Programme specification

1. Overview/ factual information

Programme/award title(s)	• BSc(Hons) International Tourism and Hospitality Management • BSc(Ord) International Tourism and Hospitality Management • Diploma of Higher Education in International Tourism and Hospitality Management • Certificate of Higher Education in International Tourism and Hospitality Management
Teaching Institution	Deree – The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2011
Date of latest OU (re)validation	September 2015
Next revalidation	September 2021
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date and cycle of starts if appropriate.	
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2019) Business and Management (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT – 3 years
Dual accreditation (if applicable)	NECHE-accredited
Date of production/revision of this specification	April 2021

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

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

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

2.1 Educational aims and objectives

The programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below.

The American College of Greece mission
To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

School of Business and Economics mission
Deree's School of Business and Economics is committed to providing academically rigorous economics and business programmes that equip students with knowledge and thinking skills grounded in liberal education, economics foundations, business functions and sound specialization components.

ITHM programme mission
In congruence with the above mission statements, the ITHM programme aims to develop informed, critical and responsible tourism and hospitality management professionals, who will be equipped with the necessary knowledge and academic qualities to lead successful careers and businesses in the international tourism and hospitality industry and/or pursue postgraduate studies in related fields.

More specifically, the ITHM **programme aims** to produce graduates who are:
1. Critical and creative thinkers – Students employ appropriate methodologies and tools in researching and developing an understanding of the core concepts, stakeholders, challenges, connections and thought processes involved in tourism and hospitality management. Students recognize relationships between stakeholders in the tourism industry and the environments in which tourism takes place and understand the legal, ethical, governmental and managerial implications that may arise.
2. Literate and effective communicators – Students cultivate written and verbal communication, numeracy, digital literacy and information literacy skills that are essential in the professional context.
3. Business-minded and entrepreneurial – Students develop a good understanding of the legal, social and commercial context within which they operate. They develop problem-solving skills and the capacity to work individually and in teams, and they gain experiences related to planning and managing tourism-related functions that will enable them to develop and manage their careers.
4. Ethically, environmentally and socially conscious – Students become aware of the finite nature of resources and systems and the requisite need for responsibly addressing the tourism and hospitality industry's broader impact. ACG's highly diverse student body provides opportunities for cross-cultural dialogue, understanding and reflection on the ways the global context applies in their own communities.

As such, the programme's **overall learning outcomes** specify that upon completion of the programme, students will be able to:
1. Demonstrate knowledge and understanding of business and economics concepts and theories that are applicable to the tourism and hospitality industry.
2. Demonstrate knowledge and understanding of the historical evolution, structure, scope and functions of the tourism and hospitality industry, and of broader business environment trends that affect its development and management.
3. Explain the nature, characteristics and particularities of the demand for tourism and hospitality products and services, and the implications they create for tourism and hospitality management.
4. Discuss and analyse the broader impact of tourism development and of sustainable development principles in identifying implications for tourism policy and management.
5. Compare and contrast specialist tourism and hospitality management functions, tools and practices.
6. Synthesize knowledge from relevant parts of the programme and deploy appropriate qualitative and/or quantitative methods in conducting research in the broader field of tourism and hospitality management.

The above aims and learning outcomes can be further articulated by the type of skills they correspond to as follows:

Knowledge and understanding

A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.

A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.

A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.

A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.

A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.

Cognitive skills

B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.

B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.

B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.

B.4. Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.

B.5. Evaluate the connections and interrelationships that exist across different subject areas.

B.6. Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.

Practical and professional skills

C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.

C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information.

C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.

C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.

C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.

Key / transferable skills

D.1. Communicate ideas effectively orally and/or in writing in a professional context.

D.2. Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.

D.3. Apply self-management skills including a capacity to plan, organize and manage time.

D.4. Take responsibility for own actions in an academic and professional context.

D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.

Section 3 of this document will refer to this articulation in demonstrating where the above skills are taught and assessed in the curriculum.

2.2 Relationship to other programmes and awards

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

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

- The Liberal Education curriculum (43 US credits)
- Concentration – Open University-validated curriculum (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

Liberal Education (distributive requirements). . . . .… 43
Academic Writing and research . . . . ….. . 9
Mathematics . . . .…........................ .. 3
Professional Communication . ……………………….... . . . . ….. . .3
Introduction to Information Systems ………. . . . . . …..... 3
Natural Sciences. . . . .…………….... 7
　　　　Students are required to complete any two courses
　　　　in natural science, one of which must have a lab component
Social and Behavioural Sciences . . . . . . …...…………...….... . ..9
Humanities . . . .…..………….... 6
Fine and Performing Arts.……………………………………………3

Please see Appendix 1 on p.32 for the Liberal Education curriculum mission.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
- BSc(Hons) International Tourism and Hospitality Management   - BSc(Ord) International Tourism and Hospitality Management   - Diploma of Higher Education in International Tourism and Hospitality Management   - Certificate of Higher Education in International Tourism and Hospitality Management

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
HT 1001 Introduction to the Tourism and Hospitality Industry	15	None.			
HT 2011 Accounting for the Hospitality Industry	15				
HT 2116 Hospitality Information Systems	15				
BU 2003 Business Legal Issues	15				
MG 2003 Management Principles	15				
MA 2021 Applied Statistics	15				
IB 2006 International Business	15				
EC 1000 Principles of Microeconomics	15				
Total Level-4 credit points	**120**				

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A.1. Demonstrate knowledge and understanding of the external environment and its impact on business. A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment. A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests. A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.	In congruence with the programme's overall learning outcomes presented in Section 2.1 (p.3), learning and teaching at Level 4 aim to deliver a combination of knowledge and understanding in fundamental areas of tourism and hospitality management, including general principles as well as industry-specific applications. At the same time, students are introduced to the interrelations between different areas of business, different conceptualisations of issues afforded by different disciplines, etc. – through which they are encouraged to reflect on the broader contexts (business, policy, society, environment, economy, human development, etc.) within which the study and practice of tourism and hospitality take place. Furthermore, students are encouraged to attain knowledge and understanding of the implications of the above for management and policy decision-making, which may take the form of challenges, opportunities, tools and practices in various business sectors, including tourism and hospitality. To ensure that these multiple objectives are delivered, the design of learning outcomes in most modules follows a scheme that enables the assessment of the level and type of engagement (e.g. critical thinking, reflection, analysis, research, identification of managerial implications, understanding influences from other content areas etc.) *as well as* the requisite content. This scheme, which was first introduced during the programme's revalidation in 2015 and has worked very effectively based on feedback from students, colleagues and the External Examiner, can be articulated as follows: • Context, i.e. a learning outcome that demonstrates the student's understanding of the links between the specific module and other contexts (e.g. economic forces, the business environment, socio-cultural and other influences, consumer trends etc.) • Content, i.e. one or two learning outcomes outlining the content that the module focuses on (e.g. relevant theory concepts and frameworks, debates in the literature, underlying principles etc.)

Learning Outcomes – LEVEL 4		
3A. Knowledge and understanding		
		• Implications, i.e. a learning outcome that requires the student to demonstrate their understanding of how the identified theory content and context information impact upon contemporary management in tourism and hospitality (e.g. impact on operations, human resources, marketing, quality management etc.). The above scheme allows for learning outcomes to be covered more comprehensively, and encourages students to realize the interrelations between different contexts and processes, and between theory and application. This is in line with the programme's focus on providing students with professional as well as transferable competences and enhancing their learning by ensuring the curriculum and its delivery are current and relevant. Additionally, this approach allows assessments to be designed to address multiple learning outcomes without that consisting a 'blind' overlap, but rather a measure of student understanding of the interconnectedness of topics covered in the module. This aspect of the assessment strategy is aided by the development of module-specific and assessment-specific marking schemes that describe requirements clearly and aid consistency among lecturers in assessing student work. These are articulated in the assessment briefs provided to students at the start of each semester of study. In terms of assessment methods, the programme offers students the opportunity to engage with various assessment types, including traditional in-class, unseen, written examinations, individual written essays, group projects and presentations, reflective essays, portfolios of formative student work, and lab-based exercises. The assessment scheme per module specifies the assessment type and weight for all assessment components, and applies a notional word-count equivalence approach to ensure consistency across modules. All module syllabi are provided as separate documents. It must be mentioned that all assessment-related quality assurance processes are of course observed with diligence each year. Assessments are designed based on any issues or examples of good practice identified in previous years, they are then approved by the External Examiner prior to the start of each semester, are sample-marked for consistency, and formally ratified by the Board of Examiners twice per year.

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding
	To ensure the attainment of the specified learning outcomes, teaching practice involves active learning in groups of a typical size of 15 -20 students, that encourages participation through in-class question-and-answer periods, critical examination of cases, problem-based discussions, etc. Teaching is also supported by the use of visual and electronic aids. Classes are held for 3 hours per week, for 15 weeks per semester including examination periods. The notional equivalent is offered during the shorter, more intensive summer sessions. Each semester or session, students spend 40 hours for attending classes or laboratory sessions. In addition, students spend the notional equivalent of 110 hours per semester or session for private study, including preparing assessed coursework, preparing for examinations, etc. Thus, student work per semester or session for most modules amounts to 150 hours (15 credits). Students are not permitted to register for more than four 15-credit modules in each semester and two modules in short sessions. Students are not permitted to register for more than 120 credits per academic year. Teaching is supported by instructors' office hours. All academic staff, regardless of rank, are required to hold one office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam papers and/or assessed coursework, go over lecture material, etc. Although not formally measured, office hours generally tend to be intensively used by students. Staff and students also make use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, additional resources, instructions, timely announcements etc. The exact correspondence between the programme's learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.12.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. B.5. Evaluate the connections and interrelationships that exist across different subject areas.	The description in Section 3A, which underpins learning and teaching as well as assessment practice in all Levels of study, clearly explains that the design of the content-centred aspects of the programme is seen as inextricably linked to the cognitive processes involved in student learning. Indeed, the breakdown of how learning outcomes are devised for each module demonstrates the programme's focus on developing cognitive skills across all Levels of study. The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.12.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information. C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.	Further to the information in Sections 3A and 3B, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or tools employed in response to, the various management functions or external stimuli discussed in respective modules.

3C. Practical and professional skills	
C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.	The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.12.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D.1. Communicate ideas effectively orally and/or in writing in a professional context. D.3. Apply self-management skills including a capacity to plan, organize and manage time. D.4. Take responsibility for own actions in an academic and professional context. D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.	Further to the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods encourage students to apply themselves academically not only in terms of content coverage and cognition, but also in terms of developing skills that are applicable in other areas of their life, including their future academic and professional pursuits. This manner of engaging with their own studies according to academic principles and values, but also taking a broader view of themselves as learners, citizens and future professionals, is reinforced throughout their contact both with instructors and with College literature such as the Student Handbook. The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.12.

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 4.

Level	Study module/unit	A1	A2	A3	A5	B1	B2	B3	B5	C1	C2	C3	C4	D1	D3	D4	D5
4	HT 1001 Intro to the Tourism and Hospitality Industry	√	√	√		√			√				√		√	√	√
	HT 2011 Accounting for the Hospitality Industry		√		√	√				√	√	√			√	√	√
	HT 2116 Hospitality Information Systems					√	√				√			√	√	√	√
	BU 2003 Business Legal Issues	√				√		√							√	√	√
	MG 2003 Management Principles		√	√		√		√					√		√	√	√
	MA 2021 Applied Statistics				√	√				√	√	√			√	√	√
	IB 2006 International Business	√		√		√							√		√	√	√
	EC 1000 Principles of Microeconomics	√				√									√	√	√

Title of exit award at Level 4:

- Certificate of Higher Education in International Tourism and Hospitality Management

Please see Appendix 2 on p.34 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
HT 3113 Tourism Planning and Development	15	**One** of the following:			
HT 3115 Marketing in Tourism and Hospitality	15	HT 3037 Travel and Transport	15		
HT 3139 Management of Hospitality and F&B Operations	15	HT 3038 Destination Management and Marketing	15		
SO 3009 Tourism and Leisure in Modern Society	15				
BU 3233 Business Research Methods	15	AF 3116 Management Accounting	15		
PH 3005 Business Ethics	15	FN 3105 Financial Management	15		
MG 3034 Managing People and Organisations	15				
Total Level-5 credit points (compulsory + optional)	**120**				

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A.1. Demonstrate knowledge and understanding of the external environment and its impact on business. A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment. A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests. A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future. A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.	In congruence with the equivalent section (3A) for Level 4, which underpins teaching and learning strategy and assessment methods across all Levels of study, academic practice at Level 5 places additional emphasis on research-based student work, written assignments, group work and presentations. Building on the basic coverage of key principles, conceptual frameworks and considerations offered at Level 4, students at Level 5 engage more deeply with their learning by being exposed to further opportunities to combine knowledge from various fields or relating to various business functions. This is reinforced during classroom contact time in the form of higher-order interactive discussions spanning broader considerations, the study of specific cases, the requirement to conduct research using academic and non-academic sources, etc. Furthermore, the assessment methods employed at Level 5 start to offer more variety in terms of assessment types, gradually departing from traditional in-class, unseen, written examinations (which is largely the norm at Level 4) and moving towards individual written essays, group projects and presentations, reflective essays, portfolios of formative student work, and lab-based exercises. As before, assessment tasks are approved by the External Examiner before the start of each semester of study. The exact correspondence between the programme's learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.17.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. B.4. Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. B.5. Evaluate the connections and interrelationships that exist across different subject areas. B.6. Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.	As articulated in the previous page, and further to Sections 3A and 3B in relation to Level 4, the learning and teaching strategy at Level 5 places more emphasis on enabling students to critically engage with their studies by reflecting on the essential interconnections between issues, relying more on research-based learning, considering the interests of various stakeholders involved in, or affected by, tourism policy and management practices, and employ relevant terminology and examples accurately. The above priorities are mirrored in the design of assessment tasks, which, depending on the module, award points for effective organisation of arguments, depth of research and engagement with required tasks, accuracy in referencing source material according to academic convention, etc. The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.17.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information. C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.	Further to the information in Sections 3A and 3B, and building on the work carried out at Level 4, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or tools employed in response to, the various management functions or external stimuli discussed in respective modules. The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.17.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D.1. Communicate ideas effectively orally and/or in writing in a professional context. D.2. Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. D.3. Apply self-management skills including a capacity to plan, organize and manage time.	In congruence with the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods employed at Level 5 further encourage students to engage with their studies in terms of developing skills that they can apply in other areas of their life, including their future academic and professional pursuits. This is particularly aided by the broader range of assessment types employed, which afford students more autonomy in conducting research, evaluating the relevance of source materials, managing their time in

3D. Key/transferable skills	
D.4. Take responsibility for own actions in an academic and professional context.	addressing the requirements of seen assessments, and taking ownership of their learning and progression.
D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.	The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at Level 5 is mapped in the table below.

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 5.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
5	HT 3113 Tourism Planning and Development			√			√		√		√					√		√	√	√
	HT 3115 Marketing in Tourism and Hospitality	√	√			√	√	√		√	√				√	√	√	√	√	√
	HT 3139 Management of Hospitality and F&B Ops		√				√				√				√			√	√	√
	SO 3009 Tourism and Leisure in Modern Society	√					√				√							√	√	√
	BU 3233 Business Research Methods				√	√	√	√		√		√	√	√		√		√	√	√
	PH 3005 Business Ethics				√		√		√									√	√	√
	MG 3034 Managing People and Organisations		√	√			√	√	√						√	√		√	√	√
	HT 3037 Travel and Transport	√					√											√	√	√
	HT 3038 Destination Management and Marketing		√				√	√		√						√	√	√	√	√
	AF 3116 Management Accounting		√				√			√		√	√	√				√	√	√
	FN 3105 Financial Management	√	√		√		√			√		√	√	√	√			√	√	√

Title of exit award at Level 5:

- Diploma of Higher Education in International Tourism and Hospitality Management

Please see Appendix 2 on p.34 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
HT 4021 Sustainable Management in Tourism and Hospitality	15	**One** of the following:			
		HT 4045 Visitor Attractions Management	15		
HT 4135 Financial Management for the Hospitality Industry	15	HT 4032 Events Management for the Hospitality Industry	15		
HT 4440 Entrepreneurship and Strategy in Tourism and Hospitality	15	HT 4234 Public Relations and Crisis Management in Tourism & Hospitality	15		
HT 4436 Information and Communication Technologies in Tourism	15	MG 4071 Cruise Shipping	15		
		MK 4104 Digital and Social Media Marketing	15		
HT 4117 Managing Service Quality and Human Resources in Tourism and Hospitality	15	MG 4168 Cross-Cultural Management	15		
HT 4747 Dissertation in Tourism and Hospitality	30				
Total Level-6 credit points (compulsory + optional)	**120**				

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A.1. Demonstrate knowledge and understanding of the external environment and its impact on business. A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment. A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests. A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future. A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.	Further to the information provided in previous sections, the learning and teaching strategy and assessment methods employed at Level 6 build on knowledge and understanding developed at Levels 4 and 5. Comparatively more emphasis is placed on specialist knowledge on aspects of tourism and hospitality management and policy as well as generic business functions, not least through the introduction of a number of elective modules. A prominent feature of student learning at Level 6 is the requirement to complete an independent study project as part of the 'Dissertation in Tourism and Hospitality' module. This offers students a further opportunity to delve more deeply into a tourism and hospitality management knowledge area of their choice. In addition to this project, a key requirement at Level 6 is the completion of a business plan as part of the students' work for the module Entrepreneurship and Strategy in Tourism and Hospitality, which essentially blends knowledge from other parts of the curriculum into a purposeful consideration of factors affecting business success. The exact correspondence between the programme's learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.22.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. B.4. Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. B.5. Evaluate the connections and interrelationships that exist across different subject areas. B.6. Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.	Using the example of the two modules mentioned in the previous section, Level 6 learning and teaching practices and assessment methods place particular emphasis on the manner in which students engage with the subject areas covered, and particularly on developing the element of criticality. As in other Levels of study, this is aided by the purposeful design of individual module learning outcomes, and supported by the learning and teaching approaches, design of module materials, etc. As an indication, active learning and problem-based learning gain more prominence than at Levels 4 and 5 during classroom discussions as well as in project supervision meetings, and they are clearly articulated in assessment briefs. This emphasis is also employed in the feedback offered to students both on draft work and in formal submissions of assessment tasks (for seen assessment components). The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.22.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information.	Further to the information in Sections 3A and 3B, and building on the work carried out at Levels 4 and 5, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). The nature of some of the assessment tasks employed at Level 6, notably the Dissertation in Tourism and Hospitality, and the

3C. Practical and professional skills	
C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.	business plan in Entrepreneurship and Strategy in Tourism and Hospitality, require students to synthesize various practical skills in the context of more substantial projects that involve more inventiveness and tenacity in sourcing relevant material, reflecting on potential solutions to business problems, etc. The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.22.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D.1. Communicate ideas effectively orally and/or in writing in a professional context. D.2. Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. D.3. Apply self-management skills including a capacity to plan, organize and manage time. D.4. Take responsibility for own actions in an academic and professional context. D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.	The timing of the learning and teaching experience as well as the assessment methods employed at Level 6 is conducive to placing more emphasis on developing students' competences in areas that can be applied in contexts beyond their studies. As they get closer to the completion of the programme, students often have the opportunity to employ more planning-related skills in considering their steps after graduation. This is reflected in the learning and teaching approaches adopted by both instructors and learners, and is encouraged by the nature of assessment tasks at Level 6. This category of skills become more relevant as students see themselves as future professionals rather than as students, and instructors build on the opportunity to help students develop relevant skills through their pastoral care and advising as well as through their classroom practice. The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.22.

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 6.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	HT 4021 Sustainable Management in T+H	√		√	√		√	√	√		√							√	√	√	√	√
	HT 4135 Financial Management for the Hospitality Ind	√	√			√	√	√		√			√	√	√	√	√	√		√	√	√
	HT 4440 Entrepreneurship and Strategy in T+H	√			√		√	√		√	√	√		√	√		√	√		√	√	√
	HT 4436 ICTs in Tourism		√				√	√						√		√				√	√	√
	HT 4117 Managing Service Quality and HR in T+H		√	√			√	√	√	√	√					√				√	√	√
	HT 4747 Dissertation in Tourism and Hospitality				√		√	√	√	√	√	√		√			√	√		√	√	√
	HT 4045 Visitor Attractions Management				√		√	√	√								√			√	√	√
	HT 4032 Events Management for the Hospitality Ind		√				√	√			√									√	√	√
	HT 4234 PR and Crisis Management in T+H	√		√		√	√	√		√	√					√				√	√	√
	MG 4071 Cruise Shipping				√		√	√	√											√	√	√
	MK 4104 Digital and Social Media Marketing	√	√			√	√	√	√			√		√	√	√	√			√	√	√
	MG 4068 Cross-Cultural Management	√		√			√	√	√		√									√	√	√

Titles of exit awards at Level 6:

- BSc(Hons) International Tourism and Hospitality Management
- BSc(Ord) International Tourism and Hospitality Management

Please see Appendix 2 on p.34 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive featurs such as:
- ➢ where in the structure above a professional/placement year fits in and how it may affect progression
- ➢ any restrictions regarding the availability of elective modules
- ➢ where in the programme structure students must make a choice of pathway/route
- Additional considerations for apprenticeships:
- ➢ how the delivery of the academic award fits in with the wider apprenticeship
- ➢ the integration of the 'on the job' and 'off the job' training
- ➢ how the academic award fits within the assessment of the apprenticeship

Elective modules (at Levels 5 and 6) are offered at least once during each academic year.

The rest of the points are not applicable.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Academic advising is primarily carried out by the Department Head in coordination with the Academic Advising Office. Students also consult ITHM programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics' Dean's Office.

The **Academic Advising Office** aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the ITHM Society represents ITHM students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College

rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The **Student Academic Support Services** (SASS) offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The **Student Handbook** provides detailed information about the ITHM programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

The **Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Success Centre** (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00–19:00 and Fri. 8:00–18:00) in order to be accessible to students.

---

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

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

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

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

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

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

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

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

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

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

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

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

7. Language of study

The language of all instruction and assessment is English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

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

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

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

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

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

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

Deree-ACG's **Teaching and Learning Centre** (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of teaching
- Supporting faculty in professional development in teaching
- Promoting the value of teaching inside and outside the College community
- Encouraging faculty to explore new teaching methods and technologies.

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

11. Changes made to the programme since last (re)validation

No changes were introduced during the previous validation period (2015-2020). However, as articulated in the Background Document accompanying this submission as well as considerations presented in earlier parts of this document, this section outlines a number of proposed modifications to the programme's structure and provides information on proposed enhancements to the design of existing modules. More specifically, these modifications are proposed primarily in response to the following identified opportunities and priorities:

- Increase student exposure to knowledge on accounting and financial management
- Increase student exposure to knowledge on digital marketing
- Incorporate new content serving the intended programme goals
- Minimise overlap and/or duplication of material in related modules
- Increase the research focus of the programme

At Level 4 there are no proposed structural modifications. Amendments have only been introduced to individual modules within the existing structure, and will be outlined later in this section in conjunction to the discussion of changes to Levels 5 and 6. However, a decision was made across all programmes in the School of Business and Economics to change the credit rating of Business Legal Issues (BU 2002) from 2 credit points to 3, and correspondingly to change the credit rating of Accounting for the Hospitality Industry (HT 2010) from 4 credit points to 3, primarily for consistency and to aid scheduling. To avoid confusion between the existing and proposed versions of the two modules, new module codes have been assigned to the new modules, i.e. BU 2003 and HT 2011, respectively.

At Level 5, the programme team identified some potential overlap between the modules Marketing in Tourism and Hospitality (HT 3115), Tourism Planning and Development (HT 3113) and Destination Management and Marketing (HT 3038). More specifically, even though HT 3038 is an elective module at Level 5, the syllabus included content that was also covered in HT 3115 (a core module). It was

therefore essential to fine-tune both modules so as to avoid overlap and duplication, and it was decided to place more emphasis on the marketing aspect in HT 3115 (by covering tourism and marketing theory frameworks, case studies, etc.), and more emphasis on the destination aspect in HT 3038 (by focusing more on the role of stakeholders and destination management organisations). HT 3038 has therefore been designed to make reference to HT 3113, but without unnecessary duplication of any material. This also addresses some overlap between HT 3113 and HT 3038. Accordingly, HT 3113 now places more emphasis on tourism policy and planning theories and examples from a development perspective, whereas, as above, HT 3038 offers a more specialised analysis of planning in the context of destination marketing organisations' goals and functions.

A more significant modification at Level 5 was in response to student comments on the importance and contribution of food and beverage (F&B) management knowledge to their understanding of, and prospects in, hospitality operations management. More specifically, the module on F&B Management (HT 3118 – currently an elective module at Level 5) proved to be the most popular of the three options on offer at Level 5, and many students supported the view that it should become a core part of the curriculum. Furthermore, the nature of F&B management as a subject also entailed some overlap with the core Level-5 module Hospitality Operations (HT 3131). The programme team therefore decided to address both issues by merging the content of these subject areas into one new core module entitled 'Management of Hospitality and F&B Operations' (HT 3139).

The final structural change at Level 5 involves the addition of two new optional modules in response to industry feedback regarding accounting and financial management knowledge. The rationale for this move was also supported by the External Examiner who, in his reports, often identified a possible content gap between the Level-4 module Accounting for the Hospitality Industry (HT 2010) and the Level-6 module Financial Management for the Hospitality Industry (HT 4135). This content gap was exacerbated by the time distance between the two modules. It was therefore decided to bridge this gap **(a)** by fine-tuning the content of both HT 2010 and HT 4135 so that HT 2010 acts as a stronger foundation for students when they take HT 4135, and **(b)** by introducing two new elective modules in Level 5, i.e. AF 3116 (Management Accounting) and FN 3105 (Foundations of Corporate Finance) so as to offer the opportunity to students to further develop their knowledge on these business functions.

The most significant structural modification at Level 6 is the substitution of the 30-credit module Strategic Issues in Tourism and Hospitality (HT 4750), which included a taught and a research-based component, with the proposed 30-credit 'Dissertation in Tourism and Hospitality' (HT 4747). This proposed modification originated in response to identified overlap between HT 4750 and the Level-6 core module Entrepreneurship in Tourism and Hospitality (HT 4440). The latter is centred on adopting a strategic approach towards business planning, and by nature referred heavily to elements also covered in HT 4750. Further to this overlap, HT 4750 in its current form was also perceived as restrictive in relation to the scope of student research. More specifically, the module has to date been delivered during a semester of study covering strategy theory, with a further semester allocated to industry-hosted student research in the context of one tourism or hospitality organisation. This approach offers limited opportunities to students to research broader topics or to adopt broader case-study contexts. A project structure requiring students to conduct primary research with respondents from various organisations would enrich the students' research experience as well as findings. Furthermore, the credit-point allocation to each part of the module's content translated in a low word-count for the research project, even though it was considered the main output of this module, and indeed the culmination of the entire programme in the form of a final-year project.

Given the above considerations, and in line with the intention to enhance the research focus of the programme, the team are proposing the incorporation of the strategy content of HT 4750 onto HT 4440, which will be renamed to 'Entrepreneurship and Strategy in Tourism and Hospitality', and the introduction of a new module entitled 'Dissertation in Tourism and Hospitality' (HT 4747). The new module will be exclusively research-based, without classroom contact or content specified in the

syllabus, and will be delivered solely through supervision by allocated supervisors. This approach will also allow for a higher word-count also for more time allocated to working with individual students and guiding them in their investigations in a more focused manner. Both these benefits will in turn allow for more meaningful engagement with theory, methodology, fieldwork and data analysis by the students.

A further proposed structural modification at Level 6 is the substitution of the existing module Cultural Tourism (HT 4030, Level-6 elective), with the proposed 'Visitor Attractions Management' (HT 4045), also as an elective module at Level 6. This is in response to student feedback indicating that HT 4030 is rather descriptive and too specialised, and not on a par with the other two Level-6 electives, which are more management-oriented (HT 4234 – PR and Crisis Management, and HT 4032 – Events Management). Additionally, the team identified some potential overlap between HT 4030 and SO 3009 (Tourism and Leisure in Modern Society offered as core at Level 5). The team considers that the introduction of the proposed Visitor Attractions Management (HT 4045) will offer clearer management focus as well as additional specialist knowledge for students, without eliminating the content of HT 4030, which essentially will form part of the new module.

A final proposed modification in the programme structure at Level 6 is the addition of three generic management modules in the list of elective modules, namely Digital and Social Media Marketing (MK 4104), Cruise Shipping (MG 4071), and Cross-Cultural Management (temporarily coded MG 4068). The first of the three additions responds to current developments in the field of tourism and hospitality, which are consistent with industry feedback on enhancing students' understanding and skills in digital marketing. The rationale for the inclusion of MG 4071 and MG 4068 is that these modules will offer students further opportunities to gain additional management knowledge on aspects that are relevant to the tourism and hospitality industry and delve more deeply into the respective areas – potentially also affording students a more diverse career path choice.

The tables on the following page offer an overview of all of the proposed structural modifications outlined above by comparing the existing with the proposed structure.

Existing structure:

Level 4	Level 5	Level 6
EC 1000 Principles of Microeconomics	**BU 3233** Business Research Methods	**HT 4440** Entrepreneurship in Tourism and Hospitality
MA 2021 Applied Statistics	**MG 3034** Managing People and Organisations	**HT 4021** Sustainable Management in T&H
MG 2003 Management Principles	**PH 3005** Business Ethics	**HT 4436** Information & Communication Technologies in Tourism
IB 2006 International Business	**HT 3115** Marketing in Tourism & Hospitality	**HT 4117** Managing Service Quality and Human Resources in T&H
BU 2002 Business Legal Issues	**HT 3131** Hospitality Operations	**HT 4135** Financial Management for the Hospitality Industry
HT 1001 Introduction to the T+H Industry	**SO 3009** Tourism and Leisure in Modern Society	**HT 4750** Strategic Issues in Tourism and Hospitality (30 credits)
HT 2010 Accounting for the Hospitality Industry	**HT 3113** Tourism Planning and Development	
HT 2116 Hospitality Information Systems	One of the following: - **HT 3118** F&B Management - **HT 3037** Travel & Transport - **HT 3038** Destination Management and Marketing	One of the following: - **HT 4030** Cultural Tourism - **HT 4234** PR & Crisis Mgt in T+H - **HT 4032** Events Management for Hospitality Industry

Proposed structure:

Level 4	Level 5	Level 6
EC 1000 Principles of Microeconomics	**BU 3233** Business Research Methods	**HT 4440** Entrepreneurship and Strategy in Tourism and Hospitality
MA 2021 Applied Statistics	**MG 3034** Managing People and Organisations	**HT 4021** Sustainable Management in T&H
MG 2003 Management Principles	**PH 3005** Business Ethics	**HT 4436** Information & Communication Technologies in Tourism
IB 2006 International Business	**HT 3115** Marketing in Tourism & Hospitality	**HT 4117** Managing Service Quality and Human Resources in T&H
BU 2003 Business Legal Issues	**SO 3009** Tourism and Leisure in Modern Society	**HT 4135** Financial Management for the Hospitality Industry
HT 1001 Introduction to the T+H Industry	**HT 3113** Tourism Planning and Development	**HT 4747** Dissertation in Tourism and Hospitality (30 credits)
HT 2011 Accounting for the Hospitality Industry	**HT 3139** Management of Hospitality and F&B Operations	
HT 2116 Hospitality Information Systems	**One** of the following: - **HT 3037** Travel & Transport - **HT 3038** Destination Management and Marketing - **AF 3116** Management Accounting - **FN 3105** Financial Management	**One** of the following: - **HT 4045** Visitor Attractions Mgt - **HT 4234** PR & Crisis Mgt in T+H - **HT 4032** Events Management for the Hospitality Industry - **MG 4071** Cruise Shipping - **MK 4104** Digital & Social Media Mkg - **MG 4068** Cross-Cultural Management

Further to the above proposed modifications to the structure of the programme, enhancements have been introduced to the existing syllabi, not least in terms of updated reading lists or core texts, but in several cases also to the articulation of learning outcomes, assessment scheme, updates to the indicative module content, etc. The proposed new versions of the existing syllabi are provided as separate files.

Appendix 1: Liberal Education curriculum

Deree – The American College of Greece
LIBERAL EDUCATION

MISSION

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

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.

1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.

1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.

1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

2.1 Discuss issues of identity and inclusion.

2.2 Explain different dimensions of sustainability and how it relates to one's discipline.

2.3 Discuss ways of responsible civic engagement.

2.4 Engage in activities that serve the needs of the local and global community.

2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

3.1 Discuss world history or sociocultural traditions from different perspectives.

3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.

3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.

3.4 Discuss issues of cultural diversity.

4. Ethics and Values

4.1 Explain the importance of values in our venture to understand the world.

4.2 Identify ethical issues in different contexts, especially in one's major course of study.

4.3 Discuss ideologies and ethical principles upheld by different cultures and co-cultures.

4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression
5.1 Discuss the main themes, symbols, and means of expression in various art forms.
5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
5.3 Reflect on the outcomes of an artistic work.
5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6. Scientific and Quantitative Literacy
6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.
6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7. Integration
7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

Appendix 2: Information on exit awards

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

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

According to the latter, an honours graduate in **tourism** is able to demonstrate an understanding of the concepts and characteristics of tourism as an area of academic and applied study, including being able to:
- analyse and evaluate the concepts and characteristics of tourism as an area of academic and applied study in relation to business, management and wider social science
- explain and challenge theories and concepts which are used to understand tourism in domestic and international contexts
- critique and challenge the definitions, nature and operations of tourism
- use a range of source material in investigating tourism
- critique and challenge the nature and characteristics of tourists and associated behaviour characteristics
- demonstrate an awareness of the dynamic nature of tourism in contemporary societies
- explain, assess and challenge theories of sustainability and ethics in the production and consumption of tourism
- evaluate the intercultural dimensions of tourism
- demonstrate an understanding of technology and media and how these influence and change tourism products, operations, processes and behaviours
- critique the stakeholder relationships involved in destination management, development, policy, governance and strategy
- demonstrate an awareness of security, safety, risk and crisis management on regional, national and international scales
- evaluate the products, structure, operations and interactions within the tourism industry
- professionalising the tourism industry as both processes and structures, and professional identity and business acumen in professional development.

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

Additionally an honours graduate in tourism is able to demonstrate an understanding of the products, structure of and interactions in the tourism industry, including being able to:
- demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities

- evaluate the factors that influence the development of organisations operating in tourism
- analyse relations between consumers of tourism and the providers of tourism services
- analyse the role of government and policy makers in the development and management of destinations.

Finally, an honours graduate in tourism is able to demonstrate understanding of the relationships between tourism and the communities and environments in which it takes place, including being able to:
- evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms
- understand and evaluate the approaches to managing the development of tourism through concepts of policy and planning
- appreciate the ethical issues associated with the operation and development of tourism
- understand the issues and principles of sustainability and social responsibility in the context of tourism.

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

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

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

Additionally, an honours graduate in hospitality is able to analyse and evaluate the business environment and its impact on the hospitality industry, including being able to:
- display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy
- analyse and reflect upon the environmental influences and sustainability issues which impact on hospitality organisations
- evaluate the factors which influence the development of organisations operating within the hospitality industry

- review and analyse the political, technological, social, and economic factors which affect the supply of and demand for hospitality.

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

Finally, an honours graduate in hospitality is able to identify and respond appropriately to the diversity that prevails within the hospitality industry in relation to stakeholders, such as:
- hospitality consumers
- hospitality employees
- hospitality organisations
- government and external agencies.

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

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

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

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

Certificates of Higher Education are awarded to students who have demonstrated:
- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study (HT 1001, HT 2116, HT 2011, MG 2003, BU 2003, IB 2006)
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study (all Level 4 modules)

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

- undertake further training and develop new skills within a structured and managed environment (HT 2116, HT 2010)

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

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

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

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

These degrees are awarded to students who have demonstrated:
- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed (all Level 4 and Level 5 modules)
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context (SO 3009, HT 3113, HT 3115, HT 3139, PH 3005, MG 3034)
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study (BU 3233)
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge (BU 3233)

Typically, holders of the qualification will be able to:
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis (all Level 5 modules)
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively (all Level 5 modules)
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations (HT 3115, HT 3139, PH 3005).

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

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

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) **and** have obtained a minimum of 60 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BSc(Ord) – in International Tourism and Hospitality Management. Typically, students will have obtained at least 60 credits at Level 6 by completing 4 of the compulsory modules, excluding HT 4747 Dissertation in Tourism and Hospitality.