

## MODULE DESCRIPTION

<b>Module Title</b>	Terminology and Operations on a Cruise Ship				
<b>Module Code</b>	CSH-116				
<b>Module Type</b>	Compulsory				
<b>Level</b>	Certificate				
<b>Year/Semester</b>	Year 1/Semester 2				
<b>Instructor's Name</b>					
<b>ECTS</b>	7	<b>Lectures/week</b>	5 academic hours	<b>Laboratories/week</b>	N/A
<b>Module Overview</b>	<p><b>Aim &amp; Objectives:</b> The module provides an introduction to the terminology and vocabulary used in the cruise industry. Students will learn key concepts, terms, practices and terminology used on cruise ships, focusing on various departments and their interconnections. The course aims to equip students with the foundational knowledge needed to navigate and understand the complex world of cruise ship operations. All in all, the module covers topics, class activities, homework online research, group discussions, team work and in class presentations that will help students to recognize the challenges within the cruise line industry and validate how their interaction and communication skills can help them in their everyday activities working on board.</p> <p>The major objectives are as follow:</p> <ul style="list-style-type: none"> <li>▪ Describe the characteristics of the cruise hospitality industry.</li> <li>▪ Define and explain key terms, abbreviations, and phrases commonly used in the cruise industry.</li> <li>▪ Identify and analyze the functions of different departments on a cruise ship, including guest services, navigation, safety, and entertainment.</li> <li>▪ Examine how various cruise ship departments interact and depend on each other for smooth operations.</li> <li>▪ Being able to follow rules, policies and regulations on board.</li> <li>▪ Understand and articulate safety and emergency procedures specific to cruise ship environments, including SOLAS regulations.</li> <li>▪ Investigate the role of guest services in ensuring a positive cruise experience, including effective communication.</li> <li>▪ Understand the terminology and procedures associated with port operations, including embarkation, disembarkation, and port visits.</li> <li>▪ Develop effective communication skills suitable for interacting with passengers, colleagues, and other stakeholders in the cruise industry.</li> </ul>				
<b>Learning Outcomes</b>	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Define and demonstrate an understanding of key terms, abbreviations, and</li> </ul>				

	<p>phrases commonly used in the cruise industry.</p> <ul style="list-style-type: none"> <li>▪ Identify and explain the functions of various departments on a cruise ship, including guest services, navigation, safety and entertainment.</li> <li>▪ Apply theoretical knowledge to practical scenarios through case studies, simulations, and real-world examples.</li> <li>▪ Interpret the vital role of developing positive working relationships with colleagues and subordinates in a diverse workforce.</li> <li>▪ Recognize and respect cultural differences among passengers and crew, fostering an inclusive and welcoming environment.</li> <li>▪ Explore legal and ethical considerations relevant to cruise operations, including privacy policies and ethical behavior.</li> <li>▪ Stay updated on the latest industry trends and future developments in cruise operations.</li> <li>▪ Foster critical thinking skills and problem-solving abilities to address challenges within cruise ship operations.</li> <li>▪ Equip students with the knowledge and skills necessary to pursue careers in various aspects of the cruise industry.</li> </ul>	
<b>Prerequisites</b>	N/A	
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Introduction to the cruise industry</li> <li>▪ Ship anatomy and terminology</li> <li>▪ Safety and emergency procedures</li> <li>▪ Ports of call and shore excursions</li> <li>▪ Co-ordination and uniformity of the departments</li> <li>▪ Cruise staff roles and responsibilities</li> <li>▪ Service and hospitality terminology</li> <li>▪ Dining and entertainment options</li> <li>▪ Diversity, ethics, environmental sustainability</li> <li>▪ Entertainment, Recreation, Gaming and Special events on board</li> <li>▪ Guest services and interactions</li> <li>▪ Environmental awareness</li> <li>▪ Emerging trends and innovations</li> </ul>	
<b>Teaching Methodology</b>	Lectures	Class notes, handouts, cases studies/examples, discussion/written questions.
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter.
<b>Bibliography</b>	Required	<ul style="list-style-type: none"> <li>▪ Dowling, R. K. (2017) Cruise Ship Tourism. 2nd edition, CABI.</li> </ul>
	Recommended	<ul style="list-style-type: none"> <li>▪ Gibson, Ph. &amp; Parkman, R. (2019) Cruise Operations Management-Hospitality Perspectives. 3rd edition, Routledge.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ World Tourism Organisation (2010) Cruise Tourism-Current Situation and Trends. World Tourism Organisation.</li> <li>▪ Foster, E. &amp; Testa, L. (2023) The Unofficial Guide to the Disney Cruise Line 2024.</li> </ul>
<b>Language of Instruction</b>	English
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. <b>Quizzes and Exams (30%):</b> <ul style="list-style-type: none"> <li>▪ Quizzes and exams to test students' knowledge of key terms, abbreviations, and phrases commonly used in the cruise industry.</li> </ul> </li> <li>2. <b>Case Study Analysis (15%):</b> <ul style="list-style-type: none"> <li>▪ Present case studies depicting various operational scenarios on a cruise ship. Students must apply theoretical knowledge to analyse these scenarios, identify relevant departments and their functions, and propose solutions to potential challenges.</li> </ul> </li> <li>3. <b>Simulations (15%):</b> <ul style="list-style-type: none"> <li>▪ Conduct simulations of cruise ship operations where students take on different roles within various departments. This allows them to practically apply their knowledge, understand inter-departmental dynamics, and develop problem-solving skills in real-world scenarios. (Through online 3D cruise ship tours)</li> </ul> </li> <li>4. <b>Research Project (20%):</b> <ul style="list-style-type: none"> <li>▪ Group projects where students research and present on different departments of a cruise ship, including their functions and interactions, fostering teamwork, research skills, and the ability to communicate complex concepts effectively.</li> </ul> </li> <li>5. <b>Group Presentations (20%):</b> <ul style="list-style-type: none"> <li>▪ Students will be asked to prepare presentations on specific topics related to cruise ship operations, such as the importance of positive working relationships, cultural sensitivity, legal and ethical considerations, and industry trends.</li> </ul> </li> </ol> <p style="text-align: center;"><b>THE PASSING MARK FOR EACH MODULE IS 50/100</b></p>

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



		data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.
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