

## 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 (Entrepreneurship Management)</li> <li>b. BSc in Business Administration (Entrepreneurship Management)</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>	
<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>	September 2024

**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 Entrepreneurship Management 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 SBE mission.

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

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

### **Entrepreneurship Management Programme mission**

In congruence with the mission statements of the College and the School of Business and Economics, the mission of the Entrepreneurship Management programme is to generate an academic and professional environment, in which students can learn and practice the discipline of entrepreneurship management and faculty can contribute to it.

### **Educational Aims**

The Entrepreneurship Management programme aims to provide students with a thorough grounding in theoretical and applied aspects of entrepreneurship practice. The programme equips students with the appropriate tools to become successful professionals in today's global market environment. Students completing the programme will be able to pursue graduate studies other business-related fields or/and careers in individual entrepreneurship or corporate entrepreneurship (intrapreneurship).

The overall **goals** of the Entrepreneurship Management programme are:

1. Provide students with knowledge and understanding of businesses, their management and the challenges of innovation and growth in contemporary globalized business environments
2. Develop students' personal and professional competences and skills required to start their own business venture or pursue a managerial career in start-ups, fast-growing companies, or innovation-led organizations
3. Prepare students for postgraduate education in business and other related fields
4. Provide students with understanding of ethical issues related to theory and practice of entrepreneurship management so that they become informed citizens and responsible professionals.
5. Prepare students for lives of reflection and lifelong learning.

More specifically, the entrepreneurship management programme aims to produce students with the following **competencies**

1. Demonstrate knowledge and understanding of the changing business environment and its impact on business and entrepreneurial ventures.
2. Demonstrate in-depth knowledge and understanding of the internal aspects, functions and processes of organizations and entrepreneurial ventures.
3. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making.
4. Demonstrate the ability to make sound decisions at the operational and strategic levels in a world of increasing complexity and uncertainty.
5. Demonstrate ability to think critically, analytically and creatively as business professionals and citizens.
6. Demonstrate the acquisition of professional skills and competences required to function effectively in business across national and cultural boundaries.
7. Demonstrate the acquisition of personal and interpersonal skills and competences supporting their professional development and employability across 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 in the concepts, practices and principles related to entrepreneurship management 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 in-depth knowledge and critical understanding of key processes and strategies involved in the growth of business ventures in domestic and/or foreign markets.

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 entrepreneurship management and employ theoretical frameworks or approaches to evaluate professional practice in real-world contexts.

#### **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.

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

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

### Liberal Education Curriculum

<b>Liberal Education</b> .....	<b>43</b>
<i>Required:</i> <b>22</b>	
WP 1010 Introduction to Academic Writing.....	3
WP 1111 Integrated Academic Writing Ethics.....	3
WP 1212 Academic Writing and Research.....	3
MA 2109 Applied Calculus*.....	3
HC 2300 Professional Communication.....	3
CS 1070 Introduction to Information Systems.....	3
Any Natural Science with Lab.....	4
<i>Elective:</i> <b>21</b>	
Natural Science.....	3
Three courses in Social Sciences.....	9
Two courses in Humanities.....	6
One Course in Fine and Performing Arts.....	3

\* The prerequisite, MA 1008, may be fulfilled through appropriate academic evaluation

### 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 (Entrepreneurship Management)
- b. BSc in Business Administration (Entrepreneurship Management)
- 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>1</b>
AF 2007 Financial Accounting	15	None			
BU 2003 Business Legal Issues	15				
EC 1000 Principles of Microeconomics	15				
EC 1101 Principles of Macroeconomics	15				
MA 2021 Applied Statistics	15				
MG 2003 Management Principles	15				
MG 2062 Introduction to Entrepreneurship	15				
MK 2030 Introduction to Marketing	15				
<b>TOTAL LEVEL 4</b>	<b>120</b>				

Intended learning outcomes at Level 4 are listed below:



<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.4: Demonstrate knowledge in the concepts, practices and principles related to entrepreneurship management 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 programme) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses, tutorial tasks, etc., though it does not contribute to the student’s grade.</p> <p>Summative assessments assess learning outcomes oriented towards knowledge and understanding and includes a mix of assessments such as individual projects, business cases, midterm and final examinations. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A.1</b> 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) 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) Introduction to basic concepts and principles of company law, intellectual property law, contract law, tort law and employment law, and overview of selected emerging legal issues.</p> <p><b>A.2</b> AF 2007 Financial Accounting (15 UK Credits – Compulsory) Introduction to principles, concepts and procedures of the financial accounting cycle of services and merchandising businesses. Preparation and interpretation of financial statements as a source of financial information required in a business context.</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 2003 Management Principles (15 UK Credits – Compulsory)</p> <p>Nature, functions and responsibilities in the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning and decision-making, organizing, leading and controlling.</p> <p>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>MG 2062 Introduction to Entrepreneurship Management (15 UK credits-Compulsory)</p> <p>The significance of entrepreneurship to an economy. Theory and practice of entrepreneurship in start-ups and in established organizations. Entrepreneurial behaviors and challenges.</p>

<b>Learning Outcomes – LEVEL 4</b>	
<b>3A. Knowledge and understanding</b>	
<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            MA 2021 Applied Statistics            MG 2003 Management Principles            MG 2062 Introduction to Entrepreneurship Management            MK 2030 Introduction to Marketing</p> <p><b>B.2</b>            MK 2030 Introduction to Marketing</p>

<b>3B. Cognitive skills</b>	
	<p><b>B.3</b>            BU 2003 Business Legal Issues            MG 2062 Introduction to Entrepreneurship Management            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            MA 2021 Applied Statistics            MK 2030 Introduction to Marketing</p> <p>Use of information technology is embedded in almost all business modules.</p>

3C. Practical and professional skills	
	<p><b>C.3</b> AF 2007 Financial Accounting MA 2021 Applied Statistics</p> <p><b>C.4</b> MG 2003 Management Principles MG 2062 Introduction to Entrepreneurship Management MK 2030 Introduction to Marketing</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.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> 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>

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

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

Typically, holders of the qualification will be able to:

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

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

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

- Core entrepreneurship management concepts, principles and practices system (MG 2062)



- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1101, EC 1000)
- 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:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, EC 1000, EC 1101, MA 2021, MG 2003, MG 2062, MK 2030)
- Locate, extract, evaluate and analyze data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 2062, MK 2030)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, MG 2062, MG 2003)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, MK2030)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (AF 2007, MA 2021)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (MG 2003, MG 2062, MK 2030)
- Communicate ideas effectively orally and/or in writing in a professional context. (MK 2030)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

<b>CERTIFICATE OF HIGHER EDUCATION IN BUSINESS ADMINISTRATION (120 CREDITS)</b>
<p><b>Compulsory Modules:</b></p> <p><b>Level 4</b>  AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS  BU 2003 BUSINESS LEGAL ISSUES (LEVEL 4) – 15 CREDITS</p>

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  
MG 2062 INTRODUCTION TO ENTREPRENEURSHIP MANAGEMENT (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	15	None			
BU 3233 Business Research Methods	15				
CS 3051 Business Driven Technology	15				
FN 3105 Financial Management	15				
MG 3034 Managing People and Organizations	15				
MG 3019 Corporate Entrepreneurship and Innovation	15				
MG 3033 New Ventures Creation	15				
PH 3005 Business Ethics	15				
<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 entrepreneurship management 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>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>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>At Level 5, assessment of student performance involves more varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses of more complex nature, tutorial tasks, etc., though it does not contribute to the student’s grade. Students typically receive feedback on draft project work.</p> <p>Summative assessments assess learning outcomes oriented towards application and analysis and require a degree of critical thinking capacity. They include assessments such as individual and group projects and presentations, complex business cases, as well as midterm and final examinations. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises of an increased level of challenge. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A.2</b></p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<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 to examine the role of financial management within companies, the nature of financial decisions companies make, the implementation of investment appraisal techniques, and the importance of capital structure and its implications for the company.</p> <p>MG 3034 Managing People and Organizations (15 UK Credits – Compulsory)</p> <p>Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work. Implications for managers in enacting work and people management activities.</p> <p>CS 3051 Business Driven Technology (15 UK Credits – Compulsory)</p> <p>Theories and practices on the role and use of information systems and technology in transforming organizations through streamlining business</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>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>            MG 3019 Corporate Entrepreneurship and innovation (15 UK Credits – Compulsory)            Managing innovation in start-ups and in existing organizations. Skills for introducing, analyzing, and managing the offering of break-through products and services. Practical application of innovation inside corporations.</p> <p>MG 3033 New Ventures Creation (15 UK Credits – Compulsory)            New venture formation and entrepreneurship. Contemporary methods and best practices for the entrepreneur to plan, launch, and operate a new venture. Creation of a business plan.</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>A.5</b></p> <p>PH 3005 Business Ethics (15 UK Credits – Compulsory)</p> <p>Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.</p>
<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            FN 3105 Financial Management            MG 3019 Corporate Entrepreneurship and innovation            MG3033 New Ventures Creation            MG 3034 Managing People and Organizations            CS 3051 Business Driven Technology            PH 3005 Business Ethics</p>



3B. Cognitive skills	
<p>B.4: Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p>	<p><b>B.2</b>            BU 3233 Business Research Methods            MG 3019 Corporate Entrepreneurship and innovation            MG3033 New Ventures Creation            MG 3034 Managing People and Organizations            CS 3051 Business Driven Technology</p> <p><b>B.3</b>            BU 3233 Business Research Methods            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            FN 3105 Financial Management            MG 3019 Corporate Entrepreneurship and innovation            MG3033 New Ventures Creation            MG 3034 Managing People and Organizations            PH 3005 Business Ethics            CS 3051 Business Driven Technology</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>C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business</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            MG 3033 New Ventures Creation</p> <p><b>C.2</b>            BU 3233 Business Research Methods            CS 3051 Business Driven Technology            MG 3019 Corporate Entrepreneurship and Innovation            MG 3033 New Ventures Creation            MG 3034 Managing People and Organization</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>

<b>3C. Practical and professional skills</b>	
	<p>MG 3033 New Ventures Creation</p> <p><b>C.4</b></p> <p>AF 3116 Management Accounting            FN 3105 Financial Management            MG 3034 Managing People and Organizations            MG 3019 Corporate Entrepreneurship and innovation            MG 3033 New Ventures Creation            PH 3005 Business Ethics</p> <p><b>C.5</b></p> <p>MG 3019 Corporate Entrepreneurship and Innovation            MG 3033 New Ventures Creation</p>
<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><u>Where it is taught and assessed:</u></p> <p><b>D.1</b></p> <p>MG 3019 Corporate Entrepreneurship and innovation            MG 3033 New Ventures Creation</p>

<b>3D. Key/transferable skills</b>	
<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>MG 3034 Managing People and Organizations            BU 3233 Business Research Methods            CS 3051 Business Driven Technology</p> <p><b>D.2</b>            BU 3233 Business Research Methods            MG 3019 Corporate Entrepreneurship and innovation            MG 3033 New Ventures Creation</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 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, new ventures creation, corporate innovation, finance, and accounting, iv) recognize and be familiar with the use of information technology for business, 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 Certificate of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of:

- Core entrepreneurship management concepts, principles and practices system (MG 2062)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1101, EC 1000)
- 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)

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

- Methodological approaches, frameworks and tools in conducting research in a business context (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (AF 3116, FN 3105)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Processes and principles involved in the creation and practical application of innovation in organizations (MG 3019)
- Processes and principles involved in the creation of entrepreneurial ventures (MG 3133)
- Business functional and cross-functional information systems (CS 3051)

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

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, CS 3051, EC 1000, EC 1101, MA 2021, MG 2003, MG 2062, MK 2030, AF 3116, BU 3233, FN 3105, MG3019, MG3033, MG 3034, PH 3005)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 2062, MK 2030, BU 3233, MG3019, MG3033, MG 3034, CS 3051)

- 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, MG2062, BU 3233, MG 3034, PH 3005)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116, BU 3233, FN 3105, MG3019, MG3033, MG 3034 , PH 3005, CS 3051)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as student's progress through the curriculum. (AF 2007, MA 2021, MG3033, AF 3116, BU 3233, FN 3105)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, CS 3051, MA 2021, MG3019, MG3033, MG3034, BU 3233, MK 2030)
- 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, MG3033)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (MG 2003, MG 2062, MK 2030, AF 3116, FN 3105, MG3019, MG3033, MG 3034, PH 3005)
- 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.(MG 3019, MG 3033)
- Communicate ideas effectively orally and/or in writing in a professional context. (MK 2030, MG3019, MG3033, MG 3034, BU 3233)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, MG3019, MG3033)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

<b>DIPLOMA OF HIGHER EDUCATION IN ENTREPRENEURSHIP MANAGEMENT (240 CREDITS)</b>
<p><b>Compulsory Modules:</b></p> <p><b>Level 4</b>  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</p>

MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS  
MG 2062 INTRODUCTION TO ENTREPRENEURSHIP MANAGEMENT (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  
MG 3019 CORPORATE ENTREPRENEURSHIP AND INNOVATION (LEVEL 5) – 15 CREDITS  
MG 3033 NEW VENTURES CREATION (LEVEL 5) – 15 CREDITS  
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS  
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

**Optional modules:**

None

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
MG 4173 Entrepreneurial Finance	15	<u>ONE OF THE FOLLOWING:</u>			
MG 4155 Entrepreneurship Theory	15	IB 4235 Export Strategy & Management	15		
MG 4188 Digital Marketing for Entrepreneurship	15	IB 4232 FDI & MNEs	15		
MG 4343 Operations Management	15	MG 4156 Enterprise Growth	15		
MG 4415 Strategic Management	15	<b>Subtotal:</b>	<b>15</b>		
MG 4586 Capstone Project in ENT Management	15	<u>ONE OF THE FOLLOWING:</u>			
		CS 4267 Applied Business Analytics	15		
		IB 4031 Business in Emerging Markets	15		
		LM 4242 Supply Chain Management	15		
		MG 4023 Business Negotiations	15		
		MG 4028 Corporate Social Responsibility	15		
		MG 4091 Managing SMEs (new)	15		
		MG 4057 Project Management	15		
		MG 4121 Leadership	15		
		MG 4129 Decision Making: A Qual. Approach	15		
		MG 4131 Strategic HRM	15		
		<b>Subtotal:</b>	<b>15</b>		
		<b>Total optional credits</b>	<b>30</b>		
<b>Total compulsory Level 6</b>	<b>90</b>				
<b>TOTAL LEVEL 6</b>	<b>120</b>				

Intended learning outcomes at Level 6 are listed below:



<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.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 entrepreneurship management 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 in-depth knowledge and critical understanding of key processes and strategies involved in the growth of business ventures in domestic and/or foreign markets.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:</p> <p>Classes consist of lectures, workshops, discussions, collaborative in-class and take-home projects or complex case studies and specialized video presentations as appropriate. Classes in the capstone module are usually small (up to 15 students), highly interactive and follow a seminar-style format intended to support students in conducting their research project. Lectures at this level are intentionally designed to prepare students for the workplace and/or postgraduate studies. Increased emphasis is placed on higher-level cognitive skills, such as research skills, and on employability skills. There is systematic effort to organize invited lectures, site visits, etc. as opportunities arise, aiming at bringing students closer to the professional practice and helping them establish connections with the professional world.</p> <p>Classes at Level 6 are highly interactive and characterized by high student engagement in the learning process through their active participation in class, as well as through individual and group project work which constitute a significant part of their learning. In some courses live projects bring students in direct contact with the industry. Students are required to make extensive use of the library and academic resources on their own, hence shaping their own learning.</p>

<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 entrepreneurship management and employ theoretical frameworks or approaches to evaluate professional practice in real-world contexts.</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 programme) 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.1</b>            IB 4031 Business in Emerging Markets - (15 UK Credits – Elective)            Identification and examination of key emerging markets. Focus on business opportunities inherent in them and their role in the world economy. Detailed insight into the operating environment of emerging markets, including their socio-cultural, economic, political and institutional frameworks.</p> <p><b>A.2</b>            MG 4023 Business Negotiation - (15 UK Credits – Elective)</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<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 – Elective)</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> <p>MG 4121 Leadership (15 UK Credits – Elective)</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 4131 Strategic Human Resource Management (15 UK Credits – Elective)</p> <p>Strategic management of people to enhance the organization’s effectiveness. Human resource management theories, capturing strategic, institutional, contextual, critical, and sustainability perspectives. Students deepen their knowledge on HRM strategy and develop a related case study based on primary and secondary research.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>LM 4242 Supply Chain Management (15 UK Credits – Elective)</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> <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><b>A.3</b></p> <p>MG 4129 Decision-Making: A Qualitative Approach (15 UK Credits – Elective)</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>

**Learning Outcomes – LEVEL 6**

**3A. Knowledge and understanding**

CS 4267 Applied Business Analytics (15 UK Credits – Elective)

Data exploitation for decision making purposes: Data Management, Business Intelligence, Business Analytics, Data Mining and Visualization, Forecasting.

**A.4**

MG 4173 Entrepreneurial Finance (15 UK Credits – Compulsory)

This course provides a rigorous and systematic study of theories and tools necessary for entrepreneurs to start build and harvest a successful venture. The course focuses on the understanding of financial planning specifics for new and small- scale businesses and the qualities required to obtain financing by primarily private investors.

MG 4155 Entrepreneurship Theory (15 UK Credits – Compulsory)

Theoretical analysis of entrepreneurship, utilizing a multidisciplinary approach to examine enterprise creation and the entrepreneur. Emphasis on economic, sociological, psychological, and political theories of entrepreneurship.

MG 4188 Digital Marketing for Entrepreneurship (15 UK Credits – Compulsory)

The marketing concept is key to the entrepreneurial model, especially today that digital and social media platforms allow entrepreneurs to reach out to investors, and potential clients without the limitation of geography. The module discusses how digital technology such as websites, social media activity, mobile apps, can be used in relation to growth potential, revenue models, marketing methods, funding strategies and product/service design for successful entrepreneurial ventures.

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>MG 4091 Managing SMEs (15 UK Credits – Elective)</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><b>A.5</b></p> <p>MG 4028 Corporate Social Responsibility (15 UK Credits – Elective)</p> <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></p> <p>IB 4235 Export Strategy &amp; Management (15 UK Credits – Elective)</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 4232 Foreign Direct Investment and Multinational Enterprises (15 UK Credits – Elective)</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<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>MG 4156 Enterprise Growth (15 UK Credits – Elective)</p> <p>Analysis and evaluation of growth opportunities, growth strategies, and the role of innovation inside organizations. Management of growth and challenges that entrepreneurs need to face. Discussion of growth under the prism of a human-centered approach.</p> <p><b>A.7</b></p> <p>MG 4415 Strategic Management (15 UK Credits – Compulsory)</p> <p>Sources of competitive advantage, competitive advantage, superior performance. Steps of strategic planning process, analysis of external environment, analysis of internal environment, business-level strategies, corporate-level strategies, corporate governance, business ethics.</p> <p><b>A.8</b></p> <p>MG 4586 Capstone Project in Entrepreneurship Management (15 UK Credits – Compulsory)</p> <p>Research on contemporary topics in entrepreneurship management which includes a field research component.</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> In all L6 courses.</p> <p><b>B.2</b> In all L6 courses.</p> <p><b>B.3</b> IB 4031 Business in Emerging Markets MG 4023 Business Negotiation MG 4028 Corporate Social Responsibility MG 4121 Leadership MG 4129 Decision-Making: A Qualitative Approach MG 4415 Strategic Business Management LM 4242 Supply Chain Management</p> <p>Discussion of ethical choices is embedded in almost all courses.</p> <p><b>B.4</b> In all L6 courses.</p>

3B. Cognitive skills	
	<p><b>B.5</b></p> <p>MG 4057 Project Management            MG 4155 Entrepreneurship Theory            MG 4415 Strategic Management            MG 4586 Capstone Project In Entrepreneurship Management</p> <p><b>B.6</b></p> <p>IB 4232 Foreign Direct Investment and Multinational Enterprises            IB 4235 Export Strategy &amp; Management            CS 4267 Applied Business Analytics            LM 4242 Supply Chain Management            MG 4057 Project Management            MG 4129 Decision-Making: A Qualitative Approach            MG 4173 Entrepreneurial Finance            MG 4131 Strategic HRM            MG 4156 Enterprise Growth            MG 4188 Digital Marketing for Entrepreneurship            MG 4343 Operations Management            MG 4415 Strategic Management            MG 4586 Capstone Project In Entrepreneurship Management</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>C.5: Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C.1</b>            MG 4173 Entrepreneurial Finance            MG 4343 Operations Management            LM 4242 Supply Chain Management            MG 4057 Project Management            MG 4415 Strategic Management</p> <p><b>C.2</b>            In all L6 courses.</p> <p>Use of information technology is embedded in almost all business modules.</p> <p><b>C.3</b>            In all L6 courses.</p> <p><b>C.4</b>            In all L6 courses.</p> <p><b>C.5</b>            IB 4031 Business in Emerging Markets            IB 4232 Foreign Direct Investment and Multinational Enterprises</p>

<b>3C. Practical and professional skills</b>	
	IB 4235 Export Strategy & Management MG 4173 Entrepreneurial Finance MG 4156 Enterprise Growth MG 4091 Managing SMEs MG 4188 Digital Marketing for Entrepreneurship MG 4415 Strategic Management MG 4586 Capstone Project in Entrepreneurship Management MG4242 Supply Chain Management

<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> In all L6 courses.</p> <p><b>D.2</b> IB 4232 Foreign Direct Investment and Multinational Enterprises            IB 4235 Export Strategy &amp; Management            MG 4131 Strategic Human Resource Management            MG4242 Supply Chain Management            MG 4028 Corporate Social Responsibility</p> <p><b>D.3</b> Developed and reinforced throughout the curriculum.</p>

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

### **BSc in Business Administration (Entrepreneurship Management)**

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key 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, entrepreneurship management, new ventures creation, corporate entrepreneurship, finance, and accounting, iv) recognize and be familiar with the use of information technology for business, v) apply their knowledge of business functions, business ethics, and professional communication to solving complex problems in business administration, vi) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in business administration and in Entrepreneurship Management with minimum guidance.

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

Holders of this BSc will demonstrate knowledge and understanding of:

- Core entrepreneurship management concepts, principles and practices system (MG 2062)
- 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)

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

- Methodological approaches, frameworks and tools in conducting research in a business context (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (AF 3116, FN 3105)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Processes and principles involved in the creation and practical application of innovation in organizations (MG 3019)
- Processes and principles involved in the creation of entrepreneurial ventures (MG 3133)
- Business functional and cross-functional information systems (CS 3051)

Additionally, holders of the ordinary BSc in Business Administration (Entrepreneurship Management) will be able to demonstrate in depth knowledge and critical understanding of:

- Internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. (MG 4343)
- Entrepreneurship management theories, capturing strategic, institutional, contextual, critical, and sustainability perspectives (MG 4155)
- Financial planning specifics for new and small- scale businesses and the qualities required to obtain financing by primarily private investors. (MG 4173)
- Growth strategies and challenges. (IB 4232, IB 4235, MG 4156)

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

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, CS 3051, EC 1000, EC 1101, MA 2021, MG 2003, MG 2062, MK 2030, AF 3116, BU 3233, FN 3105, MG 3019, MG 3033, MG 3034, PH 3005, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (MG 2062, MK 2030, BU 3233, MG 3019, MG 3033, MG 3034, CS 3051, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343)
- 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, MG 2062, BU 3233, MG 3034, PH 3005)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116, BU 3233, FN 3105, MG 3019, MG 3033, MG 3034, PH 3005, CS 3051, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343)

- Evaluate the connections and interrelationships that exist across different subject areas. (MG 4155)
- Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making (IB 4232, IB 4235, MG 4173, MG 4156, MG 4343).
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as student's progress through the curriculum. (AF 2007, MA 2021, MG 3033, AF 3116, BU 3233, FN 3105, MG 4173, MG 4343)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, CS 3051, MA 2021, MG 3019, MG 3033, MG 3034, BU 3233, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343, MK 2030)
- 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, MG 3033, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (MG 2003, MG 2062, MK 2030, AF 3116, FN 3105, MG 3019, MG 3033, MG 3034, PH 3005, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343)
- 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. (MG3019, MG3033, IB 4235, MG 4173, MG 4156)
- Communicate ideas effectively orally and/or in writing in a professional context. (MG 2062, MK 2030, MG 3019, MG 3033, MG 3034, BU 3233, IB 4232, IB 4235, MG 4173, MG 4155, MG 4156, MG 4343)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, MG 3019, MG 3033, IB 4232, IB 4235)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

### **BSc in ENTREPRENEURSHIP MANAGEMENT (300 CREDITS)**

#### **Compulsory Modules:**

##### **Level 4**

AF 2007 FINANCIAL ACCOUNTING (LEVEL 4) – 15 CREDITS

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

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS

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  
MG 2062 INTRODUCTION TO ENTREPRENEURSHIP MANAGEMENT (LEVEL 4) – 15 CREDITS  
MK 2030 INTRODUCTION TO MARKETING (LEVEL 4) – 15 CREDITS

**Optional Modules:** None

**Compulsory Modules:**

**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  
MG 3019 CORPORATE ENTREPRENEURSHIP AND INNOVATION (LEVEL 5) – 15 CREDITS  
MG 3033 NEW VENTURES CREATION (LEVEL 5) – 15 CREDITS  
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS  
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

**Optional modules:**

None

**Compulsory Modules:**

**Level 6**

MG 4173 ENTREPRENEURIAL FINANCE (LEVEL 6) – 15 CREDITS  
MG 4155 ENTREPRENEURSHIP THEORY (LEVEL 6) – 15 CREDITS  
MG 4343 OPERATIONS MANAGEMENT (LEVEL 6) – 15 CREDITS

**Optional modules:**

IB 4232 FOREIGN DIRECT INVESTMENT AND MNES (LEVEL 6) – 15 CREDITS  
IB 4235 EXPORT STRATEGY AND MANAGEMENT (LEVEL 6) – 15 CREDITS  
MG 4156 ENTERPRISE GROWTH (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 Entrepreneurship Management faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics Dean's Office.

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Management Society represents Entrepreneurship Management 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 Entrepreneurship Management students and enhance the acquisition of professional skills and competences, the Entrepreneurship Management 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 Entrepreneurship Management 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 Entrepreneurship Management 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 *CourseEva*). 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

### **Curriculum Structure:**

#### **Level 4:**

- IB 2006 International Business was removed from Level 4. Rationale: the international dimension is embedded throughout the management curriculum and thus it was considered appropriate to remove existing overlap. The module is replaced by EC 1000 Principles of Microeconomics.
- CS 2179 Business Information Systems was removed from Level 4. In the Entrepreneurship Management pathway this module was replaced by EC 1101 Principles of Macroeconomics.
- 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, AF 2007 Financial Accounting became a 15-credit module, as opposed to a 20-credit module previously, as the teams considered that accounting content, covered through two modules in the curriculum, was sufficient.

As a result of these changes, the curricula of entrepreneurship management, at Level 4 exposes students to foundational knowledge in business functions, economics, statistics and legal issues, while also introducing them to specialized knowledge of entrepreneurship management pathway through an introductory module.

#### **Level 5:**



- CS 3051 Business Driven Technology is introduced. The Entrepreneurship Management team considered that given increased computer literacy of students nowadays, students will benefit from more advanced knowledge in business information systems, previously imparted at Level 4. Information about the module removed from Level 5 is provided below.

#### **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 Entrepreneurship Management team wanted to increase emphasis on the acquisition of research skills, a 'specialized' research-oriented capstone module was introduced. (s. next point).
- A new specialized capstone project module is introduced, embedding a major, individual research project which students are expected to conduct independently 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 management. The proposed capstone module is assessed entirely through a research project in the field of entrepreneurship and may also include a small-scale field research component.

#### **Entrepreneurship Management Specific Changes**

##### Level 4:

- As mentioned above, the modules IB 2006 International Business and CS 2179 Business Information Systems were replaced by the modules EC 1000 Principles of Microeconomics and EC 1101 Principles of Macroeconomics. Please note that both these modules were already part of the US curriculum, however, the team considered that they should now be part of the validated curricula, as knowledge of the economic dimension of the business environment is explicitly stated in the QAA subject benchmarks.

##### Level 5:

- CS 3051 Business Driven Technology replaces MG 3165 Managing the Family Firm. In the vast majority of the US and UK programs benchmarked, the module of family business is offered as an elective module and not as a required one. Part of the content taught in this module is incorporated in a newly created module, named MG 4091 Managing SMEs, which is offered as an elective module at Level 6.

##### Level 6:

- The compulsory module MG 4156 Enterprise Growth was replaced by a new list of growth-related elective modules. This list includes MG 4156 Enterprise Growth, IB 4235 Export Strategy & Management (previously part of the general business elective modules) and IB 4232 Foreign Direct Investment and Multinational Enterprises (new addition). Given the increasing degree of internationalization and its amplifying effect on the prospect of growth, offering a list of growth-related courses further enhances the relevance of the curriculum in light of today's globalized market space.
- The list of optional modules was renewed with the addition of several optional modules and the removal of MG 4266 Public Relations, which was not included in the curriculum of most comparable programs benchmarked. 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: MG 4028 Corporate Social Responsibility, (given increasing

emphasis on ethical challenges faced by entrepreneurs and intrapreneurs internationally); IB 4031 Business in Emerging Markets (given the increasing importance of emerging and developing markets for global entrepreneurship); MG 4091 Managing SMEs (given the increasing importance of SMEs for local and global economies); CS 4267 Applied Business Analytics (given the rising importance and prevalence of big data).

**Assessment strategy:**

The assessment strategy of the Entrepreneurship Management 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 recommendations). For example, presentation and group-work skills were not assessed in the OU curriculum sufficiently. In the previous (i.e. current) curriculum, the only compulsory modules including teamwork were BU 3233 Business Research Methods and MG3133 New Ventures Creation. From the optional modules, only a couple included teamwork assessment.
- 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.
- 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.

The Entrepreneurship Management program team propose 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 a group project and group presentation in several modules: MG 3019 Corporate Entrepreneurship (required) and Innovation introduced a group project and MG 3033 New Ventures Creation (required) includes a group project and presentation. The optional IB 4232 Foreign Direct Investment and Multinational Enterprises, IB 4235 Export Strategy and Management and LM 4242 Supply Chain Management include a group project and presentation. The optional MG 4028 Corporate Social Responsibility includes a group presentation.

The program team introduced peer assessment in several modules including teamwork assessment. 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). These modules include: IB 4232 Foreign Direct Investment and Multinational Enterprises, IB 4235 Export Strategy and Management, MG3033 New Ventures Creation, MG 1488 Digital Marketing for Entrepreneurship.

- 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.
- c. Entrepreneurship pathway include now a capstone project which requires students to conduct a research project which may incorporating a small field research component. This is intended to reinforce students research skills and prepare them for postgraduate studies.
- e. To adopt a stronger management problem solving approach in module assessment the program teams introduced live and/or consultancy (group) projects in several modules, including IB 4232 Foreign Direct Investment and Multinational Enterprises, IB 4235 Export



Strategy and Management, MG 4091 Capstone Project in Entrepreneurship Management. Live/consultancy projects 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.

In response to feedback received during the preliminary events, the program teams sought opportunities to embed more teamwork assessment and, where appropriate, replace written examinations. The following changes to module assessment were implemented:

The Entrepreneurship Management team removed the final written examination in MG 3033 New Ventures Creation (Level 5) by increasing the assessment weight of the group project, which now also includes peer evaluation and reflection. Also, in the module MG 4188 Digital Marketing for Entrepreneurship (Level 6), the team replaced the individual project with a group project and the final written examination with a group presentation. The teamwork assessment also includes peer evaluation.

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, required and recommended reading sources and material and indicative content. Many of the changes proposed in those components aim at updating the module content according to contemporary developments in the academic and professional field in the subject area. In this vein, all reading materials, required and recommended, were updated.

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

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

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (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	✓								✓														✓	✓	✓
	MA 2021 Applied Statistics			✓						✓						✓	✓	✓						✓	✓	✓
	MG 2003 Management Principles		✓							✓		✓								✓				✓	✓	✓
	MG 2062 Introduction to Entrepreneurship Management				✓					✓	✓	✓								✓				✓	✓	✓
	MK 2030 Introduction to Marketing		✓							✓	✓							✓		✓		✓		✓	✓	✓

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
5	AF 3116 Management Accounting		✓							✓			✓					✓		✓				✓	✓	✓
	BU 3233 Business Research Methods			✓						✓	✓	✓	✓				✓	✓	✓			✓	✓	✓	✓	✓
	CS 3051 Business Driven Technology		✓							✓	✓		✓					✓				✓		✓	✓	✓
	FN 3105 Financial Management		✓							✓			✓				✓		✓	✓				✓	✓	✓
	MG 3034 Managing People and Organizations		✓							✓	✓	✓	✓					✓		✓		✓		✓	✓	✓
	MG 3019 Corporate Entrepreneurship & Innovation				✓					✓	✓		✓					✓		✓	✓	✓	✓	✓	✓	✓
	MG 3133 New Ventures Creation				✓					✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PH 3005 Business Ethics					✓				✓		✓	✓						✓					✓	✓	✓

Level	Study module/unit																									
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
6	MG 4173 Entrepreneurial Finance				✓					✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	
	MG 4155 Entrepreneurship Theory				✓					✓	✓		✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	
	MG 4188 Digital Marketing for ENT				✓					✓	✓		✓		✓		✓	✓	✓	✓	✓			✓	✓	✓
	MG 4415 Strategic Management							✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	MG 4343 Operations Management		✓							✓	✓		✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	MG 4586 Capstone Project in Entrepreneurship								✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓
	<b>One of the following (ENTRE option 1)</b>																									
	IB 4235 Export Strategy & Management						✓				✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓
	IB 4232 FDI & MNEs						✓				✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓
	MG 4156 Enterprise Growth						✓				✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓
	<b>One of the following (ENTRE option 2)</b>																									
	CS 4267 Applied Bus. Analytics			✓							✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓
	IB 4031 Business in Emerging Markets	✓									✓	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓
	LM 4242 Supply Chain Mngt		✓								✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓
	MG 4023 Business Negotiations		✓								✓	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓
	MG 4028 Corporate Social Responsibility					✓					✓	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓
	MG 4091 Managing SMEs				✓						✓	✓		✓			✓	✓	✓	✓	✓			✓	✓	✓
	MG 4057 Project Management		✓								✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
MG 4121 Leadership		✓								✓	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	

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
MG 4129 Decision Making: A Qual.			✓							✓	✓	✓	✓		✓		✓	✓	✓		✓		✓	✓	✓
MG 4131 Strategic HRM		✓								✓	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	✓

### 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.