BUSINESS ADMINISTRATION
1. WELCOME AND INTRODUCTION

WELCOME!
Dear Student,

This Handbook is intended to provide a concise reference and guide for all ACT students. Included herein are brief statements of College policies applicable to and of interest to all College constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at ACT. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the College. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

Other channels of communication at ACT are provided by:

- Viewbook/Catalogue of Study (annual publication consisting of the analytical programs of study, course offerings and course descriptions)
- The Student Bulletin (weekly during the semester)

With best regards,
Dr. Stamos Karamouzis
ACT Provost
A BRIEF INTRODUCTION TO ACT

The American College of Thessaloniki (ACT, founded in 1981 as two-year, Associate-degree granting institution) is the tertiary-level division of Anatolia, a private, non-profit educational institution founded in 1886. It is incorporated in, and chartered by the Commonwealth of Massachusetts, and it is fully accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutes of Higher Education. In inspiration, mission, governance, and programs, ACT resembles the traditional New England colleges upon which it has been modeled.

Founded by American Protestant missionaries, Anatolia was originally located in Asia Minor and evolved from a seminary in Constantinople, which began in 1840. The school was closed during the Greek-Turkish War of 1919-1922 and ceased to have a viable mission in Asia Minor when Turkey’s minority communities were uprooted under the peace treaties concluding the war. In 1924, Anatolia relocated to Thessaloniki, where the greatest part of the refugee influx from Asia Minor had settled. In the mid-1930s, the school moved to its present location on a forty-five acre campus a few miles from the center of the city.

ACT moved to a four-year college in 1989 and currently offers Bachelor’s degrees in the areas of Business, Technology, English and International Relations. Since 2002, ACT also established a graduate program in Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. The MBA program is designed to accommodate both business graduates as well as graduates from other disciplines and can be completed on full-time or part-time basis within one or two years. Starting with the entering class of Fall 2008 three of ACT’s undergraduate degree programs (Business, International Relations and Business & Computing) were validated by the University of Wales. In September 2013, ACT entered a new validation agreement for all its undergraduate programs with one of the top British Universities, the British Open University.

In recent years, ACT has received grants from a number of foundations, notably among which are the Anagnos Foundation, the Andrew Mellon Foundation, the Cleveland H. Dodge Foundation, the N. Demos Foundation, the Minneapolis Foundation, the Pappas Foundation, (US), the J. F. Costopoulos Foundation, and the Stavros S. Niarchos Foundation (Greece). These grants, contributions by many individual donors in Greece and in the US, and most particularly the extraordinary contributions of Mr. George Bissell, Chair of the Board of Trustees, have made possible the creation of a world-class campus and of the Bissell Library, a state of the art facility unique in SE Europe.
2. **List of Programme Director and Academic Staff** ([www.act.edu/academics/faculty](http://www.act.edu/academics/faculty))

**Chair**

- **Dr. Nikolaos L. Hourvouliades,**
  Professor (Finance)
  BA Economics, Aristotle University of Thessaloniki;
  MBA Yale School of Management, Yale University;
  PhD in Financial Derivatives, Aristotle University of Thessaloniki
  Bissell Library, Lower Level; Tel.: +30-2310-398385; Email: hourvoul@act.edu

**Academic Staff (Alphabetical Order)**

- **Mr. Georgios Anastasiades,**
  Adjunct Professor
  BSc Economics & Econometric, Essex University;
  Mphil International Macroeconomics, Essex University;

- **Mr. Anestis Anastasiou,**
  Assistant Professor
  BEng Mechanical Engineering, University College of London;
  MSc Energy Management, City University;
  MSc International Management, Kings College;
  Pg Dip Higher Education Teaching, University of Abertray Dundee;
  MA Politics & Economics, University of Macedonia;

- **Mr. Konstantinos Antoniou**
  Adjunct Professor
  BA Economics, Essex University;
  MSc International Banking & Finance, University of Wales;

- **Mr. Vassilios Blatsas,**
  Associate Professor
  BS Economics, BSc Biology Loras College;
  MBA Management, Roosevelt University;

- **Dr. Athanasios Fassas,**
  Adjunct Professor
  BA Business Administration, University of Macedonia;
  MBA New York University;
  PhD Finance, University of Patras;
• Ms. Evita Gantina,
  Adjunct Professor
  Diploma in Business Administration, SBALA;
  BS Business Management, University of Houston Clear Lake;
  MA Business Communication & Public Relations, European University Montreux;

• Dr. Athanasia Gkimperiti,
  Adjunct Professor
  BSc Social Policy & Anthropology, Panteion University;
  MSc Health Management, City University London;
  PhD e-Health, University of Macedonia;

• Mr. Chris Grammenos,
  Assistant Professor
  BBA Marketing and Advertising, Pace University;
  MBA International Business and Finance, Pace University;

• Dr. Sevasti Kessapidou,
  Professor
  BA English Language & Literature, Aristotle University of Thessaloniki;
  MA, PhD, English, Kent State University;

• Dr. Kostas Klimis,
  Adjunct Professor
  BSc Business Administration, Aristotle University of Thessaloniki;
  MSc Financial & Managerial Controls, University of Southampton;
  PhD Bank Marketing, University of Macedonia;

• Dr. Ioannis Krassas,
  Adjunct Professor
  BSc Mathematics, University of Crete;
  MSc Financial Economics, University of Cardiff;
  PhD Finance, University of Exeter;

• Dr. Ioannis Mallidis,
  Adjunct Professor
  BA Economics, University of Macedonia;
  MSc Business & Economics, Erasmus University;
  PhD Logistics, Aristotle University of Thessaloniki;

• Mr. Hercules Mousiades,
  Adjunct Professor
  BSc Business, Wright State University;
  MS Management, Kellogg School of Management;
• Ms. Fotini Papamavroudi,
   Adjunct Professor
   BA Accounting and Financial Management, University of Essex;
   MA International Management and Finance, Bradford University;

• Mr. Theodore Papanestoros,
   Adjunct Professor
   BS Marketing, Deree College;
   MA Marketing, Middlesex University;

• Ms. Ioanna Tavanidou,
   Adjunct Professor
   BA Economics, Aristotle University of Thessaloniki;
   MS International Banking and Finance, Southampton University;

• Ms. Yota Zografaki,
   Adjunct Professor
   BA Business Administration, Aristotle University of Thessaloniki;
   MSc Information Management & Business Analysis, Lancaster University;
## 3. List of Support Staff

### Administrative Offices

<table>
<thead>
<tr>
<th>Office/Division</th>
<th>Name</th>
<th>Location</th>
<th>Phone No. (2310+No.)</th>
<th>e-mail</th>
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<tbody>
<tr>
<td>President</td>
<td>Dr. Panayiotis Vlachos</td>
<td>Stephens Hall, 1st Floor</td>
<td>398204</td>
<td>pvla</td>
</tr>
<tr>
<td>Executive Assistant to the President</td>
<td>Ms. Elena Charalambides</td>
<td>Stephens Hall, 1st Floor</td>
<td>398204</td>
<td>elenacha</td>
</tr>
<tr>
<td>Vice-President for Operations &amp; Planning</td>
<td>Mr. Ioannis Tsorbatzoglou</td>
<td>Stephens Hall, 1st Floor</td>
<td>398326</td>
<td>yatso</td>
</tr>
<tr>
<td>Vice President for Institutional Advancement</td>
<td>Mr. Peter Chresanthakes</td>
<td>Stephens Hall, 1st Floor</td>
<td>398265</td>
<td>peter</td>
</tr>
<tr>
<td>Vice President for Finances &amp; HR/CFO</td>
<td>Mr. Pavlos Floros</td>
<td>Stephens Hall, 1st Floor</td>
<td>398214</td>
<td>pfloros</td>
</tr>
<tr>
<td>Assistant Accountant</td>
<td>Ms. Eva Montiadou</td>
<td>Stephens Hall, Ground Floor</td>
<td>398219</td>
<td>emont</td>
</tr>
<tr>
<td>Alumni and Public Relations Officer</td>
<td>Ms. Marina Charitopoulou</td>
<td>Stephens Hall, 2nd Floor</td>
<td>398220</td>
<td>mcharito</td>
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<tr>
<td>Director of Marketing</td>
<td>Mr. Theodore Papanestoros</td>
<td>Stephens Hall, 1st Floor</td>
<td>398385</td>
<td>theodore</td>
</tr>
<tr>
<td>Director of International Programs</td>
<td>Ms. Heather Funk</td>
<td>New Building, Ground Floor</td>
<td>398215</td>
<td>heather</td>
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<tr>
<td>Study Abroad Coordinator</td>
<td>Ms. Miranda Margariti</td>
<td>New Building, Ground Floor</td>
<td>398205</td>
<td>mmargari</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>Ms. Roula Lebetli</td>
<td>Bissell Library, 1st Floor</td>
<td>398239</td>
<td>admissions</td>
</tr>
<tr>
<td>Head Registrar</td>
<td>Ms. Antigoni Vlachopoulou</td>
<td>New Building, Ground Floor</td>
<td>398207</td>
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</table>
### Administrative Assistant to the Registrar
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<tr>
<td>Ms. Theodora Zafiriou</td>
<td>New Building, Ground Floor</td>
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</table>

### Business Liaison & Career Services Officer
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<thead>
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<tr>
<td>Mr. Dimitris Diamantis</td>
<td>Bissell Library, Ground Floor</td>
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<td>398337</td>
<td>ddiamantis</td>
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### Assistant Administrative Officer
<table>
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<th>Position</th>
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<tbody>
<tr>
<td>Mr. Vassilis Loukidis</td>
<td>New Building, Ground Floor</td>
<td></td>
<td>398216</td>
<td>vloukid</td>
</tr>
</tbody>
</table>

4. **NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINER(S) INVOLVED IN THE PROGRAMME**

- Dr. Dimitris Asteriou, Oxford Brookes University
- Ms. Antonia Koumproglou, Coventry University London
- Dr. Maria Adamson, Queen Mary University
5. **INTRODUCTION TO THE PROGRAMME**

The BSc Honours in Business Administration was originally validated by Open University, UK in 2013 as a BA program and was renamed to BS in 2015. It features four pathways: Entrepreneurial Management, Marketing, Finance, International Business. The main aims and objectives of the program are:

- to develop understanding, knowledge, competences, skills, values and where possible experience pertaining to the field of Business Studies.
- to stimulate the students intellectual curiosity and to expand their horizon of knowledge.
- keeping pace with international developments while at the same time ascertaining their impact on the entrepreneurial communities of Greece and Southeast Europe.
- the provision of an education relevant to a range of work opportunities in the field of Business through a program which combines academic theory and the practical implementation of skills.
- to develop students intellectual skills and foster a spirit of enquiry, and enterprise that will enable them to take their place either in further Academic study or to take up an appropriate position within their chosen profession.
- to provide students with an understanding of the theory, policy and practice of the business community.
- to equip students with knowledge and understanding which will allow them to see themselves as being productive citizens.

In order to receive the BS degree, the student must have fulfilled all the GER and major requirements and have completed at least 360 credits (120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6). All Business students take a two-semester sequence Senior Thesis I and II course. According to NEASC Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses.

6. **PROGRAMME SPECIFICATION**

The program is to prepare students that have chosen the Bachelor of Science—Honours in Business Administration to enter into a professional career in the world of Business either in existing corporations or in creating their own. In developing the program local employers have been consulted and help in determining the pathways that could be useful to students in obtaining a career path. The teaching strategies have been developed in such a way as to make students not only to be able to understand, synthesize and critically evaluate theoretical applications and cases but also engage in real life business situations. This is done through guest lecturers, visiting companies and running projects for companies. As a result of these interactions quite often the graduates of the business program are preferred for employment because they have demonstrated in practice their abilities.

The use of the English language and the use of international examples and cases in our program are a distinctive advantage for employment to businesses that have international operations. Also the fact that the Business program is accredited by a U.S. body (NEASC) and validated by a U.K. institution makes Business School graduates more in tune with multinational corporations’ needs and their employment in other countries more feasible. In this sense the four pathways that are offered are addressing not only the human resource needs of the local business community but provide opportunities to graduates to work in other countries. This need of the students of working abroad is more profound given the economic crisis that has ensued in 2009 after the inability of the Greek Government to respond to its financial obligations. Also, many of our students are interested either starting their own business and this has led to the development of the Entrepreneurial Management pathway. Our program with its unique bicultural nature and its international
INTENDED LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>3A. Knowledge and understanding</th>
<th>Learning outcomes:</th>
<th>Learning and teaching strategy/ assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcomes:</strong></td>
<td>Upon completion of the program, students will demonstrate coherent and detailed knowledge of:</td>
<td>Modules taught feature a variety of summative and formative assessments. There is a progression from learning and understanding the theory to being able to relate to the business environment. The analysis, synthesis and application of theory is progressively done from level 4 to level 5 to level 6. This is achieved through lecturing, class discussion, guest lecturing, company visits, cases, real business projects, group work, presentations and research of sources. Each module specifies its teaching method and assessment. Students are expected to learn using the methods described above that combined address both the cognitive and experiential aspects of learning.</td>
</tr>
<tr>
<td><strong>A1</strong> Knowledge and understanding of the theory, methodologies and applications in the field of specialty of each pathway (specifically Entrepreneurial Management, Marketing, Finance &amp; International Business.) How it is applied in achieving business organizations objectives.</td>
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<td><strong>A2</strong> Deepening their knowledge and enhancing their managerial capabilities in developing business strategy and business strategy implementation taking into account the organizational, governmental, institutional and societal factors.</td>
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<td><strong>A3</strong> Acquire quantitative reasoning thus being able to analyze information and measure the effectiveness of their choices.</td>
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<tr>
<td><strong>A4</strong> Knowledge and understanding of how their field of specialization (specifically Entrepreneurial Management, Marketing, Finance &amp; International Business) relates to other business functions; the role of each function in the organization; the interrelationship of the functions in relation to achieving organizational objectives.</td>
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<tr>
<td><strong>A5</strong> Knowledge and understanding of the role business organizations play in terms of economic and societal development.</td>
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</table>
### 3A. Knowledge and understanding

- **A6 (Finance)** Knowledge and understanding of the financial institutions, the financial services and their role in the economy; how the financial sector interacts with the business organizations and it contributes to organizational performance.

- **A6 (International Business)** Knowledge and understanding of the international environment in which organizations operate; the institutions, cultural trends and political factors that affect the development and implementation of international business strategy; way different strategies can be integrated and coordinated across different countries.

- **A6 (Entrepreneurial Management)** Knowledge and understanding of the conditions, the elements required in engaging in entrepreneurial endeavours; the creation of effective strategic planning and managing growth; capitalize on opportunities and identifying and approaching financing sources.

- **A6 (Marketing)** Knowledge and understanding of the different elements that comprise the function of marketing, their role in organizations, and how to integrate them in a single strategy; the role of marketing in the economy and how it affects consumers’ choice and welfare.

### 3B. Cognitive skills

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Learning and teaching strategy/assessment methods</th>
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<tbody>
<tr>
<td>Upon completion of the program, students will demonstrate systematic understanding of:</td>
<td>The use of cases, examples and projects are used along with the classroom discussion to develop cognitive skills. Students are encouraged to work independently and provide their own solutions to cases and real world problems. The questions in the examinations are</td>
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<tr>
<td><strong>B1</strong> Apply skills of critical analysis and reasoning on theories and business problems and examine and evaluate alternative approaches to them.</td>
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</table>
### 3A. Knowledge and understanding

- **B2** Develop the ability to combine information for problem solution relating to different organizational contexts.

They will also be able to conceptualize, debate, and solve problems regarding such key issues as:

- **B3** Adept in thinking independently and taking initiatives in applying models for problem solving.

progressively in levels 5 and 6 addressing these skills.

### 3C. Practical and professional skills

#### Learning outcomes:

- **C1** Write in a professional and comprehensible way
- **C2** Learn how to use information sources and technology
- **C3** Improve self management and organizational skills

The adherence to deadlines, project specifications, classroom discussion format is one way of teaching self-management and organizational skills. In addition to the modules that teach technology for management and use of information sources modules requirements increasingly demand the use of technology, information sources and reporting at levels 5 and 6.

### 3D. Key/transferable skills

#### Learning outcomes:

- **D1** Develop the skills to make effective presentations that will communicate information, propositions, and justification, using the appropriate approach in relation to the situation and the audience.
- **D2** Apply new technologies in acquiring, analyzing and presenting information.
- **D3** Develop planning skills that be applied in achieving individual and group work objectives.

The ACT General Education curriculum is predicated on transfer of communication and other skills across the four years of undergraduate study. In level 4 students are given literacy and IT training. Many modules in levels 4-6 include group projects. Students routinely are called upon to do formal and informal oral presentations, including as part of their senior (level 6) final project/thesis.
PROGRAMME STRUCTURE (PATHWAY ENTREPRENEURIAL MANAGEMENT)

Programme Structure - LEVEL 4 -- ACT years 1-2

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Credit points</th>
<th>Optional modules</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>Math 115 Calculus</td>
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<tr>
<td>Computer Science 151 Quantitative Computing</td>
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<tr>
<td>Management 101 Introduction to Management</td>
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<td>Accounting 101 Financial Accounting</td>
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<td>Economics 101 Introductory Macroeconomics</td>
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<td>Accounting 102 Managerial Accounting</td>
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<td>Marketing 101 Introduction to Marketing</td>
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<tr>
<td>Economics 102 Introductory Microeconomics</td>
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</table>

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 5 -- ACT year 3

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Credit points</th>
<th>Optional modules</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>Management 201 Organizational Behavior</td>
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<tr>
<td>Finance 201 Financial Management</td>
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<tr>
<td>Business Administration 240 International Business Law</td>
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<tr>
<td>Computer Science 201 Business Computing</td>
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<tr>
<td>Research 299 Research Methods</td>
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<tr>
<td>Management 340 Business in Greece and the EU</td>
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<td>Finance 202 Entrepreneurial Corporate Finance</td>
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### Programme Structure - LEVEL 5 -- ACT year 3

<table>
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<tr>
<th>Compulsory modules</th>
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<tr>
<td>Statistics 205 Statistics I</td>
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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 Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.

### Programme Structure - LEVEL 6 -- ACT year 4

<table>
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<tr>
<th>Compulsory modules</th>
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<tr>
<td>Management 210 Human Resources</td>
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<td>Management for Growth</td>
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<tr>
<td>Management 322 Business Strategy I</td>
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<td>Management 312 Operations Management</td>
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<tr>
<td>Marketing 330 Consumer Behavior</td>
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<tr>
<td>Management 323 Business Strategy II-Capstone Project</td>
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<tr>
<td>Management 330 Entrepreneurship and Innovation</td>
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<td>Marketing 301 Entrepreneurial Corporate Marketing Strategy</td>
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<tr>
<td>Management 218 Entrepreneurial International Business</td>
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**Exit Award:** If the learning outcomes have been met, then the student is entitled to receive a BSc Ordinary in Business Administration providing they have successfully achieved 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) or transfer to BSc (Hons) Business Administration.

**PROGRAMME STRUCTURE (PATHWAY MARKETING)**
### Programme Structure - LEVEL 4 -- ACT years 1-2

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<th>Compulsory modules</th>
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<td>Economics 102 Introductory Microeconomics</td>
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**Exit Award:** If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

### Programme Structure - LEVEL 5 -- ACT year 3

<table>
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<tr>
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<th>Credit points</th>
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<td>Finance 201 Financial Management</td>
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<td>Computer Science 201 Business Computing</td>
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<td>Research 299 Research Methods</td>
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<td>Statistics 205 Statistics I</td>
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<td>Marketing 212 Sales Management</td>
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<td>Marketing 214 Advertising</td>
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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 Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.
### Programme Structure - LEVEL 6 -- ACT year 4

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<td>Management 323 Business Strategy II- Capstone Project</td>
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**Exit Award:** If the learning outcomes have been met, then the student is entitled to receive a BSc Ordinary in Business Administration providing they have successfully achieved 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) or transfer to BSc (Hons) Business Administration.

### PROGRAMME STRUCTURE (PATHWAY FINANCE)

### Programme Structure - LEVEL 4 -- ACT years 1-2

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<td>Management 101 Introduction to Management</td>
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<td>Accounting 101 Financial Accounting</td>
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<td>Economics 101 Introductory Macroeconomics</td>
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<td>Accounting 102 Managerial Accounting</td>
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<td>Economics 102 Introductory Microeconomics</td>
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**Exit Award:** If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.
### Programme Structure - LEVEL 5 -- ACT year 3

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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 Administration providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) or transfer to BSc (Hons) Business Administration.

### Programme Structure - LEVEL 6 -- ACT year 4

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<td>Finance 220 Investment and Portfolio Management</td>
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Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BSc Ordinary in Business Administration providing they have successfully achieved 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) or transfer to BSc (Hons) Business Administration.

PROGRAMME STRUCTURE (PATHWAY INTERNATIONAL BUSINESS)

Programme Structure - LEVEL 4 -- ACT years 1-2

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Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in Business Administration providing they have successfully achieved 120 credits at Level 4 or transfer to BSc (Hons) Business Administration.

Programme Structure - LEVEL 5 -- ACT year 3

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<td><strong>Management 340 Business in Greece and the EU</strong></td>
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### Programme Structure - LEVEL 6 -- ACT year 4

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<td><strong>Management 218 Entrepreneurial International Business</strong></td>
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**Exit Award:** If the learning outcomes have been met, then the student is entitled to receive a BSc Ordinary in Business Administration providing they have successfully achieved 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) or transfer to BSc (Hons) Business Administration.
SUGGESTED PROGRAM OF STUDIES

ACT Years 1-2 (Level 4)

- Math 115 Calculus
- Computer Science 151 Quantitative Computing
- Management 101 Introduction to Management
- Accounting 101 Financial Accounting
- Economics 101 Introductory Macroeconomics
- Accounting 102 Managerial Accounting
- Marketing 101 Introduction to Marketing
- Economics 102 Introductory Microeconomics

ACT Year 3 (Level 5)

- Management 201 Organizational Behavior
- Finance 201 Financial Management
- Business Administration 240 International Business Law
- Computer Science 201 Business Computing
- Research 299 Research Methods
- Management 340 Business in Greece and the EU
- Finance 202 Entrepreneurial Corporate Finance
- Statistics 205 Statistics I

ACT Year 4 (Level 6)

- Management 210 Human Resources Management for Growth
- Management 322 Business Strategy I
- Management 312 Operations Management
- Marketing 330 Consumer Behavior
- Management 323 Business Strategy II-Capstone Project
- Management 330 Entrepreneurship and Innovation
- Marketing 301 Entrepreneurial Corporate Marketing Strategy
- Management 218 Entrepreneurial International Business

Optional modules (Entrepreneurial Management)

- Economics 232 International Economics
- Finance 210 International Money and Banking
- Finance 220 Investment and Portfolio Management
- Finance 232 International Finance
- Marketing 200 Principles of Public Relations
- Marketing 212 Sales Management
- Marketing 214 Advertising
- Marketing 318 Global Marketing
- Marketing 320 Marketing Research
- Marketing 324 E-Marketing
- Marketing 330 Consumer Behavior
- Economics/Management 242 Applied Managerial Economics
- Business 398 Undergraduate Internship in Business

**Optional modules (Marketing)**

- Economics 232 International Economics
- Economics/Management 242 Applied Managerial Economics
- Finance 202 Entrepreneurial and Corporate Finance
- Finance 210 International Money and Banking
- Finance 220 Investment and Portfolio Management
- Finance 232 International Finance
- Marketing 200 Principles of Public Relations
- Management 210 Human Resource Management for Growth
- Management 218 Entrepreneurial International Business
- Management 330 Entrepreneurship and Innovation
- Management 340 Business in Greece and the EU
- Business 398 Undergraduate Internship in Business

**Optional modules (Finance)**

- Economics 232 International Economics
- Economics/Management 242 Applied Managerial Economics
- Finance 202 Entrepreneurial and Corporate Finance
- Finance 210 International Money and Banking
- Finance 220 Investment and Portfolio Management
- Finance 232 International Finance
- Marketing 200 Principles of Public Relations
- Management 210 Human Resource Management for Growth
- Management 218 Entrepreneurial International Business
- Management 330 Entrepreneurship and Innovation
- Management 340 Business in Greece and the EU
- Business 398 Undergraduate Internship in Business

Optional modules (International Business)

- Economics/Management 242 Applied Managerial Economics
- Finance 220 Investment and Portfolio Management
- Marketing 200 Principles of Public Relations
- Marketing 212 Sales Management
- Marketing 214 Advertising
- Marketing 320 Marketing Research
- Marketing 330 Consumer Behavior
- Management 210 Human Resource Management for Growth
- Management 330 Entrepreneurship and Innovation
- Business 398 Undergraduate Internship in Business
### CURRICULUM MAP (ENTREPRENEURIAL MANAGEMENT)

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Study module/unit</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
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<p>| Level | Study module/unit         | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
|-------|---------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 5     | Management 201            | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 201               | x  | x  | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Business Administration 240 | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Computer Science 201      | x  |    | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Research 299              | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 202               | x  | x  | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Management 340            | x  | x  | x  | x  | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Economics 242             | x  |    | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |</p>
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**CURRICULUM MAP (MARKETING)**

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**Level 5 Courses:**
- Management 201
- Finance 201
- Business Administration 240
- Computer Science 201
- Research 299
- Statistics 205
- Marketing 212
- Marketing 214

**Level 6 Courses:**
- Management 322
- Marketing 324
- Marketing 330
- Management 312
- Management 323
- Marketing 320
- Marketing 318
- Marketing 301
## CURRICULUM MAP (FINANCE)

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

| Level | Study module/unit         | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
|-------|---------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 4     | Math 115                  | x  |    |    |    |    |    |    |    |    |    | x  |    |    |    |    |    |    |    |    |    |
|       | Computer Science 151      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Management 101            | x  |    |    |    |    |    |    |    |    |    | x  |    |    |    |    |    |    |    |    |    |
|       | Accounting 101            |    |    |    |    |    |    |    |    |    |    |    | x  |    |    |    |    |    |    |    |    |
|       | Economics 101             | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Accounting 102            | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Marketing 101             | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Economics 102             | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5     | Management 201            | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 201               | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Business Administration 240|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Computer Science 201      | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Research 299              | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Statistics 205            | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 202               | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Economics 242             | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
### CURRICULUM MAP (INTERNATIONAL BUSINESS)

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

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*Optional Module*
| Level | Study module/unit               | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
|-------|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 5     | Management 201                  | x  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 201                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Business Administration 240     | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Computer Science 201            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Research 299                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 202                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Economics 232                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Management 340                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6     | Management 322                  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 232                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Marketing 324                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Finance 210                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Management 323                  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Management 218                  | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Marketing 318                   | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|       | Marketing 301                   | x  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
# Module Specifications

## 1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>ACCOUNTING 101 FINANCIAL ACCOUNTING</th>
<th>Level</th>
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<tr>
<td>Module tutor</td>
<td>Foteini Papamavroudi</td>
<td>Credit value</td>
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<tr>
<td>Module type</td>
<td>Taught – Problem Solving</td>
<td>Notional learning hours</td>
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</table>

## 2. Rationale for the module and its links with other modules

Understanding accounting information and terminology needed for Managerial and Cost Accounting as well as Finance.

## 3. Aims of the module

Introduce students to the basic procedures of Accounting and the use of accounting data.

## 4. Pre-requisite modules or specified entry requirements

None

## 6. Indicative content

1. Financial Accounting the business Language: A means to an End
2. Basic Financial Statements
3. The Accounting Cycle: Capturing Economic Events
4. The Accounting Cycle: Accruals and Deferrals
5. The Accounting Cycle: Reporting Financial Results
6. Merchandising Activities
7. Inventories and the Cost of Goods Sold
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>ACCOUNTING 102 MANAGERIAL ACCOUNTING</th>
<th>Level</th>
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<tr>
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<td>Kostas Klimis</td>
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2. Rationale for the module and its links with other modules

Managerial Accounting is a second year course which equips students to be able to analyse and interpret financial data that they learned to develop from the Financial Accounting course and prepares them for the Financial Management course. It is a required course for business students.

3. Aims of the module

This course is designed to give insight into the interpretation and use of financial accounting data for management planning, coordination and control. Students are exposed to the kind of accounting information needed, where this information can be obtained, and how this information can be used by managers as they carry out their planning, controlling, and decision-making responsibilities.

4. Pre-requisite modules or specified entry requirements

Accounting 101, Management 101

6. Indicative content

Cost concepts, cost-volume-profit relationships, variable costing, activity-based costing, profit planning, flexible budgets and performance analysis, standard cost variances, performance measurements, differential analysis

Week 1
- An Overview of Managerial Accounting (planning, controlling, decision making)

Week 2
- Ethical concepts and Corporate Social Responsibility Issues-articles

Week 3
- Cost Classifications
- Product Costs Vs. Period Costs
- Costs for Predicting Cost Behaviour
- The Analysis of Mixed Costs
- Traditional and Contribution Format Income Statements

Week 4
- Case study & video discussion on opportunity costs of make/buy decisions
- Problem solving utilizing cost concepts learned in class

Week 5
- Cost-Volume-Profit Relationships and Cost Structures
- Target Profit and Breakeven Analysis
- Problem solving utilizing cost-volume-profit concepts

Week 6
- Case studies & video discussion on cost-volume-profit analysis

Week 7
- Variable Costing and Absorption Costing
- Reconciliation of Variable Costing with Absorption Costing Income
- Segmented Income Statements and the Contribution Approach

Week 8
- Problem solving concerning variable and absorption costs
- Midterm Exam

Week 9
- Profit Planning
- Preparing the Sales and Production Budgets
- Preparing Direct Materials, Direct Labour and Manufacturing Overhead Budgets
- Selling and Administrative Expense Budgets
Week 10
- Cash Budgeting
- Cash Budgeting Mini-Case Study
- Flexible Budgets
Week 11
- Budget analysis practice
- Problem solving & video discussion on budgeting
- Internet exercises
Week 12
- ABC Costing Mini- Various Exercises utilizing ABC Costing
- Setting the Stage for Standard Costs
Week 13
- A Model for Standard Cost Variance Analysis
- Using Standard Costs – Direct materials Variance
- Using Standard Costs – Direct Labour Variances
- Using Standard Costs – Variable Manufacturing Overhead Variances
Week 14
- Performance Management in decentralized Organizations
- Responsibility Accounting- differential analysis
- The concept of relevant costing in decision making
- Practice and problem solving in differential analysis
Week 15
- Final Exams
### 1. Factual information

<table>
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<th>BUSINESS ADMINISTRATION 240 INTERNATIONAL BUSINESS LAW</th>
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<tr>
<td>Module tutor</td>
<td>Sofia Mitropoulou</td>
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<tr>
<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
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</table>

### 2. Rationale for the module and its links with other modules

This course has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of business and commercial transactions in the international environment.

### 3. Aims of the module

The aim of the course is to introduce students to business law in the international environment. The course will cover the following topics: the formation of contracts, performance and non-performance of contracts, breach of contracts, international sales and transactions, intellectual property, as well as commercial dispute resolution. The course will also reflect on different ethical dilemmas that businesspersons face today in the global society. It will also cover issues relating to different forms of getting incorporated and labor law.

### 4. Pre-requisite modules or specified entry requirements

N/A

### 6. Indicative content

Case studies, commercial contracts, international business law journals, historical evolution and recent developments.
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>ECONOMICS 101 INTRODUCTORY MACROECONOMICS</th>
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2. Rationale for the module and its links with other modules

The course provides an overview of the basic economic principles and their applications to many real life situations. It previews some of the big ideas that recur throughout economics, such as opportunity cost, the tools of supply and demand. It also focuses on the applications of economic theory to national policy issues such as growth, inflation, unemployment, government expenditures, taxation finance and the role of money.

3. Aims of the module

The course seeks to develop an understanding how an economy works. It enables students to get a better understanding of the world they live in. It also helps them make better decisions as individuals or future executives in any type of organization or venture. All courses are linked to economics because most decisions and policies are made within an economic framework.

4. Pre-requisite modules or specified entry requirements

None

6. Indicative content.

- Basic Principles of Economics
- Market forces of Supply and demand
- Elasticity and its Applications
- General aspects of macroeconomics (GDP, GNP, CPI, Inflation, Unemployment....)
- Production and growth
- Financial Markets
- Basic Financial concepts
- Monetary and Fiscal Issues
- European Monetary Union
- World Financial Crisis and Euro Debt Crisis
1. Factual information

<table>
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<tr>
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<th>ECONOMICS 102 INTRODUCTORY MICROECONOMICS</th>
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2. Rationale for the module and its links with other modules

The rationale of this introductory course in microeconomics is to provide students with an insight regarding economic theory and policies by focusing on markets function and the role of the firm in the context of different market circumstances under perfect and imperfect competition. This course together with Econ 101 completes the introduction to economics and is a prerequisite for managerial economics Econ 242.

3. Aims of the module

This course will cover key thematic areas in economics starting from the: principles of economics, gains from trade, demand-supply analysis and the concept of elasticity and will move on to examine the behavior of the firm and industry under different market types and the impact of government regulation on the business environment.

4. Pre-requisite modules or specified entry requirements

None

6. Indicative content

Course Schedule

*Principles of Economics*

*Thinking Like an Economist*
*Gains from Trade*
*The Market Forces of Supply and Demand*
*Elasticity and Its Application*
*Supply, Demand and Government Policies*
*Application: The Case of Taxation*
*The Costs of Production*
*Firms in Competitive Markets*
*Monopoly*
*Oligopoly*
*Monopolistic Competition*
*Case studies on Market Types*
*Course Overview*
1. Factual information

| Module title | ECONOMICS 232  
|              | INTERNATIONAL ECONOMICS |
| Level        | 5                      |
| Module tutor | George Anastasiades    |
| Credit value | 3                      |
| Module type  | Taught                 |
| Notional learning hours | 43              |

2. Rationale for the module and its links with other modules

The rationale of this course is initiate non-economics majors to the major issues in today’s international economic sphere by combining a presentation of basic international economic theory concepts and applied economic issues and policies. The applied, policy aspect of the course is enhanced by invited guest speakers representing various international organizations. The course further develops key concepts from economics and relates international financial issues to finance courses.

3. Aims of the module

This course will cover economic trade theories, tariff and non-tariff barriers, the trading system and international institutions. The next main area of focus will be on international finance including exchange rate theories, the functioning of the international monetary and financial system, multinational companies, regional economic integration and transition economies.

4. Pre-requisite modules or specified entry requirements

Economics 101, Economics 102

6. Indicative content

**Today’s Global Economy and its Institutions**
Ch. 1.

**International Trade Relations**

Comparative Advantage and the Gains from Trade
Chs. 2 & 3
The Economics of Protectionism: Tariffs and NTBs
Chs. 4 & 5
Trade Policies and Trade Blocs
Chs. 6, 7 & 8

**International Financial Relations**

Measuring International Transactions
Ch. 10
Exchange Rate Theories & Determination
Chs. 11, 12
Exchange Rate Systems
Chs. 13, 14, 15

Macroeconomic Policy in Open Economies
Ch. 16
1. Factual information

| Module title | ECONOMICS/MANAGEMENT 242  
APPLIED MANAGERIAL ECONOMICS | Level | 5 |
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2. Rationale for the module and its links with other modules

The rationale of this course is to concentrate on the mathematical and statistical analysis of microeconomic issues with focus on market analysis and the theory of the firm. Mathematical optimisation and statistical analysis will be the key tools linking courses in quantitative methods to managerial decision making courses.

3. Aims of the module

This course will build upon key mathematical and statistical concepts for business analysis and move on to cover the key areas covered in economic theory including demand-supply and elasticity analysis, statistical estimation with focus on demand functions, forecasting time series, theory of the firm under different market types and pricing decision analysis.

4. Pre-requisite modules or specified entry requirements

Economics 102, Math 115

5. Indicative content

- Chapters 1 & 2: Introduction, main mathematical and statistical tools
- Chapter 3: Demand & Elasticity analysis
- Chapter 4: Estimating Demand Functions
- Chapter 5: Business Forecasting using Time Series
- Chapter 7: Production economics and optimization using production functions
- Chapter 8: Cost analysis and Applications
- Chapter 10: Price & output determination under perfect Competition
- Chapter 10: Price & Output determination under monopolistic competition
- Chapter 11: Price & output determination under Monopoly
- Chapter 12: Price & output determination under Oligopoly
- Chapter 13: Oligopoly & Game Theory
- Chapter 14: Pricing decisions under different market types
- Case studies and problems on Market Types

Course Overview
## 1. Factual information

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<td>Christos Grammenos</td>
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## 2. Rationale for the module and its links with other modules
The course provides an overview of the basic financial concepts and their applications to the modern corporate world. It focuses on problem-solving methodology and real-life financial management practices, all within an evaluation and ethical framework.

## 3. Aims of the module
The course seeks to develop students’ understanding of the key concepts of financial management necessary for making and evaluating financial decisions.

## 4. Pre-requisite modules or specified entry requirements
Accounting 102

## 6. Indicative content

### Overview of Corporate Finance
- Introduction to Corporate Finance
- Financial Statements, Taxes and Cash Flow

### Financial Statements and Long-term Financial Planning
- Working with Financial Statements
- Long-term Financial Planning and Growth

### Valuation of Future Cash Flows
- The Time Value of Money
- Discounted Cash Flow Valuation

### Capital Budgeting (Investment Criteria)
- Net Present Value
- IRR

### Short-term Financial Planning and Management
- Short-term Finance and Planning
- Cash and Liquidity Management
1. Factual information

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<tr>
<td>Module tutor</td>
<td>Tasos Katsapis</td>
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2. Rationale for the module and its links with other modules

Entrepreneurial and Corporate Finance is a third year course which equips students to learn to apply today’s most effective corporate finance tools and techniques to an entrepreneurial venture or a financial manager. Furthermore, students will implement many of the finance principles from the financial management course. It is a required course for business students with concentrations in finance, Entrepreneurial Management and International Business.

3. Aims of the module

This course will clearly focus on financing an existing family business, start-ups, corporations, and NGO’s, including sound financial management practices in financial statement analysis, asset valuation, corporate finance, debt and equity investments, security analysis and concepts of risk. The course will go into depth on how to analyse financial statement, asses firm’s capital structure, and evaluate the various ventures and investment projects, evaluate bonds and equities, for the purpose of maximizing a firms’ value by taking the appropriate Investment Decision, Financing Decision and Dividend Decision. Tools and methods used in determining how much money a venture actually needs in order to be viable will also be covered. Attention will be devoted to the different types of financing alternatives available to an entrepreneur. The venture capital market will be investigated in detail, including self-financing, debt financing, angel financing, and financing from venture capital firms. Students will be encouraged to understand financing issues and options from the vantage points of the entrepreneur, the lender, and the investor. In short, the course will explore the most important financial issues that an entrepreneur may face.

4. Pre-requisite modules or specified entry requirements

Finance 201

6. Indicative content

The course follows the life cycle of a firm approach.

Week 1
- Introduction and overview of entrepreneurial and corporate finance
- Introduction to PV, firm’s objective and corporate governance

Week 2
- Financial statements / evaluating financial performance
- Planning for the future / short-term and long-term planning
Various in-class exercises

Week 3
- Valuation of Future Cash Flows / Time Value of Money
- Discounted Cash Flows / The Hurdle Rate and The Return
- Various In –class exercises

Week 4
- The Capital Budgeting Process
- Project Analysis and Evaluation
- Review quiz

Week 5
- Types and costs of financial capital/ The optimal mix of Debt and Equity
- Raising Capital / Financial Leverage and Capital Structure
- Cost of equity/ equity valuation

Week 6
- Types of debts / bonds valuation
- The right kind of Debt
Various In-class Exercises

Week 7
- Venture Capital Evaluation
- In-class exercises and review

Week 8
- Midterm Exam
- Risk and Return

Week 9
- Professional Venture Capital
- Other financing alternatives
- Security structures and determining enterprise values

Week 10
- Problem solving re the determination of enterprise values
- Harvesting the business venture investment

Week 11
- Review quiz
- Turnaround strategies for financially troubled ventures

Week 12
- Capital investment tools and techniques

Week 13
- Capital investment mini-cases

Week 14
- Capstone case study presentations

Week 15
- Final Exams
1. Factual information

<table>
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<tr>
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<th>FINANCE 210 INTERNATIONAL MONEY &amp; BANKING</th>
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<tr>
<td>Module tutor</td>
<td>Athanasios Fassas</td>
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2. Rationale for the module and its links with other modules

Money and Banking is a fourth year-first semester course that improves the students' knowledge of the financial markets & institutions, the role of money and the financial system, and the way all these are integrated in the global financial system. It is a required course only for Finance majors and optional for all other business students.

3. Aims of the module

The main intention of this course is to provide an overview of some key issues related to money, monetary policy and banking. Major topics covered in the money segment of the course include money creation, the monetary system, policy and control. The banking part of the course begins with the main banking operations and functions and continues with a discussion of the principles of bank asset and liability management. The markets in which banks operate are then described and the operations of banks in these markets are assessed. The risks encountered in banking are addressed, together with the means of controlling such risks. The safety and stability of the banking system is finally considered.

4. Pre-requisite modules or specified entry requirements

Economics 101, Economics 102

6. Indicative content

<table>
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<th>Week</th>
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<td>Introduction to Money, Banking and Financial Markets</td>
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<td>Financial assets: characteristics, kinds, creation</td>
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<td>The Risk &amp; Term Structure of Interest Rates</td>
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<td>Case Study</td>
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<td>Bank Management, Principles of Bank Asset &amp; Liability Management</td>
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<td>Bank Performance Analysis</td>
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<td>7</td>
<td>Management of Banking Risks</td>
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<td>Bank Credit Risk &amp; Management</td>
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<td>Bank Interest-rate Risk &amp; Management</td>
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</table>

2. Rationale for the module and its links with other modules

Investments & Portfolio Management is a fourth year-second semester course that completes the students’ knowledge of the asset classes & global investment choices in order to form an optimal portfolio. This is a final semester course that combines all prior knowledge on macroeconomics, microeconomics, finance and investments. It is a required course only for Finance majors and optional for all other business students.

3. Aims of the module

The principal purpose of this course is to provide a comprehensive analysis of the characteristics and analyses of individual securities, as well as the theory and practice of combining securities to form optimal portfolios. The aims of this course are to:

- provide an overview of the entire investment scene
- survey various investment alternatives and their opportunities from the viewpoint of risk and return
- treat asset pricing models and the efficient market hypothesis (EHM)
- review the role of behavioral finance and how it affects EMH
- examine the formation of optimal portfolios
- examine the analysis, valuation and management of stocks
- treat the theory of the term structure of interest rates, bond pricing and the management of bond funds
- introduce the fundamentals of option valuation and trading

4. Pre-requisite modules or specified entry requirements

Finance 201

5. Indicative content

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Investment Environment, Securities Markets &amp; Transactions</td>
</tr>
<tr>
<td>2</td>
<td>Return and Risk</td>
</tr>
<tr>
<td>3</td>
<td>Modern Portfolio Topics, Launch of Group Portfolio Project</td>
</tr>
<tr>
<td>4</td>
<td>Common Stocks</td>
</tr>
<tr>
<td>5</td>
<td>Analyzing Common Stocks</td>
</tr>
<tr>
<td>6</td>
<td>Stock Valuation and Characteristics</td>
</tr>
<tr>
<td>7</td>
<td>Market Efficiency, Introduction to Behavioral Finance &amp; Technical Analysis</td>
</tr>
<tr>
<td>8</td>
<td>Midterm Exam</td>
</tr>
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<td>The Fixed Income Market</td>
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</table>
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>FINANCE 232 INTERNATIONAL FINANCE</th>
<th>Level</th>
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<tbody>
<tr>
<td>Module tutor</td>
<td>Konstantinos Antoniou</td>
<td>Credit value</td>
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</tr>
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<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
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</tr>
</tbody>
</table>

2. Rationale for the module and its links with other modules

International Finance is a fourth year-first semester course that introduces the students to contemporary foreign exchange topics, and financial instruments that are used in international markets to hedge against currency risks, interest rates and financial exposure. The course, designed for students who wish to build upon the basic economic and financial principles they have acquired in the areas of economics and corporate finance, covers both the management and the markets of multinational businesses. It is a required course for Finance and International Business majors and optional for Marketing students.

3. Aims of the module

The principal purpose of this course is to provide an introduction to those aspects of financial decisions, which arise when companies operate in an international environment. Students are exposed to the international business environment, with emphasis on the challenges financial managers face in the dynamic and rapidly expanding field of international finance. This will built on the work of Corporate Finance and will cover both theoretical and practical aspects. The main objectives are to:
- give an understanding of the risks arising from international operations
- examine the techniques available for managing these risks
- review capital structure theory and investment appraisal in a domestic setting and examine international differences

4. Pre-requisite modules or specified entry requirements

Finance 201, Statistics 205

6. Indicative content

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to International Finance</td>
</tr>
<tr>
<td>2</td>
<td>The Foreign Exchange Market</td>
</tr>
<tr>
<td>3</td>
<td>International Parity Conditions &amp; Exchange Rate Determination</td>
</tr>
<tr>
<td>4</td>
<td>Foreign Currency Futures &amp; Options</td>
</tr>
<tr>
<td>5</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td>International Banking &amp; Money Market</td>
</tr>
<tr>
<td>6</td>
<td>International Equity &amp; Bond Markets</td>
</tr>
<tr>
<td>7</td>
<td>Interest Rate and Currency Swaps</td>
</tr>
<tr>
<td>8</td>
<td>Measuring and Managing Foreign Exchange Exposure</td>
</tr>
<tr>
<td>9</td>
<td>Cash management</td>
</tr>
<tr>
<td>10</td>
<td>multinational capital budgeting</td>
</tr>
<tr>
<td>11</td>
<td>End of group project, review, exercises.</td>
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</tbody>
</table>

Finals
1. Factual information

| Module title          | MANAGEMENT 101  
<table>
<thead>
<tr>
<th></th>
<th>INTRODUCTION TO MANAGEMENT</th>
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<td>Level</td>
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<td>Vasilis Blatsas</td>
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</table>

2. Rationale for the module and its links with other modules

An introduction to the general field of Management. It covers the basic managerial concepts through the presentation and the analysis of the four managerial functions: Planning, Organizing, Leading and Controlling. It is a foundation for upper level management courses.

3. Aims of the module

The course seeks to develop students’ understanding of the fundamental role of management in both theory and practice. To familiarize them with effective Management practices needed to operate in a challenging business environment impacted greatly by the forces of globalization.

4. Pre-requisite modules or specified entry requirements

None

6. Indicative content

Managers and Managing: Essential tasks, levels, challenges in a global environment
Fayol’s Principles of Management
Values, Attitudes, Emotions, and Culture: Personality traits, values, Organizational culture
Ethics and social responsibility: Nature, Stakeholders and ethics.
Managing diverse employees: Managers and the effective management of diversity
Managing in the global environment: The changing global environment
Decision making: Nature of managerial decision making, Cognitive biases, entrepreneurship
Organizational control and change: Output control, behavior control, clan control
Motivation and performance: Need theories, Expectancy theory, Equity theory, Learning theory
The manager as a planner and strategist: The nature of the Planning process
Value Chain Management: The value chain and competitive advantage, Customer responsiveness
Leadership: Nature, Models of leadership
Effective groups and teams: Types, Group dynamics
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 201 ORGANIZATIONAL BEHAVIOR</th>
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<tr>
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<td>Sevasti Kessapidou</td>
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</table>

2. Rationale for the module and its links with other modules

The unit covers particular issues about the study of individual, group and structural behavior within organizations. In particular, the unit examines the impact of the human behavior issues on organizational performance and success. It is widely recognized that the knowledge of organizational behavior is critical in modern corporations and public bodies and determines in a high rate their effectiveness and efficiency. It helps students develop plans on how to mobilize people to reach their maximum output so that it can lead to better organizational performance. It is linked with other courses of the institution such as Business Strategy and Human Resource Management.

3. Aims of the module

This unit aims to introduce students to the study of organizations, and their forms and structures, in relation to individual behavior, group dynamics, and the way in which each affects organizational systems. Emphasis is given on discussing and analyzing theoretical aspects of group and individual behavior and indicating their applicability within an organizational setting.

4. Pre-requisite modules or specified entry requirements

Management 101

6. Indicative content

Week 1: Introduction in Organisational Behaviour
  - Managing effective organizations (ch.1)
  - Organizational culture (ch. 2)
Week 2: Behavior within organizations: The Individual (ch.4)
Week 3: Motivation: Background and theories (ch. 5)
  - Week 4: Motivation: Organizational applications (ch.6)
  - Managing workplace stress (ch.7)
Week 5: Group and team behavior (ch. 8)
Week 6: Leadership fundamentals (ch. 11)
Week 7: Leadership: emerging perspectives
Week 8: Understanding Power & Politics (ch.9)
Week 9: Managing Conflict within Organizations (ch. 10)
Week 10: The structure and design of organizations (chs 13 & 14)
Week 11: Managing organizational change and learning (ch. 17)
Week 12: Managing Communications (ch. 15)
Week 13: Decision making (ch.16)
Week 14: Revision of the course
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 210 HUMAN RESOURCE MANAGEMENT FOR GROWTH</th>
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<td>Sevasti Kessapidou</td>
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<tr>
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<td>Taught</td>
<td>Notional learning hours</td>
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</table>

2. Rationale for the module and its links with other modules

The course provides an overview of the basic concepts and practices of Human Resource Management of a modern organization. Its emphasis is on the well-being of the people and success of the organization. It also focuses on the global realities of HRM and the use of modern technologies within an ethical framework.

3. Aims of the module

The course enables the students to explore the importance of Human Resource Management and its functions performed in organizations that make an effective use of people to achieve organizational and individual goals.

4. Pre-requisite modules or specified entry requirements

Management 101

6. Indicative content

Basic Concepts
Strategic HRM
Legal aspects of HRM
Job analysis
Human resource planning
Employee recruitment, selection, motivation and orientation
Performance evaluation and compensation
Training and development
Labour relations
Safety, health and wellness
Social and Ethical Issues
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 218 ENTREPRENEURIAL INTERNATIONAL BUSINESS</th>
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<tr>
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<td>Vasillis Blatsas</td>
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</table>

2. Rationale for the module and its links with other modules

A study of the opportunities and risks involved in conducting business operations across national borders. Analysis of the concepts, tools, environmental factors influencing international flows of goods/services, money, human resources and information. It is an upper level management course.

3. Aims of the module

To familiarize the students with all the aspects of international business and in the process learn how to evaluate the international environment and its impact on the firms operating in it. To understand how companies operating internationally require an entrepreneurial attitude as borders between countries become less relevant.

4. Pre-requisite modules or specified entry requirements

Economics 101, Management 101

5. Indicative content

- National differences in political economy: political systems, economic systems, legal systems.
- Political economy and economic development: differences in economic development, political economy and economic progress.
- Differences in Culture: the determinants of culture, social structure, religious and ethical systems, culture and the workplace.
- Ethics in International Business: Issues, the roots of unethical behaviour, implications for managers.
- International Trade theory: an overview of trade theory, comparative advantage theory, the Product Life-Cycle Theory, Porter's Diamond.
- The political economy of Int'l Trade: Instruments of trade policy, political and economic arguments for intervention.
- Foreign Direct Investment: Trends/direction, theories, political ideology, benefits/costs and government policy.
- Regional economic integration: levels, regional economic integration in Europe, regional economic integration in the Americas and elsewhere.
- Foreign exchange market: functions, economic theories of FX determination, interest rates and exchange rates, forecasting.
- Int'l monetary system: the role of the IMF, the floating exchange rate regime, pegged exchange rates, implications for managers.
- The strategy of Int'l business: global expansion, cost pressures and pressures for local responsiveness, choosing a strategy.
- Entry strategy and Strategic Alliances.

The discussion of the module contents includes examples of both local and foreign companies and their entrepreneurial endeavours to succeed in the international marketplace.
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 312 OPERATIONS MANAGEMENT</th>
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<tr>
<td>Module tutor</td>
<td>George Anastasiades</td>
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<tr>
<td>Module type</td>
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<td>43</td>
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</table>

2. Rationale for the module and its links with other modules

The course seeks to develop students’ understanding of the fundamental role of operations management in both services and manufacturing. Students are exposed to concepts, problems and analysis related to the strategy, design, planning, and improvement of manufacturing and service operations. The course serves to link operational issues to managerial strategy issues and provides key input for students to undertake their final capstone project.

3. Aims of the module

This course will cover the following thematic areas: new corporate trends, corporate strategies, product design, process management, principles of quality management, inventory management and total corporate planning using the MRP-ERP framework, management of supply chains. The course will also introduce a set of quantitative and analytical tools that can be used in almost any context, including project management, decision trees and process analysis.

4. Pre-requisite modules or specified entry requirements

Management 101

6. Indicative content

Course Schedule

Intro: The transition from the 2nd to the 3rd industrial revolution and key corporate trends

Corporate strategies and global corporate strategies

Principles and methods used for Product Design

Case studies in Product Design and decision Tree analysis

Process management in goods & service

Case studies in process management

Project Management

Lab sessions on Project Management

Quality management and TQM models

Case studies in quality management and TQM tools

Principles for the management of supply chains

Case studies and tools for supply chain management

Supply chain management for e-business

Forecasting techniques

Inventory management & inventory optimization models

The MRP-ERP framework for total corporate planning

Course Overview
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 322 BUSINESS STRATEGY I</th>
<th>Level</th>
<th>6</th>
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<tbody>
<tr>
<td>Module tutor</td>
<td>Christos Grammenos</td>
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<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
<td>150</td>
</tr>
</tbody>
</table>

2. Rationale for the module and its links with other modules

The course provides an overview of the concepts and theories useful in understanding the strategic management process. It critically analyses studies in the field of strategy and suggests the strategic management model. It also recommends the strategic audit as one approach to the systematic analysis of complex organization-wide issues.

3. Aims of the module

The aim of this course is to enable students understand how an organization functions as an entity, in all areas of business, how it interacts with its environment and what must management do to ensure a long-term and successful organizational performance.

4. Pre-requisite modules or specified entry requirements

Marketing 101, Finance 201

6. Indicative Content

Business environment
Social responsibility
Business ethics
Industry analysis
SWOT analysis
Organizational structure, intelligence, social responsibility
Strategy formulation and implementation to other phases of management
Financial analysis
Case analysis
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 323 BUSINESS STRATEGY II-CAPSTONE PROJECT</th>
<th>Level</th>
<th>6</th>
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<tr>
<td>Module tutor</td>
<td>Christos Grammenos, Nikolas Hourvouliadis</td>
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</table>

2. Rationale for the module and its links with other modules

The rationale of this course is to synthesize the knowledge and skills developed in previous business courses and apply them to a business plan. Students will be required to set and meet aggressive goals and meet regularly with course coordinators to ensure their research project (business plan) is progressing in a focused and high quality manner. The business plan should prove the student’s independent ability to investigate and develop a business opportunity.

3. Aims of the module

This business plan will develop an original business idea or the future evolution of an existing company and will comprise of three key thematic areas:

- The organizational plan that will study the business environment and derive a corporate strategy and provide an analysis of corporate operations and organizational plan achieving a consistent strategic fit.
- The Marketing Plan in which the student describes and analyzes potential customers, namely who and where they are, what will make them buy, etc. Here, the student also describes the competition and how they’ll compete.
- The Financial Plan containing the student’s financial projections, which include their balance sheet, income and cash flow statement, break-even analysis, and financial ratios and capital requirements.

4. Pre-requisite modules or specified entry requirements

Management 322

6. Indicative Content

- Executive Summary
- Introductory Section
- Organizational Plan
- Marketing Plan
- Financial Plan
- Supporting Material (references, data sources, maps etc)
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 330 ENTREPRENEURSHIP &amp; INNOVATION</th>
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<td>Notional learning hours</td>
<td>150</td>
</tr>
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</table>

2. Rationale for the module and its links with other modules

The course provides an overview of the role and growing importance of entrepreneurship. It explores the arguments both for and against owning a business in times of economic crisis. It focuses on current topics of interest to aspiring entrepreneurs.

3. Aims of the module

The aim of this course is to provide students with up-to-date analysis about conceiving, planning, organizing and operating a new business venture as well as how to achieve optimal benefits from the limited resources available to entrepreneurs.

4. Pre-requisite modules or specified entry requirements

Economics 102

6. Indicative content

The dynamic role of entrepreneurs
Opportunity creation
Creativity and Innovation
Feasibility Analysis
Developing marketing strategies
Operating the business
Financial planning and control
Using information technology
Legal and ethical issues
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MANAGEMENT 340 BUSINESS IN GREECE AND THE EUROPEAN UNION</th>
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<td>Notional learning hours</td>
<td>43</td>
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</table>

2. Rationale for the module and its links with other modules

The rationale of this course is to give students some insights into the complexities of the European environment from a global, business, political and legal perspective. It also explores the different ways in which the European Union institutions have a determining influence on any company working in or with the European Single Market. Particular focus is placed on doing business in Greece and South Eastern Europe. The course allows students to place many of the issues visited in various business courses in the context of the European Union and its unique institutional arrangements.

3. Aims of the module

This course will centre around the analysis of the business environment, placing it in the context of the European Union. The corporate implications of European Institutions and the policies of the European Union will be a key theme. Related themes for exploration include: the political economy of capitalist varieties in Europe, comparative analysis between EU economies and corporate implications, comparative analysis of the EU to the USA, The Euro and the Eurozone, corporate culture and ethics, Greece in the European context, integrating Eastern Europe into the EU, Europe in the global arena and the European crisis.

4. Pre-requisite modules or specified entry requirements

Economics 101, Economics 102

5. Indicative Content

Methodological analysis of the Business Environment

The Greek economy and business environment

European Union in the context of globalisation

Theories of economic integration

The institutions of the European Union

The common policies of the European Union and corporate implications

The Single European Market

The European Monetary Union, the Euro and corporate implications

Comparative analysis of European economies

The typologies of European economic models
European & US economies: Comparative analysis

The economic and institutional crisis in Europe

The European context of the Greek economic crisis

Greek economic prospects under the Troika’s conditionality

Political economy: Varieties of capitalism in Europe

Core Europe and the Periphery

Case Studies: Typologies of economic and political models in Europe and implications for corporations

The economies of Eastern Europe: Transition to capitalism and European Union integration

Transition and European integration for South Eastern Europe

The determinants of culture and ethics:
Corporate culture in Europe and how corporations deal with ethical issues

Europe in the global economic arena (globalization revisited)

Course Overview
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 101 INTRODUCTION TO MARKETING</th>
<th>Level</th>
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<tr>
<td>Module tutor</td>
<td>Eirini Tsichla</td>
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2. Rationale for the module and its links with other modules

The course demonstrates the essence of marketing in a dynamic and fast changing marketplace. It covers basic marketing concepts and analyzes the environment within which a marketing manager must operate in order to develop effective marketing strategies. It is a foundation for upper level marketing courses.

3. Aims of the module

To familiarize students with the primary principles of Marketing and in the process develop their abilities in analyzing market situations and contribute to the formulation of a marketing strategy.

4. Pre-requisite modules or specified entry requirements

None

6. Indicative content

- Marketing’s value to consumers, firms and society and how it affects the small business (Marketing concept, micromarketing)
- Marketing strategy planning (What is Marketing strategy, Types of opportunities)
- Evaluating opportunities in the changing market environment
- Focusing marketing strategy with segmentation and positioning
- Demographic dimensions of global consumer markets
- Final consumers and their buying behavior
- Improving Decisions with marketing information
- Elements of product planning (Branding, Product classes, PLC)
- Place and development of channel systems (Types of channel systems, Ideal exposure)
- Promotion (methods, promotion blend)
- Pricing (Objectives, policies)
- Digital Marketing
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 212</th>
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<td>SALES MANAGEMENT</td>
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| Notional learning hours | 150 |

2. Rationale for the module and its links with other modules

The course will provide an in-depth focus on the fundamental concepts of sales management. Particular emphasis will be placed upon the partnership aspects of selling, as they reflect the new philosophy of relationship marketing - which promotes the build-up of long-term relationships between the firm and its customers. It is an upper level marketing course linked to the Introduction to Marketing course.

3. Aims of the module

The main objectives of the course are to introduce the basic concepts of personal selling, to give an explicit and practical view of salespeople’s main tasks and working practices, and to discuss and organize the current sales management tactics by analyzing up-to-date, real world situations.

4. Pre-requisite modules or specified entry requirements

Marketing 101, Management 101

5. Indicative content

- Selling and Salespeople (The role of salespeople)
- Building Partnering Relationships (Relationships, Phases of relationships)
- Ethical and Legal Issues in Selling (Ethics and personal selling)
- Buying Behavior and the Buying Process (Types)
- Using Communication principles to build relationships (Active listening, Nonverbal)
- Adaptive selling for relationship building (Presentations, Social styles)
- Prospecting (Prospect characteristics, ways to obtain prospects)
- Planning the sales call (objectives)
- Making the sales call (Identify the prospect’s needs)
- Strengthening the presentation (how to/characteristics)
- Responding to objections (objections/response methods)
- Obtaining commitment (when, how, methods)
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 214 ADVERTISING</th>
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<td>Theodore Papanestoros</td>
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2. Rationale for the module and its links with other modules

Advertising is an integral part of the communication mix. Probably the most visible part of the process at a social level and a strong element of many corporate strategies. Its importance and the multitude of available media warrant special attention.

In the midst of today’s fast-paced, exhilarating world of communication, one needs to understand that it is just as important to talk about “Advertising” as is to talk about “Integrated Brand Promotion”.

The lecture will provide a solid understanding of the advertising strategy, fleshing out the theory behind it with real-world examples, applications, dynamic visuals, special guests from the field, along with presentations of today’s most contemporary ads combined with coverage of the latest practices and industry developments, including social media. When applicable, the lecture will follow the same process as the one followed in an advertising agency.

3. Aims of the module

The course aims to equip students with the tools, knowledge, and practice to get results in advertising and business today. The goal is to transfer actual experience in the classroom through intriguing advertising insights from the real world, while at the same time manage to make students think and plan strategically, evaluate alternative courses of action, and function as teams in developing creative solutions to advertising problems.

4. Pre-requisite modules or specified entry requirements

Marketing 101

5. Indicative content

- The World of Advertising and Integrated Brand Promotion.
- The structure of the Advertising and Promotion Industry.
- Advertising, Integrated Brand Promotion and Consumer Behavior
- Market Segmentation and Positioning
- Advertising Research
- Strategic Planning in Advertising
- The creativity in Advertising and its “management”
- Placing the message. Media planning essentials
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 301 ENTREPRENEURIAL AND CORPORATE MARKETING STRATEGY</th>
<th>Level</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Module tutor</td>
<td>Vasilis Blatsas</td>
<td>Credit value</td>
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</tr>
<tr>
<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
<td>150</td>
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</tbody>
</table>

2. Rationale for the module and its links with other modules

It offers an in-depth examination and analysis of the basic marketing principles. A considerable effort is made to provide students with the elements of marketing thinking in structuring innovative marketing strategies for various corporations. Students are prepared to work in the competitive and dynamic field of marketing and to become professionals with a global and entrepreneurial perspective. It is an upper level required marketing module.

3. Aims of the module

The course seeks to develop students’ understanding of the fundamental role of Marketing in modern organizations and to comprehend the type of managerial decisions that need to be taken in order to help a company succeed in the marketplace. Also, entrepreneurship is emphasized in marketing strategy formulation as firms with entrepreneurial orientation are characterized with opportunity seeking, aggressive product innovations and support of new ideas.

4. Pre-requisite modules or specified entry requirements

Marketing 101

5. Indicative content

Key aspects of marketing strategy
Analysis of the initial strategic situation
Formulation, evaluation and selection of marketing strategies
Business- to- business marketing, Marketing of services, International Marketing
Marketing and Sales organization, Marketing and Sales Information systems
Marketing and Sales Management Control, Human Resource Management in Marketing and Sales
Market orientation
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 318 GLOBAL MARKETING</th>
<th>Level</th>
<th>6</th>
</tr>
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<tbody>
<tr>
<td>Module tutor</td>
<td>Kostas Klimis</td>
<td>Credit value</td>
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<tr>
<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
<td>150</td>
</tr>
</tbody>
</table>

2. Rationale for the module and its links with other modules

This course addresses marketing management problems, techniques and strategies needed to incorporate the marketing concept into today's global economy. More specifically, this fourth year course, provides students with the relevant knowledge to analyse and explain the international business environment and to develop suitable marketing strategies for companies that seek to expand their business in foreign markets. It is a required course for the concentration of Marketing and International Business and an elective for the rest of the concentrations.

3. Aims of the module

The course seeks to expand the knowledge of students in analyzing the international marketing environment by explaining thoroughly the key factors that affect it. Furthermore, marketing principles and strategies are applied under a global perspective, by focusing on the similarities and acknowledging the differences of the international markets.

4. Pre-requisite modules or specified entry requirements

Management 101, Marketing 101

5. Indicative content

1. The global marketing environment. From domestic marketing to international and global marketing.
2. Global economy and trade liberalization. The balance of payments, the foreign currency market and macroeconomic indicators.
3. Cultural and social forces. The parameters that constitute cultural environment: language, religion, family, education, perceptions towards time, work & leisure etc. The Hofstede classification.
4. Political & legal forces. Rationale and potential actions of host countries governments. Home market pressure groups. Political risk assessment and protection.
5. Global markets and buyers – the consumer, the business and the government markets. Factors that affect their buying behaviour.
6. Global competitors: global vs global or global vs. local, - competition in developed & developing countries- country of origin effect.
8. Global market entry strategies – Exporting, licensing, franchising & Foreign Production-Ownership strategies: Joint Ventures and strategic alliances.
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 320 MARKETING RESEARCH</th>
<th>Level</th>
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<td>Evita Gantina</td>
<td>Credit value</td>
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<tr>
<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
<td>150</td>
</tr>
</tbody>
</table>

2. Rationale for the module and its links with other modules

The need for relevant accurate and timely information is at the core of marketing activity and primarily for strategy development. Marketing research course links all theoretical components of marketing to relevant data derived information. The meaningful and effective implementation of Marketing Theory is realized primarily in combination with effective Marketing Research implementation.

3. Aims of the module

To introduce the students to the needs of information regarding the marketing environment and the ways to investigate and learn how to provide qualitative and quantitative information through marketing research as to cover them. Also, to familiarize students with the marketing research tools and the use of the most appropriate as to meet research objectives in a valid and reliable way. To allow students to conduct and evaluate research projects.

4. Pre-requisite modules or specified entry requirements

Statistics 205

6. Indicative content

- Mktg dec. making & MR
- The research process
- Sources & types of information
- Literature review
- Reliability & Validity
- Measurement methods & scales
- Questionnaire development
- Qualitative research & observation
- Research designs
- Causal designs
- Sampling
- Midterm exam
- Sampling & coding
- How to do research on your own
- Data analysis
- Descriptive statistics
- Statistical testing
- How to write a communicative report
- Communicating findings and limitations
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 324 E-MARKETING</th>
<th>Level</th>
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<tbody>
<tr>
<td>Module tutor</td>
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<td>Credit value</td>
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<tr>
<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
<td>150</td>
</tr>
</tbody>
</table>

2. Rationale for the module and its links with other modules

The cultural and technological changes that internet has brought to the possibilities for exchanges with the consumer has created not only a whole new set of ways of communication but also of product delivery, product creation, marketing research and group behaviour. These new capabilities and their consequences are the scope of this module.

3. Aims of the module

The module will introduce to the student all the key-practices a current marketer or executive needs to know to cope with the needs of e-marketing and e-business in small or large scale projects. The course will integrate the needs and parameters of physical space marketing with the ones of the digital environment.

4. Pre-requisite modules or specified entry requirements

Marketing 101

6. Indicative content

- Intro to e-marketing
- e-mail marketing
- on-line advertising
- affiliate marketing
- search engine marketing & optimization
- ppc advertising
- social media
- social media as a tool for small business
- viral marketing
- on line reputation management and web pr
- web site design and development
- on-line copyrighting
- web analytics and optimization
- m-marketing
- crm
- market research
- e-strategy
- adjusting campaigns to small business needs
1. **Factual information**

<table>
<thead>
<tr>
<th>Module title</th>
<th>MARKETING 330 CONSUMER BEHAVIOUR</th>
<th>Level</th>
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<td>Module tutor</td>
<td>Evita Gantina</td>
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<tr>
<td>Module type</td>
<td>Taught</td>
<td>Notional learning hours</td>
<td>150</td>
</tr>
</tbody>
</table>

2. **Rationale for the module and its links with other modules**

The marketing discipline and marketing activity is in theory and in practice should be customer centric and that means consumer centric. The marketing process and theory start with the consumer and end with the consumer. It starts with identifying needs all the way to post purchase satisfaction and loyalty. The purpose of this module is to complement the marketing process with the understanding of how a consumer decides and behaves.

3. **Aims of the module**

An analysis of consumer behavior, this module introduces students to the processes that consumers employ in order to select, purchase, use, evaluate, and dispose of products and services that will satisfy their needs. The module will also provide students with an understanding of the influences (external and internal) that determine consumer behavior. And, since consumers vary in the ways that they consume products and services, the module will demonstrate in various ways how and why the analysis of consumer behavior is critical to the field of marketing.

4. **Pre-requisite modules or specified entry requirements**

Marketing 101

5. **Indicative content**

- The social and market environment, The role of consumption in society
- Perception in consumer behavior
- The role of self-image in consumption
- Values and motivation
- Lifestyle
- Memory and learning
- Consumer attitude formation
- The cognitive and affective dimensions
- Individual decision making
- Household and group decision making
- Group influence and opinion leadership
- Culture and subculture
- Cultural change process and new consumers
- Group behavior
1. Factual information

<table>
<thead>
<tr>
<th>Module title</th>
<th>Level</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115 – Business Calculus</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Module tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emmanuel Maou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module type</td>
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<td>Notional learning hours</td>
</tr>
<tr>
<td>Taught</td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

2. Rationale for the module and its links with other modules

The purpose of MATH 115 is to present mathematical skills and concepts and to apply them to ideas that are important to students in the management, life, and social sciences. Differentiation, Integration etc. are some of the topics that will be presented in this module and then applied to optimization problems (Business and Science), rates of change problems and other applications.

The module will be text oriented and intents to help students to develop their critical thinking and problem solving ability. Students are expected to have read assignments prior to class attendance. Upon completion of this module, it is the aim and hope of the mathematics faculty that students who work hard and apply themselves will be able to:

1. Acquire a solid foundation in Differential and Integral calculus in order to prepare for other college modules that require such knowledge.
2. Understand how math can model and solve authentic real world problems.
3. Develop problem-solving skills, fostering critical thinking, within a varied and interesting setting.
4. Encourage modeling and connecting Mathematics to various disciplines.

3. Aims of the module

The module is designed to give students a sound intuitive understanding of basic concepts and enable students to apply a variety of techniques to practical situations.

4. Pre-requisite modules or specified entry requirements

MATH 101

6. Indicative content.

- Chapter 1 - Functions, Graphs, and Limits
- Chapter 2 - Applications of Derivatives
- Chapter 3 - Additional Applications of the Derivative
- Chapter 4 - Exponential and Logarithmic Functions
- Chapter 5 - Integration
- Chapter 7 - Functions of Two or more Variables
1. Factual information

| Module title | RESEARCH 299  
| RESEARCH METHODS | Level | 5 |
| Module tutor | Nikolas Hourvouliadis | Credit value | 15 |
| Module type | Taught | Notional learning hours | 150 |

2. Rationale for the module and its links with other modules

This course introduces students to a diversity of research techniques and trains them in experiencing the research process that involves identifying problems, collecting, analyzing, interpreting and reporting data, for the purpose of using opportunities, or solving problems in the business environment. The students will become acquainted with the concept of research and its connection to the business and also to the thesis work. The students will learn the basics of qualitative and quantitative research methods and how to plan research work. The course requires an active participation, an interest to start writing in a certain methodology, and a high motivation for reading other projects, papers and relevant information.

3. Aims of the module

The students will have learned the main research methods in social sciences, learn how to formulate a selected problem and how to select a sample and utilise different methods for collecting, analysing, and interpreting research data.

Learning outcomes include the following:
- Understanding of the principles of research
- Ability to assess secondary research documents and reports
- Understanding of the principles of qualitative and quantitative research methods
- Development of analytical and critical thinking skills that student will use in their research projects.
- Ability to write a business plan
- Presentation of their work

4. Pre-requisite modules or specified entry requirements

Statistics 205

6. Indicative content

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The basics of business and academic research</td>
</tr>
<tr>
<td>2</td>
<td>Research process and forming of a proposal</td>
</tr>
<tr>
<td>3</td>
<td>Proposal construction</td>
</tr>
<tr>
<td>4</td>
<td>Literature review</td>
</tr>
<tr>
<td>5</td>
<td>Qualitative and quantitative research</td>
</tr>
<tr>
<td>6</td>
<td>Sampling</td>
</tr>
<tr>
<td>7</td>
<td>Survey research</td>
</tr>
<tr>
<td>8</td>
<td>Secondary and primary data</td>
</tr>
<tr>
<td></td>
<td>Proposal Submission</td>
</tr>
<tr>
<td>9</td>
<td>Evaluation of proposals</td>
</tr>
<tr>
<td>10</td>
<td>Statistical background</td>
</tr>
<tr>
<td>11</td>
<td>Data mining and data handling</td>
</tr>
<tr>
<td>12</td>
<td>Writing the final paper</td>
</tr>
<tr>
<td>13</td>
<td>Main analysis, conclusions and further research</td>
</tr>
<tr>
<td>14</td>
<td>Presentations and Final paper submission</td>
</tr>
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1. **Factual information**

<table>
<thead>
<tr>
<th>Module title</th>
<th>STAT 205 – Introductory Statistics</th>
<th>Level</th>
<th>5</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Module type</td>
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<td>Total learning hours</td>
<td>150</td>
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</table>

2. **Rationale for the module and its links with other modules**

The module assumes at least elementary college algebra knowledge. It is a practical as well as conceptual module, which provides important training and skills useful in the professional as well as academic domain.

3. **Aims of the module**

This module is an introduction to descriptive and inferential statistical methods. This introductory module covers the concepts and techniques concerning exploratory data analysis, frequency distributions, correlation, central tendency and variation, probability, sampling distribution statistical inference. Students will be exposed to these topics and how each applies to and can be used in the business environment. Students will master problem solving using both manual computations and statistical software. Simulations and animations are employed in teaching and the students learn the value of random simulation in risk assessment.

The module aims at the following:
- Give the student the statistical skills necessary to meet the needs of business and the real-world decision-making problems
- Effectively communicate the results of a statistical analysis both orally and in writing.
- Provide fundamental statistical knowledge and skills required for a higher-level module in related fields.

4. **Pre-requisite modules or specified entry requirements**

Math 101. The module is typically taken at the 1st semester of study non-OU validated

6. **Indicative content.**

- Data and Statistics
- Descriptive Statistics
- Descriptive Statistics: Numerical Measures
- Probability
- Discrete Probability Distributions
- Continuous Probability Distributions
- Sampling Distributions
- Interval Estimation
- Hypothesis Testing
- Linear Regression
ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at ACT and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about ACT academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students’ long-term academic and career goals.

Students with weak English language competency, as well as those on academic probation with a low GPA (less than 1.5), are assigned faculty mentors who follow the students’ progress throughout the semester by meeting frequently with the students, follow their progress in classwork by maintaining a line of communication with the students’ instructors and by compiling reports on the students’ progress.

THE LEARNING HUB

ACT’s Learning Hub is located on the upper floor of the Library. Students are invited to meet with the tutors and receive assistance with their English language and Mathematics needs. The Admissions and the Enrollment department offices are also located on the upper floor of the Library. Prospective students may obtain from there all the necessary information concerning their studies and financial support.

HEALTH SERVICES

The resident Anatolia High School nurse accepts student emergency visits as well as regular appointments in her office located on campus. The Anatolia/ACT is also within easy access to both a private clinic and several hospitals, all of which provide emergency services. A resident doctor at ACT is available to students on campus during the doctor’s office hours (2310 398338).
9. **Opportunities for Personal Development Planning**

**Career Services and Guidance**

The Career Office equips students with the tools and know-how to successfully kickstart their careers. Specifically, we provide hands-on training on interviewing, resume & cover letter writing. The above are subsidized by guest lectures, which help students get an insight in their field of interest, and company visits, which give students the opportunity to meet company representatives and conduct informational interviews. The office also provides individual consultations in any career related issue, including job search tactics, career planning, resume preparation and mock interviews. Apart from this preparation stage, the career office offers internship and job opportunities, both in Greece and abroad, accessible to all students via the Career Office's job board (jobs.act.edu).

In addition, the Career Office also organizes the annual Career Week, a week-long event with lectures, company presentations, on-campus recruiting, networking opportunities and hands-on workshops.

The Office also serves as Liaison with the Business Community, and works actively with Industry and Academia to identify placement opportunities and keep students informed of local and regional trends. Leading representatives from the private and public sectors visit ACT regularly as guest speakers in classes and events, reinforcing ACT's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

**Graduate Education Counseling**

ACT’s Graduate Education Office (GEO) guides students in their further educational progress. Graduates are assisted throughout the process of selecting appropriate programs and applying to ACT’s or other postgraduate programs in numerous ways such as: website addresses for research into colleges / universities suited to their needs and qualifications, assistance with the writing of personal statements (in collaboration with the Writing Center) and coordination of recommendation letters prepared by faculty members. The GEO offers two workshops every fall semester, one for students interested in studying in the US, the other targeted towards studying in the United Kingdom.

Students should visit the Graduate Education Advisors early in their academic career (1st and 2nd year) and not necessarily wait until their 3rd or 4th year, when the reality of postgraduate education is right around the corner.

**Internships**

The Career Office gives special emphasis to students’ internships, both with local and international organizations. Every semester there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes and focusing on enhancing in-class learning. Apart from the on-campus recruiting, we coordinate a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The school’s Job Board and Facebook Career Group help disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

10. **Opportunities and Support for Study Abroad**
ACT STUDENTS STUDYING IN THE US

ACT has signed a number of study abroad exchange agreements with partner colleges and universities that enable students to spend a semester studying in the US. Through these agreements, ACT students may spend a semester, normally in their second or third year of study, at a college in the US, and upon return to ACT receive full transfer credit for all courses successfully completed while abroad. Agreements with partner schools allow ACT students to enroll at collaborating institutions while continuing to be enrolled at the home school and pay tuition and fees at ACT. Students are encouraged to look into study abroad opportunities early in their academic career with the director of the I.P.O. Good academic standing is a pre-requisite for considering such a possibility.

11. WORK PLACEMENT INFORMATION

The programme does not require students to undertake a compulsory work placement but there is the option of internship, if they wish to do so.

Through the service learning/practicum course (a non-OU validated module) which is comprised of a combination of theoretical sessions and real-life case study projects, students will be able to make visible connections between community service, their own learning, personal and professional development and citizenship skills, values and practices.

A number of opportunities for personal development are available to English majors on demand and on a voluntary basis within the program, ranging from opportunities for joining extracurricular activities and clubs on campus, serving on the Student Government Association, engaging in Service Learning, acquiring information literacy and CV writing skills to building professional expertise through a term’s Internship training in their senior year, thus enhancing self-reflection, PR and communication skills, personal and professional responsibility, learning how to meet deadlines and working with others, etc.

In addition, through ACT’s Careers Office, targeted English-specific workshops, company visits and presentations further enhance opportunities for personal development. Short term internships have also been introduced. Here are some concrete examples:

- Communications & copywriting internship opportunities
- Resume, cover letter and interview workshops
- Private consultations for preparing individual students' resumes & cover letters.
- Mock interviews - private advising on interviewing
- Job board which renews weekly and includes - among others - internship and entry level opportunities in the field of communication.
- Guest lectures of professionals in the field (media, teaching, etc.)

As ACT graduated its first English cohort in June 2015, it is early to engage in a thorough evaluation of the value and benefit of the above-mentioned practices.
BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a collection of about 26,400 books in print, over 126,000 of electronic books and hundreds of videos, DVDs, and CD-ROMS. Already one of the largest English language libraries in Greece, its collection is rapidly growing into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to over 42,000 full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to over 20 research databases to support inquiry and research. Business databases include Ebsco’s Business Source Elite, Regional Business News, Hoover’s, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library.

In order to maximize the value of our collections and increase the ease of their use, a new service has been introduced. EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library’s information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

ACT has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school’s resources or access the internet on their laptop.

The computer facilities include the Stavros S. Niarchos Technology Center in Bissell Library and a number of other computer laboratories located in various buildings. There are over 20 high-speed servers present in the network infrastructure and there are approximately 100 Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories:

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The College’s new Science Facilities are located in the Compton Hall basement. The facilities include three laboratories (Biology/Ecology, Physics, Chemistry) covering a total area of 300 square meters.

FOOD SERVICES
The ACT Cafe, rented on a contract to a professional food service provider, is also located in the New Building (ACT main classroom building) and operates weekdays from 10:00 - 18:30 (Fall – Spring semesters) and 11:00 - 14:00 (Summer term—hours flexible) when classes are in session. The cafe offers an assortment of cold and hot sandwiches, coffee, salads and beverages.

HOUSING

On-campus housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. They are fully furnished and on-campus students have free access to internet, the gym, and also to basketball, football and tennis courts. There is an on-campus dining room where students can have warm meals and the Bissell library is in close proximity to the housing. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.
MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme’s approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

- 40% for undergraduate programmes
- 50% for postgraduate programmes

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

- First class: Aggregate mark of 70% or above
- Upper Second class: Aggregate mark between 60% and 69%
- Lower Second class: Aggregate mark between 50% and 59%
- Third class: Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.
SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

<table>
<thead>
<tr>
<th>% Scale Score</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>Excellent pass</td>
</tr>
<tr>
<td>60-69</td>
<td>Very Good pass</td>
</tr>
<tr>
<td>50-59</td>
<td>Good Pass</td>
</tr>
<tr>
<td>40-49</td>
<td>Pass</td>
</tr>
<tr>
<td>0-39</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution’s OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.
STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.
- Compensation, the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

COMPENSATION

Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met.

OPTIONS FOR THE REPEAT OF STUDY

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial repeat as fully registered student:

- The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year;
- The student has full access to all facilities and support for the modules and/or components being repeated,
- The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
• The student retains the marks for the modules and/or components already passed,
• No further resit opportunities are permitted.

Partial repeat for assessment only:

• That access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

• This is only permitted where the student has extenuating circumstances;
• The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
• The student has full access to all facilities and support,
• The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

Exam Boards will look at individual cases where stages have not been completed and advise on progression.
The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Divisions receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources:

- A collection of thesis writing books, academic writing and general study skills, for example how to evaluate resources, or how to study more effectively can come very handy at the literature review stage. This collection is housed in the Learning Hub (Writing Centre)
- Subject guides corresponding to the Divisions also provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc) to assist students in their quest for information gathering for their theses.
- The website of the Library, which is currently under heavy revision (the new site will be in place from the 1st of Sept.), attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources.
- Guides have been composed to assist students with the OU Harvard referencing style (available on the library website)
- The Library in conjunction with all Divisions has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository. In the meantime students can drop in any time and can have access to study good examples of theses on site.
- Last but not list a plethora of printed material in a variety of subjects is also available to students.
- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- The Learning Hub, former Writing Centre, strives to help students to become strong, independent learners through a variety of services. The assistance stretches through all stages of the learning process whether it is revising thesis writing, maths, reading, or just refining those digital skills. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail. From the beginning of the new academic year Learning Hub will have its own website providing access 24/7, to wide variety of targeted information and resources on Study skills, English Language, IT skills, Personal development skills and Science & Technology.
- The allocation of two Academic Liaison Librarians as well as Division Academic staff reps allow for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.
- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their project. This come as a continuation of previous Information literacy teaching offered in the previous years of study. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.
- Finally the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.
ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

- Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- Misconduct in examinations (including in-class tests).

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsible for the assessment of the course(s) that are affected by the alleged offence. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established.

The AS&PC will either itself investigate the charge or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or
panel) should consider oral and/or written evidence supplied by the individual(s) making the charge and the alleged offender. The alleged offender shall have the right to appear before the Committee (or panel).

Once the AS&PC has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently on the assessment decisions made by the Board of Examiners, the AS&PC is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity. The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- **Admonishment Letter (or Letter of Warning):** The student is advised in writing that her/his behavior violates rules of academic and/or personal integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.

- **First Offense File:** The student’s name and a description of the offense is filed in a shared electronic folder, accessible by the Provost, department chairs and area coordinators. Second offenses automatically result in a hearing.

- **Disciplinary Probation:** The student is advised in writing that his/her behavior violates rules on academic and/or personal integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

- **Suspension:** The student’s relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.

- **Dismissal:** The student’s relationship with the College will be terminated indefinitely. The right to apply for re-admission shall be denied.

Within five working days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the AS&PC. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final.

**EXTENUATING CIRCUMSTANCES**

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution’s extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request. Further information is available from the partner institution.
MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student’s ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program’s assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar’s Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;
- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.
- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee’s decision.
- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;
- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;
- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student’s transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

The partner institution will verify the authenticity of any evidence submitted.
Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
- waive late submission penalties;
- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.
17. STUDENT PARTICIPATION AND EVALUATION

STUDENT PARTICIPATION

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the college, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Assistant Dean and the SGA, where students present their views on the operation and development of the College. In addition, ACT regularly invites students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Assistant Dean, who has the general overview of the procedure. Then, modules are classified according to the programme they belong, and the feedback is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Assistant Dean and the department heads, and also in the departmental meetings of all divisions. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.

COLLEGE-WIDE FEEDBACK

At the college level, ACT is administering another survey to measure both educational and other aspects of student life and behaviors. The survey, named College Student Experiences and Learning Outcomes (CSELOA) is aiming at measuring self-perceptions of students and has two parts. The first part measures student learning outcomes and the second measures student behaviors and experiences. The questionnaire includes a diverse spectrum of variables relating to academics, faculty, student services, student-to-student and student-to-faculty interactions, sense of community, use of campus facilities, academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.
18. **GENERAL READING LIST (NOT MODULE SPECIFIC), INCLUDING ELECTRONIC RESOURCES**

- Carbaugh, R (2012) International Economics, South-Western
- Davies, Roger H., and Adam J. Davies (2011) Value Management : Translating Aspirations Into Performance, Ashgate
- George, Jennifer and Jones, Gareth R (2010) Understanding and managing organisational behaviour, Addison Wesley
• Leach & Melicher (2012) Entrepreneurial Finance, Cengage


• McGulgan, Moyer, Harris (2012) Managerial Economics, Thomson South-Western


• Newstrom and Keith, Organizational behavior : human behavior at work, McGraw-Hill


• Ogilvy David, Ogilvy on Advertising, Vintage


• Piperopoulos, Panos G., (2011) Entrepreneurship, Innovation And Business Clusters, Ashgate


• Schaffer, Richard et al. (2012) International Business and it’s Environment, South-Western


• Weitz, Castleberry, Tanner (2014) Building Partnerships, McGraw-Hill

• Williams, Haka, Betrtnier (2013) Financial & Managerial Accounting the basis for business decisions, McGraw-Hill