

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	a. BSc (Honors) in Business Administration (Accounting with Finance) b. BSc in Business Administration (Accounting with Finance) c. Diploma of Higher Education in Business Administration (Accounting with Finance) d. Certificate of Higher Education in Business Administration (Accounting with Finance)
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	360
UCAS Code	
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	Accounting General Business and Management
Other external and internal reference points used to inform programme outcomes	Position and Issues Statements of the Accounting Education Change Commission. <i>The American Accounting Association</i>
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	

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

MISSION OF THE DEPARTMENT

In congruence with the mission of the College and of the School of Business, the mission of the Accounting and Finance department is to enable students to progress in life as knowledgeable and ethical individuals, competent for careers in accounting and finance as well as for advanced academic and professional studies.

Overall goals of the BSc (Honors) in Business Administration (Accounting with Finance) programme

- Provide students with knowledge of the business world in all its key aspects.
- Provide students a solid background in the theory and practice of accounting and business.
- Prepare students for postgraduate education and for careers in accounting, finance or other related business fields.
- Provide students with practical and technological skills needed to perform effectively in accounting and business.
- Provide students with critical thinking, problem-solving, communication, interpersonal and team work skills to perform effectively in accounting and business
- Develop students' understanding of ethical and global issues so as to become informed citizens and professionals.
- Prepare students for reflection and lifelong learning.

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 128 US credits and consisting of:

- *The General Education* curriculum (47 US credits)
(currently under revision and to be named Liberal Education curriculum - please see Appendix for Liberal Education mission, competencies and learning outcomes)*
- *Business foundations and functions (XX US credits – as appropriate for each pathway/program)*
- *Concentration (XX US credits – as appropriate for each pathway/program)*
- *Free electives (6 US credits)*

**General Education (distributive requirements) 47*

Academic Writing 9

Presentation Skills or Professional Communication 3

Ethics 3

Humanities 9

*Selected from at least two of the following:
archaeology, art history, history, literature, classical literature,
music, philosophy, theatre history*

Natural Sciences 8

*Students are required to complete any two courses
in natural science with laboratory selected from: biology, chemistry,
environmental studies, geology, oceanography, physical science, physics*

CS 1070 Introduction to Information Systems 3

Social Sciences 12

*Selected from at least two of the following:
anthropology, economics, political science,
psychology, sociology*

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding										
Learning outcomes:	Learning and teaching strategy/ assessment methods									
<p>A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p style="padding-left: 20px;">A.1.1. Understand the concept of economic value. Demonstrate knowledge of basic economic theory and how it applies to offering products and services to the public. (Level 4).</p>	<p><u>Taught in:</u> EC 1101, Principles of Macroeconomics (15 UK Credits – Compulsory)</p> <p>The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as assessed coursework. ➤ 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 a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. ➤ Peer tutoring is also available to students who choose to get additional help. <p><u>Assessment Methods:</u> Student performance in EC 1101 is assessed as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">Multiple choice/problems/essay question practice sets – formative</td> <td style="text-align: center; padding: 2px;">0</td> <td style="padding: 2px;">Multiple choice/problems/essay questions combination</td> </tr> <tr> <td style="padding: 2px;">In-class midterm examination (1-hour) – summative</td> <td style="text-align: center; padding: 2px;">40</td> <td style="padding: 2px;">Multiple choice/problems/essay questions combination</td> </tr> <tr> <td style="padding: 2px;">Final examination (2-hour, comprehensive) – summative</td> <td style="text-align: center; padding: 2px;">60</td> <td style="padding: 2px;">Multiple choice/problems/essay questions combination</td> </tr> </tbody> </table>	Multiple choice/problems/essay question practice sets – formative	0	Multiple choice/problems/essay questions combination	In-class midterm examination (1-hour) – summative	40	Multiple choice/problems/essay questions combination	Final examination (2-hour, comprehensive) – summative	60	Multiple choice/problems/essay questions combination
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In-class midterm examination (1-hour) – summative	40	Multiple choice/problems/essay questions combination								
Final examination (2-hour, comprehensive) – summative	60	Multiple choice/problems/essay questions combination								

A.1.2. Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries. (Level 4).

Taught in: BU2002, Business Legal Issues (10 UK credits – Compulsory)
 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.

Learning and Teaching Strategy:

- Classes consist of lectures, case studies, experiential exercises, and in-class case discussions.
- Throughout the lectures students develop knowledge and understanding related to the subject content.
- Discussions reinforce students’ cognitive and key transferrable 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 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. By using this interface effectively, students are also provided with the opportunity to retrieve, process, analyse and communicate information.

Assessment Methods:

Midterm Examination - essay type	40%
Final Examination – essay type	60%
Two in-class quizzes	0%

A.1.3. Demonstrate knowledge and understanding of the basic theories in international business; the major international organizations and regional alliances; and the different dimensions of the operating environment in international markets and how they impact on international business. (Level 4).

Taught in: IB2006, International Business (15 UK Credits - Compulsory)

Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade theories and insight into the roles of multinational enterprises, governments, international organizations and non-governmental organizations in international business. Foreign exchange and influence on international business.

Learning and Teaching Strategy:

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, collaborative in-class small 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.

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0 %	Essay-type questions
In-class midterm examination (1-hour) - summative	40%	Essay-type questions
Final examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.2. Demonstrate knowledge and understanding of the internal aspects, functions and processes of organizations.

A.2.1. Analyze 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; individual behavior, team and organizational processes; the interaction with the external environment. (Level 5)

Taught in: MG2034, Managing People and Organizations (15 UK Credits - Compulsory).

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, training, and performance management. Major theories of organizational behavior; concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change.

Learning and Teaching Strategy:

- 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.

Assessment Methods:

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

A.2.2. Analyze 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).

Taught in: MG3343, Operations Management (15 UK Credits - Compulsory)

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.

Learning and Teaching Strategy:

- Class lecture, interactive learning and practical problems solved in class.
- Exercises assigned as homework.
- 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

Assessment Methods:

Major written project	40
Final examination (2-hour, problem-solving comprehensive)	60
Group Coursework - one in-class diagnostic examination and case study analyses	0

A.3. Demonstrate knowledge and understanding of the functions and processes of business and their relationship with the external environment.

A.3.1. Describe and discuss the nature of managerial work, the various management theories, concepts, principles and practices. Distinguish between an organization's internal and external environments, and recognize the importance of organizational change. (Level 4)

Taught in: MG2003, Management Principles (15 UK Credits - Compulsory)

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.

Learning and Teaching Strategy:

- Class lectures.
- Case studies (written and oral).
- Experiential exercises.
- 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.

Assessment Methods:

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

A.3.2. Explain the role of marketing and its importance to the economy and to organizations. (Level 4).

Taught in: MK20xx, Fundamentals of Marketing (15 UK Credits - Compulsory)

Basic understanding of the marketing concepts and processes. Key marketing decision areas in product development, pricing, distribution and promotion.

Learning and Teaching Strategy:

- Class lectures.
- Group research project on a marketing topic with extensive use of library resources.
- Short assignments on various marketing issues.
- 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.

Assessment Methods:

Summative:

Mid-Term Individual Written project	Written Project	50
Final Examination (2-hour comprehensive)	Answer to essay questions	50

Formative:

In-class, 1-hour, "diagnostic" test, assignments	Objective and short essay	0
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A.3.3. Analyze, record and summarize accounting transactions of an economic entity using US GAAP (Generally Accepted Accounting Principles). Prepare non-complex financial statements which are used by either internal or external decision-makers. (Level 4).

Taught in: AC2006 Financial Accounting (20 UK Credits – Compulsory)

The purpose of this course is to explore the basic principles, concepts and procedures relating to financial accounting. An ability to prepare, analyze and interpret financial statements in a business context will be developed.

Learning and Teaching Strategy:

- 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.
- IT sessions in labs, during which the student practices in 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.

Assessment Methods:

First Assessment: 1-hour written examination (closed-book, in-class)	40%
Second Assessment: 2-hours, comprehensive written examination (closed-book, in-class)	60%
Diagnostic Coursework - Formative	0

A.3.4. Demonstrate knowledge and ability to apply financial management theory and techniques in business settings (Level 5).

Taught in: FN3105, Foundations of Corporate Finance (15 UK Credits – Compulsory)

The course provides the knowledge and the skills required for investments, business financing and securities valuation.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions) and practical problems solved in class.
- 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. (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. (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.

Assessment Methods:

First Assessment: One hour written examination, (closed-book)	30%
Second Assessment: Two hours written examination, (closed-book)	70%
Exercises / Comprehensive problems (excel applications)	0

A.3.5 Analyze and assess management accounting processes and procedures in issues of management decision-making, performance evaluation and control. (Level 5).

Taught in: AC3116, Management Accounting (15 UK Credits – Compulsory)

This course provides the theoretical underpinnings of the role of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.

Learning and Teaching Strategy:

- Class lectures and seminar-style class discussion. Use of case studies.
- In class exercises and real life examples that engage students and enhance employability.
- In-class discussions using business cases that aim to enhance students' analytical and critical skills.
- Use of concept maps to provide an overview of topics discussed at the end of each session.
- Lectures from visiting scholars and professionals
- Office hours: students are encouraged to make full use of the office hours of their instructor.
- Use of blackboard.

Assessment Methods:

First Assessment: Case Analysis (1000-1200 words individual project)	30%
Second Assessment: Two hours closed-book in-class examination	70%
Two quizzes / One written essay	0%

A.4. Develop appropriate policies and strategies within a changing internal and external environment to meet stakeholders' interests. (Level 6)

Taught in: MG4740, Business Strategy (capstone course) (15 UK Credits - Compulsory)

Capstone course that synthesizes knowledge from prior business administration courses, with emphasis on the role of the manager as coordinator and strategist in managing the firm as a total unit. Insight into the organization's mission, values, ethical and social responsibilities, environments, strengths and weaknesses, competitors, and international competitiveness. Strategy analysis, formulation, implementation/execution and evaluation

Learning and Teaching Strategy:

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 also contribute to the methods of teaching and learning

Assessment methods:

Coursework - formative	0%	Case studies, short reports, analysis of articles, in-class presentations
Major written project – summative (first assessment)	70%	Individual assignment; 4500 -5000 words
Final examination – summative (second assessment)	30%	Essay-type

A.5. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making. (Level 5).

Taught in: **PH2005, Business Ethics (15 UK Credits – Compulsory)**

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.

Learning and Teaching Strategy:

- 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.

Assessment Methods:

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, comprehensive) summative	60	Essay-type questions (choice: 2 out of 4)

A.6. Demonstrate basic knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business (Level 4).

A.6.1. Demonstrate knowledge and understanding of statistical techniques including data analysis, hypotheses, testing, and prediction models, and apply them to business problems (Level 4).

Taught in: MA21xx Applied Statistics (Level 4 - 15 UK Credits – Compulsory),

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.

Learning and Teaching Strategy:

In congruence with the Learning and Teaching strategy of the College, the following tools are used:

- Class lectures, interactive learning (class discussion, group work), video presentations, and practical problems solved in class.
- 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.

Assessment Methods:

Midterm Examination	40%
Final Examination	60%

A.7. Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context. (Level 4)

Taught in: CS2179, Business Information Systems (15 UK Credits – Compulsory)

Business information systems concepts. Categories and types. Trends. The strategic impact of information systems and technologies on the business functions and the decision making process. Data resource management. Ethical and security issues. Global information systems.

Learning and Teaching Strategy:

- Lectures, class discussions, and review of real world cases based on theoretical concepts. Laboratory practical sessions.
- Office hours held by the instructor to provide further assistance to students.
- Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Midterm Exam	40
Coursework: case problems	60
Diagnostic test	0
Case study discussions	0
Computer lab assignments	0

A.8. Demonstrate knowledge and understanding of accounting theories and practices in financial management and accountability and ability to present arguments effectively.

A.8.1 Record, analyze and prepare intermediate level accounting transactions leading to financial statement preparation using US GAAP (Generally Accepted Accounting Principles) on procedural and conceptual levels. (Level 5).

Taught in: **AC3131, Intermediate Financial Accounting (15 U.K. credits – Compulsory)**

This module examines the application of alternative accounting measurements and discusses their effects on corporate assets, liabilities, and stockholders' equity. It also examines concepts for determining business income.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Exercises are assigned as homework, and are reviewed in class. Additionally, group assignments and presentations concerning financial reporting issues will be given to students, so as to enhance their ability to extract financial information from multiple financial sources, as well as interpret this data.
- Office hours: students are encouraged to make full use of their instructor's office hours.
- Use of blackboard.
- A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

First Assessment: 1-hour written examination (closed-book, in-class)	30%
Second Assessment: 2-hours, comprehensive written examination (closed-book, in-class)	70%
Diagnostic Coursework	0

A.8.2 Summarize basic principles of taxation; analyze and calculate personal income tax and application of tax savings plans. (Level 5)

Taught in: **AC31xx Taxation for individuals (15 U.K. credits – Compulsory)**

This module discusses concepts and technicalities of taxation for individuals and the effects of taxation on personal income. Equips students with knowledge and skills to become taxation specialists within the accounting professions.

Learning and Teaching Strategy

- Class lectures.
- In class exercises and real life examples that engage students and enhance employability.
- In-class discussions using business cases that aim to enhance students' analytical and critical skills.
- Use of concept maps to provide an overview of topics discussed at the end of each session.
- Lectures from visiting scholars and professionals
- Office hours: students are encouraged to make full use of the office hours of their instructor.
- Use of blackboard.

Assessment Methods:

First Assessment: Individual Coursework (1,000-1,400 words)	30%
Second Assessment: Two hours closed-book, in-class examination	70%
Two quizzes	0
One 'diagnostic' test including numerical and essay type questions	0

A.8.3 Recognize, measure and prepare single entity and consolidated financial statements using International Financial Reporting Standards (IFRS). Students are, thus, exposed to alternative recognition rules and valuation bases. (Level 5 & Level 6).

Taught in: AC3104 Financial Reporting I (15 UK Credits – Compulsory)

Introduction to the field of International Financial Reporting by focusing on International Financial Reporting Standards (IFRS) related to the preparation of single entity financial statements, and IFRS related to asset and revenue elements.

Learning and Teaching Strategy:

- 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.
- Office hours: students are encouraged to make full use of their instructor’s office hours.
- Use of blackboard

Assessment Methods:

First Assessment: individual essay (600-1000 words)	20%
Second Assessment: 1- hour written examination (closed-book, in-class)	30%
Third Assessment: 2-hour, written examination (closed-book, in-class)	50%

Also Taught in: **AC4207 Financial Reporting II (15 UK Credits - Compulsory)**

It further exposes students to the wider international framework of accounting by exploring specific IFRS.

Learning and Teaching Strategy:

- 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.
- Office hours: students are encouraged to make full use of their instructor's office hours.
- Use of blackboard

Assessment Methods:

First Assessment: individual project (1,000-1,400 words)	30%
Second Assessment: 1-hour, written examination (closed-book, in-class)	30%
Third Assessment: 2-hour, written examination (closed-book, in-class)	40%

A.8.4 Analyze and interpret the financial statements of a company so as to gain in depth understanding of the tools employed in analysis and equity valuation.(Level 6)

Taught in: AC4323 Financial Statement Analysis and Equity Valuation (15 U.K. credits – Compulsory)

This course covers the in-depth review and analysis of financial statements. It examines the tools and techniques for financial valuation using cash flow information and present value analysis. It discusses the topics of ratio analysis, liquidity, capital structure, trend analysis, profitability, industry standards, changes in working capital, changes in financial position, sources and uses of funds, business valuation techniques, and analysis of earnings quality. This course is designed primarily for students who expect to be intensive users of financial statements as part of their professional responsibilities.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions and group work) and practical problems (case studies) worked in class.
- *Homework assignments:* Exercises and primary source documents are assigned as homework, and the solution of which are reviewed in class.
- *Guest lectures*
- *Office hours:* students are encouraged to make full use of the office hours of their instructor.
- Use of blackboard.

Assessment Methods:

First Assessment: Individual project (1,800 – 2,200 words)	50%
Second Examination: 2-hours, comprehensive final written examination, unseen	50%
Cases and excel applications	0

A.8.5 Understand and apply advanced management and cost accounting theory and practice for planning, control and performance evaluation (Level 6).

Taught in: AC4215 Advanced Management Accounting (15 UK Credits – Compulsory)

The course provides advanced management accounting concepts and techniques, focusing on extending the understanding of approaches such as: product costing, strategic pricing, organizational control and performance appraisal.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and assignments solved in class and as homework.
- Homework will be reviewed in class. A level 6 course is distinguished from level 4 and 5 by its focus on independent learning. Independent study includes preparation for scheduled sessions, follow-up work, reading or practice, completion of course tasks, revision, and individual library research.
- 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.

Assessment Methods:

Written assignment: 1500 words (max)	20%
Final Examination: 2-hours, comprehensive written examination (closed-book, in-class)	70%
Group presentation: has been specifically designed to incorporate a real-life industry perspective to student learning.	10%

A.8.6. Understand the role of the auditing process and identify the necessary steps to perform an audit. Understand the auditing procedures necessary to evaluate company's internal control, to gather sufficient and competent evidence, and to formulate an opinion on the true and fair presentation of a company's financial statements. (Level 6)

Taught in: AC4218 Auditing (15 UK Credits – Optional)

Examination and verification of accounting for the purpose of establishing the reliability of financial statements. Nature and application of auditing standards and procedures.

Learning and Teaching Strategy:

- Class lectures.
- Homework assignments discussed in classroom.
- Project work: Students work in groups researching and examining audit reports of various sectors of Greek public companies.
- 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

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0	Essay-type questions
First Assessment: Individual Project (1,400-1,600 words)	40	Data Collection/Evaluation
Second Assessment: Final examination (2-hour, written examination comprehensive)	60	Essay-type questions

A.8.7. Identify areas of financial risk, develop internal control policies & procedures and establish methods for detecting and investigating financial fraud. (Level 6)

Taught in: AC4224 Forensic Accounting (15 UK Credits – Optional)

Learn how to detect and correct fraudulent financial reporting. Use technology in optimally accomplishing forensic accounting objectives.

Learning and Teaching Strategy:

- Class lectures and seminar-style class discussion.
- Use of case studies to ensure knowledge is presented in the most practical way possible.
- Office hours: students are encouraged to make full use of their instructor’s office hours.
- Use of blackboard.
- Use of e-book will be promoted as means of advancing the use of Blackboard as an educational resource.

Assessment Methods:

First Assessment: Case Analysis (1,400-1,600 words individual project) or ACL data analysis	40%
Second Assessment: Two hours closed-book, in-class examination	60%
Two quizzes	0

A.8.9. Demonstrate critical understanding of corporate governance codes and practices at an international level. (Level 6)

Taught in: AC43xx Corporate Governance & Accountability (15 UK Credits – Optional)

This course examines the elements of modern corporations with a view of understanding the concept of Corporate Governance. It aims to provide students with a theoretical and critical understanding of the role of corporate governance. Students will compare global governance systems with the intention of examining the distribution of power within firms, the importance of risk management, audit, global corporate governance, sustainability and ethics as issues pertaining to good corporate governance.

Learning and Teaching Strategy:

- Class lectures and seminar-style class discussion of key terms and concepts with appropriate examples. Use of case studies.
- Use of concept maps to provide an overview of topics discussed.
- 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 innovative hi-tech technological infrastructure, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.
- Guest lectures
- Field visits (students engagement/project involvement)

Assessment Methods:

1 st assessment: Individual project (1,800 -2,200 words)	50
2 nd assessment (written closed-book)	50
Case studies, assignment preparation	0

A.8.10. Understand, apply and evaluate choices related to accounting for partnerships, corporations and the related consolidated financial statements under US GAAP. (Level 6).

Taught in: AC4296 Advanced Financial Accounting (15 U.K. credits – Optional)

Specialized accounting knowledge on partnerships, branches, mergers, acquisitions, and consolidations including the worksheet analysis of consolidation principles.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class or handed-in and corrected.
- Coursework Assignment: Practical assignment combined with theoretical concepts, emphasis is on analytical and conceptual thinking.
- 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.

Assessment Methods:

Coursework: Two individually prepared assignments. The assignment will either consist of a research and analysis case or a discussion on relevant debates and issues. (700-900 words each)	40%
Final Assessment: 2-hours, comprehensive written examination (closed-book, in-class)	60%
Hand-outs of exercises/ assignments/end of chapter problems/past exams.	0

A.8.11. Analysis and estimation of taxable income. Discussion on international tax regulations and on their effect on taxable income

Taught in: AC42xx Corporate Taxation (15 U.K. credits – Optional)

Concepts and technicalities of corporate taxation. Implications in planning and decision making.

Teaching and Learning Strategies

- Class lectures.
- In class exercises and real life examples that engage students and enhance employability.
- In-class discussions using business cases that aim to enhance students' analytical and critical skills.
- Use of concept maps to provide an overview of topics discussed at the end of each session.
- Lectures from visiting scholars and professionals
- Office hours: students are encouraged to make full use of the office hours of their instructor.
- Use of blackboard.

Summative:

First Assessment: Individual Coursework (1800-2,200 words)	40%
Second Assessment: Two hours closed-book in-class examination	60%

Formative:

Two quizzes	0
One 'diagnostic' test including numerical and essay type questions	0

A.8.12 Understand the relationship between exchange rates, interest rates and inflation and the role of arbitrage in foreign exchange determination. Identify and manage foreign exchange risk faced by companies operating in global markets. (Level 6).

Taught in: FN4319 International Financial Management (15 U.K. credits – Optional)

This course delivers the theoretical framework, the quantitative tools and the practical issues that are critical in international financial management. Emphasis is placed on the global financial environment and monetary system, exchange rate determination, foreign exchange risk and foreign exchange risk management.

Learning and Teaching Strategy:

- In-class discussion of numerical and conceptual exercises as well as real life examples that help the lecturer to illustrate the fundamental concepts of the course. Students are expected to be prepared to present their views and answers to their peers
- In-class discussion of current economic and financial developments that aim to enhance students' analytical and critical capabilities as well as their understanding of the global financial markets.
- In-class discussion of journal articles to expand exposure on course content beyond the textbook, and to trigger discussions on global financial issues. Students are expected to be prepared and they are encouraged to present their views on these issues.
- Use of power point and videos

Assessment Methods:

1st assessment: One hour written examination (closed book)	40
2nd assessment: Two hour written examination (closed book)	60
Five practice question sets	0

A.8.13 Develop writing, oral, and interpersonal communication skills so as to succeed in professional environments. (Level 5).

Taught in: EN2342 Professional Communication (15 U.K. credits – Compulsory)

A study of communication modes in professional contexts with focus on the development of communication expertise needed within businesses as well as technical and academic communities.

Learning and Teaching Strategy:

- Lectures, video presentations, class discussions, pair and group activities.
- 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 site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

In-class coursework + homework – formative	0	Exercises + Drafts of assignments listed below	0
Individual Work (including writing skills and presentation skills) -summative	70%	Will solve a business communication problem by choosing, defending and producing the appropriate communication tool (memo or business letter)	35%
		Individual Presentation with PowerPoint	35%
Team Work- summative	30%	Analytical Group Report of 2800-3500 words	30%

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Locate, extract, analyze data from library and other resources including the acknowledgement and referencing of sources. (Levels 4, 5, and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC3104 Financial Reporting I AC3116 Management Accounting AC31xx Taxation for Individuals AC4207 Financial Reporting II AC4215 Advanced Management Accounting AC4218 Auditing AC4224 Forensic Accounting AC4296 Advanced Financial Accounting AC42xx Corporate taxation AC4323 Financial Statement Analysis & Equity Valuation AC43xx Corporate Governance & Accountability CS2179 Business Information Systems MG2034 Managing People and Organizations MG3343 Operations Management MG4740 Business Strategy MK20xx Fundamentals of Marketing</p>

<p>B2. Interpret, analyze, solve structured, and to a limited extent, unstructured problems from a generated data set. (Levels 4, 5, and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC2006 Financial Accounting AC3104 Financial Reporting I AC3116 Management Accounting AC3131 Intermediate Financial Accounting AC31xx Taxation for Individuals AC4207 Financial Reporting II AC4215 Advanced Management Accounting AC4218 Auditing AC4323 Financial Statement Analysis & Equity Valuation AC4224 Forensic Accounting AC4296 Advanced Financial Accounting AC42xx Corporate taxation BU2002 Business Legal Issues CS2179 Business Information Systems EC1101 Macroeconomics FN3105 Foundations of Corporate Finance FN4319 International Financial Management MA21xx Applied Statistics MG2003 Management Principles MK20xx Fundamentals of Marketing</p>
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<p>B3. Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (Levels 5 and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC3104 Financial Reporting I AC4207 Financial Reporting II AC4215 Advanced Management Accounting AC4218 Auditing AC4323 Financial Statement Analysis & Equity Valuation AC4224 Forensic Accounting AC4296 Advanced Financial Accounting FN3105 Foundations of Corporate Finance MG2034 Managing People and Organizations MG3343 Operations Management MG4740 Business Strategy</p>
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<p>B4. Analyze 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, and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC4218 Auditing AC4224 Forensic Accounting AC43xx Corporate Governance & Accountability BU2002 Business Legal Issues CS2179 Business Information Systems EN2342 Professional Communication IB2006 International Business MG2003 Management Principles MG2034 Managing People and Organizations MG3343 Operations Management MG4740 Business Strategy PH2005 Business Ethics</p> <p>Discussion of ethical choices is embedded in almost all Business Core courses.</p>
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<p>B5. Apply critical thinking to create, evaluate and assess a range of options in solving complex problems (Levels 5 and 6).</p>	<p><u>Taught and assessed in:</u></p> <p>AC3104 Financial Reporting I AC3116 Management Accounting AC31xx Taxation for Individuals AC4207 Financial Reporting II AC4215 Advanced Management Accounting AC4218 Auditing AC4224 Forensic Accounting AC4296 Advanced Financial Accounting AC42xx Corporate taxation AC4323 Financial Statement Analysis & Equity Valuation FN 3105 Foundations of Corporate Finance MG3343 Operations Management MG4740 Business Strategy</p>
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<p>B6. Analyze various aspects of professional communication and evaluate effectiveness of oral as well as written communication. (Levels 5)</p>	<p><u>Taught and assessed in:</u> EN2342 Professional Communication</p>
<p>B7. Synthesize the knowledge gained in the various business and non-business courses taken during the undergraduate program of study. (Level 6)</p>	<p><u>Taught and assessed in:</u> MG4740 Business Strategy</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Make use of numeric skills, in problem solving of increasing complexity and with increasing autonomy depending on the course level. (Levels 4, 5, and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC2006 Financial Accounting AC3116 Management Accounting AC3131 Intermediate Financial Accounting AC31xx Taxation for Individuals AC4215 Advanced Management Accounting AC4323 Financial Statement Analysis & Equity Valuation AC4296 Advanced Financial Accounting AC42xx Corporate taxation CS2179 Business Information Systems FN3105 Foundations of Corporate Finance FN4319 International Financial Management MA21xx Applied Statistics MG3343 Operations Management MG4740 Business Strategy</p>
<p>C2. Make use of information technology effectively to retrieve, process, analyze and communicate information (Level 4, 5, and 6).</p>	<p><u>Taught and/or assessed in:</u> all courses.</p>

<p>C3. Use quantitative and qualitative tools in analyzing and solving financial and managerial problems. (Levels 4, 5 and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC3116 Management Accounting AC4296 Advanced Financial Accounting AC4215 Advanced Management Accounting AC4323 Financial Statement Analysis & Equity Valuation FN3105 Foundations of Corporate Finance FN4319 International Financial Management MA21xx Applied Statistics MG3343 Operations Management MG4740 Business Strategy</p>
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3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Communicate ideas effectively orally and in writing in a professionally context. (Levels 4, 5, and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>AC3104 Financial Reporting I AC31xx Taxation for Individuals AC3116 Management Accounting AC4207 Financial Reporting II AC4218 Auditing AC4224 Forensic Accounting AC4296 Advanced Financial Accounting AC4215 Advanced Management Accounting AC42xx Corporate taxation AC43xx Corporate Governance and Accountability AC4323 Financial Statement Analysis & Equity Valuation BU2002 Business Legal Issues EN2342 Professional Communication IB2006 International Business MA21xx Applied Statistics MG2003 Principles of Management MG2034 Managing People and Organizations MG3343 Operations Management MG4740 Business Strategy MK20xx Fundamentals of Marketing PH2005 Business Ethics</p>

<p>D2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams. (Levels 4, 5, and 6)</p>	<p><u>Taught and assessed in:</u></p> <p>EN2342 Professional Communication CS2179 Business Information Systems MG2034 Managing People and Organizations MG3343 Operations Management MG4740 Business Strategy</p>
<p>D3. Reflect intellectually and become an independent self-managed lifelong learner.</p>	<p>Taught throughout the curriculum.</p>

4. Programme Structure

Certificate of Higher Education in Business Administration (120 CREDITS)

Programme Structure - LEVEL 4				
Compulsory modules		Credit points	Optional modules	Credit points
AC2006	Financial Accounting	20		
BU2002	Business Legal Issues	10		
CS2179	Business Information Systems	15		
EC1101	Principles of Macroeconomics	15		
IB2006	International Business	15		
MA21xx	Applied Statistics	15		
MG2003	Management Principles	15		
MK20xx	Fundamentals of Marketing	15		
TOTAL LEVEL 4		120		

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Business Administration 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 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 Business Administration are awarded to students who have demonstrated:

- i) knowledge of the underlying concepts and principles associated with all Business Administration functions, and an ability to evaluate and interpret these within internal and external business contexts;
- ii) an ability to retrieve, analyze, interpret, and present qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of General Business and Management.

Typically, holders of the qualification will be able to:

- a) Apply a wide variety of business functions to solving basic business-related problems;
- b) Communicate the results of their study/work accurately and reliably, with coherent arguments, orally and in writing;
- c) Undertake further training and develop new skills within a structured and managed environment; and will have:
- d) Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Upon completion of level 4 (120 credits or 8 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business.

Specifically, holders of the Certificate of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)
- Basic tools in statistics (MA 2110)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 20xx)
- Accounting transactions and non-complex financial statements (AF 2006)

- Business functional and cross-functional information systems (CS 2179)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 20xx, CS 2179)
- They will be able to interpret, analyze, and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (AC 2006, BU 2002, CS 2179, EC 1101, IB 2006, MA 21xx, MK 20xx, MG 2003)
- They will be able to analyze ethical choices in business. (BU 2002, MG 2003, CS 2179, IB 2006)
- They will be able to use numeric skills, including quantitative financial techniques, in problem solving. (AC 2006, CS 2179, MA 21xx)
- They will be able to use Information Technology effectively to retrieve, process, analyze and communicate information with guidance (all courses).
- They will be able to make use of qualitative and/or quantitative tools in analysing and solving financial and managerial problems (MA 21xx)
- They will be able to communicate ideas effectively orally and/or in writing. (BU 2002, MK 20xx, IB 2006, MG 2003)

Diploma of Higher Education in Business Administration (240 CREDITS)

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
AC3116 Management Accounting	15		
AC3131 Intermediate Financial Accounting	15		
AC31xx Taxation for Individuals	15		
AC31xx Financial Reporting I	15		
EN2342 Professional Communication	15		
FN3105 Foundations of Corporate Finance	15		
MG2034 Managing People and Organizations	15		
PH2005 Business Ethics	15		
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 business functions and the impact of the external environment on business, ii) apply statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices of management, finance and accounting, iv) apply their knowledge of business functions, business ethics, and professional communication to solving complex problems in business administration.

Holders of the Diploma of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields.

Holders of this Diploma will demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)
- The legal environment for business (BU 2002)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 20xx)

- Business functional and cross-functional information systems (CS 2179)

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Quantitative and qualitative methods and tools used to conduct research in business (MA 21xx).
- Management theories, concepts, principles and practices (MG 2003, MG 2034)
- Financial and managerial accounting and accounting for taxable income (AC 2006, FN 3105, AC 3116, AC 31xx)
- Moral theories and ethical issues which have an impact on business decision making (PH 2005)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 20xx, AC 3116, AC 3104, AC 31xx, CS 2179, EN 2342, MG 2034)
- They will be able to analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (AC 2006, BU 2002, CS 2179, EC 1101, IB 2006, MA 21xx, MK 20xx, AC 3116, AC 3131, EN 2342, FN 3105, PH 2005, AC 3104, AC 31xx, FN 3105, MG 2003, MK 20xx)
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (AC 3104, FN 3105, MG 2034)
- They will be able to analyze and evaluate ethical choices in business. (BU 2002, CS 2179, EN 3342, MG 2003, MG 2034, IB 2006, PH 2005, AC 31xx)
- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (AC 3116, AC 3104, AC 31xx, FN 3105)
- They will be able to analyze various aspects of professional communication and evaluate effectiveness of oral as well as written communication. (EN 2342)
- They will be able to make use of numeric skills in solving problems of increasing complexity and with increasing autonomy depending on the course level. (AC 2006, CS 2179, MA 21xx, AC 3116, FN 3105, AC 3131, AC 31xx)
- They will be able to make use of Information Technology effectively to retrieve, process, analyze and communicate information with guidance. (All courses)
- They will be able to make use of qualitative and/or quantitative tools in analysing and solving financial and managerial problems (MA 21xx, AC 3116, FN 3105)
- They will be able to communicate ideas effectively orally and/or in writing in a professional context. (MK 2050, AC 3116, EN 2342, MG 2034, AC 3104, AC 31xx, BU 2002, IB 2006, MG 2003, MK 20xx, PH 2005)
- They will be able to work effectively with others in small groups or teams. (EN 2342, CS 2179, MG 2034)

BSc in Business Administration (Accounting with Finance) (300 CREDITS)

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
AC4207 Financial Reporting II	15	<u>ONE OF THE FOLLOWING:</u>	
AC42xx Advanced Management Accounting	15	AC4296 Advanced Financial Accounting	15
MG3343 Operations Management	15	AC4218 Auditing	15
	15	AC42xx Corporate Taxation	15
		AC4224 Forensic Accounting	15
		AC43xx Corporate Governance and Accountability	15
SUBTOTAL	45	FN4319 International Financial Management	15
		AC4323 Financial Statement Analysis and Equity Valuation	15
TOTAL LEVEL 6	120	SUBTOTAL	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 business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices of finance and accounting, management, and international business, iv) apply their detailed knowledge of business functions so as to evaluate and solve complex, unstructured problems in business administration and in international business with minimum guidance.

Holders of the ordinary BSc in Business Administration (International Business) will be able to demonstrate knowledge and understanding of diverse business functions and environments, as well as detailed knowledge and critical understanding of specific fields.

Holders of the BSc degree in Business Administration (Accounting with Finance) will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields.

Holders of this Diploma will demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)
- The legal environment for business (BU 2002)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 20xx)
- Business functional and cross-functional information systems (CS 2179)

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Quantitative and qualitative methods and tools used to conduct research in business (MA 21xx).
- Management theories, concepts, principles and practices (MG 2003, MG 2034, MG 3343)
- Financial and managerial accounting, accounting for taxable income, auditing, governance and internal control (AC 2006, FN 3105, AC 3116, AC 31xx, AC 31xx, AC 4207, AC 4215, AC 4296, AC 4218, AC 4224, AC 42xx, AC 4323, AC 43xx)
- Moral theories and ethical issues which have an impact on business decision making (PH 2005)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 20xx, AC 3116, AC 3104, AC 31xx, EN 2342, MG 2034, AC 4207, AC 4215, AC 4296, AC 4218, AC 4224, AC 42xx, AC 4323, AC 43xx, CS 2179, MG 3343)
- They will be able to analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (AC 2006, BU 2002, CS 2179, EC 1101, IB 2006, MA 21xx, MK 20xx, AC 3116, EN 2342, FN 3105, FN 4219, PH 2005, AC 3104, AC 3131, AC 4207, AC 31xx, AC 4215, AC 4296, AC 4218, AC 4224, AC 42xx, AC 4323, AC 43xx, MG 2003)
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (MG 2034, AC 3104, AC 4207, AC 4215, AC 4296, AC 4218, AC 4224, AC 42xx, AC 4323, AC 43xx, FN 3105, MG 3343)
- They will be able to analyze and evaluate ethical choices in business. (CS 2179, IB 2006, BU 2002, PH 2005, EN 3342, AC 4218, AC 4224, AC 43xx, MG 2003, MG 3343)

- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (AC 3104, AC 3116, AC 31xx, FN 3105, AC 4207, AC 4215, AC 4296, AC 4218, AC 4224, AC 42xx, AC 4323, AC 43xx, MG 3343, FN 3105)
- They will be able to analyze various aspects of professional communication and evaluate effectiveness of oral as well as written communication. (EN 2342)
- They will be able to make use of numeric skills in solving problems of increasing complexity and with increasing autonomy depending on the course level. (AC 2006, CS 2179, MA 21xx, AC 3116, AC 3131, AC 41xx, FN 3105, AC 4215, AC 4296, AC 4218, AC 42xx, AC 42xx, AC 4323, AC 43xx, FN 4319, MG 3343)
- They will be able to make use of Information Technology effectively to retrieve, process, analyze and communicate information with guidance. (All courses)
- They will be able to make use of qualitative and/or quantitative tools in analysing and solving financial and managerial problems (MA 21xx, AC 3116, FN 3105, AC 4215, AC 4296, AC 4218, AC 42xx, AC 4323, FN 4319, MG 3343)
- They will be able to communicate ideas effectively orally and/or in writing in a professional context. (MK 2050, AC 3104, AC 31xx, AC 4207, AC 4218, AC 4224, AC 4296, AC 4225, AC 42xx, AC 42xx, AC 4323, BU 2002, EN 2342, IB 2006, AC 3116, EN 2342, MG 2003, MG 2034, MG 3343, PH 2005)
- They will be able to work effectively with others in small groups or teams. (CD 2179, MG 2034, MG 3343, EN 2342)

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 programs. 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 program 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 Program 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 programs 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 program. 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 Center** 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 Center 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 Center 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 counseling 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 programs and services offered to students and alumni include: counseling 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 program.

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 programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program 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 fulfill 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 counselor.
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 program.

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 Program.

8. Language of study

The formal language of instruction for all modules in the BSc (Hons) in Accounting and Management Studies 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 program specification and other documentation approved at validation.

6.4 Second Marking

All assessed work submitted for credit in programs 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 programs 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 program;
- 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 program 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, Program 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 program of study and achieved the standard required for the award.

6.6.1 A Board is established for each program or cluster of programs 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 program 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 programs 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 program(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 programs 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 Center (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs 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-centered 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

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

Level	Study module/unit	Programme outcomes																				
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	D1	D2	D3
4	MG2003			✓								✓		✓				✓			✓	✓
	EC1101	✓									✓							✓				✓
	IB2006	✓									✓	✓	✓					✓			✓	✓
	MK20xx			✓						✓	✓							✓			✓	✓
	BU2002	✓									✓		✓					✓		✓		✓
	CS2179							✓		✓	✓		✓				✓	✓			✓	✓
	MA21xx						✓				✓						✓	✓	✓	✓		✓
	AC2006			✓							✓							✓	✓			

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	D1	D2	D3	
5	MG2034		✓							✓		✓	✓					✓		✓	✓	✓	
	EN2342							✓				✓			✓			✓		✓	✓	✓	
	PH2005					✓						✓						✓		✓		✓	
	AC3131							✓		✓							✓	✓				✓	
	AC3116			✓						✓	✓			✓			✓	✓	✓	✓			✓
	FN3105			✓							✓	✓		✓			✓	✓	✓				✓
	AC3104							✓	✓	✓	✓		✓				✓			✓			✓
	AC31xx							✓	✓	✓				✓			✓	✓		✓			✓

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	D1	D2	D3	
6	MG3343		✓							✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	
	MG4740				✓					✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	AC4323								✓	✓	✓	✓		✓			✓	✓	✓	✓		✓	
	AC4207								✓	✓	✓	✓		✓				✓		✓		✓	
	AC4215								✓	✓	✓	✓		✓			✓	✓	✓	✓		✓	
	ELECTIVES																						
	AC4296								✓	✓	✓	✓		✓			✓	✓	✓	✓		✓	
	AC4218								✓	✓	✓	✓	✓	✓				✓		✓		✓	
	AC42xx								✓	✓	✓						✓	✓		✓		✓	
	AC4224								✓	✓	✓	✓	✓	✓				✓		✓		✓	
	FN4319								✓		✓						✓	✓	✓			✓	
	AC43xx								✓	✓	✓		✓					✓		✓		✓	

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.