

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BSc (Hons) Business Computing
<b>Teaching Institution</b>	American College of Thessaloniki
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2013
<b>Date of latest OU (re)validation</b>	2022
<b>Next revalidation</b>	-
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	N/A
<b>HECoS Code</b>	N/A
<b>LDCS Code (FE Colleges)</b>	N/A
<b>Programme start date and cycle of starts if appropriate.</b>	September 2022
<b>Underpinning QAA subject benchmark(s)</b>	<a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-computing.pdf?sfvrsn=ef2c881_10">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-computing.pdf?sfvrsn=ef2c881_10</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework</b>	<a href="https://www.bcs.org/media/1209/accreditation-guidelines.pdf">https://www.bcs.org/media/1209/accreditation-guidelines.pdf</a> <a href="https://www.acm.org/binaries/content/assets/education/c-urricula-recommendations/cc2020.pdf">https://www.acm.org/binaries/content/assets/education/c-urricula-recommendations/cc2020.pdf</a>

<p><b>against which it will be delivered.</b></p>	<p><a href="https://www.neche.org/wp-content/uploads/2020/12/Standards-for-Accreditation-2021.pdf">https://www.neche.org/wp-content/uploads/2020/12/Standards-for-Accreditation-2021.pdf</a></p> <p><a href="https://www.open.ac.uk/courses/computing-it/degrees">https://www.open.ac.uk/courses/computing-it/degrees</a></p> <p><i>Review of selective Computer Science programs in Greece, the U.K. and the U.S. was undertaken by the Division's faculty were consulted in the design of the program. In addition BCS, ACM and ABET programme guidelines were reviewed by the program leads for general guidelines and future direction of the program.</i></p>
<p><b>Professional/statutory recognition</b></p>	<p>Professional rights in Greece by <a href="#">ATEEN</a></p>
<p><b>For apprenticeships fully or partially integrated Assessment.</b></p>	<p>N/A</p>
<p><b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b></p>	<p>FT, PT</p>
<p><b>Duration of the programme for each mode of study</b></p>	<p>FT: 4 years, PT: 4.5 + years</p>
<p><b>Dual accreditation (if applicable)</b></p>	<p>NECHE (USA)</p>
<p><b>Date of production/revision of this specification</b></p>	<p>Spring 2022</p>

**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 of studies for the ACT's BSs (Hons) in Business Computing has been designed as a current and innovative one, focused primarily to equip its graduates with appropriate knowledge and skills required for the market place, making them highly employable. At the same time the breadth and depth of the modules leading to their degrees is such as to allow them to continue in higher level studies if they wish.

### **Special Features**

The degree in Business Computing is a hybrid programmes that provides an excellent blend of Business knowledge and computing technologies. The programme focuses on fundamental areas of Business (Management, Marketing, Accounting, Finance and Economics) and covers a breadth of Information Technologies (electronic office, programming, databases, multimedia, networking and the Web, security). Graduates of the programmes will have the skills and training needed to understand Business functions, to analyse Business-user information needs and to design and implement information systems.

The BSc (Hons) in Business Computing prepares the student for a career either in the field of Computer Science or its applications in the field of Business. The programme develops broadly educated and competent graduates ready to pursue professional careers or graduate studies in either Business or Computer Science.

The programme places an emphasis on technology based teaching. A Learning Management System (LMS) is used in a number of modules as communication, coordination and dissemination tools.

Training in research methods and a final year capstone project provide the theoretical and practical framework for successful performance of programmes graduates in industry or academia.

The programmes serves the following fundamental aims:

- Provide QAA standards level education in Business Computing appropriate for either a career in industry or graduate studies. Such education shall cover a wide range of knowledge and understanding in all relevant areas of a rigorous curriculum and foster problem solving skills and information literacy.
- To provide work opportunities in the fields of Business Studies and/or Computer Science by combining academic theory, practical implementation of skills and exposure to Information Technology.
- To develop knowledge, understanding, problem solving skills and, where possible, experience in the field of Business Studies with emphasis in the application of Information Technology.
- To provide exposure, training and experience in major fields of computing especially pertaining to the office and enterprise: electronic office, programming, databases, multimedia, networking and the Web, security.
- To develop appreciation, assessment, analysis, design, usage and programming skills applied to enterprise problem solving through Information Technology.

- To produce reflective, market-aware members of contemporary society through exposure to multiple disciplines their interrelationship and a wider breadth of learning.
- To instil lifelong values, ethos and responsibility surrounding professional practice.

### **Programme Learning Outcomes (PLOs)**

A total of four (4) distinct categories of learning outcomes have been identified, as follows:

- A. Knowledge and Understanding
- B. Cognitive Skills
- C. Practical and Professional Skills
- D. Key/Transferable Skills

Different learning outcomes are identified per Level, both in context and in numbers as well. A brief overview of the Learning outcomes per level is as follows:

#### **Level 4 (p.6 – p.13)**

- A. Knowledge and Understanding: A1 – A6
- B. Cognitive Skills: B1-B3
- C. Practical and Professional Skills: C1-C6
- D. Key/Transferable Skills: D1-D5

#### **Level 5 (p.13 – p.19)**

- A. Knowledge and Understanding: A1 – A6
- B. Cognitive Skills: B1-B5
- C. Practical and Professional Skills: C1-C6
- D. Key/Transferable Skills: D1-D6

#### **Level 6 (p.20 – p.27)**

- A. Knowledge and Understanding: A1 – A6
- B. Cognitive Skills: B1-B7
- C. Practical and Professional Skills: C1-C7
- D. Key/Transferable Skills: D1-D6

The numbering convention is the same for all Levels (as requested by the OU template), yet the actual context of each PLO differs, so as to reflect the skills and abilities of each level (Bloom's taxonomy framework has been taken into consideration). Specific details on the Programme Learning Outcomes per Level are presented on Section 3 – Programme structure and learning outcomes.

## **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)

Degree candidates majoring in Business Computing at ACT take modules from the Division of Technology and Science (which offers the Business Computing degree) as well as the Division of Business (which has its degree and all pathways validated by the OU as well)

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 Ordinary in Business Computing**/300 credits (120 at Level 4, 120 at Level 5, and at least 60 at Level 6, but not including Computer Science 443/444 – Thesis I/II)
- **Diploma of Higher Education in Business Computing**/ 240 credits (120 at Level 4, 120 at Level 5)
- **Certificate of Higher Education in Business Computing** (120 credits at Level 4)

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

#### Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
<b>CSC 105</b> - Structured Programming	15	<b>Economics 101</b> - Introductory Economics	15	N/A	Varies by students cohort entrance (Fall or Spring)
<b>CSC 106</b> - Object Oriented Programming	15	<b>Marketing 101</b> - Introduction to Marketing	15		
<b>CSC 205</b> - Business Data Management	15	<b>Accounting 101</b> - Financial Accounting	15		
<b>CSC 215</b> - Data Structures	15	<b>Management 101</b> - Introduction to Management	15		
<b>MATH 115</b> - Business Calculus	15				
<b>STAT 210</b> - Statistics with R	15				

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A. Knowledge and understanding</b> – On completion of this level you will have:</p> <ol style="list-style-type: none"> <li>1) an understanding of some fundamental principles, concepts and techniques underlying Business Computing;</li> <li>2) an awareness of the range of models and languages to support the analysis and design of Business Computing systems;</li> <li>3) an awareness of the range of situations in which Business Computing systems are used and the ways in which people interact with them;</li> <li>4) an awareness of the ethical, social and legal issues that can be associated with the deployment of Business Computing systems;</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material.</p> <p>Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p>

**Learning Outcomes – LEVEL 4**

**3A. Knowledge and understanding**

5) an awareness of major trends in Business Computing and of the implications of these trends.

6) an awareness of Business Processes and be able to demonstrate understanding in the areas of: Accounting, Finance, Management and Marketing

- self-assessment questions and exercises, included in the teaching texts
- programming tasks, computer-based investigations and open-ended project work
- feedback and guidance from an instructor; tutorials, revisions and in-class activities
- e-mail and individual instructor-learner conferences
- Study and project guides.

**Assessment of learning:**

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- Instructor-Marked summative formal examinations
- Instructor-Marked summative projects
- Instructor-Marked summative presentations
- Instructor-Marked formative assignments/assessment

Instructor-Marked formative projects



<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B. Cognitive skills</b> – On completion of this <b>level</b> you will be able to:</p> <ol style="list-style-type: none"> <li>1) apply key concepts from Business Computing in specified contexts;</li> <li>2) apply appropriate techniques and tools for, problem-solving, designing and testing Business Computing systems;</li> <li>3) carry out a project in Business Computing that applies and extends your knowledge and understanding;</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material.</p> <p>Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> </ul>

### 3B. Cognitive skills

- programming tasks, computer-based investigations and open-ended project work
- feedback and guidance from an instructor; tutorials, revisions and in-class activities
- e-mail and individual instructor-learner conferences
- Study and project guides.

**Assessment of learning:**

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- Instructor-Marked summative formal examinations
- Instructor-Marked summative projects
- Instructor-Marked summative presentations
- Instructor-Marked formative assignments/assessment

Instructor-Marked formative projects

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C. Key skills</b> – On completion of this <b>level</b> you will be able to:</p> <ol style="list-style-type: none"> <li>1) communicate information, arguments ideas and issues clearly and in appropriate ways;</li> <li>2) work in a group, communicating effectively in a distance setting where the communication is computer-mediated;</li> <li>3) work independently, planning, monitoring, reflecting on and improving your own learning;</li> <li>4) find information from a variety of sources, using information technology where necessary;</li> <li>5) use appropriate numerical techniques to solve problems.</li> <li>6) apply suitable techniques to solve simple Business Computing problems.</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material.</p> <p>Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> </ul>

### 3C. Practical and professional skills

- programming tasks, computer-based investigations and open-ended project work
- feedback and guidance from an instructor; tutorials, revisions and in-class activities
- e-mail and individual instructor-learner conferences
- Study and project guides.

**Assessment of learning:**

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- Instructor-Marked summative formal examinations
- Instructor-Marked summative projects
- Instructor-Marked summative presentations
- Instructor-Marked formative assignments/assessment
- Instructor-Marked formative projects

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D. Practical and/or professional skills</b> – On completion of this level you will be able to:</p> <ol style="list-style-type: none"> <li>1) develop and test technology simple Business Computing systems;</li> <li>2) plan and organise yourself and your work appropriately;</li> <li>3) undertake on-going learning in order to keep up to date with Business Computing;</li> <li>4) identify the ethical, social and legal issues that may arise during the development and use of Business Computing systems;</li> <li>5) use appropriate professional ICT tools, as appropriate, to help you learn effectively.</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material.</p> <p>Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> <li>● programming tasks, computer-based investigations and open-ended project work</li> </ul>

3D. Key/transferable skills	
	<ul style="list-style-type: none"> <li>● feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> <li>● e-mail and individual instructor-learner conferences</li> <li>● Study and project guides.</li> </ul> <p><b>Assessment of learning:</b></p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● Instructor-Marked summative formal examinations</li> <li>● Instructor-Marked summative projects</li> <li>● Instructor-Marked summative presentations</li> <li>● Instructor-Marked formative assignments/assessment</li> <li>● Instructor-Marked formative projects</li> </ul>

If the learning outcomes have been met, then the student is entitled to receive a **Certificate of Higher Education in Business Computing** (120 credits at Level 4)

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>CSC 206</b> - Web Development	15			N/A	Varies by students cohort entrance (Fall or Spring)
<b>CSC 306</b> - Advanced Web Development	15				
<b>CSC 312</b> - Database Management Systems	15				
<b>CSC 340</b> - Artificial Intelligence	15				
<b>CSC 450</b> - System Analysis and Design	15				
<b>FIN 201</b> - Financial Management	15				
<b>MAN 201</b> - Organisational Behaviour	15				
<b>RES 299</b> - Research Methods	15				

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A. Knowledge and understanding – On completion of this level you will have:</b></p> <ol style="list-style-type: none"> <li>1) a knowledge and understanding of relevant principles and concepts underlying Business Computing;</li> <li>2) an ability to apply correctly common techniques for the design and development of Business Computing systems;</li> <li>3) an awareness of the range of situations in which Business Computing systems are used and the ways in which people interact with them;</li> <li>4) an appreciation of the ethical, social and legal issues that can be associated with the deployment of Business Computing systems;</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> <li>● programming tasks, computer-based investigations and open-ended project work</li> <li>● feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> </ul>



**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

- 5) an awareness of major trends in Business Computing and of the implications of these trends;
- 6) the ability analyse Business Processes and be able to apply understanding in the areas of: Accounting, Finance, Management and Marketing.

- e-mail and individual instructor-learner conferences
- Study and project guides.

**Assessment of learning:**

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- Instructor-Marked summative formal examinations
- Instructor-Marked summative projects
- Instructor-Marked summative presentations
- Instructor-Marked formative assignments/assessment

Instructor-Marked formative projects

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B. Cognitive skills</b> – On completion of this <b>level</b> you will be able to:</p> <ol style="list-style-type: none"> <li>1) apply correctly key Business Computing concepts in a range of contexts;</li> <li>2) apply appropriate techniques and tools for abstracting, modelling, problem-solving, designing and testing Business Computing systems;</li> <li>3) compare and contrast, specifications and implementations of Business Computing systems and simple hardware systems;</li> <li>4) reflect on what you achieve in your studies, and how you might improve your performance.</li> <li>5) understand the fundamental business, commercial and economic concepts and managerial techniques throughout the lifecycle of an information system</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> <li>● programming tasks, computer-based investigations and open-ended project work</li> <li>● feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> <li>● e-mail and individual instructor-learner conferences</li> <li>● Study and project guides.</li> </ul> <p><b>Assessment of learning:</b></p>

<b>3B. Cognitive skills</b>	
	<p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● Instructor-Marked summative formal examinations</li> <li>● Instructor-Marked summative projects</li> <li>● Instructor-Marked summative presentations</li> <li>● Instructor-Marked formative assignments/assessment</li> </ul> <p>Instructor-Marked formative projects</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C. Key skills</b> – On completion of this <b>level</b> you will be able to:</p> <ol style="list-style-type: none"> <li>1) communicate information, arguments and ideas effectively, using the styles and language appropriate to your subject, purpose and audience;</li> <li>2) work in a group, communicating effectively in a distance setting where the communication is computer-mediated;</li> <li>3) work independently, planning, monitoring and reviewing your own learning;</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p>

### 3C. Practical and professional skills

- 4) find, assess and use information from a variety of sources, using information technology where necessary;
- 5) use appropriate numerical and analytical techniques to solve problems;
- 6) understand a range of technological problems and apply suitable techniques for solving them.

Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.

Tools to be used to achieve this will include some or all from the following:

- self-assessment questions and exercises, included in the teaching texts
- programming tasks, computer-based investigations and open-ended project work
- feedback and guidance from an instructor; tutorials, revisions and in-class activities
- e-mail and individual instructor-learner conferences
- Study and project guides.

#### Assessment of learning:

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- Instructor-Marked summative formal examinations
- Instructor-Marked summative projects
- Instructor-Marked summative presentations
- Instructor-Marked formative assignments/assessment

Instructor-Marked formative projects

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D. Practical and/or professional skills</b> – On completion of this level you will be able to:</p> <ol style="list-style-type: none"> <li>1) analyse, design, evaluate and/or test Business Computing systems;</li> <li>2) recognise and record your skills and knowledge to support your personal and/or your career goals;</li> <li>3) demonstrate the ability to undertake ongoing learning in order to keep up to date with Business Computing;</li> <li>4) identify and explain the ethical, social and legal issues that may arise during the development and use of Business Computing systems;</li> <li>5) use appropriate professional ICT tools to help you learn effectively.</li> <li>6) work as a member of a team consisting of members with distinctive roles</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> <li>● programming tasks, computer-based investigations and open-ended project work</li> <li>● feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> <li>● e-mail and individual instructor-learner conferences</li> <li>● Study and project guides.</li> </ul> <p><b>Assessment of learning:</b></p>

### 3D. Key/transferrable skills

	<p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● Instructor-Marked summative formal examinations</li> <li>● Instructor-Marked summative projects</li> <li>● Instructor-Marked summative presentations</li> <li>● Instructor-Marked formative assignments/assessment</li> </ul> <p>Instructor-Marked formative projects</p>
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**Exit Award:**

If the learning outcomes have been met, then the student is entitled to receive a **Diploma of Higher Education in Business Computing**/ 240 credits (120 at Level 4, 120 at Level 5)

### Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
CSC 322 - Computer Networks I	15	CSC 219 - Video Game Design	15	N/A	Varies by students cohort entrance
CSC 325 - Distributed Applications	15	CSC 321 - Operating Systems	15		

<b>Programme Structure - LEVEL 6</b>					
CSC 443 - Thesis I	15	CSC 330 – Introduction to Mobile Robotics	15		(Fall or Spring)
CSC 444 - Thesis II	15	CSC 333 - Computer Networks II	15		
MAN 312 - Operations Management	15	CSC 412 - Object Oriented Design Patterns	15		
		CSC 421 - Computer Systems Security	15		
		CSC 422 - Advanced DBMS	15		
		ECON 332 - International Economics	15		
		FIN 210 - International Money and Banking	15		
		FIN 220 - Investment and Portfolio Management	15		
		FIN 232 - International Finance	15		

**Programme Structure - LEVEL 6**

<b><u>Programme Structure - LEVEL 6</u></b>				
		<b>MKTG 301</b> - Entrepreneurial and Corporate Market	15	
		<b>MKTG 303</b> - Tourism e-business	15	
		<b>MKTG 318</b> - Global Marketing	15	
		<b>MKTG 320</b> - Marketing Research	15	
		<b>MKTG 324</b> - e-Marketing	15	
		<b>MKTG 330</b> - Consumer Behaviour	15	
		<b>MAN 210</b> - Human Resource Management of Growth	15	
		<b>MAN 302</b> - Revenue Management	15	
		<b>MAN 303</b> - Events Management	15	



<b>Programme Structure - LEVEL 6</b>				
		<b>MAN 305</b> - HR in Hotel and Tourism	15	
		<b>MAN 306</b> - Tourism and Real Estate Management	15	
		<b>MAN 312</b> - Operations Management	15	
		<b>MAN 322</b> - Business Strategy I	15	
		<b>MAN 323</b> - Business Strategy II (Capstone Project)	15	
		<b>MAN 341</b> - Business in Greece and the EU	15	
		<b>PRAC 300</b> - Practicum	15	

**Intended learning outcomes at Level 6 are listed below:**

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A. Knowledge and understanding</b> – On completion of this level you will have:</p> <ol style="list-style-type: none"> <li>1) a broad critical understanding of the fundamental principles, concepts and techniques underlying Business Computing;</li> <li>2) an understanding of a range of models and languages to support the analysis and design of Business Computing systems;</li> <li>3) an understanding of the range of situations in which Business Computing systems are used, the ways in which people interact with them, and the possibilities and limitations of such systems;</li> <li>4) a critical awareness of the ethical, social and legal issues that can be associated with the development and deployment of Business Computing systems;</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> <li>● programming tasks, computer-based investigations and open-ended project work</li> <li>● feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> <li>● e-mail and individual instructor-learner conferences</li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>5) an awareness of major trends in Business Computing and of the implications of these trends.</p> <p>6) a critical understanding of Business Processes and be able to demonstrate understanding in a broad set of: Accounting, Finance, Management and Marketing areas</p>	<ul style="list-style-type: none"> <li>• Study and project guides.</li> </ul> <p><b>Assessment of learning:</b></p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken. Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>• Instructor-Marked summative formal examinations</li> <li>• Instructor-Marked summative projects</li> <li>• Instructor-Marked summative presentations</li> <li>• Instructor-Marked formative assignments/assessment</li> </ul> <p>Instructor-Marked formative projects</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B. Cognitive skills</b> – On completion of this <b>level</b> you will be able to:</p> <p>1) apply and critically evaluate key Business Computing concepts in a range of contexts;</p> <p>2) select and apply appropriate techniques and tools for abstracting, modelling, problem-solving, designing and</p>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work. Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>• printed and online teaching texts</li> <li>• directed readings from textbooks and papers</li> </ul>

<b>3B. Cognitive skills</b>	
<p>testing Business Computing systems, and be aware of the limitations involved;</p> <p>3) compare, contrast, critically analyse and refine specifications and implementations of Business systems and simple hardware systems;</p> <p>4) devise and carry out a project in Business Computing that applies and extends your knowledge and understanding, and critically reflect on the processes involved and the outcomes of your work.</p> <p>5) demonstrate competence in the choice and use of complex and specialised material for advanced writing on a final empirical project</p> <p>6) understand advanced business, commercial and economic concepts and managerial techniques throughout the lifecycle of an information system</p> <p>7) identify and assess possible security issues throughout the lifecycle of an information system</p>	<ul style="list-style-type: none"> <li>• Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>• self-assessment questions and exercises, included in the teaching texts</li> <li>• programming tasks, computer-based investigations and open-ended project work</li> <li>• feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> <li>• e-mail and individual instructor-learner conferences</li> <li>• Study and project guides.</li> </ul> <p><b>Assessment of learning:</b></p> <p>An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>• Instructor-Marked summative formal examinations</li> <li>• Instructor-Marked summative projects</li> <li>• Instructor-Marked summative presentations</li> <li>• Instructor-Marked formative assignments/assessment</li> </ul> <p>Instructor-Marked formative projects</p>

3B. Cognitive skills	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C. Key skills</b> – On completion of this <b>level</b> you will be able to:</p> <ol style="list-style-type: none"> <li>1) communicate information, arguments, ideas and issues clearly and in appropriate ways, bearing in mind the audience for and the purpose of your communication;</li> <li>2) work in a group, communicating effectively both using digital communication and in face-to-face contexts;</li> <li>3) work independently, planning, monitoring, reflecting on and improving your own learning;</li> <li>4) find, assess and apply information from a variety of sources, using information technology where necessary;</li> </ol>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● printed and online teaching texts</li> <li>● directed readings from textbooks and papers</li> <li>● Specialised software tools.</li> </ul> <p><b>Support of learning:</b></p> <p>Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.</p> <p>Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>● self-assessment questions and exercises, included in the teaching texts</li> </ul>

<b>3C. Practical and professional skills</b>	
<p>5) select and use accurately, appropriate numerical and analytical techniques to solve problems;</p> <p>6) recognise and understand a range of technological problems and select suitable techniques for solving them.</p> <p>7) demonstrate the ability to carry out an empirical study involving various methods of data collection (experiments, observation, questionnaires, interviews etc.), set-up a major project and write an argument</p>	<ul style="list-style-type: none"> <li>• programming tasks, computer-based investigations and open-ended project work</li> <li>• feedback and guidance from an instructor; tutorials, revisions and in-class activities</li> <li>• e-mail and individual instructor-learner conferences</li> <li>• Study and project guides.</li> </ul> <p><b>Assessment of learning:</b> An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken. Tools to be used to achieve this will include some or all from the following:</p> <ul style="list-style-type: none"> <li>• Instructor-Marked summative formal examinations</li> <li>• Instructor-Marked summative projects</li> <li>• Instructor-Marked summative presentations</li> <li>• Instructor-Marked formative assignments/assessment</li> <li>• Instructor-Marked formative projects</li> </ul>
<b>3D. Key/transerable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D. Practical and/or professional skills</b> – On completion of this level you will be able to:</p>	<p>Guided teaching environment (Lectures &amp; labs) is the principal method of delivery for the concepts, principles and skills involved in the outcomes. Students are also directed to reading from textbooks, academic papers and other relevant material. Understanding is reinforced by means of exercise classes, discussion groups, laboratories, assignments and project work. Tools to be used to achieve this will include some or all from the following:</p>

### 3D. Key/transferable skills

- 1) analyse, design, evaluate and/or test Business Computing systems, using appropriate simulation and modelling tools where appropriate;
- 2) plan and organise yourself and your work appropriately, including keeping systematic records of work in progress and outcomes;
- 3) demonstrate the ability to undertake on-going learning in order to keep up to date with Business Computing;
- 4) identify and address the ethical, social and legal issues that may arise during the development and use of Business Computing systems;
- 5) use appropriate professional ICT tools to support your work.
- 6) work as a member of a team consisting of members with distinctive roles

- printed and online teaching texts
- directed readings from textbooks and papers
- Specialised software tools.

#### Support of learning:

Learning is supported outside the classroom with the use of the learning management system Moodle, instructor office hours, sample answers to assessment and extra lectures as seen appropriate by the instructor.

Tools to be used to achieve this will include some or all from the following:

- self-assessment questions and exercises, included in the teaching texts
- programming tasks, computer-based investigations and open-ended project work
- feedback and guidance from an instructor; tutorials, revisions and in-class activities
- e-mail and individual instructor-learner conferences
- Study and project guides.

#### Assessment of learning:

An assessment of the understanding of underlying concepts and principles forms part of the overall assessment of final exams/projects submitted/taken.

Tools to be used to achieve this will include some or all from the following:

- Instructor-Marked summative formal examinations
- Instructor-Marked summative projects
- Instructor-Marked summative presentations
- Instructor-Marked formative assignments/assessment

Instructor-Marked formative projects

**Exit Award:**



If the learning outcomes have been met, then the student is entitled to receive a **BSc Ordinary in Business Computing**/300 credits (120 at Level 4, 120 at Level 5, and at least 60 at Level 6, but not including **Computer Science 443-444 – Thesis I/ II**)

**Or**

Transfer to BSc (Hons) Business Computing (subject to validation) and receive a **BSc (Hons) Business Computing**/360 Credits (120 at Level 4, 120 at Level 5, 120 at Level 6)



#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features 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

#### About the Course

The mission of the Division of Technology & Science is to offer innovative, leading edge technology programmes in computing and academically sound service courses in the areas of Mathematics, Statistics and Science. As computing is a rapidly evolving discipline we continuously adapt our curriculum and facilities to meet the changing demands of the computing profession.

The computing programmes target:

- Students that are interested primarily in computing and Business with an emphasis in Information Systems
- Students or professionals that are interested to specialise in certain areas in computing. In particular the certificate and special programmes provide training opportunities for the wider community.

Courses in the Division are designed to broaden students' perspectives on the role of computing, mathematics, statistics and science in the modern world, while equipping them with both computer literacy and quantitative skills. A broad range of computing courses is offered, the majority having a strong laboratory component with emphasis on application.

#### **ACT Degree Competitive Advantage Areas**

An ACT graduate with the BSc (Hons) in Business Computing will have obtained a theoretical and practical adequacy in the field of IT application and design, a sound Business domain knowledge and directly marketable skills through the ability to further obtain certifications in popular technologies (CCNA and ORACLE courses are offered and certification can be obtained directly from the companies upon completion of study and examination).

- Programming
- Web Development
- Databases
- Networking
- Information's Systems Analysis
- Business Processes

#### **Special Features**

The programmes do not concentrate only on the latest technologies, which at some point will become outdated, but provide students with excellent critical skills and systematic thinking that will allow them to become lifelong learners and succeed in a wide variety of technical and managerial positions. Students are prepared for a successful career in the

field of computing and its applications and/or additional study in computing or Business at the graduate level.

### **Computing and Teaching Facilities**

- Modern computer facilities include over 40 high-speed servers present in the network infrastructure and more than 130 latest technology workstations all connected to the Internet, available to students in 5 PC laboratories.
- All the necessary software for programming, multimedia, web-development and instruction is available in the labs for you to use.
- A CISCO networking laboratory and a Robotics-Microelectronics lab exist for classroom teaching and personal student study and exploration.
- Students have access to printing and scanning devices.
- Our classrooms are spacious and equipped with a PC and projector. All classrooms are connected to a high-speed campus network and are connected to the internet.
- Students have abundant personal and secure server storage area, accessible from campus and home and are provided with email and Moodle accounts.
- Wi-Fi is available around the campus for laptop and mobile internet access.
- Hardware and software technical support is available and is of first-rate level.

### **Campus**

It should finally be noted that the ACT graduate will have received their higher education at the ACT campus, a highly international environment with first rate services, facilities and resources afforded to its students.

5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

Academic Support Services include:

- Financial Aid
- A Mentoring Programme for students who are academically challenged. As noted, experienced regular and senior adjunct faculty are assigned as Mentors and follow closely their mentees' academic progress and overall college life wellbeing; mentors are expected to submit reports twice during each term and hold meetings with the Dean during the semester to discuss issues arising from the mentoring process.
- An Academic Advising Programme through which each student is assigned an advisor upon entering his/her freshman year who will offer advice on the students' academic and career plans. Students are expected to meet with their advisors regularly throughout the term, and especially when they face academic problems or want to withdraw from a course. Students are expected to consult with their advisors prior to registration.
- A Learning Hub, open to all students, to help with writing projects since many are not familiar with project-oriented education and are used to lecture-based classes. The Learning Hub also provides Math tutors.
- A Business Liaison and Career Services Office through which students are provided assistance towards their efforts in preparing graduate school applications and employment search, as well building bridges with the professional world. The office also develops programmes and workshops to help with the students' future career plans.

- An I.T. centre which provides technical assistance and advice, as well as information technology instructional services.
- In the Niarchos Technology centre, students have access to 4 computer labs and printing services, while in the New Building they have full access to 1 computer lab and printing services.
- Extensive Library facilities and assistance.
- ACT students have the opportunity to study abroad for one summer or term during their time as a student through the International Programmes Office at ACT.
- ACT has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.
- ACT maintains a long-established Committee on Academic Standards and Performance.

#### 6. Criteria for admission

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

Applicants are required to submit the following when applying for admission to the programme:

All first-year candidates are required to submit an application for admission along with the required material. Students may submit an application through the online portal or a paper-based one.

Applications are reviewed by the admissions director and the director of enrollment, who are familiar with a variety of school systems and transcripts.

### **Application Requirements**

Applicants are required to submit the following when applying for admission to the program:

1. An Application Form.
2. An official high school transcript of grades. If you have not attended an English- or Greek-speaking high school, an official translation into English is required. An official high school diploma with a minimum grade of 14/20 in the Greek high school system or its equivalent in any other system; a minimum score of 24 in the IB diploma. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
3. An official high school diploma. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
4. Personal essay.
5. Official evidence of proficiency in English. Students should submit an English certificate at a minimum level of B2, obtained in the last two years. Exempted are students whose primary language of instruction at school has been English for the duration of the secondary school studies.

A list of acceptable English test scores is the following:

- Test of English as a Foreign Language (TOEFL), overall score iBT score 80
- FIRST CERTIFICATE IN ENGLISH CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH or FIRST CERTIFICATE IN ENGLISH, CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179.
- INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS), University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH – The British Council – IDP Education Australia IELTS Australia score 5,5 - 6,5.
- (ECCE)- CERTIFICATE OF COMPETENCY IN ENGLISH, MICHIGAN University (ENGLISH LANGUAGE INSTITUTE or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment.)
- TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) score 505 - 780, EDUCATIONAL TESTING SERVICE/CHAUNCEY, USA.
- Michigan State University – Certificate of English Language Competency (MSU – CELC) : CEFR B2.

If your qualification is not listed above, you can still apply, as applications are assessed on an individual basis

1. A recent passport-size color photograph.
- 2.
3. A photocopy of either your ID card (Greek only: ταυτότητα) or your valid passport (all EU students).

4. A non-refundable application fee of 70.00 Euro. The application fee should be deposited at one of ACT's bank accounts.

A copy of the bank receipt should accompany the application. For more information regarding fees and payment procedures please contact the Accounting office +30-2310-398219.

All application documentation should be submitted/mailed directly to the Admissions Office.

#### **Application Requirements (Non-EU Admission)**

ACT's admissions application process is the same for all students regardless of their citizenship or country of residence.

Applications are reviewed by the admissions director and the director of enrollment, who are familiar with a variety of school systems and transcripts.

Non-EU applicants must demonstrate that financial resources are available to them which are sufficient to meet the costs of tuition and fees, books and supplies, living expenses during their stay in Greece, and transportation expenses to return to their country.

#### **Application Requirements**

Applicants are required to submit the following when applying for admission to the program:

1. An Application Form.



2. An official high school transcript of grades. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
3. An official high school diploma. An official high school diploma with a minimum grade of 70% or its equivalent; a minimum score of 24 in the IB diploma. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
4. A school profile which should include a description of the school, grading system, curricular and extracurricular resources.
5. Official evidence of proficiency in English.

A list of acceptable English test scores is the following:

- Test of English as a Foreign Language (TOEFL), overall score iBT score 80
- FIRST CERTIFICATE IN ENGLISH CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH or FIRST CERTIFICATE IN ENGLISH, CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179.
- INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS), University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH – The British Council – IDP Education Australia IELTS Australia score 5,5 - 6,5.
- (ECCE)- CERTIFICATE OF COMPETENCY IN ENGLISH, MICHIGAN University (ENGLISH LANGUAGE INSTITUTE or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment.)
- TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) score 505 - 780, EDUCATIONAL TESTING SERVICE/CHAUNCEY, USA.

- Michigan State University – Certificate of English Language Competency (MSU – CELC) : CEFR B2.

If your qualification is not listed above, you can still apply, as applications are assessed on an individual basis.

1. Personal essay.
2. A recent passport-size color photograph.
3. A photocopy of your valid passport.
4. A non-refundable application fee of 70.00 Euro. The application fee should be deposited at one of ACT's bank accounts.

A copy of the bank receipt should accompany the application. For more information regarding fees and payment procedures please contact the Accounting office +30-2310-398219.

All application documentation should be submitted/mailed directly to the Admissions Office.

#### **Application Requirements (US Degree-Seeking Admission)**

We accept applications on a rolling admissions basis by April 1st. Admitted students should make a non-refundable deposit by May 1st.

If you missed our deadline, please contact the admissions office at [admissions@act.edu](mailto:admissions@act.edu). Applications beyond the deadline will be considered based on space availability.

US applicants are required to submit the following when applying for admission to the program:

1. An Application Form.
2. Official transcripts of 9th, 10th, 11th grade and a grade report of the 12th grade. Candidates should have earned a minimum overall grade average of C+ in their final year or a minimum score of 24 in the IB grading system to be admitted.
3. Personal essay.
4. One letter of recommendation from a teacher/advisor.
5. SAT/ACT scores (optional, but strongly encouraged).
6. A recent passport-size color photograph.
7. A photocopy of your valid passport.
8. A non-refundable application fee of \$50. The application fee should be deposited at one of ACT's bank accounts.

A copy of the bank receipt should accompany the application. For more information regarding fees and payment procedures please contact the Accounting office +30-2310-398219.

All application documentation should be submitted/mailed directly to the Admissions Office.

All application documentation should be submitted/mailed directly to the Admissions Office.

Applications receive a priority number which determines the order in which successful applicants register for their first semester of course work.

#### 7. Language of study

English

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

Marking and assessment procedures are explained in the module descriptors, the programme handbook and are also available on the ACT website (Student Handbook and Regulations). They are therefore easily understood by students. Homework, exams and term papers are 1<sup>st</sup> and 2<sup>nd</sup> marked **only** with constructive and positive feedback and returned to students in due time.

All academic programmes offered at ACT have specifically-stated learning outcomes at both the degree and the course level.

All Majors publicise their degree programme outcomes, while all module descriptors include clearly articulated course outcomes, with respect to both knowledge and skills.

At the module level student assessment measures include:

- examinations (summative assessments)
- quizzes (summative assessments)
- research papers (summative assessments)
- programming projects (summative assessments)
- class oral presentations (summative assessments)
- case-study analysis e.g. Business modules (summative assessments)
- homework assignments (formative assessment)
- class presentations (formative assessments)
- class participations and discussion (formative assessments)
- Fieldwork observations (formative assessments)

Chairs and key faculty have gained new perspectives on course and programme design and measurement of fulfilment of outcomes. Over the past few years a concerted effort has been launched to complement classroom learning with different forms of experiential learning (Learning in ACTION), effects of which can be measured over the course of a student's residence at the institution.

Student Assessment Strategies aim at:

- Creating an organic relationship between Assessment and curriculum design - assessment is a central feature of the process of programme design and curriculum development;

- Developing clear and consistent Assessment criteria;
- Putting in place an assessment feedback mechanism to students that is (a) timely; (b) balanced between formative and summative feedback, which promotes learning and achievement, and encourages improvement;
- Building a system that facilitates students learning and supports student progression;
- Enabling students through academic support to develop the academic skills that will enable them to progress and achieve on the programmes of their choice;
- Creating a management of assessment that is efficient, especially regarding the amount and timings of assessment, staff and student workloads, and in the provision of time for reflection by students.

Note: The only difference between OU modules and non-OU modules in terms of assessments is that non-OU modules are marked only by their instructor and usually they have more assessments than the OU ones.

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.

Modules combine lecture, discussion (in-class and in office hours), formal presentations, assignments, tutorials, and projects.

Evaluating is done through:

- Student evaluation forms;
- Grade averages;
- Sit in observation(s); and
- Interviews formally or informally.
- External Examiners
- OU Academic Liaison

All relevant information is passed on to individual instructors and teaching team so it can be used to improve teaching and learning strategies. Wherever necessary, the Division Chair conducts individual or group faculty mentoring. The departmental meetings, division meetings and the academic council function as means to address issues for improving the quality and standards of teaching and learning.

Faculty is encouraged to revise lecture content and delivery means on a semester basis following student evaluations, faculty self-evaluations and administrative faculty review (which is performed at a minimal once yearly).

Programme Leaders are informed by industry partners on hard and soft skills required for graduates to possess and when necessary consider their feedback in changes implemented.

External Examiners and the OU Academic Liaison can and often do provide input through the annual monitoring process. Their input is always considered and acted upon as necessary.

*“Learning-In-Action”* initiatives are encouraged and gradually incorporated in module activities as deemed appropriate by each faculty member. (*Learning-In-Action* initiatives are such initiatives that attempt to bring students of a particular module in the work environment of module-relevant practitioners and thus expose them to the “real-life” use of the academic topic they are learning as well as future employment opportunities)

Thesis advisement attempts to address specific student interests, while retaining the spirit and essence of a “capstone” project.

The departmental meetings and the academic council function as means that address issues of improvement.

External reviewer’s improvement suggestions are valued and discussed, assessed, and incorporated when made available.

Finally, in May 2017 a workshop on teaching and learning at ACT was conducted with panellists that included both faculty and students and was well attended by both groups with interesting discussions on how ACT faculty can strengthen its teaching and learning strategies. There are plans for a follow up workshop in the near future.



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

Although no major changes were made to the program while it was under valuation (only addition of business modules in the list for major electives), activities such as portfolio analysis and module evaluation has been established as a standard process and is an essential part of the Division's meetings (which are held a minimum of three times a year). Additionally, developments in the subject area of in-professional practice are frequently discussed.

The Science and Technology division has evaluated the course offered under the Business Computing Programme, taking into consideration academic criteria, the student's needs and interests as well as market needs, trends and requirements.

An area which has vastly developed during the past decade is Data Science and Artificial Intelligence (Machine Learning and Deep Learning). Tasks of everyday life in almost every sector, are based on specifically designed methods and algorithms which rely on the principles of Data Science and Artificial Intelligence. Moreover, there is a strong need in the market for personnel that employ a minimum of knowledge and skills in these two areas. Taking also into consideration our students' interests, needs and willingness to be involved in activities (especially in the context of their thesis) which rely on the AI framework, there are a number of adaptations in the curriculum, by enhancing the status of relevant courses.

In the past 3 years the division has undertaken a course portfolio analysis of its programming (CSC 105, CSC 106, CSC 215, CSC 230, CSC 412), database (CSC 201, CSC 205, CSC 312, CSC 450), math (Math 101, CSC 180, MATH 115,

MATH 120, Math 220, MATH 230), as well as its data related modules (CSC 151, STAT 205). A Software Engineering module has also been added as a non-OU module. Note, while not all of these modules are not required for the OY degree, they are options for the ACT students with in the ACT degree, which includes all OU degree modules.

There is also the intention to incorporate the monitoring of developments in QAA subject benchmarks in Division meetings, office and corridor discourse.

The purpose of the proposed modifications presented here is to refine and enhance the programme by introducing new courses, offer more courses as Major Electives, as well as upgrading the status of currently offered ones.

Under this scope, CSC 107: Digital Media Toolkit will not be part of the Major Requirements modules, and will continue to be offered as a required course, part of the ACT degree only. STAT 210 will be offered as a Level 4 module and will be renamed to "Statistics with R". The gap created in the number of Level-5 modules will be filled by CSC340: Artificial Intelligence. CSC340 was offered as a Free Elective for the last two years and will become a Major requirement from this academic year. Taking into consideration the great breakthrough of AI applications in every sector as well as the strong interest of our students in the field, either by enrolling in the specific module or by choosing an AI-related topic for their thesis, we believe that this module will enhance our curriculum.

Moreover, a practicum module is also introduced as a Major Elective, giving our students the opportunity to get first-hand professional experience within an institution of their choice.

More specifically, the current Major Electives list includes the following modules:

**Computer Science**

- CSC 219 - Video Game Design
- CSC 321 - Operating Systems
- CSC 330 - Introduction to Mobile Robotics
- CSC 412 - Object Oriented Design Patterns
- CSC 421 - Computer Systems Security
- CSC 422 - Advanced DBMS

**Business**

- FIN 210 - International Money and Banking
- FIN 220 - Investment and Portfolio Management
- FIN 232 - International Finance
- MKTG 320 - Marketing Research
- MKTG 324 - E-Marketing
- MAN 210 - Human Resources Management of Growth

The updated list of the Major Electives modules will include all of the above Computer Science and Business modules, as well as the following:

**Computer Science**

- CSC 333 - Computer Networks II

### **Business**

- ECON 332 - International Economics
- MKTG 301 - Entrepreneurial and Corporate Marketing Strategy
- MKTG 303 - Tourism e-business
- MKTG 318 - Global Marketing
- MKTG 330 - Consumer Behaviour
- MAN 302 - Revenue Management
- MAN 303 - Events Management
- MAN 305 - HR in Hotel and Tourism
- MAN 306 - Tourism and Real Estate Management
- MAN 312 - Operations Management
- MAN 322 - Business Strategy I
- MAN 323 - Business Strategy II (Capstone Project)
- MAN 341 - Business in Greece and the EU

### **Practicum**

- PRAC 300 - Practicum

These additions will provide more options to our students and will make our degree more modern and marketable.

**Annexe 1:** Curriculum map

**Annexe 2:** Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

**Annexe 3:** Notes on completing the OU programme specification template

**Annexe 4:** Program Flowchart

**Annexe 5:** Assessment Mapping    **Annexe 1 - Curriculum map**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																				
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	
4	<b>Compulsory Modules</b>																					
	<b>CSC 105 - Structured Programming</b>	✓	✓	✓					✓				✓			✓	✓					
	<b>CSC 106 - Object Oriented Programming</b>	✓	✓	✓		✓		✓	✓	✓			✓			✓	✓					
	<b>CSC 205 - Business Data Management</b>	✓	✓	✓				✓	✓	✓			✓			✓	✓					
	<b>CSC 215 - Data Structures</b>		✓	✓				✓	✓				✓			✓	✓					
	<b>MATH 115 - Business Calculus</b>	✓							✓	✓			✓		✓	✓						
	<b>STAT 210 - Statistics with R</b>	✓			✓			✓	✓		✓		✓		✓	✓	✓			✓		
	<b>Optional Modules</b>																					

<b>Economics 101</b> - Introductory Economics	✓			✓	✓		✓					✓							
<b>Marketing 101</b> - Introduction to Marketing	✓											✓	✓						
<b>Accounting 101</b> - Financial Accounting	✓						✓					✓							
<b>Management 101</b> - Introduction to Management	✓												✓						

Level	Study module/unit	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
5	<b>CSC 206</b> - Web Development	✓	✓				✓	✓	✓	✓			✓		✓			✓	✓					
	<b>CSC 306</b> - Advanced Web Development	✓	✓				✓	✓	✓				✓		✓			✓	✓					
	<b>CSC 312</b> - Database Management Systems	✓	✓				✓	✓	✓				✓		✓			✓	✓					
	<b>CSC 340</b> - Artificial Intelligence	✓	✓				✓	✓					✓		✓	✓	✓	✓	✓	✓				
	<b>CSC 450</b> - System Analysis and Design	✓	✓			✓	✓	✓							✓	✓		✓	✓				✓	
	<b>FIN 201</b> - Financial Management							✓									✓	✓						

<b>MAN 201 - Organisational Behaviour</b>						✓				✓	✓		✓	✓									
<b>RES 299 - Research Methods</b>						✓				✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	

Level	Study module/unit	Programme outcomes																									
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
6	<b>Compulsory Modules</b>																										
	<b>CSC 322 - Computer Networks I</b>	✓	✓	✓		✓			✓	✓	✓			✓			✓		✓	✓	✓						
	<b>CSC 325 - Distributed Applications</b>	✓	✓	✓		✓		✓	✓		✓			✓			✓			✓		✓					
	<b>CSC 443 - Thesis I</b>	✓	✓	✓		✓		✓	✓	✓	✓				✓		✓	✓		✓	✓	✓		✓			
	<b>CSC 444 - Thesis II</b>	✓	✓	✓		✓		✓	✓	✓		✓			✓		✓	✓		✓	✓	✓	✓		✓		
	<b>MAN 312 - Operations Management</b>						✓										✓		✓	✓		✓					

<b>Optional Modules</b>															
<b>CSC 219</b> - Video Game Design	✓	✓	✓	✓				✓						✓	
<b>CSC 321</b> - Operating Systems	✓	✓	✓	✓		✓	✓	✓			✓			✓	✓
<b>CSC 330</b> – Introduction to Mobile Robotics	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓
<b>CSC 333</b> - Computer Networks II	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	
<b>CSC 412</b> - Object Oriented Design Patterns	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓
<b>CSC 421</b> - Computer Systems Security	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓
<b>CSC 422</b> - Advanced DBMS	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓
<b>ECON 332</b> - International Economics											✓		✓	✓	✓
<b>FIN 210</b> - International Money and Banking											✓		✓	✓	✓





<b>MAN 306 - Tourism and Real Estate Management</b>										✓											✓	✓		✓	✓									✓						
										✓												✓	✓		✓	✓									✓					
<b>MAN 322 - Business Strategy I</b>										✓												✓	✓		✓	✓									✓					
<b>MAN 323 - Business Strategy II (Capstone Project)</b>										✓												✓	✓		✓	✓									✓					
<b>MAN 341 - Business in Greece and the EU</b>										✓												✓	✓		✓	✓									✓					
<b>PRAC 300 - Practicum</b>	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

### Annexe 3: Detailed curriculum ACT students follow (OU validates and ACT own graduation requirements)

#### ACT Business Computing programme of Studies

The American College of Thessaloniki (ACT) is the tertiary division of ANATOLIA founded in 1886. It is accredited in the USA by the NEASC accrediting agency (New England Association of Schools and Colleges) to offer BSc and MSc degrees. Graduates of ACT receive both a U.K. and a U.S.A. degree.

Part of the USA accrediting requirements is that students complete 40 modules of 15 credit points each.

Below we are presenting the whole 4 years of study at ACT by level, year and semester.

- All modules in bold text are OU modules, while the ones in regular text are ACT degree only modules. Note: The OU degree requires 28 modules in total, while the ACT's own degree requires 40 modules.
- Modules in regular type are ACT modules required by the ACT degree. These are either general education requirements (GER) of ACT's own degree requirements.

Year 1					
Fall	Grade	Spring I	Grade	Spring II	Grade
<b>CS105 - Structured Programming</b>		<b>CCS106 - Object Oriented Programming</b>		ACT Module (GER 4)	
ACT Module (MATH101 - Finite Structures)		<b>MATH 115 - Business Calculus I</b>		ACT Module (GER 5)	
ACT Module (GER 1)		CSC 107 - Multimedia Toolkit			
ACT Module (GER 2)		ACT Module (GER 3)			
Year 2					
Fall	Grade	Spring I	Grade	Spring II	Grade
<b>CSC 205 - Business Data Management</b>		<b>Business Elective #2 (ECON or MRKT or ACC or MAN101)</b>		<b>CSC450 - System Analysis &amp; Design</b>	
<b>CSC215 - Data Structures &amp; Algorithms</b>		<b>STAT210 - Introductory Statistics with R</b>		ACT Module (GER 9)	

Business Elective #1 (ECON or MRKT or ACC or MAN101)		ACT module - Business Elective #3 (ECON or MRKT or ACC or MAN101)			
ACT Module - CSC151 Quantitative Computing		ACT Module (GER 8)			
<b>Year 3</b>					
<b>Fall</b>	<b>Grade</b>	<b>Spring I</b>	<b>Grade</b>	<b>Spring II</b>	<b>Grade</b>
CSC206 - Web Development		CSC306 Advanced Web Development		ACT Module (GER 11)	
CSC312 - Database Management Systems		RES 299 - Research Methods		ACT Module (FE3)	
CSC340 - Artificial Intelligence		MAN 201 - Organisational Behaviour			
FIN 201 - Financial Management		ACT Module (GER 10)			
<b>Year 4</b>					
<b>Fall</b>	<b>Grade</b>	<b>Spring I</b>	<b>Grade</b>	<b>Spring II</b>	<b>Grade</b>
CSC325 - Distributed Applications		CSC322 - Computer Networks I		ACT Module (FE4)	
Major Elective #1		CSC444 - Thesis II		ACT Module (GER 12)	
Major Elective #2		MAN 312 - Operations Management			
CSC433 - Thesis I		Major Elective #3			

<b><u>Major Electives List</u></b>	
<b><u>Computing</u></b>	<b><u>Business</u></b>

<ul style="list-style-type: none"> <li>● CSC 219 - Video Game Design</li> <li>● CSC 321 - Operating Systems</li> <li>● CSC 330 – Introduction to Mobile Robotics</li> <li>● CSC 333 - Computer Networks II</li> <li>● CSC 340 - Artificial Intelligence</li> <li>● CSC 412 - Object Oriented Design Patterns</li> <li>● CSS 421 - Computer Systems Security</li> <li>● CSC 422 - Advanced DBMS</li>   <li>● PRAC 300 - Practicum</li> </ul>	<ul style="list-style-type: none"> <li>● ECON 332 - International Economics</li> <li>● FIN 210 - International Money and Banking</li> <li>● FIN 220 - Investment and Portfolio Management</li> <li>● FIN 232 - International Finance</li> <li>● MKTG 301 - Entrepreneurial and Corporate Marketing Strategy</li> <li>● MKTG 303 - Tourism e-business</li> <li>● MKTG 318 - Global Marketing</li> <li>● MKTG 320 - Marketing Research</li> <li>● MKTG 330 - Consumer Behaviour</li> <li>● MKTG 324 - E-Marketing</li> <li>● MAN 210 - Human Resource Management of Growth</li> <li>● MAN 302 - Revenue Management</li> <li>● MAN 303 - Events Management</li> <li>● MAN 305 - HR in Hotel and Tourism</li> <li>● MAN 306 - Tourism and Real Estate Management</li> <li>● MAN 312 - Operations Management</li> <li>● MAN 322 - Business Strategy I</li> <li>● MAN 323 - Business Strategy II (Capstone Project)</li> <li>● MAN 341 - Business in Greece and the EU</li> </ul>
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**GER**

<b>ENG 101 - English I</b>
<b>ENG 102 - English II</b>
<b>ENG 204 - Business English</b>
<b>PHIL 101 - Philosophy</b>
<b>PHIL 203- Ethics</b>
<b>POL 101 -Politics</b>
<b>HIS 120 - History</b>
<b>SOC/PSY/ANTH 101- Social Science</b>
<b>Natural Science</b>
<b>ART/ENG/MUS 120, Art or Literature</b>

### **ACT Degree - General Education Requirements (GER)**



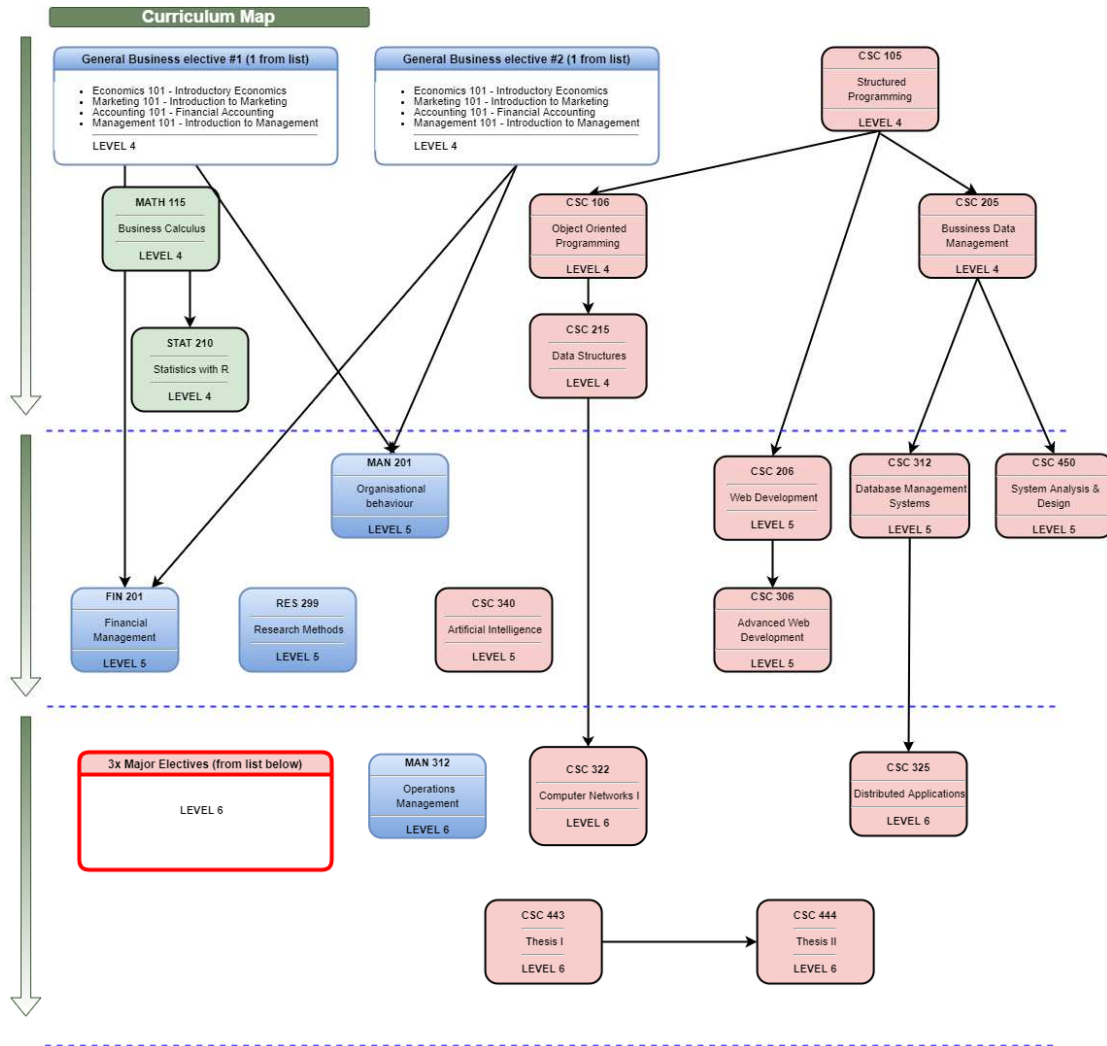
All ACT students are required to take a common general education curriculum consisting of 14 courses (42 semester hours) taken optimally in semesters one through five. The General Education Requirements (GERs) are coordinated across divisions and disciplines by the Academic Council with key input from faculty at the division level. The GERs are still placed into three main categories, the Arts and Humanities (six courses, including Freshman English), the Sciences, and the Social Sciences (cf. Reflective Essay on Educational Effectiveness). The list of requirements is published in a number of official documents and ACT's website.

As a mechanism to implement and support student learning outcomes at the institution and program levels, the GER courses are aligned with all academic programs to provide not only breadth of knowledge of the disciplines directly relevant to specific majors but also a number of transferrable skills with a professionally-oriented dimension. In addition to developing communication and digital literacy skills, the GER curriculum emphasizes critical thinking and problem solving, quantitative reasoning, civic engagement, conflict resolution, creative expression and ethical integrity. With its solid liberal arts underpinning, the GER curriculum enriches students' educational experiences as they are also exposed to a range of viewpoints and debates that are part of current public discourse.

Student work evidences progression from year to year in terms of breadth and depth of knowledge, ability to select and employ appropriate methodologies to analyse empirical data, and ability to construct a cogent argument on a given topic. At the program level, curricula maps currently reflect more explicitly the skills, knowledge and understanding of all major requirements at each of the three levels taught and at the overall program level. Consequently, teaching, learning and assessment strategies have been clearly outlined to effect: 1) the acquisition of a broad knowledge base and a range of skills in the respective discipline (Level 4), 2) the increased analytical demands, evaluation of information and command of specialized skills in the respective discipline (Level 5), and 3) the critical review, consolidation and synthetic application of knowledge acquisition in the respective discipline (Level 6).



## Annexe 4: Program Flowchart



## GRADUATION

Major electives - CS modules
<ul style="list-style-type: none"> <li>CSC 219 - Video Game Design</li> <li>CSC 321 - Operating Systems</li> <li>CSC 330 - Introduction to Mobile Robotics</li> <li>CSC 333 - Computer Networks II</li> <li>CSC 412 - Object Oriented Design Patterns</li> <li>CSS 421 - Computer Systems Security</li> <li>CSC 422 - Advanced DBMS</li> </ul>

Major electives - Business Modules
<ul style="list-style-type: none"> <li>ECON 332 - International Economics</li> <li>FIN 210 - International Money and Banking</li> <li>FIN 220 - Investment and Portfolio Management</li> <li>FIN 232 - International Finance</li> <li>MKTG 301 - Interpreneurial and Corporate Marketing Strategy</li> <li>MKTG 303 - Tourism e-business</li> <li>MKTG 318 - Global Marketing</li> <li>MKTG 320 - Marketing Research</li> <li>MKTG 330 - Consumer Behavior</li> <li>MKTG 324 - E-Marketing</li> <li>MAN 210 - Human Resource Management of Growth</li> <li>MAN 302 - Revenue Management</li> <li>MAN 303 - Events Management</li> <li>MAN 305 - HR in Hotel and Tourism</li> <li>MAN 306 - Tourism and Real Estate Management</li> <li>MAN 312 - Operations Management</li> <li>MAN 322 - Business Strategy I</li> <li>MAN 323 - Business Strategy II (Capstone Project)</li> <li>MAN 341 - Business in Greece and the EU</li> <li>PRAC 300 - Practicum</li> </ul>

1x Free Elective (required)
<p>Although students can take any course to fulfill their free electives (except CSC 101), the department strongly encourages Business Computing majors to take courses from either the Major Elective List or any Business or Computer Science module code 3xx or 4xx To be completed before graduation</p>

## Annexe 5: Assessment Mapping

### LEVEL 4 Modules

Course	Assessments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>CSC 105</b>	Midterm Exam					X	X						
	Course Project											X	
	Final Exam												X
<b>CSC 106</b>	Midterm Exam					X	X						
	SW Development Project											X	
	Final Exam												X
<b>CSC 205</b>	Midterm Project					X	X						
	Quiz set		X		X		X			X			
	Final Project												X
	Final Exam												X
<b>CSC 215</b>	Midterm Exam					X	X						
	Course Project											X	X
	Final Exam												X
<b>MATH 115</b>	Quiz set			X		X			X		X		
	Midterm Exam							X					
	Final Exam												X
	Project											X	
<b>STAT 210</b>	Quiz set			X		X			X	X			



## LEVEL 6 Modules

Course	Assessments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>CSC 322</b>	Quiz			X									
	Midterm Exam					X	X						
	Research Peer Review									X			
	Final Exam												X
<b>CSC 325</b>	Quiz Set			X			X		X				
	Research Project						X	X					
	Final Project											X	X
	Final Exam												X
<b>CSC 443</b>	Project proposal document											X	

	Project proposal poster													X	
	Project Proposal slide presentation													X	
CSC 444	Thesis document													X	
	Thesis poster													X	
	Thesis slide presentation													X	

Note: Shaded cells represent assessment's whose date is determined after taking into consideration students' overall workload