant assessment; acute accommodation issues; serious and unforeseeable transport disruptions (for example road closure due to fatal road traffic accident)	Copies of relevant documentation (e.g., court summons).
Significant change in employment circumstances beyond control of student affected	Transfer to other country; multiple business trips, sudden unemployment	Copy of letter from employer.
Diagnosis of Specific Learning Difference	Only eligible when diagnosis is obtained too late for reasonable adjustments to be made by way of special exam arrangements or in other ways.	Copy of diagnosis letter and confirmation from Department that it was submitted too late for reasonable adjustments to be made in other ways.
A permanent condition which you have already told us about unless you can provide appropriate evidence that there has been a worsening of your condition during the assessment period (see Table 1).	An ongoing mental or physical health condition, or specific learning difference or disability. You should tell the College, (Disability Services) and your Academic Mentor or Director of Academic Studies about any disability, specific learning difference, or ongoing mental or physical health condition as soon as possible in your college career so that appropriate adjustments can be made to support you. If in doubt speak to your Academic Mentor or Director of Academic Studies.	<ul style="list-style-type: none"> • GP or hospital • Academic Mentor or Director of Academic Studies • Student Affairs and Welfare
Minor illnesses or ailments	Aches and pains, colds, sore throats and coughs where these are not symptoms of a more serious medical condition. However, if you feel that your ailments are impacting on your ability to study you should seek medical attention and notify your Academic Mentor or Director of Academic Studies.	<ul style="list-style-type: none"> • GP or hospital • Academic Mentor or Director of Academic Studies • Student Affairs and Welfare

Examination stress and worry	Exams and other College assessments are tests of your performance and inevitably involve a certain amount of stress. Having feelings of stress or worry at such times does not necessarily mean you are unwell or have an eligible Mitigating Circumstance. However, if you experience a more acute form of anxiety (a 'panic attack' or 'anxiety attack') it may be eligible and you should seek medical or professional attention, as well as notify your Academic Mentor or Director of Academic Studies.	<ul style="list-style-type: none"> • GP or hospital • Student Affairs and Welfare • Academic Mentor or Director of Academic Studies
Computer, printer or other IT failure	Failure to keep adequate back-ups; computer 'crash'. However, theft of computer equipment may be eligible if you have reported it to the police and can provide a crime number.	<ul style="list-style-type: none"> • Academic Mentor or Director of Academic Studies • IT Services • Police report
Pressure of academic workload	Essay deadlines falling on the same day or in close proximity. However, this may be eligible as an aggravating factor if you also have a diagnosis of a relevant medical condition (see Table 1, above).	<ul style="list-style-type: none"> • GP or hospital • Academic Mentor or Director of Academic Studies • Student Affairs and Welfare
Non-academic activities and foreseeable events	Holidays, weddings, rites of passage ceremonies whether religious or secular, sporting fixtures or training in preparation for them and other similarly foreseeable events.	
Temporary self-induced conditions	Hangovers; ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g., caffeine, energy drinks) or illegal. If in doubt please consult one of the sources of support in the box immediately to the right.	<ul style="list-style-type: none"> • GP or hospital • Academic Mentor or Director of Academic Studies • Student Affairs and Welfare

Information Technologies



www.bluebyte.com.cy

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Θεσσαλονίκη : Μ. Ψελλού 16-Κορνάρου, Τ.Κ.: 54 6 55, Τηλ: 2310 801470-1, Fax 2310 801603, Email: the@bluebyte.gr
Αθήνα : Βουτσά 12 Νέα Ιωνία, Τ.Κ. 14 2 31, Τηλ: 210 2723135, Fax: 210 2773968, Email : ath@bluebyte.gr
Κύπρος : Λεωφ. Γιάννη Κρανηδιώτη 65 Λατσαιά 2220, Τηλ: 224645630, Fax: 22444038, Email : info@bluebyte.com.cy

Λευκωσία, 13/06/2023

Προς: CASA College

Αξιότιμοι κύριοι/ες,

Σε συνέχεια της επικοινωνίας μας σχετικά με τις μηχανογραφικές σας ανάγκες, όσον αφορά το ξενοδοχειακό σας τμήμα, βρισκόμαστε στην ευχάριστη θέση να υποβάλλουμε την οικονομική μας πρόταση.

Οι εφαρμογές αλλά και οι παρεχόμενες υπηρεσίες της BlueByte Software, έχουν σαν στόχο να μειώσουν στο ελάχιστο τον χρόνο διεξαγωγής των εργασιών των υπάλληλων σας και να αυξήσουν παράλληλα την παραγωγικότητα τους καθώς και τις παρεχόμενες από εσάς υπηρεσίες προς τους πελάτες σας.

Επισυνάπτουμε περιγραφή των προϊόντων και υπηρεσιών μας, καθώς και αναλυτική οικονομική προσφορά.

Παραμένουμε στην διάθεσή σας για περαιτέρω πληροφορίες

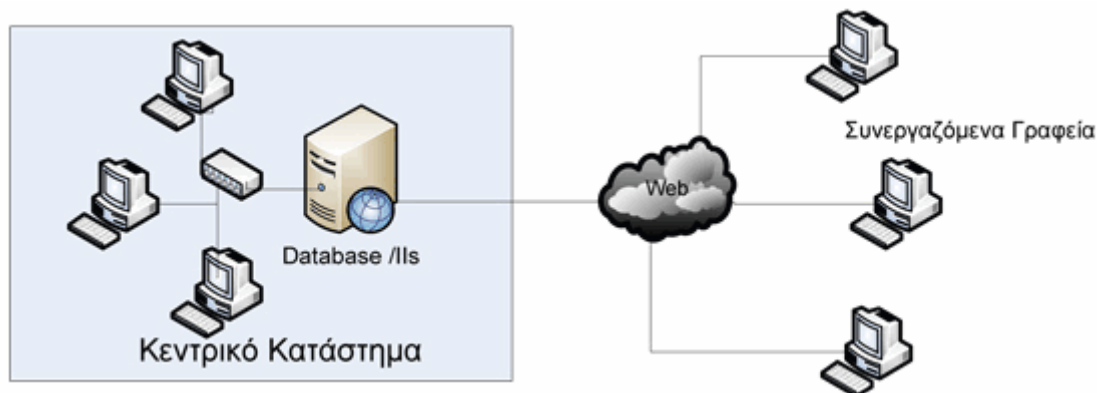
Για την BlueByte (Cyprus) Ltd

Παναγιώτης Αντρέου
Υπεύθυνος Πωλήσεων

Περιεχόμενα

1. Ελάχιστες Απαιτήσεις Υπολογιστών.
2. Παρεχόμενες Υπηρεσίες :
 - a. Εγγύησης
 - b. Υποστήριξης
 - c. Εγκατάσταση και παραμετροποίηση
 - d. Εκπαίδευσης
3. Οικονομική προσφορά.
 - a. ΛΟΓΙΣΜΙΚΟ (SOFTWARE) & ΥΠΗΡΕΣΙΕΣ
 - b. Τρόπος Πληρωμής
 - c. Διάρκεια Ισχύος
 - d. Διαδικασία Παραγγελίας
 - e. Επιπρόσθετες υπηρεσίες
 - f. Παράδοση
4. Αποδοχή Προσφοράς.

Ελάχιστες Απαιτήσεις υπολογιστών



Για την ομαλή, ασφαλή και ταχεία λειτουργία της εφαρμογής προτείνουμε τις ακόλουθες ελάχιστες απαιτήσεις σε System Software & Hardware:

Server (προαιρετικός, απαραίτητος μόνο όταν υπάρχουν απομακρυσμένα τερματικά)

Λειτουργικό Σύστημα: 2008/2012/2019 Server με άδειες για Terminal Services για τα απομακρυσμένα τερματικά.

Hardware: Intel Processors, 4 GB Ram, Raid 5 Hard Disks (5 x 80 GB) προτεινόμενα UPS and Backup System.

Αν ο server και τα τερματικά δεν βρίσκονται στον ίδιο χώρο, αν δεν επικοινωνούν δηλαδή με ταχύτητα 100/1000 MBPS τότε η επικοινωνία γίνεται **μόνο** με terminal services (προμήθεια των αναγκαίων αδειών).

Τερματικά

Λειτουργικό Σύστημα: Windows 10/11

Οθόνη: 16 bit colors, 1024 x 768 ,17"

Μνήμη: Ελάχιστη μνήμη 2 gb

Επεξεργαστής: Intel P4 > 2,8 Ghz

Κάρτες δικτύου: Fast Ethernet

Οι υπολογιστές πρέπει να επικοινωνούν πλήρως μεταξύ τους, να είναι γνωστά τα password και να ρυθμιστούν τα Firewalls & antivirus για να μην κλειδώνουν την επικοινωνία των υπολογιστών.

Παρεχόμενες Υπηρεσίες

Εγγύηση Εφαρμογών

Για τις εφαρμογές λογισμικού της BlueByte Software παρέχεται εγγύηση καλής λειτουργίας. Η BlueByte Software αναλαμβάνει την υποχρέωση να διορθώσει οποιοδήποτε πρόβλημα παρουσιαστεί στο πρόγραμμα (απόκλιση από την προγραμματισμένη λειτουργία του προγράμματος) και δεν οφείλεται σε λάθος χειριστή. Ο πελάτης έχει υποχρέωση να τηρεί τις καθημερινές διαδικασίες Backup.

Υποστήριξη

Με το ετήσιο συμβόλαιο υποστήριξης εφαρμογών το τεχνικό τμήμα της BlueByte Software

- Προσφέρει τηλεφωνική υποστήριξη καθημερινά 09:00 με 17:00.
- Προσφέρει επιπρόσθετη εκπαίδευση στους χειριστές (βάση τιμοκαταλόγου).
- Κατασκευάζει, μετά από ανάλυση και προσφορά, προγράμματα και εκτυπώσεις που απαιτούνται για να καλύψουν νέες διαδικασίες και ιδιαιτερότητες.
- Ενσωματώνει νέες δυνατότητες στο πρόγραμμα, με την διαδικασία των αναβαθμίσεων.

Οι μελλοντικές αναβαθμίσεις του Hotel Works περιλαμβάνονται στο συμβόλαιο υποστήριξης. Η ενημέρωση για ύπαρξη νέας έκδοσης μπορεί να γίνει από το Internet, ή από τηλεφωνική επικοινωνία με την BlueByte Software.

Εγκατάσταση και Παραμετροποίηση

Οι υπηρεσίες εγκατάστασης και παραμετροποίησης περιλαμβάνονται στην οικονομική πρόταση. Στις υπηρεσίες εγκατάστασης εφαρμογών λογισμικού της BlueByte Software δεν συμπεριλαμβάνεται η εγκατάσταση system software (MS Windows, κλπ).

Για την **εγκατάσταση** των εφαρμογών λογισμικού της BlueByte Software σε υπάρχον υλικό εξοπλισμό-Hardware, απαραίτητη προϋπόθεση είναι ο Πελάτης να έχει προεγκαταστήσει το κατάλληλο system software (MS Windows κλπ).

Υποχρέωση της εταιρείας είναι να εγκαταστήσει το λογισμικό σε αριθμό υπολογιστών ίσο με αριθμό των χρηστών της προσφοράς. Κάθε επιπλέον εγκατάσταση του λογισμικού χωρίς επιπλέον άδεια χρήστη (user), συνοδεύεται από την αντίστοιχη χρέωση (€50,00 ανά εγκατάσταση + Φ.Π.Α.).

Ως **παραμετροποίηση** θεωρείται η προετοιμασία και η εκπαίδευση στην καταχώρηση των παραμετρικών στοιχείων που καθιστούν δυνατή τη λειτουργία της εφαρμογής και όχι η καταχώρηση δεδομένων εργασίας του πελάτη.

Εκπαίδευση

Από την εμπειρία μας προκύπτει ότι ο χρόνος εκπαίδευσης (όπως περιγράφεται στην οικονομική προσφορά) είναι απαραίτητος για την εκμάθηση της λειτουργίας των εφαρμογών λογισμικού. Σε περίπτωση που απαιτηθούν περαιτέρω ώρες εκπαίδευσης, στέλνεται νέα οικονομική προσφορά.

Απαραίτητη προϋπόθεση για να ισχύει ο χρόνος εκπαίδευσης: Οι εκπαιδευόμενοι χρήστες θα πρέπει να έχουν γνώση χειρισμού βασικών λειτουργιών του λειτουργικού συστήματος (Windows) καθώς και γνώση των διαδικασιών λειτουργίας της επιχείρησης όπως επίσης και να έχουν παραδοθεί έγκαιρα όλες οι πληροφορίες που αφορούν στο κτίσιμο της εγκατάστασης. Η εκπαίδευση θα πρέπει να προγραμματιστεί με βάση την διαθεσιμότητα των προς εκπαίδευση χειριστών.

Οικονομική Προσφορά

ΛΟΓΙΣΜΙΚΟ (SOFTWARE) & ΥΠΗΡΕΣΙΕΣ

Εφαρμογές και Υπηρεσίες	Τιμή Μον.	Ποσότητα	Έκπτωση	Κόστος
HOTEL WORKS LICENSE	€12.00	1	€7.20	€4.80
HOTEL WORKS ROOMS	€42.00	150	€4,410.00	€1,890.00
ΕΤΗΣΙΑ ΣΥΝΤΗΡΗΣΗ HW (HS)	€1,050.00	1	€210.00	€840.00
FOOD & BEVERAGES WORKS	€960.00	1	€480.00	€480.00
FOOD & BEVERAGES WORKS ΘΕΣΗ ΕΡΓΑΣΙΑΣ	€360.00	1	€180.00	€180.00
FOOD & BEVERAGES (ΑΠΟΘΗΚΗ)	€600.00	1	€300.00	€300.00
ΑΣΥΡΜΑΤΗ ΠΑΡΑΓΓΕΛΙΟΛΗΨΙΑ PDA 2 USERS	€300.00	1	€150.00	€150.00
ΕΤΗΣΙΑ ΣΥΝΤΗΡΗΣΗ POS (FS) 1 USER	€380.00	1	€76.00	€304.00
Σύνολα		157	€5,813.20	€4,148.80
			Σύνολο Φ.Π.Α.	€788.27
			Πληρωτέο Ποσό	€4,937.07

Τρόπος Πληρωμής: Με την αποδοχή της προσφοράς καταβάλλεται προκαταβολή ίση με το 50% του συνολικού ποσού. Με την ολοκλήρωση της εγκατάστασης, η αποπληρωμή γίνεται με μία (1) επιταγή 30 ημέρες μετά.

Διάρκεια Ισχύος: Η προσφορά ισχύει για 60 ημέρες από την ημερομηνία υποβολής.

Διαδικασία Παραγγελίας: Για την άμεση παραγγελία, παρακαλούμε υπογράψτε την παρούσα προσφορά και στείλτε τη στο e-mail : info@bluebyte.com.cy ή στο Fax: 22444038.

Επιπρόσθετες υπηρεσίες:

Η BlueByte Cyprus προσφέρει τις παρακάτω υπηρεσίες και εργασίες στους πελάτες

Λίστα τιμών για επιπρόσθετες υπηρεσίες και εργασίες		
	<u>Με σύμβαση</u>	<u>Χωρίς σύμβαση</u>
Επιπρόσθετες ώρες εκπαίδευσης εντός εταιρείας	€35 / ώρα*	€70 / ώρα*
Επιπρόσθετες ώρες εκπαίδευσης στον πελάτη	€45 / ώρα*	€90 / ώρα*
Επιπρόσθετες ώρες εκπαίδευσης On line	€30 / ώρα*	€60 / ώρα*
Υποστήριξη μέσω Internet	Δωρεάν	Δεν
Τηλεφωνική υποστήριξη	Δωρεάν	προσφέρεται
Συντήρηση εντός εταιρείας	€35 / ώρα*	€100 / ώρα*
Συντήρηση στον πελάτη	€50 / ώρα*	€120 / ώρα*

*Ελάχιστη χρέωση μια ώρα.

Παράδοση: Το σύστημα θα παραδοθεί και θα εγκατασταθεί μέσα σε 10 εργάσιμες μέρες από την ημέρα υπογραφής του υφιστάμενου συμβολαίου.

Αποδοχή

Ο πελάτης επιβεβαιώνει ότι αποδέχεται τους όρους και τους κανονισμούς του συμβολαίου αυτού.

Όνομα Εταιρείας: _____

Διεύθυνση: _____

Τηλ: _____ Φαξ: _____ email: _____

Ημερομηνία: _____

(Όνομα)

(Θέση)

(Υπογραφή)

Προς: Εκπαιδευτικός Οργανισμός Χρ.Κ.Σαβεριάδης Λτδ. (Casa College)

Υπόψη: κ. Ιωάννη Σαβεριάδη (MD)

Προσφορά: Oracle Hospitality Suite 8 - Small Business

Από: EUROTEL Hospitality Cyprus Ltd.

Ημερομηνία: 22.05.2023



Oracle Hospitality

ΟΙΚΟΝΟΜΙΚΗ ΠΡΟΣΦΟΡΑ PMS

Περιγραφή	Ποσότητα	Τιμή Μονάδας	Έκπτωση %	Έκπτωση €	Τιμή Μονάδας μετά την έκπτωση	Σύνολο
PMS Oracle Hospitality Suite 8 - Small Business						
L102824 Oracle Hospitality Suite8 Property Small Business	50	62.78 €	40%	25.11 €	37.67 €	1,883.40 €
L101210 Oracle Hospitality Technology Foundation	50	13.95 €	40%	5.58 €	8.37 €	418.50 €
Σύνολο Προσφοράς PMS						2,301.90 €
Interfaces / Add-Ons						
L102839 Oracle Suite8 Property WebConnect (per property)	1	279.00 €	40%	111.60 €	167.40 €	167.40 €
Σύνολο Προσφοράς Interfaces / Add-ons						167.40 €
Εγκατάσταση - Εκπαίδευση (ημέρες)						
Set up/ Configuration	3	565.00 €	40%	226.00 €	339.00 €	1,017.00 €
Training	3	565.00 €	40%	226.00 €	339.00 €	1,017.00 €
Live Support	1	565.00 €	40%	226.00 €	339.00 €	339.00 €
Σύνολο Υπηρεσιών Εγκατάστασης - Εκπαίδευσης						2,373.00 €
Αρχικό Κόστος Επένδυσης						8,070.50 €
Τελικό Κόστος Επένδυσης						4,842.30 €

ΕΤΗΣΙΟ ΣΥΜΒΟΛΑΙΟ ΣΥΝΤΗΡΗΣΗΣ - ΥΠΟΣΤΗΡΙΞΗΣ

Περιγραφή	Ποσότητα	Τιμή Μονάδας	Έκπτωση %	Έκπτωση €	Τιμή Μονάδας μετά την έκπτωση	Σύνολο
PMS Oracle Hospitality Suite 8 - Small Business						
L102824 Oracle Hospitality Suite8 Property Small Business	50	13.81 €	35%	4.83 €	8.98 €	448.83 €
L101210 Oracle Hospitality Technology Foundation	50	3.07 €	35%	1.07 €	2.00 €	99.78 €
Σύνολο Συντήρησης PMS						548.60 €
Interfaces / Add-Ons						
L102839 Oracle Suite8 Property WebConnect	1	61.00 €	35%	21.35 €	39.65 €	39.65 €
Σύνολο Συντήρησης Interfaces / Add-ons						39.65 €
Αρχικό Κόστος Ετήσιου Συμβολαίου Συντήρησης - Υποστήριξης						905.00 €
Τελικό Σύνολο Ετήσιου Συμβολαίου Συντήρησης - Υποστήριξης						588.25 €

Το παραπάνω ετήσιο συμβόλαιο συντήρησης - υποστήριξης περιλαμβάνει:

Oracle Hospitality Suite 8 Front Office, Interfaces: 24 ώρες το 24ωρο, 7 ημέρες την εβδομάδα μέσω Τηλεφωνικών Γραμμών HOT LINE - Νέες Εκδόσεις των Προγραμμάτων.

ΤΡΟΠΟΣ ΠΛΗΡΩΜΗΣ

50%	της συνολικής αξίας προϊόντων και υπηρεσιών, προκαταβολή (μετρητά/επιταγή) με την αποδοχή της παραγγελίας.
50%	της συνολικής αξίας προϊόντων και υπηρεσιών, με επιταγή τριάντα (30) ημερών από την ημερομηνία τιμολόγησης.
Η αξία του Φ.Π.Α. θα καταβληθεί με την τιμολόγηση (μετρητά).	

50% 2,421.15 €

50% 2,421.15 €

Σύνολο 4,842.30 €

ΣΗΜΑΝΤΙΚΕΣ ΣΗΜΕΙΩΣΕΙΣ - ΟΡΟΙ ΣΥΝΕΡΓΑΣΙΑΣ

- Όλες οι τιμές που περιλαμβάνονται στην παρούσα Οικονομική Προσφορά δεν περιλαμβάνουν Φ.Π.Α.
- Στις ανωτέρω τιμές δεν περιλαμβάνεται ο εξοπλισμός Hardware που απαιτείται για την ολοκλήρωση της εγκατάστασης καθώς και η καλωδίωση του δικτύου UTP cat5.
- Απαραίτητη προϋπόθεση για την παράδοση των προϊόντων είναι η υπογραφή της έκτης (6) σελίδας της σύμβασης Oracle HGBU Transactional OMA (TOMA). Η παράδοση εκτιμάται ότι θα πραγματοποιηθεί μέσα σε 10-15 ημέρες από την υπογραφή της TOMA. Απαιτούμενος χρόνος για την εγκατάσταση/εκπαίδευση προσωπικού: 6-7 εργάσιμες ημέρες.
- Σε περίπτωση που ο πελάτης επιθυμεί ακύρωση μέρους ή ολόκληρης της παραγγελίας του, μετά την υπογραφή της προσφοράς, θα επιβαρύνεται με ποσό ίσο με το 25% της αρχικής αξίας.
- Ισχύς προσφοράς: μέχρι 30.09.2023

Για τη EUROTEL Hospitality Cyprus

Αποδοχή προσφοράς

Νίκος Παρδάλης

Sales & Public Relations Dpt.

(Ημερομηνία, σφραγίδα, υπογραφή)

EUROTEL GROUP



Όμιλος EUROTEL είναι ένας ελληνικός όμιλος εταιρειών πληροφορικής που ειδικεύεται για περισσότερα από 30 χρόνια, στην παροχή τεχνολογικών λύσεων για τον ευρύτερο χώρο της φιλοξενίας, της εστίασης, του Wellness και όχι μόνο.
Μέσω της EUROTEL HOSPITALITY AE, της EUROTEL CYPRUS Ltd, της LEADER IT και της SOUL TAILORS, υποστηρίζει επιχειρήσεις ανεξάρτητα από το μέγεθος τους, προσφέροντας πάντα τεχνολογίες αιχμής και πιστοποιημένες υπηρεσίες.

Τις εταιρείες του Ομίλου στελεκώνουν επαγγελματίες με εξειδίκευση και πολυετή εμπειρία στο χώρο της φιλοξενίας, της εστίασης, της υψηλής τεχνολογίας και του Wellness.

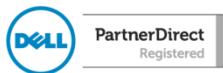
Οι άνθρωποι της EUROTEL σχεδιάζουν, οργανώνουν και υλοποιούν λύσεις βασισμένες σε καινοτόμες ιδέες, που μεγιστοποιούν την αποτελεσματικότητα και σε συνδυασμό με την τεχνογνωσία και τα ποιοτικά προϊόντα, αποτελούν το πολυτιμότερο κεφάλαιο του ομίλου. Άνθρωποι που παρέχουν υψηλού επιπέδου υπηρεσίες υποστήριξης, 7 ημέρες την εβδομάδα, 365 ημέρες τον χρόνο!

EUROTEL Hospitality Cyprus Ltd. Ηνωμένων Εθνών 50, CY-6042 Λάρνακα. T: 24.813826 - F: 24.813825 - E: npard@eurotel.com.cy - W: www.eurotel.gr



CSP
SOLUTIONS
LTD

Proposal for: Casa College
C/O: Rafail Kyriakou
(Q20220103)





Contents

Financial Proposal.....	4
Agreement.....	4



Dear Customer,

We fully understand that we live in very difficult times; driven by pressures from globalization, increased competition and current economic instability. To ensure the survival of any business it is imperative to be able to better enhance operations and utilize on all business opportunities. CSP can help by being your IT Business Partner!

The CSP foundations are built on four pillars: accountability, flexibility, reliability and affordability. Bringing these four variables together is our key differentiator from other companies, providing you with the ultimate customer experience. Our focus: Customer satisfaction, based on trust, integrity, quality and superb working relationship.

At CSP we offer you solutions that refer to all your IT Business needs. We make sure to provide you with Superior Quality of Products, Services and Support that will assist your business operations and successful development. Our mission is to become your preferred IT Business Solution Partner.

Below we outline our Company's key services:



From A to Z... you can rely on the CSP IT professionals!

Yours Sincerely,
CSP Solutions Ltd
Board of Directors



Financial Proposal

Part Number	Description	Qty	Un. Price	Total Price
Monitor Options				
PMB000L754	75" (UHD) / 3840x2160/ IR touch 10 points writing, 20 points touch 3.2mm Toughened Glass, Android 8.0, Warranty 2 Years DIMENSIONS: 1722.5 x 1033.6 x 87.10mm	1	2,297.00	2,297.00
All-in-One Options				
564F8AV#01 Config	<u>HP ProOne 440 G9 24 AiO BU -Non-Touch</u> Intel Core i5-12500T 2.00G 18MB 6 cores 16GB (1x 16GB) DDR4 3200 512GB 2280 PCIe NVMe Value Solid State Drive 5MP USB2 Integrated Camera HP 125 BLK Wired Keyboard HP Black 125 Wired Mouse Adjustable Height Stand Internal Stereo Speakers Windows 11 Pro Warranty 3 Years	35	930.00	32,550.00
ZA5T0071BG	<u>Lenovo Tab M10 FHD Plus</u> MediaTek Helio P22T (8C, 4x A53 @2.3GHz + 4x A53 @1.8GHz) Integrated IMG PowerVR GE8320 GPU 4GB Soldered LPDDR4x 128GB (eMCP4x, eMMC) Camera: Front 5.0MP / Rear 8.0MP 10.3" FHD (1920x1200) IPS 330nits Glossy, Touch Android 9 (Pie) or later	21	230.00	4,830.00
Total				39,677.00

Terms & Conditions

1. All Prices are quoted in Euro and do not include V.A.T. 19%.
2. Delivery Time: Approximately 7-10 Weeks.
3. Payment Terms: 50% of the total hardware amount will be payable on the date of the signature of the Agreement, and the remaining balance, 50% of hardware and full amount of the services will be paid upon delivery and installation of the products and services.

Agreement



In the case of the client accepting the above proposal CSP Solutions Ltd will proceed in the execution of the projects upon the signing of both parties of this agreement.

Signed and accepted on the ____ / ____ / ____.

On behalf of the Customer

On behalf of the Supplier