

Doc. 300.1.2

Higher Education Institution's Response

Date: 02/03/2021

- **Higher Education Institution:**
University of Central Lancashire (Cyprus)
- **Town:** Larnaca
- **Programme of study**
Name (Duration, ECTS, Cycle)
Business Administration, 1 year, 90
ECTS, MBA
In Greek:
Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων
In English:
Business Administration (1 year, 90 ECTS, MBA)
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*
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We would like to thank the External Evaluation Committee members for their valuable and constructive comments and suggestions towards enhancing the Masters in Business Administration (MBA) programme at the School of Business and Management of the University of Central Lancashire Cyprus. By addressing the recommendations provided by the Committee, we greatly believe that the programme of study will further and significantly strengthen and become highly appealing marketwise.

Following reaccreditation of the MBA by Cy QAA, the School aspires to pursue further accreditation of its MBA programmes (offered via a conventional, face-to-face mode, and via distance learning mode) in order to build further reputation, and thus leverage the internationalisation strategy of the School and the University at large. The MBA offers growth opportunities for engagement and collaboration with other universities, business organisations-employers/professional/industrial associations, entrepreneurs, alumni and other stakeholders. Such partnerships will enhance knowledge exchange and mobility opportunities for both faculty and students.

1. Study Programme and Study Programme's Design and Development

(ESG 1.1, 1.2, 1.8, 1.9)

EEC REPORT

Findings for Business Administration, 1 year, 90 ECTS, MBA

This is a specific form of MBA with in general good support for students to develop their management skills on an academic level. The program is well designed; however, the elective space is rather small. The quality system underlying the program is well developed, based on the connection to the Preston "Mother".

Strengths for Business Administration, 1 year, 90 ECTS, MBA

The program is designed based on clear learning goals. The connection to practical context is well-developed, although some attention points exist. The staff is committed, information is available, and the assessment system is on par.

Areas of improvement and recommendations for Business Administration, 1 year, 90 ECTS, MBA

The committee recommends making more electives possible in the master to offer in depth specialization possible. Preferably in line with research activities, e.g. innovation & entrepreneurship.

UCLAN CYPRUS RESPONSE

We appreciate the positive remarks regarding our staff's commitment to the programme. We have seriously considered all EEC recommendations by revising our programme structure. In this respect, we have now adopted 4 additional elective modules, which we describe below. In the meantime, we would like to emphasise to the Committee, that it is our commitment to safeguard the quality of the programme under the European Standards and Guidelines in line with CY QAA rules and regulations and the provisions of the UK QAA to which UCLan UK complies as per our University modus operandi, double-awarded degree. We place a lot of emphasis on providing our students with a learning experience, which will enable them to enhance their management skills, e.g. via coaching and consulting projects, and their professional effectiveness and performance in employment in the field of business and management. All these are supported by a wide range of parallel activities, such as retreats, local and international field trips, annual Entrepreneurship Camp, the Innovation Toolkit, live testimonials with entrepreneurs and guest lectures/workshops offered by professionals and industry stakeholders.

The additional elective modules we have now adopted in response to the Committee's recommendations, enrich the programme by covering topics such as innovation & entrepreneurship, project management, business intelligence and data analytics. Students of Master in Business Administration (MBA) will have the opportunity to select one of the elective modules in each semester of the programme. The enriched structure is depicted in the table below:

Module Code	Module Title	ECTS
	Year One	
	Semester 1	
MD4081	Leading & Developing People & Processes	10
MD4058	Research and Study Skills	10
	Optional Modules	
MK4025	Contemporary Marketing in Organisations	10
MG4205	Project Management	10
CO4761	Business Intelligence and Data Analytics	10
	Semester 2	
MD4099	International Strategic Management	10
AC4420	Financial Management	10
	Optional Modules	
MD4044	Entrepreneurship Theory & Practice	10
MD4063	Management Consulting Project	10
MD4061	Management Coaching Skills	10
	Semesters 1-3	
MD4992	Dissertation	30
	Year Two	
	Optional Module	
MD4054	Professional Placement (Y2)	30
	TOTAL	90-120

The descriptors of the above modules are provided in Appendix I.

2. Teaching, Learning and Student Assessment (ESG 1.3)

EEC REPORT

Findings for Business Administration, 1 year, 90 ECTS, MBA

Also, for the MBA we came in general to positive outcomes. It is well structured and the connection between theory and practice is certainly sought for, the students learn to use academic models and methods and techniques in their projects. The program complies to the EFQ framework. Some students are involved in research and co-author publications; however, these are exceptions (which we think is normal for an MBA). Attention point is to take care that thesis projects are supervised only by PhD holders.

Strengths for Business Administration, 1 year, 90 ECTS, MBA

The same structure as found in the bachelor is also visible in the MBA. So, the quality management is in order. The support for part time students is also well arranged.

Areas of improvement and recommendations for Business Administration, 1 year, 90 ECTS, MBA

The research support for this program is to be improved. Although some staff members publish in good journals also a lot is not so good, or just a small number of publications. This is crucial development point. We expect more staff members to visit highly selective conferences such as Academy of Management or EURAM, Babson etc.

UCLAN CYPRUS RESPONSE

The positive remarks regarding our programme's connection between theory and practice are appreciated. Our modules are designed to offer a balanced education of theory and practice, which are appropriate for both practicing managers with entrepreneurial aspirations, and research-inspired scholars interested in developing their research skills and preparing for a doctoral programme leading to an academic career.

In terms of MBA dissertation supervision, we allocate students dissertation projects to our research-active faculty on the basis of their respective workload and students' selected topic of investigation. Depending on the nature of a given project, we may involve academic members of staff with a practitioner background to support the project supervision, as we believe they can benefit the supervisory process due to their industrial expertise and network. Nevertheless, we confirm here that we adhere to the recommendation by the Committee and have now proceeded with requiring that all dissertations are supervised solely by PhD holders. Please note that the research support for this programme and its academic staff members is discussed extensively in section 3 that follows.

3. Teaching Staff

(ESG 1.5)

EEC REPORT

Findings for Business Administration, 1 year, 90 ECTS, MBA

In majority, members of the teaching staff are PhD holders. The members of staff we interviewed seemed to be engaged, professional and with good English language skills.

Moreover, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seemed to be doing some research and acknowledge the value of doing research for an educational institution and they committed to make a good effort to this direction).

The number of teaching staff seems to be a point of improvement in relation to the availability of the 40-40-20 work division, which is now less than 40 for research. Especially on the master level the staff must develop their research and make the program in line with the research.

Strengths for Business Administration, 1 year, 90 ECTS, MBA

The mix of students is rather heterogeneous, which may facilitate learning of each other. The staff is enthusiastic for their work.

Areas of improvement and recommendations for Business Administration, 1 year, 90 ECTS, MBA

The research development as mentioned above is under par. Here, the mostly junior staff need to get the opportunity to develop.

UCLAN CYPRUS RESPONSE

We appreciate your positive remarks regarding the professionalism and engagement of our members of academic staff. We reassure you that the School of Business and Management's policy, is to be recruiting research active teaching staff that are PhD holders.

As manifested by the strategic goals for 2025, UCLan Cyprus aspires to "become the premier private university of choice in Cyprus and national leader in higher education for learning, research, and public service" by "addressing worldwide challenges through our academic and research excellence underpinned by a distinctive interdisciplinary approach" (The UCLan 2025 Strategic Goals).

The following principles aim at developing the full potential of academic staff across teaching and research, while also enhancing their course management leadership skills and keeping them up to date with the most innovative tools, industry development and market and societal needs. The allocation of the teaching load is in line with CYQAA regulations and follows the University workload model policy varying with the academic rank, research portfolio, involvement in the University committees and, of course, responsibilities that come with course leadership.

During the yearly appraisal process, the Head of School and each member of the academic staff work together to balance the workload to 40:40:20 benchmark, so that faculty can spend 40% of the

workload on teaching, 40% on research activities and remaining 20% in administrative tasks and university committees.

More specifically, academic staff display expert knowledge of, and enthusiasm for, their discipline. School support in research, learning and teaching takes place in a number of ways. Specifically:

- Teaching and learning is research-informed, as academic staff is encouraged and able to engage with research and use state-of-the-art outputs (including their own) to enlighten their teaching.

- Academic staff are continuously informed of current and best practices in teaching and learning. They engage in a rigorous Teaching Toolkit programme, which enables them to reflect on their practice and stay up to date with best practices in teaching and learning. The use of research in feeding into teaching and facilitating the learning of students, is an indispensable part of the Teaching Toolkit curriculum. Through the Teaching Toolkit, academic staff become Associate Fellows, and then Fellows of the Higher Education Academy (AFHEA/FHEA).

- Peer-observations are part of the University's culture, carried out as a mechanism for reflection and peer-improvement for academic staff observing and observed.

- Staff Induction and mentoring scheme support newly appointed staff. This is geared towards helping them get up to speed with the University procedures and standards, including teaching and learning aspects.

- Teaching workload is in line with the CY QAA regulations, which results in a high staff-to-student ratio - a factor that helps improve teaching and learning quality as well as our students experience and support.

- UCLan Cyprus and the School of Business and Management encourage its Faculty to enhance their academic and professional development. Income Generating Activity (IGA) and Consultancy policies are in place to enable staff who have been successful in generating income to manage it by buying-out teaching time, or otherwise investing it in their research activities and professional development.

- Course leaders and deputy course leaders are academic staff who plan, design, manage, deliver, reflect upon and improve their teaching and curricula with the aim of enhancing student learning. They guide and mentor module leaders to further respect and encourage contributions and participation by all students, fostering a supportive learning environment

- Senior Fellows/Visiting Professors from UCLan UK and other institutions, as well as industry experts (often holding prestigious professional qualifications) enrich our teaching and learning strategy, adding an expert perspective and international outlook to our programmes.

- Yearly appraisals ensure academic staff are sufficiently supported in their roles, and that they are able to deliver across teaching and research in an exceptional and supportive environment.

In particular, the School has a staff research development budget which can be used for conferences, training, academic visits for collaborations, invited (guest?) research scholars to deliver seminars and training workshops, to enrich resource base with investment in facilities and equipment, journal and data subscriptions (Osiris, FAME, etc.) and software (Matlab, Minitab, etc.) to support research. In addition, the staff development budget is used to support academic staff pursue research that can enhance teaching, as well as the publication output in highly ranked journals. We continuously encourage our academic staff to continue striving towards publishing at highly ranked journals. The School also benefits from Erasmus + University grant to support Faculty members to participate in teaching and training mobilities. The University adherence to Erasmus + charter also allows the mobility of students and staff from our partners to UCLan Cyprus enriching students experience, with multicultural cohorts and benefitting from teaching by the prestigious

visiting academics, as well as the establishment of collaboration between academics with similar research interests.

To increase the quality of the research output, a staff development plan is in operation, offering resources and support as follows:

(1) Promote peer mentoring where senior faculty with an excellent publication record guide and engage emerging scholars by focusing on research and publishing strategies, so that more faculty can reach highly ranked academic journals and succeed in research bidding.

(2) Orchestrate staff development seminars, including invited speakers focusing on strategies involved in publishing in highly ranked academic journals (Professor Hussein Abdou, Dr Mitch Larson, Dr Michalis Christofi).

(3) Training (software training and new econometric techniques and models) from senior academics focusing on developing certain quantitative skills, which are necessary in top accounting, economics and finance journals. For example, 'non parametric techniques' presented by Dr Ioanna Stylianiou, Assistant Professor in Statistics and Economics.

(4) Research workshop and research seminar series for the dissemination of research best practice, raising research interests' awareness and the collection of feedback.

(5) Associate Lecturers are assigned to [co] deliver modules. These are practitioners with wealth of industry experience and networks. Associate Lecturers are pursuing research connected to their teaching topics, as they are doing PhD. They include ICAEW Chartered Accountants, Human Resource Development Authority approved trainers or other professionally certified staff.

(6) Focusing on returning UCLan Cyprus faculty in the UK Research Evaluation Framework. As such, the research output of UCLan Cyprus faculty is uploaded on CLoK, which is an online repository for the digital intellectual assets of the University of Central Lancashire and evaluated through the Annual Research Assessment (ARA) exercise, which is an internal evaluation process applied at UCLan to peer review the rigour of work published and determine its merit for faculty's inclusion in the REF.

The Rectorate has been orchestrating the Business Case Research Competition (offering small seedcorn funding) to provide support to academic personnel's research activities. Increasingly, the School of Business and Management cooperates with the Centre for Entrepreneurial Development, Alliance and Research (CEDAR), and supports the development (through e.g. funding initiatives that help establish a research network or disseminate the research output) of research clusters such as Entrepreneurship, Finance, Governance and Accounting Research (FIGAR), as well as Sustainable Economic Development (SED), which pioneer in generating value-relevant knowledge in all streams of entrepreneurship, in accounting, finance and governance through establishing synergies among stakeholders in industry, SMEs, and the services economy. At University level, the Research and Innovation Committee (RIC) is involved with the stipulation, review and approval of policies, practices and initiatives that concern the development of original research published in high impact outlets and which has an impact on society.

Moreover, and with reference to the workload model, we operate a win-win research consultancy policy for income generating activities (IGA), which enables faculty to further pursue their research with income generated from research bidding (useful examples are externally funded projects such

as SPRING, GREFORM, ARTISAN, INSPIRE, ACTION), and research consultancy projects (such as OECD-funded series of projects on Inclusive Entrepreneurship). Research-active faculty can use their research account to support new research activities, sponsor PhD studentships, or buy out teaching time so that they can deliver research projects, get published and support research clusters in additional bidding.

Besides the aforementioned, there is also a close communication and collaboration between UCLan UK and UCLan Cyprus academics not only in teaching, but also in research. Staff development seminars are periodically organized at UCLan UK, where academics from both campuses actively participate with the aim of disseminating research outcomes, attract feedback and identify common research projects to pursue and get published in highly ranked academic journals. Professor Andrey Kuznetsov, Professor Chris Pyke, Professor Hussein Abdou, and Dr Philip Kostov play a key role in supporting and enhancing the quality of research at both UCLan UK and UCLan Cyprus via the aforementioned platform and through joint doctoral supervision. Relatedly, we have recruited research-inspired graduates of UCLan Cyprus, who wish to pursue an academic career via obtaining a PhD at UCLan UK. To supervise doctoral students, resident faculty at the School links with peers at UCLan UK to support the supervision process and contribute, via also other spin off, research synergies that arise out of this joint work, to help enlarge our research footprint and help our faculty increase their portfolio of research activities.

It is worth mentioning the following contributions from colleagues at UCLan UK or academics at UCLan Cyprus: i. Professor Hussein Abdou on “The use of non-parametric modelling techniques in Finance”. ii. Dr Mitch Larson on “Doing qualitative research: Whence and Whither”. iii. Dr Christos Anagnostopoulos on “The best way to get cited? An example of a systematic literature review”. iv. Dr Isabella Karasamani research on internal social capital and investment efficiency. v. Dr Loukas Glyptis research on a) e-government implementation processes in small countries and b) inter-organisational cost management in shipping. vi. Dr Salomi Dimitriou on the applications of environmental accounting in manufacturing. In addition, UCLan Cyprus Academics are Research Fellows in UCLan UK research centres develop research collaborations including publications and joint research bids. The restrictions from Covid-19 for visits and collaborations have been discussed between the two campuses and a common strategy has been developed focusing on organizing seminars through the Microsoft Teams platform. In particular, Dr Ioanna Stylianou, Research Degree Tutor for the School of Business and Management at UCLan Cyprus and Dr Mitch Larson Research Degree Tutor for UCLan UK, have agreed the organization of common seminars and training sessions starting from October 2020.

UCLan Cyprus has been implementing a multi-faceted scheme to enrich the pool of faculty as follows: Offering PhD scholarship to academic practitioners and other research inspired scholars so that we can develop the next generation faculty in disciplines for which is proving difficult to recruit faculty locally. Moreover, a number of senior faculty has been appointed as visiting Senior Fellows to provide mentoring to early career research active academics, support academic delivery, supervision of projects and to support the research development of our local resident faculty. Notable additions are:

- Professor [Chris Pyke - University of Central Lancashire \(uclan.ac.uk\)](https://www.uclan.ac.uk/academics/professor-richard-sharpley)
- Professor [Hussein A. Abdou - University of Central Lancashire \(uclan.ac.uk\)](https://www.uclan.ac.uk/academics/professor-richard-sharpley)
- [Dr Aliakbar Jafari | University of Strathclyde](https://www.uclan.ac.uk/academics/professor-richard-sharpley)
- [Prof Richard Sharpley - https://www.uclan.ac.uk/academics/professor-richard-sharpley](https://www.uclan.ac.uk/academics/professor-richard-sharpley)

4. Students

(ESG 1.4, 1.6, 1.7)

EEC REPORT

Findings for Business Administration, 1 year, 90 ECTS, MBA

This process seems to be well organized. Although we miss an excellence orientation. This may be added to the selection process for selecting more top students. Means like scholarships and company placements may be useful.

Strengths for Business Administration, 1 year, 90 ECTS, MBA

Also, here it seems that UCLAN is very student oriented. The institution listens to the needs of the national student and professional markets and it addresses these needs within the context of an international UK institution.

The program admission, progress and certification is in line with international standards.

Areas of improvement and recommendations for Business Administration, 1 year, 90 ECTS, MBA

Additionally, a more on excellence-oriented group could be selected an attracted, possibly with good effects on engaged scholarship outcomes of joint work of staff and students.

UCLAN CYPRUS RESPONSE

In its efforts to attract high performing students, the University offers a series of merit-based scholarships, as well as internship opportunities with our industry partners. The University actively participates in the 2BeConnected Erasmus+ project, which arranges sponsored internships/placement of students with networked industry members, as well as in the Erasmus+ exchange project, allowing students to undertake a traineeship or study opportunity with a partner institution. Moreover, in the context of corporate partnerships, the University engages with industry and the professions, offering a number of scholarships for students.

More specifically, the MBA is appealing to local professionals seeking a master's qualification which can boost their career progression. Furthermore, UCLan Cyprus Marketing and Recruitment Departments are working together with the Recruitment and Partnership Service at UCLan UK in the identification of international markets, with the potential to study at programmes offered by UCLan UK and UCLan Cyprus. The International Intelligence Centre of UCLan UK, providing the latest global market intelligence from higher education, is guiding the marketing teams of both campuses on premium markets to target in respect of each programme of study offered. A series of partnerships have been established by UCLan and UCLan Cyprus with international partners for the purpose of promoting the portfolio of programmes available at our Universities. The addition of placements and internships, as part of the academic programme, is proving very attractive to international students, notably Indians, as they are keen to get a UK degree, plus the employability opportunity which will give them an edge in the job market. A number of partnerships are in place with local employers, which can offer post-study, optional job placement to local and international students.

In our MBA programme, we seek to recruit a variety of student profiles, such as mature students/working professionals and international students, as we are committed to get accredited by EFMD EPAS and /or AACSB in coordination with UCLan UK.

It is worth mentioning that our MBA programme is currently the most popular Master's program at UCLan Cyprus. Our inclusive cohort consists of mature and gender-balanced students, most are experienced professionals in industry, services and public sector, comprising both Cypriot and overseas students, the latter currently coming mainly from Ukraine, Russia, Israel, Greece, Syria, Armenia, Nigeria and China.

We have developed an MBA programme structure that is conducive towards pioneering engagement activities and best practices. Examples of these are our annual MBA Retreat, Entrepreneurship Camp, Innovation Toolkit, International field trips (e.g. recently in Salzburg, Austria and Sofia, Bulgaria via our partnerships in respective countries) and local field trips in Cyprus, whereby students have the opportunity to tour entrepreneurial firms and multinational enterprises (MNEs).

Many of our MBAs and Alumni, in cooperation with faculty, tend to present and publish their dissertations in international academic and business conferences with peer review process. Indicatively, 12 papers were presented and published in the Proceedings of the International Conference in International Business (ICIB) in 2018 and 2019, Thessaloniki.

Some of our MBA Alumni have venture out with start-ups or lead top firms with international outlook, while others are progressing with PhDs studies. Further, through our Decade Initiative to celebrate 10 years of UCLan Cyprus, more scholarships are channelled towards international students and partnering. In partnership with CEDAR-Centre for Entrepreneurship, we are launching the Alumni Enterprise Competition to celebrate innovation inspired new ventures involving UCLan Alumni.

The School of Business and Management, in line with the University's strategy, is also constantly seeking to recruit top performing students, while also encouraging high academic student performance, following admission. A Scholarship Policy is in place to benefit our students. The following scholarships are offered by the University:

Merit-based scholarships to new master's students upon the below results on their undergraduate tertiary education:

A. > 50% scholarship on the original fee: Bachelor's degree 1st class with APM 85% and above

B. > 40% scholarship on the original fee: Bachelor's degree 1st class with APM 70-85%

C. > 30% scholarship to UCLan Cyprus alumni

High Achievers: Students who are proven High Achievers throughout their studies, are awarded with the High Achiever Award and a financial award of 500 or 1000 Euros. Every year, the High Achievers Committee review the academic performance of the students. From the academic year 2019-20, top performing students are enlisted in the Dean's list as well as the Vice Chancellor's list, and additionally receive an honorary certificate.

The University is also increasingly investing in international partnerships with stakeholders, which can push market the international scholarship scheme so that we can attract students from emerging markets. All indicators suggest that during the post Brexit era, international students will face higher

tuition fees and living expenses in the UK, and thus will consider UCLan Cyprus as an alternative option offering a double-awarded degree, from UCLan Cyprus and UCLan UK, at a significantly lower cost. Targeted scholarships are now administered with stakeholders to recruit more quality students on our masters' programmes.

5. Resources

(ESG 1.6)

EEC REPORT

Findings for Business Administration, 1 year, 90 ECTS, MBA

The facilities are excellent.

Strengths for Business Administration, 1 year, 90 ECTS, MBA

The facilities are excellent.

Areas of improvement and recommendations for Business Administration, 1 year, 90 ECTS, MBA

We would suggest enlarging the number of elective possibilities. As a mean to improve labour market readiness further.

UCLAN CYPRUS RESPONSE

In response to the EEC recommendation to increase the number of electives offered, please refer to earlier response to this comment in section 1. Employability is also solidly embedded in the MBA programme, with an emphasis placed on continuous learning and personal development, reflective practice, teamwork skills, and problem-solving skills through applied projects and cases. Furthermore, the optional professional placement module in year 2 enables students to acquire first-hand experience of business practice and gain insight into potential career opportunities and assist career development and labour market readiness for our MBAs.

6. Additional for distance learning programmes

(ALL ESG)

Not Applicable

7. Additional for doctoral programmes

(ALL ESG)

Not Applicable

8. Additional for joint programmes

(ALL ESG)

Not Applicable

B. Conclusions and final remarks

EEC REPORT

The programs are in general in good condition, taking into consideration that the programs (and school) are relatively young. Still, we made also several recommendations to improve. For all programs it is important to enhance the research quality of the staff, meaning that the mostly relative junior staff needs to get the opportunity to develop. All programs are complying well to the EQF standards. In our recommendation for the content of the programs, most notable are those on changing compulsory and the elective nature of courses. For the bachelor we see the need of more compulsory courses to ensure the broad base necessary for a BA student. For the masters we would propose more elective courses, to make more specialization possible. For the MBA it seems that the current courses form a limited set of the expected topics in an MBA. Certainly, when an AACSB accreditation is an ambition. In combination with the small number of electives this may not stand for the broad standard base of an MBA. For the tourism, hospitality and event management Master we see ample opportunity to improve. The structure of the program can be redeveloped to include more core and elective courses. In addition, the allocation of the ECTS should be reconsidered, especially in relation to the consultancy project and internship. Furthermore, more connection to research and developing or hiring specialised staff fitting to the topics is needed. Using the resource base of Cyprus cultural heritage could be made a possible distinctive point of the programme.

UCLAN CYPRUS RESPONSE

Our strategic aspirations are to progressively reach out to international markets via the additional accreditation by EFMD EPAS and AACSB in coordination with UCLan UK. This will leverage the market position of our MBA programme and global branding of the School. Further to this, engagement with top Visiting Professors and Scholars contributes to our scholarship, teaching and research in focused areas. Finally, as international students consider improving their employability skills, which is an important motive for studying overseas, we aim to enhance employability routes for this group of students through the professional placement option, in cooperation with leading organisations, which are members of the Larnaka Chambers of Commerce and Industry.

We are enthusiastic to capitalise on the re-accreditation of the MBA in order not only to build partnerships with local, regional and international stakeholders, aiming to enhance the learning and entrepreneurial experience of students, but also to extend the research and network frontiers of our faculty through high value exchange and mobility schemes.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Loukas Glyptis	Head of School of Business and Management Chair of the School of Business and Management Academic and Quality Assurance Committee	
Dr. Panayiotis Kontakos	Assistant Professor in International Business, Course Leader for MBA	
Dr Christos Anagnostopoulos	Deputy Head of School of Business and Management Member of the School of Business and Management Academic and Quality Assurance Committee	
Dr Ioanna Stylianiou	Deputy Head of School of Business and Management Quality Lead of the UCLan Cyprus Academic and Quality Assurance Committee	
Dr Anthi Avloniti	Lecturer in Business and Management Member of the School of Business and Management Academic and Quality Assurance Committee	

Date: 02/03/2021

UCLAN CYPRUS

MBA

APPENDIX I

UCLAN CYPRUS

MBA

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

TABLE 2: COURSE DISTRIBUTION PER SEMESTER – MBA

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester-Year 1								
1.	Compulsory	Leading and Developing People and Processes	MD4081	3	1h	13	39	10
2.	Compulsory	Research and Study Skills	MD4058	3	1h	13	39	10
3.	Compulsory	MBA Dissertation	MD4992	0,5	1h	13	6,5	-
4.	Elective	Contemporary Marketing in Organisations	MK4025	3	1h	13	39	10
5.	Elective	Project Management	MG4205	3	1h	13	39	10
6.	Elective	Business Intelligence and Data Analytics	CO4761	3	1h	13	39	10
B' Semester-Year 1								
1.	Compulsory	International Strategic Management	MD4099	3	1h	13	39	10
2.	Compulsory	Financial Management	AC4420	3	1h	13	39	10
3.	Compulsory	MBA Dissertation	MD4992	0,5	1h	13	6,5	-
4.	Elective	Entrepreneurship Theory and Practice	MD4044	3	1h	13	39	10
5.	Elective	Management Consulting Project	MD4063	3	1h	13	39	10
6.	Elective	Management Coaching Skills	MD4061	3	1h	13	39	10
C' Semester-Year 1								
1.	Compulsory	MBA Dissertation	MD4992	0,5	1h	12	6	30
Year 2								
1.	Elective	Professional Placement	MD4054	-	-	-	700	30

UCLAN CYPRUS

MBA

ANNEX 2: COURSE DESCRIPTION

Course Title	Entrepreneurship Theory and Practice				
Course Code	MD4044				
Course Type	Elective				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Panayiotis Kontakos, Dr Fanos Tekelas, Professor Panikkos Poutziouris				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	This module is designed to provide an insight into the contradictions, paradoxes of entrepreneurship and to maximise the potential for stimulating students' entrepreneurial mindsets.				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate various conceptualisations of entrepreneurship and demonstrate an awareness of the ideological nature of entrepreneurship. 2. Identify and critically reflect on their own personal entrepreneurial attributes and key competencies. 3. Demonstrate an ability to engage effectively into a process of creating, appraising and presenting entrepreneurial ideas in different contexts. 				
Prerequisites	None	Required	None		
Course Content	<p>The module will use an integrated approach to develop the Entrepreneurial Person by providing students with the opportunity to explore the diverse phenomenon of entrepreneurship (including the dark side of entrepreneurialism) as well as by creating a stimulating environment for enhancing entrepreneurial attributes.</p> <p>The content of the module will be divided into two parts. In the first part of the module students will be encouraged to engage in a variety of critical interrogations of entrepreneurship and entrepreneurialism in order to extend their understanding beyond the mainstream approach to entrepreneurship. These diverse theoretical underpinnings of entrepreneurship will further strengthen students' understanding of the role of the responsible practitioner in various business and social contexts.</p> <p>The second part of the module will focus on the practical applications of theoretical frameworks and the tools for equipping students for behaving entrepreneurially. In this part of the module the emphasis will be on developing the key entrepreneurial behaviours and skills and will include amongst others: knowledge, skills and abilities of entrepreneurs, matching entrepreneurial values which individual values, entrepreneurial behaviours in different (outside business) contexts awareness of opportunities and innovation (including creative thinking techniques), generation of credible business idea, managing entrepreneurially. This part of the module is based on the assumption that every</p>				

	<p>student will demonstrate a mix of entrepreneurial potential and also by engaging in various methods of learning this capacity can be enhanced.</p>																	
<p>Teaching Methodology</p>	<p>This module will make use of a range of teaching and learning strategies assisting students with developing their skills as the “Entrepreneurial Person”. Direct theoretical input from the tutor will be limited to the first part of the module in order to familiarise students with key controversies and debates addressing theories of entrepreneurship and innovation, including amongst others the ideological aspects of entrepreneurship, heroisation of entrepreneurs, rent-seeking entrepreneurship, morality of entrepreneurs and socially undesirable innovations and entrepreneurship activities.</p> <p>In addition, where relevant, case studies, documentary and video material may be used to enhance the learning process. For the remaining part of the module students will be expected to engage in discussions, group work and presentations aimed at enhancing their entrepreneurial attributes. Students’ learning will be supported through interactive workshops, case studies and reflective exercises enabling students to identify and reflect on their own entrepreneurial attributes.</p> <p>Group work and discussions will be facilitated to encourage application of acquired / enhanced skills and students will have the opportunity to receive formative feedback on discussions and other exercises completed in class. This will enable students to prepare for their summative assessments consisting of a group presentation and an individual essay, each contributing to 50% of the overall module grade.</p> <p>Students will be expected to prepare for every class and the suggested reading materials will be indicated/ provided in advance via Blackboard. The learning from taught sessions will be supplemented by independent study involving reading suggested literature.</p>																	
<p>Bibliography</p>	<p>Core texts:</p> <p>Exploring entrepreneurship - Blundel, Richard, Wang, Catherine L., Lockett, Nigel, 2018</p> <p>Understanding enterprise: entrepreneurs & small business - Simon Bridge, Ken O’Neill 2018</p> <p>Understanding enterprise: entrepreneurs & small business ebook - Simon Bridge, Ken O’Neill 2017 (electronic resource)</p> <p>Recommended:</p> <p>Innovation and entrepreneurship - J. R. Bessant, Joseph Tidd 2015 (electronic resource)</p> <p>Comparative Entrepreneurship Initiatives: Studies in China, Japan and the USA (Palgrave Macmillan Asian Business Series) 5 Jun. 2016</p>																	
<p>Assessment</p>	<p>The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.</p> <table border="1" data-bbox="359 1877 1407 2092"> <thead> <tr> <th data-bbox="359 1877 534 2063">Number of Assessments</th> <th data-bbox="534 1877 721 2063">Form of Assessment</th> <th data-bbox="721 1877 874 2063">% weighting</th> <th data-bbox="874 1877 1066 2063">Size of Assessment / Duration/ Word count (indicative only)</th> <th data-bbox="1066 1877 1257 2063">Category of assessment</th> <th data-bbox="1257 1877 1407 2063">Learning Outcomes being assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 2063 534 2092">1</td> <td data-bbox="534 2063 721 2092">Exam</td> <td data-bbox="721 2063 874 2092">50%</td> <td data-bbox="874 2063 1066 2092">2 h</td> <td data-bbox="1066 2063 1257 2092">Examination</td> <td data-bbox="1257 2063 1407 2092">1+2</td> </tr> </tbody> </table>						Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed	1	Exam	50%	2 h	Examination	1+2
Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed													
1	Exam	50%	2 h	Examination	1+2													

	1	Group presentation	50%	15 minutes	Practical assessment	3	
	To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.						
Language	English						

Course Title	Management Consulting Project				
Course Code	MD4063				
Course Type	Elective				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Mr Moyses Moysesos, Dr Anthi Avloniti				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	The module aims to develop the students' ability to plan and conduct a team-based investigation into a live issue or problem within a host organisation in order to enhance their intervention, analytical and project management skills and their understanding of the process of using consulting methodologies to facilitate organisational change.				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Work in a team to plan and implement an intervention into unfamiliar host organisation in order to address a live issue or problem. 2. Identify and scope the intervention adopting an appropriate methodology. 3. Develop a critical and evidence-based analysis to support relevant conclusions and recommendations. 4. Critically reflect upon and review the processes involved in undertaking the project from both a personal and team perspective. 5. Identify and evaluate the learning gained from the project process and relate it to their future personal and professional development. 				
Prerequisites	None	Required	None		
Course Content	<p>The module requires the students to work in small teams to identify, negotiate and action an analytical investigation into a 'live' issue or problem being experienced by a host organisation. To support this experiential approach to learning and development, the module will address key topics including:</p> <ul style="list-style-type: none"> • Introduction to the consulting process • Consulting skills • Getting In: finding and managing relationships with host organisations • Developing the project proposal • Getting On: gathering and making sense of data; problem-solving and the development of solutions • Getting Out: communicating and influencing; project handover <p>Apart from the above, there is no set syllabus for the module as every team project will be different, although the theme is one of organisational analysis and change. Students will be guided towards any contextual knowledge required and will be expected to draw on their studies on other modules.</p>				

<p>Teaching Methodology</p>	<p>The module involves students working in small teams of normally between 4 and 5 members, to identify, negotiate and action an analytical investigation into a “live” issue or problem being experienced by an organisation. It is expected that teams will not analyse an issue in an organisation in which any member of the team is employed in order that there are no prior assumptions related to the organisation.</p> <p>During this year-long module students will be mainly working with the host organisation researching the issue/problem and collecting primary and secondary data. In addition, a weekly 1.5 hour workshop session will be held throughout the year to provide time for tutor-led sessions to address key topics and to provide each project team with the opportunity to discuss their projects and to seek tutor guidance and support. Additional tutor support will be available to the project teams or individuals at other times by arrangement and by email/phone.</p> <p>Each project team will be required to make an oral presentation to the rest of the class and the module tutor on their proposed project and to receive feedback. Following these presentations, each project team will submit a written 2 -3 page Project Proposal which outlines the overall aim, objectives, outcomes, intended methodological approach and time plan for the project. The proposal must include a written signed statement from the host organisation stating that they agree to the project being undertaken and that they recognise that it is being undertaken as part of the educational requirements of the MBA programme. The module tutor will seek to approve the project proposals at this stage.</p> <p>Project teams will then progress their approved projects drawing on the support and guidance of the module tutor as required.</p> <p>At the mid-point of the year, each project team will make a short oral progress report to the rest of the class and the module tutor to receive feedback and to discuss their progress to date and future plans.</p> <p>Towards the end of the year, each project team will be expected to present the key features of their projects to the rest of the class and the module tutor and to receive feedback. These sessions will take place a few weeks before the final submission date for the team project reports thereby enabling received feedback to be integrated, if appropriate, into the final reports.</p> <p>In addition to the submission of the final team reports to the module tutor for assessment, project teams will have agreed a mechanism for feeding back the outcomes of their work to their host organisation. This is something that will have been negotiated with the host earlier in the process.</p>
<p>Bibliography</p>	<p><u>Core text</u></p> <p>Business and management consulting : delivering an effective project - Wickham, Louise, Wilcock, Jeremy 2020 (electronic resource)</p> <p>Management consulting: delivering an effective project ebook - Louise Wickham, Jeremy Wilcock 2016 (electronic resource)</p> <p><u>Further reading for Change Management</u></p> <p>The theory and practice of change management eBook - John Hayes 2018 (electronic resource)</p> <p>Organizational change ebook - Barbara Senior, Stephen Swailes 2016 (electronic resource)</p>

	<p><u>Further reading for Project Management</u></p> <p>Project management - Dennis Lock 2013 (electronic resource)</p> <p><u>Further reading for Working in Teams</u></p> <p>Team roles at work - R. M. Belbin 2010 (electronic resource)</p> <p>Management teams: why they succeed or fail ebook - R. M. Belbin 2010 (electronic resource)</p> <p><u>Further reading for Consultancy and Research</u></p> <p>Business research: a practical guide for undergraduate & postgraduate students - Jill Collis, Roger Hussey 2014 (electronic resource)</p> <p>Business research methods - Alan Bryman, Emma Bell 2015</p> <p>Reflective Learning</p> <p>Productive reflection at work: learning for changing organizations - David Boud, Peter Cressey, Peter Docherty c2006 (electronic resource)</p> <p>Study Skills</p> <p>The study skills handbook - Stella Cottrell 2019 (electronic resource)</p> <p>Skills for success: personal development and employability ebook - Stella Cottrell 2015 (electronic resource)</p>																		
<p>Assessment</p>	<p>The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.</p> <table border="1" data-bbox="359 1153 1396 1525"> <thead> <tr> <th>Number of Assessments</th> <th>Form of Assessment</th> <th>% weighting</th> <th>Size of Assessment / Duration/ Word count (indicative only)</th> <th>Category of assessment</th> <th>Learning Outcomes being assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Team Project Report</td> <td>50%</td> <td>3000 words</td> <td>Coursework</td> <td>1,2,3</td> </tr> <tr> <td>1</td> <td>Individual Reflective Report</td> <td>50%</td> <td>1000 words</td> <td>Coursework</td> <td>4,5</td> </tr> </tbody> </table> <p>Both assignments must be submitted and an overall grade of at least 50% must be achieved in each to pass the module.</p>	Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed	1	Team Project Report	50%	3000 words	Coursework	1,2,3	1	Individual Reflective Report	50%	1000 words	Coursework	4,5
Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed														
1	Team Project Report	50%	3000 words	Coursework	1,2,3														
1	Individual Reflective Report	50%	1000 words	Coursework	4,5														
<p>Language</p>	<p>English</p>																		

Course Title	Management Coaching Skills				
Course Code	MD4061				
Course Type	Elective				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Maria Zeniou				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	To develop managers' knowledge, understanding and practice of the role of coaching as a management competence. The module aims to enable students to learn and to begin to equip themselves to be effective coaches by being able to: differentiate coaching from other helping skills; by introducing essential coaching skills and models; by deepening their understanding of people and behaviours and by understanding how coaching fits with other styles of management and leadership.				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Critically assess their skills as a manager/coach and identify personal development needs and goals. 2. Critically assess the various models of coaching and their application in support of their own development and the development of others. 3. Practice and apply the key coaching skills or models to enhance their managerial repertoire. 4. Recognise and use the opportunities for the use of coaching in the workplace. 				
Prerequisites	None	Required	None		
Course Content	The module will explore and discuss the key theories and concepts of coaching and action learning as a managerial competence, the personal and organisational context for the deployment of such skills with a particular focus on performance management and development. The module will explore and critically discuss basic personality theory and its relation to coaching, various definitions of coaching, comparing coaching to other management skills and styles, the core principles of coaching and key skills, coaching models and include observation of skills practice and feedback. The module will explore the role of manager as coach, coaching for performance, and development.				
Teaching Methodology	Sessions will comprise a blend of tutor input, skills development and group discussion to maximise learning opportunities. Lectures will typically present relevant theory and conceptual frameworks along with reviews of appropriate literature. Guided reading and small group discussion will be facilitated to encourage application of such material to the workplace and where possible make comparisons to students' own experience of coaching activity and to promote critical analysis of key issues. Plenary sessions will draw together the views of the small groups. In addition, where relevant, case studies,				

	<p>documentary and video material will be used to enhance the learning process. Students will be asked to write and up and present a case study of a situation they have faced personally and examine their practice as well as exploring the application of coaching concepts. A key part of the teaching and assessment will be for students to apply their skills and reflect on their practice and progress. Practice sessions will be a regular feature of the sessions with tutor and peer observation and feedback. Students will also be expected to practice their skills in the workplace and bring their reflections on their experience to the taught sessions for small group and plenary sessions. The aim of the assessment is to develop a critical understanding of the role of coaching in the workplace and to enhance the students' managerial competence.</p>																							
Bibliography	<p>Core texts:</p> <p>Parsloe, E., Newell, D. and Leedham, M., (2017), Coaching and mentoring : practical techniques for developing learning and performance. Kogan Page: London</p> <p>Skiffington, S and Zeus, P. (2005), The Complete Guide to Coaching at Work Australia: McGraw-Hill</p> <p>Recommended:</p> <p>Passmore, J. (2016), Excellence in Coaching London: Kogan Page</p> <p>Key Journals</p> <p>Consulting Psychology Journal</p> <p>Human Resource Development International</p> <p>Industrial and Commercial Training</p> <p>International Journal of Evidence Based Coaching and Mentoring</p> <p>International Coaching Psychology Review</p> <p>Journal of Management Development</p> <p>Organizational Dynamics</p>																							
Assessment	<p>The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.</p> <table border="1" data-bbox="359 1451 1390 1944"> <thead> <tr> <th data-bbox="359 1451 533 1630">Number of Assessments</th> <th data-bbox="533 1451 722 1630">Form of Assessment</th> <th data-bbox="722 1451 874 1630">% weighting</th> <th data-bbox="874 1451 1064 1630">Size of Assessment / Duration/ Word count (indicative only)</th> <th data-bbox="1064 1451 1254 1630">Category of assessment</th> <th data-bbox="1254 1451 1390 1630">Learning Outcomes being assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 1630 533 1816">1</td> <td data-bbox="533 1630 722 1816">Reflective report on management coaching practice</td> <td data-bbox="722 1630 874 1816">60%</td> <td data-bbox="874 1630 1064 1816">2000 words</td> <td data-bbox="1064 1630 1254 1816">Coursework</td> <td data-bbox="1254 1630 1390 1816">1,2,3,4</td> </tr> <tr> <td data-bbox="359 1816 533 1944">1</td> <td data-bbox="533 1816 722 1944">Critical evaluation of coaching session</td> <td data-bbox="722 1816 874 1944">40%</td> <td data-bbox="874 1816 1064 1944">2000 words</td> <td data-bbox="1064 1816 1254 1944">Coursework</td> <td data-bbox="1254 1816 1390 1944">2</td> </tr> </tbody> </table> <p>Students must gain a mark of 50% or above in order to pass the module.</p>						Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed	1	Reflective report on management coaching practice	60%	2000 words	Coursework	1,2,3,4	1	Critical evaluation of coaching session	40%	2000 words	Coursework	2
Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed																			
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Language	English																							

Course Title	Professional Placement				
Course Code	MD4054				
Course Type	Elective				
Level	Level 7				
Year / Semester	Year 2				
Teacher's Name	Dr Anthi Avloniti				
ECTS	30	Lectures / week	-	Placement / year	700 hours
Course Purpose and Objectives	<ol style="list-style-type: none"> 1. To provide students with practical experience of working in a business and administration related environment. 2. To encourage students to build on and apply the material studied during the taught element of their course. 3. To enhance students' personal and professional skills. 				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the relevant theoretical knowledge to business and industry-related issues. 2. Critically evaluate their experience of working in an organisation. 3. Demonstrate the development of personal and professional skills, such as communication, teamwork, problem solving, decision-making, initiative and creativity. 				
Prerequisites	60 ECTS from taught modules	Required			
Course Content	<p>This module allows students to develop a greater understanding of the professional practices associated with working in organisations. Students will research, secure and undertake a period of work experience appropriate to the field of study.</p> <p>Subject to negotiation with tutors, the placement might extend across more than one organisation. Students will be expected to reflect upon this work experience critically and to apply their experience to theoretical and conceptual elements of their course.</p>				
Teaching Methodology	<p>The professional placement is undertaken after the student successfully completes 60 ECTS of taught modules. A continuous placement with a single employer is preferred, though exceptional circumstances may necessitate a change of employer. The validity of any placement is assessed on an individual basis. The work undertaken by the student must be of an adequate standard in an area of work strongly related to the field of business and administration. The student writes a placement logbook / diary and produces an end of placement report for assessment by the industrial placements tutor. The employer nominates an industrial supervisor, who is the main point of contact with the employer.</p>				

<p>Bibliography</p>	<p>Reading List</p> <p>Bolles, R.N. (2018) What color is your parachute?: a practical manual for job-hunters and career-changers. 2018 edition. California: Ten Speed Press.</p> <p>David. Boud (eds.). [Online]. London; New York; London; New York; Routledge Falmer. Available from: Electronic reproduction. Ann Arbor, MI: ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Cameron, S. (2016) The business student's handbook: skills for study and employment. Sixth edition. [Online]. Harlow, England, Pearson. Available from: https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=5185670.</p> <p>Cottrell, S. (2015) Skills for success: personal development and employability [electronic resource]. Third edition. [Online]. Basingstoke, [England]; New York, New York; Basingstoke, [England]; New York, New York, Palgrave Macmillan. Available from: Electronic reproduction. Ann Arbor, MI: ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Whetten, D.A. (2016a) Developing management skills. Ninth, Global edition. Kim S. Cameron (ed.). [Online]. Boston, [Massachusetts]: Pearson. Available from: Electronic reproduction. Ann Arbor, MI: ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p>																		
<p>Assessment</p>	<p>The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.</p> <table border="1" data-bbox="395 1238 1396 1771"> <thead> <tr> <th>Number of Assessments</th> <th>Form of Assessment</th> <th>% weighting</th> <th>Size of Assessment / Duration/ Wordcount (indicative only – see Workload Table for guidance)</th> <th>Category of assessment (select 1 of written exam/practical assessment/coursework – see guidance notes)</th> <th>Learning Outcomes being assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Placement logbook/ diary</td> <td>50%</td> <td>3000 words</td> <td>coursework</td> <td>2,3</td> </tr> <tr> <td>1</td> <td>Final report</td> <td>50%</td> <td>3000 words</td> <td>coursework</td> <td>1,2,3</td> </tr> </tbody> </table> <p>To pass this module students must achieve a grade of 50% or above for each element of assessment.</p>	Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Wordcount (indicative only – see Workload Table for guidance)	Category of assessment (select 1 of written exam/practical assessment/coursework – see guidance notes)	Learning Outcomes being assessed	1	Placement logbook/ diary	50%	3000 words	coursework	2,3	1	Final report	50%	3000 words	coursework	1,2,3
Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Wordcount (indicative only – see Workload Table for guidance)	Category of assessment (select 1 of written exam/practical assessment/coursework – see guidance notes)	Learning Outcomes being assessed														
1	Placement logbook/ diary	50%	3000 words	coursework	2,3														
1	Final report	50%	3000 words	coursework	1,2,3														
<p>Language</p>	<p>English</p>																		

Course Title	MBA Dissertation				
Course Code	MD4992				
Course Type	Compulsory				
Level	Level 7				
Year / Semester	Year 1 / Semesters 1-3				
Teacher's Name	Dr Panayiotis Kontakos				
ECTS	30 ECTS	Lectures / year	18 hours	Laboratories / week	-
Course Purpose and Objectives	This module aims to enable the students to plan and conduct an extended piece of postgraduate business/management research.				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Collect, analyse and synthesise data and ideas. 2. Present findings and recommendations in writing that confirms their understanding of the business / management issues under investigation. 3. Address and satisfy their specific research aims and objectives. 4. Operationalize an understanding of key research matters, including, research paradigms, congruent methodologies, execution and communication of the research process and outcomes. 5. Manage a personal research project over an extended timescale. 				
Prerequisites		Required			
Course Content	<p>There is no specific module content with regard to subject knowledge as each student will be conducting research into a topic of their choice however, the support workshops will cover:</p> <p>Devising Aims and objectives; Searching and reviewing the literature; Methodology and methods; Analysing quantitative and qualitative data; Writing up the dissertation. Practical guidance on managing the dissertation project</p>				
Teaching Methodology	<p>The dissertation is essentially an independent piece of research which requires students to take responsibility for the planning and execution of their chosen research topic. Student will work with their individual supervisor to meet the requirements of the dissertation. Students can submit drafts of the chapters of their dissertation in order to gain feedback before the final submission.</p> <p>In addition to individual supervision, there will be a series of support workshops which will give students generic advice on the dissertation process and the component parts which typically make up the dissertation.</p>				

	<p>Students will develop skills of planning, analysis, critical evaluation and time management.</p>
<p>Bibliography</p>	<p>There is no specific reading list associated with the topic of the dissertation.</p> <p>General Research Texts</p> <p>Tsang, E.W.K. (2017) <i>The philosophy of management research</i> . London ; New York, N.Y. ; London ; New York, N.Y. ;, Routledge.</p> <p>Denscombe, M. (2017) <i>The good research guide : for small-scale social research projects</i> . 6th ed. [Online]. Maidenhead ;, McGraw-Hill Education. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.</p> <p>Eco, U. (2015) <i>How to write a thesis</i> . 3rd ed. Geoff Farina & Caterina Mongiat Farina (eds.). [Online]. Cambridge, Massachusetts ; London, [England] ;; Cambridge, Massachusetts ; London, [England] ;, The MIT Press. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Writing aims and objectives</p> <p>Nathan Durdella (ed.) (2018) <i>Developing skills in formulating qualitative research questions</i>.p.1 online resource (1 video file (00:12:37)) :</p> <p>Kada, O. (2015) <i>How research questions impact answers : a case of research learning</i> . London ;, SAGE Publications.</p> <p>Alvesson, M. (2013) <i>Constructing research questions : doing interesting research</i>. Jörgen Sandberg (ed.). Los Angeles, California ;, SAGE.</p> <p>Literature Reviews</p> <p>Claire White (ed.) (2018) <i>How to conduct an effective literature review</i>.p.1 online resource (1 video file (00:17:05)) :</p> <p>Forbes, E. (2016) A Post-graduate’s Guide to Doing a Literature Review: in Health and Social Care Aveyard Helen Payne Sheila and Preston Nancy A Post-graduate’s Guide to Doing a Literature Review: in Health and Social Care 248pp £21.99 Open University Press 9780335263684 0335263682. <i>Nursing standard</i>. [Online] 30 (51), 32–32. Available from: doi:10.7748/ns.30.51.32.s35.</p> <p>Cameron, S. (2021) <i>The MBA Handbook : Academic and Professional Skills for Mastering Management</i>. 9th edition. Harlow, Pearson Education Limited.</p> <p>Cameron, S. (2020) <i>The MBA handbook : academic and professional skills for mastering management</i> . Ninth edition. New York ;, Pearson Education.</p> <p>O’Brien, A.M. (2016) <i>The systematic literature review method : trials and tribulations of electronic database searching at doctoral level</i> . Conor Mc Guckin (ed.). London ;, SAGE Publications.</p>

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Hammersley, M. (2019a) *Ethnography : principles in practice*. Fourth edition. Paul Atkinson (ed.). [Online]. London ; New York ; London ; New York ;, Routledge Taylor & Francis Group. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

May, T. (2011) *Social research : issues, methods and process*. 4th ed. Maidenhead, England ;, McGraw Hill.

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Hancock, D.R. (2017) *Doing case study research : a practical guide for beginning researchers*. Third edition. Robert Algozzine (ed.). [Online]. New York, New York ; London, [England] ; New York, New York ; London, [England] ;, Teachers College Press. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Creamer, E.G. (2018) *An introduction to fully integrated mixed methods research*. Los Angeles, CA.;, SAGE Publications Inc.

Data analysis

Hinton, P.R. (2014) *Statistics explained*. Third edition. [Online]. East Sussex, England; New York, New York.; East Sussex, England; New York, New York.;, Routledge. Available from: Electronic reproduction. Ann Arbor, MI: ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Bryman, A. (2011) *Quantitative data analysis with IBM SPSS 17, 18 and 19: a guide for social scientists*. Duncan Cramer (ed.). Hove [England] ; New York.;, Routledge.

Gibbs, G. (2007) *Analysing qualitative data*. London.; Los Angeles, [Calif.];, SAGE.

	<p>Scherbaum, C.A. (2015) <i>Analysing quantitative data for business and management students</i>. 1st edition. Kristen M. Shockley (ed.). Los Angeles, CA:, SAGE Publications Inc.</p> <p>Websites</p> <p>*These texts have online resource centres</p> <p>http://www.geocities.com/orgscience/home.htm – Charles Booth’s site, a good start for research methods information on the web</p> <p>http://trochim.human.cornell.edu/kb/ - Cornell U. Research Methods Knowledge Base</p> <p>http://www.shef.ac.uk/~scharr/triage/index/qualit.htm - useful qualitative site</p> <p>http://www.sysurvey.com/tips/arsham.htm - comprehensive survey design & analysis site</p>					
Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
	1	Dissertation	100%	12,000	Coursework	1, 2, 3, 4, 5
	To pass this module students must achieve a mark of 50% or above					
Language	English					

Course Title	Financial Management				
Course Code	AC4420				
Course Type	Compulsory				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	C. Charalambous, V. Koutsioundas				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	The module aims to enable the students to master the principles and techniques within the financial and management accounting fields and to develop students' financial problem solving skills in respect of both financial and management accounting issues, and to develop the ability to critically appraise accounting solutions to real world problems. Emphasis will be on developing cognitive skills via the critical analysis, interpretation and evaluation of information produced from the accounting process.				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. analyse and use relevant costing techniques in the management decision making process 2. evaluate the process of budget setting and monitoring 3. critically analyse and interpret published financial statements <p>critically evaluate contemporary issues in accounting with regard to their potential impact on various stakeholders in their decision making</p>				
Prerequisites	None	Required	None		
Course Content	<p>Management accounting techniques -</p> <ul style="list-style-type: none"> - Planning - Budgets and budgetary control within an organisation - Management control - Cost classification and methods - Decision-making - Costing for decision-making, including marginal costing; cost/volume/profit analysis - Techniques of capital investment appraisal <p>The purpose and nature, generation, use, strengths and weaknesses of the primary financial accounting statements found in an organisation's Annual Report-</p> <ul style="list-style-type: none"> - Users of financial and management reports and their different needs - Attempts at improving financial and management reporting - The balance sheet, the income statement, and the cash flow statement - Sources of finance and how finance is utilised - Non-current assets and working capital - Definitions of assets and liabilities 				

	<p>- The distinction between income (profit) and cash</p> <p>- The concept of groups and group accounts.</p> <p>Measuring and interpreting the financial performance of organisations</p> <p>- Ratio analysis and the interpretation of financial statements</p>
<p>Teaching Methodology</p>	<p>Material will be introduced in the two hour lecture per week and two hour workshop followed up by directed reading and discussion.</p> <p>Students will be provided with topical examples from newspapers and journals, together with relevant case study material, in order to support the lecture material and to help link theory with current practice.</p> <p>The teaching strategy supports this in introducing in lectures discussion of assumptions and raising questions of applicability and validity. Group sessions not only develop technical problem solving skills (in areas that are new to the students) but also encourage students to develop their critical skills.</p> <p>Students will draw on and enhance graduate attributes of planning, communication, literacy and analysis and develop confidence and expand their intellectual ability through constructing argument and exploring perspectives. This will aid employability within general business management and project management specifically.</p> <p>Students will be assessed by an in-class test (on budget-setting and costing), and by exam.</p>
<p>Bibliography</p>	<p>Core Reading</p> <p>Gowthorpe, C. (2018) <i>Business accounting and finance</i>. Fourth edition. [Online]. London :, Cengage Textbooks. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.</p> <p>Atrill, P. (2018) <i>Accounting and finance for non-specialists</i> . Eleventh edition. E. J. McLaney (ed.). Upper Saddle River :, Pearson.</p> <p>Atrill, P. (2019) <i>Accounting and finance for non-specialists</i>. Eleventh edition. E. J. McLaney (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Further Reading</p> <p>Berry, A. (2011) <i>Accounting in a business context</i> . 5th ed. Robin Jarvis (ed.). Andover :, South-Western Cengage Learning.</p> <p>Broadbent, M. (2003) <i>Managing financial resources [electronic resource]</i> . 3rd ed. John Cullen (ed.). Boston, MA :, Oxford :, Butterworth-Heinemann.</p> <p>Davies, T. (2011) <i>Business accounting and finance</i> . Ian Crawford (ed.). [Online]. Harlow, England :, Financial Times Prentice Hall. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p>

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Bhimani, A. (2018) *Management and cost accounting* . 7th ed. Srikant M. Datar, Charles T. Horngren, & Madhav V. Rajan (eds.). [Online]. Harlow, United Kingdom :, Pearson Education Limited. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2019. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.

Dyson, J.R. (2020) *Accounting for non-accounting students* . Tenth edition. Ellie Franklin (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

O'Regan, P. (2016) *Financial information analysis : the role of accounting information in modern society* . Third edition. [Online]. Abingdon, Oxon ; New York, NY ; Abingdon, Oxon ; New York, NY :, Routledge. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2015. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Ryan, B. (2017) *Finance and accounting for business : a new insight* . Third edition. Nicholas Collett (ed.). Manchester :, Manchester University Press.

Weetman, P. (2019) *Financial and management accounting : an introduction* . Eighth edition. [Online]. Harlow, England ; New York :, Harlow, England ; New York :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Watson, D. (2019) *Corporate finance : principles and practice* . Eighth edition. Antony Head (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only – see Workload Table for guidance)	Category of assessment (select 1 of written exam/practical assessment/coursework –see guidance notes)	Learning Outcomes being assessed
	1	In-class test	30%	1 hour	Coursework Test	1 - 2
	1	Written Exam	70%	2 hour	Examination	3 - 4
To pass this module students must achieve a mark of 50% or above aggregated across all the assessments.						
Language	English					

Course Title	Research and Study Skills				
Course Code	MD4058				
Course Type	Compulsory				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Christos Anagnostopoulos, Dr Ioanna Stylianou				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	To support students' progression in business education; to develop core academic competencies and strategies; and to develop independent learning.				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Access and evaluate a range of information sources and scholarly material and demonstrate competence in presenting information for assessment. 2. Critically reflect on own core academic competencies and strategies to enhance own learning and study practice. 3. Identify and critically evaluate the previous literature in a field of study. 4. Plan a research project and justify different methodological approaches to research. 				
Prerequisites	None	Required	None		
Course Content	<p>Study Skills: Introduction to university study; Finding, evaluating and referencing sources for assignments; Introduction to critical analysis; Applying theory to practice; Writing for assessment; Learning from feedback; Self-reflection.</p> <p>Research Skills: The nature and purpose of research; Designing research aims and objectives; Literature reviews; Epistemology and Ontology; Ethical considerations; Research strategies (quantitative/qualitative); Methodologies; Data collection methods and analysis (e.g. interviews, questionnaires); Consideration of validity, reliability and generalisability. Presentation of information.</p>				
Teaching Methodology	<p>Learning will be facilitated via participation in workshops, where a range of learning tools will be utilised. This will include formal tutor input, group work, mini projects, mini presentations, and working on the development of individual portfolios.</p> <p>The portfolio assessment will emphasise the importance of students' self-development in core academic competencies. This is an ideal method of assessment for the learning development aspect of the module as it does not rely on a criterion based formative assessment which could not measure the students' development in relation to where they started.</p>				

	<p>The research skills sessions will give students a conceptual grounding in research methodologies as well as practical guidance for the design of a viable research project. Emphasis will be placed on the systematic nature of the research process so that students can see the links between philosophy, methodology, methods and data analysis.</p> <p>The research proposal is designed to assess the students' ability to both conduct a search and review of existing literature and design an appropriate research strategy.</p>
<p>Bibliography</p>	<p>Study Skills - Core Reading</p> <p>Payne, E. (2006) <i>Developing essential study skills</i> . 2nd ed. Lesley. Whittaker (ed.). Harlow :, Financial Times Prentice Hall.</p> <p>Cottrell, S. (2019) <i>The study skills handbook</i>. 5th ed. [Online]. London :, Macmillan Education UK. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.</p> <p>Study Skills - Supplementary Texts</p> <p>Bailey, S. (2018) <i>Academic writing : a handbook for international students</i>. Fifth edition. [Online]. London, [England] ; New York, New York :; London, [England] ; New York, New York :, Routledge. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Wentz, E.A. (2013) <i>How to design, write, and present a successful dissertation proposal</i>. Los Angeles :, SAGE.</p> <p>Bolton, G. (2018) <i>Reflective practice : writing and professional development</i>. Fifth edition. Russell Delderfield (ed.). Los Angeles :, SAGE.</p> <p>Burgmeier, A. (2013) <i>Inside reading. Intro : the academic word list in context</i>. Second Edition. Oxford :, Oxford University Press.</p> <p>Cameron (2020) <i>The MBA handbook : academic and professional skills for mastering management</i> . Ninth edition. Pearson Education.</p> <p>Cameron, S. (2016) <i>The MBA handbook : academic and professional skills for mastering management</i> . Eighth Edition. Harlow, England :, Pearson.</p> <p>Cottrell, S. (2017) <i>Critical thinking skills : effective analysis, argument and reflection</i>. 3rd ed. [Online]. London :, Macmillan Education UK. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.</p> <p>Ford, N. (2012) <i>The essential guide to using the Web for research</i>. London :; Los Angeles, [Calif.] ;, SAGE.</p> <p>Pears, R. (2019) <i>Cite them right : the essential referencing guide</i> . Eleventh revised and expanded edition. Graham J. Shields (ed.). London :, Red Globe Press.</p> <p>Anon (n.d.) <i>Cite Them Right</i>. [Online]. Available from: https://www.uclan.ac.uk/students/library-it/library/cite-them-right.php.</p>

Swatridge, C. (2014) *The Oxford guide to effective argument and critical thinking* . Oxford :, Oxford University Press.

Wallace, M. (2016) *Critical reading and writing for postgraduates* . Third edition. Alison Wray (ed.). Los Angeles :, SAGE.

Becker, L.M. (2015) *Writing successful reports and dissertations* . Los Angeles :, Sage.

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Anon (n.d.) *Academic Phrasebank*. [Online]. Available from: <http://www.phrasebank.manchester.ac.uk/>.

Anon (n.d.) *Critical thinking : Skills Hub*. [Online]. Available from: <http://www.sussex.ac.uk/skillshub/?id=277>.

Anon (n.d.) *UEfAP*. [Online]. Available from: <http://www.uefap.net/>.

Research Skills - Core Reading

Bell, E. (2019) *Business research methods* . Fifth edition. Alan. Bryman & Bill Harley (eds.). Oxford :, Oxford University Press.

Saunders, M.N.K. (2019a) *Research methods for business students* . Eighth edition. Adrian Thornhill & Philip Lewis (eds.). Harlow, England :, Pearson.

Research Skills - Supplementary Texts

Alvesson, M. (2000a) *Doing critical management research* . Stanley A. Deetz (ed.). London :, SAGE.

Martin W. Bauer & George Gaskell (eds.) (2000a) *Qualitative researching with text, image and sound : a practical handbook* . London :, SAGE.

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Creswell, J.W. (2014) *Research design : qualitative, quantitative, and mixed method approaches* . Fourth edition, international student edition. Los Angeles, Calif. :, SAGE.

Creswell, J.W. (2017) *Qualitative inquiry & research design : choosing among five approaches* . Fourth edition. . Cheryl N. Poth (ed.). Los Angeles :, SAGE.

Birley, G. (1998) *A practical guide to academic research* . Neil. Moreland (ed.). London :, Kogan Page.

Yvonna S. Lincoln & Norman K. Denzin (eds.) (2017) *The SAGE handbook of qualitative research* . Fifth edition. Los Angeles :, SAGE.

- Flick, U. (2018) *An introduction to qualitative research* . 6th edition. Los Angeles :, SAGE.
- Birley, G. (2013) *A practical guide to academic research* . Neil Moreland (ed.). Abingdon, Oxon ; New York, New York ;; Abingdon, Oxon ; New York, New York :, Routledge.
- Gummesson, E. (2000) *Qualitative methods in management research* . 2nd ed. London :, SAGE.
- Bryman, A. (2016) *Social research methods* . Fifth edition. Oxford :, Oxford University Press.
- Mason, J. (2018) *Qualitative researching* . Third edition. Los Angeles :, SAGE.
- Bryman, A. (1989) *Research methods and organization studies* . London :, Routledge.
- David Silverman (ed.) (2021) *Qualitative research* . Fifth edition. Los Angeles :, SAGE.
- David Silverman (ed.) (2011) *Qualitative research : issues of theory, method and practice* . 3rd ed. London ;; Los Angeles, [Calif.] :, SAGE.
- Silverman, D. (2017) *Doing qualitative research* . 5E. edition. Los Angeles :, SAGE.
- Bryman, A. (2000) *Quantity and quality in social research* . London :, Routledge.
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- Easterby-Smith, M. (2015) *Management and business research* . Fifth edition. Richard Thorpe & Paul Jackson (eds.). London :, SAGE.
- Fisher, C.M. (2010) *Researching and writing a dissertation : an essential guide for business students* . 3rd ed. John. Buglear (ed.). Harlow :, Financial Times Prentice Hall.
- Gill, J. (2010) *Research methods for managers* . 4th ed. . Murray. Clark & Phil Johnson (eds.). London ;; Los Angeles, [Calif.] :, SAGE.
- Hammersley, M. (2019) *Ethnography : principles in practice* . Fourth edition. Paul Atkinson (ed.). London :, Routledge.
- Hart, C. (2001) *Doing a literature search : a comprehensive guide for the social sciences* . London :, SAGE.
- Hart, C. (2018) *Doing a literature review : releasing the research imagination*. 2nd edition. Los Angeles :, SAGE.
- Hinton, P.R. (2014a) *Statistics explained*. Third edition. ©2014; Hove :, Routledge.

Johnson, P. (2000a) *Understanding management research : an introduction to epistemology* . Joanne. Duberley (ed.). London :, SAGE.

Russell A. Jones (1198) *Research Methods in the Social and Behavioural Sciences*. [Online]. Publisher:Sinauer Associates Inc.,U.S. (1 Nov. 1985). Available from: <https://www.amazon.co.uk/Research-Methods-Social-Behavioural-Sciences/dp/0878933700>.

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John D. Brewer & Robert L. Miller (eds.) (2003) *The A-Z of social research : a dictionary of key social science research concepts* . London :, SAGE.

Oppenheim, A.N. (1992) *Questionnaire design, interviewing and attitude measurement* . 2nd ed. A. N. Oppenheim (ed.). London :, Pinter.

David. Partington (ed.) (2002) *Essential skills for management research* . London :, SAGE.

Robson, C. (2016) *Real world research : a resource for users of social research methods in applied settings* . Fourth Edition. Kieran McCartan (ed.). Hoboken :, Wiley.

Yin, R.K. (2018) *Case study research and applications : design and methods* . Sixth edition. Los Angeles :, SAGE.

NVivo Training

Rivers, D. (n.d.) *Learning NVivo*.

Rivers, D. (n.d.) *NVivo 2018 Essential Training*.

Assessment

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only – see Workload Table for guidance)	Category of assessment	Learning Outcomes being assessed
1	Exam	50%	2 h	Examination	1+2
1	Portfolio	50%	2,000 words	Coursework	1,3 +,4

To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.

Language

English

Course Title	Leading and Developing People and Processes				
Course Code	MD4081				
Course Type	Compulsory				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Irina Lokhtina, Panikkos Sardos				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	<p>This module approaches leading and developing people and processes from a socio-technical systems perspective. Organisations are viewed as being a set of interacting sub-systems – they employ people with capabilities, working towards goals, processes are designed and followed using technology and operating within a physical infrastructure, all encased by a shared set of cultural assumptions and norms.</p> <p>Socio-technical theory espouses that the design and performance of any organisational system can only be understood and improved if both 'social' and 'technical' aspects are brought together and treated as interdependent parts of a complex system. Failure of organisational change programmes can occur because they focus on one aspect of the system over others with an accompanying lack of understanding and analysis of the complex interdependencies that exist. The aim is to develop an appreciation of all the interdependent aspects of how complex systems work.</p> <p>This module challenges the students to think about how people, processes, systems and technology can work together to achieve a common set of aims internally and externally to the organisation. It will guide the development of both people and technical (operational/process) knowledge and skills. Analysis of people and processes will occur at the strategic and operational level, looking at how process and workforce planning and design work in tandem.</p> <p>Students' will have the opportunity to develop their understanding of the importance of the design and effective implementation of processes within an operational and organisational context, how different processes are inter-related and the interdependencies that exist between processes that exist both horizontally and vertically in the organisation and how people are placed within the system and the impact of these planning and design decisions on effective and efficient performance.</p> <p>The first part of the module aims to develop a student's knowledge of processes and systems that can exist within organisations and with external stakeholders.</p> <p>The second part focuses on the design and planning of people within these systems to achieve high performing workplaces.</p> <p>The students will have the opportunity to develop their understanding and ability to apply relevant academic theories, tools and techniques to practical real-world cases in order to appraise their impact and analyse their relevance and value in</p>				

	the workplace. Students will be able to critically appraise how people and processes can contribute to the achievement of organisational strategy and vision.		
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the design of operations (core or support) and the management of systems and processes within an organisational context (the way it works) and the subsequent impact that it may have on the effectiveness, efficiency and competitiveness of an organisation 2. Critically evaluate the impact people capability strategies have on organisational performance through the application of relevant strategic HRM theories 3. Critically discuss and evaluate how workforce planning and design can influence the effectiveness of operational and organisational performance 4. Drawing on analysis of performance, make and justify recommendations for improvement 		
Prerequisites	None	Required	None
Course Content	<p>Part A</p> <ul style="list-style-type: none"> • Developing a systems and process mind – understanding the nature and context of systems and process management • The design of operational strategies: managing processes and performance to deliver business goals and meet customer expectations • Processes, systems and supply networks • The application of Lean, Agile and Value Chain Philosophies • Quality Management, Systems and Improvement Techniques <p>Part B</p> <ul style="list-style-type: none"> • Developing Strategic Human Resource Capability – High Performance Work Systems and HRM • People Resourcing: Workforce Planning and Design, Succession Planning and Talent Management • Managing Performance and Rewards • Strategies for achieving Equality, Diversity and Inclusion • Improving performance through Organisational Learning 		
Teaching Methodology	<p>Contact time will include formal lectures, small and large group discussion, individual and group tasks and presentations, individual and group tutorials.</p> <p>All information relevant to the delivery will be available on Blackboard.</p> <p>Students are expected to supplement this with self-directed study, outside the classroom.</p> <p>Individual and group support will also be available by email and in person, outside of the class time and during working hours, when required.</p> <p>There will be two assessment components, one written report and one presentation both individually produced and designed to assess the students' knowledge of the design, analysis and improvement of systems, processes and people and their interdependencies as well as strategies and practices designed to improve performance and capabilities.</p>		

Bibliography	<p>Core textbooks:</p> <p>Slack, N. and Brandon-Jones, A. (2018) Operations and Process Management: Principles and Practice for Strategic Impact, Fifth Edition, Pearson.</p> <p>Van Looy, B., Gemmel, P. and Van Dierdonck, R. (2013) Service Management: An Integrated Approach, Third Edition, Pearson (available as eBook)</p> <p>Sherwood, D. (2011) Seeing the Forest for the Trees, A Manager's Guide to Applying Systems Thinking, Nicholas Brealey Publishing, London.</p> <p>Banfield, P., Kay, R. and Royles, D. (2018) Introduction to Human Resource Management, Third Edition, Oxford University Press. ISBN: 9780198702825</p> <p>Wilton, N. (2019) An Introduction to Human Resource Management, 4th Edition, SAGE Publications Ltd. ISBN: 978-1526460165</p>																							
Assessment	<table border="1"> <thead> <tr> <th>Number of Assessments</th> <th>Form of Assessment</th> <th>% weighting</th> <th>Size of Assessment</th> <th>Category of assessment</th> <th>Learning Outcomes assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Individual Report</td> <td>50%</td> <td>2000 words</td> <td>Coursework</td> <td>1, 2, 3</td> </tr> <tr> <td>1</td> <td>Exam</td> <td>50%</td> <td>2 h</td> <td>Examination</td> <td>4</td> </tr> </tbody> </table>	Number of Assessments	Form of Assessment	% weighting	Size of Assessment	Category of assessment	Learning Outcomes assessed	1	Individual Report	50%	2000 words	Coursework	1, 2, 3	1	Exam	50%	2 h	Examination	4	<p>To pass this module students must achieve a mark of 50% or above aggregated across all the assessments</p>				
Number of Assessments	Form of Assessment	% weighting	Size of Assessment	Category of assessment	Learning Outcomes assessed																			
1	Individual Report	50%	2000 words	Coursework	1, 2, 3																			
1	Exam	50%	2 h	Examination	4																			
Language	English																							

Course Title	International Strategic Management				
Course Code	MD4099				
Course Type	Compulsory				
Level	Level 7				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Panayiotis Kontakos, Dr Olga Kvasova				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	<p>This module aims to examine both the strategic and operational decisions that managers must make in order to engage in global activities. By engaging with the theoretical literature and examining international business in action, students will assess the links between globalisation and competitiveness, both at corporate and national levels. As a result, students will be able to evaluate the impacts of globalisation and internationalisation. Detailed research into case-studies will also be conducted as a means of explaining the real-time situations they experience.</p>				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and critically assess the major features of the Global Economy, the 'Triad' economies, shifts in global economic powers and FDI trends. 2. Employ Comparative Advantage and related trade models in analysing a country's role in the world economy. 3. Examine and critically assess the external forces shaping the business environment. 4. Use strategic tools and the strategic management literature to evaluate an international company's strategic options including contingency planning and developing organisational resilience. 				
Prerequisites	None	Required	None		
Course Content	<p>This module will analyse the nature of strategic and structural developments in international business, bringing together a wide array of theoretical and empirical material that has been produced over the last decade. It will address decision-making in risky environments, which is of particular importance to industry in the current global environment. Key issues will include:</p> <ul style="list-style-type: none"> • An overview of the 'Global Economy' • Foreign direct investment trends and implications • Trade theories, trade barriers and trade blocs. • Host country effects of international firms, the anti-globalization critique • Competitive strategy, strategic groups and market segmentation • International strategy • Mergers acquisitions and alliances. 				

	<ul style="list-style-type: none"> • Cultural and political issues within The Multinational Firm • Ethical Issues in International Business. • Global Risk Management. • Crisis Management and Leadership. <p>Detailed case-studies will be employed to test out the various theoretical perspectives, offering students the opportunity to gain genuine insights into the operation of international business.</p>
Teaching Methodology	<p>The module will be delivered on campus through a seminar combining tutor delivery and application through individual and group tasks. Students will be encouraged through tutor input and class based and online activities to apply strategic models and internationalisation strategy to real-life organisations and make judgements on strategic direction and effectiveness. Formal input will cover the module content, supplemented by pre-reading, small group activity and discussion and online tasks. Students will produce an evaluation of an international company's position to demonstrate their understanding and higher-order thinking skills. The summative assessment tasks are designed to meet the module learning outcomes.</p>
Bibliography	<p>Essential Reading</p> <p>Letto-Gillies, G. (2012) <i>Transnational corporations and international production : concepts, theories and effects</i> . 2nd ed. Cheltenham :, Edward Elgar.</p> <p>Johnson, G. (2017) <i>Exploring strategy : text and cases</i> . Eleventh edition. Gerry Johnson (ed.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Deresky, H. (2017) <i>International management : managing across borders and cultures : text and cases</i> . Ninth edition, Global edition. [Online]. Boston, [Massachusetts] :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Bartlett, C.A. (2014) <i>Transnational management : text, cases, and readings in cross-border management</i> . 7th ed. Paul W. Beamish (ed.). London, Ontario :, McGraw-Hill.</p> <p>Thompson, J.L. (2017) <i>Strategic management : awareness and change</i> . Eighth edition. Frank Martin & Jonathan M. Scott (eds.). Andover :, Cengage Learning.</p> <p>Thompson, J.L. (2020) <i>Strategic management : awareness and change [electronic resource]</i> . Ninth edition. Jonathan M. Scott & Frank Martin (eds.). Australia :, Cengage Learning.</p> <p>Peng, M.W. (2014) <i>Global strategic management</i> . 3rd ed., International ed. Andover ;; Mason, Ohio :, Cengage Learning distributor; South-Western .</p> <p>Recommended Reading</p>

Boltanski, L. (2018) *The new spirit of capitalism*. New updated edition. Gregory Elliott & Eve Chiapello (eds.). London :, Verso.

Chia, R.C.H. & Holt, R. (2009) *Strategy without design: the silent efficacy of indirect action*. [Online]. Cambridge, Cambridge University Press. Available from: <https://ebookcentral.proquest.com/lib/uclan-ebooks/detail.action?docID=464859>.

Hill, C.W.L. (2017) *International business : competing in the global marketplace*. International student edition.; 11e / G. Tomas M. Hult (ed.). New York, NY ;; New York, NY :, McGraw-Hill Education; McGraw-Hill Education.

Lasserre, P. (2017) *Global Strategic Management*. 4th ed. [Online]. London :, Macmillan Education UK. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.

Journals

American Graduate School of International Management (n.d.) *JOURNAL OF INTERNATIONAL MANAGEMENT*. New York, Wiley in association with Thunderbird, American Graduate School of International Management.

Anon (1970) *Journal of international business studies*. Atlanta, Ga. ;; Bowling Green, Ohio :, School of Business Administration Georgia State University ; Association for Education in International Business.

Anon (n.d.) *Critical Perspectives on international business | Volume list*. [Online]. Available from: <http://www.emeraldinsight.com/journals.htm?issn=1742-2043>.

Anon (n.d.) *Harvard Business Review*. [Online]. Available from: [http://atoz.ebsco.com/Titles/SearchResults/686?SearchType=Contains&Find=Harvard Business Review&GetResourcesBy=QuickSearch&resourceTypeName=allTitles&resourceType=&radioButtonChanged=](http://atoz.ebsco.com/Titles/SearchResults/686?SearchType=Contains&Find=Harvard+Business+Review&GetResourcesBy=QuickSearch&resourceTypeName=allTitles&resourceType=&radioButtonChanged=).

Websites

Anon (n.d.) *globalEDGE: Your source for Global Business Knowledge*. [Online]. Available from: <http://globaledge.msu.edu/>.

Anon (n.d.) *Global edge - Connecting the Overseas Property Industry*. [Online]. Available from: <http://www.globaledge.co.uk/>.

Anon (n.d.) *Home UNCTAD*. [Online]. Available from: <http://unctad.org/en/Pages/Home.aspx>.

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount	Category of assessment <i>(select 1 of written exam/practical assessment/coursework –see guidance notes)</i>	Learning Outcomes being assessed
	1	Exam	50%	2 h	Examination	1, 2
	1	Group Presentation	50%	30 minutes	Practical	3, 4
To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.						
Language	English					

Course Title	Contemporary Marketing in Organisations				
Course Code	MK4025				
Course Type	Elective				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Olga Kvasova, Dr Anthi Avloniti				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	To enable postgraduate students to critically evaluate developments in contemporary marketing in relation to principles underpinning the marketing discipline, whilst relating these to the wider commercial context.				
Learning Outcomes	<ol style="list-style-type: none"> 1. Identify and critically review key marketing concepts and terminology 2. Recognise and critically evaluate the application of marketing practices from the point of view of the consumer 3. Assess the role of current trends in marketing, as components in the contemporary commercial environment. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> - Introduction to marketing - The traditional and new consumer - Traditional techniques considered against a model of new consumer marketing - Market research and new consumer marketing - Value creation and delivery in the 21st Century - Demand system management 				
Teaching Methodology	The learning and teaching process will include lectures, seminars and individual research and study. Teaching sessions will include lectures and tutorials based around contemporary marketing cases, and workshops supporting assignment themes. The module learning outcomes are assessed by individual course work. Students critically evaluate theory and reflect on its application to internal communication practice.				
Bibliography	<p>Core Reading</p> <p>Kotler, P. (2020) <i>Principles of marketing</i> . Eighth European edition. Hongwei He, Lloyd C. Harris, & Gary Armstrong (eds.). Harlow, England :, Pearson.</p> <p>Jobber, D. (2020) <i>Principles and practice of marketing</i> . Ninth edition. Fiona Ellis-Chadwick (ed.). London :, McGraw-Hill Education.</p> <p>Further Reading</p>				

Cameron, S. (2020) *The MBA handbook : academic and professional skills for mastering management* . Ninth edition. New York :, Pearson Education.

Kotler, P. (2019) *Marketing management* . 4th European edition. Torben Hansen, Malcolm Goodman, Mairead Brady, & Kevin Lane Keller (eds.). Harlow, England :, Pearson.

Lamb, C. (2020) *MKTG [electronic resource]* . 13th edition. Joe Hair & Carl McDaniel (eds.). Mason :, South-Western.

Lamb, C.W. (2019) *MKTG12 : principles of marketing* . Twelfth edition. Carl McDaniel & Joseph F. Hair (eds.). [Online]. Boston, Massachusetts :, Cengage Learning. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Armstrong, G. (2020) *Marketing : an introduction [electronic resource]* . Fourteenth edition, global edition. Marc Oliver Opresnik & Philip Kotler (eds.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Dibb, S. (2019) *Marketing concepts and strategies* . 8th edition. Lyndon Simkin, William M. Pride, & O. C. Ferrell (eds.). Australia :, Cengage.

Hooley, G. (2020) *Marketing strategy and competitive positioning [electronic resource]* . 7th ed. Nick. Lee, John. Rudd, & Brigitte. Nicoulaud (eds.). [Online]. Harlow, United Kingdom :, Pearson Education Limited. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2020. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.

Solomon, M.R. (2018) *Marketing : real people, real choices* . Ninth, Global edition. Elnora W. Stuart & Greg W. Marshall (eds.). [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Solomon, M.R. (2019) *Marketing : real people, real decisions* . Third European edition. Wendy Tabrizi, Vincent W. Mitchell, Bradley R. Barnes, Elnora W. Stuart, *et al.* (eds.). Harlow, England :, Pearson.

Optional Reading

Scott, D.M. (2020) *The new rules of marketing & PR : how to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly* . Seventh edition. [Online]. Hoboken, New Jersey :, Wiley. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.

Journal Articles

	<p>Day, G.S. (1994) The capabilities of market-driven organizations. <i>Journal of Marketing</i>. [Online] 58 (4), 37–52. Available from: http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9410316032&site=ehost-live.</p>					
Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount	Category of assessment <i>(select 1 of written exam/practical assessment/coursework –see guidance notes)</i>	Learning Outcomes being assessed
	1	Exam	50%	2 h	Examination	1, 2, 3
	1	Report	50%	2000	Coursework	1, 4, 3
	<p>To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.</p>					
Language	English					

Course Title	Project Management				
Course Code	MG4205				
Course Type	Elective				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Isabella Karasamani				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	This module aims to equip students with the ability to plan, schedule and control a project. The module will provide practical experience of using commercially available software for project management. Upon completion of the module, students will be able to critically discuss issues surrounding project management.				
Learning Outcomes	<ol style="list-style-type: none"> 1. Critically analyse the key theories and principles associated with effective project management. 2. Apply the principles to develop a critical analysis of a project management situation. 3. Demonstrate effective interpersonal and organisation skills and the ability to contribute equitably to shared objectives, within appropriate time and quality constraints. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> - The role of the project manager and the nature of project management in relation to context and setting. - Project management skills and competencies, with particular emphasis on interpersonal skills and communication management plus theories of motivation and leadership. - The concepts of integrative management including the business case and project selection methods; stakeholder management, funding and employer support, corporate social responsibility and the monitoring and control of performance and benefits management. - Different project management methodologies such as Agile and Prince2, their strengths and weaknesses and application. - How to define the scope of a project and to establish robust planning of the overall project and its component parts; and change management theory - The identification, evaluation and management of risk in the project environment - The importance of systematic and disciplined start up and close procedures. - Developing the business case 'scope' into a product breakdown, work breakdown and network diagram with use of the critical path method. 				

	<ul style="list-style-type: none"> - The principles of time management and the application of task scheduling using commercially available software, including dependencies and resourcing. - Budgeting and cost management including: different classification of costs: ways of estimating; Earned Value Management (EVM); and cash flow planning and management - An overview of the Quality Movement and contemporary approaches such as ISO, TQM and Six Sigma plus some basic definitions, concepts and processes applied to the project environment. - Project metrics and KPIs - how they are defined and applied to the planning, monitoring and management of project performance, including the balanced scorecard approach. - Resource management and interfaces in relation to projects and the wider intra- and inter-organisation setting including contract and supply chain management.
<p>Teaching Methodology</p>	<p>The learning and teaching process will include lectures, seminars and individual research and study. Teaching sessions will include lectures and tutorials based around contemporary marketing cases, and workshops supporting assignment themes. The module learning outcomes are assessed by individual course work. Students critically evaluate theory and reflect on its application to internal communication practice.</p>
<p>Bibliography</p>	<p>Core texts/E-Books</p> <p>Maylor, H. (2010) <i>Project management</i> . Fourth edition. [Online]. Harlow, England :, Pearson. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Kerzner, H. (2017) <i>Project management : a systems approach to planning, scheduling, and controlling</i> . Twelfth edition. [Online]. Hoboken, New Jersey :, Wiley. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2016. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>AXELOS. (2017) <i>Managing Successful Projects with PRINCE2</i>. 2017 edition, 6th edition. [Online]. London :, The Stationery Office Ltd. Available from: Electronic reproduction. Ann Arbor, Michigan : ProQuest Ebook Central, 2018. Available via World Wide Web. Access may be limited to ProQuest Ebook Central affiliated libraries.</p> <p>Kerzner, H. (2019) <i>Using the project management maturity model : strategic planning for project management</i> . Third edition. [Online]. Hoboken, New Jersey :, Wiley. Available from: Electronic reproduction. Ann Arbor, MI : ProQuest, 2018. Available via World Wide Web. Access may be limited to ProQuest affiliated libraries.</p> <p>Further reading/ Books</p> <p>Association for Project Management (2019) <i>APM body of knowledge</i>. Seventh edition. Princes Risborough, Buckinghamshire :, Association for Project Management.</p> <p>Kerzner, H. (2017) <i>Project management : a systems approach to planning,</i></p>

scheduling, and controlling . Twelfth edition. ©2017; Hoboken, New Jersey :, Wiley.

Anon (2015) *Planning, scheduling, monitoring and control : the practical project management of time, cost and risk* . Princes Risborough, Buckinghamshire :, Association for Project Management.

APM. (2016) *Planning, scheduling, monitoring and control : the practical project management of time, cost and risk* . Princes Risborough :, Association for Project Management.

Anon (2016) *Introductory Certificate : the APM Project Fundamentals Qualification study guide*. Princes Risborough :, Association for Project Management.

Bolton, J. (2018) *APM project management qualification. Study guide* . Paul Naybour (ed.). Princes Risborough :, Association for Project Management.

Bennett, N. (2017) *Managing successful projects with PRINCE2* . Sixth edition. © 2017; London :, TSO.

Useful Journals

Anon (n.d.) *International journal of project management*. [England?] :, Elsevier Science.

Anon (n.d.) *Project management journal*. [London] ;; [Hoboken, NJ] ;; [Sylva, NC] :, Sage Publications; Wiley InterScience; Project Management Institute.

Anon (n.d.) *Supply chain management review*. Newton, MA :, Cahners Pub Co.

Anon (1999b) *Supply chain management*. Bradford, England :, MCB University Press.

Anon (n.d.) *European journal of purchasing & supply management*. Amsterdam :, Pergamon.

Anon (n.d.) *International journal of operations & production management*. Bradford, England :, MCB University Press.

Anon (1999a) *Manufacturing & service operations management*. [Linthicum, Md.] : INFORMS.

Audio Material

Anon (n.d.) *MS Project course of video tutorials - Lynda.com*. [Online]. Available from: <https://www.lynda.com/MyPlaylists?playlistId=3700221>.

Claudine Peet (2015) *Learning PRINCE2 - (2015) Lynda.com*. [Online]. Available from: <https://www.lynda.com/Business-Skills-tutorials/PRINCE2-Fundamentals/369190-2.html?org=uclan.ac.uk>.

McGannon, B. & lynda.com (Firm) (2014) *Agile Project Management - Lynda.com*. [Online]. Available from: <http://www.lynda.com/Business-Project-Management-tutorials/Agile-Project-Management/122428->

	2.html?org=uclan.ac.uk&utm_source=marc.					
Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount	Category of assessment <i>(select 1 of written exam/practical assessment/coursework –see guidance notes)</i>	Learning Outcomes being assessed
	1	Individual Report	50%	2000	Coursework	1, 2
	1	Group Report	50%	2000	Coursework	1, 2, 3
	To pass this module students must achieve a mark of 50% or above, aggregated across all the assessments.					
Language	English					

Course Title	Business Intelligence and Data Analytics				
Course Code	CO4761				
Course Type	Elective, School of Sciences				
Level	Level 7				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Panayiotis Andreou				
ECTS	10 ECTS	Lectures / week	1 hour	Laboratories / week	2 hours
Course Purpose and Objectives	<p>The main aim of the module is to provide a comprehensive, up-to-date guide to modern management support system technologies, and showcase how they can be used for better decision-making. The main objectives of the module are to:</p> <ul style="list-style-type: none"> • Provide an in-depth knowledge of the use of enterprise systems • Study the type of data that the enterprise systems generate • Study how that data might be used to support decision making within an enterprise 				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and evaluate the role of enterprise systems in an organisation. 2. Discuss and apply a range of predictive and prescriptive analytical techniques to business scenarios. 3. Query relevant data from an enterprise system for analysis purposes. 4. Critically evaluate the range of relevant business intelligence tools available in the marketplace. 				
Prerequisites	None	Required	None	None	None
Course Content	<ul style="list-style-type: none"> - Decision Making and Analytics: Business Environment, Computerized Support, Managerial Decision Making, Decision Support Systems, BI Methodology, Analytics Overview - Descriptive Analytics: Data Warehouses, Data Mining Concepts, Business Reporting, Visual Analytics, and Business Performance Management - Predictive Analytics: Data Mining, CRISP-DM, SEMMA, KDD, Tools, Techniques for Predictive Modelling, Text Analytics, Text Mining, Sentiment Analysis, Web Analytics, Web Mining, and Social Analytics - Prescriptive Analytics: Model-Based Decision Making: Optimization and Multi-Criteria Systems, Modelling and Analysis: Heuristic Search, Methods and Simulation, Automated Decision Systems and Expert Systems, Knowledge Management and Collaborative Systems - Big Data and Future Directions for Business Analytics: Big Data Analytics, Emerging Trends and Future Impacts 				

Teaching Methodology	<p>Lectures deliver factual material, introduce key concepts, direct reading and relate academic aspects to practical considerations.</p> <p>Tutorial sessions allow students to apply the techniques and reinforce the material delivered in the lecture.</p> <p>Practical sessions enable students to discuss material and complete online or paper-based exercises.</p> <p>The module will be assessed by one written course work. The assignment requires the student to strategically use prescriptive and predictive analytics in business scenarios.</p>					
Bibliography	<p>http://cypruslists.central-lancashire.ac.uk/index.html</p> <p>Support Material</p> <ul style="list-style-type: none"> • Lecture notes (available on Blackboard) • Tutorial Worksheets (available on Blackboard) • Research papers (available on Blackboard) <p>Recommended Books, Journals and Web Sites</p> <ul style="list-style-type: none"> • Sharda R., Delen D., Turban E., (2014), Business Intelligence and Analytics, Systems for Decision Support, 10th Ed., Pearson. • Luvai F. Motiwalla (2012), Enterprise Systems for Management. Luvai Motiwalla, Jeffrey Thompson, 2nd Ed., Prentice Hall New Jersey [ISBN: 9780132570169] • Ward, John, Daniel, Elizabeth (2006), Benefits Management – Delivering Value from IS and IT Investments, Wiley • Turban Sharda Delen (2014), Decision Support and Business Intelligence Systems, 9th Ed. [ISBN: 9781292024264] • Thomas H. Davenport, International Institute for Analytics 2012, Enterprise Analytics: Optimize Performance, Process, and Decisions Through Big Data, FT Press [ISBN: 9780133039436] • S. Christian Albright, Wayne L. Winston 2015, Business Analytics: Data Analysis and Decision Making, 5th Ed., Cengage • Learning • European Business Review Journal • Harvard Business Review Journal • Journal of Strategic Information Systems 					
Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount	Category of assessment (select 1 of written exam/practical assessment/coursework –see guidance notes)	Learning Outcomes being assessed
	1	Case study portfolio of practical work	100%	4000	Coursework	1, 2, 3, 4
To pass this module students must achieve a mark of 50% or above.						
Language	English					