

Programme specification

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

1. Overview / factual information

Programme/award title(s)	a. BSc (Honors) in Operations and Supply Chain Management b. BSc (Ord.) in Operations and Supply Chain Management c. Diploma of Higher Education – Operations and Supply Chain Management d. Certificate of Higher Education – Operations and Supply Chain Management
Teaching Institution	Deree – The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	January 2011
Date of latest OU (re)validation	June 2021
Next revalidation	July 2026
Credit points achieved for the award	360
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only)	
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Business and Management, March 2023

Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT, FT, Face-to-Face
Duration of the programme for each mode of study	FT-3 years
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	July 2026

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 they 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. Programme overview

2.1 Educational aims and objectives

The American College of Greece mission

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service.

School of Business and Economics mission

The Deree School of Business and Economics is committed to providing academically rigorous economics and business and programs that equip students with knowledge and thinking skills grounded on liberal education, economics foundations, business functions, and sound specialization components.

The BSc (Hons) in Operations and Supply Chain Management program resides in the School of Business and Economics (SBE) of Deree-ACG. Deree School of Business and Economics is committed to providing academically rigorous economics and business programs that equip students with knowledge and thinking skills grounded on liberal

education, economics foundations, business functions and sound specialization components.

The BSc in Operations and Supply Chain Management (OSCM) results from the integration of the Operations Management pathway into the Logistics and Supply Chain Management program, both of which have been offered since September 2015. In congruence with the mission statements of the College and the School of Business and Economics, the BSc (Hons) in Operations and Supply Chain Management aims at developing high-calibre and ethically responsible professionals who will be equipped with in-depth academic knowledge and skills in the operations 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 operations and supply chain sector. The significance of the operations and supply chain industry internationally points to a need for knowledgeable and skilled individuals in this sector in the near future. Deree-ACG has a long tradition in introducing undergraduate programs that are nationally and regionally relevant to market needs.

Specifically, the OSCM program aims to:

- Provide students with in-depth knowledge of the supply chain business, operations management, and the changing global environment in which they operate.
- Prepare students for postgraduate education in operations and supply chain management and other related fields.
- 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.
- 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.

- Prepare students for lives of reflection and lifelong learning.

Program Learning Outcomes:

In terms of **Knowledge and Understanding** Graduates of the BSc (Honours) in Operations and Supply Chain Management award will have met the following learning outcomes:

A.1: Exhibit knowledge and understanding of the external environment and its impact on business.

A.2: Explain the core business functions and internal processes of organizations and critically analyse their relationship with the external environment.

A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.

A.4: Assess the principles, theories and practices related to operations and supply chain management.

A.5: Prioritize 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.

A.6: Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.

A.7: Develop the ability to carry research on selected topics in operations and supply chain management and employ theoretical frameworks to evaluate professional practice in real-world contexts.

In terms of **Cognitive Skills** Graduates of the BSc (Honours) in Operations and Supply Chain Management award will have met the following learning outcomes:

B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.

B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.

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.

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.

In terms of **Practical/Professional Skills** Graduates of the BSc (Honours) in Operations and Supply Chain Management award will have met the following learning outcomes:

C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students' progress through the curriculum.

C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.

C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.

C.4: Appraise the key drivers of business success and explain the causes underlying business failure.

In terms of **Key/transferable skills** Graduates of the BSc (Honours) in Operations and Supply Chain Management award will have met the following learning outcomes:

D.1: Communicate ideas effectively orally and/or in writing in a professional context.

D.2: Make use of interpersonal, teamwork and/or leadership skills and develop the ability to work effectively with others.

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.

2.2 Relationship to other programmes and awards

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

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

- The Liberal Education curriculum (43 US credits)
- Concentration (72 US 360 UK credits)
- General electives (6 US credits).

The Liberal Education curriculum can be found in the table below:

* May be fulfilled through appropriate academic evaluation

Liberal Education	
Core Courses:	US Credits
WP 1010 Fundamentals of Argumentation	3
WP 1111 Argument Through Research	3
PH Character Education	3
MA 2105 Applied Calculus - Level 4*	3
HC 2300 Professional Communication	3
CS 3051 Business Driven Technology	3
LE designated course in Natural Science course with a lab	4
Liberal Education Electives:	
LE designated course in STEM/Natural Sciences (MA 2105 Applied Calculus*)	3
LE designated courses in Human Experience in Context (PH 3005 Business Ethics L5 plus one from another discipline)	6
LE designated courses in Society and Community (EC 1101 Principles of Macroeconomics L4 plus one from another discipline)	6
LE designated course in Aesthetic Expression	3
LE designates course in Environment and Sustainability	3
LE designated course in Business World (BAN1023)	3

*The prerequisite MA 1008 College Algebra may be fulfilled through appropriate academic evaluation

Please see Appendix 1, for the Liberal Education mission, competencies and learning outcomes.

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 (Honors) in Operations and Supply Chain Management
- b. BSc (Ord.) in Operations and Supply Chain Management
- c. Diploma of Higher Education – Operations and Supply Chain Management
- d. Certificate of Higher Education – Operations and Supply Chain Management

3. Programme structure and learning outcomes

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

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	Credit points			Is module compensatable?	Semester runs in
AF 2007 Financial Accounting	15			No	Fall, Spring, Summer
BU 2003 Business Legal Issues	15			No	Fall, Spring
EC 1000 Principles of Microeconomics	15			No	Fall, Spring
MG 2003 Management Principles	15			No	Fall, Spring, Summer
LM 2020 Introduction to Logistics and Supply Chain Management	15			No	Fall, Spring
MA 2021 Applied Statistics	15			No	Fall, Spring, Summer
MG 2063 Principles of Operations Management	15			No	Fall, Spring
MK 2030 Introduction to Marketing	15			No	Fall, Spring
TOTAL LEVEL 4	120				

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4
Learning and teaching strategy
In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4: • 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'. • Classes at Level 4 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Additionally, through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning. • Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. 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. • Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc. • Student learning is guided by the teaching staff and provides the ground for students to lay the foundations for more demanding modules at level 5.

Assessment methods

- Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate 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.
- Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the student’s grade.
- Summative assessment includes unseen written exams, coursework, research papers and research projects. Summative assessments do contribute to the student’s grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include: coursework, midterm examination and final examination.
- Examinations consist of open essay-type questions and/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.

Learning Outcomes – LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Taught and assessed:
A.1: Exhibit knowledge and understanding of the external environment and its impact on business.	EC 1000 Principles of Microeconomics (15 UK Credits– Compulsory): Introduction to economics and the economy. Product markets, elasticity, and consumer theory. Costs, production and the theory of the firm. Pricing and output determination in various market structures. BU 2003, Business Legal Issues (15 UK credits – Compulsory): 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.
A.2: Explain the core business functions and internal processes of organizations and critically analyse their relationship with the external environment.	AF 2007 Financial Accounting (15 UK Credits – Compulsory): 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.

Learning Outcomes – LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

MG 2003 Management Principles (15 UK Credits – Compulsory): 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.

MG 2063 Principles of Operations Management (15 UK credits– Compulsory): 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.

MK 2030 Introduction to Marketing (15 UK Credits – Compulsory): Fundamental marketing principles and theories, environmental marketing analysis, consumer and business behavior, segmentation, targeting and positioning (STP), market research, product strategy, pricing, distribution, integrated marketing communications (IMC), and digital marketing.

Learning Outcomes – LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.

MA 2021 Applied Statistics (15 UK Credits – Compulsory): A comprehensive introduction of statistics for business and economics. Descriptive and inferential statistics, regression analysis and analysis of variance (ANOVA).

A.4: Asses the principles, theories and practices related to operations and supply chain management.

MG 2020 Introduction to Logistics and Supply Chain Management (15 UK Credits–Compulsory): Overview of the logistics and supply chain industry. The logistics and supply chain context, importance of logistics and supply chain management value offered, economic impact of logistics and supply chain industry, functions and operations, basic principles.

MG 2063 Principles of Operations Management (15 UK credits–Compulsory): 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.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Taught and assessed:
B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.	AF 2007 Financial Accounting BU 2003 Business Legal Issues EC 1000 Principles of Microeconomics MG 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
B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.	EC 1000 Principles of Microeconomics MG 2063 Principles of Operations Management MK 2030 Introduction to Marketing

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

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.	BU 2003 Business Legal Issues EC 1000 Principles of Microeconomics MG 2020 Introduction to Logistics and Supply Chain Management MG 2003 Management Principles MG 2063 Principles of Operations Management Discussion of ethical choices is embedded in almost all courses.
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3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Taught and assessed:
C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.	AF 2007 Financial Accounting MA 2021 Applied Statistics

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.	AF 2007 Financial Accounting MA 2021 Applied Statistics Use of information technology is embedded in almost all business modules.
C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.	AF 2007 Financial Accounting MA 2021 Applied Statistics MG 2063 Principles of Operations Management
C.4: Appraise the key drivers of business success and explain the causes underlying business failure.	MG 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	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Taught and assessed:
D.1: Communicate ideas effectively orally and/or in writing in a professional context.	MG 2020 Introduction to Logistics and Supply Chain Management MG 2063 Principles of Operations Management MK 2030 Introduction to Marketing BU 2003 Business Legal Issues
D.3: Apply self-management skills including a capacity to plan, organize and manage time.	Developed and reinforced throughout the curriculum.
D.4: Take responsibility for own actions in an academic and professional context.	Developed and reinforced throughout the curriculum.
D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.	Developed and reinforced throughout the curriculum.

Please see Annexe 1, for the curriculum map of level 4 modules and the respective learning outcomes.

Title of exit award at Level 4: **Certificate in Higher Education (CertHE) in Operations and Supply Chain Management**

Students that exit the programme upon completion of Level 4 (having obtained 120 L4 credits) will be eligible for the award of a Certificate of Higher Education (CertHE) in Operations and Supply Chain Management.

CERTIFICATE OF HIGHER EDUCATION IN OPERATIONS AND SUPPLY CHAIN MANAGEMENT (120 CREDITS)

Compulsory Modules:

Level 4

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS

BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS

EC 1000 PRINCIPLES OF MICROECONOMICS (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

Optional Modules:

None

Programme Structure - LEVEL 5					
Compulsory modules	Credit points			Is module compensatable?	Semester runs in
BU 3233 Business Research Methods	15			No	Fall, Spring
MG 3034 Managing People and Organizations	15			No	Fall, Spring
CS 3051 Business Driven Technology	15			No	Fall, Spring
FN 3105 Financial Management	15			No	Fall, Spring
PH 3005 Business Ethics	15			No	Fall, Spring
MG 3272 Business Operations Management	15			No	Fall, Spring
CS 3246 Enterprise Systems	15			No	Fall, Spring
LM 3045 Procurement	15			No	Fall, Spring
TOTAL LEVEL 5	120				

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5

Learning and teaching strategy

In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5:

- 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.
- 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.
- Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. 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.
- Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc.
- Student learning is guided by the teaching staff and provides the ground for students to lay the foundations for more demanding modules at level 5.

Assessment methods

- 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.
- 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.
- 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 halfway 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 provides guidance on how to improve their future work. At their own initiative, students also can receive feedback on their final assessment. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include coursework, midterm examination and final examination.

Learning Outcomes – LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Taught and assessed:
A.2: Explain the core business functions and internal processes of organizations and critically analyse their relationship with the external environment.	CS 3051 Business Driven Technology (15 UK Credits – Compulsory): 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. CS 3246 Enterprise Systems (15 UK Credits – Compulsory): Study of enterprise systems; integration of enterprise systems in support to business processes; theoretical and practical aspects of enterprise solutions; practical training on Enterprise Resource Planning industry standard solutions. FN 3105 Financial Management (15 UK Credits – Compulsory):

Learning Outcomes – LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

	The role of financial management within companies; the nature of financial decisions companies make; implementation of investment appraisal techniques; the importance of capital structure and its implications for the company. MG 3034 Managing People and Organizations (15 UK Credits – Compulsory): 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.
A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.	BU 3233 Business Research Methods (15 UK Credits – Compulsory): 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.

Learning Outcomes – LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A.5: Prioritize 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.	PH 3005 Business Ethics (15 UK Credits – Compulsory): Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.
A.4: Asses the principles, theories and practices related to operations and supply chain management.	MG 3272 Business Operations Management (15 UK Credits – Compulsory): A broad introduction to the strategic and operational management challenges essential to enhance operations of a business system. Four main core operational tasks will be explored in deeper detail: operations concept, designing business operations, managing the business operations and, key models for managing business operations.

Learning Outcomes – LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

	MG 3045 Procurement (15 UK Credits – Compulsory): 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.
A.6. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.	MG 3272 Business Operations Management (15 UK Credits – Compulsory): A broad introduction to the strategic and operational management challenges essential to enhance operations of a business system. Four main core operational tasks will be explored in deeper detail: operations concept, designing business operations, managing the business operations and, key models for managing business operations.

Learning Outcomes – LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

MG 3045 Procurement (15 UK Credits – Compulsory):
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.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.

Taught and assessed:

BU 3233 Business Research Methods
MG 3034 Managing People and Organizations
CS 3051 Business Driven Technology
FN 3105 Financial Management
PH 3005 Business Ethics

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	MG 3272 Business Operations Management CS 3246 Enterprise Systems MG 3045 Procurement
B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.	BU 3233 Business Research Methods MG 3034 Managing People and Organizations FN 3105 Financial Management MG 3272 Business Operations Management MG 3045 Procurement
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.	BU 3233 Business Research Methods MG 3034 Managing People and Organizations PH 3005 Business Ethics MG 3272 Business Operations Management MG 3045 Procurement Discussion of ethical choices is embedded in almost all courses.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.

BU 3233 Business Research Methods
MG 3034 Managing People and Organizations
FN 3105 Financial Management
MG 3272 Business Operations Management
MG 3045 Procurement

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.

C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.

Taught and assessed:

BU 3233 Business Research Methods
FN 3105 Financial Management

BU 3233 Business Research Methods
CS 3051 Business Driven Technology
CS 3246 Enterprise Systems

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	Use of information technology is embedded in almost all business modules.
C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.	BU 3233 Business Research Methods CS 3051 Business Driven Technology FN 3105 Financial Management MG 3272 Business Operations Management
C.4: Appraise the key drivers of business success and explain the causes underlying business failure.	MG 3034 Managing People and Organizations CS 3051 Business Driven Technology FN 3105 Financial Management MG 3272 Business Operations Management CS 3246 Enterprise Systems LM 3045 Procurement

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map evidenced at the end of the document)

Learning outcomes:	Taught and assessed:
D.1: Communicate ideas effectively orally and/or in writing in a professional context.	BU 3233 Business Research Methods MG 3034 Managing People and Organizations CS 3051 Business Driven Technology FN 3105 Financial Management PH 3005 Business Ethics MG 3272 Business Operations Management CS 3246 Enterprise Systems LM 3045 Procurement
D.2: Make use of interpersonal, teamwork and/or leadership skills and develop the ability to work effectively with others.	BU 3233 Business Research Methods MG 3272 Business Operations Management CS 3246 Enterprise Systems
D.3: Apply self-management skills including a capacity to plan, organize and manage time.	Developed and reinforced throughout the curriculum.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
D.4: Take responsibility for own actions in an academic and professional context.	Developed and reinforced throughout the curriculum.
D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.	Developed and reinforced throughout the curriculum.

Please see Annexe 1, for the curriculum map of level 5 modules and the respective learning outcomes.

Diploma of Higher Education in Operations and Supply Chain Management

Students that exit the programme upon completion of Level 4 and Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in Operations and Supply Chain Management.

DIPLOMA OF HIGHER EDUCATION IN OPERATIONS AND SUPPLY CHAIN MANAGEMENT (240 CREDITS)
Compulsory Modules:
Level 4

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS
BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS
EC 1000 PRINCIPLES OF MICROECONOMICS (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
MG 3272 BUSINESS OPERATIONS MANAGEMENT (LEVEL 5) – 15 CREDITS
CS 3246 ENTERPRISE 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

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Programme Structure – LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
MG 4057 Project Management	15			No	Fall, Spring	
MG 4145 Total Quality Management	15			No	Spring	
LM 4242 Supply Chain Management	15			No	Fall, Spring	
MG 4246 Management Science	15			No	Spring	
MG 4548 Operations Strategy	15			No	Fall	
MG 4765 Capstone project in Operations and Supply Chain Management	15			No	Spring	
		MG 4129 Decision Making: A Qualitative Approach; or MG 4167 Applied Project Management	15	No	Fall Spring	

Programme Structure – LEVEL 6						
		MG 4415 Strategic Management; or MG 4028 Corporate Social Responsibility; or IB 4031 Business in Emerging Markets; or IB 4235 Export Strategy & Management; or CS 4267 Applied Business Analytics.	15		Fall, Spring Fall, Spring Fall Spring Spring	
TOTAL LEVEL 6	120					

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6
Learning and teaching strategy
In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:

- 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.
- 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 modules, 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.
- Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor to consult and discuss issues related to the course's content.
- Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc.

Assessment methods

- Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate 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.
- Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the student’s grade.
- Summative assessment includes unseen written exams, coursework, research papers and research projects. Summative assessments do contribute to the student’s grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include: coursework, midterm examination and final examination. 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. 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.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Taught and assessed in:
A.1: Exhibit knowledge and understanding of the external environment and its impact on business.	LM 4242 Supply Chain Management (15 UK Credits – Compulsory): 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. Supply chain management and emerging information technologies. IB 4031 Business in Emerging Markets – (15 UK Credits – Optional): Identification and examination of key emerging markets. Focus on business opportunities inherent in them and their role in the world economy. Detailed insight into the operating environment of emerging markets, including their socio-cultural, economic, political and institutional frameworks.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

A.2: Explain the core business functions and internal processes of organizations and critically analyse their relationship with the external environment.

IB 4235 Export Strategy and Management – (15 UK Credits – Optional): 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.

LM 4242 Supply Chain Management (15 UK Credits – Compulsory): 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. Supply chain management and emerging information technologies.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.

MG 4129 Decision-Making: A Qualitative Approach (15 UK Credits – Optional): 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.

CS 4267 Applied Business Analytics (15 UK Credits – Optional): Data exploitation for decision making purposes: Data Management for Decision Support, Business Intelligence, Business Analytics, Data Mining/Machine Learning, Reporting, Forecasting.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

A.4: Asses the principles, theories and practices related to operations and supply chain management.

LM 4242 Supply Chain Management (15 UK Credits – Compulsory): 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. Supply chain management and emerging information technologies.

MG 4057 Project Management (15 UK Credits – Compulsory): This course introduces key principles and methodologies of project management, emphasizing planning, scheduling, and control in organizational contexts. Students learn to evaluate, design, and apply project management techniques across industries, focusing on time, cost, scope, and quality while addressing ethical and sustainable dimensions of professional practice.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

MG 4167 Applied Project Management (15 UK Credits – Optional): This course develops advanced applied project-management skills through teamwork, simulation, and real-world cases. Students manage projects from initiation to closure, focusing on leadership, stakeholder engagement, risk, agile and hybrid approaches, procurement, performance measurement, and sustainability. Emphasis is placed on professional competence and readiness for global project-management practice.

MG 4145 Total Quality Management (15 UK Credits – Compulsory): 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.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	MG 4246 Management Science (15 UK Credits – Compulsory): Quantitative techniques used to provide insight into business decisions. Topics include linear programming, sensitivity analysis, networks, decision analysis, waiting lines, Markov analysis and simulation.
A.5: Prioritize 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.	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.
A.6. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.	MG 4548 Operations Strategy (15 UK Credits – Compulsory): The use of manufacturing, operations, and technology as Competitive weapons. Competing through superior quality and productivity. Managing a system of manufacturing plans and operations sites. Planning and executing operations strategies over time.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	MG 4415 Strategic Management (15 UK Credits – optional): Strategic planning process. Business model development. Analysis of internal and external environments. Business, functional, global, and corporate strategies. Organizational structure. Organizational culture. Control systems in strategy implementation. Sustainability, environmental, social, and governance (ESG) issues. Contemporary strategic challenges.
A.7: Develop the ability to carry research on selected topics in operations and supply chain management and employ theoretical frameworks to evaluate professional practice in real-world contexts.	MG 4765 Capstone Project In Operations and Supply Chain Management (15 UK Credits – Compulsory): Qualitative or quantitative research into a topic related to operations management or to logistics and supply chain management.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Taught and assessed in:
B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.	• IB 4031 Business in Emerging Markets • IB 4235 Export Strategy and Management • CS 4267 Applied Business Analytics • LM 4242 Supply Chain Management • MG 4028 Corporate Social Responsibility • MG 4057 Project Management • MG 4167 Applied Project Management • MG 4129 Decision-Making: A Qualitative Approach • MG 4145 Total Quality Management • MG 4246 Management Science • MG 4415 Strategic Management • MG 4548 Operations Strategy • MG 4765 Capstone Project In Operations and Supply Chain Management

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.

- IB 4031 Business in Emerging Markets
- IB 4235 Export Strategy and Management
- CS 4267 Applied Business Analytics
- LM 4242 Supply Chain Management
- MG 4028 Corporate Social Responsibility
- MG 4057 Project Management
- MG 4167 Applied Project Management
- MG 4129 Decision-Making: A Qualitative Approach
- MG 4145 Total Quality Management
- MG 4246 Management Science
- MG 4415 Strategic Management
- MG 4548 Operations Strategy
- MG 4765 Capstone Project In Operations and Supply Chain Management

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.

- IB 4031 Business in Emerging Markets
- LM 4242 Supply Chain Management
- MG 4023 Business Negotiation

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	• MG 4028 Corporate Social Responsibility • MG 4057 Project Management • MG 4129 Decision-Making: A Qualitative Approach • MG 4145 Total Quality Management • MG 4415 Strategic Management Discussion of ethical choices is embedded in almost all courses.
B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.	• IB 4235 Export Strategy and Management • CS 4267 Applied Business Analytics • LM 4242 Supply Chain Management • MG 4028 Corporate Social Responsibility • MG 4057 Project Management • MG 4167 Applied Project Management • MG 4129 Decision-Making: A Qualitative Approach • MG 4145 Total Quality Management • MG 4246 Management Science • MG 4415 Strategic Management • MG 4548 Operations Strategy

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	• MG 4765 Capstone Project In Operations and Supply Chain Management
B.5: Evaluate the connections and interrelationships that exist across different subject areas.	• MG 4057 Project Management • MG 4167 Applied Project Management • MG 4145 Total Quality Management • MG 4246 Management Science • MG 4415 Strategic Management • MG 4548 Operations Strategy • MG 4779 Capstone Project In Operations and Supply Chain Management
B.6: Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.	• IB 4235 Export Strategy and Management • CS 4267 Applied Business Analytics • LM 4242 Supply Chain Management • MG 4057 Project Management • MG 4167 Applied Project Management • MG 4129 Decision-Making: A Qualitative Approach

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- MG 4246 Management Science
- MG 4415 Strategic Management
- MG 4548 Operations Strategy
- MG 4779 Capstone Project In Operations and Supply Chain Management

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.

Taught and assessed in:

- LM 4242 Supply Chain Management
- MG 4057 Project Management
- MG 4246 Management Science
- MG 4415 Strategic Management
- MG 4779 Capstone Project In Operations and Supply Chain Management

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.

- CS 4267 Applied Business Analytics
- IB 4031 Business in Emerging Markets
- LM 4242 Supply Chain Management
- MG 4028 Corporate Social Responsibility
- MG 4057 Project Management
- MG 4167 Applied Project Management
- MG 4129 Decision-Making: A Qualitative Approach
- MG 4145 Total Quality Management
- MG 4246 Management Science
- MG 4415 Strategic Management
- MG 4548 Operations Strategy
- MG 4779 Capstone Project In Operations and Supply Chain Management

Use of information technology is embedded in almost all business modules.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.

- IB 4235 Export Strategy and Management
- CS 4267 Applied Business Analytics
- LM 4242 Supply Chain Management
- MG 4057 Project Management
- MG 4129 Decision-Making: A Qualitative Approach
- MG 4246 Management Science
- MG 4415 Strategic Management
- MG 4548 Operations Strategy
- MG 4765 Capstone Project In Operations and Supply Chain Management

C.4: Appraise the key drivers of business success and explain the causes underlying business failure.

- CS 4267 Applied Business Analytics
- IB 4031 Business in Emerging Markets
- IB 4235 Export Strategy and Management
- LM 4242 Supply Chain Management
- MG 4028 Corporate Social Responsibility
- MG 4057 Project Management
- MG 4167 Applied Project Management

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	• MG 4129 Decision-Making: A Qualitative Approach • MG 4145 Total Quality Management • MG 4246 Management Science • MG 4415 Strategic Management • MG 4548 Operations Strategy • MG 4779 Capstone Project In Operations and Supply Chain Management
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3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Taught and assessed in:
D.1: Communicate ideas effectively orally and/or in writing in a professional context.	• IB 4031 Business in Emerging Markets • IB 4235 Export Strategy and Management • CS 4267 Applied Business Analytics • LM 4242 Supply Chain Management

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	• MG 4028 Corporate Social Responsibility • MG 4057 Project Management • MG 4167 Applied Project Management • MG 4129 Decision-Making: A Qualitative Approach • MG 4145 Total Quality Management • MG 4246 Management Science • MG 4415 Strategic Management • MG 4548 Operations Strategy • MG 4779 Capstone Project in Operations and Supply Chain Management
D.2: Make use of interpersonal, teamwork and/or leadership skills and develop the ability to work effectively with others.	• LM 4242 Supply Chain Management • MG 4028 Corporate Social Responsibility • MG 4548 Operations Strategy
D.3: Apply self-management skills including a capacity to plan, organize and manage time.	Developed and reinforced throughout the curriculum.
D.4: Take responsibility for own actions in an academic and professional context.	Developed and reinforced throughout the curriculum.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.

Developed and reinforced throughout the curriculum.

Please see Annexe 1, for the curriculum map of level 6 modules and the respective learning outcomes.

Title of exit award at Level 6: **B.Sc. (Ord) in Operations and Supply Chain Management**

Students that exit the programme upon completion of 300 credits at Levels 4, 5 and 6 will be eligible for the award of an ordinary Bachelor's – B.Sc. (Ord) in Operations and Supply Chain Management. More specifically, having obtained 120 credits at levels 4 and 5, and a minimum of 60 credits at Level 6. Typically, students will have obtained at least 60 credits at Level 6 by completing four (4) of the compulsory modules, excluding module LM 47xx Capstone Project in Operations and Supply Chain Management.

BSc in Operations and Supply Chain Management (300 CREDITS)

Compulsory Modules:

Level 4

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS
BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS
EC 1000 PRINCIPLES OF MICROECONOMICS (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
MG 3272 BUSINESS OPERATIONS MANAGEMENT (LEVEL 5) – 15 CREDITS
CS 3246 ENTERPRISE SYSTEMS (LEVEL 5) – 15 CREDITS
MG 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

MG 4057 PROJECT MANAGEMENT (LEVEL 6) – 15 CREDITS

LM 4242 SUPPLY CHAIN MANAGEMENT (LEVEL 6) – 15 CREDITS

MG 4246 MANAGEMENT SCIENCE (LEVEL 6) – 15 CREDITS

MG 4548 OPERATIONS STRATEGY (LEVEL 6) – 15 CREDITS

Optional modules:

None

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. Additionally, there is an internship-for-credit optional module as part of the US programme. 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 workplace)

Academic advising is primarily carried out by the Department Chair in coordination with the Programme Coordinator and the Academic Advising Office. Students also consult Business Analytics 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 Business Analytics Society represents Business Analytics 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.

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.

There is an internship-for-credit optional module as part of the US programme. Students who decide to choose this module, gain on-the-job experience and training as they learn to apply knowledge gained in the classroom to real life professional situations. The internship-for-credit module is designed to encourage reflective learning, as students evaluate theories and concepts learned in class through the lens of their professional experience in the field.

We consider that the experience students have accumulated from internships in operations and supply chain management-related areas has significantly contributed to their skills building and eventually in finding a job immediately after graduation.

The ACG Counseling Center

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled Deree students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life, as well as help faculty and staff function more effectively in their work with students. The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum under the supervision of clinical psychology faculty. Problems typically presented by students include, but are not limited to, the following: emotional problems such

as depression, anxiety and intense fears; social problems, such as difficulties with peer interactions, aggression and social withdrawal; problems within the family of students, such as lack of effective communication; psychophysiological problems, such as migraines, headaches or psychosomatic symptoms; educational problems, such as learning difficulties; self-control problems such as eating disorders and smoking.

ACG Care Center

The psychoeducational care of our students will now fall under the umbrella of the newly established ACG Care Center. The mission of the Care Center is to support students in their academic journey by offering assessment and accommodations related to their academic responsibilities, including examinations. We are committed to working closely with you to ensure that our students receive the care and support they need to thrive. The staff at the Care Center collaborates with faculty to support our students' well-being and success. The Care Center is housed at the Counseling Center offices, located on the zero level of the CN Building. The Center can be reached at extension 1081 or via email at carecenter@acg.edu.

The **Student Handbook** provides detailed information about the Operations and Supply Chain Management programme, all aspects related to pursuing an OU award at Deree, as well as guidance to prospective and current students. Individual programme 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.

Student Academic Support Services (SASS) provides free learning facilitation for undergraduate and graduate students in the form of one-on-one tutoring sessions and academic skills workshops. It was established in 2012 and is led by a Director, reporting to the Dean of Academic Administration. SASS utilizes upper-class peer facilitators through the work-study program, trained to provide support designed to enhance student agency and academic success. Over the years, traffic has grown to more than 1,200 appointments per semester, serving about 17% of the undergraduate student body. Since 2020, SASS has adapted to new needs and is offering its services in a hybrid mode –both onsite and online by request. In addition, recently it has extended its services to alumni and a growing number of study-abroad students. SASS uses a non-evaluative, metacognitive approach and coordinates closely with the Student Success Center, the Admissions Office, the Academic Advising Office, the Retention Office, and the ACG Cares Center to persistently support learning outcomes. SASS continuously monitors its operations through feedback surveys that the recipients fill out and conference reports

that facilitators fill out in an effort to have a continuous flow of data in real time to evaluate and adapt its services. SASS is currently developing a new web-based appointment management tool tied to the College's registration platform. In the plans is an implementation of an outcomes assessment, to be used for adjusting and expanding the services provided, and to document the impact on retention and course success. Furthermore, the planned expansion of the workforce over the next 3 to 5 years will scale capacity and deepen curricular integration.

6. Criteria for admission

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

Admission criteria

According to the Deree Undergraduate Catalog 2024-2025 - US-authorized / US-accredited & Student Handbook Open University Validated Award, to qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience). All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall unweighted Grade Point Average (GPA) of 2.75 /4.0 in a US curriculum school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis. Students admitted on a provisional basis will be required to fulfil the following conditions 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's progress very closely and may require that they seek academic help through the Student Academic Support Services.

The number of courses students will be allowed to register for will be determined by their English Language Placement (see section "Evidence of Proficiency in English"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.

Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.

Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.

After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on

Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.

Students on provisional status are subject to the College probation policy.

The following is required for all freshmen applicants:

1. Completed application form
2. Personal statement
3. Letter of recommendation from an academic teacher or professor
4. Official secondary school transcript(s) and diploma(s)
5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)
6. Evidence of proficiency in English.

Candidates will attend an interview with a designated College representative after all application material has been submitted to assess their profile through a discussion on their academic and non-academic achievements. The Admissions decision will be communicated to the candidate within 10 working days following the interview.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

n/a

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

N/A

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

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

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.

The **Teaching and Learning Center (TLC)** at The American College of Greece is a key institutional mechanism that supports the continuous enhancement of teaching quality, the advancement of inclusive and innovative pedagogical practices, and the overall improvement of the student learning experience. The Center operates as a cross-disciplinary academic development hub, fostering a culture of educational excellence, scholarly engagement, and faculty collaboration. To ensure broad representation and effective academic engagement, the TLC operates through the TLC Work Group, which is coordinated by the TLC Director and Deputy Director. The Work Group is composed of appointed TLC Fellows, including one full-time faculty member from each academic School. In addition, administrative colleagues and specialists (e.g., instructional designers from the Online Education Hub) may be invited to participate in specific projects or meetings, as needed. Appointments are made by the Provost and are renewable on a bi-annual basis.

The TLC works collaboratively to:

- Shape and implement the strategic priorities of the TLC;
- Promote inclusive and evidence-informed teaching practices across disciplines;
- Advance the integration of technology-enhanced learning (TEL) and support the development of AI-resilient assessment design;
- Support faculty professional development and recognition, including Advance HE Fellowships and teaching pathway promotions;
- Incorporate student voice and co-creation in the design of teaching and learning activities;
- Coordinate peer exchange opportunities, workshops, and community-of-practice events;
- Promote research in teaching and learning, including the Scholarship of Teaching and Learning (SoTL).

The TLC Work Group convenes regularly throughout the academic year to assess needs, plan activities, and oversee the implementation of institutional priorities related to learning and teaching. Records of meeting minutes, resources, and communications are maintained on

the TLC Blackboard container, accessible to all faculty. Through this structure, the TLC plays an integral role in supporting faculty development, facilitating interdisciplinary dialogue, and strengthening academic quality across the institution.

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

The new BSc Hons in Operations and Supply Chain Management consolidates the existing BSc in Logistics and Supply Chain Management and the BSc Hons in Business Administration, Operations Management pathway, into one coherent degree. This change of the title of the program is a major change.

With respect to Learning Outcomes a major change is the elimination of Practical and professional skill "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."; reflecting the focus of the programme to operations and supply chain management rather than general business.

Moderate changes regarding learning outcomes include change of

"Demonstrate knowledge and understanding of the principles, theories and practices related to logistics and supply chain management." to
"Assess the principles, theories and practices related to operations and supply chain management." and

"

Change reflects embedding of operations themes within the new programme.

The proposed changes of the Logistics and Supply Chain Management programme in the modules per Level are as follows:

LEVEL 4

1. Module IB 2006 International Business is removed. The module was serving the international character of Operations and Supply Chain

Management. This is accomplished through the modules MG 3045 Procurement, IB 4031 Business in Emerging Markets and IB 4235 Export Strategy & Management; in addition, international issues are discussed within the contents of many other modules. (major change).

2. Module EC 1000 Principles of Microeconomics becomes part of the OU validated. program. The module was part of the USA degree. (moderate change).

LEVEL 5

3. Module CS 3246 ENTERPRISE SYSTEMS is introduced. Introduction of a module related to ERPs has been considered imperative due to the increasing use of IT technology in Operations and SC Management, feedback from industry supports this decision. (major change).
4. MG 3272 Business Operations Management is introduced; it combines MG 3272 and LM 3025. MG 3272 was a module serving the required level progress in Operations pathway, while LM 3025 Logistics Systems is practically a module covering mostly topics of Operations. The two modules were found to overlap in a high degree. Their merger does not subtract actual material but brings them under the same perspective. (major change).
5. Module LM 3025 Logistics Systems is removed; it is replaced by MG 3272 Business Operations Management. See rational above. (major change).
6. Module LM 3030 Transportation and Intermodal Systems is removed. Change facilitates merging of two programmes, while LM3030 remain an interesting module its material is too specific for the Operations and SC Management programme. (major change).

LEVEL 6

7. Module MG 4548 Operations Strategy is introduced. MG 4548 aligns with the progression requirement on Operations issues. (major change).
8. Module MG 4145 Total Quality Management is introduced. Quality is fundamental issue in Operations and Supply Chain Management; MG 4145 covers this need. (major change).

9. Module MG 4246 Management Science becomes mandatory. The change aligns with the requirement of the industry for quantitative skills and feedback from the students. (major change).
10. Module LM 4660 Capstone Project in LSCM is renamed to MG 4779 Capstone project in Operations and Supply Chain Management. The new capstone project module covers all spectrum of Operations and Supply Chain topics. It is practically a change in name to include explicitly Operations and Supply Chain topics. The prerequisite requirements list and learning outcomes have been adjusted accordingly. (moderate change).
11. Module MG 4415 Strategic Management is becoming Optional. Strategic issues are covered adequately in MG 4548 Operations Strategy, that serves also progression in Operations and Supply Chain issues. (major change).
12. Module LM 4477 Contemporary Issues and Supply Chain 4.0 is removed; the module has been offered once in Spring 2025, while the material is interesting one cannot avoid technological details that require a more technical background from the students. (major change).
13. Module MG 4129 Decision Making: A Qualitative Approach; the module becomes optional (one out of two with the other option being MG 4167 Applied Project Management). (moderate change).
14. Option A modules become MG 4129 Decision Making: A Qualitative Approach and MG 4167 Applied Project Management. The change reflects making MG 4246 Management Science mandatory. (moderate change)
15. Option B modules are one of the following: IB 4031 Business in Emerging Markets, MG 4415 Strategic Management, MG 4028 Corporate Social Responsibility, IB 4235 Export Strategy & Management, and CS 4267 Applied Business Analytics, where CS 4267 Applied Business Analytics has been added and MG 4023 Business Negotiation, MG 4112 Carriage of Goods by Sea, and MK 4156 Retailing & Supply Chain Management are

removed. The addition of CS 4267 reflects the need for business analytics skills, while the removal of MG 4023, MG 4112 and MK 4156 contributes to a more focused programme. (moderate change).

Minor changes in the modules of the program are as follows:

code	Module	Minor change
LM 2020	INTRODUCTION TO LOGISTICS AND SUPPLY CHAIN MANAGEMENT	Update of reading list
MG 3272	BUSINESS OPERATIONS MANAGEMENT	Learning outcomes changed to reflect the focus on operations. Update of the reading list.
MG 4242	SUPPLY CHAIN MANAGEMENT	Update of reading list
MG 4779	CAPSTONE PROJECT IN OPERATIONS AND SUPPLY CHAIN MANAGEMENT	Change of title and learning outcomes to reflect the focus on both operations and supply chain management.
MG 2063	PRINCIPLES OF OPERATIONS MANAGEMENT	Update of reading list
MG 4057	PROJECT MANAGEMENT	Update of learning outcomes to current practices. Update of reading list.
MG 4129	DECISION MKNG PROCSS: QLTTV APPRCH	Update of reading list
MG 4145	TOTAL QUALITY MANAGEMENT	Group project assessment instead of individual. Update of reading list.
MG 4167	APPLIED PROJECT MANAGEMENT	Update of learning outcomes to current practices. Update of reading list.
MG 4246	MANAGEMENT SCIENCE	Project assessment changed to case /quantitative analysis from theory presentation. Update of reading list.
MG 4548	OPERATIONS STRATEGY	Update of reading list

At the level of individual modules, the program teams reviewed thoroughly all syllabi components in terms of prerequisites, catalogue description, rationale, learning outcomes, teaching and learning strategies, assessment methods,

required and recommended reading sources and material and indicative content. Many of the changes proposed in those 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.

The above changes were deemed necessary to revise the management pathways, remedy issues that emerged since their revalidation in 2021, and reinforce their academic orientation, which is now even more aligned with institutional objectives and Open University standards and benchmarks.

The monitoring of the programs and their effectiveness in meeting the formulated goals and outcomes is an ongoing process.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (**is not required**) instead Annexe 2 provides the Liberal Education mission, competencies and learning outcomes

Annexe 3: Notes on completing programme specification templates

Annexe 1 – Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit																					Available as single registerable module?		
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	
4	AF 2007 Financial Accounting		✓						✓						✓	✓	✓		✓	✓				
	BU 2003 Business Legal Issues	✓							✓		✓							✓	✓	✓				
	EC 1000 Principles of Microeconomics	✓							✓	✓	✓								✓	✓				
	MG 2003 Management Principles		✓						✓		✓								✓	✓				
	LM 2020 Introduction to Logistics and Supply Chain Management					✓			✓		✓							✓	✓	✓				
	MA 2021 Applied Statistics			✓					✓						✓	✓	✓		✓	✓				
	MG 2063 Principles of Operations Management		✓						✓	✓	✓				✓			✓	✓	✓				
	MK 2030 Introduction to Marketing		✓						✓	✓									✓	✓	✓			

Level	Study module/unit	Programme outcomes																						Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	
5	BU 3233 Business Research Methods			✓					✓	✓	✓	✓			✓	✓	✓		✓		✓	✓	✓	
	MG 3034 Managing People and Organizations		✓						✓	✓	✓	✓						✓	✓		✓	✓	✓	
	CS 3051 Business Driven Technology		✓						✓							✓	✓		✓		✓	✓	✓	
	FN 3105 Financial Management		✓						✓	✓		✓			✓		✓	✓	✓		✓	✓	✓	
	PH 3005 Business Ethics				✓				✓		✓								✓		✓	✓	✓	
	MG 3272 Business Operations Management					✓			✓	✓	✓	✓					✓	✓	✓		✓	✓	✓	
	CS 3246 Enterprise Systems		✓						✓							✓		✓	✓		✓	✓	✓	
	LM 3045 Procurement					✓			✓	✓	✓	✓						✓	✓		✓	✓	✓	

Level	Study module/unit	Programme outcomes																							Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5		
6	MG 4057 Project Management				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	MG 4145 Total Quality Management				✓				✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓		
	MG 4246 Management Science				✓				✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	LM 4242 Supply Chain Management	✓	✓		✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	MG 4548 Operations Strategy						✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		
	MG 4779 Capstone Project in Operations and Supply Chain Management							✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		
	NG 4129 Decision Making: A Qualitative Approach OR			✓					✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓		
	MG 4167 Applied Project Management				✓				✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		
	MG 4415 Strategic Management OR						✓		✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓		
	CS 4267 Applied Business Analytics OR			✓					✓	✓		✓		✓		✓	✓	✓	✓		✓	✓	✓		

	MG 4028 Corporate Social Responsibility OR				✓			✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	
	IB 4031 Business in Emerging Markets OR	✓						✓	✓	✓					✓		✓	✓		✓	✓	✓	
	IB 4235 Export Strategy & Management		✓					✓	✓		✓		✓			✓	✓	✓		✓	✓	✓	

Annexe 2 – Liberal Education mission, competencies and learning outcomes

Deree – The American College of Greece

LIBERAL EDUCATION

MISSION

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

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

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

2. Social Responsibility and Civic Engagement

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

3. Cultural and Global Perspectives

- 3.1 Discuss world history or sociocultural traditions from different perspectives.

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

4. Ethics and Values

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

5. Aesthetic Expression

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

6. Scientific and Quantitative Literacy

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

7. Integration

- 7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
- 7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

Approved by the Faculty on 27/1/2014.

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**: [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- 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: [Subject Benchmark Statements](#)
- 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.