







encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

**C Practical skills**

1. Plan, design, execute and evaluate practical activities using appropriate techniques and procedures
2. Operate effectively as a member of a team
3. Undertake fieldwork with appropriate consideration for ethics, safety and risk assessment
4. Plan, design, execute and communicate a sustained piece of independent work using appropriate media
5. Use information technology in the tourism and hospitality workplace and in the analysis of findings and presentation of work.

**Teaching/learning methods and strategies**

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

Practical workshops enabling experimentation and the analysis and discussion of issues, documents and materials;

Lectures providing the opportunity for the presentation of an extended and coherent line of argument;

Seminars to generate group and individual creativity, discussion and reflection;

Guided reading and independent study to enable participants to engage with relevant and appropriate debate;

Supported self study using relevant materials to promote individual enquiry and development;

encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

#### **D Transferable skills**

1. Communicate and present information in oral, written and electronic formats
2. Apply numeric and information skills accurately and effectively
3. Successfully interact with others and work as a team
4. Identify and address complex problems
5. Take innovative approaches and adapt to changing circumstances
6. Employ numeracy and IT skills
7. Identify appropriate sources and apply business research methods appropriately
8. Reflect on their own practice
9. Plan and manage learning and work to deadlines
10. Work and learn independently
11. Develop appreciation of cultural, ethical and gender issues

#### **Teaching/learning methods and strategies**

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

Practical workshops enabling experimentation and the analysis and discussion of issues, documents and materials;

Lectures providing the opportunity for the presentation of an extended and coherent line of argument;

Seminars to generate group and individual creativity, discussion and reflection;

Guided reading and independent study to enable participants to engage with relevant and appropriate debate;

Supported self study using relevant materials to promote individual enquiry and development;

Individual tutorials to enable a more extended, in-depth analysis and support of self study;




## **12 Support for students and their learning**

AMC strives for excellence in supporting students in many ways. They will always be able to find a sympathetic person who will try to help them if at all possible. The first person to contact in many cases will be the programme leader. Students are also supported by module leaders and personal tutors. The programme leader will be able to advise students on general matters about the programme they are following. Programme leaders are responsible for liaison with student representatives for the progr

Students are admitted to the Undergraduate programmes within the Division of Business, Enterprise and Management from a diverse variety of academic backgrounds.

The standard precepts of the University Admissions Regulations apply to all applicants, including those which pertain to non-standard entry and accreditation of prior learning, as summarised at: <http://www.qmu.ac.uk/quality/gr/default.htm>.

The standard entry requirement for students entering level 1 will be a Greek Secondary School diploma (Apolytirion of Lykeio) with a minimum average of 10 (equivalent of 50%). Non-Greek nationals who have obtained this qualification through attendance in the Greek schooling system will be eligible for admission on the same basis as Greek nationals. Greek nationals who have been schooled overseas may be admitted to the programme on demonstrating that:

1. They hold a qualification recognised by QMU for admission to undergraduate programmes, as documented in the University Admissions Regulations.
2. They have demonstrated command of the Greek language through possession of an appropriate qualification recognised by the Greek educational authorities

AMC has an organised interviewing and admissions process which it follows for every academic programme it offers. Candidates are expected to sit one or more interviews with a qualified interviewer (who is usually the Course Leader)

Following the interview, candidates are required to fill out an application form which formalises their request to be granted admission to their chosen programme of study. All decisions on student admission are then undertaken by a committee consisting of the Director, the Course Leader, and selected course tutors.

Successful completion of the two-years (4 semesters) of the Institute Vocational Training (IVT) **Diplomas Hospitality and Tourism** (IVT Studies – IEK AKMI) or equivalent two year programme, such as HND etc, allows candidates to be admitted onto Year 3 of the BA (Hons) International Hospitality and Tourism Management with advanced standing, these students must complete two additional modules from Year 3 as follows:

Niche tourism is taught and assessed at the autumn semester of Year 3 (Level 9, Semester 5)

Customer experience is taught and assessed at the spring semester of Year 4 (Level 10, Semester 8)

Even though there is an English department within AMC, an English language requirement is not necessary since the programmes are delivered in the Greek language.



AMC follows a three pronged strategy on observation of learning and teaching. The aim is to provide a system of checks and balances so that no single system of reporting is relied on but is compared to inputs from other sources. This ensures that the operations of the standards identified in the Quality System are constantly monitored and any areas of potential weakness identified and improvements made. The areas of the strategy are:

**Independent review** is undertaken by the quality department on a sampling basis and unannounced so that lecturers are unable to prepare for it. The objective is to take a non-specialist look at teaching methods on a module, identify areas of excellence that can be disseminated throughout AMC and areas for improvement. Special attention is made to whether the lecturer is communicating efficiently to all students, differentiating when different levels of ability are evident and making use of a variety of teaching methods to communicate and maintain interest and academic rigour. Attention is also paid to routine matters such as staff and student punctuality and how the lecturer deals with matters of discipline when necessary.

**Peer review** is undertaken by colleagues at an equivalent or higher level to the lecturer being reviewed. They consider the module being taught from a specialist academic perspective and decide whether the key points of the module lesson plan are being effectively communicated. The teaching of the module is also considered from the perspective of its place in the context of the whole programme. The degree to which the lecturer is keeping up to date with developments in their discipline rather than keeping to a pre-defined script is also assessed. Peer review creates mutuality between teaching staff since they review each other there is a cross fertilisation of ideas to improve teaching.

**Self review** seeks to create a critical awareness on the part of the lecturer of the need to constantly investigate and evaluate their own teaching and identify areas for improvement. The aim is to compare self assessment with external assessment and identify any discrepancies and areas for development

**Appointment of external examiners**

The academic standards of this programme are monitored by at least one external examiner external to QMU, appointed by QMU. External

f)

should cover the main subject areas and activities of the programme. It is appropriate for a student to convene the committee and take minutes. Where a student member is not identified to take minutes, a member of the Programme Team will take on this role.

meetings take plac

The **QMU regulations** can be found on the Quality web site:  
<http://www.qmu.ac.uk/quality/gr/default.htm>  
Information on AMC can be found on:  
<http://www.metropolitan.edu.gr>



