

## Programme specification

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

### 1. Overview/ factual information

<b>Programme /award title(s)</b>	<ul style="list-style-type: none"> <li>a. BSc (Honors) in Business Administration (International Business)</li> <li>b. BSc in Business Administration (International Business)</li> <li>c. Diploma of Higher Education – Business Administration</li> <li>d. Certificate of Higher Education - Business Administration</li> </ul>
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	January 2011
<b>Date of latest OU (re)validation</b>	May 2015
<b>Next revalidation</b>	June 2021
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	Business and Management, November 2019
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	
<b>Duration of the programme for each mode of study</b>	FT – 3 years

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



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

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

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

## 2.1 Educational aims and objectives

The International Business programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below.

### **The American College of Greece mission**

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

### **School of Business and Economics mission**

The 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.

### **International Business Programme mission**

In congruence with the mission statements of the College and the School of Business and Economics, the BSc (Hons) in Business Administration (International Business) aims at developing well-rounded, ethically responsible professionals who will be equipped with in-depth knowledge of the international business environment and the management of firms operating internationally, as well as the professional and personal competences required to succeed professionally and make a positive contribution to society at large.

### **Educational Aims**

The International Business pathway provides a rigorous learning experience in which students are given the opportunity to develop a wide range of management, cognitive, practical and transferrable skills that will encourage critical thought and will allow students to perform effectively in their future endeavours. The pathway provides a strong business foundation via selected modules in economics, statistics, ethics and law, coupled with a number of required modules in selected business functions. Pathway-specific knowledge is progressively built across levels 4, 5 and 6 through specialized modules in international business.

The overall **goals** of the International Business programme are to:

- 1) Provide students with in-depth knowledge of international business, the management of firms operating internationally and the changing global environment in which they operate.
- 2) Prepare students for postgraduate education in business and other related fields.
- 3) Develop students' personal and professional competences and skills in order to prepare them for a career in business and other related fields.
- 4) Develop students' understanding of ethical issues in the global context in order to help them become socially aware and responsible professionals.

5) Prepare students for lives of reflection and lifelong learning.

More specifically, the International Business programme aims to produce students with the following **competencies**:

1. Demonstrate knowledge and understanding of the changing global business environment and its impact on international business and trade.
2. Demonstrate in-depth knowledge and understanding of the internal aspects and functions of international businesses and their management.
3. Demonstrate awareness of ethical challenges faced by businesses in domestic and foreign markets.
4. Demonstrate the ability to make sound decisions at the operational and strategic levels in a world of increasing complexity and uncertainty.
5. Demonstrate the ability to think critically, analytically and creatively as business professionals and citizens.
6. Demonstrate the acquisition of professional skills and competences required to engage effectively in business across national and cultural boundaries.
7. Demonstrate the acquisition of personal and interpersonal skills and competences supporting professional development and employability in diverse professional settings.

The programme satisfies 2019 QAA Subject Benchmark Statement (Business and Management) for subject-specific and generic skills. The programme's **learning outcomes** specify that upon completion of the programme, students will be able to:

**A. Knowledge and Understanding**

- A.1 Demonstrate knowledge and understanding of the external environment and its impact on business.
- A.2 Demonstrate knowledge and understanding of the business functions and internal processes of organizations and 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 Demonstrate knowledge of the concepts, practices and principles related to international business theory and practice.
- A.5 Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.
- A.6 Demonstrate knowledge and understanding of the impact of European economic integration on international business.
- A.7 Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.
- A.8 Demonstrate comprehensive knowledge and understanding of theories and current research on selected topics in international business and employ theoretical frameworks to evaluate professional practice in real-world contexts.
- A.9 Demonstrate in depth knowledge and understanding of specialized functions of international corporations.

**B. Cognitive Skills** (reasoning, perception, intuition)

- 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.

**C. Practical and Professional Skills**

- 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 Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.
- 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.

**D. Key/Transferable Skills**

- D.1 Communicate ideas effectively orally and/or in writing in a professional context.
- D.2 Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.
- 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 program specification is part of a US Bachelor's degree program, awarded with a total of 121 US credits and consisting of:

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

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

### Liberal Education Mission

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

### LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy
  - a) Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
  - b) Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
  - c) Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
  - d) Demonstrate a mastery of the basic skills in information technology.
2. Social Responsibility and Civic Engagement
  - a) Discuss issues of identity and inclusion.
  - b) Explain different dimensions of sustainability and how it relates to one's discipline.
  - c) Discuss ways of responsible civic engagement.
  - d) Engage in activities that serve the needs of the local and global community.

- e) Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

### 3. Cultural and Global Perspectives

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

### 4. Ethics and Values

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

### 5. Aesthetic Expression

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

### 6. Scientific and Quantitative Literacy

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

### 7. Integration

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

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



N/A

#### 2.4 List of all exit awards

- a. BSc (Honors) in Business Administration (International Business)
- b. BSc in Business Administration (International Business)
- c. Diploma of Higher Education – Business Administration
- d. Certificate of Higher Education - Business Administration

### 3. Programme structure and learning outcomes

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

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
AF 2007 Financial Accounting	15	None			Fall
BU 2003 Business Legal Issues	15				Fall
EC 1000 Principles of Microeconomics	15				Fall
EC 1101 Principles of Macroeconomics	15				Spring
IB 2006 International Business	15				Spring
MA 2021 Applied Statistics	15				Spring
MG 2003 Management Principles	15				Fall
MK 2030 Introduction to Marketing	15				Spring
<b>TOTAL LEVEL 4</b>	<b>120</b>				

spring

Intended learning outcomes at Level 4 are listed below:

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

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Assessment of student performance at Level 4 involves a reasonable mix of methods and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses, tutorial tasks, etc., though it does not contribute to the student’s grade.</p> <p>Summative assessments assess learning outcomes oriented towards knowledge and understanding and includes a mix of assessments such as individual projects, business cases, midterm and final examinations. Some modules also include a summative portfolio of assessments weighing 10% of the mark and comprising exercises, cases, problem-solving, etc. The exact nature of summative assessments and assessment weights vary by module.</p> <p>Examinations consist of open essay-type questions or problem solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provides guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A.1</b> EC 1000 Principles of Microeconomics (15 UK Credits–Compulsory)</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>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.</p> <p>EC 1101 Principles of Macroeconomics (15 UK Credits–Compulsory)</p> <p>National income accounting, economic growth, taxation, business cycles, unemployment, inflation, deficit and debt. Aggregate expenditures model, and the Aggregate Supply/Aggregate Demand model. Countercyclical fiscal and monetary policy. The banking system, and the money supply.</p> <p>BU 2003 Business Legal Issues (15 UK credits – Compulsory)</p> <p>Introduction to basic concepts and principles of company law, intellectual property law, contract law, and employment law, and overview of selected emerging legal issues.</p> <p><b>A.2</b></p> <p>AF 2007 Financial Accounting (15 UK Credits – Compulsory)</p> <p>Introduction to principles, concepts and procedures of the financial accounting cycle of services and merchandising businesses. Preparation and interpretation of financial statements as a source of financial information required in a business context.</p> <p>MG 2003 Management Principles (15 UK Credits – Compulsory)</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Nature, functions and responsibilities in the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning and decision-making, organizing, leading and controlling.</p> <p>MK 2030 Introduction to Marketing (15 UK Credits – Compulsory)</p> <p>This course provides an understanding of basic marketing concepts, as they are used in different individual organizations. Marketing mix, segmentation, targeting, positioning, principles of consumer behavior, marketing research.</p> <p><b>A.3</b></p> <p>MA 2021 Applied Statistics (15 UK Credits – Compulsory)</p> <p>A comprehensive introduction of statistics for business and economics. Descriptive and inferential statistics, regression analysis and analysis of variance (ANOVA).</p> <p><b>A.4</b></p> <p>IB 2006 International Business (15 UK credits- Compulsory)</p> <p>Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade and foreign investment theories. Emerging markets. Implications for the future international business manager.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B.1</b>            AF 2007 Financial Accounting            BU 2003 Business Legal Issues            EC 1000 Principles of Microeconomics            EC 1101 Principles of Macroeconomics            IB 2006 International Business            MA 2021 Applied Statistics            MG 2003 Management Principles            MK 2030 Introduction to Marketing</p> <p><b>B.2</b>            IB 2006 International Business            MK 2030 Introduction to Marketing</p> <p><b>B.3</b>            BU 2003 Business Legal Issues            IB 2006 International Business            MG 2003 Management Principles</p> <p>Discussion of ethical choices is embedded in almost all courses.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b> AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p><b>C.2</b> AF 2007 Financial Accounting IB 2006 International Business MA 2021 Applied Statistics MK 2030 Introduction to Marketing</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b> AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p><b>C.4</b> IB 2006 International Business MG 2003 Management Principles MK 2030 Introduction to Marketing</p>



3C. Practical and professional skills	

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

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

### **Certificate of Higher Education in Business Administration**

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

Certificates of Higher Education in Business Administration are awarded to students who have demonstrated:

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

Typically, holders of the qualification will be able to:

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

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

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

- The evolving international business environment and key theories and concepts of international trade (IB 2006)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1000, EC 1101)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2007)

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

- B1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, EC 1000, EC 1101, IB 2006, MA 2021, MG 2003, MK 2030)
- B2: Locate, extract, evaluate and analyze data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (IB 2006, MK 2030)
- B3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, IB 2006, MG 2003)
- C1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021)
- C2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, IB 2006, MA 2021)
- C3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021)
- C4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (IB 2006, MG 2003, MK 2030)
- D1: Communicate ideas effectively orally and/or in writing in a professional context. (IB 2006, MK 2030)
- D3: Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- D4: Take responsibility for own actions in an academic and professional context. (All modules)
- D5: Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

#### **CERTIFICATE OF HIGHER EDUCATION IN BUSINESS ADMINISTRATION (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  
 EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS  
 MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS  
 IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS  
 MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS  
 MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

**Optional Modules:**

None

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
AF 3116 Management Accounting BU 3233 Business Research Methods CS 3051 Business Driven Technology FN 3105 Financial Management IB 3008 Business in the European Union IB 3121 Global Business Management MG 3034 Managing People and Organizations PH 3005 Business Ethics	15 15 15 15 15 15 15	None			Fall Fall Spring Spring Fall Spring Fall Spring
<b>TOTAL LEVEL 5</b>	<b>120</b>				

Intended learning outcomes at Level 5 are listed below:

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

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4: Demonstrate knowledge of the concepts, practices and principles related to international business theory and practice.</p> <p>A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.6. Demonstrate knowledge and understanding of the impact of European economic integration on international business.</p>	<p>Classes consist of lectures, tutorials on project work, discussions, collaborative in-class and take-home projects or case studies of more complex nature and specialized video presentations as appropriate. Throughout the lectures students have the opportunity to learn and apply concepts and theories in the subject area. Discussions and collaborative in-class small projects reinforce students' cognitive, practical, professional and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'. Invited lectures, as opportunities arise, offer students the opportunity to establish connections with the professional world.</p> <p>Classes at Level 5 are very interactive and student engagement in the learning process is pursued through their active participation in class, as well as through individual and group project work. Through project work students are required to make use of the library and study academic resources on their own, hence taking responsibility for their own learning.</p> <p>Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. During office hours students also have the opportunity to receive feedback on draft project work.</p> <p>Use of blackboard (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p>

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

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 program) 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. Some modules also include a summative portfolio of assessments weighing 10% of the mark and comprising exercises, cases, problem-solving, etc. The exact nature of summative assessments and assessment weights vary by module.

Examinations consist of open essay-type questions or problem solving exercises of an increased level of challenge. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Where it is taught and assessed:</u></p> <p><b>A.2</b></p> <p>AF 3116 Management Accounting (15 UK Credits – Compulsory)</p> <p>Generation and preparation of information provided to decision-makers for optimal planning and control of an organization’s routine operations and long range organizational goals. Focus on the use of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.</p> <p>FN 3105 Financial Management (15 UK Credits – Compulsory)</p> <p>The course provides the basic knowledge and skills required for the valuation of shares and bonds and the implementation of investment appraisal techniques for unleveraged and leveraged firms.</p> <p>MG 3034 Managing People and Organizations (15 UK Credits – Compulsory)</p> <p>Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work. Implications for managers in enacting work and people management activities.</p> <p>CS 3051 Business Driven Technology (15 UK Credits – Compulsory)</p>



<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Theories and practices on the role and use of information systems and technology in transforming organizations through streamlining business operations and optimizing business processes. Effective decision-making in implementing sustainable business/IS solutions.</p> <p><b>A.3</b> 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.</p> <p><b>A.4</b> IB 3121 Global Business Management (15 UK Credits – Compulsory) International business strategy, including country assessment for the identification of business opportunities, country selection and modes of entry. The organization of international business and management of international operations.</p> <p><b>A.5</b> PH 3005 Business Ethics (15 UK Credits – Compulsory)</p>

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
	<p>Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.</p> <p><b>A.6</b></p> <p>IB 3008 Business in the European Union (15 UK Credits – Optional)</p> <p>European Union institutions, treaties, decision-making processes, and key policies. History of European integration, single market, enlargement, and their implications for domestic, European and global business environments.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B.1</b></p> <p>AF 3116 Management Accounting            BU 3233 Business Research Methods            CS 3051 Business Driven Technology            FN 3105 Financial Management            IB 3008 Business in the European Union            IB 3121 Global Business Management</p>

3B. Cognitive skills	
<p>B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p>	<p>MG 3034 Managing People and Organizations PH 3005 Business Ethics</p> <p><b>B.2</b> BU 3233 Business Research Methods IB 3008 Business in the European Union IB 3121 Global Business Management CS 3051 Business Driven Technology MG 3034 Managing People and Organizations</p> <p><b>B.3</b> BU 3233 Business Research Methods IB 3121 Global Business Management MG 3034 Managing People and Organizations PH 3005 Business Ethics</p> <p>Discussion of ethical choices is embedded in almost all courses.</p> <p><b>B.4</b> AF 3116 Management Accounting BU 3233 Business Research Methods CS 3051 Business Driven Technology FN 3105 Financial Management IB 3121 Global Business Management</p>

<b>3B. Cognitive skills</b>	
	MG 3034 Managing People and Organizations PH 3005 Business Ethics

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p> <p>C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b>            AF 3116 Management Accounting            BU 3233 Business Research Methods            FN 3105 Financial Management</p> <p><b>C.2</b>            BU 3233 Business Research Methods            CS 3051 Business Driven Technology            IB 3121 Global Business Management            MG 3034 Managing People and Organizations</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b>            AF 3116 Management Accounting            BU 3233 Business Research Methods            FN 3105 Financial Management</p> <p><b>C.4</b></p>

<b>3C. Practical and professional skills</b>	
	AF 3116 Management Accounting FN 3105 Financial Management IB 3121 Global Business Management MG 3034 Managing People and Organizations PH 3005 Business Ethics  <b>C.5</b> IB 3121 Global Business Management
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4: Take responsibility for own actions in an academic and professional context.</p> <p>D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D.1</b>            BU 3233 Business Research Methods            CS 3051 Business Driven Technology            IB 3121 Global Business Management            MG 3034 Managing People and Organizations</p> <p><b>D.2</b>            BU 3233 Business Research Methods            IB 3121 Global Business Management</p> <p><b>D.3</b></p>

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

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

### **Diploma of Higher Education in Business Administration**

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key business and management functions and the impact of the external environment on business, ii) apply statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, human resource management, international business, finance, and accounting, iv) demonstrate knowledge and understanding of European Union institutions, practices, decision-making processes and policies and their implications for business management v) apply their knowledge of business functions, business ethics, and professional communication to solving complex problems in business administration.

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

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

- Core economic concepts and principles (EC 1000, EC 1101)
- The legal environment for business (BU 2003)
- Business functional and cross-functional information systems (CS 3051)
- Methodological approaches, frameworks and tools in conducting research in a business context (MA 2021, BU 3233)
- knowledge and understanding of the business functions and internal processes of organizations (MG 2003, MK 2030, MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (AF 2007, AF 3116, FN 3105)

- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- European Union institutions, decision-making processes and policies and their implications for the business sector (IB 3008)
- Concepts, practices and principles related to international business theory and practice (IB 2006, IB 3121)

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

- B1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, EC 1000, EC 1101, IB 2006, MA 2021, MG 2003, MK 2030, AF 3116, BU 3233, FN 3105, IB 3008, IB 3121, MG 3034, PH 3005)
- B2: Locate, extract, evaluate and analyze data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 2063, MK 2030, BU 3233, IB 3008, IB 3121, MG 3034)
- B3: 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, MG 2003, BU 3233, IB 3121, MG 3034, PH 3005)
- B4: Critically analyze, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116, BU 3233, CS 3051, FN 3105, IB 3121, MG 3034, PH 3005)
- C1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021, AF 3116, BU 3233, FN 3105)
- C2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, CS 3051, IB 3121, MA 2021, MG 3034, BU 3233)
- C3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2007, AF 3116, BU 3233, FN 3105)
- C4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (IB 2006, MG 2003, MK 2030, AF 3116, FN 3105, IB 3121, MG 3034, PH 3005)
- C5: 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. (IB 3121)
- D1: Communicate ideas effectively orally and/or in writing in a professional context. (IB 2006, MK 2030, BU 3233, CS 3051, IB 3121, MG 3034)
- D2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, IB 3121)
- D3: Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- D4: Take responsibility for own actions in an academic and professional context. (All modules)
- D5: Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

**DIPLOMA OF HIGHER EDUCATION IN INTERNATIONAL BUSINESS (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  
EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS  
MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS  
IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS  
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS  
MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

**Optional Modules:**

None

**Level 5**

AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS  
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  
IB 3008 BUSINESS IN THE EUROPEAN UNION (LEVEL 5) – 15 CREDITS  
IB 3121 GLOBAL BUSINESS MANAGEMENT (LEVEL 5) – 15 CREDITS  
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS  
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS



<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
IB 4235 Export Strategy and Management	15	<u>TWO OF THE FOLLOWING:</u> IB 4031 Business in Emerging Markets	15		
IB 4238 International Business Law	15	IB 4118 EU Economic Integration	15		
MG 4343 Operations Management	15	IB 4168 Cross-Cultural Management	15		
MG 4415 Strategic Management	15	IB 4199 Contemporary Issues in International Business	15		
IB 45xx Capstone Project in International Business	15	IB 4232 Foreign Direct Investment and MNEs	15		
		IB 4267 Innovation and Technology Management in International Business	15		
<b>Total compulsory Level 6</b>	<b>85</b>	<b>Subtotal:</b>	<b>30</b>		
		<u>ONE OF THE FOLLOWING:</u> CS 4267 Applied Business Analytics	15		
		LM 4242 Supply Chain Management	15		
		MG 4023 Business Negotiation	15		
		MG 4028 Corporate Social Responsibility	15		
		MG 40xx Managing SMEs	15		
		MG 4057 Project Management	15		
		MG 4120 International Human Resource Management	15		
		MG 4121 Leadership	15		
		MG 4129 Decision Making: A Qualitative Approach	15		
		MK 4104 Digital and Social Media Marketing	15		
		MK 4157 International Marketing	15		
		<b>Subtotal:</b>	<b>15</b>		

<b>Programme Structure - LEVEL 6</b>					
<b>TOTAL LEVEL 6</b>	<b>120</b>	<b>Total optional credits:</b>	<b>45</b>		

Intended learning outcomes at Level 6 are listed below:

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4: Demonstrate knowledge of the concepts, practices and principles related to international business theory and practice.</p> <p>A.5: Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.6. Demonstrate knowledge and understanding of the impact of European economic integration on international business.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:</p> <p>Classes consist of lectures, workshops, discussions, collaborative in-class and take-home projects or complex case studies and specialized video presentations as appropriate. Classes in the capstone module are usually small (up to 15 students), highly interactive and follow a seminar-style format intended to support students in conducting their research project. Lectures at this level are intentionally designed to prepare students for the workplace and/or postgraduate studies. Increased emphasis is placed on higher-level cognitive skills, such as research skills, and on employability skills. There is systematic effort to organize invited lectures, site visits, etc. as opportunities arise, aiming at bringing students closer to the professional practice and helping them establish connections with the professional world.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A.7. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.</p> <p>A.8: Demonstrate comprehensive knowledge and understanding of theories and current research on selected topics in international business and employ theoretical frameworks to evaluate professional practice in real-world contexts.</p> <p>A.9. Demonstrate in depth knowledge and understanding of specialized functions of international corporations.</p>	<p>Classes at Level 6 are highly interactive and characterized by high student engagement in the learning process through their active participation in class, as well as through individual and group project work which constitute a significant part of their learning. In some 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.</p> <p>Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. During office hours students also have the opportunity to receive feedback on draft project work.</p> <p>Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p> <p>At Level 6, assessment of student performance involves varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.</p> <p>Formative assessment may take the form of take-home assignments, complex case analyses, etc., though it does not contribute to the student’s grade. Students typically receive feedback and guidance on draft project work.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>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.</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A.2</b></p> <p>MG 4023 Business Negotiation - (15 UK Credits – Optional)</p> <p>The negotiation process, negotiation and management, and the concepts of power and influence at work and in other settings. Negotiation and the development of business agreements, corporate diplomacy, and the dynamics of bargaining in national and international contexts.</p> <p>MG 4057 Project Management (15 UK Credits – Optional)</p> <p>Project management as an interdisciplinary and cross-functional activity in an organization. Emphasis on the relationship of projects to the management of change and to the approaches and roles required to achieve successful project implementation.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 40xx Managing SMEs (15 UK Credits – Compulsory)</p> <p>Key elements of small and medium enterprises (SMEs) and their unique character in comparison to larger organizations. The strategic position of SMEs in a national and international context. Realities and challenges of managing SMEs. The family business, its creation and evolution.</p> <p>MG 4121 Leadership (15 UK Credits – Optional)</p> <p>Major theories and research findings in leadership. Application of theories and concepts to develop critical thinking and leadership skills. The dynamics of leadership. Topics include motivating and influencing people; power, politics and negotiation; teambuilding; managing conflict, leading decision groups; transformational, strategic leadership and change.</p> <p>MG 4343 Operations Management (15 UK Credits –Compulsory)</p> <p>Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.</p> <p>MK 4104 Digital and Social Media Marketing (15 UK Credits – Optional)</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Study of marketing on the Internet; how marketers can take advantage of the opportunities made possible by digital platforms such as websites, search (paid and organic), mobile and social media.</p> <p><b>A.3</b></p> <p>CS 4267 Applied Business Analytics (15 UK Credits – Optional)</p> <p>Data exploitation for decision making purposes: Data Management, Business Intelligence, Business Analytics, Data Mining and Visualization, Forecasting.</p> <p>MG 4129 Decision-Making: A Qualitative Approach (15 UK Credits – Optional)</p> <p>Rational decision making, in a multi-disciplinary context and in an uncertain, complex environment. The role of decision making in management. Foundations of managerial and strategic decision-making. Interdisciplinary aspects of managerial decision-making. Implementing strategic decisions. Gap analysis and the use of scenarios.</p> <p><b>A.4</b></p> <p>IB 4031 Business in Emerging Markets - (15 UK Credits – Optional)</p> <p>Identification and examination of key emerging markets. Focus on business opportunities inherent in them and their role in the world economy and world trade. Detailed insight into the operating environment of emerging markets.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>IB 4168 Cross-Cultural Management (15 UK Credits – Optional)            Cross cultural management principles and the impact of national cultures on management practice. Managerial perspective of cross-cultural interaction, communication, conflict resolution, leadership and culturally diverse teams.</p> <p>IB 4199 Contemporary Issues in International Business (15 UK Credits – Optional)            Current developments in the field of international business. Emerging mechanisms of collaboration among key actors involved in international business. Focus on Sustainable Development Goals (SDGs) as the global framework for international business.</p> <p>IB 4238 International Business Law (15 UK Credits – Compulsory)            Public and private international law and their implications for business. Focus on sales contract, dispute resolution, competition rules and their impact on business both in the international and European context. Fundamentals of the WTO legal framework.</p> <p><b>A.5</b></p> <p>MG 4028 Corporate Social Responsibility (15 UK Credits – Optional)</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Total systems approach to integrating factors related to the workplace, human rights, the community, the environment and the marketplace into core business strategies. Examination of the economic, environmental and social dimensions necessary for sustainable business success.</p> <p><b>A.6</b>            IB 4118 EU Economic Integration (15 UK Credits – Optional)            EU policy-making, macroeconomic data, and conceptual models, related to the functioning of the Economic and Monetary Union (EMU). Current policy issues and their implications for the business sector.</p> <p><b>A.7</b>            MG 4415 Strategic Management (15 UK Credits – Compulsory)            Sources of competitive advantage, competitive advantage, superior performance. Steps of strategic planning process, analysis of external environment, analysis of internal environment, business-level strategies, corporate-level strategies, corporate governance, business ethics.</p> <p><b>A.8</b>            IB 45xx Capstone Project in International Business (15 UK Credits – Compulsory)</p>



<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Research on contemporary topics in international business, which includes a field research component.</p> <p><b>A.9</b></p> <p>IB 4232 Foreign Direct Investment and Multinational Enterprises (15 UK Credits – Optional)</p> <p>Theories, definitions, issues, magnitude, and the geography of Foreign Direct Investment (FDI) in developed, developing and emerging markets. Organization and structure of the contemporary MNE, strategic cross-border mergers and acquisitions, and implications of MNEs for national competitiveness.</p> <p>IB 4235 Export Strategy and Management (15 UK Credits – Compulsory)</p> <p>Developing export strategy and managing exports in a global environment. Market evaluation and selection; development of an export plan for market entry. Problems and pitfalls in export management.</p> <p>IB 4267 Innovation and Technology Management in International Business (15 UK Credits – Optional)</p> <p>Origins and sources of creativity and innovation and the role of technology as a contemporary strategic imperative for multinational corporations. Innovation strategy, the R&amp;D process and the management of knowledge. Innovation and value creation and sustainability from innovation.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 4120 International Human Resource Management (15 UK Credits – Optional)</p> <p>Analysis of International Human Resource Management (IHRM): issues and practices. Focus on international recruitment, selection, training, global talent management and performance management. International assignments: forms, compensation, benefits and taxes. Labor law and industrial relations in international and EU context.</p> <p>MK 4157 International Marketing (15 UK Credits – Optional)</p> <p>Application of marketing principles to world markets in a variety of social, legal, technological and economic environments. Practices of international trade.</p> <p>LM 4242 Supply Chain Management (15 UK Credits – Optional)</p> <p>Design and management of complex supply chain systems. A systems approach to the management of the activities involved in physically moving raw materials, in-process and finished-goods inventories from point of origin to point of use or consumption. Supply chain management and emerging information technologies.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p> <p>B.5: Evaluate the connections and interrelationships that exist across different subject areas.</p> <p>B.6: Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B.1</b></p> <p>IB 4031 Business in Emerging Markets            IB 4118 EU Economic Integration            IB 4168 Cross-Cultural Management            IB 4199 Contemporary Issues in International Business            IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management            IB 4238 International Business Law            IB 4267 Innovation and Technology Management in International Business            IB 45xx Capstone Project in International Business            CS 4267 Applied Business Analytics            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4028 Corporate Social Responsibility            MG 4057 Project Management            MG 40xx Managing SMEs            MG 4120 International Human Resource Management            MG 4121 Leadership            MG 4129 Decision-Making: A Qualitative Approach            MG 4343 Operations Management            MG 4415 Strategic Management</p>

3B. Cognitive skills	
	MK 4104 Digital and Social Media Marketing MK 4157 International Marketing  <b>B.2</b> IB 4031 Business in Emerging Markets IB 4118 EU Economic Integration IB 4168 Cross-Cultural Management IB 4199 Contemporary Issues in International Business IB 4232 Foreign Direct Investment and MNEs IB 4235 Export Strategy and Management IB 4238 International Business Law IB 4267 Innovation and Technology Management in International Business IB 45xx Capstone Project in International Business CS 4267 Applied Business Analytics LM 4242 Supply Chain Management MG 4023 Business Negotiation MG 4028 Corporate Social Responsibility MG 4057 Project Management MG 40xx Managing SMEs MG 4120 International Human Resource Management MG 4121 Leadership MG 4129 Decision-Making: A Qualitative Approach MG 4343 Operations Management MG 4415 Strategic Management

3B. Cognitive skills	
	<p>MK 4104 Digital and Social Media Marketing MK 4157 International Marketing</p> <p><b>B.3</b>            IB 4031 Business in Emerging Markets            IB 4168 Cross-Cultural Management            IB 4199 Contemporary Issues in International Business            IB 4238 International Business Law            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4028 Corporate Social Responsibility            MG 4121 Leadership            MG 4129 Decision-Making: A Qualitative Approach            MG 4415 Strategic Management</p> <p>Discussion of ethical choices is embedded in almost all courses.</p> <p><b>B.4</b>            IB 4031 Business in Emerging Markets            IB 4118 EU Economic Integration            IB 4168 Cross-Cultural Management            IB 4199 Contemporary Issues in International Business            IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management</p>

3B. Cognitive skills	
	<p>IB 4238 International Business Law            IB 4267 Innovation and Technology Management in International Business            IB 45xx Capstone Project in International Business            CS 4267 Applied Business Analytics            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4028 Corporate Social Responsibility            MG 4057 Project Management            MG 40xx Managing SMEs            MG 4120 International Human Resource Management            MG 4121 Leadership            MG 4129 Decision-Making: A Qualitative Approach            MG 4343 Operations Management            MG 4415 Strategic Management            MK 4104 Digital and Social Media Marketing            MK 4157 International Marketing</p> <p><b>B.5</b>            IB 45xx Capstone Project in International Business            MG 4057 Project Management            MG 4415 Strategic Management</p> <p><b>B.6</b>            CS 4267 Applied Business Analytics</p>

<b>3B. Cognitive skills</b>	
	IB 4232 Foreign Direct Investment and MNEs IB 4235 Export Strategy and Management IB 45xx Capstone Project in International Business MG 4057 Project Management MG 4129 Decision-Making: A Qualitative Approach MG 4343 Operations Management MG 4415 Strategic Management
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b>            IB 45xx Capstone Project in International Business            LM 4242 Supply Chain Management            MG 4057 Project Management            MG 4343 Operations Management            MG 4415 Strategic Management</p> <p><b>C.2</b>            IB 4031 Business in Emerging Markets            IB 4118 EU Economic Integration            IB 4168 Cross-Cultural Management</p>

<b>3C. Practical and professional skills</b>	
<p>C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p>IB 4199 Contemporary Issues in International Business            IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management            IB 4238 International Business Law            IB 4267 Innovation and Technology Management in International Business            IB 45xx Capstone Project in International Business            CS 4267 Applied Business Analytics            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4028 Corporate Social Responsibility            MG 4057 Project Management            MG 40xx Managing SMEs            MG 4120 International Human Resource Management            MG 4121 Leadership            MG 4129 Decision-Making: A Qualitative Approach            MG 4343 Operations Management            MG 4415 Strategic Management            MK 4104 Digital and Social Media Marketing            MK 4157 International Marketing</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b>            CS 4267 Applied Business Analytics</p>



<b>3C. Practical and professional skills</b>	
	<p>IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management            IB 45xx Capstone Project in International Business            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4057 Project Management            MG 4129 Decision-Making: A Qualitative Approach            MG 4343 Operations Management            MG 4415 Strategic Management</p> <p><b>C.4</b></p> <p>IB 4031 Business in Emerging Markets            IB 4118 EU Economic Integration            IB 4168 Cross-Cultural Management            IB 4199 Contemporary Issues in International Business            IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management            IB 4238 International Business Law            IB 4267 Innovation and Technology Management in International Business            IB 45xx Capstone Project in International Business            CS 4267 Applied Business Analytics            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4028 Corporate Social Responsibility</p>

<b>3C. Practical and professional skills</b>	
	<p>MG 4057 Project Management            MG 40xx Managing SMEs            MG 4120 International Human Resource Management            MG 4121 Leadership            MG 4129 Decision-Making: A Qualitative Approach            MG 4343 Operations Management            MG 4415 Strategic Management            MK 4104 Digital and Social Media Marketing            MK 4157 International Marketing</p> <p><b>C.5</b></p> <p>IB 4031 Business in Emerging Markets            IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management            LM 4242 Supply Chain Management            MG 4415 Strategic Management</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4: Take responsibility for own actions in an academic and professional context.</p> <p>D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D.1</b></p> <p>IB 4031 Business in Emerging Markets            IB 4118 EU Economic Integration            IB 4168 Cross-Cultural Management            IB 4199 Contemporary Issues in International Business            IB 4232 Foreign Direct Investment and MNEs            IB 4235 Export Strategy and Management            IB 4238 International Business Law            IB 4267 Innovation and Technology Management in International Business            IB 45xx Capstone Project in International Business            CS 4267 Applied Business Analytics            LM 4242 Supply Chain Management            MG 4023 Business Negotiation            MG 4028 Corporate Social Responsibility            MG 4057 Project Management            MG 40xx Managing SMEs            MG 4120 International Human Resource Management            MG 4121 Leadership            MG 4129 Decision-Making: A Qualitative Approach            MG 4343 Operations Management            MG 4415 Strategic Management</p>

3D. Key/transferable skills	
	<p>MK 4104 Digital and Social Media Marketing MK 4157 International Marketing</p> <p><b>D.2</b> IB 4168 Cross-Cultural Management IB 4232 Foreign Direct Investment and MNEs IB 4235 Export Strategy and Management LM 4242 Supply Chain Management MG 4028 Corporate Social Responsibility MG 4120 International Human Resource Management</p> <p><b>D.3</b> Developed and reinforced throughout the curriculum.</p> <p><b>D.4</b> Developed and reinforced throughout the curriculum.</p> <p><b>D.5</b> Developed and reinforced throughout the curriculum.</p>

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

**BSc in Business Administration (International Business)**

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, human resource management, international business management, finance, and accounting, iv) apply their detailed knowledge of business functions so as to evaluate and solve complex, unstructured problems in business administration and in international business with minimum guidance..

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

Holders of the BSc in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Core economic concepts and principles (EC 1000, EC 1101)
- The legal environment for business (BU 2003)
- Business functional and cross-functional information systems (CS 3051)
- Methodological approaches, frameworks and tools in conducting research in a business context (MA 2021, BU 3233)
- knowledge and understanding of the business functions and internal processes of organizations (MG 2003, MK 2030, MG 3034, MG 4343)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (AF 2007, AF 3116, FN 3105)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- European Union institutions, decision-making processes and policies and their implications for the business sector (IB 3008, IB 4118)
- Concepts, practices and principles related to international business theory and practice (IB 2006, IB 3121, IB 4031, IB 4168, IB 4199)
- Specialized functions of international corporations (IB 4232, IB 4235, IB 4267)

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

- B1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, CS 3051, EC 1000, EC 1101, IB 2006, MA 2021, MG 2003, MK 2030, AF 3116, BU 3233, FN 3105, IB 3008, IB 3121, MG 3034, PH 3005, IB 4031, IB 4118, IB 4168, IB 4199, IB 4232, IB 4235, IB 4267, MG 4343)
- B2: Locate, extract, evaluate and analyze data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (IB 2006, MK 2030, BU 3233, IB 3121, MG 3034, IB 4031, IB 4118, IB 4168, IB 4199, IB 4232, IB 4235, IB 4267, MG 4343)
- B3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, IB 2006, MG 2003, BU 3233, IB 3121, MG 3034, PH 3005, IB 4031, IB 4118, IB 4168, IB 4199)

- B4: Critically analyze, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116, BU 3233, CS 3051, FN 3105, IB 3121, MG 3034, PH 3005, IB 4031, IB 4118, IB 4168, IB 4199, IB 4232, IB 4235, IB 4267, MG 4343)
- B6: Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making. (IB 4232, IB 4235, MG 4343)
- C1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021, AF 3116, BU 3233, FN 3105, MG 4343)
- C2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, CS 3051, IB 3121, MA 2021, MG 3034, BU 3233, IB 4031, IB 4118, IB 4168, IB 4199, IB 4232, IB 4235, IB 4267, MG 4343)
- C3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2007, AF 3116, BU 3233, FN 3105, IB 4232, IB 4235, MG 4343)
- C4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (IB 2006, MG 2003, MK 2030, AF 3116, FN 3105, IB 3121, MG 3034, PH 3005, IB 4031, IB 4118, IB 4168, IB 4199, IB 4232, IB 4235, IB 4267, MG 4343)
- C5: 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. (IB 3121, IB 4031, IB 4232, IB 4235)
- D1: Communicate ideas effectively orally and/or in writing in a professional context. (IB 2006, MK 2030, BU 3233, CS 3051, IB 3121, MG 3034, IB 4031, IB 4118, IB 4168, IB 4199, IB 4232, IB 4235, IB 4267, MG 4343)
- D2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, IB 3121, IB 4232, IB 4235)
- D3: Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- D4: Take responsibility for own actions in an academic and professional context. (All modules)
- D5: Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

### **BSc in BUSINESS ADMINISTRATION (INTERNATIONAL BUSINESS) (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

EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS

MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS

MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS

IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS  
MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

**Optional Modules:**

None

**Level 5**

AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS  
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  
IB 3008 BUSINESS IN THE EUROPEAN UNION (LEVEL 5) – 15 CREDITS  
IB 3121 GLOBAL BUSINESS MANAGEMENT (LEVEL 5) – 15 CREDITS  
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS  
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

**Level 6**

IB 4235 EXPORT STRATEGY AND MANAGEMENT (LEVEL 6) – 15 CREDITS  
MG 4343 OPERATIONS MANAGEMENT (LEVEL 6) – 15 CREDITS

**Optional modules:**

IB 4031 BUSINESS IN EMERGING MARKETS (LEVEL 6) – 15 CREDITS  
IB 4118 EU ECONOMIC INTEGRATION (LEVEL 6) – 15 CREDITS  
IB 4168 CROSS-CULTURAL MANAGEMENT (LEVEL 6) – 15 CREDITS  
IB 4199 CONTEMPORARY ISSUES IN INTERNATIONAL BUSINESS (LEVEL 6) – 15 CREDITS  
IB 4232 FOREIGN DIRECT INVESTMENT AND MNES (LEVEL 6) – 15 CREDITS  
IB 4267 INNOVATION AND TECHNOLOGY MANAGEMENT IN INTERNATIONAL BUSINESS (LEVEL 6) – 15 CREDITS

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

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

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

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

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

Academic advising is primarily carried out by the Department Head/Program Coordinator in coordination with the Academic Advising Office. Students also consult International Business 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 International Business Society represents International Business students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

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



Curricular Transcript includes the following categories: academic enrichment, scholarly engagement, academic honours, awards, scholarships, fellowships, athletics, college engagement and leadership, community service and volunteerism. It is available to students through the Registrar's Office.

The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

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

#### Work-based Learning - Internship Opportunities

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

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

#### Disability Status and Provisions

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

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

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

The Office of Student Affairs is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

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

#### 6. Criteria for admission

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

##### The Admissions Process

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

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

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

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

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

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

The following is required for all freshmen applicants:

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

#### Evidence of Proficiency in English

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

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

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

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

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

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

#### 7. Language of study

English

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

N/A

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

N/A

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

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

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

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

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

The College is an institutional member of the Faculty Resource Network (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach

more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

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

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

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

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

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

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

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

The IB pathway was thoroughly reviewed and revised in the context of the periodic review of the pathway in preparation for its revalidation in Spring 2021. The review and revision were informed by the five-year experience of delivering the pathway; the feedback received during the past years by the External Examiners and the Board of Examiners; the regular and systematic feedback received by students, formally, through course evaluations and the Senior Exit Survey and informally, through regular interaction with students during office hours, class interaction and Society events and through targeted initiatives of the department (s. Section 13); through regular communication with industry professionals and industry networks (s. Sections 3 and 4); through developments in the subject area and the field of international business (s. Section 3); and, through the research and professional activity of the faculty of the department who are active researchers in the field and have regular interactions with the academic community (s. Section 11).

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

- Number of optional modules in the curriculum and need for more flexibility in the selection of optional modules.
- Elimination of overlap in the curriculum.
- Alignment of curriculum and individual modules with contemporary developments and recent trends in academia and professional practice.

- Student assessment needs to be more varied and creative, and should enable a more systematic integration of key transferrable skills (e.g. presentation, teamwork) in the curriculum.
- Increased emphasis on research and employability skills throughout the curriculum.

In order to improve the IB pathway in the aforementioned areas, the program team introduced changes to the program outcomes and goals, curriculum structure, assessment strategy, and individual modules. Changes to the program learning outcomes aimed at enhancing the award's alignment with the 2019 QAA Subject Benchmark Statement and developments in the business and management field as discussed in earlier sections.

#### **Curriculum Structure:**

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

##### **Level 4:**

- CS 2179 Business Information Systems was removed from Level 4 (a business technology module is included now in Level 5).
- Replacing CS 2179, EC 1000 Principles of Microeconomics is introduced in Level 4. Please note that this module was already part of the US curriculum, however, the team considered that it should now be part of the validated curriculum, as knowledge of the economic dimension of business is explicitly stated in the QAA subject benchmarks.
- The module BU 2003 Business Legal Issues became a 15-credit module, as opposed to a 10-credit module previously, in order to enable a more comprehensive coverage of the legal dimension of business.
- As a result of the above, AF 2007 Financial Accounting became a 15-credit module, as opposed to a 20-credit module previously, as it was considered that accounting content, covered through two modules in the curriculum, was sufficient.

As a result of these changes, the curricula of Business Administration pathways at Level 4 are more consistent, exposing students of the BA pathways to the same foundational knowledge in business functions, economics, statistics and legal issues, while also introducing them to specialized knowledge of each pathway through an introductory module.

##### **Level 5:**

- CS 3051 Business Driven Technology is introduced. The team considered that given increased computer literacy of students nowadays, students will benefit from more advanced knowledge in business technology.
- As a result of the above, the module IB 4199 (previously IB 3199) Contemporary Issues in International Business moved to the optional part of the curriculum at Level 6. The team considered that topics included in this module were covered in other IB modules, so the module did not need to be required.

##### **Level 6:**

- The module MG 4740 Business Strategy was replaced by MG 4415 Strategic Management. MG 4740 was formerly the capstone module of the Business Administration pathways. As the teams wanted to increase emphasis on the acquisition of research skills, a 'specialized' research-oriented capstone module was introduced (s. next point).
- A new pathway-specific capstone project module is introduced (IB 45xx Capstone Project in International Business), embedding a major, individual research project which students are expected to conduct with supervision from the module instructor through in-class tutorial-style seminars. This change was introduced in order to strengthen the research skills of management students which are critical in preparing them for postgraduate studies and for careers in business. The proposed capstone module is assessed entirely

through a research project in the field of international business and includes a small-scale field research component. The capstone module is essentially the evolution of the module IB 4544 International Management, which also embedded a major research project with a small field-research component accounting, however, for 70% of the mark and also including a 30% written examination which assessed taught material. The new capstone project module will not have a taught component and it will be entirely assessed through the capstone project.

- The list of optional modules was renewed with the addition of several optional modules. The enriched optional list will help students to match their program of studies to their individual interests and anticipated career paths, hence also supporting their employability. In particular, the following modules were included as optional: CS 4267 Applied Business Analytics (given the rising importance and prevalence of big data, as was also uncovered during the industry focus groups); MG 41xx Managing SMEs (given the increasing importance of SMEs for local and global economies and the dominance of SMEs in the Greek business landscape); MG 4023 Business Negotiation, MG 4121 Leadership, and MG 4129 Decision Making: A Qualitative Approach (given increasing emphasis on the development of soft skills, following the QAA Subject Benchmark Statements and as also emerged during the industry focus groups); MG 4057 Project Management (following insights from the industry focus group – see Section 4); MK 4104 Digital and Social Media Marketing (given widespread use of social media marketing in business and following emphasis during the industry focus groups in Section 4).
- The module IB 4118 EU Economic Integration (formerly IB 4118 EU Economic and Funding Policies) moved to the optional part of the curriculum in alignment with the program team's decision to offer students more choice in customizing the curriculum to their individual interests (s. also student feedback in Section 13).
- IB 4168 Cross-Cultural Management is a new optional IB module aimed at imparting cross-cultural competence in students. The intention of the program team is to embed in the module an immersive experience through a global virtual team project in partnership with other colleges or universities in other parts of the world. In setting up this collaboration, the program team has already contacted the Global Liberal Arts Alliance (Deree is a member), as well as Albion College in the United States and initial feedback is very promising.
- Finally, IB 4235 Export Strategy and Management became a required module in the IB program. This was decided in response to industry developments and following the report of the Hellenic Federation of Enterprises (SEV), identifying the profession of a Trade Promotion Officer among the top-10 list of contemporary occupations "with high demand and a future in the productive economy". Given that this module also embeds a live project (the development of an export business plan for a 'real' company), the program team considered that it was an important module for strengthening the employability of all IB students.

**Assessment strategy:**

The assessment strategy of the pathway was thoroughly reviewed and the program team identified the following areas for improvement:

- a. Module assessment needs to adopt more creativity and innovation (OU Panel recommendation).
- b. Program assessment needs to rely less on written, unseen examinations. External Examiners have encouraged the teams to make the programs more 'user friendly' by reducing reliance on exams.
- c. A research-oriented capstone was missing from the previous curriculum.

- d. Module assessment needs to adopt a stronger management problem solving approach in order to offer students the opportunity to establish connections between theory and professional/ industry practice (OU Panel recommendation).

The program team proposes the following actions in order to improve the effectiveness and appropriateness of assessment methods:

- a. In order to adopt more creativity and innovation in module assessment, the program team introduced varied assessment throughout the curriculum.
- In the introductory module of the pathway at Level 4 (IB 2006), the program team replaced the midterm examination with a project which requires students to review the literature on developments in the international business environment and discuss implications for the IB manager. Based on the findings of the literature review, the project embeds a Personal Development Plan requiring students to reflect upon the professional skills and competences that students will need to develop throughout their studies in order to succeed as future (international) business professionals. Hence, already at Level 4 the pathway prepares students for research work at Levels 5 and 6 and also encourages students to think of their employability early on in their studies.
  - At Level 5, the final, 2-hour, unseen examination of IB 3008 Business in the European Union is converted to a 24-hour take home exam in order to enable students to engage with the knowledge acquired in the module more critically.
  - The teamwork assessment in IB 3121 Global Business Management now weighs 70% of the mark (vs. 60% previously) and includes peer assessment, as well as individual reflection upon the group project. The module team developed a peer assessment protocol based on the widely used Comprehensive Assessment of Team Member Effectiveness (CATME) instrument of Loughry, Ohland and Moore (2007) and, specifically, on the Behaviorally Anchored Rating Scale (BARS) version of this instrument (Ohland, Loughry, Woehr et al., 2012). Peer assessment reflects a higher degree of student engagement in the learning process as is emphasized in the 2019 QAA Subject Benchmark Statement (Business and Management). Following the encouragement of the External Examiner, this protocol is now adopted by all IB modules incorporating teamwork assessment.
  - At Level 6, and as already mentioned IB 45xx Capstone Project in International Business incorporates an individual research project accounting for 100% of the total mark.
  - IB 4235 Export Strategy and Management maintains the live project assessment which accounts for 100% of the mark and incorporates a group presentation to industry professionals. The assessment includes peer assessment and individual reflection as described above.
  - In the newly introduced IB 4168 Cross-Cultural Management, the module team includes a group project with the intention of creating an immersive experience through a virtual global team project in collaboration with other institutions (s. Section 4). Again, the assessment will embed peer evaluation and individual reflection.
  - In the optional IB 4232 Foreign Direct Investment and MNEs the module team introduced a live group project assessment with the intention of having student teams work on a business problem assigned by a multinational company or a subsidiary of a multinational. As mentioned in Section 4, industry contacts have already been established.
  - Several optional business modules now embed group work and/or presentation (e.g. LM 4242 Supply Chain Management, MG 4120 International HRM, MG 4028 Corporate Social Responsibility), whereas the required MG 4415 Strategic Management incorporates an individual complex business case analysis.



- Hence, assessment throughout the pathway is now more varied and creative incorporating various types of assessment which offer students the opportunity to engage more critically and creatively with the knowledge learned. Assessment is also strongly oriented towards imparting and assessing key transferrable skills, hence enhancing the employability of graduates.
- b. The assessment strategy at Level 6 has been revised in order to place more emphasis on project work as opposed to examinations. Therefore, the previous 40% (project) and 60% (exam) assessment design has been changed to 60% (project) and 40% (exam) for nearly all modules as applicable.
- c. As mentioned earlier, the IB pathway now includes a capstone project which requires students to conduct a research project incorporating a small field research component. This is intended to reinforce students research skills and prepare them for postgraduate studies.
- d. As shown in point (a) above, assessment throughout the pathway adopts an evident management problem-solving orientation in that assessment tasks systematically require students to establish direct connections between the knowledge acquired in class and 'real-world' industry practice. In some cases, assessment involves the industry directly in the form of live projects, which offer students the opportunity to conduct projects in 'real' companies and, hence, connect them to the business world. In conducting such projects, students also strengthen their employability skills.

#### **Individual Modules:**

At the level of individual modules, the program team reviewed thoroughly all syllabi components in terms of prerequisites, catalogue description, rationale, learning outcomes, teaching and learning strategies, assessment methods (s. above), 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.

In addition, the program team looked specifically at the coverage of Emerging Markets in individual modules in response to the OU Panel's recommendation in 2015 "to ensure that the aspects relating to emerging markets are fully and explicitly addressed within the specific IB pathway". It is important to note that the program team responded to the specific recommendation in its annual reports to the OU every year reporting on assessment tasks (formative and summative) as well as taught material referring specifically to Emerging Markets. As evidenced in these reports, reference to emerging markets takes place throughout the curriculum. An additional action taken in the context of the pathway's revalidation is the change of the core textbook of the introductory module IB 2006 which now instructs the text of Cavusgil and colleagues. In addition to its stronger business orientation, the specific title was chosen because it devotes a chapter to emerging markets, hence exposing students to the importance of emerging markets early on in the curriculum. Moreover, group project work in IB 3121 and IB 4235 all too often targets emerging markets, either following the initiative of student teams themselves or at the request of the businesses involved in the live project of IB 4235. Indicatively, out of the 52 team projects submitted in the context of the teamwork assessment in IB 3121 (involves the development of an international business plan for entry of a Greek company into a foreign market), 23 involved developing or emerging markets. In IB 4235, where country selection for the live project is often made by the company 'commissioning' the project, in three out of seven semesters the focus was on a developing or emerging market.

In addition, in the new IB 4168 Cross-Cultural Management, the module team aims to partner at least with one institution from a developing country, either from Africa, Latin America or South-East Asia. (The Global Liberal Arts Alliance has partner institutions from these regions.) The

intention is to immerse students in developing countries' cultures through the global virtual team project. Emerging Markets are discussed in virtually all IB modules, and, obviously, the module IB 4031 Business in Emerging Markets focuses entirely on Emerging Markets. Hence, the program team considers that content related to Emerging Markets is fully covered throughout the IB curriculum.

The above changes were deemed necessary in order to revise the IB pathway, remedy issues that emerged since its revalidation in 2015, and reinforce its academic orientation, which is now even more aligned with institutional objectives and Open University standards and QAA subject benchmarks.

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

Annexe 1: Curriculum map

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

Annexe 3: Notes on completing the OU programme specification template

### Annexe 1 - Curriculum map

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

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
4	AF 2007 Financial Accounting		✓							✓						✓	✓	✓						✓	✓	✓
	BU 2003 Business Legal Issues	✓								✓		✓												✓	✓	✓
	EC 1000 Principles of Microeconomics	✓								✓														✓	✓	✓
	EC 1101 Principles of Macroeconomics	✓								✓														✓	✓	✓
	IB 2006 International Business				✓					✓	✓	✓					✓		✓		✓		✓	✓	✓	
	MA 2021 Applied Statistics			✓						✓						✓	✓	✓					✓	✓	✓	
	MG 2003 Management Principles		✓							✓		✓							✓				✓	✓	✓	
	MK 2030 Introduction to Marketing		✓							✓	✓								✓		✓		✓	✓	✓	

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
5	AF 3116 Management Accounting		✓							✓						✓		✓	✓							
	BU 3233 Business Research Methods			✓						✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	
	CS 3051 Business Driven Technology		✓							✓	✓		✓				✓				✓		✓	✓	✓	
	FN 3105 Financial Management		✓							✓			✓			✓		✓	✓				✓	✓	✓	
	MG 3034 Managing People and Organizations		✓							✓	✓	✓	✓						✓		✓		✓	✓	✓	
	IB 3008 Business in the European Union						✓			✓	✓												✓	✓	✓	
	IB 3121 Global Business Management				✓					✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	
	PH 3005 Business Ethics					✓				✓		✓	✓						✓				✓	✓	✓	

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	IB 4235 Export Strategy and Management										✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	IB 4238 International Business Law				✓						✓	✓	✓	✓				✓		✓		✓		✓	✓	✓
	IB 45xx Capstone Project in International Business							✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
	MG 4343 Operations Management		✓							✓	✓		✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
	MG 4415 Strategic Management							✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	<b>Option 1</b>																									
	IB 4031 Business in Emerging Markets	✓			✓					✓	✓	✓	✓					✓		✓	✓	✓		✓	✓	✓
	IB 4118 EU Economic Integration						✓			✓	✓		✓					✓		✓		✓		✓	✓	✓
	IB 4168 Cross-Cultural Management				✓					✓	✓	✓	✓					✓		✓		✓	✓	✓	✓	✓
	IB 4199 Contemporary Issues in International Business				✓					✓	✓	✓	✓					✓		✓		✓		✓	✓	✓
	IB 4232 Foreign Direct Investment and Multinational Enterprises									✓	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	IB 4267 Innovation and Technology Management in International Business									✓	✓		✓					✓		✓		✓		✓	✓	✓
	<b>Option 2</b>																									
	CS 4267 Applied Business Analytics			✓						✓	✓		✓		✓			✓	✓	✓		✓		✓	✓	✓
	LM 4242 Supply Chain Management				✓					✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MG 4023 Business Negotiation		✓							✓	✓	✓	✓					✓	✓	✓		✓		✓	✓	✓
	MG 4028 Corporate Social Responsibility					✓				✓	✓	✓	✓					✓		✓		✓	✓	✓	✓	✓
	MG 4057 Project Management				✓					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
	MG 40xx Managing SMEs		✓							✓	✓		✓					✓		✓		✓		✓	✓	✓

MG 4120 International Human Resource Management												✓	✓		✓			✓		✓	✓	✓	✓	✓	✓
MG 4121 Leadership				✓								✓	✓	✓	✓			✓		✓		✓	✓	✓	✓
MG 4129 Decision Making: A Qualitative Approach			✓									✓	✓	✓	✓		✓		✓	✓		✓		✓	✓
MK 4104 Digital and Social Media Marketing												✓	✓		✓			✓		✓		✓		✓	✓
MG 4157 International Marketing												✓	✓		✓			✓		✓		✓		✓	✓

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

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

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

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										





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

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