

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	a. BSc (Hons) in Logistics and Supply Chain Management b. BSc in Logistics and Supply Chain Management c. Diploma in Higher Education in Logistics and Supply Chain Management d. Certificate in Higher Education in Logistics and Supply Chain Management
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	January 2011
<b>Date of latest OU (re)validation</b>	June 2021
<b>Next revalidation</b>	June 2025
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	Business and Management, November 2019
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	
<b>Duration of the programme for each mode of study</b>	FT-3 years

<b>Dual accreditation (if applicable)</b>	NECHE Accredited
<b>Date of production/revision of this specification</b>	April 2021

**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

In congruence with the mission statements of the College and the School of Business and Economics, the BSc (Hons) in Logistics and Supply Chain Management (LSCM) aims at developing high-calibre and ethically responsible professionals who will be equipped with in-depth academic knowledge and skills in the logistics and supply chain sector. This will enable them to embark on a successful career in various business areas or pursue post-graduate studies.

With a subject-specific curriculum and in-depth coverage of subject-specific skills (intellectual, practical/professional and transferable), the program targets effectively current and prospective students wishing to pursue professional careers in the logistics and supply chain sector. The significance of the logistics and supply chain industry internationally, along with its placement amongst the eight specialization sectors of the Greek economy (Operational Program 2014-2020 for the Competitiveness, Entrepreneurship, and Innovation of Greece, as approved by the European Commission in December 2014), point to a need for knowledgeable and skilled individuals in this sector in the near future. Deree – The American College of Greece Deree-ACG has a long tradition in providing introducing new undergraduate programs that are nationally and regionally relevant to market needs.

Specifically, the LSCM program aims to:

1. Provide students with in-depth knowledge of supply chain business, the management of logistics networks, and the changing global environment in which they operate.
2. Prepare students for postgraduate education in logistics and supply chain management and other related fields.
3. Develop students' personal and professional competences and skills in order to prepare them for a career in supply chain management and other business-related fields.
4. Develop students' understanding of ethical issues and sustainability practices in the supply chain management industry in order to help them become informed, socially aware and responsible professionals.
5. Prepare students for lives of 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 program specification is part of a US Bachelor's degree program, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
- Concentration – Open University-validated curriculum (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

Liberal Education (distributive requirements).....	43
Academic Writing and Research .....	9
Mathematics .....	3
Professional Communication .....	3
Information Systems .....	3
Natural Sciences .....	7
(students are required to complete any two courses in natural science, one of which must have a lab component)	
Social and Behavioural Sciences .....	9
Humanities .....	3
Ethics .....	3
Fine and Performing Arts.....	3

### Liberal Education Mission

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

### LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

#### 1. Communication and Information Literacy

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

#### 2. Social Responsibility and Civic Engagement

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

### 3. Cultural and Global Perspectives

- a) Discuss world history or sociocultural traditions from different perspectives.
- b) Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- c) Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- d) Evaluate perspectives on cultural diversity.

### 4. Ethics and Values

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

### 5. Aesthetic Expression

- a) Discuss the main themes, symbols, and means of expression in various art forms.
- b) Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
- c) Reflect on the outcomes of an artistic work.
- d) Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

### 6. Scientific and Quantitative Literacy

- a) Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
- b) Discuss the impact of science and technology on the individual, society, and the physical environment. Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
- c) Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

### 7. Integration

- a) Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.
- b) Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

### 2.4 List of all exit awards

a.	BSc (Honours) in Logistics and Supply Chain Management
b.	BSc in Logistics and Supply Chain Management
c.	Diploma in Higher Education in Logistics and Supply Chain Management
d.	Certificate in Higher Education in Logistics and Supply Chain Management

### 3. Programme structure and learning outcomes

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

<b><u>Programme Structure - LEVEL 4</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
AF 2007 Financial Accounting	15	None			
BU 2003 Business Legal Issues	15				
IB 2006 International Business	15				
LM 2020 Introduction to Logistics and Supply Chain Management	15				
MA 2021 Applied Statistics	15				
MG 2003 Management Principles	15				
MG 2063 Principles of Operations Management	15				
MK 2030 Introduction to Marketing	15				
<b>TOTAL LEVEL 4</b>	<b>120</b>				

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.5: Demonstrate knowledge and understanding of the principles, theories and practices related to logistics and supply chain management.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4:</p> <p>Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'.</p> <p>Classes at Level 4 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Through individual project work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning.</p> <p>Office Hours (one hour per course per week): 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.</p> <p>Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p>



<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Assessment of student performance at Level 4 involves a reasonable mix of methods and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses, tutorial tasks, etc., though it does not contribute to the student’s grade.</p> <p>Summative assessments assess learning outcomes oriented towards knowledge and understanding and includes a mix of assessments such as individual projects, business cases, midterm and final examinations. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A.1</b></p> <p>BU 2003, Business Legal Issues (15 UK credits – Compulsory)</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Introduction to basic concepts and principles of company law, intellectual property law, contract law, tort law and employment law, and overview of selected emerging legal issues.</p> <p>IB 2006 International Business (15 UK Credits–Compulsory)</p> <p>Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade and foreign investment theories. Emerging markets. Implications for the future international business manager.</p> <p><b>A.2</b></p> <p>AF 2007 Financial Accounting (15 UK Credits – Compulsory)</p> <p>Introduction to principles, concepts and procedures of the financial accounting cycle of services and merchandising businesses. Preparation and interpretation of financial statements as a source of financial information required in a business context.</p> <p>MG 2003 Management Principles (15 UK Credits – Compulsory)</p> <p>Nature, functions and responsibilities in the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning and decision making, organizing, leading and controlling.</p> <p>MG 2063 Principles of Operations Management (15 UK credits- Compulsory)</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>An introduction to the field of operations management. Foundation material in understanding the management of both profit and non-profit organization's operations. Familiarization with designing and managing operations.</p> <p>MK 2030 Introduction to Marketing (15 UK Credits – Compulsory)</p> <p>This course provides an understanding of basic marketing concepts, as they are used in different individual organizations. Marketing mix, segmentation, targeting, positioning, principles of consumer behavior, marketing research.</p> <p><b>A.3</b></p> <p>MA 2021 Applied Statistics (15 UK Credits – Compulsory)</p> <p>A comprehensive introduction of statistics for business and economics. Descriptive and inferential statistics, regression analysis and analysis of variance (ANOVA).</p> <p><b>A.5</b></p> <p>LM 2020 Introduction to Logistics and Supply Chain Management (15 UK Credits-Compulsory)</p> <p>Overview of the logistics and supply chain industry. The logistics and supply chain context, importance of logistics and supply chain management to value offered, economic impact of logistics and supply chain industry, functions and operations, basic principles.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B.1</b>  AF 2007 Financial Accounting  BU 2003 Business Legal Issues  IB 2006 International Business  LM 2020 Introduction to Logistics and Supply Chain Management  MA 2021 Applied Statistics  MG 2003 Management Principles  MG 2063 Principles of Operations Management  MK 2030 Introduction to Marketing</p> <p><b>B.2</b>  IB 2006 International Business  MG 2063 Principles of Operations Management  MK 2030 Introduction to Marketing</p> <p><b>B.3</b>  BU 2003 Business Legal Issues  IB 2006 International Business  LM 2020 Introduction to Logistics and Supply Chain Management  MG 2003 Management Principles</p>

3B. Cognitive skills	
	Discussion of ethical choices is embedded in almost all courses.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b> AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p><b>C.2</b> AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b> AF 2007 Financial Accounting MA 2021 Applied Statistics</p>

3C. Practical and professional skills	
	<b>C.4</b> IB 2006 International Business LM 2020 Introduction to Logistics and Supply Chain Management MG 2003 Management Principles MG 2063 Principles of Operations Management MK 2030 Introduction to Marketing
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D.1: Communicate ideas effectively orally and/or in writing in a professional context.  D.3: Apply self-management skills including a capacity to plan, organize and manage time.  D.4: Take responsibility for own actions in an academic and professional context.  D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.	<u>Where it is taught and assessed:</u>  <b>D.1</b> IB 2006 International Business LM 2020 Introduction to Logistics and Supply Chain Management MG 2063 Principles of Operations Management MK 2030 Introduction to Marketing  <b>D.3</b> Developed and reinforced throughout the curriculum.  <b>D.4</b> Developed and reinforced throughout the curriculum.

3D. Key/transferable skills	
	<b>D.5</b> Developed and reinforced throughout the curriculum.

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]**

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

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

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

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

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

- Key operational concepts and principles (MG 2063)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- The evolving international business environment and key theories and concepts of international trade (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- Accounting transactions and non-complex financial statements (AF 2007)
- Marketing theories, concepts and principles (MK 2030)
- Basic principles, functions, context, importance and impact of logistics and supply chain management (LM 2020)

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

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, IB 2006, LM 2020, MA 2021, MG 2003, MG 2063, MK 2030)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (IB 2006, MG 2063, MK 2030)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, IB 2006, LM 2020, MG 2003)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2006, MA 2021)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021)
- Communicate ideas effectively orally and/or in writing in a professional context. (IB 2006, MG 2063, MK 2030)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

<b>CERTIFICATE OF HIGHER EDUCATION IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT (120 CREDITS)</b>
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<b>Compulsory Modules:</b>
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<b>Level 4</b>
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AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS
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BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS
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IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS
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LM 2020 INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LEVEL 4) – 15 CREDITS
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MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS
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MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS  
MG 2063 PRINCIPLES OF OPERATIONS MANAGEMENT (LEVEL 4) – 15 CREDITS  
MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

**Optional Modules:**

None

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
BU 3233 Business Research Methods	15				
CS 3051 Business Driven Technology	15				
FN 3105 Financial Management	15				
LM 3025 Logistics Systems	15				
LM 3030 Transportation and Intermodal Systems	15				
LM 3045 Procurement	15				
MG 3034 Managing People and Organizations	15				
PH 3005 Business Ethics	15				
<b>TOTAL LEVEL 5</b>	<b>120</b>				

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.	<u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.5: Demonstrate knowledge and understanding of the principles, theories and practices related to logistics and supply chain management.</p>	<p>Classes consist of lectures, tutorials on project work, discussions, collaborative in-class and take-home projects or case studies of more complex nature and specialized video presentations as appropriate. Throughout the lectures students have the opportunity to learn and apply concepts and theories in the subject area. Discussions and collaborative in-class small projects reinforce students' cognitive, practical, professional and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'. Invited lectures, as opportunities arise, offer students the opportunity to establish connections with the professional world.</p> <p>Classes at Level 5 are very interactive and student engagement in the learning process is pursued through their active participation in class, as well as through individual and group project work. Through project work students are required to make use of the library and study academic resources on their own, hence taking responsibility for their own learning.</p> <p>Office Hours (one hour per course per week): 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. During office hours students also have the opportunity to receive feedback on draft project work.</p> <p>Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>At Level 5, assessment of student performance involves more varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses of more complex nature, tutorial tasks, etc., though it does not contribute to the student’s grade. Students typically receive feedback on draft project work.</p> <p>Summative assessments assess learning outcomes oriented towards application and analysis and require a degree of critical thinking capacity. They include assessments such as individual and group projects and presentations, complex business cases, as well as midterm and final examinations. Peer assessment is also used in some modules including group project work. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises of an increased level of challenge. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>A.2</b></p> <p>CS 3051 Business Driven Technology (15 UK Credits – Compulsory)</p> <p>Theories and practices on the role and use of information systems and technology in transforming organizations through streamlining business operations and optimizing business processes. Effective decision-making in implementing sustainable business/IS solutions.</p> <p>FN 3105 Financial Management (15 UK Credits – Compulsory)</p> <p>The course provides the basic knowledge and skills required to examine the role of financial management within companies, the nature of financial decisions companies make, the implementation of investment appraisal techniques, and the importance of capital structure and its implications for the company.</p> <p>MG 3034 Managing People and Organizations (15 UK Credits – Compulsory)</p> <p>Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work. Implications for managers in enacting work and people management activities.</p> <p><b>A.3</b></p> <p>BU 3233 Business Research Methods (15 UK Credits – Compulsory)</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>The Business Research process, the Research Report and the Proposal. The Research problem, the Literature Review and Research Questions. Research Design and Methodology. Data Collection methods. Quantitative and Qualitative Data Analysis.</p> <p><b>A.4</b></p> <p>PH 3005 Business Ethics (15 UK Credits – Compulsory)</p> <p>Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.</p> <p><b>A.5</b></p> <p>LM 3025 Logistics Systems (15 UK Credits – Compulsory)</p> <p>Demand forecasting, demand management, customer service, warehouse management, green, reverse and global logistics. Material flows in supply chain management. Logistics as a set of key processes and functions essential to strategic and operational success.</p> <p>LM 3030 Transportation and Intermodal Systems (15 UK Credits – Compulsory)</p> <p>Transportation systems and intermodal shipping networks; key principles governing transportation planning; transportation and logistics concepts.</p> <p>LM 3045 Procurement (15 UK Credits – Compulsory)</p>

## **Learning Outcomes – LEVEL 5**

### **3A. Knowledge and understanding**

	Procurement as a strategic activity to enable innovation, reduce cost, and mitigate impact from/on the environment. Lean or agile supply chains, outsourcing, buyers-suppliers engagement throughout the product development process, and ‘sustainability’ in the supply chain.
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### **3B. Cognitive skills**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B.1</b>            BU 3233 Business Research Methods            CS 3051 Business Driven Technology            FN 3105 Financial Management            LM 3025 Logistics Systems            LM 3030 Transportation and Intermodal Systems            LM 3045 Procurement            MG 3034 Managing People and Organizations            PH 3005 Business Ethics</p> <p><b>B.2</b>            BU 3233 Business Research Methods            CS 3051 Business Driven Technology</p>

3B. Cognitive skills	
	<p>LM 3025 Logistics Systems LM 3030 Transportation and Intermodal Systems LM 3045 Procurement MG 3034 Managing People and Organizations</p> <p><b>B.3</b> LM 3025 Logistics Systems LM 3030 Transportation and Intermodal Systems LM 3045 Procurement MG 3034 Managing People and Organizations PH 3005 Business Ethics</p> <p>Discussion of ethical choices is embedded in almost all courses.</p> <p><b>B.4</b> BU 3233 Business Research Methods CS 3051 Business Driven Technology FN 3105 Financial Management LM 3025 Logistics Systems LM 3030 Transportation and Intermodal Systems LM 3045 Procurement</p>



3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b> BU 3233 Business Research Methods FN 3105 Financial Management</p> <p><b>C.2</b> BU 3233 Business Research Methods CS 3051 Business Driven Technology</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b> BU 3233 Business Research Methods CS 3051 Business Driven Technology FN 3105 Financial Management</p> <p><b>C.4</b> CS 3051 Business Driven Technology FN 3105 Financial Management LM 3025 Logistics Systems LM 3030 Transportation and Intermodal Systems</p>

3C. Practical and professional skills	
	LM 3045 Procurement MG 3034 Managing People and Organizations PH 3005 Business Ethics
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4: Take responsibility for own actions in an academic and professional context.</p> <p>D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D.1</b>  BU 3233 Business Research Methods  CS 3051 Business Driven Technology  LM 3025 Logistics Systems  LM 3030 Transportation and Intermodal Systems  LM 3045 Procurement  MG 3034 Managing People and Organizations</p> <p><b>D.2</b>  BU 3233 Business Research Methods  LM 3025 Logistics Systems  LM 3030 Transportation and Intermodal Systems</p> <p><b>D.3</b></p>

3D. Key/transferable skills	
	<p>Developed and reinforced throughout the curriculum.</p> <p><b>D.4</b> Developed and reinforced throughout the curriculum.</p> <p><b>D.5</b> Developed and reinforced throughout the curriculum.</p>

**[Please insert here title(s) of exit award(s) at Level 5, if applicable]**

### **Diploma of Higher Education in Logistics and Supply Chain Management**

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

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

- Demonstrate knowledge and understanding of the external business environment.
- Demonstrate knowledge and understanding of business functions.
- Demonstrate knowledge and understanding of logistics and supply chain management as a distinct area of economic activity.
- Analyse business concepts, functions and processes and relate them to the logistics and supply chain management sector.
- Demonstrate ability to apply quantitative and qualitative research and analysis in dealing with business situations.
- Analyse ethical issues in business.

- Make use of knowledge, skills and tools in making decisions across a broad range of issues related to logistics and supply chain management.

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

- Key operational concepts and principles (MG 2063)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- The evolving international business environment and key theories and concepts of international trade (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- Accounting transactions and non-complex financial statements (AF 2007)
- Marketing theories, concepts and principles (MK 2030)
- Basic principles, functions, context, importance and impact of logistics and supply chain management (LM 2020)

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

- Organizational Behavior and Human Resource Management theories and practices (MG 3034)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Key elements, processes and functions of logistics systems (LM 3025)
- Theories, processes and practices related to procurement (LM 3045)
- Financial management tools and their applications to practical problems (FN 3105)
- The role of information systems in business decision making (CS 3051)
- Key elements of transportation systems and intermodal shipping networks (LM 3030)
- Research design, methods and tools (BU 3233)

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

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (All modules)

- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (IB 2006, MG 2063, MK 2030, BU 3233, CS 3051, LM 3025, LM 3030, LM 3045, MG 3034)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, IB 2006, LM 2020, MG 2003, LM 3030, LM 30xx, MG 3034, PH 3005)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (BU 3233, CS 3051, FN 3105, LM 3025, LM 3030, LM 30xx)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students' progress through the curriculum. (AF 2007, MA 2021, FN 3105)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, BU 3233, CS 3051, FN 3105)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, BU 3233, CS 3051, FN 3015)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (AF 3116, CS 3051, IB 2006, LM 2020, MG 2003, MG 2063, MK 2030, FN 3105, LM 3025, LM 3030, LM 3045, MG 3034, PH 3005)
- Communicate ideas effectively orally and/or in writing in a professional context. (IB 2006, MG 2063, MK 2030, BU 3233, CS 3051, LM 3025, LM 3030, LM 3045, MG 3034)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others. (BU 3233, LM 3025, LM 3030)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

<b>DIPLOMA OF HIGHER EDUCATION IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT (240 CREDITS)</b>
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**Compulsory Modules:**

**Level 4**

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS  
 BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS  
 IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS  
 LM 2020 INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LEVEL 4) – 15 CREDITS  
 MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS  
 MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS  
 MG 2063 PRINCIPLES OF OPERATIONS MANAGEMENT (LEVEL 4) – 15 CREDITS  
 MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

**Level 5**

BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS  
 CS 3051 BUSINESS DRIVEN TECHNOLOGY (LEVEL 5) – 15 CREDITS  
 FN 3105 FINANCIAL MANAGEMENT (LEVEL 5) – 15 CREDITS  
 LM 3025 LOGISTICS SYSTEMS (LEVEL 5) – 15 CREDITS  
 LM 3030 TRANSPORTATION AND INTERMODAL SYSTEMS (LEVEL 5) – 15 CREDITS  
 LM 3045 PROCUREMENT (LEVEL 5) – 15 CREDITS  
 MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS  
 PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

**Optional modules:**

None

**Programme Structure - LEVEL 6**

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
		<u>ONE OF THE FOLLOWING:</u>			

<b>Programme Structure - LEVEL 6</b>					
LM 4242 Supply Chain Management	15	MG 4145 Total Quality Management	15		
LM 4477 Contemporary Issues and Supply Chain 4.0	15	MG 4167 Applied Project Management	15		
LM 4660 Capstone Project in Logistics and Supply Chain Management	15	MG 4246 Management Science	15		
MG 4057 Project Management	15	MG 4343 Operations Management	15		
MG 4129 Decision Making: A Qualitative Approach	15	<b>Subtotal:</b>	<b>15</b>		
MG 4415 Strategic Management	15	<u>ONE OF THE FOLLOWING:</u>			
<b>Total compulsory Level 6</b>	<b>90</b>	IB 4031 Business in Emerging Markets	15		
		IB 4235 Export Strategy and Management	15		
		MG 4023 Business Negotiation	15		
		MG 4028 Corporate Social Responsibility	15		
		MG 4112 Carriage of Goods by Sea	15		
		MK 4156 Retailing and Supply Chain Management	15		
		<b>Subtotal:</b>	<b>15</b>		
<b>TOTAL LEVEL 6</b>	<b>120</b>	<b>Total optional credits</b>	<b>30</b>		

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.5: Demonstrate knowledge and understanding of the principles, theories and practices related to logistics and supply chain management.</p> <p>A.6. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.</p> <p>A.7: Demonstrate knowledge and understanding of value creating approaches used to effectively deal with a variety of business problems in areas related to logistics and supply chain management.</p> <p>A.8: Demonstrate in-depth knowledge and understanding of theories and current research in logistics and supply chain management and employ theoretical frameworks to evaluate professional practice in real-world contexts.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:</p> <p>Classes consist of lectures, workshops, discussions, collaborative in-class and take-home projects or complex case studies and specialized video presentations as appropriate. Classes in the capstone module are usually small (up to 15 students), highly interactive and follow a seminar-style format intended to support students in conducting their research project. Lectures at this level are intentionally designed to prepare students for the workplace and/or postgraduate studies. Increased emphasis is placed on higher-level cognitive skills, such as research skills, and on employability skills. There is systematic effort to organize invited lectures, site visits, etc. as opportunities arise, aiming at bringing students closer to the professional practice and helping them establish connections with the professional world.</p> <p>Classes at Level 6 are highly interactive and characterized by high student engagement in the learning process through their active participation in class, as well as through individual and group project work which constitute a significant part of their learning. In some courses live projects bring students in direct contact with the industry. Students are required to make extensive use of the library and academic resources on their own, hence shaping their own learning.</p>



## **Learning Outcomes – LEVEL 6**

### **3A. Knowledge and understanding**

Office Hours (one hour per course per week): 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. During office hours students also have the opportunity to receive feedback on draft project work.

Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

#### **Assessment Methods:**

At Level 6, assessment of student performance involves varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.

Formative assessment may take the form of take-home assignments, complex case analyses, etc., though it does not contribute to the student’s grade. Students typically receive feedback and guidance on draft project work.

Summative assessments assess learning outcomes oriented towards synthesis and evaluation and require a high level of critical thinking skills. They include assessments such as extended individual and group projects, presentations, live projects, complex business cases, as well as written examinations which in most cases carry a smaller weight. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises which are designed to challenge learners. Students receive extensive feedback on their performance during and after the end of the module.

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Where it is taught and assessed:</u></p> <p><b>A.4</b> MG 4028 Corporate Social Responsibility (15 UK Credits – Optional) Total systems approach to integrating factors related to the workplace, human rights, the community, the environment and the marketplace into core business strategies. Examination of the economic, environmental and social dimensions necessary for sustainable business success.</p> <p><b>A.5</b> MG 4057 Project Management (15 UK Credits – Compulsory) Project management as an interdisciplinary and cross-functional activity in an organization. Emphasis on the relationship of projects to the management of change and to the approaches and roles required to achieve successful project implementation.</p> <p>MG 4167 Applied Project Management (15 UK Credits – Compulsory) Advanced theories, tools, techniques, and methodologies in project management as applied in professional practice. Emulation of a business environment, involving negotiation, decision making, and team working, preparing students to engage professionally with project management.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 4145 Total Quality Management (15 UK Credits – Optional)</p> <p>The role of quality as a system for establishing global competitive position. The impact of tools and integration of customer, human resources and management issues. Topics include the role of management, cost of quality, methods to keep the product and process excellent, the excellence models, the ISO 9000 standards, and the philosophies and ideas of the leading thinkers in quality management.</p> <p>LM 4242 Supply Chain Management (15 UK Credits – Compulsory)</p> <p>Design and management of complex supply chain systems. A systems approach to the management of the activities involved in physically moving raw materials, in-process and finished-goods inventories from point of origin to point of use or consumption. Emerging information technologies.</p> <p>MG 4343 Operations Management (15 UK Credits – Optional)</p> <p>Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.</p> <p>LM 4477 Contemporary Issues and Supply Chain 4.0 (15 UK Credits – Compulsory)</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Contemporary issues in supply chain management in the digital era. Impact of artificial intelligence, blockchain, Internet of Things, robotics and 3D printing on supply chain.</p> <p>MK 4156 Retailing And Supply Chain Management (15 UK Credits – Optional)</p> <p>Major concepts of retail management. Issues of retail marketing communication, store formats and atmospherics, merchandising, store experience and engagement, customer service and after sales support concepts and techniques related to the effective design, planning, control and improvement of the retail supply chain.</p> <p><b>A.6</b></p> <p>MG 4129 Decision-Making: A Qualitative Approach (15 UK Credits – Compulsory)</p> <p>Rational decision making, in a multi-disciplinary context and in an uncertain, complex environment. The role of decision making in management. Foundations of managerial and strategic decision-making. Interdisciplinary aspects of managerial decision-making. Implementing strategic decisions. Gap analysis and the use of scenarios.</p> <p>MG 4246 Management Science (15 UK Credits – Optional)</p> <p>Quantitative techniques used to provide insight into business decisions. Topics include linear programming, sensitivity analysis, networks, decision analysis, waiting lines, Markov analysis and simulation.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 4415 Strategic Management (15 UK Credits – Compulsory)</p> <p>Sources of competitive advantage, competitive advantage, superior performance. Steps of strategic planning process, analysis of external environment, analysis of internal environment, business-level strategies, corporate-level strategies, corporate governance, business ethics.</p> <p><b>A.7</b></p> <p>IB 4031 Business in Emerging Markets - (15 UK Credits – Optional)</p> <p>Identification and examination of key emerging markets. Focus on business opportunities inherent in them and their role in the world economy and world trade. Detailed insight into the operating environment of emerging markets.</p> <p>IB 4235 Export Strategy and Management - (15 UK Credits – Optional)</p> <p>Developing export strategy and managing exports in a global environment. Market evaluation and selection; development of an export plan for market entry. Problems and pitfalls in export management.</p> <p>MG 4023 Business Negotiation - (15 UK Credits – Optional)</p> <p>The negotiation process, negotiation and management, and the concepts of power and influence at work and in other settings. Business agreements, corporate diplomacy, inter-state and international agreements, and the dynamics of bargaining in national and international contexts.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 4112 Carriage of Goods by Sea (15 UK Credits – Optional)</p> <p>The framework of carriage of goods by sea pursuant to an international sale of goods contract and the fundamental concepts concerning rights and liabilities of parties in the procedure of transportation of those goods.</p> <p><b>A.8</b></p> <p>LM 4660 Capstone Project In Logistics and Supply Chain Management (15 UK Credits – Compulsory)</p> <p>Qualitative or quantitative research into a topic related to logistics and supply chain management.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B.1</b></p> <p>IB 4031 Business in Emerging Markets</p> <p>IB 4235 Export Strategy and Management</p> <p>LM 4242 Supply Chain Management</p> <p>LM 44xx Contemporary Issues and Supply Chain 4.0</p> <p>LM 4660 Capstone Project In Logistics and Supply Chain Management</p>

3B. Cognitive skills	
B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.	MG 4023 Business Negotiation MG 4028 Corporate Social Responsibility MG 4057 Project Management MG 4112 Carriage of Goods by Sea MG 4129 Decision-Making: A Qualitative Approach MG 4145 Total Quality Management MG 4167 Applied Project Management MG 4246 Management Science MG 4343 Operations Management MG 4415 Strategic Management MK 4156 Retailing and Supply Chain Management
B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.	
B.5: Evaluate the connections and interrelationships that exist across different subject areas.	
B.6: Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.	
	<b>B.2</b> IB 4031 Business in Emerging Markets IB 4235 Export Strategy and Management LM 4242 Supply Chain Management LM 4477 Contemporary Issues and Supply Chain 4.0 LM 4660 Capstone Project In Logistics and Supply Chain Management MG 4023 Business Negotiation MG 4028 Corporate Social Responsibility MG 4057 Project Management MG 4112 Carriage of Goods by Sea MG 4129 Decision-Making: A Qualitative Approach MG 4145 Total Quality Management MG 4167 Applied Project Management

3B. Cognitive skills	
	<p>MG 4246 Management Science  MG 4343 Operations Management  MG 4415 Strategic Management  MK 4156 Retailing and Supply Chain Management</p> <p><b>B.3</b>  IB 4031 Business in Emerging Markets  LM 4242 Supply Chain Management  LM 4477 Contemporary Issues and Supply Chain 4.0  MG 4023 Business Negotiation  MG 4028 Corporate Social Responsibility  MG 4112 Carriage of Goods by Sea  MG 4129 Decision-Making: A Qualitative Approach  MG 4167 Applied Project Management  MG 4343 Operations Management  MG 4415 Strategic Management</p> <p>Discussion of ethical choices is embedded in almost all courses.</p> <p><b>B.4</b>  IB 4235 Export Strategy and Management  LM 4242 Supply Chain Management  LM 4660 Capstone Project In Logistics and Supply Chain Management  LM 4477 Contemporary Issues and Supply Chain 4.0  MG 4023 Business Negotiation</p>



3B. Cognitive skills	
	<p>MG 4028 Corporate Social Responsibility</p> <p>MG 4057 Project Management</p> <p>MG 4112 Carriage of Goods by Sea</p> <p>MG 4129 Decision-Making: A Qualitative Approach</p> <p>MG 4145 Total Quality Management</p> <p>MG 4167 Applied Project Management</p> <p>MG 4246 Management Science</p> <p>MG 4343 Operations Management</p> <p>MG 4415 Strategic Management</p> <p>MK 4156 Retailing and Supply Chain Management</p> <p><b>B.5</b></p> <p>LM 4477 Contemporary Issues and Supply Chain 4.0</p> <p>LM 4660 Capstone Project In Logistics and Supply Chain Management</p> <p>MG 4057 Project Management</p> <p>MG 4145 Total Quality Management</p> <p>MG 4167 Applied Project Management</p> <p>MG 4246 Management Science</p> <p>MG 4415 Strategic Management</p> <p><b>B.6</b></p> <p>IB 4035 Export Strategy and Management</p> <p>LM 4660 Capstone Project In Logistics and Supply Chain Management</p> <p>MG 4057 Project Management</p> <p>MG 4112 Carriage of Goods by Sea</p>

3B. Cognitive skills	
	MG 4129 Decision-Making: A Qualitative Approach MG 4167 Applied Project Management MG 4246 Management Science MG 4343 Operations Management MG 4415 Strategic Management
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p> <p>C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b>            MG 4246 Management Science            MG 4343 Operations Management            MG 4415 Strategic Management</p> <p><b>C.2</b>            LM 4242 Supply Chain Management            LM 4477 Contemporary Issues and Supply Chain 4.0            LM 4660 Capstone Project In Logistics and Supply Chain Management            MG 4057 Project Management            MG 4167 Applied Project Management            MG 4246 Management Science            MG 4343 Operations Management</p>

3C. Practical and professional skills	
	<p>MG 4415 Strategic Management</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b></p> <p>IB 4235 Export Strategy and Management</p> <p>LM 4660 Capstone Project In Logistics and Supply Chain Management</p> <p>MG 4057 Project Management</p> <p>MG 4129 Decision-Making: A Qualitative Approach</p> <p>MG 4167 Applied Project Management</p> <p>MG 4246 Management Science</p> <p>MG 4343 Operations Management</p> <p>MG 4415 Strategic Management</p> <p><b>C.4</b></p> <p>IB 4031 Business in Emerging Markets</p> <p>IB 4235 Export Strategy and Management</p> <p>LM 4242 Supply Chain Management</p> <p>LM 4477 Contemporary Issues and Supply Chain 4.0</p> <p>LM 4660 Capstone Project In Logistics and Supply Chain Management</p> <p>MG 4028 Corporate Social Responsibility</p> <p>MG 4057 Project Management</p> <p>MG 4112 Carriage of Goods by Sea</p> <p>MG 4129 Decision-Making: A Qualitative Approach</p> <p>MG 4145 Total Quality Management</p>

3C. Practical and professional skills	
	<p>MG 4167 Applied Project Management  MG 4246 Management Science  MG 4343 Operations Management  MG 4415 Strategic Management  MK 4156 Retailing and Supply Chain Management</p> <p><b>C.5</b>  IB 4031 Business in Emerging Markets  IB 4235 Export Strategy and Management  LM 4242 Supply Chain Management  LM 4477 Contemporary Issues and Supply Chain 4.0  MG 4343 Operations Management  MG 4415 Strategic Management</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D.1</b>  IB 4235 Export Strategy and Management  LM 4242 Supply Chain Management  LM 4477 Contemporary Issues and Supply Chain 4.0  LM 4660 Capstone Project In Logistics and Supply Chain Management  MG 4023 Business Negotiation</p>

3D. Key/transferable skills	
<p>D.4: Take responsibility for own actions in an academic and professional context.</p> <p>D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p>MG 4028 Corporate Social Responsibility</p> <p>MG 4057 Project Management</p> <p>MG 4112 Carriage of Goods by Sea</p> <p>MG 4129 Decision-Making: A Qualitative Approach</p> <p>MG 4145 Total Quality Management</p> <p>MG 4167 Applied Project Management</p> <p>MG 4246 Management Science</p> <p>MG 4343 Operations Management</p> <p>MG 4415 Strategic Management</p> <p>MK 4156 Retailing and Supply Chain Management</p>
	<p><b>D.2</b></p> <p>LM 4242 Supply Chain Management</p> <p>IB 4235 Export Strategy and Management</p> <p>MG 4028 Corporate Social Responsibility</p> <p>MG 4167 Applied Project Management</p> <p><b>D.3</b></p> <p>Developed and reinforced throughout the curriculum.</p> <p><b>D.4</b></p> <p>Developed and reinforced throughout the curriculum.</p> <p><b>D.5</b></p> <p>Developed and reinforced throughout the curriculum.</p>

**[Please insert here title of exit awards(s) at Level 6]**

### **BSc in Logistics and Supply Chain Management**

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

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

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

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

- Key operational concepts and principles (MG 2063)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- The evolving international business environment and key theories and concepts of international trade (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- Accounting transactions and non-complex financial statements (AF 2007)
- Marketing theories, concepts and principles (MK 2030)
- Basic principles, functions, context, importance and impact of logistics and supply chain management (LM 2020)

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

- Organizational Behavior and Human Resource Management theories and practices (MG 3034)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Key elements, processes and functions of logistics systems (LM 3025)
- Theories, processes and practices related to procurement (LM 3045)
- Financial management tools and their applications to practical problems (FN 3105)
- The role of information systems in business decision making (CS 3051)
- Key elements of transportation systems and intermodal shipping networks (LM 3030)
- Research design, methods and tools (BU 3233)

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

- The nature, role and use of supply chains to create competitive advantage (LM 4242)
- Decision making techniques in an uncertain environment and evaluation of decisions and/or recommendations made by specialists (MG 4129)
- Contemporary issues in supply chain management in the digital era (LM 4477)
- Project management principles and techniques (MG 4057)

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

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (All modules)

- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (IB 2006, MG 2063, MK 2030, BU 3233, CS 3051, LM 3025, LM 3030, LM 3045, MG 3034, LM 4242, LM 4477, MG 4057, MG 4129)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, IB 2006, LM 2020, MG 2003, LM 3025, LM 3030, LM 3045, MG 3034, PH 3005, LM 4242, LM 4477, MG 4129)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (BU 3233, CS 3051, FN 3105, LM 3025, LM 3030, LM 3045, LM 4242, LM 4477, MG 4057, MG 4129)
- Evaluate the connections and interrelationships that exist across different subject areas. (LM 4477, MG 4057, MG 4129)
- Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making. (MG 4057, MG 4129)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students' progress through the curriculum. (AF 2007, MA 2021, FN 3105)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, BU 3233, CS 3051, LM 4242, LM 4477, MG 4057)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, BU 3233, CS 3051, FN 3105, MG 4057, MG 4129)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (CS 3051, FN 3105, LM 3025, LM 3030, LM 3045, MG 3034, PH 3005, LM 4242, LM 4477, MG 4057, MG 4129)
- Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources. (LM 4242, LM 4477)
- Communicate ideas effectively orally and/or in writing in a professional context. (IB 2006, MG 2063, MK 2030, BU 3233, CS 3051, LM 3025, LM 3030, LM 3045, MG 3034, LM 4242, LM 4477, MG 4057, MG 4129)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others. (BU 3233, LM 3025, LM 3030, IB 4035, LM 4242)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

<b>BSc in LOGISTICS AND SUPPLY CHAIN MANAGEMENT (300 CREDITS)</b>
<b>Compulsory Modules:</b>



**Level 4**

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS  
BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS  
IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS  
LM 2020 INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LEVEL 4) – 15 CREDITS  
MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS  
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS  
MG 2063 PRINCIPLES OF OPERATIONS MANAGEMENT (LEVEL 4) – 15 CREDITS  
MK 2030 FUNDAMENTALS OF MARKETING (LEVEL 4) – 15 CREDITS

**Level 5**

BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS  
CS 3051 BUSINESS DRIVEN TECHNOLOGY (LEVEL 5) – 15 CREDITS  
FN 3105 FINANCIAL MANAGEMENT (LEVEL 5) – 15 CREDITS  
LM 3025 LOGISTICS SYSTEMS (LEVEL 5) – 15 CREDITS  
LM 3030 TRANSPORTATION AND INTERMODAL SYSTEMS (LEVEL 5) – 15 CREDITS  
LM 3045 PROCUREMENT (LEVEL 5) – 15 CREDITS  
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS  
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

**Level 6**

LM 4242 SUPPLY CHAIN MANAGEMENT (LEVEL 6) – 15 CREDITS  
LM 4477 CONTEMPORARY ISSUES AND SUPPLY CHAIN 4.0 (LEVEL 6) – 15 CREDITS  
MG 4057 PROJECT MANAGEMENT (LEVEL 6) – 15 CREDITS  
MG 4129 DECISION MAKING: A QUALITATIVE APPROACH (LEVEL 6) – 15 CREDITS

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

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

Elective modules are offered at least once a year. The rest of the points are not applicable.

#### 5. Support for students and their learning.

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

Academic advising is primarily carried out by the Department Head/Program Coordinator in coordination with the Academic Advising Office. Students also consult LSCM faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics Dean's Office.

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff members provide 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. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Management Society represents LSCM students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

Opportunities for academic, professional and personal development are offered through the College's student academic support services, co-curricular activities, and academic societies. The College has implemented a US approach to PDP recently renamed to EDP (Engagement Development Plan). The Co-Curricular Transcript is designed as a means of recognizing extracurricular learning, development, and contributions to campus and community life. Official Copies of the Co-Curricular Transcript can be used by students to supplement résumés and academic transcripts when seeking employment and applying to graduate schools. The Co-Curricular Transcript includes the following categories: academic enrichment, scholarly engagement, academic honours, awards, scholarships, fellowships, athletics, college

engagement and leadership, community service and volunteerism. It is available to students through the Registrar's Office.

The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), 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 activities.

The Student Academic Support Services (SASS) offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

#### Work-based Learning - Internship Opportunities

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

In order to reinforce the employability of LSCM students and enhance the acquisition of professional skills and competences, the LSCM programme team introduced a credit-bearing internship placement as an optional module in the US curriculum. Although this module is not part of the validated curriculum, the module is developed according to the standards set for validated modules. The internship module involves work-based experiential learning in positions relevant to logistics and supply chain management. The acquisition of professional experience is critical for LSCM graduates and the programme team aims at offering such opportunities to as many students as possible. The reinforcement of employability skills is a strategic priority for the Management and International Business department. The department promotes the credit-bearing internship module in the US (non-validated) curriculum on an ongoing basis.

#### Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The Student Handbook provides detailed information about the LSCM programme, all aspects related to pursuing an OU award at DERE, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

The Office of Career Services helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The Office of Student Affairs is dedicated to promoting student development and enhancing 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. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular

activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The Student Success Centre (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

## 6. Criteria for admission

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

### 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 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

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

- 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 modules 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 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 1000 or EAP 1001 must first complete their English for Academic Purpose modules before taking College level modules along with EAP 1002.

- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.

4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

#### Evidence of Proficiency in English

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

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

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

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

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

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

## 7. Language of study

English

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

N/A

9. For apprenticeships in England End Point Assessment (EPA).  
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

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

- On line Course Evaluation for each course (through CourseEval). This is submitted anonymously by students in all courses. 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.
- Course Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

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

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

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



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

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

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

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

- Offering 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.

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

The LSCM award was thoroughly reviewed and revised in the context of the periodic review of the program in preparation for its revalidation in Spring 2021. The review and revision were informed by the five and a half-year experience in delivering the program; the feedback received from the OU Panel during the initial program validation in 2015; the feedback received during the past years by the External Examiners and the Board of Examiners; the regular and systematic feedback received by students, formally, through course evaluations and informally, through regular interaction with students during office hours, class interaction and Society events and through targeted initiatives of the department (s. Section 13); through regular communication with industry professionals and industry networks (s. Section 4); through developments in the subject area and the field of logistics and supply chain management (s. Section 3); and, through the research and professional activity of the faculty of the department who are active researchers in the field and have regular interactions with the academic community (s. Section 11).

Based on the above the program team identified the following areas for improvement in the current curriculum:

- Reduction of evident overlaps in the curriculum in favour of content previously missing or not adequately covered;
- Increase of number of optional modules in the curriculum and need for more flexibility in the selection of optional modules.
- Need to increase emphasis on key transferrable skills, such as presentation and teamwork skills, through relevant instructional pedagogies and assessment which needs to become more creative and varied.
- Research skills and competence need to be reinforced especially because of the stronger research orientation of Deree academic programs as a result of the OU validation.
- In relation to the above, need to further enhance the employability of LSCM graduates.

In order to improve the LSCM award in the aforementioned areas, the program team introduced changes to the program learning outcomes, curriculum structure, assessment strategy and individual modules.

Changes to the program learning outcomes aimed at enhancing the award's alignment with the 2019 QAA Subject Benchmark Statement in Business and Management and developments in the field of logistics and supply chain management as discussed in earlier sections.

#### Curriculum Structure:

The following changes in the program's curriculum structure are proposed:

##### Level 4:

- The module BU 2003 Business Legal Issues became a 15-credit module, as opposed to a 10-credit module previously, in order to enable a more comprehensive coverage of the legal dimension of business.
- As a result of the above, AF 2007 Financial Accounting became a 15-credit module, as opposed to a 20-credit module previously, as it was considered that accounting content, covered through two modules in the curriculum, was sufficient.

##### Level 5:

- New compulsory module LM 3045 Procurement. Rationale: as a result of benchmarking, we identified that every benchmarked program included a module on procurement and purchasing as best practice. The need for such a module was also raised as a result of interviewing several professionals in the field of Logistics in order to strengthen the employability of LSCM graduates (see Section 4). The inclusion of a course on procurement was also recommended by the OU Panel in 2015.
- The module LM 3035 Information Flows, Financial Flows and the Management of Risk in Supply Networks was removed from the curriculum as its content is sufficiently discussed in LM 4242 Supply Chain Management and the new module introduced at Level 6 LM 4477 Contemporary Issues and Supply Chain 4.0. This change is intended to reduce overlap in the curriculum and emphasize emerging areas of concern in the field of logistics and supply chain management as identified by industry professionals (Section 4).
- The program team decided to amend the titles of two modules, namely LM 3030 Transportation and Intermodal Systems (previously, LM 3030 Transportation Systems) and LM 3025 Logistics Systems (previously, LM 3025 The Logistics of Supply Networks). In both cases, it was considered that the new titles capture more accurately the learning outcomes and content of these modules.

##### Level 6:

- The module MG 4129 Decision Making: A Qualitative Approach becomes compulsory from optional. Rationale: feedback from industry professionals (Section 4) and student interviews (see Section 13) underlines the importance of decision-making skills in the market. This change is consistent with the increasing emphasis on the development of employability skills in the 2019 QAA SBS.
- New compulsory module LM 4477 Contemporary Issues and Supply Chain 4.0. Rationale: benchmarking indicated that every benchmarked program included a module on contemporary issues as best practice. Furthermore, the addition of this module was also strongly suggested by field experts in Logistics. The inclusion of a module on 'contemporary issues' in the curriculum enables the program team to continuously integrate in the LSCM program up-to-date knowledge and developments from the field of logistics and supply chain management. This addition also strengthens the LSCM content at Level 6.
- LM 4660 Capstone Project in LSCM replaces LM 4641 Seminar in LSCM. Rationale: This change was introduced in order to strengthen the research skills of LSCM students which is critical in preparing them for postgraduate studies and for careers in logistics and supply chain. The proposed capstone module is entirely assessed through an independent



research project in the field of logistics and supply chain management and also includes a small-scale field research component.

- MG 4343 Operations Management becomes optional from compulsory. Rationale: This change was decided in response to a recommendation of the OU panel in spring 2015 which suggested this change in order to make room for one more optional module at Level 6.
- Following the above change, the LSCM curriculum now allocates 30 credits to optional modules which are divided into two groups: LSCM-specific and 'generic' business modules.
- MG 4145 Total Quality Management and MG 4246 Management Science have been removed from the mandatory Level 6 modules to the LSCM-specific list of electives. Rationale: space was created for MG 4129 Decision Making: A Qualitative Approach and LM 4477 Contemporary Issues and Supply Chain 4.0 described above and in accordance to benchmarked programs and recommendations from professionals in the market of Logistics and Supply Chain Management.
- MG 4167 Applied Project Management (new module) is added to the LSCM-specific list of optional modules. Rationale: This addition was considered aligned with developments in professional practice which emphasizes project management skills in business graduates.
- MG 4028 Corporate Social Responsibility and IB 4031 Business in Emerging Markets are added to the list of 'generic' business elective modules. Rationale: This change is proposed in order to enhance the choices available to LSCM students to delve into subjects which are relevant to the field of logistics and supply chain management. IB 4031 is considered very relevant given the increasing importance of emerging and developing markets in global supply chains, whereas MG 4028 is also considered an important area given increasing emphasis on ethical challenges faced by logistics and supply chain managers internationally.
- Finally, the module MG 4247 Management of Services is removed from the optional list of modules at Level 6. Rationale: The program team considered that services are adequately covered throughout the LSCM curriculum, so the added value of the module to the program was marginal. In addition, benchmarking of relevant programs revealed that the majority did not include such a module in the curriculum.

#### Assessment strategy:

The assessment strategy of the LSCM award was thoroughly reviewed and proposed amendments also stem from the recommendation of the OU Panel in 2015 to adopt more creativity and innovation in the module assessments. The program team proposes the following actions in order to improve the effectiveness and appropriateness of assessment methods:

- a. In order to adopt more creativity and innovation in module assessment (OU Panel recommendation), the program proposes the following amendments to individual module assessment:
  - In order to reinforce the acquisition of teamwork and presentation skills, the program team introduced a group project at Level 5 (LM 3025 Logistics Systems and LM 3030 Transportation and Intermodal Systems), which was considered appropriate for the modules' learning outcomes.
  - The team introduced a 'live project' in LM 4242 Supply Chain Management. In partnership with a company that briefs the students about a real logistics and supply chain-oriented scenario students work on this 'live project' in teams. Upon completion, the student teams present their project in class to company executives.
  - It is important to note that teamwork skills are already imparted in the compulsory module BU 3233 Business Research Methods at Level 5 and in the optional module IB 4035 Export Strategy and Management at Level 6. In addition, presentation skills are also assessed at Level 6 in IB 4035 Export Strategy and Management. Please note that presentation skills are taught and assessed in HC 2300 Professional Communication which is part of the US degree.
  - In relation to group work, and following feedback from External Examiners, the program team decided to extend the use of peer assessment in LSCM modules.

Therefore, peer assessment is now also introduced in LM 3030. (Please note that peer assessment was already introduced in the optional IB 4035.)

- b. As noted above, the introduction of a Capstone Project module is intended to reinforce the acquisition and assessment of research skills. This is done through an independent research project accounting for 100% of the mark (in the current Seminar module assessment comprises 70% for the research project and its presentation and 30% for a written exam which assesses taught material). The new module does not include 'traditional' lecturing as the current Seminar. Instead, class time is devoted to 'seminar-style' tutorials on the various stages of research, discussion of research articles and research ideas, feedback on submitted work, etc. The capstone project also includes small-scale field research. As dictated by this change the word limit for the capstone project has increased by 1000 words (to 4500-5000 words). This change is more aligned with the QAA SBS, which recognizes research skills as 'particularly relevant' for business and management.
- c. The assessment strategy at Level 6 has been revised in order to place more emphasis on project work as opposed to examinations. Therefore, in several modules the previous 40% (project) and 60% (exam) assessment design has been changed to 60% (project) and 40% (exam) for nearly all modules. As dictated by this change the word limit for the project has increased by 500 words (to 2300-2700 words).
- d. At module level, the assessment strategy was reviewed comprehensively drawing on the experience of delivering the program during the past five years. In addition to the changes mentioned above, revisions were made across modules regarding assessment tasks and assessment weights in order to ensure more effective assessment of the module's learning outcomes.

#### Individual Modules:

At the level of individual modules, the program team reviewed thoroughly and revised all syllabi components in terms of catalogue description, rationale, learning outcomes, teaching and learning strategies, assessment methods (see above), required and recommended reading sources and material and indicative content. Many of the changes proposed in the aforementioned syllabi components aim at updating the module content according to contemporary developments in the academic and professional field in the subject area. In this vein, all reading materials, required and recommended, were updated.

As mentioned above, the program team reviewed and revised module learning outcomes. The revised learning outcomes reflect recent developments in the academic and professional fields and are better aligned with the revised program outcomes and the 2019 QAA SBS.

The above changes were considered necessary in order to update the LSCM award, remedy issues that emerged during the past years since the initial validation of the award in 2015 and reinforce the academic orientation of the program, which is now further aligned with institutional objectives and Open University standards and benchmarks.

Obviously, the monitoring of the LSCM program and its effectiveness in meeting the formulated program outcomes is an ongoing process.

Annexe 1: Curriculum map

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

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	AF 2007 Financial Accounting		✓							✓						✓	✓	✓					✓	✓	✓
	BU 2003 Business Legal Issues	✓								✓		✓											✓	✓	✓
	IB 2006 International Business	✓								✓	✓	✓							✓		✓		✓	✓	✓
	LM 2020 Introduction to Logistics and Supply Chain Management					✓				✓		✓							✓		✓		✓	✓	✓
	MA 2021 Applied Statistics			✓						✓						✓	✓	✓					✓	✓	✓
	MG 2003 Management Principles		✓							✓		✓							✓				✓	✓	✓
	MG 2063 Principles of Operations Management		✓							✓	✓								✓		✓		✓	✓	✓
	MK 2030 Introduction to Marketing		✓							✓	✓								✓		✓		✓	✓	✓

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
5	FN 3105 Financial Management		✓							✓			✓			✓		✓	✓				✓	✓	✓
	BU 3233 Business Research Methods			✓						✓	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓
	CS 3051 Business Driven Technology		✓							✓	✓		✓				✓	✓	✓		✓		✓	✓	✓
	LM 3025 Logistics Systems					✓				✓	✓	✓	✓						✓		✓	✓	✓	✓	✓
	LM 3030 Transportation and Intermodal Systems					✓				✓	✓	✓	✓						✓		✓	✓	✓	✓	✓
	LM 3045 Procurement					✓				✓	✓	✓	✓						✓		✓		✓	✓	✓
	MG 3034 Managing People and Organizations		✓							✓	✓	✓							✓		✓		✓	✓	✓
	PH 3005 Business Ethics				✓					✓		✓							✓				✓	✓	✓

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	LM 4242 Supply Chain Management					✓				✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓
	LM 4477 Contemporary Issues and Supply Chain 4.0					✓				✓	✓	✓	✓	✓			✓		✓	✓	✓		✓	✓	✓
	LM 4660 Capstone Project in Logistics and Supply Chain Management								✓	✓	✓		✓	✓	✓		✓	✓	✓		✓		✓	✓	✓
	MG 4057 Project Management					✓				✓	✓		✓	✓	✓		✓	✓	✓		✓		✓	✓	✓
	MG 4129 Decision Making: A Qualitative Approach						✓			✓	✓	✓	✓		✓			✓	✓		✓		✓	✓	✓
	MG 4415 Strategic Management						✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	<b>Option 1</b>																								
	MG 4145 Total Quality Management					✓				✓	✓		✓	✓					✓		✓		✓	✓	✓
	MG 4167 Applied Project Management					✓				✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
	MG 4246 Management Science						✓			✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
	MG 4343 Operations Management					✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	<b>Option 2</b>																								
	IB 4031 Business in Emerging Markets							✓		✓	✓	✓							✓	✓			✓	✓	✓
	IB 4235 Export Strategy and Management							✓		✓	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
	MG 4023 Business Negotiation							✓		✓	✓	✓	✓								✓		✓	✓	✓
	MG 4112 Carriage of Goods by Sea							✓		✓	✓	✓	✓		✓				✓		✓		✓	✓	✓
	MG 4028 Corporate Social Responsibility				✓					✓	✓	✓	✓						✓		✓	✓	✓	✓	✓
	MK 4156 Retailing and Supply Chain Management					✓				✓	✓		✓						✓		✓		✓	✓	✓

## Annexe 2 - Curriculum mapping against the apprenticeship standard – N/A

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard															
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8
4																	

Level	Study module/unit	Apprenticeship standard															
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8
5																	

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### Annexe 3: Notes on completing programme specification templates

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