1. BASIC INFORMATION

Course	MICE tourism (Meetings, Incentives, Conferences and Events)
Degree program	Bachelor's in Tourism and Leisure Management
School	Social Sciences
Year	4
ECTS	6
Credit type	Elective
Language(s)	English
Delivery mode	Campus-base mode
Semester	First semester
Academic year	2025-2026
Coordinating professor	María Sánchez de Mora
Professor	María Sánchez de Mora

2. PRESENTATION

This course focuses on the concept of "business tourism," also referred to as "event tourism" or "MICE tourism." The acronym MICE stands for Meetings, Incentives, Conferences, Events or Exhibitions.

Business tourism is the most profitable segment of the tourism industry. However, it is also the most complex to design, requiring greater creativity in the initial phases and significant effort in its operational execution.

MICE tourism is also multidisciplinary, involving the coordination of various stakeholders, both public and private, much like conducting an orchestra to ensure an exceptional final outcome.

Time constraints are a constant challenge in this field, as events have fixed dates, and everything must run smoothly when the day arrives. The organization and structure of different MICE companies will be analyzed, as well as the skills and attributes necessary for success in this sector.

The course combines theoretical instruction with practical experiences, including visits to companies, institutions, and trade fairs, as well as innovative activities such as shadowing professionals and organizing an event within the university.

This course examines Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom. This training not only responds to the current regulatory framework, but also actively contributes to the construction of academic and professional environments that are safer, more inclusive and more respectful of the rights of all people, in line with the Sustainable Development Goals, in particular SDG 5 (Gender Equality) and SDG 16 (Peace, Justice and Strong Institutions).
In this way, it addresses the need to educate on respect for human rights, gender equality and diversity in all its expressions.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- **CB2.** Students are able to apply their knowledge to their work or vocation in a professional manner, demonstrating the skills typically shown through argument development, defense, and problem-solving within their field of study.
- **CB4.** Students are capable of conveying information, ideas, problems, and solutions to both specialized and general audiences effectively.
- **CB5.** Students have acquired the learning skills required to pursue further studies with a high level of autonomy.

Cross-curricular competencies:6

- CT03. Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common objectives.
- CT05. Analysis and problem solving: Being able to critically evaluate information, decompose complex situations into their constituent parts, recognize patterns, and consider other alternatives, approaches and perspectives to find optimal solutions and efficient negotiations.
- CT06. Adaptation to change: Being able to accept, value and integrate different positions, adapting one's approach as the situation requires, as well as working effectively in situations of ambiguity.

Specific competencies:
- CE9. Ability to handle the basic tools of customer orientation, knowing the particularities of the tourism and leisure service, the different types of customers, their needs and demands.
- CE19. Ability to elaborate a plan to direct and manage a company in the tourism and leisure sector.
- CE20. Ability to seek information on the functioning of destinations, their tourism structures and their business sectors.
- CE30. Ability to understand the richness of the diversity of socio-cultural environments in the field of tourism and leisure.

Learning outcomes:

- L01. Know and plan the different stages of an event, as well as all the operations to be carried out in its organization and implementation.
- L02. Distinguish and differentiate the typology of events of different nature: congresses, conventions, UNESCO declarations and meetings of other nature, etc.
- L03. To become familiar with the origins of protocol and its appropriate practical application of the different treatments offered by this discipline for the organization of meetings.
- L04. Elaborate a project for the organization and planning of an event (congress) related to the tourism sector or heritage.
- L05. Market and promote congress, meeting and incentive tourism.
- L06. Assess the importance of business tourism and events in the tourism market.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB4, CT6; CE9, CE19, CE20	L01. Know and plan the different stages of an event, as well as all the operations to be carried out in its organization and implementation.
CT3, CT5, CE30	L02. Distinguish and differentiate the typology of events of different nature: congresses, conventions, UNESCO declarations and meetings of other nature, etc.

CT3, CT5, CE30	L03. To become familiar with the origins of protocol and its appropriate practical application of the different treatments offered by this discipline for the organization of meetings.
CT3, CT5, CE30; CE9, CE19, CE20	L04. Elaborate a project for the organization and planning of an event (congress) related to the tourism sector or heritage.
CE9, CE19, CE20, CB5	L05. Market and promote congress, meeting and incentive tourism.
CE9, CE19, CE20, CB5	L06. Assess the importance of business tourism and events in the tourism market.

4. CONTENT

- Definition of events and meetings of a public or private nature
- Typology of events
- Tourism fairs
- Business and congress tourism as a market and sector
- Event tourism at the international, national, and regional levels
- Protocol: origins and types
- Event planning and operations
- Case analysis in the international, national, and regional event sectors
- Commercialization of fairs, hotels, and convention centers

This subject explores the **definition and nature of events and meetings**, whether public or private, and delves into the **typology of events** across various formats. It provides an in-depth analysis of **tourism fairs**, positioning **business and congress tourism** as both a market and a specialized sector within the tourism industry. Students will examine **event tourism** at international, national, and regional levels, gaining insight into its dynamics and strategic importance.

The subject also addresses the **origins and types of protocol**, equipping students with the foundational knowledge required for formal event coordination. A key focus is placed on the **planning and operational management of events**, supported by **case studies** drawn from diverse geographical and institutional contexts. Finally, the course analyzes the **commercialization strategies** used by fairs, hotels, and **convention centers**, emphasizing their role in the broader events industry.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Master class/ web conference
- Case method
- Cooperative learning
- Problem Based Learning
- Project Based Learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Tutorials	10h
Lectures	21h
Asynchronous lectures	9h
Independent work	30h
Oral presentations	10h
Case analysis and problem-solving	20h
Group participatory activities	15 h
Assignments/projects	25 h
Knowledge tests	10h
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge tests	30
Case analysis and problem-solving	15
Oral presentations	5
Student's reflective journal (a written reflection on the student's own learning process)	10
Assignments / Projects	40
Total	**100**

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.
Class attendance is mandatory and must be in person. Students who exceed 30% of unjustified absences (i.e., attendance below 70%) will automatically lose the right to continuous assessment. In this course, the practical component represents a significant percentage of the final grade; therefore, students are strongly advised to avoid missing any in-person class without a duly justified reason.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case analysis (1st)	Third week of September
Case analysis (2nd)	Second week of October
Case analysis (3rd)	Last week of December
Oral presentation	Third week of November
Reflective essay	Last week of December
Knowledge test	Exam period
Projects	During the whole semester

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Davidson, R. 2018. *Business events*. Routledge.

The recommended Bibliography is:

Aguilar Sánchez, J. (2008). Marketing en el turismo de negocio: Análisis de evolución de la demanda en el turismo de reuniones. Revista de Comunicación de la SEECI, 0(17), 97. https://doi.org/10.15198/seeci.2008.17.97-125

Casán Maceiras, O. (2015). Fundamentos de las relaciones públicas: el caso de los eventos corporativos. International Journal of Marketing, Communitacion and New Media, 4(3), 76-88. http://u3isjournal.isvouga.pt/index.php/ijmcnm/article/view/74/47⬚

Feliu Fuster, J. C. (2020). El turismo de negocios como tipología turística desestacionalizadora. http://dspace.uib.es/xmlui/handle/11201/154386

Lee, J. S., & Chiang, C. H. (2017). Exploring multidimensional quality attributes of incentive travels. International Journal of Contemporary Hospitality Management, 29(8), 2198-2214. https://doi.org/10.1108/IJCHM-03-2016-0150

Martínez Miralles, E. (2016). La imprescindible necesidad del OPC en la organización de cualquier evento. Grand Tour. Universidad de Murcia, 13, 48-62. http://www.eumed.net/rev/turydes/16/turismo-congresos.html

Moreno Clemente, C. (2021). Nuevos escenarios en la gestión de eventos tras el COVID-19 desde la perspectiva operativa. Revista Estudios Institucionales, 8(15), 7-26. https://doi.org/10.5944/eeii.vol.8.n.15.2021.31569

Organizacion Mundial del Turismo (OMT). (2014). Informe global sobre la industria de reuniones. 2014. www.unwto.org

Orîndaru, A., Popescu, M. F., Alexoaei, A. P., Căescu, Ştefan C., Florescu, M. S., & Orzan, A. O. (2021). Tourism in a post-covid-19 era: Sustainable strategies for industry's recovery. Sustainability (Switzerland), 13(12), 1-23. https://doi.org/10.3390/su13126781

Otero Alvarado, M. T. (2017). ¿Cómo se organizan los actos corporativos? EDITORIAL UOC.

Reinhold, S., Zach, F. J., & Krizaj, D. (2017). Business models in tourism: a review and research agenda. Tourism Review, 72(4), 462-482. https://doi.org/10.1108/TR-05-2017-0094

Schweyer, A., Fan, A., Ford, E., & Kang, J. H. (2022). The Role of Incentives in Today's Decentralized Workforce: Attract, Retain & Build Culture.

Industry Monitoring and Professional References

In addition to academic literature, it is essential to stay updated with the latest trends, data, and best practices in the event and business tourism sector by monitoring key international and national institutions and professional associations. The following organizations are highly relevant:

- **UNWTO** (*World Tourism Organization – OMT*): Global leader in tourism development, policies, and statistics.
- **IRF** (*Incentive Research Foundation*): Specialized in research on motivation and incentive travel programs.
- **ICCA** (*International Congress and Convention Association*): A key source of data and insights on the global meetings industry.
- **MPI** (*Meeting Professionals International*): Offers training, resources, and networking for professionals in the events sector.
- **AEVEA** (*Agencias de Eventos Españolas Asociadas*): A Spanish association of event agencies promoting good practices and industry standards.
- **Eventoplus**: A professional media platform covering event marketing, trends, and case studies in Spain and internationally.

10. EDUCATIONAL GUIDANCE DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11.   ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.