

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> a. BSc (Hons) in Logistics and Supply Chain Management b. BSc in Logistics and Supply Chain Management c. Diploma of Higher Education in Logistics and Supply Chain Management d. Certificate of Higher Education in Logistics and Supply Chain Management
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	
Credit points for the award	BSc (Hons) in Logistics and Supply Chain Management: 360
UCAS Code	
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	General Business Management
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 3 years
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	September 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Logistics and Supply Chain Management programme Mission:

Logistics and Supply Chain Management programme at DEREI aims to prepare students to become knowledgeable, ethically responsible and competent Logistics and Supply Chain Management professionals. The programme, international in nature, fosters the intellectual, personal and professional growth of each student through a rigorous Logistics and Supply Chain Management education that facilitates the blending of practical and theoretical competence.

BSc Hons Logistics and Supply Chain Management Goals:

The overall goals of the BSc in Logistics and Supply Chain Management programme are to:

1. Provide knowledge and understanding of general business functions and their application to the management of supply chains.
2. Provide understanding of the international environment in which the logistics business operates and of the implications that this brings to business management.
3. Provide knowledge in the field of logistics and supply chain management as well as competencies and transferable skills that will enable students to embark on managerial careers related to supply chain functions within international or domestic organizations and 3PL organizations.
4. Promote ongoing critical, evaluative and strategic ways of thinking and develop students' ability to select and effectively utilize available resources to facilitate operations of supply chains, diagnose issues and develop effective solutions in alignment with corporate strategy.
5. Develop students' critical awareness of and sensitivity to ethical issues in logistics, along with a strong sense of personal integrity and social responsibility.
6. Prepare students to become informed and knowledgeable business professionals and life-long learners with the ability to effectively adapt to change in a rapidly evolving international environment.
7. Develop and enhance students' critical and analytical thinking skills and research competence that will enable them to embark on graduate studies in related areas.

BSc Hons Logistics and Supply Chain Management - Programme Outcomes:

Level 4

- Demonstrate knowledge and understanding of the external business environment.
- Demonstrate knowledge and understanding of business functions.
- Distinguish logistics and supply chain management as a distinct area of economic activity.
- Demonstrate knowledge and understanding of the legal environment and its impact on business.

Level 5

- Analyse business concepts, functions and processes and relate them to the logistics and supply chain management sector.
- Demonstrate ability to apply quantitative and qualitative research and analysis in dealing with business situations.
- Analyse ethical issues in business.
- Make use of knowledge, skills and tools in making decisions across a broad range of issues related to logistics and supply chain management.

Level 6

- Integrate and evaluate theoretical concepts and paradigms with particular reference to logistics and supply chain management.
- Evaluate information from a variety of sources in and related to the logistics and supply chain sector, assess its relevance and application to practical problems and formulate, recommend and implement solutions under diverse circumstances.
- Integrate and evaluate critical factors and available resources into taking strategic decisions that align corporate and supply chain strategies.

- Design and carry out research related to logistics and supply chain management.

BSc Hons Logistics and Supply Chain Management - Learning Outcomes:

Upon Completing this programme graduates will be able to demonstrate:

- A. Knowledge and Understanding of:
 - A.1. the external environment and its impact on business.
 - A.2. the legal environment and its impact on business activity.
 - A.3. the internal aspects, functions and processes of organizations, their inter-dynamics and their relationship with the external environment.
 - A.4. quantitative and qualitative business research methods, models and tools.
 - A.5. moral theories and ethical issues and evaluate their impact on business decision making.
 - A.6. the role of Information Systems and Information Technology in decision making and in designing and implementing effective and efficient business processes, including applications logistics and supply chain management
 - A.7. the principles, theories and practices related to logistics and supply chain management.
 - A.8. strategic factors, policies and value creating approaches within an uncertain business environment to meet stakeholders' interests by aligning corporate and supply chain strategies.
 - A.9. value creating approaches used to effectively deal with a variety of business problems in one of the following areas related to logistics and supply chain management
- B. Cognitive skills in:
 - B.1. Making use of quantitative skills to manipulate data, evaluating, estimating and modelling business and supply chain problems.
 - B.2. Analysing facts and circumstances to determine the cause of a problem and, identifying and selecting appropriate solutions.
 - B.3. Collecting, analysing and evaluating business data and making use of different methodologies to reach evidence based business decisions.
 - B.4. Analysing, evaluating ethical choices, assessing the moral and ethical dimensions of actions, persons, and business practices and developing an awareness of and framework for ethical decision-making.
 - B.5. Synthesizing the knowledge gained in the various business and non-business courses taken during the undergraduate programme of study.
- Practical and Professional skills in:
 - C.1. Making use of numeric skill in solving problems.
 - C.2. Making use of information technology effectively to retrieve, process, analyse and communicate information.
 - C.3. Making use of qualitative and quantitative tools in analysing and solving business problems related to supply chain systems.
 - C.4. Demonstrating awareness of key drivers for business success, causes of failure and the importance of providing customer satisfaction.
- Key / Transferable skills in:
 - D.1. Communicating ideas effectively in a professional context.
 - D.2. Developing interpersonal, teamwork and/or leadership skills. Working effectively with others in small groups or teams.
 - D.3. Making use of data to identify and applying appropriate methodologies for effective decision making in a variety of business situations.
 - D.4. Generating innovative ideas to develop improvements in business processes.
 - D.5. Reflecting intellectually and becoming an independent self-managed lifelong learner.

The following table presents the B.Sc. in Logistics and Supply Chain Management program structure:

Year 1 – Level 4			
Fall	Credits	Spring	Credits
MG 2003 Management Principles	15	BU 2002 Business Legal Issues	10
LM 2063 Principles of Operations Management	15	MA 2021 Applied Statistics	15
IB 2006 International Business	15	AF 2006 Financial Accounting	20
MK 2030 Fundamentals of Marketing	15	LM 2020 Introduction to Logistics & Supply Chain Management	15
Year 2 – Level 5			
Fall	Credits	Spring	Credits
PH 3005 Business Ethics	15	MG 3034 Managing People and Organizations	15
LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks	15	CS 3051 Business Driven Information Technology	15
FN 3105 Foundations of Corporate Finance	15	LM 3030 Transportation Systems	15
BU 3233 Business Research Methods	15	LM 3025 The Logistics of Supply Networks	15
Year 3 – Level 6			
Fall	Credits	Spring	Credits
LM 4343 Operations Management	15	LM 4157 Project Management	15
LM 4242 Supply Chain Management	15	LM 4246 Management Science	15
LM 4145 Total Quality Management	15	LM 4641 Seminar in Logistics & Supply Chain Management (cap.)	15
MG 4415 Strategic Management	15	Elective: MG 4123 Business Negotiations, MG 4129 Decision Making: A Qualitative Approach MG 4247 Management of Services, IB 4035 Export Strategy and Management, MG 4112 Carriage of goods by Sea and Law of International Trade, MK 4141 Retailing and Supply Chain Management	15
Total UK credits: 360			

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education* curriculum (43 US credits)
- Concentration Courses (72 US credits)
- General electives (6 US credits)

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A.1. Demonstrate knowledge and understanding of the external environment and its impact on business. (Level 4)	<p><u>Taught and assessed in:</u> IB 2006 International Business (15 UK Credits – Compulsory)</p> <p>Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade theories, foreign investment and insight into the roles of multinational enterprises, governments, international organizations and non-governmental organizations in international business. Foreign exchange and its role in international business.</p> <p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions, collaborative in-class learning exercises and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject. Discussions and collaborative in-class case discussions reinforce students' cognitive and key transferable skills. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. ➤ Use of blackboard site, where instructors post lecture notes, assignments' instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p>

	Summative: <table><tr><td>In-class midterm examination (1-hour) – individual, essay-type questions</td><td>40</td></tr><tr><td>Final examination (2-hour, comprehensive, essay-type questions)</td><td>60</td></tr></table> Formative: <table><tr><td>In-class, 1-hour, "diagnostic" test</td><td>0</td></tr></table>			In-class midterm examination (1-hour) – individual, essay-type questions	40	Final examination (2-hour, comprehensive, essay-type questions)	60	In-class, 1-hour, "diagnostic" test	0
In-class midterm examination (1-hour) – individual, essay-type questions	40								
Final examination (2-hour, comprehensive, essay-type questions)	60								
In-class, 1-hour, "diagnostic" test	0								
A.2. Demonstrate knowledge and understanding of the legal environment and its impact on business activity. (Level 4)	<p><u>Taught and assessed in:</u> BU 2002 Business Legal Issues (10 UK Credits - Compulsory)</p> <p>The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.➤ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>In class two 1-hour quizzes - formative</td><td>0</td><td>(essay-type)</td></tr></table>			In class two 1-hour quizzes - formative	0	(essay-type)			
In class two 1-hour quizzes - formative	0	(essay-type)							

	In class 1-hour midterm examination - summative	40	(essay-type)
	Final examination (2 hour) - summative	60	(essay-type)
A.3. Demonstrate knowledge and understanding of the internal aspects, functions and processes of organizations, their inter-dynamics and their relationship with the external environment. (Levels 4, 5 and 6)			
<ul style="list-style-type: none"> A.3.1. Describe the nature of managerial work, management theories, concepts, principles and practices. Distinguish between an organization's internal and external environments, and recognize the importance of organizational change (Level 4). 	<p><u>Taught and assessed in:</u> MG 2003 Management Principles (15 UK Credits - Compulsory)</p> <p>Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content. ➤ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. <p><u>Assessment Methods:</u></p>		

	<table><tr><td>Coursework - formative</td><td>0</td><td>case studies, experiential exercises, in-class quizzes</td></tr><tr><td>In class 1-hour midterm examination - summative</td><td>40</td><td>essay-type</td></tr><tr><td>Common final examination (2-hour) - summative</td><td>60</td><td>essay-type</td></tr></table>	Coursework - formative	0	case studies, experiential exercises, in-class quizzes	In class 1-hour midterm examination - summative	40	essay-type	Common final examination (2-hour) - summative	60	essay-type
Coursework - formative	0	case studies, experiential exercises, in-class quizzes								
In class 1-hour midterm examination - summative	40	essay-type								
Common final examination (2-hour) - summative	60	essay-type								
<ul style="list-style-type: none">A.3.2. Explain the principles, functions, role and impact of operations in a high performance business system. (Level 4)	<p><u>Taught and assessed in:</u> LM 2063 Principles of Operations Management (15 UK credits-Compulsory): Basic understanding of the nature and context of operations management. Topics include product design, process selection, design of facilities and jobs, managing the supply chain, and revising the system.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Lectures, problem solving exercises, model applications, small case studies, the carrying out of a research project and in-class presentation.➤ Office hours held by the instructor to provide further assistance to students.➤ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments. <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table><tr><td>Written project; individual; word count 1000-1200</td><td>40%</td></tr><tr><td>Final examination (2-hour, essay form)</td><td>60%</td></tr></table> <p>Formative:</p> <table><tr><td>Group Coursework - one in-class diagnostic examination and case study analyses</td><td>0%</td></tr></table>	Written project; individual; word count 1000-1200	40%	Final examination (2-hour, essay form)	60%	Group Coursework - one in-class diagnostic examination and case study analyses	0%			
Written project; individual; word count 1000-1200	40%									
Final examination (2-hour, essay form)	60%									
Group Coursework - one in-class diagnostic examination and case study analyses	0%									

<ul style="list-style-type: none">A.3.3. Explain the role of marketing and its importance to the economy and to organizations, know the fundamentals of marketing research, consumer behaviour and understand their impact on marketing strategy. (Level 4).	<p><u>Taught and assessed in:</u> MK 2030 Fundamentals of Marketing (15 UK credits- Compulsory): Basic understanding of marketing concepts and processes. Key marketing decision areas in product development, pricing, distribution and promotion.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lectures➤ Short assignments on various marketing issues in small groups in class.➤ Analysis & Discussion of short cases in class.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <p>Group research project on a marketing topic with extensive use of library resources.</p> <table><tr><td>Coursework (one in class “diagnostic” examination) – formative</td><td>0</td><td>Objective and short essay</td></tr><tr><td>Final examination (2-hour) - summative</td><td>50</td><td>Short answers to essay questions</td></tr><tr><td>Term Paper -summative</td><td>50</td><td>Written project; 1,000 – 1,200 words</td></tr></table>	Coursework (one in class “diagnostic” examination) – formative	0	Objective and short essay	Final examination (2-hour) - summative	50	Short answers to essay questions	Term Paper - summative	50	Written project; 1,000 – 1,200 words
Coursework (one in class “diagnostic” examination) – formative	0	Objective and short essay								
Final examination (2-hour) - summative	50	Short answers to essay questions								
Term Paper - summative	50	Written project; 1,000 – 1,200 words								
<ul style="list-style-type: none">A.3.4. Analyse, record and summarize accounting transactions of an economic entity using US GAAP (Generally Accepted Accounting Principles). Prepare non-complex financial statements which are used either by internal or external decision-makers (Level 4).	<p><u>Taught and assessed in:</u> AF 2006 Financial Accounting (20 UK Credits – Compulsory)</p> <p>To explore the basic principles, concepts and procedures relating to financial accounting. An ability to prepare, analyse and interpret financial statements in a business context will be developed.</p> <p><u>Learning and Teaching Strategy:</u></p>									

	<ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Exercises are assigned as homework, the solutions of which are reviewed in class. Additionally an individual assignment requiring a simple financial analysis will be given to the students, so as to enhance their ability to extract financial information from multiple financial sources, as well as interpret financial data. ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. ➤ IT sessions in labs, where the student practices on recoding transactions using special accounting software (Peachtree Complete Accounting). ➤ A tutoring service provided by the College is also available to students who choose to get additional help. <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table border="1" data-bbox="853 858 1644 986"> <tr> <td>First Assessment: 1-hour written examination (closed-book, in-class)</td><td>40</td></tr> <tr> <td>Second Assessment: 2-hours, written examination (closed-book, in-class)</td><td>60</td></tr> </table> <p>Formative:</p> <table border="1" data-bbox="853 1050 1644 1082"> <tr> <td>Diagnostic Coursework</td><td>0</td></tr> </table>	First Assessment: 1-hour written examination (closed-book, in-class)	40	Second Assessment: 2-hours, written examination (closed-book, in-class)	60	Diagnostic Coursework	0
First Assessment: 1-hour written examination (closed-book, in-class)	40						
Second Assessment: 2-hours, written examination (closed-book, in-class)	60						
Diagnostic Coursework	0						
<ul style="list-style-type: none"> • A.3.5. Analyse and assess an organization's internal environment, with particular reference to: human resource management and the processes and practices involved in implementing human resource strategy; 	<p><u>Taught and assessed in:</u> MG 3034 Managing People and Organizations (15 UK Credits - Compulsory)</p> <p>Strategic human resource management as a mechanism for managing people at work. Processes and practices involved in implementing human resource strategy, such as recruitment, selection,</p>						

individual behaviour, team and organizational processes; the interaction with the external environment. (Level 5)	<p>training, and performance management. Major theories of organizational behaviour; concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lectures, case studies, experiential exercises and self-assessments.➤ Interactive learning during class through students' analyses and discussions of assigned cases and experiential exercises.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material➤ Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework – formative</td><td>0</td><td>case studies, experiential exercises, in-class quizzes</td></tr><tr><td>Written project - summative</td><td>40</td><td>Individual; 1,300-1,700 words</td></tr><tr><td>Final examination (2-hour) - summative</td><td>60</td><td>essay-type</td></tr></table>	Coursework – formative	0	case studies, experiential exercises, in-class quizzes	Written project - summative	40	Individual; 1,300-1,700 words	Final examination (2-hour) - summative	60	essay-type
Coursework – formative	0	case studies, experiential exercises, in-class quizzes								
Written project - summative	40	Individual; 1,300-1,700 words								
Final examination (2-hour) - summative	60	essay-type								
<ul style="list-style-type: none">• A.3.6. Calculate financial ratios and prepare cash budgets. Understand and apply the concept of leverage, and cost of capital and assess the company's working capital management. (Level 5).	<p><u>Taught and assessed in:</u> FN 3105 Foundations of Corporate Finance (15 UK Credits – Compulsory)</p> <p>The course provides the knowledge and the skills required for investments, business financing and securities valuation.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lectures, interactive learning (class discussions) and practical problems solved in class.									

	<ul style="list-style-type: none">➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.➤ Use of blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.➤ A tutoring service provided by the College is also available to students who choose to get additional help. <p><u>Assessment Methods:</u></p> <table><tr><td>Exercises / Comprehensive problems (excel applications)- formative</td><td>0</td><td>Exercises / Comprehensive problems (excel applications)</td></tr><tr><td>First Assessment: One hour written examination, closed book - summative</td><td>30</td><td>Essay-type questions</td></tr><tr><td>Second Assessment: Two hours written examination, closed book - summative</td><td>70</td><td>Essay-type questions</td></tr></table>	Exercises / Comprehensive problems (excel applications)- formative	0	Exercises / Comprehensive problems (excel applications)	First Assessment: One hour written examination, closed book - summative	30	Essay-type questions	Second Assessment: Two hours written examination, closed book - summative	70	Essay-type questions
Exercises / Comprehensive problems (excel applications)- formative	0	Exercises / Comprehensive problems (excel applications)								
First Assessment: One hour written examination, closed book - summative	30	Essay-type questions								
Second Assessment: Two hours written examination, closed book - summative	70	Essay-type questions								
<ul style="list-style-type: none">• A.3.7. Analyse and assess the internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. Apply theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organizations. (Level 6)	<p><u>Taught and assessed in:</u> LM 4343 Operations Management (15 UK Credits- Compulsory)</p> <p>Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lecture, interactive learning and practical problems solved in class.➤ Exercises assigned as homework.									

	<div>➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</div> <div>➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.</div> <div>Assessment Methods:</div> <table><tr><td>Coursework (one in class “diagnostic” examination) – formative</td><td>0</td><td>Problem-solving exercises</td></tr><tr><td>Written project – summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr><tr><td>Final examination (2-hour) - summative</td><td>60</td><td>Problem-solving exercises and essay questions</td></tr></table>	Coursework (one in class “diagnostic” examination) – formative	0	Problem-solving exercises	Written project – summative	40	individual; 1,800-2,200 words	Final examination (2-hour) - summative	60	Problem-solving exercises and essay questions
Coursework (one in class “diagnostic” examination) – formative	0	Problem-solving exercises								
Written project – summative	40	individual; 1,800-2,200 words								
Final examination (2-hour) - summative	60	Problem-solving exercises and essay questions								
A.4. Demonstrate knowledge and understanding of quantitative and qualitative business research methods, models and tools. (Level 4, 5 and 6)										
<div>• A.4.1. Demonstrate knowledge and understanding of statistical analysis techniques and apply them in a business context. (Level 4).</div>	<div>Taught and assessed in: MA 2021 Applied Statistics (15 UK Credits – Compulsory)</div> <div>Organizing and summarizing data. Probability distributions: binomial, Poisson, normal, t-distribution, chi-square. Sampling and sampling distribution of the mean. The central limit theorem. Parametric tests for one mean and for the difference between two means. Test for independence of two qualitative/categorical variables. Simple and multiple correlation and regression.</div> <div>Learning and Teaching Strategy:</div> <div>➤ Class lectures, interactive learning (class discussion, group work), video presentations, and practical problems solved in class.</div>									

	<ul style="list-style-type: none">➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.➤ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.➤ Use of the blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Diagnostic Coursework - formative</td><td>0</td><td>Coursework preparation</td></tr><tr><td>Midterm Examination (1-hour)- summative</td><td>40</td><td>Essay-type questions</td></tr><tr><td>Final Examination (2-hours)- summative</td><td>60</td><td>Essay-type questions</td></tr></table>	Diagnostic Coursework - formative	0	Coursework preparation	Midterm Examination (1-hour)- summative	40	Essay-type questions	Final Examination (2-hours)- summative	60	Essay-type questions
Diagnostic Coursework - formative	0	Coursework preparation								
Midterm Examination (1-hour)- summative	40	Essay-type questions								
Final Examination (2-hours)- summative	60	Essay-type questions								
<ul style="list-style-type: none">• A.4.2. Demonstrate knowledge and understanding of methodological approaches, frameworks and tools in conducting research in a business context. (Level 5).	<p><u>Taught and assessed in:</u> BU 3233 Business Research Methods (15 UK Credits – Compulsory) This course provides an understanding of the role and importance of research in a business context. Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Training and use on the appropriate software applications necessary for the data analysis.➤ Class lectures and seminar-style class discussion of key terms and concepts with appropriate examples. Use of case studies.➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p>									

	<table><tr><td>Project Research proposal - formative</td><td>0</td><td>Case studies, tests, assignment preparation</td></tr><tr><td>Midterm Examination (1-hour)- summative</td><td>40</td><td>Essay-type questions</td></tr><tr><td>Group research project – summative</td><td>60</td><td>1,300 - 1,700 words</td></tr></table>	Project Research proposal - formative	0	Case studies, tests, assignment preparation	Midterm Examination (1-hour)- summative	40	Essay-type questions	Group research project – summative	60	1,300 - 1,700 words
Project Research proposal - formative	0	Case studies, tests, assignment preparation								
Midterm Examination (1-hour)- summative	40	Essay-type questions								
Group research project – summative	60	1,300 - 1,700 words								
<ul style="list-style-type: none">A.4.3. Select and adjust an appropriate quantitative model in order to determine optimal or satisficing solutions to a variety of real life managerial problems. (Level 6)	<p><u>Taught and assessed in:</u> LM 4246 Management Science (15 UK Credits-Compulsory)</p> <p>Introductory-level survey of quantitative techniques used to provide insight into business decisions. Topics include linear programming, sensitivity analysis, networks, decision analysis, waiting lines, Markov analysis and simulation.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lecture, interactive learning and practical problems solved in class.➤ Exercises assigned as homework.➤ Case Studies assigned, presented and discussed in class.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework- formative</td><td>0</td><td>Two in-class diagnostic examinations and problem-solving exercises</td></tr><tr><td>Written project – summative</td><td>40</td><td>individual; 1,800-2,200 word</td></tr><tr><td>Final examination (2-hour) – summative</td><td>60</td><td>Problem-solving</td></tr></table>	Coursework- formative	0	Two in-class diagnostic examinations and problem-solving exercises	Written project – summative	40	individual; 1,800-2,200 word	Final examination (2-hour) – summative	60	Problem-solving
Coursework- formative	0	Two in-class diagnostic examinations and problem-solving exercises								
Written project – summative	40	individual; 1,800-2,200 word								
Final examination (2-hour) – summative	60	Problem-solving								

A.5. Demonstrate knowledge and understanding of moral theories and ethical issues and evaluate their impact on business decision making. (Level 5)	<p><u>Taught and assessed in:</u> PH 3005 Business Ethics (15 UK Credits – Compulsory)</p> <p>Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures and interactive learning (class discussions of contemporary articles as well as of case studies assigned by the instructor). Emphasis is put on the application of moral theoretical tools in business decision making.➤ Use of video presentations.➤ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.➤ Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.➤ Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam. <p><u>Assessment Methods:</u></p> <table><tr><td>Home assignment or In-class, 1-hour “diagnostic” test formative</td><td>0</td><td>Essay-type questions (choice: 1 out of 2)</td></tr><tr><td>In-class midterm examination (1-hour) Summative</td><td>40</td><td>Essay-type questions (choice: 1 out of 2)</td></tr></table>	Home assignment or In-class, 1-hour “diagnostic” test formative	0	Essay-type questions (choice: 1 out of 2)	In-class midterm examination (1-hour) Summative	40	Essay-type questions (choice: 1 out of 2)
Home assignment or In-class, 1-hour “diagnostic” test formative	0	Essay-type questions (choice: 1 out of 2)					
In-class midterm examination (1-hour) Summative	40	Essay-type questions (choice: 1 out of 2)					

	Final examination (2-hour) summative	60	Essay-type questions (choice: 2 out of 4)										
A.6. Demonstrate knowledge and understanding of the role of Information Systems and Information Technology in decision making and in designing and implementing effective and efficient business processes, including logistics and supply chain management. (Level 5)	<p><u>Taught and assessed in:</u> CS 3051 Business Driven Information Technology (15 UK Credits-Compulsory)</p> <p>Theories and practices on the role and use of Information Systems and Information Technology in streamlining business operations and in optimizing business processes with a focus on shipping management and logistics management. Effective decision-making in implementing sustainable business/IT solutions.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Lectures and class discussions. Laboratory sessions include practice in the design and development of databases, and usage of GIS and enterprise software.➤ Office hours held by the instructor to provide further assistance to students.➤ Use of the Blackboard Learning platform (communication, posting of lecture notes / assignments' instructions / timely announcements, online submission of assignments, etc.). <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table><tr><td>Project</td><td>50</td></tr><tr><td>Final Examination: short answers to essay questions</td><td>50</td></tr></table> <p>Formative:</p> <table><tr><td>Diagnostic test</td><td>0</td></tr><tr><td>Case study discussions</td><td>0</td></tr><tr><td>Computer lab assignments</td><td>0</td></tr></table>			Project	50	Final Examination: short answers to essay questions	50	Diagnostic test	0	Case study discussions	0	Computer lab assignments	0
Project	50												
Final Examination: short answers to essay questions	50												
Diagnostic test	0												
Case study discussions	0												
Computer lab assignments	0												

A.7. Demonstrate knowledge and understanding of the principles, theories and practices related to logistics and supply chain management. (Level 4, 5 and 6)	
<ul style="list-style-type: none"> A.7.1. Describe and explain the nature, scope and structure of the logistics and supply chain industry. (Level 4). 	<p><u>Taught and assessed in:</u> LM 2020 Intorduction to Logistics and Supply Chain Management (15 UK Credits-Compulsory)</p> <p>Overview of the logistics and supply chain industry. The logistics and supply chain context, importance of logistics and supply chain management to value offered, economic impact of logistics and supply chain industry, functions and operations, basic principles.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. ➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p>

	<table><tr><td>In-class, 1-hour, "diagnostic" test - formative</td><td>0</td><td>Essay-type questions</td></tr><tr><td>Midterm Examination (1-hour) - summative</td><td>40</td><td>Essay-type questions</td></tr><tr><td>Final Examination (2-hour) - summative</td><td>60</td><td>Essay-type questions</td></tr></table>	In-class, 1-hour, "diagnostic" test - formative	0	Essay-type questions	Midterm Examination (1-hour) - summative	40	Essay-type questions	Final Examination (2-hour) - summative	60	Essay-type questions
In-class, 1-hour, "diagnostic" test - formative	0	Essay-type questions								
Midterm Examination (1-hour) - summative	40	Essay-type questions								
Final Examination (2-hour) - summative	60	Essay-type questions								
<ul style="list-style-type: none">A.7.2. Analyse the key elements of transportation systems and examine their synergies with demand and supply, costing and pricing strategies. (Level 5).	<p><u>Taught and assessed in:</u> LM 3030 Transportation Systems (15 UK Credits-Compulsory)</p> <p>Transportation Systems; key principles governing transportation planning; transportation and logistics concepts.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table><tr><td>Written project – summative</td><td>40</td><td>individual; 1,300-1,7 00 words</td></tr><tr><td>Final Examination (2-hour) – summative</td><td>60</td><td></td></tr></table> <p>Formative:</p> <table><tr><td>Coursework - case studies and experiential exercises</td><td>0</td><td></td></tr></table>	Written project – summative	40	individual; 1,300-1,7 00 words	Final Examination (2-hour) – summative	60		Coursework - case studies and experiential exercises	0	
Written project – summative	40	individual; 1,300-1,7 00 words								
Final Examination (2-hour) – summative	60									
Coursework - case studies and experiential exercises	0									

	<table><tr><td>In-class 1-hour "diagnostic" test - formative</td><td>0</td><td></td></tr></table> <p>Individual Project: The assignment will concern the concepts and methodologies associated with transportation systems analysis.</p>	In-class 1-hour "diagnostic" test - formative	0										
In-class 1-hour "diagnostic" test - formative	0												
<ul style="list-style-type: none">A.7.3. Analyse the logistics side of supply networks and identify related challenges and trends (Level 5).	<p><u>Taught and assessed in:</u> LM 3025 The Logistics of Supply Networks (15 UK Credits-Compulsory)</p> <p>Demand management, customer service, sourcing, procurement, warehouse management, green, reverse and global logistics. Material flows in supply chain management. Logistics as a set of key processes and functions essential to strategic and operational success within the broader supply chain concept.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, collaborative in-class small projects and case presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class case reinforce students' cognitive and key transferable skills. Specialized home works familiarize students with professional skills and further develop their cognitive skills.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>In-class, 1-hour, "diagnostic" test – formative</td><td>0</td><td>Essay-type questions</td></tr><tr><td>Coursework – formative</td><td>0</td><td>Case studies, experiential exercises, in class quizzes</td></tr><tr><td>Written Group Project – summative</td><td>40</td><td>Group; 1,300-1,700 words</td></tr><tr><td>Final Examination (2-hour, comprehensive) – summative</td><td>60</td><td>Essay-type questions</td></tr></table>	In-class, 1-hour, "diagnostic" test – formative	0	Essay-type questions	Coursework – formative	0	Case studies, experiential exercises, in class quizzes	Written Group Project – summative	40	Group; 1,300-1,700 words	Final Examination (2-hour, comprehensive) – summative	60	Essay-type questions
In-class, 1-hour, "diagnostic" test – formative	0	Essay-type questions											
Coursework – formative	0	Case studies, experiential exercises, in class quizzes											
Written Group Project – summative	40	Group; 1,300-1,700 words											
Final Examination (2-hour, comprehensive) – summative	60	Essay-type questions											
<ul style="list-style-type: none">A.7.4. Analyze information and financial flows and recognize the impact of uncertainty in supply chain networks (Level 5).	<p><u>Taught and assessed in:</u> LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks (15 UK Credits-Compulsory)</p>												

	<p>Financial aspects of managing material flows. Regulation of the logistics sector, including international transport and customs restrictions. Supply chain information technology systems and the management of risk along the supply network.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, collaborative in-class small projects and case presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class case reinforce students' cognitive and key transferable skills. Specialized home works familiarize students with professional skills and further develop their cognitive skills.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework - formative</td><td>0</td><td>Case studies, experiential exercises, in class quizzes</td></tr><tr><td>Written Project - summative</td><td>40</td><td>group; 1,300-1,700 words</td></tr><tr><td>Final Examination (2-hour) - summative</td><td>60</td><td>Essay-type questions</td></tr></table>	Coursework - formative	0	Case studies, experiential exercises, in class quizzes	Written Project - summative	40	group; 1,300-1,700 words	Final Examination (2-hour) - summative	60	Essay-type questions
Coursework - formative	0	Case studies, experiential exercises, in class quizzes								
Written Project - summative	40	group; 1,300-1,700 words								
Final Examination (2-hour) - summative	60	Essay-type questions								
<ul style="list-style-type: none">• A.7.5. Apply and critically evaluate quality processes and practices. (Level 6)	<p><u>Taught and assessed in:</u> LM 4145 Total Quality Management (15 UK Credits)</p> <p>The role of quality as a system for establishing global competitive position. The impact of tools and integration of customer, human resources and management issues. Topics include the role of management, cost of quality, methods to keep the product and process excellent, the excellence models, the ISO 9000 standards, and the philosophy and ideas of the leading thinkers in quality management.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lecture, interactive learning and practical problems solved in class.➤ Exercises assigned as homework.									

	<div><div><div><div><div><div></div><div>➤</div></div><div>Case Studies assigned, presented and discussed in class.</div></div><div><div><div></div><div>➤</div></div><div>Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</div></div><div><div><div></div><div>➤</div></div><div>Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.</div></div></div></div></div> <div><div>Assessment Methods:</div><table><tr><td>Coursework - formative</td><td>0</td><td>one in-class diagnostic examination, short essays, case study analysis</td></tr><tr><td>Written project - summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr><tr><td>Final examination -summative</td><td>60</td><td>(essay-type)</td></tr></table></div>	Coursework - formative	0	one in-class diagnostic examination, short essays, case study analysis	Written project - summative	40	individual; 1,800-2,200 words	Final examination - summative	60	(essay-type)
Coursework - formative	0	one in-class diagnostic examination, short essays, case study analysis								
Written project - summative	40	individual; 1,800-2,200 words								
Final examination - summative	60	(essay-type)								
<div><div><div></div><div>•</div><div>A.7.6. Select or design and apply interdisciplinary project management techniques in order to obtain highly effective and efficient project outcomes. (Level 6)</div></div></div>	<div><div><div><div><div></div><div>➤</div></div><div>Classes consist of: lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts and lab sessions on project management software (MS-Project).</div></div><div><div><div></div><div>➤</div></div><div>Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.</div></div><div><div><div></div><div>➤</div></div><div>Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.</div></div></div></div> <div><div><div><div><div></div><div>Taught and assessed in:</div></div><div>LM 4157 Project Management (15 UK Credits-Compulsory)</div></div><div><div><div><div></div><div>Project management as an interdisciplinary and cross-functional activity in an organization. Emphasis on the relationship of projects to the management of change and to the approaches and roles required to achieve successful implementation.</div></div></div></div><div><div>Learning and Teaching Strategy:</div><div><div>In congruence with the teaching and learning strategy of the college, the following tools are used:</div><div></div></div></div></div></div>									

	<p><u>Assessment Methods:</u></p> <table><tr><td>Coursework- formative</td><td>0</td><td>Short answers to essay questions</td></tr><tr><td>Project - summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr><tr><td>Final examination (2-hour) - summative</td><td>60</td><td>Essay type</td></tr></table>	Coursework- formative	0	Short answers to essay questions	Project - summative	40	individual; 1,800-2,200 words	Final examination (2-hour) - summative	60	Essay type
Coursework- formative	0	Short answers to essay questions								
Project - summative	40	individual; 1,800-2,200 words								
Final examination (2-hour) - summative	60	Essay type								
<ul style="list-style-type: none">A.7.7. Demonstrate understanding of the nature, role and use of supply chains as a competitive advantage and of the need to view logistics as an integrated system of interdisciplinary functions. (Level 6).	<p><u>Taught and assessed in:</u> LM 4242 Supply Chain Management (15 UK Credits-Compulsory)</p> <p>The design and management of complex supply chain systems. A systems approach to the management of all activities involved in physically moving raw materials, in-process and finished-goods inventories from point of origin to point of use or consumption. Supply Chain Management, in combination with emerging information technologies.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, collaborative in-class small projects. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework - formative</td><td>0</td><td>diagnostic test, case studies and problem-solving exercises</td></tr><tr><td>Written project – summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr></table>	Coursework - formative	0	diagnostic test, case studies and problem-solving exercises	Written project – summative	40	individual; 1,800-2,200 words			
Coursework - formative	0	diagnostic test, case studies and problem-solving exercises								
Written project – summative	40	individual; 1,800-2,200 words								

	Final Examination (2-hour) – summative	60	Essay-type, problem-solving
A.8. Demonstrate knowledge and understanding of strategic factors, policies and value creating approaches within an uncertain business environment to meet stakeholders' interests by aligning corporate and supply chain strategies. (Level 6)			
<ul style="list-style-type: none"> A.8.1. Develop appropriate policies and strategies within a changing internal and external environment to meet stakeholders' interests. (Level 6) 	<p><u>Taught and assessed in:</u> MG 4415 Strategic Management (15 UK Credits-Compulsory)</p> <p>The strategic planning process. How firms gain a sustainable competitive advantage from a general management viewpoint, with the role of top manager as strategist for the total enterprise. Strategic planning tools and techniques. Integration of knowledge and skills gained from previous business and business-related studies.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions of selected issues in strategic management, case analyses, viewings of selected educational videos and in-class student presentations. ➤ Students are encouraged to make use of the electronic course management system, Blackboard, where the instructor posts notes, instructions, announcements as well as additional resources in relation to the course. ➤ Students are encouraged, also, to make use of the office hours held by the instructor, where the student may ask questions and clarify course-related issues. ➤ The preparation and work required of the student for the formative and summative assessments 		

	<p>also contribute to the methods of teaching and learning.</p> <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table><tr><td>Written Project – summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr><tr><td>Final Examination – essay type - summative</td><td>60</td><td></td></tr></table> <p>Formative:</p> <table><tr><td>Case studies, short reports, analysis of articles, in-class presentations</td><td>0</td><td></td></tr></table>	Written Project – summative	40	individual; 1,800-2,200 words	Final Examination – essay type - summative	60		Case studies, short reports, analysis of articles, in-class presentations	0	
Written Project – summative	40	individual; 1,800-2,200 words								
Final Examination – essay type - summative	60									
Case studies, short reports, analysis of articles, in-class presentations	0									
<ul style="list-style-type: none">A.8.2. Evaluate different practices of strategy implementation and integrate the relevant theoretical frameworks into the development of supply chain strategies in real-world contexts in a way that fits with the corporate strategy. (Level 6).	<p><u>Taught and assessed in:</u> LM 4641 Seminar in Logistics and Supply Chain Management (15 UK Credits-Compulsory)</p> <p>Integration of knowledge from prior business administration as well as logistics and supply chain modules, including management, marketing, finance and human resources, for the development of a highly competitive logistics and supply chain strategy.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Interactive, not a lecture course. The course is delivered through a few ‘traditional’ lectures and mostly through interactive group discussions and feedback sessions on submitted student work.➤ A substantial amount of time is devoted to supervising student projects individually <p><u>Assessment Methods:</u></p> <p>The major learning activity is an individual research project of 4,000 – 4,500 words conducted on a logistics and/or supply chain management topic approved by the instructor. The topic will include field work.</p>									

	Coursework - formative	0	Interactive group discussions and feedback sessions on work submitted
	Major research project - summative	70	Individual assignment; 4,000 – 4,500 words
	Midterm examination (1-hour, in class) - summative	30	essay-type
A.9. Demonstrate knowledge and understanding of value creating approaches used to effectively deal with a variety of business problems in one of the following areas related to logistics and supply chain management: (Level 6)			
<ul style="list-style-type: none"> Business negotiation in dynamic domestic and international settings. (Level 6) 	<p><u>Taught and assessed in:</u> MG 4123 Business Negotiation (15 UK Credits-Optional)</p> <p>The negotiation process: negotiation and management, power and influence, development of international business agreements, corporate diplomacy, dynamics of bargaining in national and international contexts, negotiations decisions. Emphasis is on developing knowledge of negotiating approaches and practical skills in applying that knowledge to a variety of situations.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Lectures, simulation exercises, student presentations, case studies. Classes consist of lectures followed by a number of simulation exercises and specific case studies. They are drawn from a wide variety of contemporary contexts real estate development, lawsuit settlement, auctions, environmental permit trading, and joint ventures, among others. These are sequenced to illustrate specific aspects of complexity in negotiation. ➤ Simulation exercises, based on real or fictional events, are a key point to the course. Therefore, class participation and communication activities also constitute a significant part of the learning activities <p><u>Assessment Methods:</u></p>		

	Formative:					
	Case studies, experiential exercises, and articles reviews	0				
	Summative:					
	Written project: individual assessment;	40	individual; 1,700-2,200 words			
	Final Examination (2-hour): essay type	60				
<ul style="list-style-type: none">Effective decision making and decision evaluation techniques used in business environments of lower or higher uncertainty. (Level 6)	<p>Taught and assessed in: MG 4129 The Decision Making Process: A Qualitative Approach (15 UK Credits-Optional)</p> <p>Decision making, in a multi-disciplinary context and in an uncertain, complex environment. The role of decision making in management. Foundations of managerial and strategic decision making. Interdisciplinary aspects of managerial decision making. Implementing strategic decisions. Gap analysis and the use of scenarios.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Class lecture, interactive learning and practical problems solved in class.➤ Exercises assigned as homework.➤ Case Studies assigned, presented and discussed in class.➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework- formative</td><td>0%</td><td>One in-class diagnostic examination and case study analysis</td></tr></table>			Coursework- formative	0%	One in-class diagnostic examination and case study analysis
Coursework- formative	0%	One in-class diagnostic examination and case study analysis				

	<table><tr><td>Written project - summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr><tr><td>Final examination (2-hour) - summative</td><td>60</td><td>Essay type</td></tr></table>	Written project - summative	40	individual; 1,800-2,200 words	Final examination (2-hour) - summative	60	Essay type			
Written project - summative	40	individual; 1,800-2,200 words								
Final examination (2-hour) - summative	60	Essay type								
<ul style="list-style-type: none">Designing, performing and improving high value service operations. (Level 6)	<p><u>Taught and assessed in:</u> MG 4247 Management of Services, (15 UK Credits- Optional)</p> <p>Designing, running and improving high value service operations in a wide variety of service systems principally in the private sector.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Lectures, case study analyses and in-class presentations, and the carrying out of a major research project. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework - formative</td><td>0</td><td>case study analyses and in-class presentations</td></tr><tr><td>Written project - summative</td><td>40</td><td>individual; 1,800-2,200 words</td></tr><tr><td>Final examination (2-hour,) - summative</td><td>60</td><td>essay-type</td></tr></table>	Coursework - formative	0	case study analyses and in-class presentations	Written project - summative	40	individual; 1,800-2,200 words	Final examination (2-hour,) - summative	60	essay-type
Coursework - formative	0	case study analyses and in-class presentations								
Written project - summative	40	individual; 1,800-2,200 words								
Final examination (2-hour,) - summative	60	essay-type								
<ul style="list-style-type: none">Export strategies and the export management process and evaluation of opportunities for exports in foreign markets. (Level 6)	<p><u>Taught and assessed in:</u> IB 40xx Export Strategy and Management, (15 UK Credits- Optional)</p> <p>Developing export strategy and managing exports in a global environment. Market evaluation and selection; development of an export plan for market entry. Problems and pitfalls in export management.</p> <p><u>Learning and Teaching Strategy:</u></p>									

	<ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Presentation of group project ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. ➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <p>Written Project (group): Students in groups of three to four develop and present an export plan for entry in a chosen foreign market.</p> <p>Summative:</p> <table border="1" data-bbox="851 675 1915 742"> <tr> <td>Presentation (group)</td><td>20</td></tr> <tr> <td>Written project (group; 4,000-5,000 words)</td><td>80</td></tr> </table>	Presentation (group)	20	Written project (group; 4,000-5,000 words)	80
Presentation (group)	20				
Written project (group; 4,000-5,000 words)	80				
<ul style="list-style-type: none"> • Retail marketing, branding, merchandising and their impact on supply chain management (Level 6). 	<p><u>Taught and assessed in:</u> MK 4141 Retailing and Supply Chain Management (15 UK Credits-Optional)</p> <p>Major concepts of retail management. Issues of retail marketing communication, store formats and atmospherics, merchandising, store experience and engagement, customer service and after sales support concepts and techniques related to the effective design, planning, control and improvement of the retail supply chain.</p> <p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, extensive use of examples from the local and international retail business environment to highlight application of key retailing concepts. Throughout the lectures students develop knowledge and understanding related to the subject content. ➤ Analysis and discussion of short cases and problems in class that focus on specific retailing issues reinforce students' cognitive and key transferable skills as well as the practical skills needed. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor where 				

	<p>they can ask questions and discuss issues related to the course's content.</p> <p>➤ Use of Blackboard where the instructor may post important announcements, related course materials, as well as additional resources.</p> <p><u>Assessment Methods:</u></p> <table><tr><td>In-class, 1-hour, "diagnostic" test - formative</td><td>0%</td><td>Essay-type questions</td></tr><tr><td>Coursework - summative</td><td>40%</td><td>Written Project; Individual; 1,800-2,200 words</td></tr><tr><td>Final Examination (2-hour)- summative</td><td>60%</td><td>Essay-type questions</td></tr></table>	In-class, 1-hour, "diagnostic" test - formative	0%	Essay-type questions	Coursework - summative	40%	Written Project; Individual; 1,800-2,200 words	Final Examination (2-hour)- summative	60%	Essay-type questions
In-class, 1-hour, "diagnostic" test - formative	0%	Essay-type questions								
Coursework - summative	40%	Written Project; Individual; 1,800-2,200 words								
Final Examination (2-hour)- summative	60%	Essay-type questions								
<ul style="list-style-type: none">Theoretical and practical contractual and operational aspects of carriage of goods by sea (Level 6).	<p><u>Taught and assessed in:</u> MG 4112 Carriage of Goods by Sea and Law of International Trade (15 UK Credits- Optional)</p> <p>The framework of carriage of goods by sea pursuant to an international sale of goods contract and the fundamental concepts concerning liabilities of parties in the procedure of transportation of those goods.</p> <p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, discussions, collaborative in-class small projects, experiential exercises and discussion of actual cases. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. The discussion of actual cases familiarizes students with professional skills and further develops their cognitive skills. *➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.									

	➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.		<u>Assessment Methods:</u> Summative:
	Written Project; Individual; 1,800-2,200 words	40%	
	Final Examination – 2 hours; essay type	60%	
	Formative:		
	Coursework - case studies and experiential exercises	0%	
	In-class 1-hour “diagnostic” test - formative	0%	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B.1. Make use of quantitative skills to manipulate data, evaluate, estimate and model business and supply chain problems (Levels 4, 5 and 6).	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • MK 2030 Fundamentals of Marketing • BU 3233 Business Research Methods • LM 4641 Seminar in Logistics & Supply Chain Management (cap.)

3B. Cognitive skills	
B.2. Analyze facts and circumstances to determine the cause of a problem and, identify and select appropriate solutions (Levels 5, and 6).	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • BU 3233 Business Research Methods • MG 4415 Strategic Management • LM 4641 Seminar in Logistics & Supply Chain Management (cap.)
B.3. Collect, analyse and evaluate business data and make use of different methodologies to reach evidence based business decisions (Levels 6)	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • LM 4343 Operations Management • LM 4145 Total Quality Management • LM 4157 Project Management • LM 4242 Supply Chain Management • LM 4246 Management Science • Optional module selected (MG 4123, MG 4129, MG 4247, IB 40xx)
B.4. Analyse and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making. (Levels 4, 5)	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • MG 2003 Management Principles • PH 3005 Business Ethics <p>Discussion of ethical choices is embedded in almost all Business courses.</p>
B.5. Synthesize the knowledge gained in the various business and non-business courses taken during the undergraduate programme of study. (Level 6)	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • MG 4415 Strategic Management • LM 4641 Seminar in Logistics & Supply Chain Management (cap.)

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C.1. Make use of numeric skill in solving problems (Levels 4, and 5).	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • AF 2006 Financial Accounting • MA 2021 Applied Statistics • FN 3105 Foundations of Corporate Finance
C.2. Make use of information technology effectively to retrieve, process, analyse and communicate information (Level 4 and 5).	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • MA 2021 Applied Statistics • CS 3051 Business Driven Information Technology <p>Use of information technology is embedded in almost all Business courses.</p>
C.3. Make use of qualitative and quantitative tools in analysing and solving business problems related to supply chain systems (Level 5 and 6)	<u>Taught and assessed in:</u> <ul style="list-style-type: none"> • LM 3030 Transportation Systems • LM 3025 The Logistics of Supply Networks • LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks • LM 4242 Supply Chain Management • MG 4415 Strategic Management • LM 4641 Seminar in Logistics & Supply Chain Management (cap.) • Optional module selected (MG 4123, MG 4129, MG 4247, IB 4035)

3C. Practical and professional skills	
C.4. Demonstrate awareness of key drivers for business success, causes of failure and the importance of providing customer satisfaction (Level 6).	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> • LM 2063 Principles of Operations Management • LM 2020 Introduction to Logistics and Supply Chain Management • LM 4343 Operations Management • LM 4145 Total Quality Management • LM 4242 Supply Chain Management • MG 4415 Strategic Management • LM 4641 Seminar in Logistics & Supply Chain Management (cap.) • Optional module selected (MG 4123, MG 4129, MG 4247, IB 4035)

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D.1. Communicate ideas effectively in a professional context. (Levels 4, 5, and 6)	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> • MK 2030 Fundamentals of Marketing • LM 2063 Principles of Operations Management • MG 3034 Managing People and Organizations • LM 3025 The Logistics of Supply Networks • LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks • LM 4343 Operations Management • LM 4145 Total Quality Management • LM 4242 Supply Chain Management • MG 4415 Strategic Management • LM 4641 Seminar in Logistics & Supply Chain Management (cap.)

3D. Key/transferable skills	
	<ul style="list-style-type: none"> Optional module selected (MG 4123, MG 4129, MG 4247, IB 40xx)
D.2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams (Levels 4, 5, and 6).	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> MK 2030 Fundamentals of Marketing BU 3233 Business Research Methods LM 3025 The Logistics of Supply Networks Lm 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks
D.3. Make use of data to identify and apply appropriate methodologies for effective decision making in a variety of business situations (Levels 5 and 6).	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> BU 3233 Business Research Methods LM 4343 Operations Management LM 4246 Management Science MG 4415 Strategic Management
D.4. Generate innovative ideas to develop improvements in business processes (Levels 5 and 6).	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> LM 3025 The Logistics of Supply Networks LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks LM 3030 Transportation Systems CS 3051 Business Driven Information Technology LM 4242 Supply Chain Management

3D. Key/transferable skills	
D.5. Reflect intellectually and become an independent self-managed lifelong learner.	Developed and reinforced throughout the curriculum.

4. Programme Structure

1. Certificate of Higher Education in Logistics and Supply Chain Management

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
MG 2003 Management Principles	15	None	
MG 2063 Principles of Operations Management	15		
IB 2006 International Business	15		
MK 2030 Fundamentals of Marketing	15		
BU 2002 Business Legal Issues	10		
MA 2021 Applied Statistics	15		
AF 2006 Financial Accounting	20		
LM 2020 Introduction to Logistics and Supply Chain Management	15		
TOTAL LEVEL 4	120		

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Logistics and Supply Chain Management will have a sound knowledge of the basic concepts of General Business and Management and will have learned how to apply different business functions to solving problems. He or she will have introductory knowledge in Logistics and Supply Chain as field of study and in Logistics and Supply Chain Management. He or she will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Certificates of Higher Education in Logistics and Supply Chain Management are awarded to students who have:

- Demonstrated knowledge and understanding of the external business environment.
- Demonstrated knowledge and understanding of business functions.
- Distinguish logistics and supply chain management as a distinct area of economic activity.

Specifically, holders of the Certificate of Higher Education in Logistics and Supply Chain Management will be able to demonstrate knowledge and understanding of:

- Key operational concepts and principles (MG 2063)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- Accounting transactions and non-complex financial statements (AF 2006)
- Marketing theories, concepts and principles (MK 2030)
- Basic principles, functions, context, importance and impact of logistics and supply chain management. (LM 2020 Introduction to Logistics and Supply Chain Management)

In addition, holders of the Certificate of Higher Education in Logistics and Supply Chain Management will have the following cognitive, practical/professional and key/transferable skills:

- Make use of quantitative skills to manipulate data, evaluate, estimate and model business and supply chain problems (MK 2030)
- Analyse and evaluate ethical choices, assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making. (MG 2003)
- Make use of numeric skill in solving problems (AF 2006, MA 2021)
- Make use of information technology effectively to retrieve, process, analyse and communicate information. (MA 2021)
- Communicate ideas effectively in a professional context (MK 2030)
- Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams (MK 2030)
- Reflect intellectually and become an independent self-managed lifelong learner (All modules)

CERTIFICATE OF HIGHER EDUCATION IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT (120 CREDITS)
<p>Compulsory Modules:</p> <p>Level 4 MG 2063 PRINCIPLES OF OPERATIONS MANAGEMENT (LEVEL 4) – 15 CREDITS MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS</p>

AF 2006 FINANCIAL ACCOUNTING (LEVEL 4) – 20 CREDITS
BU 2002 BUSINESS LEGAL ISSUES (LEVEL 4) – 10 CREDITS
MK 2030 FUNDAMENTALS OF MARKETING (LEVEL 4) – 15 CREDITS
IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS
LM 2020 INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LEVEL 4) – 15 CREDITS

Optional Modules:

None

Diploma of Higher Education in Logistics and Supply Chain Management

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
MG 2003 Management Principles	15	None	
MG 2063 Principles of Operations Management	15		
IB 2006 International Business	15		
MK 2030 Fundamentals of Marketing	15		
BU 2002 Business Legal Issues	10		
MA 2021 Applied Statistics	15		
AF 2006 Financial Accounting	20		
LM 2020 Introduction to Logistics and Supply Chain Management	15		
TOTAL LEVEL 4	120		

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
PH 3005 Business Ethics	15		
LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks	15		
FN 3105 Foundations of Corporate Finance	15		
BU 3233 Business Research Methods	15		
MG 3034 Managing People and Organizations	15		
CS 3051 Business Driven Information Technology	15		
LM 3030 Transportation Systems	15		
LM 3025 The Logistics of Supply Networks			
TOTAL LEVEL 5	120		

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key theories, concepts and techniques from the generic business management and economic areas and their application to the management of supply chains, ii) apply basic statistical techniques to business, iii) be familiar with the basic concepts and principles in Logistics and Supply Chain Management, iv) demonstrate knowledge of key management functions, processes and operations of business organisations, v) demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making, vi) demonstrate knowledge of the international environment in which the logistics business operate and of the implications that this brings to business management, vii) apply their knowledge of business functions and business ethics to solving complex problems in business administration.

Holders of the Diploma of Higher Education in Logistics and Supply Chain Management will be able to:

- Demonstrated knowledge and understanding of the external business environment.
- Demonstrated knowledge and understanding of business functions.
- Distinguish logistics and supply chain management as a distinct area of economic activity.
- Analyse the legal and regulatory environment for logistics and supply chain management.
- Analyse business concepts, functions and processes and relate them to the logistics and supply chain management sector.
- Demonstrate ability to apply quantitative and qualitative research and analysis in dealing with business situations.
- Analyse ethical issues in business.
- Make use of knowledge, skills and tools in making decisions across a broad range of issues related to logistics and supply chain management.

Specifically, holders of the Diploma of Higher Education in Logistics and Supply Chain Management will be able to demonstrate knowledge and understanding of:

- Key operational concepts and principles (MG 2063)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- Accounting transactions and non-complex financial statements (AF 2006)
- Marketing theories, concepts and principles (MK 2030)

Additionally, holders of the Diploma of Higher Education in Logistics and Supply Chain Management will be able to demonstrate detailed knowledge and critical understanding of:

- Human Resource Management theories and practices (MG 3034)

- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- The information and financial flows and the impact of uncertainty in supply networks (LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks)
- Principles, theories and practices of corporate financing (FN 3105)
- The role of information systems in business decision making (CS 3051)
- Key elements of transportation systems (LM 3030 Transportation Systems)
- Research design, methods and tools (BU 3233)
- Demand management, customer service and material flows as essential elements to supply networks (LM 3025 The Logistics of Supply Networks)

In addition, holders of the Diploma of Higher Education in Logistics and Supply Chain Management will have the following cognitive, practical/professional and key/transferable skills:

- Make use of quantitative skills to manipulate data, evaluate, estimate and model business and supply chain problems (MK 2030, BU 3233)
- Analyse facts and circumstances to determine the cause of a problem and, identify and select appropriate solutions (BU 3233)
- Analyse and evaluate ethical choices, assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making. (MG 2003, PH 3005)
- Make use of numeric skill in solving problems (AF 2006, MA 2021, FN 3105)
- Make use of information technology effectively to retrieve, process, analyse and communicate information. (MA 2021, CS 3051)
- Make use of qualitative and quantitative tools in analysing and solving business problems related to supply chain systems (LM 3030 Transportation Systems, LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks)
- Communicate ideas effectively in a professional context (MK 2030, MG 3034, LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks)
- Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams (MK 2030, BU 2002, LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks)
- Make use of data to identify and apply appropriate methodologies for effective decision making in a variety of business situations (BU 2002)
- Generate innovative ideas to develop improvements in business processes (LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks, LM 3030 Transportation Systems, CS 3051)
- Reflect intellectually and become an independent self-managed lifelong learner (All modules)

DIPLOMA OF HIGHER EDUCATION IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT (240 CREDITS)

Compulsory Modules:

Level 4

MG2063 PRINCIPLES OF OPERATIONS MANAGEMENT (LEVEL 4) – 15 CREDITS
MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS
AF 2006 FINANCIAL ACCOUNTING (LEVEL 4) – 20 CREDITS
BU 2002 BUSINESS LEGAL ISSUES (LEVEL 4) – 10 CREDITS
MK 2030 FUNDAMENTALS OF MARKETING (LEVEL 4) – 15 CREDITS
IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS
LM 2020 INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LEVEL 4) – 15 CREDITS

Level 5

FN 3105 FOUNDATIONS OF CORPORATE FINANCE (LEVEL 5) – 15 CREDITS
BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS
CS 3051 BUSINESS DRIVEN INFORMATION SYSTEMS (LEVEL 5) – 15 CREDITS
LM 3025 THE LOGISTICS OF SUPPLY NETWORKS (LEVEL 5) – 15 CREDITS
LM 3030 TRANSPORTATION (LEVEL 5) – 15 CREDITS
LM 3035 INFORMATION FLOWS, FINANCIAL FLOWS AND THE MANAGEMENT OF RISK IN SUPPLY NETWORKS (LEVEL 5) – 15 CREDITS

Optional modules:

None

BSc in Logistics and Supply Chain Management

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
MG 2003 Management Principles	15	None	
MG 2063 Principles of Operations Management	15		
IB 2006 International Business	15		
MK 2030 Fundamentals of Marketing	15		
BU 2002 Business Legal Issues	10		
MA 2021 Applied Statistics	15		
AF 2006 Financial Accounting	20		
LM 2020 Introduction to Logistics and Supply Chain Management	15		
TOTAL LEVEL 4	120		

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
PH 3005 Business Ethics	15		
LM 3025 The Logistics of Supply Networks	15		
FN 3105 Foundations of Corporate Finance	15		
BU 3233 Business Research Methods	15		
MG 3034 Managing People and Organizations	15		
CS 3051 Business Driven Information Technology	15		
LM 3030 Transportation Systems	15		
LM 3035 Information Flows, Financial Flows and the Management of Risk In Supply Networks	15		
TOTAL LEVEL 5	120		

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
LM 4343 Operations Management	15	None	15
LM 4242 Supply Chain Management	15		
LM 4145 Total Quality Management	15		
LM 4157 Project Management	15		
LEVEL 6 - COMPULSORY	60		
TOTAL LEVEL 6	60		

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key theories, concepts and techniques from the generic business management and economic areas and their application to the management of supply chains, ii) demonstrate specialized knowledge of the field Logistics and Supply Chain Management, iii) demonstrate specialized knowledge of key management functions, processes and operations, v) demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making, vi) demonstrate knowledge of the international environment in which the logistics business operate and of the implications that this brings to business management, vii) demonstrate basic knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in the field of Logistics and Supply Chain Management, viii) demonstrate critical awareness of and sensitivity to ethical issues in logistics, along with a strong sense of personal integrity and social responsibility, ix) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in Logistics and Supply Chain Management with minimum guidance.

Holders of the B.Sc. in Logistics and Supply Chain Management will be able to:

- Demonstrated knowledge and understanding of the external business environment.
- Demonstrated knowledge and understanding of business functions.
- Distinguish logistics and supply chain management as a distinct area of economic activity.

- Analyse the legal and regulatory environment for logistics and supply chain management.
- Analyse business concepts, functions and processes and relate them to the logistics and supply chain management sector.
- Demonstrate ability to apply quantitative and qualitative research and analysis in dealing with business situations.
- Analyse ethical issues in business.
- Make use of knowledge, skills and tools in making decisions across a broad range of issues related to logistics and supply chain management.
- Integrate and evaluate theoretical concepts and paradigms with particular reference to logistics and supply chain management.
- Evaluate information from a variety of sources in and related to the logistics and supply chain sector, assess its relevance and application to practical problems and formulate, recommend and implement solutions under diverse circumstances.

Specifically, holders of the B.Sc. in Logistics and Supply Chain Management will be able to demonstrate knowledge and understanding of:

- Key operational concepts and principles (MG 2063)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- Accounting transactions and non-complex financial statements (AF 2006)
- Marketing theories, concepts and principles (MK 2030)

Additionally, holders of the B.Sc. in Logistics and Supply Chain Management will be able to demonstrate detailed knowledge and critical understanding of:

- Human Resource Management theories and practices (MG 3034)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- The information and financial flows and the impact of uncertainty in supply networks (LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks)
- Principles, theories and practices of corporate financing (AF 3105)
- The role of information systems in business decision making (CS 3051)
- Key elements of transportation systems (LM 3030 Transportation Systems)
- Research design, methods and tools (BU 3233)
- Demand management, customer service and material flows as essential elements to supply networks (LM 3025 The Logistics of Supply Networks)

Finally, holders of the B.Sc. in Logistics and Supply Chain Management will be able to demonstrate in-depth knowledge and critical understanding of:

- Internal aspects, functions and processes of organizations related to operations (MG 4343)
- The nature, role and use of supply chains to create competitive advantage (MG 4242)
- Quality processes and practices (MG 4145)
- Project management principles and techniques (MG 4157)

In addition, holders of the B.Sc. in Logistics and Supply Chain Management will have the following cognitive, practical/professional and key/transferable skills:

- Make use of quantitative skills to manipulate data, evaluate, estimate and model business and supply chain problems (MK 2030, BU 3233)
- Analyse facts and circumstances to determine the cause of a problem and, identify and select appropriate solutions (BU 3233)
- Collect, analyse and evaluate business data and make use of different methodologies to reach evidence based business decisions (MG 4343, MG 4145, MG 4157, MG 4242)
- Analyse and evaluate ethical choices, assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making. (MG 2003, PH 3005)
- Make use of numeric skill in solving problems (AF 2006, MA 2021, FN 3105)
- Make use of information technology effectively to retrieve, process, analyse and communicate information. (MA 2021, CS 3051)
- Make use of qualitative and quantitative tools in analysing and solving business problems related to supply chain systems (LM 3030 Transportation Systems, LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks, MG 4242)
- Demonstrate awareness of key drivers for business success, causes of failure and the importance of providing customer satisfaction (MG 4343, MG 4145, MG 4242)
- Communicate ideas effectively in a professional context (MK 2030, MG 3034, LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks, MG 4242, MG 4343, MG 4145)
- Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams (MK 2030, BU 2002, LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks)
- Make use of data to identify and apply appropriate methodologies for effective decision making in a variety of business situations (BU 2002, MG 4343)
- Generate innovative ideas to develop improvements in business processes (LM 3025 The Logistics of Supply Networks, LM 3035 Information Flows, Financial Flows and the Management of Risk In Supply Networks, LM 30xx Transportation Systems, CS 3051, MG 4242)
- Reflect intellectually and become an independent self-managed lifelong learner (All modules)

BSc in LOGISTICS AND SUPPLY CHAIN MANAGEMENT (300 CREDITS)

Compulsory Modules:

Level 4

MG 2063 PRINCIPLES OF OPERATIONS MANAGEMENT (LEVEL 4) – 15 CREDITS
MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS
AF 2006 FINANCIAL ACCOUNTING (LEVEL 4) – 20 CREDITS
BU 2002 BUSINESS LEGAL ISSUES (LEVEL 4) – 10 CREDITS
MK 2030 FUNDAMENTALS OF MARKETING (LEVEL 4) – 15 CREDITS
IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS
LM 2020 INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LEVEL 4) – 15 CREDITS

Level 5

FN 3105 FOUNDATION OF CORPORATE FINANCE (LEVEL 5) – 15 CREDITS
BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS
CS 3051 BUSINESS DRIVEN INFORMATION SYSTEMS (LEVEL 5) – 15 CREDITS
LM 3025 THE LOGISTICS OF SUPPLY NETWORKS (LEVEL 5) – 15 CREDITS
LM 3030 TRANSPORTATION SYSTEMS (LEVEL 5) – 15 CREDITS
LM 3035 INFORMATION FLOWS, FINANCIAL FLOWS AND THE MANAGEMENT OF RISK IN SUPPLY NETWORKS (LEVEL 5) – 15 CREDITS

Level 6

MG 4343 OPERATIONS MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4242 SUPPLY CHAIN MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4145 TOTAL QUALITY MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4157 PROJECT MANAGEMENT (LEVEL 6) – 15 CREDITS

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

N/A

6. Support for students and their learning

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programmes. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising programme that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Programme introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programmes and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation programme. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The **Student Academic Support Services (SASS)** is open daily and offers academic assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

The **Office of Student Affairs** is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the

student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The **Student Success Centre** supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus.

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programmes and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship programme.

7. Criteria for admission

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students register for a BA in Combined Studies and may transfer to the OU programme up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional “Discover DERE Day” recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of School of Business programmes. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Below the Line Advertising. More specifically, the Admissions Office promotes the programme by:

- Participating in Education Fairs and third party events with an Admissions Booth including brochures/banners.
- Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
- Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
- Running direct mailing campaigns (via post and electronic) including Degree Course information.
- Conducting one-on-one info sessions with pupils and parents.

The Admissions Process

To qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major’s programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DERE:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section “English Language Requirements”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students’ performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section “Academic Probation”).

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
 Michigan State University Certificate of Language Proficiency (MSU-CELP)
 Michigan Proficiency Certificate
 Cambridge Proficiency Certificate
 Cambridge Advanced English (CAE) with Grade A only
 International Baccalaureate Certificate*
 International Baccalaureate Diploma
 IELTS: (academic) 6.5 or above
 SAT: 450 or above
 ACT: 18 or above
 TOEFL (paper based): 567 or above
 TOEFL (computer based): 227 or above
 TOEFL (internet based): 87 or above
 GCE higher level English: Grade C or greater
 Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Programme.

8. Language of study

The language of instruction is English.

9. Information about assessment regulations

The assessment methods for each module are included in the module syllabus and made known to the student through:

- a) the course information packet which is given to all students on the first day of classes and
- b) postings on Blackboard.

The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. There are usually two summative assessments per semester/session module: a midterm and a final, each contributing a percentage toward the overall grade in the module. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Several courses also include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:

- Individual projects.
- Team projects.
- Research papers.
- In-class examinations.
- In-class presentations.

Formative assessments include:

- In class presentations.
- In class exam and/or discussion.

Assessment Procedure (Regulatory Framework)

6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

6.2 The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.

6.3 Faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department heads or area coordinators to ensure that these rubrics are consistent with the programme specification and other documentation approved at validation.

6.4 *Second Marking*

All assessed work submitted for credit in programmes leading to Open University validated awards shall be subject to the policy of second marking. This policy extends to all modes of assessment. In implementing the College's policy on second marking, the following procedure will be adopted:

6.4.1 The first marker will provide the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.

6.4.2 Second markers will be selected by the department head/area coordinator from the first marker's department, and s/he should be familiar with the course content. The second marker should test mark a minimum sample of 25% of completed assessments. In all cases the samples should not be lower than five.

6.4.3 The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below C (40%),

and a representative selection of the remaining items of assessed work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.

6.4.5 The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

6.4.6 All decisions on grades remain provisional until they have been confirmed at the relevant Board of Examiners.

6.5 *External Examiners*

The University is responsible for the appointment of external examiners. Their role is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

6.5.1 The specific responsibilities of external examiners include:

- the impartial assessment of students comparing their performance with that of their peers undertaking comparable programmes of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
- approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
- advising on any proposed changes to the approved assessment regulations or assessment strategy which will directly affect students currently on the programme;
- ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
- moderating the marks awarded by internal examiners;
- meeting students and, where appropriate, conducting *viva voce* examinations;
- ensuring that the assessments are conducted in accordance with the approved programme regulations;
- attending the meetings of the board of examiners at which decisions on recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal practice in UK higher education.
- Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them
- reporting to the Open University on the required report proforma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

6.5.2 Once the process of second marking has been completed (6.4, above), the summative work completed by a sample of students on each course will be sent to the relevant external examiners. This sample will comprise all items that have been assigned an A or F (all work above 70% and below 40%) grade and a representative selection from items receiving intermediate grades.

6.5.2.1 The size of the samples will be agreed with the external examiners, and they will include some items that have been second marked (6.4.3, above).

6.5.2.2 Samples of assessed work completed in the Summer Session II and Fall Semester will be sent by post to the external examiners; samples of work completed in the Spring Semester and Summer Session I will be available for External Examiners to review on campus in the Summer.

6.5.2.3 Any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

6.5.2.4 The Validation Office will receive the external examiners' reports and forward them for consideration by Boards of Examiners, Programme Committees, and the Registrar's Office. The Open University also receives copies of response to External Examiners reports.

6.6 *Boards of Examiners*

Boards of Examiners carry full responsibility for the assessment of students in accordance with the College's regulations and for recommending the conferment of an Open University award to students who have fulfilled the objectives of the approved programme of study and achieved the standard required for the award.

6.6.1 A Board is established for each programme or cluster of programmes that leads to Open University awards. The responsibilities of a Board of Examiners are to:

- approve (or establish arrangements for the approval of) assessment tasks, examination papers and project titles both for the initial assessment of students and any subsequent reassessments;
- ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners; confirm the grades assigned to students majoring in the relevant discipline or clusters of disciplines in accordance with the College's regulations;
- recommend the conferment of awards to students who have fulfilled the objectives of an approved programme of study and achieved the standard required for the award;
- review the progress of students, ensuring that they achieve the required learning outcomes and taking into account the recommendations of the Committee of Academic Standards and Policies on students with mitigating circumstances;
- determine the form of assessment that should be offered to those students who have failed or have been unable to take the assessment for acceptable reasons;
- receive and approve recommendations from the Committee on Disability and Learning Differences for the assessment of students with special requirements; monitor the forms and conduct of assessment and patterns of student achievement on the programmes for which it is responsible;
- act in accordance with the outcome of any appeals made through the Appeals Procedure.

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the programme(s) for which it is responsible, the external examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programmes other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s).

More information on Assessment, Progression and Awards is provided under section 7 in the Regulatory Framework (APPENDIX).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Centre (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programmes which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centred practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREI instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programmeme outcomes																								
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5		
4	MG 2003 Management Principles		√	√										√												
	LM 2063 Principles of Operations Management			√														√								
	IB 2006 International Business	√																								
	MK 2030 Fundamentals of Marketing			√							√									√	√					
	BU 2002 Business Legal Issues		√																							
	MA 2021 Applied Statistics				√											√	√									
	AF 2006 Financial Accounting			√												√										
	LM 2020 Introduction to Logistics and Supply Chain Management							√											√							

Level	Study module/unit	Programmeme outcomes																								
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5		
5	PH3005 Business Ethics					√								√												
	LM 3025 The Logistics of Supply Networks							√										√		√	√		√			
	FN 3105 Foundations of Corporate Finance			√												√										
	BU 3233 Business Research Methods				√						√	√									√	√				
	MG 3034 Managing People and Organizations			√																√						
	CS 3051 Business Driven Information Technology						√										√						√			
	LM 3030 Transportation Systems							√										√					√			
	LM3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks							√										√		√	√		√			

Level	Study module/unit	Programmeme outcomes																								
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5		
6	LM 4343 Operations Management			√									√						√	√		√				
	LM 4242 Supply Chain Management							√					√					√	√	√			√			
	LM 4145 Total Quality Management							√					√						√	√						
	MG 4415 Strategic Management								√			√			√			√	√	√		√				
	LM 4157 Project Management							√					√													
	LM 4246 Management Science				√								√									√				
	LM 4641 Seminar in Logistics and Supply Chain Management								√		√	√			√			√	√	√						
	Optional (one of the following:)									√			√					√	√	√						
	MG 4129 Decision Making: A Qualitative Approach MG 4123 Business Negotiations MG 4247 Management of Services IB 4035 Export Strategy and Management MG 4112 Carriage of Goods by Sea and the Law of International Trade MK 4141 Retailing and Supply Chain Management																									

Annexe 2: Notes on completing programme specification templates

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

Annexe 3 - General Education Requirements

In keeping with NEASC Standard 4, The Academic Programme, each undergraduate US programme at DEREE-The American College of Greece includes a general education requirement (“Liberal Education”), a major/concentration requirement, and electives. The first set of requirements encourages students to sample the breadth of the curriculum; the second encourages depth within a field of specialization; and the last encourages exploration of new subjects.

LIBERAL EDUCATION

Liberal Education refers partly to foundation skills, but also to knowledge, cognitive skills, state of mind, life habits and that are developed primarily through a set of required courses and which prepare students for success in their major course of study, and their personal and professional lives after the college experience.

LIBERAL EDUCATION - MISSION

A vital component of the undergraduate experience, the Liberal Education programme prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION - COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

- 1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- 1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- 1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- 1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

- 2.1 Discuss issues of identity and inclusion.
- 2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
- 2.3 Discuss ways of responsible civic engagement.
- 2.4 Engage in activities that serve the needs of the local and global community.
- 2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

- 3.1 Discuss world history or sociocultural traditions from different perspectives.
- 3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- 3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- 3.4 Discuss issues of cultural diversity.

4. Ethics and Values

- 4.1 Explain the importance of values in our venture to understand the world.
- 4.2 Identify ethical issues in different contexts, especially in one's major course of study.
- 4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.
- 4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

5.1 Discuss the main themes, symbols, and means of expression in various art forms.

5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.

5.3 Reflect on the outcomes of an artistic work.

5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.

6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.

6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.

6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

7.1 Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.

7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

DEREE's general education curriculum (US degree), which consists of 43 US credits, ensures that students will acquire breadth of knowledge in the traditional disciplines of the liberal arts that will enable them to become successful contributors to a diverse global community.

DEREE's Liberal Education requirements are as follows:

DEREE- The American College of Greece Liberal Education Program – Effective September 2015

Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
EN 1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher)*	3
SP 2300 Presentation Skills or EN 3342 Professional Communication or equivalent	3

CS 1070 Introduction to information systems or equivalent computer literacy course *	3
Any Natural Science with a lab	4
Liberal Education Electives	
LE designated course in Natural Sciences	3
LE designated courses in the Social and Behavioral Sciences <i>(from more than one discipline)</i>	9
LE designated courses in Humanities <i>(from more than one discipline)</i>	6
LE designated course in Fine and Performing Arts	3
TOTAL	43 credits

**May be fulfilled through appropriate academic evaluation*