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)
  Programme 1 – (Business Administration (Hons), 4 years, 240 ECTS, Bachelor)

  In Greek:

  Πτυχίο στη Διοίκηση Επιχειρήσεων (Hons)

  In English:

   Business Administration (Hons) (4 years/240 ECTS, Bachelor

- **Language(s) of instruction: English**

- **Programme's status:** Currently Operating

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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, <u>without changing the format of the report</u>:*

  - *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.*

We would like to thank the members of the External Evaluation Committee for their valuable feedback regarding the accreditation of the BA (Hons) Business Administration programme. We are very pleased that the Committee recognises the level of academic quality and rigour that underpin the programme as a result of the work of the academic team involved in the design and delivery of the programme. Our aim and commitment is to improve our students' learning experience and the quality of learning and teaching offered by the School and the University. As such, we have taken into due consideration the Committee's constructive feedback and have embraced it in our effort to develop further the BA(Hons) Business Administration programme offered at UCLan Cyprus, as it is illustrated in the following sections.

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 (Hons), 4 years, 240 ECTS, Bachelor

This is a good program, supporting the intellectual and social development of students, and preparing them to work in a range of organizations. There is a mix of Cypriot-Greek and international students. The country of origin of the majority of students is Cyprus. Many of them select to receive a British education in Cyprus and the only institution that offers this opportunity is UCLan. Generally, the program is quite well designed with overall programme objectives that are in line with the institution's strategy and have explicit intended learning outcomes. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes spring clearly from the mission statement of the programme. The structure and content include compulsory and elective courses. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Quality assurance mechanisms are present and fairly well aligned with international standards. The students were supported effectively during the Covid19 period.

Strengths for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
The program is well designed and organized. Most of the program is taught by full-time faculty members. The combination of the business and management disciplines allows students to acquire and apply relevant skills. A committed teaching staff supports the program. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabus and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance.

Areas of improvement and recommendations for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
The Committee would suggest having more compulsory courses during the first 2 years of program and electives during the 3rd and 4th year of the program. Moreover, topics such as *Marketing, Human Resources, Financial Management* should be among the compulsory courses.
Moreover, the international dimension could be further improved further with more visiting professors from UCLan (UK) who could aid in the delivery of the programme.
Looking at the course syllabus, we noticed that many suggested textbooks in the module outlines are not always up to date and we recommend that these are updated to the latest available titles.

UCLAN CYPRUS RESPONSE

In response to the recommendations of the External Evaluation Committee, the structure of the programme has been enhanced accordingly. In the 1st year of study, we have introduced a general business-related compulsory module ("*Introduction to Business and Management Theory*") as well as a Human Resources related compulsory module ("*Managing People Enterprise Skills*"). Furthermore, optional modules in Year 2 incorporate basic theoretical considerations related to Marketing, Human Resources and Financial Management to enhance students' knowledge and skills. In line with the Committee's consideration, the majority of modules in both years 1 and 2 of

the programme are compulsory. The updated structure of the programme is available in **Appendix I.**

Moreover, basic Human Resources elements are offered in the first two years of the programme as part of the *BU1025 "Managing People Enterprise Skills"* (Year 1 Compulsory Module) and *HR1005 "Introduction to Business Functions"* (Year 2 Compulsory Module). Students will have the opportunity in Years 3 and 4 to specialise further in Human Resources by selecting specific elective modules such as *HR2050 "Managing Personnel and Human Resources"* (Year 3 elective) and *HR3024 "Evaluating Human Resources Management"* (Year 4 elective). By the same token, basic Marketing elements are offered in Year 1 as part of the new *module "Introduction to Business and Management Theory"*. Furthermore, students will have the opportunity to extend their marketing knowledge by completing the *MK1006 "Advertising and Marketing Communications"* (Year 1 compulsory). Key Marketing elements are also offered in Year 2 as part of the *HR1007 "Business and Management Project Essentials"* (Year 2 compulsory) and *HR1005 "Introduction to Business Functions"* (Year 2 compulsory). Students can further specialise in Marketing in Years 3 and 4 by selecting specific elective modules. Particularly, in Year 3, students can select the *MK2003 "Marketing Principles for Business", MK2012 "The Responsible Marketer"* and *MK2204 "Contemporary Consumers"*. In year 4, they can select *MK3501 "Marketing Strategy", MK3013 "Marketing of Services", MK3032 "Direct, Digital and Database Marketing"*.

Similarly, basic elements of Financial Management are offered in Year 1 as part of the *AC1500 "Introduction to Accounting and Finance"* (Year 1 compulsory), and in Year 2 as part of *HR1005 "Introduction to Business Functions"* (Year 2 compulsory). Years 3 and 4 offer more advanced Finance modules where students will be able to select certain specialised modules such as *AC2650 "Introduction to Financial Services Markets"* and *AC2400 "Finance for Managers"* (Year 3 electives), as well as *AC3650 "Risk and Capital Markets", EC3406 "International Financial Economics"*, and *AC3410 "Financial Management for Business"* (Year 4 electives).

The University and the School of Business and Management is leveraging on the ongoing Covid-19 pandemic-related implications to establish the structures and resources that promote the remote/online technology and delivery of teaching, learning and research where required. In an attempt to meet this strategic aim, the School of Business and Management has enhanced the mutual collaboration in course delivery with the School of Business and School of Management in Preston (UCLan UK), where three experienced business, marketing and management academics from UCLan UK are lined up to extend support to UCLan Cyprus students. The following UCLan UK faculty have been appointed as Senior Fellows as part of the above initiative are:

1. Dr Matthias Meckel Senior Lecturer Link: https://www.uclan.ac.uk/academics/matthias-meckel
To deliver topics in: **MD2219 Developing Business Plans (Year 3, elective)**
                                            MD3055 Managing Your Business (Year 4, elective)
                                            BU2020 Decision-Making for Business (Year 3, compulsory)

2. Dr Maria Sherrington Senior Lecturer Link: https://www.uclan.ac.uk/academics/dr-anna-maria-sherrington
To deliver topics in: **MK2553 The Responsible Marketer (Year 3, elective)**
                                            MK3501 Marketing Strategy (Year 4, elective)

3. Nicholas Passenger Principal Lecturer Link:
https://www.uclan.ac.uk/academics/nicholas-passenger

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To deliver topics in: **MK2204 Contemporary Consumers (Year 3, elective)**
MK3013 Marketing of Services (Year 4, elective)

In relation to ensuring up-to-date bibliographic resources for each module, different University departments (i.e. Rectorate/School, Library, Finance Office) are involved in the procedure that ensure the ongoing evaluation of the library needs and reading materials in each programme of study, including the BA (Hons) Business Administration. The reading resources available for each module are updated annually (before the beginning of each academic year) and are reviewed by the Course Leader. Module leaders must indicate any new or update any existing learning resources, including textbooks and other reading materials. Each module leader is responsible to update his/her module's reading list on an annual basis to ensure consistency. As of the academic year 2020-21, all reading lists have been updated to reflect the most contemporary literature and are available to the students on the Blackboard space of each module. This can be reviewed in the bibliography of each module descriptor and through the online reading lists (see appendix I).

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

EEC REPORT

Findings for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
Generally, the findings for the Bachelor are positive. There is good evidence of structured and well-organized taught material, such as lecture presentations, good blending of theoretical material and practice, independent study etc. We have discussed with the academic staff and the students about the modes of delivery, the growth path towards academic critical thinking and concluded that the students receive good opportunities to develop their competencies in a full way of knowledge, skills and attitude.
We must point out that students are not actively involved with research. This is partially because they are at undergraduate level. UCLan, Preston policies are followed on the matter. There is a supervision regarding the seminar papers, projects, theses, etc. although we did not have the chance to take a brief look to a sample of them.

Strengths for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
The learning objectives of the Bachelor programme are well-aligned with the programme aims and objectives, and there is evidence that they are effectively communicated to the students (for example. through the course handbooks). Moreover, the design of the programme as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.
The Course Leaders responsible for the programme and the administration associated with the programme is experienced and committed to its delivery. This ensures that the programme can be managed by the academics in charge without inappropriate non-academic interventions. There is also a team of dedicated administrators involved with the provision of various types of student support (library, student visas, accommodation, etc).
The internal quality assurance committees and processes are effective. The quality assurance of the programme of study is ensured through active participation of the academic staff. The procedure of quality assurance of the programme of study is well documented and communicated in the application material and this information was supplemented by the presentations/ interviews taking place during our visit.
The programme is of a small size and this results in a friendly and collegiate environment among and between teaching/ administrative staff and students. The current students appear to be satisfied with the quality of the programme.
We have to mention that the technological infra structure of IT for the online teaching is well-developed and students are well supported during the Covid 19 period.

Areas of improvement and recommendations for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
The international aspect of the programme, as well as the links to the local businesses/markets could be enhanced.
For the program to be more competitive, we would suggest a change in the admission criteria. For example, referring to the English language entry requirement, an IELTS score of at least 6.0 could be satisfactory and a high school leaving certificate of more than 17.0 could be more competitive.

UCLAN CYPRUS RESPONSE

In response to the External Evaluation Committee's recommendation with respect to the international aspect of the programme, as well as the links to the local businesses/markets, we would like to inform you that the School has established an extensive network with local and international organisations and associations. In order to encourage students to participate in placements or internships during their studies, UCLan Cyprus takes part in the 2BeConnected Erasmus+ programme that aims to introduce students to the business environment. Students in Years 3 have the opportunity to select the *Work-based learning project module, MD2005* and benefit from a paid internship position in renowned organisations operating in the Republic of Cyprus. During the last 5 years, several students had received internship positions in organisations such as KPMG, RAI Consultants, StudentLife, Carlsberg and Coca Cola Cyprus.

The School also benefits from Erasmus + University grant to support students and Faculty members to participate in study/teaching and training mobilities in Europe or even internationally according to our Erasmus + inter-institutional agreements. The University adherence to Erasmus + charter allows also the mobility of students and staff from our partners to UCLan Cyprus enriching students experience, with multicultural cohorts and benefit of teaching by the prestigious visiting academics, as well as the establishment of collaboration between academics with similar research interests.

The programme has also expanded its business network with associations and internationally recognised groups such as the Junior Achievement Cyprus and the Chartered Financial Analysts (CFA) Research Challenge competition. Groups of students can participate in these two competitions every year which relate to Entrepreneurship and Financial analysis and forecasting respectively. A group of students had received second place two years ago in the CFA competition, where they had the opportunity to represent Cyprus in the regional competition that took place in Dubai. The Junior Achievement Cyprus has been linked with three elective modules of the programme where students compete at a local, regional and international level. The elective modules linked to the Junior Achievement Competition are "Entrepreneurship and Small Business start-up" (Year 2), "Developing Business Plans" (Year 3) and "Managing Your Business" (Year 4). Both initiatives are available annually and they are open to students from years 2, 3 and 4 of the programme.

Finally, the BA (Hons) Business Administration academic team in collaboration with the UCLan Cyprus' Student Support Office organise annually the UCLan Cyprus Business Career Fair. The Annual Career Fair is held at the University and aims to help bridge the gap between the need of companies to recruit high-quality young graduates and the importance for the students to obtain a first-class professional experience. The 2019 Career Fair hosted companies and organisations from all sectors of the Cypriot economy. More specifically, the companies that attended the Career Fair were G.A.P. Vassilopoulos Group, Pixel Actions Ltd, NMORE Group Ltd, Uniteam Group of Companies, Impact Tech, iSPIRAL, Oracle, Harris Kyriakides LLC, Deloitte, SunnySeeker Hotels, Youth Board of Cyprus (ONEK), KPMG, Petrolina (Holdings) Public Ltd, Altius Insurance, Larnaca Tourism Board, Ocean Basket, Andreas V. Zachariou & Co. LLC Advocates, Prevention at Sea, Swissport International Ltd, Cyprus Trading Corporation Plc (CTC), McDonalds, Iacovou Group, LGS Handling Ltd, HF Markets, Quality Group, Eurobank Cyprus, Grant Thornton, HR Innovate, Vassiliko Cement Works, Giovani Group, Engino, Ppissis.com.cy, Famous Sports, Longicom and Baker Tilly Klitou and Partners Ltd. Due to the restrictions imposed as a result of the Covid-19, the Annual Career did not take place in 2020.

In response to EEC recommendation to make the programme more competitive, by changing the admission criteria, we would like to inform the panel members that our University and the programme team has adopted the standard admission criteria for English language proficiency at B2 level (IELTS 5.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR), as per CY QAA requirement on 9th September 2020. Students who would like to enhance their academic skills for the use of English language have the opportunity to choose the *Academic Writing and English for Academic Purposes* modules that are on offer during year 1.

Moreover, 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:

(1) **Merit-based scholarships** to new students upon the below results on their Secondary Education Leaving Certificates/ International Baccalaureate:

A. > 50% scholarship on the original fee

- Cyprus: 19/20 or 95%
- Russia: 4.95/5.0
- Ukraine: 4.95/5.0 or 11.8/12
- Lebanon: 98% or 3.9/4.0
- Jordan: 98% or 3.9/4.0
- South Africa Merit-based scholarships: National Senior Certificate 88%
- EU: A' levels 140 tariff points (new tariff system) (in course related subjects) / IB Diploma 35/45

B. > 40% scholarship on the original fee

- Cyprus: 18.5-18.99/20 or 92.5%-94.9%
- Russia: 4.8/5.0
- Ukraine: 4.85/5.0 or 11.6/12
- Lebanon: 95% or 3.7/4.0
- Jordan: 95% or 3.7/4.0
- South Africa: National Senior Certificate 80%
- EU: A' levels 120 tariff points (new tariff system) in course related subjects / IB Diploma 30/45

(2) **Athletic Scholarships**: There are schemes that provide scholarships to students with recent athletic achievements (not less than 1 year).

(3) **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 and the Vice Chancellor's list and additionally receive an honorary certificate.

The University is also increasingly investing in international partnership with stakeholders which can push a market 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 offering double awarded degree, in conjunction with UCLan UK, at a significantly lower cost, be a well worth choice for studies. Targeted scholarships are now administered with stakeholders to recruit more quality students on our programmes of study.

3. Teaching Staff
(ESG 1.5)

EEC REPORT

Findings for Business Administration (Hons), 4 years, 240 ECTS, Bachelor

We met with all teaching staff involved with the programme. In their 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).

Moreover, teaching staff seems to be in favour of participating in exchanges through the Erasmus plus, mobility program.

It appears that feedback on teaching activities is provided via the existing quality assurance processes.

Finally, we must mention that the subject specialisation of the faculty members is almost related to the courses to be delivered at the Bachelor program.

Strengths for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
Faculty seemed to be well integrated in the program and in good working terms.
The modern premises and facilities of the University enhance both the teaching and learning environment on campus. Although, the University has invested in databases, the committee felt that more investment was needed in economic databases since the availability of such databases would help both students (undergraduate and postgraduate) and academic staff. Access to these databases could help the academic staff with their research.
Moreover, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of through the existing Quality Assurance Framework in place.

Areas of improvement and recommendations for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
The committee would like to have more information on how research performance is assessed for the academic staff. More generally, while there is evidence of research activity, such as research output, more needs to be done in terms of improving the quality and quantity of the publication output. UCLAN could encourage the "good research" and the publication to top listed journals. That means that UCLAN could formally incorporate a certain level of research quality indicators (based on e.g. the ABS journal quality lists, that is publications in ABS 3, ABS 4 and ABS 4* journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. UCLAN could provide incentives to the teaching staff to publish not only in edited volumes, but also in top listed journals.
Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of these seminars and whether faculty presented their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. The COVID-19

global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

UCLAN CYPRUS RESPONSE

In response to the recommendation regarding Erasmus+ mobility programme, we would like to inform the EEC that the School and members of the Faculty team for BA (Hons) Business Administration benefit from Erasmus + grant to participate in teaching and training mobilities in Europe or even internationally according to our Erasmus + inter-institutional agreements. Several academics were approved to participate in Erasmus+ mobility during the last two years, including the Dr Anthi Avloniti, Dr Fanos Tekelas, Dr Isabella Karasamani, Dr Ioanna Stylianou, Dr Irina Lokhtina and others.

In response to feedback received for teaching activities, a number of quality assurance practices are in place to ensure that comments from students and other academics are received annually. Module Feedback Questionnaires (MFQs) are disseminated to students at the end of each semester where they have the opportunity to provide anonymous feedback for each module in specific areas such as the quality of teaching, quality of learning, support from the tutor(s), guidance and instructions, assignment briefs, library resources and availability of the tutor. Feedback is processed by Student Support officers and then disseminated to the course leader and relevant module leader. Student-Staff Liaison Committees are appointed by course and meetings are taking place twice a year. During these meetings, the course leaders and Head of each School have the opportunity to receive constructive feedback from students' representatives of each year of study, as well as an open discussion between Faculty and Students is encouraged. Also, module leaders/tutors are involved in a peer observation process with academics from other schools, providing feedback on teaching and learning practices to enhance the student learning experience.

School of Business and Management (including BA (Hons) Business Administration) students and academic staff have access to a number of databases for academic and research purposes through the University's Library. The available databases that cover the subject areas of business, management, economics, accounting are listed below:

1. Business Source Complete (EBSCO Host)
2. Business Market Research Collection (Proquest)
3. Emerald Insight
4. The Economist (Proquest)
5. Proquest Central
6. SPORTDiscus Fulltext (EBSCOHost)
7. HS Talks
8. OSIRIS
9. World Advertising Research Center (WARC)
10. JSTOR
11. Academic Search Complete
12. IBISWorld
13. FAME
14. Accounting, Tax and Banking Collection

When it comes to the Committee's recommendation for fostering the quantity and quality of research output, we would like to indicate that over the past 8 years, academics working at the

School have generated 109 research outputs, the majority of which are published in 3* and 2* peer-reviewed outlets.

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 to the most innovative tools, industry development and market and society needs. The allocation of 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 members 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. Specifically:
• Teaching and learning is research-informed as academic staff is encouraged and enabled to engage with research and use state-of-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 with 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 on 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 are encouraging its Faculty to enhance their academic and professional development. Income Generating Activity (IGA) and Consultancy policies are in place to enable staff to buy-out teaching time or otherwise invest it in their professional development.
• Senior Fellows/Visiting Professors from UCLan UK and other institutions, as well as industry experts 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 also that they are enabled to deliver across teaching and research in an exceptional and supportive environment.

The School has a staff research development budget which can be used for conferences, training, academic visits for collaborations, invited 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.

Furthermore, the staff development budget is used to support academic staff pursue research that can inform the teaching, as well as the publication output in highly ranked journals. We continuously encourage our academic staff to continue striving to publish 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's adherence to Erasmus + charter allows also the mobility of students and staff from our partners to UCLan Cyprus enriching students experience, with multicultural cohorts and benefit of 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 from Dr Ioanna Stylianou, 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 pursing research connected 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 though 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 also 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 to the 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 pursue further their research with income generated from research bidding (useful examples are 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, 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 organised at UCLan UK, where academics from both campuses are actively participating with the aims 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 also, 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 developing 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 organising 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 organisation 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 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 building of inter-university partnerships and the research development of our local resident faculty.

Notable additions are:

- Professor Chris Pyke, Chris Pyke - University of Central Lancashire (uclan.ac.uk)
- Professor Hussein Abdou, Hussein A. Abdou - University of Central Lancashire (uclan.ac.uk)
- Professor Richard Sharpley, Richard Sharpley - University of Central Lancashire (uclan.ac.uk)
- Professor Aliakbar Jafari, Dr Aliakbar Jafari | University of Strathclyde

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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4. Students
(ESG 1.4, 1.6, 1.7)

EEC REPORT

Findings for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
We discussed with the students and we noticed that they were positive about the School and the programme.
Student admission in general is well arranged.
We would suggest an IELTS score of at least 6.0, in order for the students to better understand the English language.

Strengths for Business Administration (Hons), 4 years, 240 ECTS, Bachelor

It seems that UCLAN is very student oriented. The institution listens to the needs of the national student and professional markets and it address these needs within the context of an international UK institution.
The program admission, progress and certification are in line with international standards.

Areas of improvement and recommendations for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
We would suggest that the students complete a feedback questionnaire on the entire programme, by the time they obtain their bachelor's degree. This would enable the department to obtain a better idea about the student experience on the programme, including progression from year to year.

UCLAN CYPRUS RESPONSE

We would like to thank the Committee for their valuable comment on the introduction of a programme-specific feedback questionnaire for students to complete by the time they complete their degree. The recommendation was submitted for consideration to the University's Senior Academic Management Team, comprising the Rector, QA and the Heads of Schools. It was decided that this is a valuable recommendation that will complement and enrich the University's practice to issue a graduate survey at University level. The Rector assigned the Chair of the Student Experience and Engagement Committee of the University, Dr Loukas Glyptis, Head of School of Business and Management to produce a policy paper outlining the purpose and principles that should underpin the issuance of a feedback questionnaire at programme level, upon graduation. The first feedback questionnaire at programme level shall be issued for students graduating in June 2021.

As per our prior reply in section 2, the programme team has adopted the standard admission criteria for English language proficiency at B2 level (IELTS 5.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR), as per CY QAA requirement on 9th September 2020. Students who would like to enhance their academic skills for the use of English language have the opportunity to choose the modules of Academic Writing and English for Academic Purposes that are on offer during year 1.

5. Resources
(ESG 1.6)

EEC REPORT

Findings for Business Administration (Hons), 4 years, 240 ECTS, Bachelor

Although we did not have the chance to visit the UCLAN premises we had a virtual visit and we were able to look at the general facilities of the university, lobby, auditoriums, classrooms, computer labs, common areas, and the library.

We found that all resources are modern, functional and well designed. They are managed by an administrative staff that is dedicated and knows what happens at the institution. All staff have very good English language skills.

Moreover, during the COVID 19 lockdown period, the School was able to teach and a compliment must be made to the IT staff enabling student & staff to switch fast to online and hybrid teaching.

Strengths for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
Generally, the Bachelor (Hons) in Business Administration is a well-resourced program with modern facilities offered both to academic staff and students.
Simulation tools are available and well supported by IT. Students were satisfied about the support they get.

Areas of improvement and recommendations for Business Administration (Hons), 4 years, 240 ECTS, Bachelor
On the resource and facility side the committee sees no immediate improvement necessary.

UCLAN CYPRUS RESPONSE

The UCLan Cyprus team would like to thank the External Evaluation Committee members for their complimentary comments concerning the state of the resources that support the programme and the School.

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 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 a 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

In response to the Committee's recommendations, the BA (Hons) Business Administration programme has been restructured to offer a right balance between compulsory and elective modules throughout the four years of study. More specifically, the below modules have been transformed into compulsory in Year 1 to enrich the programme with more generic business modules:

- Introduction to Business Management Theory
- Managing People Enterprise Skills
- Advertising and Marketing Communications

In addition, specialised electives have been introduced in different subject areas to provide a balance of different business-related modules:

- Economics - "Principles of Economics"
- Languages - "English for Academic Purposes" and "Beginners' Greek Language and Culture"
- Statistics - "Introduction to Mathematics and Statistics"

Similarly, Year 2 of the programme has been enriched with a variety of electives as suggested by the Committee incorporating areas of Ethics, Legal for Business and Entrepreneurship.

- Legal - "Legal Obligations in Business"
- Ethics - "Debating Cases in Applied Ethics"
- Entrepreneurship - "Entrepreneurship and Small Business Start-up"

New electives in Year 3 and 4 have also been introduced, embracing the Committee's valuable feedback. Modules related to Financial Management, Marketing and Entrepreneurship are offered to enhance the portfolio of the programme.

- Year 3 Finance - "Finance for Managers"
- Year 3 Marketing - "The Responsible Marketer" and "Contemporary Consumers"
- Year 4 Entrepreneurship - "Managing Your Business"
- Year 4 Marketing - "Marketing Strategy"

The programme has been restructured (please see appendix I) to offer a majority of compulsory modules in the first two years covering basic principles of business and management. The third and fourth year offers additional electives, incorporating elements of different subject areas such as Financial Management, HRM, Marketing, Entrepreneurship, Ethics and Law for Business. We thank the Committee for their useful recommendations as these changes complement the programme's quality of learning.

ΔΙΠΑΕ CYQAA **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Overall, we would like to thank the Committee once again for their constructive comments and suggestions towards the BA (Hons) Business Administration programme at the University of Central Lancashire Cyprus. By addressing the recommendations provided by the Committee, we greatly believe that the programme of study has significantly been strengthened and become more appealing marketwise.

C. Higher Education Institution academic representatives
D.

Name	*Position*	*Signature*
Dr Loukas Glyptis	Head of School of Business and Management Chair of the School of Business and Management Academic and Quality Assurance Committee	
Dr. Fanos Tekelas	Course Leader for BA (*Hons*) Business Administration Lecturer in innovation and entrepreneurship Director of CEDAR	
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 Stylianou	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

BA (HONS) BUSINESS ADMINISTRATION

APPENDIX

UCLAN CYPRUS

BA (HONS) BUSINESS ADMINISTRATION

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

TABLE 2: COURSE DISTRIBUTION PER SEMESTER – BA (Hons) Business Administration

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	Introduction to Accounting and Finance	AC1500	2	1h	13	26	-
2.	Elective	Introduction to Mathematics and Statistics	MA1601	4	1h	13	52	-
3.	Compulsory	Academic Writing	EF1498	2	1h	13	26	-
4.	Elective	English for Academic Purposes	EF1707	4	1h	13	52	
5.	Compulsory	Managing People Enterprise Skills	BU1025	4	1h	13	52	10
6.	Compulsory	Introduction to Business and Management Theory	BU1XXX	4	1h	13	52	10
7.	Elective	Beginners' Greek Language and Culture	AL1039	2	1h	13	26	-
B' Semester-Year 1								
1.	Compulsory	Introduction to Accounting and Finance	AC1500	2	1h	13	26	10
2.	Elective	Introduction to Mathematics and Statistics	MA1601	4	1h	13	52	10
3.	Compulsory	Advertising and Marketing Communications	MK1006	4	1h	13	52	10
4.	Compulsory	Academic Writing	EF1498	2	1h	13	26	10
5.	Elective	Principles of Economics	EC1500	4	1h	13	52	10
6.	Elective	English for Academic Purposes	EF1707	4	1h	13	52	10
7.	Elective	Beginners' Greek Language and Culture	AL1039	2	1h	13	26	10
A' Semester- Year 2								
1.	Compulsory	The External Business Environment	BU1006	4	1h	13	52	10
2.	Compulsory	Data Communication	BU1106	4	1h	13	52	-

				2	1h	13	26	10
3.	Elective	Legal Obligations in Business	AC1511	2	1h	13	26	10
4	Elective	Debating Cases in Applied Ethics	MD1113	4	1h	13	52	10
B' Semester-Year 2								
1.	Compulsory	Introduction to Business Functions	HR1005	4	1h	13	52	10
2.	Compulsory	Business and Management Project Essentials	HR1007	4	1h	13	52	10
3.	Compulsory	Data Communication	BU1106	4	1h	13	52	10
4.	Elective	Legal Obligations in Business	AC1511	2	1h	13	26	10
5.	Elective	Business in Context	BU1026	4	1h	13	52	10
6.	Elective	Entrepreneurship and Small Business start-up	MD1023	4	1h	13	52	10
A' Semester- Year 3								
1.	Compulsory	Global Environment of Business	EC2102	2	1h	13	26	-
2.	Compulsory	Management of Operations	MG2008	2	1h	13	26	-
3.	Compulsory	Decision-making for Business	BU2020	3	1h	13	39	-
4.	Elective	Business Analysis and Operations	MG2107	4	1h	13	52	10
5.	Elective	Managing Personnel and Human Resources	HR2050	2	1h	13	26	-
6.	Elective	Marketing Principles for Business	MK2003	2	1h	13	26	-
7.	Elective	Research Methods	HR2010	2	1h	13	26	-

No.	Type	Course	Code					
8.	Elective	Finance for Managers	AC2400	2	1h	13	26	-
9.	Elective	The Responsible Marketer	MK2553	2	1h	13	26	-
10.	Elective	Contemporary Consumers	MK2204	4	1h	13	52	10
11.	Elective	Work Based Learning Project	MD2005	1	1h	13	13	-
B' Semester-Year 3								
1.	Compulsory	Global Environment of Business	EC2102	2	1h	13	26	10
2.	Compulsory	Management of Operations	MG2008	2	1h	13	26	10
3.	Compulsory	Decision-making for Business	BU2020	3	1h	13	39	10
4.	Elective	Introduction to Financial Services Markets	AC2650	4	1h	13	52	10
5.	Elective	Managing Personnel and Human Resources	HR2050	2	1h	13	26	10
6.	Elective	Marketing Principles for Business	MK2003	2	1h	13	26	10
7.	Elective	Developing Business Plans	MD2219	4	1h	13	52	10
8.	Elective	Research Methods	HR2010	2	1h	13	26	10
9.	Elective	Finance for Managers	AC2400	2	1h	13	26	10
10.	Elective	The Responsible Marketer	MK2553	2	1h	13	26	10
11.	Elective	Planning your Career	CD2001	4	1h	13	52	10
12.	Elective	Work Based Learning Project	MD2005	1	1h	13	13	10
Sandwich Year								
1.	Elective	Work Placement	BC3000	-	1h	-	1500	60
2.	Elective	International Study	BC3008	-	1h	-	250	60
A' Semester-Year 4								
1.	Compulsory	Business Strategy	BU3413	2	1h	13	26	-
2.	Compulsory	Contemporary Issues in Business	BU3016	4	1h	13	52	10

3.	Compulsory	Personal and Professional Development for Business	BU3033	2	1h	13	26	-
4.	Elective	Risk and Capital Markets	AC3650	4	1h	13	52	10
5.	Elective	International Financial Economics	EC3406	4	1h	13	52	10
6.	Elective	Coaching and Mentoring	HR3406	2	1h	13	26	-
7.	Elective	Marketing of Services	MK3013	2	1h	13	26	-
8.	Elective	Direct, Digital and Database Marketing	MK3032	2	1h	13	26	-
9	Elective	Enterprise Project	MD3000	2	1h	13	26	-
10.	Elective	Dissertation	BC3013	1	1h	13	13	-
B' Semester-Year 4								
1.	Compulsory	Business Strategy	BU3413	2	1h	13	26	10
2.	Compulsory	Personal and Professional Development for Business	BU3033	2	1h	13	26	10
3.	Elective	Financial Management for Business	AC3410	4	1h	13	52	10
4.	Elective	Managing Your Business	MD3055	4	1h	13	52	10
5.	Elective	Evaluating HRM	HR3024	4	1h	13	52	10
6.	Elective	Coaching and Mentoring	HR3406	2	1h	13	26	10
7.	Elective	Marketing of Services	MK3013	2	1h	13	26	10
8	Elective	Direct, Digital and Database Marketing	MK3032	2	1h	13	26	10
9.	Elective	Marketing Strategy	MK3501	4	1h	13	52	10
10.	Elective	Enterprise Project	MD3000	2	1h	13	26	10
11.	Elective	Dissertation	BC3013	1	1h	13	13	20

LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

Year	Module Code	Module Title	Compulsory / Optional
1	EF1498	Academic Writing	Compulsory
1	BU1025	Managing People Enterprise Skills	Compulsory
1	AC1500	Introduction to Accounting and Finance	Compulsory
1	BU1XXX	Introduction to Business and Management Theory	Compulsory
1	EC1500	Principles of Economics	Elective
1	MA1601	Introduction to Mathematics and Statistics	Elective
1	EF1707	English for Academic Purposes	Elective
1	AL1039	Beginners' Greek Language and Culture	Elective
1	MK1006	Advertising and Marketing Communications	Compulsory
2	BU1006	The External Business Environment	Compulsory
2	HR1005	Introduction to Business Functions	Compulsory
2	HR1007	Business and Management Project Essentials	Compulsory
2	BU1106	Data Communication	Compulsory
2	MD1113	Debating Cases in Applied Ethics	Elective
2	MD1023	Entrepreneurship and Small Business start-up	Elective
2	AC1511	Legal Obligations in Business	Elective

2	BU1026	Business in Context	Elective
3	EC2102	Global Environment of Business	Compulsory
3	MG2008	Management of Operations	Compulsory
3	BU2020	Decision-making for Business	Compulsory
3	AC2650	Introduction to Financial Services Markets	Elective
3	MG2107	Business Analysis and Operations	Elective
3	HR2050	Managing Personnel and Human Resources	Elective
3	MK2003	Marketing Principles for Business	Elective
3	MD2219	Developing Business Plans	Elective
3	HR2010	Research Methods	Elective
3	AC2400	Finance for Managers	Elective
3	MK2553	The Responsible Marketer	Elective
3	MK2204	Contemporary Consumers	Elective
3	MD2005	Work Based Learning Project	Elective
3	CD2001	Planning your Career	Elective
4	BU3413	Business Strategy	Compulsory
4	BU3016	Contemporary Issues in Business	Compulsory
4	BU3033	Personal and Professional Development for Business	Compulsory
4	AC3410	Financial Management for Business	Elective
4	AC3650	Risk and Capital Markets	Elective

4	MD3055	Managing Your Business	Elective
4	EC3406	International Financial Economics	Elective
4	HR3024	Evaluating HRM	Elective
4	HR3406	Coaching and Mentoring	Elective
4	HR3026	Learning and Development	Elective
4			Elective
4	MK3013	Marketing of Services	Elective
4	MK3032	Direct, Digital and Database Marketing	Elective
4	MD3000	Enterprise Project	Elective
4	BC3013	Dissertation	Elective
5	BC3000	Work Placement	Elective
5	BC3008	International Study	Elective
4	MK3501	Marketing Strategy	Elective

ANNEX 2 – COURSE DESCRIPTION

YEAR 1

Course Title	**Principles of Economics**				
Course Code	**EC1500**				
Course Type	**Elective**				
Level	Level 4				
Year / Semester	Year 1/Semester 2				
Teacher's Name	Christiana Anaxagorou				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	This module aims to introduce students to some of the vital conceptual building blocks that are required for the study of economics, business and marketing. It introduces students to the method of thinking involved in economics and how this may be applied in a business context, and provides an overview of marketing activities and emerging contemporary issues in the marketing field.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Formulate arguments using micro and macro-economic concepts and policies covered in the syllabus. 2. Describe instances where economics plays a role in business decision making. 3. Use various methods of presenting economic data. 4. Discuss basic marketing concepts and terminology. 5. Illustrate the application of marketing practices, tools and procedures in a range of contexts.				
Prerequisites	None		Required	None	
Course Content	Microeconomics: • The Firm – objectives and organisation • Costs, Revenues and Production • Demand and Supply and Market Equilibrium • Market Failure • Market Structure • Mergers and acquisitions • Competition Policy The Macroeconomic Context & Macroeconomic Policy:				

	• Economic growth
	• Unemployment
	• Inflation
	• Balance of Payments
	The Marketing environment and an introduction to relevant analytical tools; PEST, SWOT
	Market research
	Segmentation, Targeting and Positioning
	The marketing mix including:
	• Product and PLC concept
	• Introduction to portfolio models
	• Pricing
	• Distribution
	• Promotion
Teaching Methodology	The teaching and learning strategy adopted in this module assumes that students have no prior knowledge of the subject matter and limited experience of academic work. This module consists of a mixture of lecture and class based discussion. Simple concepts are introduced to the class with appropriate examples to explain why events happen and the way in which they happen. Students are then encouraged to discuss the examples and provide similar ones of their own.
	The students will also be provided with follow up exercises to reinforce concepts and stretch learning. These will also help forge appropriate learning habits.
Bibliography	**Online Reading List:**
	http://cypruslists.central-lancashire.ac.uk/lists/2A1FD05B-6707-556B-A9EC-D9F50C07D520.html
	In addition, students are expected to consult relevant periodicals, 'quality' newspapers, watch/listen to current affairs and business-related television/radio programmes and operate the University Library on-line information systems.
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
2	Essay	50% (2 x 50%)	2000 words each	Coursework	1,2,3,4,5

	For successful completion of this module a minimum aggregate mark of 40% must be achieved.
Language	English

Course Title	**Introduction to Accounting and Finance**				
Course Code	**AC1500**				
Course Type	**Compulsory**				
Level	Level 4				
Year / Semester	Year 1/ Year Long				
Teacher's Name	Marina Magidou				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	The module aims to provide an introduction to the basic principles and practice of accounting and finance. It assumes no prior knowledge of accounting or business.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Explain the purpose of an Income Statement. 2. Interpret a Statement of Financial Position (Balance Sheet) 3. Prepare a simple set of financial reports from basic data provided. 4. Use costing approaches to assist decision making. 5. Demonstrate an understanding of basic investment (non-DCF) appraisal methods				
Prerequisites	None		Required	None	
Course Content	**Financial accounts:** Recording data, sole trader accounts, service and merchandising company accounts. **Management accounting:** Purpose; nature of costs; basic costing approaches; cost-volume-profit analysis; budgeting **Finance:** Introduction to capital investment				
Teaching Methodology	Class contact time will be two hours per week. Material will be presented through a mixture of lectures and small group seminars. The lecture will introduce the student to some ideas and demonstrate how to tackle problems; the seminars will reinforce the lecture material by providing an opportunity to try 'problem solving exercises' with the aid of a member of staff to provide assistance and discussion as required.				
Bibliography	Reading List:				

	Core Text
	Reeve,J.M., Warren,C.S., Duchac, J.E., (2018) Accounting. 27th ed. USA: South-Western Cengage Learning.
	Dyson, J. R. and Franklin, E. (2017) Accounting for non-accounting students. Pearson Education.
	Gowthorpe (2018) Business accounting and finance. Cengage Learning.
	Sangster, A. and Wood, F. (2015) 13th edition Business accounting 1. Harlow, England: Pearson.

Assessment						
	Number of Assessments	**Form of Assessment**	**% weighting**	**Size of Assessment/ Duration/ Wordcount**	**Category of assessment**	**Learning Outcomes being assessed**
	1	Individual Mid - Course Coursework test	50%	1.5 hrs	Coursework	1-3
	1	Individual End of Course Coursework test	50%	1.5 hrs	Coursework	4 & 5
	To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.					

Language	English

Course Title	**Introduction to Mathematics and Statistics**				
Course Code	**MA1601**				
Course Type	**Elective**				
Level	Level 4				
Year / Semester	Year 1 / Year Long				
Teacher's Name	Christina Marcou				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	The aims of the module are to: 1. Develop the student's ability to use common mathematics in non-maths based subjects. 2. Introduce the students to techniques and methods of data analysis 3. Introduce the students to terminology and methods of statistical analysis. 4. Develop the students' ability to interpret data. 5. Develop the student's critical and analytical skills.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Manipulate numbers and use them to find quantities such as percentages, tax amounts, simple and compound interest. 2. Use algebra to rearrange expressions and solve equations like quadratic equations and linear simultaneous equations. 3. Solve questions on probability. 4. Represent data, interpret data, and perform some statistical analysis.				
Prerequisites	None		Required		None
Course Content	**Numbers**: Roots, powers and indices. Logarithms. Percentages. Conversions. **Algebra**: Manipulating algebraic expressions. Solving equations. **Data**: Methods of representing data. Interpretation of data representation. **Combinatorics**: Factorials (arranging n objects in n! ways etc.), combinations, permutations. **Probability**: What is a probability? Events and sample spaces, probabilities from Venn diagrams, probabilities from formulae (unions/intersections), mutually exclusive events, exhaustive events, conditional probability, independent events, probability trees, experimental probability. **Statistics**: Mean, median, mode, finding these from frequency distributions and grouped frequency distributions, the interpretation and uses of the different measures. Range, percentiles/quartiles/interquartile range, standard deviation and variance, calculating these measures from frequency				

	distributions and grouped frequency distributions, outliers, the interpretation and uses of the different measures.
Teaching Methodology	The class contact will consist of teaching classes together with workshops. Teaching classes will introduce new material and provide examples. Workshops have no new material introduced. Students will attempt problems during the workshops. Key elements of the learning strategy are regular sessions during which problems are attempted. Throughout the week students will be given a list of problems to attempt. Every two weeks there will be a short test on the recent material covered.
	The module will be assessed by short tests and a final examination. To assess and grade how well the students understand all of the topics covered in the module, given the benefit of all the feedback from the short tests, a final examination is used.
Bibliography	**Reading List** http://cypruslists.central-lancashire.ac.uk/lists/EC748AFC-FD61-DE92-AC48-9E3654362928.html Crawshaw, J. & Chambers, J. (2001) A Concise Course in Advance Level Statistics with worked examples, 4th edition, Nelson Thornes. Bostock, L. & Chandler, F.S. (2000) Core Mathematics for Advanced Level, 3rd edition, Stanley Thornes.
Assessment	

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes being assessed
15 (indicative only)	On-line homework	20%	Exercises based on weekly learning material.	Coursework	1,2,3,4
4	In-class assessment	20%	1 hour each	Written Exam	1,2,3,4
2	Examination	60%	2 hours each	Written Exam	1,2,3,4

	To pass this module, students must achieve an overall weighted average of 40% or above.
Language	English

Course Title	**Academic Writing**				
Course Code	**EF1498**				
Course Type	**Compulsory**				
Level	Level 4				
Year / Semester	Year 1/ Year Long				
Teacher's Name	Antri Kanikli				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	• Introduce students to basic academic writing skills and conventions • Enable students to structure an academic essay • Enable students to construct simple, cogent arguments in academic writing • Increase learner autonomy as researchers • Enhance academic presentation skills				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Plan, draft and write an effective academic essay based on a clear and precise understanding of the essay question. 2 Interpret and respond to an essay question effectively, accounting for genre and academic conventions. 3. Effectively employ accepted grammatical and lexical features of academic writing. 4. Correctly cite academic sources and avoid plagiarism. 5. Develop oral presentation skills.				
Prerequisites	None		Required	None	
Course Content	▪ Various conventions of academic writing genres ▪ Academic essay writing techniques ▪ Essay structure and planning ▪ Effective use of academic language ▪ Referencing and correct acknowledgement of sources ▪ Research methods ▪ Presentation skills				
Teaching Methodology	The combination of Direct Contact Hours and Independent Learning Hours will ensure that students have access to a wide range of learning and teaching resources, both inside and outside the classroom. Students will work individually and in pairs/groups so as to cover all the skills needed for writing within an academic context. The employability skills that the course develops are mainly communication skills, having to do with fluent and accurate oral and written expression in English, as well as logical and critical thinking skills: the ability to produce an organized and well-structured text and to analyse texts critically. There is also an important focus on (library) research skills, in particular on teaching				

	students how to research a topic and how to integrate bibliographical material into their essay by paraphrasing, summarizing, and citing sources correctly.
Bibliography	**Reading List** http://cypruslists.central-lancashire.ac.uk/lists/752828CC-E295-EBEA-62B2-9D01B0FD7F0A.html Bailey, S. (2003) *Academic Writing – A Practical Guide for Students*, London: Nelson Bailey, S. (2017) *Academic Writing: A Handbook for International Students*. Fifth Edition. London: Routledge. Hewings, M. (2012) *Cambridge Academic English: An Integrated Skills Course for EAP,* Cambridge: Cambridge University Press. Jordan, R. (2004) *Academic Writing Course*, Essex: Longman. Lane, S. (2011*) Instant Academic Skills: A resource book of advanced-level academic skills activities,* Cambridge: Cambridge University Press. Murphy, R. (2015) *Essential Grammar in Use*, Cambridge: Cambridge University Press. Murphy, R. (2020) *English Grammar in Use,* Oxford: Oxford University Press. Oshima, A. & Hogue, A. (2006) *Academic Writing English.* (4th ed). New York: Longman. Pallant, A. (2012) *Writing Course Book, London:* Garnet Education Shields, M. (2010) *Essay Writing. A Student's Guide*, London: Sage. Slaght, J. (2012) *English for Academic Study: Writing*, London: Garnet Publishing. Slaght, J., P. Harben and A. Pallant, 2006, *Reading and Writing. Source Book*, London: Garnet Education
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Spoken Assessment	30%	10 minutes	Practical Assessment	4,5
1	Written Assessment	70%	2,000 words	Coursework	1-4

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Managing People Enterprise Skills**
Course Code	**BU1025**
Course Type	**Compulsory**
Level	Level 4
Year / Semester	Year 1 / Semester 1
Teacher's Name	Irina Lokhtina and Fanos Tekelas

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	The module introduces students to the key issues and challenges associated with managing human resources in organisations. The module combines an introduction to the main conceptual underpinnings of human resource management with an understanding of the practical skills that are utilised by line managers who have people management responsibilities. It aims to develop the skills and qualities identified in successful entrepreneurs to meet the challenges of developing new ventures.
Learning Outcomes	On successful completion of this module a student will be able to:

1. Demonstrate a basic understanding of the key activities associated with human resource management.

2. Select and utilise appropriate people management tools and techniques in a number of key people management areas.

3. Identify the challenges involved in people management activities.

4. Demonstrate the ability to reflect on personal skills and attributes and compare these against those identified in successful entrepreneurs.

5. Demonstrate an understanding of the skills and attributes required of an entrepreneur essential for starting a new venture. |

Prerequisites	None	Required	None

Course Content	**Indicative content:**

Origins and context of HRM, HR planning & the selection process, Motivation in the workplace, Characteristics, skills and attributes of entrepreneurships, Outline of personal skills development process; reflection skills

Developing enterprise skills:
Creative thinking and creative approaches to problem solving
Personal Skills for Enterprise
Project Management
Effective Teams
Communication Skills |
| Teaching Methodology | In order to develop the students understanding of the complexities of managing people at work, the module combines tutor directed-input into the |

	workshop sessions with opportunities for students to develop practical skills. These will typically involve interviewing, negotiation and appraisal skills amongst others. These skills will be practiced in the workshop sessions before being evaluated in the first assessment, which will focus upon one of the skills in more detail. In addition to being involved in the practical utilisation of the skills, students will also be required to reflect on their role and performance and assess any further development that they might need in terms of this activity. As in practice people management often requires a more integrated approach, the second and third assessment focuses upon a scenario that necessities students' drawing upon a range of different aspects from the course and producing a report assessing both the challenges and possible options in terms of how managers might respond to this. The module will develop students' skills in problem solving, oral, written and visual communication skills, reflection, team working, understanding of and skills related to human resource management.
Bibliography	**Reading List:** **http://cypruslists.central-lancashire.ac.uk/lists/424D2B34-1029-37A3-2321-623CD39C87BD.html** **Key Text** Burns, P. (2016). Entrepreneurship and Small Business: Start-up, Growth and Maturity, 4th ed., Red Globe Press Stredwick, J. (2005), An Introduction to Human Resource Management, London, Elsevier **Additional Reading:** Leatherbarrow, C Fletcher, J. & Currie, D (2010), An Introduction to HRM: A Guide to HR Practice, 2nd Edition, London, CIPD Martin, M., Whiting, F & Jackson, T (2010), Human Resource Practice, 5th Edition, London, CIPD Pedlar, M Burgoyne, J and Boydell, T. (2007) *A Manager's Guide to Self Development*. 5th ed. McGraw-Hill Pepper, M. & Kulik, C (2004), Human Resources for the Non-HR Manager, London, Taylor & Francis. Torrington, D, Hall, L & Taylor, S (2008), Fundamentals of Human Resource Management: Managing People at Work London, Pearson, Weightman, J (2004), Managing People, 2nd Edition, London, CIPD. **Key Journals** (ETP) Entrepreneurship: Theory & Practice (JBV) Journal of Business Venturing

	(JSBM) Journal of Small Business Management (ER&D) Entrepreneurship & Regional Development (IJEBR) International Journal of Entrepreneurial Behaviour & Research (IJES) International Journal of Enterprise Studies (VC) Venture Capital **Useful Web links** www.cipd.co.uk The Chartered Institute of Personnel and Development (CIPD) is the British association for HR professionals. Much of the website is for CIPD members only, but students may find some useful information in the free access areas. www.acas.org.uk The Advisory, Conciliation and Arbitration Service (ACAS) is a body set up by government to improve organizations and working life through better employment relations. Its website provides useful information on over 100 HR topics giving information on employees' legal rights and employers' responsibilities.
Assessment	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. {{TABLE}} To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

Table inside Assessment cell:

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of Assessment	Learning Outcomes being assessed
1	Portfolio*	50%	2000 words	*Coursework*	*4 & 5*
* containing a write-up on entrepreneur, reflective accounts and justified action plan that develops enterprise skills.					
1	**	50%	2000 words	*Coursework*	*1-3*
**Case study analysis/ experiential activity – Group Report					

Course Title	**English for Academic Purposes**			
Course Code	**EF1707**			
Course Type	**Elective**			
Level	Level 4			
Year / Semester	Yearlong (Semester 1 & Semester 2)			
Teacher's Name	Andria Michael and Maria Georgiou			
ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	3h (Tutorial)
Course Purpose and Objectives	This course aims to: 1. develop the language of second language users of English to meet high level language requirements of academic courses. 2. develop students' awareness of academic expectations in Higher Education and help them develop knowledge and skills to meet these.			
Learning Outcomes	On successful completion of this module a student will be able to demonstrate: 1. a high level of fluency and accuracy in using English in a range of written academic tasks; 2. ability to comprehend high level written and spoken English in field-specific academic contexts and to use reading and listening materials as sources; 3. a high level of competence in spoken English and ability to take active role in spoken interaction in academically appropriate contexts.			
Prerequisites	None		Required	None
Course Content	The syllabus integrates development of language skills with study and communication skills using a range of academic topics drawn from social and natural science, arts and humanities, business and management, technology and IT. Where a cohort of students has similar study or professional goals, it is also possible to tailor topics to that group's needs. The module will focus on: - developing English language knowledge and skills to the appropriate level of competence (B2+) - refining English language skills to demonstrate high levels of awareness of contextual variation in language style, appropriacy to context and genre and refining ability in producing spoken and written English texts which demonstrate competence in this; - increasing academic reading, writing, listening and speaking skills; - improving students' reading and listening comprehension by helping them develop effective methods and strategies;			

	• improving students' language proficiency by developing their vocabulary and grammar;
	• refining essential academic writing skills;
	• developing skills for participating appropriately in events such as lectures, seminars, meetings, teamwork or tutorials;
	• developing critical thinking abilities such as actively questioning texts and evaluating their content and competence in expressing critical opinions.
Teaching Methodology	The teaching and learning approach integrates the development of English language skills with relevant academic and/or professional skills, appropriate to the cohort of students. This means for example that material that students will read (or lectures they will listen to) will be used as input for language work, seminar discussion, oral presentation and essay writing. This integration reflects the nature of academic and professional practice and allows an in-depth exploration of various academic topics while developing English language knowledge and skills.
	Class contact sessions typically consist of a mix of tutor input (or recorded input) and interactive pair/ group tasks.
	Authentic academic and professional texts and scenarios are used to increase students' knowledge and awareness of a range of typical genres in their field as well to and enable them to develop appropriate language and skills. There is a strong focus on academic vocabulary development, using the *Academic Wordlists* and other (online) resources, on improving reading speed, comprehension of spoken and written and particularly on improving academic and/or professional writing ability.
	Group and independent learning activities are used to replicate the typical demands of undergraduate study and/or the workplace. Independent work will involve preparation for classes, reading and researching academic texts, writing short texts in preparation for the portfolio of tasks. A range of online resources will be made available to students through *Blackboard*. These activities complement those undertaken during the module's Scheduled Learning and Teaching Activity and allow students to consolidate and develop both subject-specific and other transferable skills.
Bibliography	**Course-books at B2+ level**
	Chazal, E. de & McCarter, S. (2013) *Oxford EAP (B2)*, Oxford: Oxford University Press.
	Chazal, E. de & McCarter, S. (2013) *Oxford EAP (C1)*, Oxford: Oxford University Press.
	Hewings, M., Thaine, C. & McCarthy, M. (2012) *Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP (C1),* Cambridge: Cambridge University Press.
	Phillips, T & A Phillips (2012) *Progressive Skills in English: Level 4 Course Book*, Reading: Garnet
	Supplementary material:

	Bailey, S. (2003) *Academic Writing – A Practical Guide for Students*, London: Nelson.
	Burgmeier, A., Richmond, K., Rubin, B., Zwier, L.j. (2012) *Inside Reading. The Academic Wordlist in Context*, Oxford: Oxford University Press.
	Cottrell, S. (2008) *The Study Skills Handbook* (3rd edition), Basingstoke: Palgrave Macmillan
	Cottrell, S. (2011) *Critical Thinking Skills: developing effective analysis and argument* (2nd edition), Basingstoke: Palgrave Macmillan.
	Drew, S., & Bingham, R. (2002) *The Student Skills Guide*, Hampshire: Gower.
	Oshima, A. & Hogue, A. (2006) *Academic Writing English.* (4th ed). New York: Longman.
	Pallant, A. (2009) *Writing Course Book, London:* Garnet Education.
	Pear, R. (2010) *Cite Them Right: the Essential Referencing Guid*e, Palgrave Macmillan.
	Shields, M. (2010) *Essay Writing. A Student's Guide*, London: Sage.
	Slaght, J., Harben, P. & Pallant, A. (2006) *Reading and Writing. Source Book*, London: Garnet Education.
	Online resources for independent study:
	Online Writing Tutor, available together with:
	Savage, A., Mayer, P. Shafiel, M., Liss, R. And Davis, J. (2012) *Effective Academic Writing*, Oxford: Oxford University Press
	Other online resources:
	Academic Phrasebank, at http://www.phrasebank.manchester.ac.uk/
	Academic Wordlists:
	http://www.nottingham.ac.uk/~alzsh3/acvocab/index.htm
	http://www.victoria.ac.nz/lals/resources/academicwordlist/most-frequent.aspx

Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes being assessed
1	Examination	50%	3 hours	Written exam	1, 2

	1	Portfolio of Tasks	50%	4 Tasks	Coursework and Practical	1, 2, 3	
	Students must achieve a minimum of 40% overall in order to pass the module.						
Language	English						

Course Title	**Advertising and Marketing Communications**
Course Code	**MK1006**
Course Type	**Compulsory**
Level	LEVEL 4
Year / Semester	Year 1 / Semester 2
Teacher's Name	Sonia Andreou

ECTS	10 ECTS	Lectures / week	4h	Laboratories / week	-

Course Purpose and Objectives	This module is the first of three designed to provide students with the necessary theoretical and applied knowledge to become professional practitioners in advertising and integrated marketing communications. Working in conjunction with MK1101 Marketing Principles and MK1002 Human Behaviour, it demonstrates how advertising and other forms of promotional communications can work within the marketing mix to influence people's perceptions of firms and brands and encourage the development of positive attitudes and purchase intentions. Key theories of communications, purchase decision-making, adoption/diffusion, the personal and sociological influences on attitude formation and message creation will be exposed. Students will apply these theories to use in a variety of traditional and newer media and marketing communications methods forms.
Learning Outcomes	**On successful completion of this module a student will be able to:** 1. Explain fundamental concepts of advertising and marketing communications. 2. Apply theory relating to advertising and promotional communications in a number of product and target group contexts. 3. Evaluate the appropriateness of using advertising or other forms of marketing communications in particular communications contexts.

Prerequisites	NONE	Required	NONE

Course Content	• The historical development of advertising and promotional communications • The role and impact of advertising and promotional communications in society • The role of communications within the marketing mix and in supporting the objectives of the business • The IMC mix Public relations: characteristics of public relations, corporate public relations and marketing public relations, cause-related marketing, public

	relations methods and techniques, integration of public relations in the IMC mix
	• The process of creating advertising and promotional communications
	• Advertising agencies and other suppliers
	• Traditional and newer media for advertising and promotional communications
	• Legal, regulatory and ethical considerations for advertising and promotional communications
	• Human psychology and behaviour related to promotional messages: perception, motivation, personal and environmental influences, attitude formation, decision-making, product adoption, message and adoption diffusion
	• Segmentation, targeting and positioning in advertising and promotional communications
	• Message creation
	• Cognitive, affective and conative message strategies
	• Appeals and symbolisation
	• Evaluating advertising and promotional communications
Teaching Methodology	The module is delivered in a flexible way to allow the appropriate use of time for different pedagogic methods including lectures, seminars, case study analysis, discussions and debates, guest speaker events and so on. The lectures introduce the students to fundamental concepts of advertising and marketing communications. Theory is illustrated by the use of a wide range of applied examples. The seminars allow the students to explore and apply theory presented in the lectures by the use of case studies, examples in various forms of current marketing communications practice, etc. The supportive framework of lectures and seminars assists the students in achieving learning outcomes 1, 2 and 3. The assessment consists of two elements, both testing the achievement of learning outcomes 1, 2 and 3. For the first assignment, the students complete a media analysis assignment. The second assignment asks students to recommend tools for an IMC campaign in response to a set scenario.
Bibliography	**The bibliography for this module is available via the on-line reading list – click on the link below:** http://readinglists.central-lancashire.ac.uk/index **Module text-book** **The following book is essential reading:** Fill, C. (2013), Marketing Communications: Brands, Experiences and Participation. Sixth Edition, Pearson, Harlow. It is recommended that you supplement the text with reading from the following: **Books** Belch, G. E. and Belch, M. A. (2015), Advertising and Promotion. An Integrated Marketing Communications Perspective. Tenth Edition, McGraw-Hill/Irwin, New York.

Clow, K. E. and Baack, D. (2014), Integrated Advertising, Promotion and Marketing Communications. Global Edition, Pearson Education Limited, Harlow.

De Pelsmacker, P., Geuens, M. and Van den Bergh, J. (2013), Marketing Communications: A European Perspective. Fifth Edition, Pearson Education Limited, Harlow.

Fill, C. (2011), Essentials of Marketing Communications, Pearson Education Limited, Harlow.

Fill, C. (2009), Marketing Communications: Interactivity, Communities and Content, Prentice-Hall, Harlow.

Moriarty, S., Mitchell, N. and Wells, W. (2015), Advertising & IMC. Principles & Practice. Tenth Edition, Pearson Education Limited, Harlow.

O'Guinn, T. C., Allen, C. T. and Seminik, R. J. (2015), Advertising & Integrated Brand Promotion, South-Western Cengage Learning, Mason, OH.

Pickton, D. and Broderick, A. (2009), Integrated Marketing Communications, Prentice Hall, London.

Yeshin, T. (2006), Advertising, Thomson Learning, London.

Journals

Advertising Age

Advertising Age International

Current Issues and Research in Advertising

European Journal of Marketing

International Journal of Advertising

International Marketing Review

Journal of Advertising

Journal of Advertising Research

Journal of Consumer Marketing

Journal of Product and Brand Management
Marketing Intelligence and Planning

Strategic Advertising Management

Other Journals/Press

Campaign

	Harvard Business Review
	Interactive Advertising and Branding News
	Marketing
	Marketing Business
	Marketing Week
	Web links
	Please check Blackboard and the electronic reading list for recommended web links.
	http://cypruslists.central-lancashire.ac.uk/index.htmL

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
	1	Media analysis	40%	1,500 words	Coursework	1, 2, 3
	1	Context analysis and IMC recommendation	60%	2,500 words	Coursework	1, 2, 3
	To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.					
Language	English					

Course Title	**Beginners' Greek Language**
Course Code	**AL1039**
Course Type	**Elective**
Level	Level 4
Year / Semester	Yearlong (Semester 1 & Semester 2)
Teacher's Name	Sofia Anysiadou

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	This module aims to: • Enable students to use the target language appropriately at a basic level of competence in understanding, producing and interacting in a simple way. • Introduce students to the culture relating to the target language. • Equip students with a range of transferable skills. • Develop students' ability to work independently.
Learning Outcomes	The Learning Outcomes are in accordance with the Council of Europe level A1 (source: Council of Europe Common European Framework of Reference for Languages. Level Descriptions available at: https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions). On successful completion of this module a student will be able to: 1. Understand and use, in spoken mode, familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. 2. Write simple isolated phrases and sentences and give information in writing about matters of personal relevance. 3. Understand very short, simple texts, picking up familiar names, words and basic phrases.

Prerequisites	None	Required	None

Course Content	Topics covered will include aspects relating to day-to-day life and describing oneself and, in relation to linguistic expertise, will focus on familiar, everyday expressions and very basic phrases. Learning will be set into the context of culture of the country(ies) of the language being learnt when relevant.
Teaching Methodology	The combination of scheduled learning and teaching activities and guided independent study will ensure that students have access to a wide range of learning and teaching resources, both inside and outside the classroom, thereby helping them to complete the module successfully. The assessment within the module maps on to the Learning Outcomes indicated above, thereby enabling students to consolidate and develop linguistic competence commensurate with this level of working.

	There will be 48 hours of scheduled learning and teaching activities for this module delivered across the year (generally 2 hours per week over 24 weeks).
	Learning and teaching will be undertaken in interactive practical sessions, which will focus on individual and group exercises covering skills in speaking, listening, reading and writing. Language-based activities such as role-play will be used to develop competence in a range of authentic contexts.
	All skills developed are transferable, so that students are able to develop their employability potential while at the same time improving their linguistic competence. Skills include: communication skills, social and cultural awareness, using language appropriate to context, team working.
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: http://readinglists.central-lancashire.ac.uk/modules/al1039.html

Assessment	Number of Assess Ments	Form of Assessment	% Weigh ting	Size of Assessment /Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
	1	In-class Written Assessment	75%	1 hour and 40 minutes	Practical Assessment	2,3
	1	Oral/Aural Assessment	25%	10 minutes	Practical Assessment	1

	To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

Course Title	**Introduction to Business and Management Theory**
Course Code	**BU1XXX**
Course Type	**Compulsory**
Level	Level 4
Year / Semester	Year 1 / Semester 1
Teacher's Name	Fanos Tekelas

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	This module aims to build awareness of the key theoretical concepts of business and Management. Students are introduced to the major issues faced by managers and the different types of businesses. The general goal of the module is to provide a broad overview of the basic business.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Understand the core operations of businesses and the business environment 2. Demonstrate a more informed knowledge of business operations 3. Gain knowledge around the key elements of business and management

Prerequisites	N/A	Required	N/A

Course Content	• Overview of management theory • Theories of management, including Frederick Taylor's scientific management, Mintzberg's theories, Herzberg's motivation theory, Maslow's hierarchy of needs • The business environment (economic/ political/socio-cultural/ technological) • Types of Business • Business Strategy • Marketing for Business • Ethical issues in Business • Innovation and Entrepreneurship • Operations, Marketing, HRM • Basic Finance for Business
Teaching Methodology	This module is designed in a way that can build awareness of key management theories and operations in business. The module will be delivered using a combination of lectures and seminars/workshops in a two-hour weekly teaching session. Student learning will be facilitated through multiple means, including lectures, class discussions, group work, case studies, student presentations,

| | workshops, company-visits, guest speakers, and debates. A number of technologies and media resources will be used during lectures to stimulate interest and make sure that students develop knowledge of the material being taught. These will include PowerPoint presentations, videos, Internet-based work, and printed material.

Students will have an active role and involvement throughout the module. They are expected to be actively engaged in the identification of business-related articles and other material from newspapers, magazines, websites, and other relevant publications and e-sources in order to involve themselves in discussion and debate during classes. |
|---|---|
| Bibliography | Suggested Textbooks

Boddy, D (2011) Management, Fifth edition, London: Pearson Education.

Worthington, I. and Britton, C. (2014), The Business Environment, seventh edition, London: Pearson Education .

Indicative Bibliography

Palmer, A. and Hartley, B. (2011) The business environment, seventh edition, London: McGraw-Hill Higher Education

Child,J (2015) Organization: Contemporary Principles and Practice, New York: John Wiley & Sons

Morrison,J. (2017) International Business Environment: Global and Local Marketplaces in a Changing World, McMillan. |
| Assessment | *The methods of assessment for this module have been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.* |

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Categories of Assessment	Learning Outcomes being assessed
1	Essay	50	2500 words	Coursework	All
1	Essay	50%	2000 words or equivalent	Coursework	All

	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

YEAR 2

Course Title	**The External Business Environment**				
Course Code	**BU1006**				
Course Type	**Compulsory**				
Level	Level 4				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Irina Lokhtina				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	The module aims to develop a critical understanding of the complexity of the external environment in which organisations operate. This is achieved through the introduction of the core political, legal, economic, socio-cultural and technological environments of business, and their interrelationships.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Demonstrate an understanding of the complexity of the external environment. 2. Explain and apply the idea of environmental uniqueness. 3. Application of analysis tools.				
Prerequisites	None		Required	None	

Course Content	The following is indicative of the material which may be covered in this module in order to achieve the module aims and learning outcomes:
	
	   1) Introduction to The Business Environment
	
	What is business? (Organizations, systems and communities), The activities of production, Business as a system of transformation, I-P-O Models. Environmental Scanning, The contingency perspective, The purpose of environmental scanning, PEST, Interpreting the outcomes, Respond, choose and influence, interconnectedness
	
	   2) Globalisation
	
	History and definitions, International trade and the global marketplace (production and demand), neoclassical vs Marxist perspectives, structuralist perspectives, global ethics
	
	   3) The Economic and Political Environment
	
	Economic Systems, Government Objectives, Government influence on the economy and its interaction with business
	
	   4) The Financial Environment				

	Financial reporting for business and financial control, published accounts and ratio analysis
	5) The Socio-Cultural Environment
	Understanding demographic and psychographic data and how it can influence decision making.
	6) The Future of Work
	Forecasting how organisations and humans must respond to changing environmental factors in order to prosper.
Teaching Methodology	In order to stimulate learning and support understanding, the module is structured to provide opportunities for discussion and debate. Lectures will be used to introduce concepts and principles. Typically topics introduced in lectures will then be discussed in more detail in the seminars. The seminars will utilise a range of learning materials including case studies, film and discussion questions. The seminars will also be designed to ensure students are required to draw on their own experiences to make sense of their own understandings of the principles of work and organisations.
	The topics for the portfolio will be introduced within the lecture and students will be guided to further reading, however they will need to engage in personal research in order to address the assessment requirements.
	A number of seminars within the year will be dedicated to ongoing feedback on the portfolio that students will incrementally develop throughout the year. This will give students' opportunities to continuously improve the quality of their work.
	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.
Bibliography	*The module is fully supported by eLearn and materials covered in the lectures and information in relation to the assignments and examination can be found on blackboard.*
	The bibliography for this module is available via the on-line reading list – click on the link below:
	https://rl.talis.com/3/cyprus_uclan/lists/36A9F4E0-C3D6-C3D3-3F52- 15ACB923B125.html
	Essential Reading
	Wetherly P. and Otter D. (2014), The Business Environment, 3rd ed., Oxford University Press, Oxford
	Additional Reading:
	Kelly, P & Ashwin, A. (2013) The Business Environment Cengage
	Needle, D. (2015) Business in Context, 6th ed., Thomson Learning, London
	Worthington, I. and Britton, C. (2015), The Business Environment, 7th

	ed., Financial Times Prentice Hall, London Harrison, A. (2014) Business Environment in a global context. 2nd ed., Oxford University Press, Oxford. *Mayle, D.T (2006) Managing Innovation and Change, 3rd ed., Sage Publications, London*
Assessment	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. <table><tr><th>Number of Assessments</th><th>Form of Assessment</th><th>% weighting</th><th>Size of Assessment/ Duration/ Word count</th><th>Category of assessment</th><th>Learning Outcomes being assessed</th></tr><tr><td>1</td><td>Essay</td><td>50%</td><td>2000 Words</td><td>Coursework</td><td>3</td></tr><tr><td>1</td><td>Exam</td><td>50%</td><td>2 hours</td><td>Written exam</td><td>1,2</td></tr></table> To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

Course Title	**Introduction to Business Functions**
Course Code	**HR1005**
Course Type	**Compulsory**
Level	Level 4
Year / Semester	Year 2/ Semester 2
Teacher's Name	Anthi Avloniti

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	The module will introduce students to the roles and responsibilities of key organisational functions. Drawing upon a range of materials from organisations it will build students understanding of how the functions interrelate and work together.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Discuss organisations from a number of functional viewpoints. 2. Explain the connections between functional areas. 3. Apply appropriate theory and concepts within specific organisational contexts.

Prerequisites	None	Required	None

Course Content	The indicative content covers four key functional dimensions within organisations: 1. Marketing (e.g. resource base and influence on marketing practices, understanding core competencies of organisations, culture and leadership, understanding the marketing department) 2. Human Resources (e.g. role of HR, introduction to HR practice, role of line managers, employment relationship) 3. Information Management (e.g. management information, business systems requirements, understanding data, data communication, web technologies, databases)
Teaching Methodology	The module seeks to develop students' appreciation of how the functional areas in an organisation both operate and interact. A general introduction to the function is provided in the lectures and the workshop sessions will utilise applied scenarios, company-based materials and case activities to deepen the students' knowledge of the function and its role and skills in interpreting and analysing information related to the function. The module content is delivered in 'functional' blocks and this will enable students to develop an appreciation of how the functions relate to each other. In addition, students will be required to maintain an applied workshop diary that draws together the key concepts, theories and issues related to the function and to organisations. These both build into the first assessment and will be utilised in the group

	activity that forms the second assessment. This will take the form of an integrated poster presentation that will focus upon a specific element of the organisation drawing upon all the functional areas that have been addressed in the module.
	The module will develop the students: problem solving skills; digital literacy and information management skills; written, oral and media communication skills. The module will also develop the students understanding of the commercial and organisational factors that shape and inform the roles and responsibilities of key functional areas.
	The module will be delivered via lectures and supported workshop sessions. The lectures will provide students with a basic understanding of the key concepts and theories related to the functions. In the workshop sessions students will be provided with material related to case studies related to the functions that will expand on the lecture sessions. They will be required to discuss the examples and through the workshop diary assessment build up a critical appreciation of the roles and responsibilities associated with functional areas under consideration.
Bibliography	The bibliography for this module is available via the online reading list – click on the link below:
	https://rl.talis.com/3/cyprus_uclan/lists/B1040C9E-32DB-5350-6277- 4EBD4F0DC66F.html
	Core Text
	Needle, D. (2015) Business in Context. An introduction to Business and its Environment, 5th Edition, Canegie Learning EMEA, Andover, Hants
	Armstrong, G., Kotler, P., Harker, M. and Brennan, R. (2015), Marketing: An Introduction. Harlow, Pearson Education
	Baines, P., Fill, C. (2014), Marketing. Oxford, OUP
	Bee, F. & Bee, R (2005) Managing Information and Statistics (2nd ed.), London, CIPD Publishing
	Brattton, J & Gold, J., (2012), Human Resource Management, London, Palgrave
	Brooks, I., (2009), Organisational Behaviour – Individuals, Groups and the Organisation 4th Edition. London, Financial Times/ Prentice-Hall.
	Carbery, R & Ross, C (2013), Human resource Management: A Concise Introduction, London, Palgrave McMillan.
	Dewhurst, F (2006), Quantitative Methods for Business and Management (2nd ed.), |Maidenhead, McGraw-Hill Education
	Egan, J. (2014), Marketing Communications. London, Sage Publications Ltd.
	Foot, M. & Hook, C. (2011), Introducing Human Resource Management, 6th Edition, London, Financial Times Press. Huczynski A.A. and Buchanan D.A. (2013), Organisational Behaviour: an introductory text, London, Financial Times / Prentice Hall
	Kotler, P. Keller, K. (2015), Marketing Management. Harlow, Pearson Education

	Mullins L. (2013), Management and Organisational Behaviour, 10th Edition, Harlow, Essex, Pearson Educational
	O'Brien, J. & Marakas, G. (2009), Management Information Systems (9th ed.), McGraw-Hill Education
	Szmigin, I and Piacentini, M. (2014), Consumer Behaviour, Oxford, OUP
Assessment	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

Number of Assessments	Form of Assessment	% weighting	Indicative Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes being assessed
1	*Applied workshop diary*	*70%*	*3,000 words*	*Coursework*	*1 & 3*
1	*Integrated poster*	*30%*	*1,000 words or equivalent*	*Coursework*	*2*

	To pass this module students must achieve a mark of 40% or above aggregated across all the assessments.
Language	English

Course Title	**HR1007**
Course Code	**Business and Management Project Essentials**
Course Type	**Compulsory**
Level	Level 4
Year / Semester	Year 2/ Semester 2
Teacher's Name	Isabella Karasamani

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	The module aims to equip students with the capability to understand and deal with typical projects faced by managers. This module aims to build an understanding of task planning as a process and of techniques for problem solving and improvements within the context of specific subject disciplines.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Identify basic techniques involved in the structuring of projects in a specific scenario. 2. Utilise appropriate theoretical frameworks in a specific business and management context. 3. Reflect on a variety of collaborative project activities.

Prerequisites	None	Required	None

Course Content	- Interpreting and writing briefs - Techniques for problem diagnosis - Structuring improvement plans - Approaches to problem solving - Evaluating options - Presenting improvements and developments
Teaching Methodology	A combination of methods will be used to expose the concepts and to reinforce their application. In semester 1 the module places a strong emphasis on dealing with practical issues that are likely to be faced by those newly working with projects. The delivery will be via a workshop format, which will provide students with an understanding of typical techniques and will introduce the group to a project identified by the module team. The workshops will concentrate on providing practical scenarios and tools that students can practise within a classroom environment in order to improve knowledge and understanding with reference to subject specialisms in accordance with the aim of the module. Students will work on the identified project, using knowledge and task related tools and techniques to define the problem and present improvements within the project.

Bibliography	As no single text captures all aspects of the central concepts, the following texts offer insight at various points in the module: Burke, R. (2013) *Project Management: Planning and Control Techniques* 5th Ed. London: Wiley Ford, A. (2015) *Project Management for Beginners: An Amazing Guide for Absolute Beginners, on How to Track, Plan and Run Projects* London: CIPP Gausel, E. (2013) *The Consulting Way: A Guide to Becoming a Successful Management Consultant* London: iUniverse Gramlich, B. (2015) *S.O.A.P. Framework: Identifying, Diagnosing and Curing those Nagging Business Problems* London: CIPP Huczynski, A., A. and Buchanan, D., A. (2013) *Organizational Behaviour* 8th Ed. Harlow: Pearson Lewis, M. (2015) *Project Management: 25 popular project management methodologies* London: AMACOM Mathis, B. (2015) *Project Management for Beginners: Basics of Project Management for Professionals* Mullins, L. (2016) *Management and Organisational Behaviour* 11th Ed. Harlow: Pearson Education <u>Videos available on Lynda.com in the areas of:</u> Developing project requirements Project Management simplified Managing project teams Solving Business Problems Project Management Fundamentals MS Project essentialsReading List http://cypruslists.central-lancashire.ac.uk/lists/851D520D-28F5-9088-8B18-368931945DDD.html
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes being assessed
1	Individual Coursework	*60%*	*2,000 words*	Coursework	1 and 3

	1	Group Project report	*40%*	*2,000 words*	Coursework	1 and 2
	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.					
Language	English					

Course Title	**Data Communication**
Course Code	**BU1106**
Course Type	**Compulsory**
Level	Level 4
Year / Semester	Year 2 / Year Long
Teacher's Name	Ioanna Stylianou

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	This module is designed to enable students to develop an understanding of how to effectively describe and communicate data in the context of organisations. This module includes aspects involving the presentation and visualisation of data, data security and protection considerations as well as developing an appreciation of the implications for businesses and the use of data in business decision-making. The module also aims to enhance students' awareness of professional development planning.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Explain the complexity of data at the conceptual level. 2. Present and communicate business data appropriately. 3. Explain the data implications to organisations and how data is used in business decision-making. 4. Explain, contextualise and reflect on the learning and skill development which has occurred on the module and relate to ongoing professional development.

Prerequisites	None	Required	None

Course Content	The indicative content of this module includes four key themes: Theme One – Introduction to the concept of data, including the complexities, magnitude and impact of data given the digitalisation and globalisation of the business environment Theme Two – Presentation, communication, visualisation and rudimentary analysis and interpretation of data. This includes an introduction to relevant software and technologies used to help communicate data effectively. Theme Three - The implications for businesses, such as data protection regulation, security and ownership of data. This also includes the use of data for business decision-making. Theme Four – To develop personal and professional practice to help students to become more effective and confident in communicating and contextualising their learning for future development.

Teaching Methodology	The module seeks to develop students' appreciation of data within the current business context of globalisation and digitalisation; data as a concept, basic data analysis and description, presentation and visualisation of data as well as implications and uses for business.

The module comprises four main themes and student learning will follow this structure addressing one theme at a time. The module starts with theme one, which provides students with an introduction to the concept of data and current issues business face and their impact, such as Big Data. The second theme involves handling data, describing and basis analysis of the data before then considering effective communication of the data via presentation and visualisation (which will also include relevant software and/or technologies). The third theme includes elements surrounding the implications for business in terms of data protection, regulation and security, as well as business uses of data, such as for business decision-making. The fourth and final theme, considers students' ongoing professional development and articulating this effectively through contextualisation and reflection of their learning and skill development.

The module is delivered via workshop and computer room sessions. Workshop delivery enables the flexibility for students to experience more practical elements, such as working in groups on tasks and engaging in discussions and debate, as well as including lecture style methods, where new concepts, ideas and frameworks can be communicated by the tutor.

Within these workshop sessions, time is also built in for academic skill support in terms of developing students' group-based working, communication and academic writing skills. In addition to workshop delivery, each week students will have a computer room session where students will apply their learning from the workshops and independent study. Time is also built into these computer room sessions to improve students' digital literacy and general IT competence as well as providing students with the opportunity to seek practical help on researching for their group-report and accessing appropriate and academic materials. During these weekly computing sessions, students will also be shown how to develop effective CVs, showcasing the learning taking place on this module, as well as their course.

The assessment on the module involves two summative pieces; an individual business report and an individual reflection. Support is provided on the module to enable students to maximise both their employability skill development (e.g. team-working, digital literacy, communication, research and problem-solving skills) and their academic writing skills (such as referencing, using academic sources, structuring business reports and writing reflectively). |
| Bibliography | **Reading List**

The bibliography for this module is available via the on-line reading list – click on the link below:
BU1106 - Data Communication | UCLan Cyprus (talis.com)

http://readinglists.central-lancashire.ac.uk/index |
| Assessment | |

	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
	1	Portfolio	*75%*	2,000 equivalent	*Coursework*	*1,2&3*
	1	Individual Reflection	*25%*	1,500	*Coursework*	*4*

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Business in Context**
Course Code	**BU1026**
Course Type	**Elective**
Level	Level 4
Year / Semester	Year 2/ Semester 2
Teacher's Name	Irina Lokhtina and Fanos Tekelas

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	This module aims to build awareness of the influence of the business environment on the practices of the business, both locally and globally, and to enable students to discuss and debate a variety of connected issues.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Understand the influence of the business environment on the activities of the business. 2. Demonstrate a more informed knowledge of business in context. 3. Gain knowledge around major business issues and evolvements, both nationally and globally.

Prerequisites	None	Required	None

Course Content	• Overview of business activities and business types • The business environment (economic/ political/socio-cultural/ technological) • Globalisation, internationalisation and business strategy • Industry, Competition, & the Market • Business management & organisation • Ethical issues in business

	- Innovation and Entrepreneurship - Operations, Marketing, HRM - The labour market - Financial issues in business & the Stock exchange - Finding business information/ recognising business in the news
Teaching Methodology	This module is designed in a way that can build awareness of the influence of the business environment on the practices of the firm, both locally and globally. The module will be delivered using a combination of lectures and seminars/workshops in a two-hour weekly teaching session. Student learning will be facilitated through multiple means, including lectures, class discussions, group work, case studies, student presentations, workshops, company-visits, guest speakers, and debates. A number of technologies and media resources will be used during lectures to stimulate interest and make sure that students develop knowledge of the material being taught. These will include PowerPoint presentations, videos, Internet-based work, and printed material. Students will have an active role and involvement throughout the module. They are expected to be actively engaged in the identification of business-related articles and other material from newspapers, magazines, websites, and other relevant publications and e-sources in order to involve themselves in discussion and debate during classes.
Bibliography	**Reading Lists:** **https://rl.talis.com/3/cyprus_uclan/lists/4755FCED-B245-4F33-8298-006356C3D7E6.html** **Core textbook** Needle, D., & Burns, J. (2019). *Business in Context: an introduction to business and its environment,* (7th edition), Cengage Learning EMEA **Suggested Textbooks** Cole, G.A (2004). *Organisational Behaviour*, Thomson, UK Capon, C. (2004). *Understanding Organisational Context*. [online]. Pearson Education UK. Available from: http://lib.myilibrary.com?ID=60090 Needle, D. (2010). *Business in Context: an introduction to business and its environment*, (5th edition), South-Western Cengage Learning Palmer, A. and Hartley, B. (2009). *The business environment*, (6th edition), London: McGraw-Hill Higher Education Wetherly, P. & Otter, D. (2011). *The business environment: themes and issues*, (2nd edition), Oxford University Press

	Worthington, I. and Britton, C. (2009). *The Business Environment*, (6th edition), London: Financial Times-Prentice Hall.					
Assessment	The methods of assessment for this module have been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.					
	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Categories of Assessment	Learning Outcomes being assessed
	2	Business Reports	50% each	2000 words each	Coursework	*All*
	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.					
Language	English					

Course Title	**Legal Obligations in Business**
Course Code	**AC1511**
Course Type	**Elective**
Level	LEVEL 4
Year / Semester	Year 2 / Semester 1 & 2
Teacher's Name	Maria Tatsiou

ECTS	10 ECTS	Lectures / week	2h	Laboratories / week	-

Course Purpose and Objectives	To introduce non-law students to basic legal rules, principles, and methods, as well as outlining the basic sources, methods of interpretation and institutions of the English Legal System, as a basis for the study of business. Furthermore, the module aims to encourage students to recognise the application of these legal principles, with reference to hypothetical legal scenarios, particularly in the areas of contract, tort and employment law.
Learning Outcomes	**On successful completion of this module a student will be able to:** 1. Outline key aspects of the English legal System. 2. Explain the ingredients needed to make a valid contract under English law. 3. Explain the basic principles of employment law including those in relation to employment status and dismissal. 4. Explain the elements needed to make a claim in negligence in Tort. 5. Critique the different forms of business organisations and describe the way in which these organisations can enter into contracts through the law of agency.

Prerequisites	NONE	Required	NONE

Course Content	• Introduce students to the English Legal System – its structure, institutions, rules, methods and principles; • Explain the nature and functions of the civil and criminal court system; • Explain how law is made, with emphasis on judicial precedent and the hierarchy of courts; • Explain the components of a valid contract-in-law through an assessment of the legal principles of agreement, consideration and intention to create legal relations; • Distinguish between the main terms of contract; • Discuss the variety of ways in which contractual duties can be discharged and highlight their remedial effects; • Introduce the basic principles concerning the formation of an employment contract. The effects of the termination of such a contract will then be explored with

	reference to unfair dismissal, wrongful dismissal and redundancy.
	• Introduce the basic procedural elements for an action in the tort of negligence viz, duty of care, causation and remoteness of damage;
	• Assess the main legal forms for creating and facilitating business such as partnerships, companies and corporations;
	• Introduce the basic principles of agency law, focussing on the importance of agency for business and the way in which agency authority can be derived.
Teaching Methodology	The module will be delivered via weekly lectures and seminars.
	The purpose of lectures is to introduce a topic, define its scope and illustrate the principles of law concerned through case analysis, exposition, as well as the use of illustrative examples. The lectures aim to equip students with a broad sketch of the main issues pertaining to a topic, which would provide a framework to develop on, and answer seminar questions prior to the seminar. Further, a discussion of past examination questions is a must upon the completion of each legal topic, enabling students to understand how the legal principles can be applied to given legal situations.
	The aim of seminars is to demonstrate preparation and understanding of a topic through guided reading, preparation of set questions, and discussion and argument with peers in small group situations. Students are encouraged to lead discussions to develop their ability to contribute confidently to class discussions.
	The assessment strategy is designed to allow students to gain proficiency in the fundamental technical and computational aspects of the subject. It is also designed meet the Accountancy Professional Bodies exemption criteria as well as test the width and depth of a student's knowledge.
	Formative feedback on seminar and practice questions is provided to students on a weekly basis, with additional support available in the timetabled Technical Support Workshops.
	Through the learning and teaching activities, the module embeds employability skills development, support for personal development planning in relation to employability, the provision of careers education, information and guidance; and recognition of skills development through extra-curricular PDP activities via student membership of the relevant professional body.
Bibliography	The bibliography for this module is available via the online reading list – click on the link below: https://rl.talis.com/3/cyprus_uclan/lists/477990DD-BAC5-C727-761D-C276514776C1.html

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration / Word count	Category of assessment	Learning Outcomes being assessed
	1	Exam	30%	1.5 Hours	Written Exam	1,2, 3,
	1	Exam	70%	3 Hours	Written Exam	All
	To pass this module students must achieve a mark of 40% or above aggregated across all the assessments.					
Language	English					

Course Title	**Entrepreneurship and Small Business start-up**				
Course Code	**MD1023**				
Course Type	**Elective**				
Level	Level 4				
Year / Semester	Year 2 / Semester 2				
Teacher's Name	Eva Karayianni				
ECTS	10 ECTS	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	The module is aimed at students interested in starting their own business or in joining an existing small business with a view to helping it expand. Firstly, it considers key enterprise skills including opportunity spotting, creative thinking and problem solving, personal motivation, the entrepreneurial mind-set and attitude; and introduces the vital components for self-employment success. Secondly the module provides a vehicle to enable students to integrate and relate the theories in the core business functions and to apply them in the process of new venture creation by the development of a business plan.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Demonstrate an understanding of the skills and attributes required of an entrepreneur essential for starting a new venture. 2. Explain the nature of the business start-up process and its requirements. 3. Complete a business plan. 4. Present the key components of the business plan to obtain possible finance for your new business.				
Prerequisites	None		Required	None	

Course Content	Key content covered: • The role of small businesses in the economy. • Characteristics of entrepreneurs - combining these with aims and objectives of a new business. • Enterprise skills – opportunity spotting, creativity, innovation, communication • Introduction to business functions in the context of entrepreneurship • Successful business models • Business planning • Basic management and organisation of people • Basic financial models • Sources of information
Teaching Methodology	A variety of teaching strategies will be used to ensure that the content is delivered in the most effective way. This module will be delivered via weekly workshops with tutor input and the opportunity for students to develop the skills and attributes required of an entrepreneur.
Bibliography	**Books & Reports** Burns, P., 2007, Entrepreneurship and Small Business (2nd edition), Palgrave MacMillan. Burton, E. J. and Bragg S. M. (2006) Accounting & Finance for Your Small Business, New York, Wiley Deakins, D. and Freel, M. (2003), Entrepreneurship and Small Firms (4th edition), Mc-Graw Hill, London, UK. Finch, B. (2006) How to Write a Business Plan, London: Kogan Page Gibson, S. (2008) Going Self-employed: How to Start out in business on your own-and succeed. London: Constable & Robinson Ltd. Patten, D (2001) Successful Marketing for the Small Business Kogan page Southern, M. and West, C (2002) The Beermat Entrepreneur: turn your good idea into a great business, Prentice Hall Taylor S., (2001) Managing People in Smaller Organization, Manchester Metropolitan University SBS. (2002). Small Business and Government: The Way Forward: Small Business Service. SBS. (2004). A government action plan for small business: the evidence base. London: Small Business Service. Williams, S. (2010) The Financial Times Guide to Business Start-up 2010. 23 edn, Harlow: Pearson Education Ltd.

Journal Articles

Gartner, W. B., Shaver, K. G., Gatewood, E., & Katz, J. A. (1994). Finding the Entrepreneur in Entrepreneurship. Entrepreneurship: Theory & Practice, 18(3), 5-9.

Kuratko, D. F. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges. Entrepreneurship: Theory & Practice, 29(5), 577-597.

Shaver, K. G., & Scott, L. R. (1991). Person, Process, Choice: The Psychology of New Venture Creation. Entrepreneurship: Theory & Practice, 16(2), 23-45.

Key Journals

(ETP) Entrepreneurship: Theory & Practice

(JBV) Journal of Business Venturing

(JSBM) Journal of Small Business Management
(SBE) Small Business Economics

Creativity and Innovation Management

(ER&D) Entrepreneurship & Regional Development

 (IJEBR) International Journal of Entrepreneurial Behaviour & Research

 (IJES) International Journal of Enterprise Studies

 (VC) Venture Capital

Entrepreneurship and SME site references

SBS - Small Business Service – extensive details and reports on UK
www.sbs.gov.uk

SBA – US Small Business Administration – Office of Advocacy

- extensive details and reports on US small business www.sba.gov/advo/

GEM – Global Entrepreneurship Monitor – www.gemconsortium.org

FPB – Forum of Private Business – UK organisation providing vehicle for supporting small business and promoting its interests – very useful weekly online newsletter – www.fpb.org

Business Link – Practical advice for business -
http://www.businesslink.gov.uk

Assessment	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.				

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Category of Assessment	Learning Outcomes being assessed
1	Business Plan	70%	3,500 words (Group)	Coursework	1, 2, 3, 4
1	Business Plan presentation with Question and Answer	30%	A professional presentation of business plan material- max 15 minutes (Group) Q&A to group	Practical assessment	3, 4

Students are required to undertake all elements of the assessment and achieve an overall (weighted) mark of at least 40%.

Language	English

Course Title	**Debating Cases in Applied Ethics**
Course Code	**MD1113**
Course Type	**Elective**
Level	LEVEL 4
Year / Semester	Year 2 / Semester 1
Teacher's Name	Vasileia Ftellecha and Eva Karayianni

ECTS	10 ECTS	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	This module seeks to provide an introduction to ethical decision-making in real life situations. Students are introduced to key ethical principles and values and shown how this understanding can be applied to help analyse ethical dilemmas in various areas of life. They reflect on particular real-life ethical questions and the issues they raise and debate those issues in a reasoned and logical manner. Throughout a series of debates, students actively engage in preparing, presenting, and defending their arguments to an audience of fellow students. Working collaboratively with their colleagues, the debates encourage team-working, communication skills, and the appreciation of alternative perspectives.
Learning Outcomes	**On successful completion of this module, a student will be able to:** 1. Explain why we take a principled approach in applied ethics and discuss major ethical principles. 2. Reflect upon personal and cultural values and how they influence behaviour and norms. 3. Formulate reasoned arguments in defence of a particular stance on a complex ethical issue. 4. Present and debate ideas, both orally and in writing, in an open-minded and rigorous manner. 5. Work effectively as a group member, contributing to the group debate, discussions and peer assessment.

Prerequisites	NONE	Required	NONE

Course Content	*The theoretical background for the module is delivered in the first sessions and includes the topics:*
	• Introduction to ethics and the different branches of moral philosophy.
	• The application of broad ethical principles such as justice, avoiding harm, doing good and respect for persons.
	• Identification and the influence of personal and cultural values.
	• The tools of argumentation; how to recognise good and bad reasoning.
	• Presentation skills and the art of debating
	Following this introduction, the focus is placed upon the application of theoretical concepts to a number of contemporary debates and issues such as:
	• How do we apportion international aide to different developing countries?
	• Can we differentiate between the 'deserving poor' and the 'undeserving' poor?
	• How should we each respond to the threat that environmental pollution and climate change poses to future generations?
	• Is there a right to parenthood? Should we support anyone who wants to be a parent in this activity? What if they are thought to be 'unfit'? What makes a person 'unfit' as a parent?
	• On what basis should we make decisions in healthcare about availability of resources? How do we decide who can have access to treatment and who must lose out?
	• Do animals have the same rights as humans? How do we decide which rights different species have?
	Scenarios are provided for each case to be debated.
Teaching Methodology	The university assumes an average of 200 study hours per 20 credit module which may comprise different learning activities. The initial teaching content for this module is delivered via a blend of lectures, online materials and guided reading. Students are able to bring this learning to seminars at scheduled points during the module.
	Following the taught component of the module students will be asked to apply their learning through engagement in a series of debates on particular ethical dilemmas. Scenarios will be provided for each debate and a different topic will be examined each week. Students will work in small groups to prepare their contribution for presentation and debate. Each student is required to contribute to the preparation and delivery of one group topic. Students who are not presenting are expected to form the audience for each presentation and be prepared to discuss and challenge the presenting group on their argument and stance.
	Throughout the module students are expected to engage with their peer group and tutors through use of the module discussion boards where there is opportunity for both formal and informal discussion.
	Tutors make themselves available to help guide learning and provide support during the module in a variety of ways including email, discussion boards, telephone, seminars and one to one tutorial. Students are required to work collaboratively in preparation for their own debate presentations as well as

	attending, and actively participating in, the debate sessions of other groups.
	As part of the way that you learn in this module you may be enhancing certain employability skills. In particular communication and presentation skills; interpersonal skills through working with peers in groups; ethical awareness and sensitivity through examination of complex moral dilemmas; and reflective skills through examination of the principles and values that affect your own beliefs and judgements.
	Your independent learning hours may also help to enhance skills such as time management, self-motivation, and problem solving.
Bibliography	Wellman, C.H. & Frey, R.G. (2003). *A companion to applied ethics.* MA: Blackwell Pub
	Singer, P. (1993). *A companion to ethics*. Oxford, UK: Blackwell Reference (e-book)
	Sandel, M. J. (2012). *What money can't buy: the moral limits of market*, New York: Farrar, Straus and Giroux
	Sandel, M. J. (2010). *Justice: what's the right thing to do?* New York, Farrar, Straus and Giroux
	Huber, R. B. (2005). *Influencing through argument*, Updated ed. New York: International Debate Education Association (e-book)

Assessment

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	*Contribution in debate*	40 %	*Peer assessment*	*Practical Assessment (group debate)*	*3,4,5*
1	*Reflective account of own stance and debate*	60 %	*1500 words*	*Coursework*	*1,2,3,4*

There is a minimum attendance requirement for this module of 80%; in particular, students must attend debate sessions as a member of the audience if not presenting as a debate panel member.

Language	English

YEAR 3

Course Title	**Global Environment of Business**				
Course Code	**EC2102**				
Course Type	**Compulsory**				
Level	Level 5				
Year / Semester	Year 3 / Year long				
Teacher's Name	Panagiotis Kontakos				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	The module aims to develop students' understanding of the global environment of business. It will include an examination of the pricing policies and investment decisions of firms operating in the world's economy. Different market entry strategies for MNEs operating in a world of trade blocs is explored.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Explain the concept of globalisation and explore its implications for business. 2. Explain and evaluate the key theories of international trade. 3. Explain the external environment in which international business operates and evaluate its impact on business strategy.				
Prerequisites	None		Required	None	
Course Content	The impact on international business of globalisation, and vice- versa. The importance of international trade and the development of trade blocs. A critical analysis of economic growth and development. A critical understanding of the external environment in which a global business operates: Responses to political risk, different legal and economic systems and social and cultural diversity. The impact of exchange rates on international business. Multinational Enterprises: Competitive strategy for businesses operating in a global market. (Entry, pricing strategies, and Agency issues) Foreign Direct Investment.				
Teaching Methodology	A combination of teaching and assessment strategies will aid student learning. Thus, the module provides some tutor inputs but it is expected that students will supplement this with their own reading and preparation for seminars and take part in informed discussion during seminars. Additional support can also be provided by arrangement outside normal timetabled sessions and by e-mail. Current issues in international business news will be				

	highlighted to reinforce the theoretical input at every opportunity. Students will be exposed to international data, which will be used to develop their critical understanding and improve their capacity to analyse problems.
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: http://cypruslists.central-lancashire.ac.uk/lists/952C80C1-3FBF-FB36-662A-7A1D3ADDE963.html
Assessment	

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Written Case Study	*50%*	2,000 Words	*Coursework*	*1,3*
1	End of Semester Exam	*50%*	1 Hour 30 Minutes	*Written Exam*	*1,2,3*

For successful completion of this module a minimum aggregate mark of 40% must be achieved.

Language	English

Course Title	**Management of Operations**				
Course Code	**MG2008**				
Course Type	**Compulsory**				
Level	Level 5				
Year / Semester	Year 3/ Year Long				
Teacher's Name	Isabella Karasamani				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	• Provide an interesting treatment of project, operations and supply chain management based on academic resources and real world case studies. • It will show how the three topics relate to each other and analyse where there are common areas such as quality management, sustainability and continuous improvement. • Provide basic, practical experience of using commercially available software for project management. • Enable students to critically discuss issues surrounding project, operations and supply chain management and the strategic context, in small and large groups, by relating theory to practice.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Analyse the differences and the inter-relationships of project, operations and supply chain management and the combined influence that they have on the effectiveness and efficiency of an organisation. 2. Evaluate the importance of efficient and effective monitoring and control of performance in project, operations and supply chain management. 3. Apply various tools, techniques and commercially available software to relevant, real world case studies. 4. 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	Using the APM Bok as a framework the first part of the course will give an introduction to the key concepts and principles of project management such as: • the nature of project management and the role of the project manager; • making a business case, selecting projects, defining scope and managing stakeholders; • various aspects of breakdown structures, planning, critical path and task scheduling; • the management of risk and costs in a project environment; • the quality movement, critical success factors and KPIS;				

	• resource management and interfaces in relation to operations and supply chain. The second part of the course covers operations management within the context of supply chain management, with key topics including: • the design of operations process and layout for optimum effectiveness and efficiency; • the relationship between product, process and work design; • capacity management, resource planning and inventory management; • the impact of Lean and Green issues in operations and supply chain management; • sourcing, procurement and contract management; • the importance of being customer led and service focused in proactively managing the drivers of cost and value; • Logistics networks, synchronicity, demand forecasting, variability, variation, responsiveness, lead times and the impact of globalisation.
Teaching Methodology	Contact time will include: formal lectures; small and large group discussion; individual and group tasks and presentations; individual and group tutorials. Students are expected to supplement this with self-directed study, outside the classroom.
Bibliography	Reading List http://cypruslists.central-lancashire.ac.uk/lists/F2EDAD3E-E074-706C-A952-879B2B125AB3.html **Project Management** **Association for Project Management (2019)** *APM Body of Knowledge.* APM **Kerzner H (2013a)** *Project Management – A systems approach to.* Wiley **Maylor H (2017)** *Project Management.* Financial Times Prentice-Hall **Operations and Supply Chain Management** **Greasley A (2013)** *Operations Management.* Wiley **Slack N et al (2019)** Operations Management. Pearson **Monczka R Handfield R (2015)** *Purchasing and Supply Chain Management.* Pearson, Harlow

		Harrison A et al (2014)
		Logistics Management and Strategy. Pearson
		Journals for this module:
		The Project Management Journal
		The International Journal of Project Management
		The International Journal of Operations and Production
		Manufacturing and Service Operations Management
		The Supply chain Management Review

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes assessed
	1	Group report	50	2000 words	coursework	1,3,4
	1	Individual case study report	50	2000 words	coursework	1,2

Students must attempt all parts of the assessment and achieve a weighted average mark of 40% or more to pass the module.

Language	English

Course Title	**Decision Making for Business**				
Course Code	**BU2020**				
Course Type	**Compulsory**				
Level	5				
Year / Semester	Year 3/ Year Long				
Teacher's Name	Christos Anagnostopoulos, Fanos Tekelas				
ECTS	10	Lectures / week	2h	Laboratories / week	1h
Course Purpose and Objectives	The module aims to develop a critical understanding of the complexity of the external environment in which organisations operate. This is achieved through the introduction of the core political, legal, economic, socio-cultural and technological environments of business, and their interrelationships.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Select appropriate approaches to managerial decision-making (including quantitative methods) by evaluating the potential effectiveness of the range of different approaches available. 2. Critically examine how the decision-making context (individual, social, cultural and economic) influences the nature and effectiveness of managerial decision-making. 3. Critically analyse the limitations and problems that can arise in group decision-making and suggest measures that might be taken to enhance the effectiveness of group decision-making.				
Prerequisites	None		Required	None	
Course Content	Decision-making is so ubiquitous in human behaviour that we are largely unaware of the cognitive processes and biases that affect our judgement. The primary focus of this module is on managerial decision-making at the organisational level. Decision-making is seen as forming an integral part of the management function in all types of organisation and constitutes a critical factor in determining the success of organisations and the individuals within. This module examines the complex processes involved in the practice of managerial decision-making, focusing on the extent to which decision-making deviates from normative (i.e. rational/comprehensive) approaches. The module adopts an inter-disciplinary approach (covering statistics, sociology, psychology and philosophy) that reflects the reality of managerial decision-making. The module also develops student decision-making skills, especially those relating to problem solving, creativity, numeracy and team working.				
Teaching Methodology	In order to stimulate learning and support understanding, the module is structured to provide opportunities for discussion and debate. Lectures will be used to introduce concepts and principles. Typically topics introduced in lectures will then be discussed in more detail in the seminars. A variety of teaching and learning methods will be utilised in the seminars. These will include media, case studies, group work, discussions and decision-making				

	exercises. The emphasis will be on activity based learning using realistic materials in a practical context. This module will also encourage a collaborative learning environment that encourages students to learn with, and from, each other. The seminars will also be designed to ensure students are required to draw on their own experiences to make sense of their own understandings of decision making in practice. Students will draw on and enhance graduate attributes of numeracy, decision making, communication, literacy and analysis and develop confidence and expand their intellectual ability through constructing argument and exploring perspectives.
Bibliography	Reading List https://rl.talis.com/3/cyprus_uclan/lists/B835523E-8A5C-B3F3-FFCF-D7524FBA6EAF.html
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	*Case Study*	*40%*	*2000 Words*	*Coursework*	*1,2*
1	*Essay*	*60%*	*2000 Words*	*Coursework*	*2,3*

To pass this module students must achieve a mark of 40% or above aggregated across all the assessments.

Language	English

Course Title	**Introduction to Financial Services Markets**
Course Code	**AC2650**
Course Type	**Elective**
Level	Level 5
Year / Semester	Year 3 / Semester 2
Teacher's Name	Christiana Anaxagorou and Marina Magidou

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	This module aims to provide an introduction to the nature of financial service providers, the markets in which they operate, the financial instruments they use and the nature and effectiveness of their regulation. Some comparisons will be made between the nature of home market operations and their regulation and that existing in overseas markets. Available as an elective, this module should be of interest to those who may require an appreciation of financial services in their future careers.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Compare the operations of bank and non-bank financial intermediaries and evaluate the general regulatory framework within which they operate. 2. Discuss the adequacy of the regulatory framework and, where appropriate, make comparisons with overseas activities. 3. Identify likely future developments within the personal financial services sector.

Prerequisites	None	Required	None

Course Content	This module builds upon introductory accounting and economics units already studied by students and although applied in nature will take the following areas of study to an intermediate level. • The monetary economy and its development from a barter economy. A review of the functional and empirical approaches to a definition of money. • An outline of the functions of financial and capital markets, including flow of funds analysis and models of investment / saving behaviour. • Institutions involved in the provision of personal financial services; the nature of financial intermediation and types of financial intermediaries. • Markets for personal financial services: personal sector sources and uses of capital funds; requirements of borrowers and lenders; a review of the key financial instruments traded in the different markets. • Banks and personal financial services: the creation of deposits; banks balance sheets; objectives and portfolio asset management in relation to the personal sector.

	• The impact of deregulation upon the activities of bank financial intermediaries. The regulatory framework, including a review of the relevant banking legislation and the role of the regulator in the process of prudential control.

• The role of mortgage providers: objectives; traditional savings and mortgage markets; wholesale funding; financial statements; mutual status and control; efficiency, concentration and mergers.

• The provision of wider financial services by mutual savings organisations and a review of the relevant regulatory structure: Capital reserves and management; loans and mortgage facilities; investment and life assurance services; estate management services; conversion to plc status.

• Structural change and competition in the personal financial services sector.

• The stock market and the expansion of direct equity investment. The Internationalisation of equity markets and their comparative operations regulation.

• An outline of the structure and functions of insurance markets including a review of the parties who transact insurance business. A discussion of the way in which insurance operates.

• Background to Financial Services legislation; investment and investment business; the role of any securities regulator and of recognised professional bodies; the attainment and retention of authorised status; the conduct of business; 'introducers'; enforcement measures; costs. |
| Teaching Methodology | Class contact time will be one lecture per week, and one group session each week. Seminar material will focus on questioning the lecture material, highlighting recent topical developments in the marketplace as well as considering the more difficult conceptual aspects of the syllabus. The students will be expected to demonstrate their learning during seminar discussions.

Financial Services at this level is a subject that, for the student, involves acquiring knowledge, developing conceptual models, critical appraisal of those models and applying those models to real world situations.

The teaching strategy supports this in highlighting and explaining the key features of the markets and the models for regulation (as exemplars) and then encouraging students to develop their own skills.

Students' main participation in learning activities is working on their own and preparation of material for group sessions. Every group session provides opportunities for student input, though this is not mandated by formal presentations. Theory and practice are integrated in the discussion of financial market activities and of current problems or changes in market structure and in approaches to regulation. The module is structured to facilitate student-centred learning.

Students will draw on and enhance graduate attributes of planning, communication, literacy and analysis which aid employability with the accounting and finance professions and careers in general business management. |
| Bibliography | **Reading List** |

	http://cypruslists.central-lancashire.ac.uk/lists/49E95A79-96AC-6263-3F6D-A7B714732B16.html				

Assessment	**Number of Assessments**	**Form of Assessment**	**% weighting**	**Size of Assessment/ Duration/ Wordcount**	**Category of assessment**	**Learning Outcomes being assessed**
	1	Coursework	50%	Essay or report of 2,500 words	Coursework	All
	1	Coursework	50%	Test - 1 hour	Coursework	All
	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.				
Language	English				

Course Title	**Business Analysis and Operations**				
Course Code	**MG2107**				
Course Type	**Elective**				
Level	Level 5				
Year / Semester	Year 3 / Semester 1				
Teacher's Name	Ioanna Stylianou				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	The module aims to develop the quantitative modelling/IT skill set of students. Models from various functional areas of business are introduced and developed within a quantitative modelling framework. Such models are developed using appropriate software – eg Excel/Word. Students will analyse relevant business problems, all with a significant numeracy content, using appropriate software.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Construct and interpret relevant quantitative models of aspects of business behaviour. 2. Contribute effectively to problem solving both as an individual and as a team member.				
Prerequisites	None		Required	None	
Course Content	Various quantitative models from different business functional areas will be developed. For example: 1) revenue/cost/profit modelling 2) product mix modelling 3) asset valuation models 4) sales forecasting 5) ratio analysis of company well-being 6) data analysis – eg Measured Versus Attribute (2 or more level), for comparing the performance of 2, or more, different groups The relevance of such models will be discussed the conceptual level. Then they will be given practical relevance through the use of appropriate software – eg Excel				
Teaching Methodology	The lecture programme will present the key conceptual ideas and business models. Understanding of such issues and subsequent competence in quantitative modelling will be developed continually at the individual level				

	through seminar exercises. Students will develop as individuals through individual study and the desire to enter open discussion within seminars. By further reflecting on the suggested answers as developed in the seminars students will be able to develop an appropriate knowledge/skill set. This knowledge jigsaw will be pieced together bit by bit with the student receiving measurable feedback through assessed work. This assessed work will introduce the student to more complex problems which have multiple parts. Students will have to work as a team to solve a basic problem, but will then have to work as individuals to further solve particular aspects of the same problem. They will then have to bring all of their results together as a coherent whole. Therefore the students will have to work effectively as both group members and individuals. At all times the practical problem solving will involve the use of appropriate IT.
Bibliography	Reading List http://cypruslists.central-lancashire.ac.uk/lists/38390669-1BA5-A4EB-126C-2DE0DD2A339D.html
Assessment	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. {TABLE_BELOW} For successful completion of this module a minimum aggregate mark of 40% must be achieved.
Language	English

Assessment table:

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Individual Coursework	50%	2000 words	Coursework	1,2
1	Examination	50%	1.5 hours	Written Exam	1,2

Course Title	**Managing Personnel and Human Resources**				
Course Code	**HR2050**				
Course Type	**Elective**				
Level	Level 5				
Year / Semester	Year 3 / Year Long				
Teacher's Name	Irina Lokhtina				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	The module will: • enable the student to develop an understanding of the key theories and concepts of human resource management; • provide the underpinning knowledge and understanding of the key practices associated with the deployment and management of people at work.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Identify and explain the key theories associated with HRM. 2. Understand and evaluate the application of activities and practices involved in people management within organisations. 3. Analyse the role of line managers and HR professionals in the application and deployment of Human Resource Management tools and practices. 4. Identify and utilise appropriate people management tools and techniques in a number of key people management areas.				
Prerequisites	None		Required	None	
Course Content	The module will cover a range of theoretical and practical issues relating to the management of people at work. The module will include the origins of human resource management and the key theories associated with HRM. It will also introduce to the students to strategic HRM. The module will explore the roles and responsibilities of those involved in HRM, both including the role of line managers and HR professionals and practitioners. The module will critically examine key workplace activities and practices including recruitment and selection, talent management, performance and reward, managing diversity, learning and development and employee voice.				
Teaching Methodology	In order to develop the students' understanding of the complexities of managing people at work, the module combines lectures with seminars giving students opportunities to develop their academic knowledge of human resource management with practical skills that prepare them for employment.				

	These skills will typically involve working in groups, communicating complex ideas and negotiation with others. In addition to being involved in the practical utilisation of the skills, students will also be required to reflect on their role and performance and assess any further development that they might need. The module is intended to develop students' skills in problem solving, oral, written and visual communication skills, reflection, team working, understanding of and skills related to human resource management and to develop graduate attributes essential to employability. The module will reflect the distinctive needs of the different cohorts of students by using material related to their future employment. In addition to the subject specific knowledge human resource management, students will have the opportunity to develop a set of key transferrable skills including effective communication skills, analytical & critical thinking, effective team working and time-management skills and ultimately to contribute to personal development and employability.
Bibliography	Reading List http://cypruslists.central-lancashire.ac.uk/lists/6C4D6CE7-0B38-E18B-C220-E3A70E3FD8D0.html **RECOMMENDED READINGS** Armstrong, M., (2014). *Armstrong's Handbook of Human Resource Management Practice*, (13th edition), London: Kogan Page Beardwell, J. and Thompson, A., (2014). *Human Resource Management: A Contemporary Approach*, (7th edition), Harlow: Prentice Hall Bratton, J. and Gold, J., (2017). *Human Resource Management: Theory and Practice*, (6th edition), Basingstoke: Palgrave Macmillan Fletcher, C., (2007). *Appraisal, Feedback and Development: Making Performance Review Work,* London: Routledge Morgan, A., Cannan, K., and Cullinane, J., (2006). 360°feedback: a critical enquiry, *Personnel Review*, 34:6, pp.663-680 Torrington, D, Hall, L., Taylor, S. and Atkinson, C., (2017). *Human Resource Management*, (10th edition), Harlow: FT/Prentice Hall **USEFUL WEB LINKS** www.cipd.co.uk The Chartered Institute of Personnel and Development (CIPD) is the British association for HR professionals. Much of the website is for

	CIPD members only, but students may find some useful information in the free access areas. www.acas.org.uk The Advisory, Conciliation and Arbitration Service (ACAS) is a body set up by government to improve organizations and working life through better employment relations. Its website provides useful information on over 100 HR topics giving information on employees' legal rights and employers' responsibilities. Additional sources of material will be given on an on-going basis throughout the year to support student learning.
Assessment	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. | Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
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1	Essay	40%	1500-2000 words	Coursework	1 and 2
1	Seen case study analysis	60%	2 hours	Written exam	2,3 and 4	 To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

Course Title	**Marketing Principles for Business**				
Course Code	**MK2003**				
Course Type	**Elective**				
Level	Level 5				
Year / Semester	Year 3 / Year Long				
Teacher's Name	Olga Kvasova				
ECTS	10	Lectures / week	1h	Laboratories / week	1
Course Purpose and Objectives	The module aims to provide a solid introduction to marketing to lead into further more specialist modules. It addresses key issues, but does not develop on marketing management issues which are beyond the remit of a first module in marketing.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Analyse the links between marketing theory and the practice of marketing in business. 2. Explain how the marketing function operates within business organisations. 3. Explain how the marketing mix can be applied to influence consumers/customers and guide business decision making.				
Prerequisites	None		Required	None	
Course Content	**Indicative Content** Market Segmentation, Targeting and Positioning • Buyer Behaviour • Marketing Communication • Marketing Research and the Marketing Information System • Product • Price • Place • Promotion This module is deliberately a very standard marketing principles module because it is franchised to a number of UK and international institutions. It follows a conventional content and sequence similar to the very influential Kotler et al textbook. The principles are mainly covered through consumer marketing with relatively little business to business marketing. The module assumes no previous knowledge of marketing though most students will have covered some of the content previously.				
Teaching Methodology	Each week there will be a one hour lecture and a one hour seminar which will consist of a mix of cases, (written and DVD based) exercises and discussions. The activity based elements will usually be in pairs or small groups.				

	INDICATIVE BIBLIOGRAPHY
Bibliography	**INDICATIVE BIBLIOGRAPHY** **Reading List** https://rl.talis.com/3/cyprus_uclan/lists/A0BC3685-37A6-9B58-AB55-F57BAB799F01.html?lang=en-US&login=1 **Module text** **The following book is essential reading:** **Kotler, P and Armstrong, G. (2020) Principles of Marketing – 18th Global Edition, Pearson Education.** It is recommended that you supplement the text with reading from the following: **Books** Kotler, P., Armstrong, G., Harris, L.C. and Piercy, N. (2017). Principles of Marketing, 7th European Edition, Prentice Hall, New York Blythe, J., and Martin, J. (2019). *Essentials of Marketing.* 7th Ed. Harlow, Prentice Hall. Brassington F. and Pettitt, S. (2013). *Essentials of Marketing. 3rd* Ed. Harlow FT Prentice Hall Evans,M Ahmad,J Foxall,G (2009) *Consumer Behaviour* 2nd Ed Chichester Wiley Foxall, G.R.,Goldsmith. R.E and Brown, S.2nd Ed (1998) *Consumer Psychology for Marketing.* London: International Thomson. Jobber, D. and Fay, J. *Foundations of Marketing (*2021). 6nd Ed, London McGraw-Hill Solomon, M, Bamossy ,G., Askegaard, S. and Hogg, M.K. (2016) *Consumer Behaviour: A European Perspective* 6th Ed Harlow Prentice Hall **Journals include:** International Marketing Review European Journal of Marketing Journal of Consumer behaviour
Assessment	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. Only summative assessment should be included.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count	Category of assessment	Learning Outcomes being assessed

	1	Essay	60%	2000 words maximum	Coursework	1,2,3
	1	Group case study	40%	3000 words	Coursework	1,2,3
	For successful completion of this module a minimum aggregate mark of 40% must be achieved.
Language	English

Course Title	**Developing Business Plans**				
Course Code	**MD2219**				
Course Type	**Elective**				
Level	Level 5				
Year / Semester	Year 3/ Semester 2				
Teacher's Name	Fanos Tekelas and Anthi Avloniti				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	This module aims to allow students to develop & demonstrate enterprise capability through creative thinking & problem solving. Students will first explore enterprise and innovation and how ideas are generated and validated. They will consider real examples and reflect on what works or not and why. They will also develop an understanding of the different components of running a business and the role of the owner. Using an action framework students will experience the tasks and actions required for developing an idea and working through to a viable start up model.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Analyse and apply the complex procedures and activities involved in starting up a business. 2. Explain the functions, structures and key elements of a business model. 3. Critically assess their own knowledge, skills and qualities in terms of entrepreneurial characteristics. 4. Outline and justify a realistic action plan for business start-up. 5. Construct a business model based on the activities carried out during the course				
Prerequisites	None		Required		None

Course Content	Innovation, Ideas and enterprise
	
	Creative thinking and problem solving
	
	The key functions of starting a business
	    • Business, products and services
	    • Market and competitors
	    • Sales and marketing
	    • Operation
	    • Financial forecasts
	
	The key skills and attributes required to be entrepreneurial and self-reflection against these.				

	Developing and evaluating business models
	• Identifying market opportunity
	• Generating and screening business idea
	• Doing marketing research
	• Forming a business – process and procedure
	• Training and seeking professional advise
Teaching Methodology	The module will be delivered through a combination of lecture and tutor-led workshops. The module will be highly interactive with class participants being involved in individual and group activities which will encourage critical and creative thinking and "learning by doing" in understanding oneself and the complex issues related to business start-up. In addition to the subject specific knowledge related to entrepreneurship and enterprise, students of this module will have the opportunity to develop a set of key transferrable skills including planning and organising skills, enterprise & entrepreneurial thinking, project management skills and communication skills. These skills are essential to developing graduate attributes and will contribute to their professional and personal development and subsequent employability.
Bibliography	**Reading List** https://rl.talis.com/3/cyprus_uclan/lists/FC409E0C-958A-4A77-C22E-5CFA18A58A98.html
Assessment	
Language	English

Assessment table:

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Supported Business model with reflection & action plan	60%	presentation to panel & 1000 words	Practical Assessment	1, 2, 5
1	Reflective blog	40%	1000 words	Coursework	3, 4

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Course Title	**Research Methods**
Course Code	**HR2010**
Course Type	**Elective**
Level	Level 5
Year / Semester	Year 3/Year Long
Teacher's Name	Maria Zeniou

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	This module equips students with the capability to understand the ways in which research is carried out and applied in organisational contexts. It will also provide students with the skills necessary to conduct a variety of different types of research that may be used in undertaking an academic dissertation or a research project with current and future employers.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Analyse the issues that influence and underpin organisational research. 2. Select and utilise appropriate data collection methods for both qualitative and quantitative research. 3. Evaluate and apply typical tools and techniques used in day to day organisational research. 4. Understand and evaluate the application and presentation of evidence drawn from organisational research.

Prerequisites	None	Required	None

Course Content	**Introduction** • How to think like a researcher • Research as an everyday organisational activity • Research ethics • Using secondary sources to establish theory and a research frameworks • Using secondary data • Establishing appropriate research strategies (research design and sampling) **Research methods** • Using questionnaires for organisational research (employee attitude surveys) • Using interviews for organisational research (performance review) • Using focus groups for organisational research (buyer attitudes and behaviour)

	• Using other methods for organisational research (experiments, diaries and observation)
	Research data analysis
	• Analysing qualitative research data (manual and software approaches)
	• Analysing quantitative data (SPSS)
	Research findings
	• The use and abuse of research evidence in organisational contexts
	• Writing research reports and dissertations
Teaching Methodology	The module will employ a mix of formal taught input and practical exercises organised around weekly interactive workshop sessions. There will be some formal input during which key concepts are introduced. Students will also be given exercises to complete to develop their practical research skills. This will include interviewing skills, using research software for collecting and analysing data, developing and conducting surveys, selecting and using sampling techniques, and understanding the ethical challenges that researchers can face. They will also be given the opportunity to evaluate existing research and to engage in discussion and debate about how research is planned and carried out, how choices are made by researchers, the use to which research is put and the challenges involved in conducting research.
	The module will introduce students to the way in which research skills can be used in an organisational and business context, the data and information that might underpin this. As well enabling students to develop the skills and tools to engage in dissertation based research (which will be developed also in the first and second assessments), the module will also enable them to engage in planning and undertaking business and management reports in a more applied context. For students who are planning to take the dissertation (BC3010) or report module (BC3011) the assessment will take the form of a research plan. For students who are not taking the dissertation or report module, they will be given case study scenarios of business issues / problems that are then worked up to a short report outlining the way in which they would approach this task if given it by a manager or employer.
	The module will be supported by online material and students will be expected to use these resources regularly to reinforce workshop-based learning. The module is assessed through a combination of individual written work and undertaking time-limited online activities to further develop and assess the students' understanding of how research data are collected and analysed.
	Graduate Skills and Attributes: written and oral communication; planning and time management; decision making; data collection and analysis; evaluation; numeracy; research skills; problem solving; research design for business improvement skills.
Bibliography	Reading List https://rl.talis.com/3/cyprus_uclan/lists/1CF456F0-3D80-C9AA-CFB7-60813C1BE13C.html?lang=en-US&login=1

	Bryman, A & Bell, E (2015), Business Research Methods (4th Edition) Oxford, OUP.
	Collis, J & Hussey, R. (2013) Business Research: A Guide for Undergraduate and Postgraduate Students (4th Edition), Basingstoke, Palgrave.
	Saunders, M & Lewis, P (2011), Doing Research in Business and Management: An Essential Guide to Planning Your Project, Financial Times/ Prentice Hall
	Saunders, M., Lewis. P & Thornhill, A (2012), Research Methods for Business Students (6th Edition), Harlow, Pearson.
	Wilson, J (2013), Essentials of Business Research (2nd Edition), London, Sage.

Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
2 online tests	Tests	50% (25% per test)	Time limited tests completed online **or** equivalent time limited skills based assessments	Written exam	1 & 3
1	Business problem evaluation project; **or** dissertation / management report proposal	50%	2,000-3,000 words	Coursework	1, 2, 3, 4

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**The Responsible Marketer**				
Course Code	**MK2553**				
Course Type	**Elective**				
Level	Level 5				
Year / Semester	Year 3/Year Long				
Teacher's Name	Konstantinos Kakoudakis				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	This module examines corporate social responsibility (CSR) in the context of marketing. It also explores the principles and practice of social marketing. The module aims to develop students' understanding that organisations carry responsibility for how their marketing activities impact society. Further, the module is concerned with the role social marketing plays in, for instance, encouraging attitudinal and behavioural change. It aims to encourage students to reflect on the importance for marketers to develop both the empathy and skills required of the successful, responsible marketer.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Explain the concept of CSR and outline how it applies to marketing activity. 2. Define social marketing and outline the main principles associated with this concept. 3. Evaluate current marketing activity by organisations in the context of the principles of CSR. 4. Design a CSR/social marketing intervention in response to a defined marketing problem.				
Prerequisites	None		Required	None	
Course Content	• Corporate social responsibility (CSR) – definitions, concepts and theories • Responsibilities to stakeholders • The origins of CSR • Criticisms of CSR • Globalisation and CSR • Fair trade • Marketing to children • Green marketing • Cause-related marketing				

	• Theories of ethics
	• Philanthropy
	• Social marketing – definitions and core principles
	• Understanding the consumer – conducting research in social marketing; social forces and population level effects
	• Perspectives for ethical and socially responsible marketing decisions
	• Defining effective social marketing interventions – products, branding, channels, places and communications
	• Evaluating CSR and social marketing initiatives
Teaching Methodology	Learning on the module will be supported by a number of methods. Lectures will present and explore key theories associated with CSR and social marketing and their application will be investigated by reviewing the activities of organisations and their brands. Students will then have the opportunity to explore and discuss case examples in-depth.

The assessment consists of two elements. For the first element, the students produce an academically supported individually written essay addressing aspects of either CSR or social marketing. The second element of assessment consists of a presentation on a current case example associated with either CSR or social marketing. For instance, this may involve developing a CSR audit instrument with which to assess the marketing activities of an organisation/brand. The audit will assist the students in ascertaining good CSR practice, making recommendations for remedial action and even developing CSR guidelines for a particular industry. Alternatively, the assessment may address a social issue such as overweight/obesity. In this case, the presentation should deliver suitable marketing strategies to promote attitude and behaviour change associated with diet and exercise. The presentations are carried out in groups or pairs of students. Each presentation is followed by a discussion led by the presenters.

Students are encouraged to investigate current marketing news stories and introduce their findings informally during class discussions.

Workshops will commence with an interactive mini-lecture introducing and explaining key aspects of theory associated with CSR and social marketing. This is followed by a student-centred, interactive workshop session. Workshops will include a series of activities including case studies, discussion of current marketing issues, analysis of market reports and other relevant materials. |
| Bibliography | The bibliography for this module is available via the on-line reading list – click on the link below:

MK2553 The Responsible Marketer (exlibrisgroup.com) |
| Assessment | 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. |

Number of Assessments	Form of Assessment	% weighting	Size of Assessment /Duration/ Word count	Category of assessment	Learning Outcomes being assessed
1	Essay	70%	2,500 words	Coursework	1-3

	1	Group/paired presentation on current case example	30%	15 minutes followed by a 5-10-minute discussion	Practical assessment	1-4	
Language	English						

Course Title	**Finance for Managers**				
Course Code	**AC2400**				
Course Type	**Elective**				
Level	Level 5				
Year / Semester	Year 3 / Semester 1&2				
Teacher's Name	Isabella Karasamani				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	This module aims to enable students to appreciate the underlying principles of financial decision making and be aware of the sources of finance available to business. To enable students to analyse and evaluate current corporate finance developments in a decision making context.				
Learning Outcomes	**On successful completion of this module a student will be able to:** **1.** Understand the fundamentals of financial decision-making techniques and be able to apply the techniques to basic problems **2.** Analyse financial decision making concepts in theory and application **3.** Be able to identify and discuss a range of corporate financing options				
Prerequisites	None		Required	None	
Course Content	Indicative module context will include: • Introduction to business and finance objectives • Interpretation of financial statements including the use of ratio analysis • Sources of long term finance including discussion around the risk profiles of debt and equity and alternative funding sources. • Investment appraisal – introduction & development including: ARR; payback; NPV and IRR and nominal and real discount rates; effect of inflation; taxation and capital allowances; working capital. • Risk in investment appraisal – risk and return trade off; risk management using EV; spread of risk, standard deviation and dispersion • Cost of capital – introducing the cost of equity (DGM), cost of equity (CAPM) cost of debt and WACC • Cost of capital – diversification, specific and systematic risk and portfolio theory • Gearing, the cost of capital, shareholders wealth and dividend policy • Small business and corporate restructuring (takeovers and mergers)				

	•	Working capital and International Investment issues	

Teaching Methodology	Class contact time is currently a two hour lecture per week, and one seminar group session each week. The module runs like this over one semester, but flexibility in the programme provision could allow this to be developed over the full academic year, in which case a one hour lecture would be considered more appropriate. This is considered as the minimum contact time appropriate for students to develop their understanding and knowledge of corporate finance. Work by students will also include guided reading and problem solving. Several textbooks are recommended as is additional reading.

The module will be delivered by a combination of lectures and seminars. The lectures may incorporate practical example sessions/workshops, whereby case studies are worked upon in the classroom either on an individual or small group basis. The seminars offer students the opportunity to develop their understanding of a subject area. Seminar material enables practical applications of the theoretical models to take place.

It is essential to do the preparatory reading, at least in outline, before attending the lecture.

The lecture material may include further references. Chapters in the texts generally have substantial references to further reading at the end of each chapter.

As part of the preparation for each seminar students will be required to prepare answers to questions given in the lecture & seminar notes. The purpose of these questions, together with the discussion and feedback given, is to stimulate thought and research on the topic concerned and to assist you in developing essential skills. Note – seminar answers to questions given in the lecture will be checked at the start of each seminar.

The module MIP, lecture materials and seminar questions and answers will be posted on the relevant pages of BlackBoard site. |
| Bibliography | McLaney, E. (2017). *Business Finance Theory and Practice.* 10th edition

ACCA. (2019). *ACCA Approved Study Text Paper F9 Financial Management. Study Text for Exams up to June 2018.*

ACCA. (2019). *ACCA Approved Practice and Revision Kid F9 Financial Management. Practice and Revision Kid for Exams up to June 2018.*

Additional bibliography for this module is available via the on-line reading list – click on the link below:

http://cypruslists.central-lancashire.ac.uk/lists/296BA26C-1538-97EB-BE6B-9DD41290ED51.html |

	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/	Category of assessment	Learning Outcomes

Assessment				Duration/ Wordcount		being assessed
	1	Coursework	30%	Test – 1 hour	Coursework	All
	1	Exam	70%	3 hours	Written exam	All

Students are required to achieve an overall (weighted) mark of at least 40%.

Both the coursework element and the examination element must be passed, however, there is compensation between the coursework element and the examination element, which allows one element's mark to fall to **35%**, providing the overall mark for the module is **40%**.

Language	English

Course Title	**Contemporary Consumers**
Course Code	**MK2204**
Course Type	**Elective**
Level	Level 5
Year / Semester	Year 3/Semester 1
Teacher's Name	Sonia Andreou

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	Students develop their understanding of what influences consumer behaviour, and the importance of this knowledge in different business and marketing contexts. On this module learners will demonstrate and apply their understanding of consumer behaviour to investigate the impact of different patterns of consumption in society. Students will be exposed to contemporary examples in practice as they illustrate and evaluate theoretical aspects of consumer behaviour.
Learning Outcomes	On successful completion of this module a student will be able to: 1. An understanding of behavioural, psychological and sociological aspects of consumer behaviour. 2. Demonstrate knowledge of a range of traditional and contemporary consumer behaviour theories and models. 3. Develop existing skills to apply consumer behaviour theories within marketing strategies. 4. Understand the main factors of the decision making process.

Prerequisites	None	Required	None

Course Content	- Introduction to consumer behaviour - Contemporary perspectives on consumer behaviour - Decision making and involvement - Learning and memory - Perception - Personality and self - Motivation, values, and lifestyles - Culture and consumer behaviour - E-customers: Online buying behaviour - Attitude and Behaviour - Household decision-making

	• Groups and social class • Innovation • Future trends in consumer behaviour • Consumer spatial behaviour • Consumer society
Teaching Methodology	Theory and examples are introduced in lectures and students are guided to engage in discussion or practical tasks and exercises in interactive seminars. Students will engage in independent out of class activities to observe consumers in authentic situations, in order to develop their understanding of the practical application of theory. Lectures During the lectures, students are introduced to a wide body of theoretical knowledge. Ranges of examples are used in order to illustrate practical application of consumer behaviour research. The lectures enable students to build their confidence, applying theoretical knowledge. This prepares them for professional life in roles that engage marketing, advertising and brand management in a wide range of businesses. Seminars In the seminars, students will discuss the application of theories in consumer behaviour, see related live examples from practice and have the opportunity to improve their skills. The in-class or out of class task may given to the students to help understanding of consumption patterns in practice. Seminars will help contribute to their professional development either as appropriately skilled marketers and advertisers.
Bibliography	**Key Text Books** Blythe, J. (2014). Consumer Behaviour. 2nd Ed. Sage, Thousand Oaks. Solomon, M., Bamossy, G., Askegaard, S. and Hogg, M. (2013). Consumer Behaviour: A European Perspective. 5th Ed. Pearson, UK. **Recommended books** Barden, P. (2013). Decoded: The Science Behind Why We Buy. John Wiley and Sons, UK. Baudrillard J. (1998). The Consumer Society: Myths and Structures. Sage, Thousand Oks. Close, A. (2012). Online Consumer Behavior. Routledge, UK. Haugtvedt C., P, Machleit K., A and Yalch R. (2005). Online Consumer Psychology: Understanding and Influencing Consumer Behavior in the Virtual World. Pyschology Press, UK. Lindström, M. (2009). Buy.ology: How Everything We Believe About Why We Buy Is Wrong. Random House Business, UK. Lury, C. (2011). Consumer Culture. Polity Press, UK. Marshall, D. (2010). Understanding Children as Consumers. Sage, Thousand Oks. Miles S. (2009). Consumerism: As a Way of Life. Sage, Thousand Oks. Mooij M. (2010) Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising. 2nd Ed. Sage, Thousand Oks. Szmigin, I. and Piacentini, M. (2014). Consumer Behaviour. Oxford, UK. Schiffman, L. and Wisenblit, L. (2014). Consumer Behaviour, Global Edition. 11th Ed. Pearson, UK. **Journals**

	Journal of Consumer Behaviour Journal of Consumer Research Journal of Consumer Psychology Journal of Marketing Marketing Review Journal of Applied Psychology **Web links** http://www.brandrepublic.com/Home http://www.cim.co.uk/home.aspx http://www.acrwebsite.org/
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Written assignment (Individual)	40%	1500 words	Course work	1, 2.
1	Report (Group Work)	60%	2500 words	Coursework	1, 2, 3, 4.

	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

Course Title	**Work Based Learning Project**
Course Code	**MD2005**
Course Type	**Elective**
Level	Level 5
Year / Semester	Year 3 / Semester 1 & 2
Teacher's Name	Anthi Avloniti

ECTS	10	Lectures / week	N/A	Laboratories / week	1

Course Purpose and Objectives	To allow students to undertake specific work based projects during the year. The module will allow a student to learn by relating theoretical knowledge to a practical work based project and to reflect and learn from the experience. It will develop the student's knowledge of work and employability skills.
Learning Outcomes	On successful completion of this module a student will be able to:

1. Design and make use of practical, methodologically sound research to contribute to the production of a work-based project. (KS1, KS3, KS5, KS6, KS8, KS9, KS10, KS11)

2. Draw upon personal or formal knowledge-base as well as concepts, theories and models and apply these to find ways forward when faced with contradictions and dilemmas in a work situation. (KS1, KS2, KS4, KS5, KS6, KS9, KS11)

3. Transfer and apply subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems. (KS1, KS2, KS3, KS4, KS5, KS6, KS8, KS9, KS10)

4. Communicate solutions, arguments and ideas clearly and in a variety of forms. (KS1, KS2, KS3, KS4, KS5, KS6, KS7, KS8, KS9, KS10) |

Prerequisites	None	Required	None

Course Content	This will be individually agreed between the student and the module tutor, but will include completion of the Graduate Attributes Passport in conjunction with the employer.
Teaching Methodology	The student will be working on a 'live' project within a work environment. There will be regular meetings with the nominated supervisor to measure progress.

This module enables the development of graduate attributes and employability by our students.

The preparation included within this module will provide students with the skills to apply for, attain positions and thrive in the workplace, we have adopted and adapted the Career Edge model created by Dacre-Pool and Sewell (2007) focussing on the Key Skills (KS) of: |

	1. Written, oral and media communication skills (KS1)
	2. Leadership, team working and networking skills (KS2)
	3. Creative & critical thinking (KS3)
	4. Information technology skills and digital literacy (KS4)
	5. Problem solving and decision making skills (KS5)
	6. Research skills (KS6)
	7. Intercultural and sustainability skills (KS7)
	8. Career management / professional skills (KS8)
	9. Learning to learn (managing personal and professional development, self- management/reflection) (KS9)
	10. Numeracy (KS10)
	11. Entrepreneurship (adoption to the model) (KS11)

This module will be student directed and researched to reflect the agreed module aims and objectives.

1.   Before commencement of the project students will be required to:

      a)   Seek an interview with the Course or Module leader to indicate that they wish to undertake a Work Based project;

      b)   Agree an outline of their project covering the following:

            i)   the objectives of the project;

            ii)   the anticipated learning outcomes;

            iii)   the content, structure, scope, approach to study and time scales within the project;

            iv)   indicative reading as background;

2.   The Course/Module Leader will sign the student onto the module, if the project is acceptable;

3.   The Course/Module Leader will assign a tutor to supervise the project;

4.   The student must seek regular meetings with the tutor assigned to ensure that progress is maintained;

5.   The student must submit work by the deadlines set;

6.   Work submitted will be marked as normal according to School procedures.

Bibliography	**Reading List** https://rl.talis.com/3/cyprus_uclan/lists/302D2C28-C436-C505-9A30-F3653E2038A2.html

Assessment

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed

	1	Presentation	40%	30 minutes	Practical Assessment	1, 2, 3 & 4	
	1	Report	60%	2,000 words	Coursework	1, 2, 3 & 4	

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Planning Your Career**
Course Code	**CD2001**
Course Type	**Elective**
Level	5
Year / Semester	Year 3/Semester 2
Teacher's Name	Irina Lokhtina, Zeniou Maria

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	The aim of this module is to provide an opportunity for students from any degree discipline to develop their research and investigative skills in relation to a career of their choice. It is also designed to provide a thorough grounding in the collection, use and interpretation of information about the self, drawing on a number of disciplines, and rooted in an analysis of reflective learning in Higher Education. It thus aims to facilitate students' knowledge, understanding and application of experiential and reflective learning methods to their own personal and career development and enhance their capacity for lifelong learning. In addition, students will develop competency in job getting skills such as completing applications forms and CVs, and in interview techniques and dealing successfully with the graduate recruitment process. They will also be introduced to a range of social media platforms that they can utilise for securing a graduate position.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Recognise employability and career management tools and apply them to themselves. 2. Reflect upon and evaluate their employability attributes, occupational interests, career preferences, and career and life goals. 3. Apply self-appraisal information to their own personal and career development. 4. Research for careers information and opportunities using a variety of sources and apply based on the appropriate standards 5. Analyse themselves and their experiences in order to explain their suitability for chosen occupations in a graduate job interview or assessment centre.

Prerequisites	None	Required	None

Course Content	The module will introduce students to the concept of life long career management, based on theoretical models of employability and career development learning. The syllabus will include self-awareness exercises (personality, interests, values, motivation, transferable skills analysis); opportunity awareness activities (where and how to look for graduate opportunities, the hidden jobs market and networking); careers research and decision making; job getting skills (including CVs and covering letters, on-line

	applications, using social media, interview techniques and assessment centres); and achieving success once in the workplace.
Teaching Methodology	Module delivery will utilise a blended learning approach, combining weekly classes, workshops, demonstration and fieldwork. The module is divided into an introduction and subsequent sections which reflect the four stages of Career Development Learning. There is a number of documents that capture essential learning throughout the module which are required to be deposited in a portfolio. The topics for the portfolio will be introduced during the lectures and workshops and students will be guided to further reading, however, they will need to be involved in demonstration and fieldwork in order to address the assessment requirements.
Bibliography	**Reading List** https://rl.talis.com/3/cyprus_uclan/lists/9724DA5D-1F2A-0D99-CF35-8A8B03F75F87.html?lang=en-US&login=1
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Personal career research report	100%	4000 words	Coursework	1 - 5

Students must achieve a minimum mark of 40% for the assignment in order to pass the module.

Language	English

YEAR 4

Course Title	**Business Strategy**				
Course Code	**BU3413**				
Course Type	**Compulsory**				
Level	Level 6				
Year / Semester	Year 4 /Year Long				
Teacher's Name	Anthi Avloniti				
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	This module seeks to provide students with a background in business analysis, strategic decision making and strategy development. The focus is on the development of strategy and strategic concerns given that strategy is inextricably linked to the nature, structure, and success of business. This module will evaluate practically the different, and sometimes conflicting, perspectives, concepts and models within this field. A large component of this module involves students learning and applying various models, frameworks and concepts to organisational case studies in attempts to analyse the company's strategic choices and actions.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Select and apply appropriate tools and techniques to examine strategic options and explain the consequences of those choices. 2. Apply and analyse various theories that underpin an understanding of business strategy and the associated analytical tools and techniques to analysing strategic options. 3. Critically relate strategy concepts and perspectives to a range of dynamic and changing organisations. 4. Interpret and effectively communicate strategy concepts and perspectives using a range of methods.				
Prerequisites	None		Required	None	
Course Content	Indicative syllabus would include: Theme 1: An Introduction to Strategy • Definitions, viewpoints, levels and statements • Connections to competitive advantage Theme 2: Strategy Formulation • Strategic schools of thought • Deliberate versus emergent approaches Theme 3: The Strategic Position • The collection, analysis and interpretation of data • The wider environment • Industries and sectors • Competitors and markets Theme 4: The Strategic Choice				

	• Choice • Competitive strategy • Strategy directions and evaluation Theme 5: Strategic Implementation • Strategic Change • Human behaviour and change
Teaching Methodology	The module is delivered via lecture and seminar sessions. Lectures enable new concepts, frameworks and perspectives to be delivered to the whole group and the seminar delivery enables the flexibility for students to experience more practical elements, such as working in groups on tasks and engaging in discussions and debate and practice applying the frameworks to organisation case studies. In the seminars a strong emphasis is placed on activity based learning using realistic materials in a practical context and a variety of materials will be used; videos, case studies, group discussions and practical exercises. Some of the sessions will be delivered in a pc room to enable students work practically on their poster presentation. Within these seminar sessions, time is also built in for academic skill support in terms of building on students prior abilities. Module activities will therefore assist in the further development of students' communication, critical thinking and debating skills. This module will also encourage a collaborative learning environment that encourages students to learn with, and from, each other. The assessment on the module involves two summative pieces; a poster presentation and an examination. Academic support is provided within the module to enable students to maximise both their skill development in terms of academic writing (such as referencing, using academic sources, structuring and presenting the poster) as well including revision and exam preparation techniques. The module is fully supported by blackboard eLearn and therefore module materials from both the lecture and seminar as well as assessment related information, will be posted on the module area on blackboard.
Bibliography	**Reading List** https://rl.talis.com/3/cyprus_uclan/lists/A0B357F4-E8B9-FEFF-DE04-A4E99B0BEE2E.html
Assessment	

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration /Wordcount	Category of assessment	Learning Outcomes being assessed
1	Poster presentation	50%	1 hour	Practical assessment	3 & 4
1	Examination	50%	2 hours	Written exam	1, 2, 3

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Contemporary Issues in Business**
Course Code	**BU3016**
Course Type	**Compulsory**
Level	Level 6
Year / Semester	Year 4/ Semester 1
Teacher's Name	Panagiotis Kontakos

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	To enhance student awareness and understanding of the key contemporary issues facing Business, Organisations, Industries and Society across the range of disciplines and in the external environment, and to continue development of the student's ability to appraise critically recent, new and future issues.
	To enable students to have an up-to-date knowledge of the major developments, threats and key ideas across the range of Business activities.
	To develop skills to enhance employability.

Learning Outcomes	On successful completion of this module a student will be able to:
	1. Demonstrate a broad awareness and understanding of major current business and societal issues as outlined by the UN Sustainable Development Goals.
	2. To critically consider the implications how current issues impact upon business and society.
	3. To enhance employability skills by considering the SDG implications for future career choices.

Prerequisites	None	Required	None

Course Content	Syllabus: Content will vary as the nature of business and in particular the environment in which it operates varies. Particular attention will be paid to current and evolving issues during the year. The UN Sustainable Development Goals will be addressed specifically.
	Typically, areas which could be discussed may include:
	Inequality
	Political Crises
	Economic Change /Financial Crises
	Climate Change / Energy / Sustainable Business
	Demographics
	The Future of Work

	Technological Change; e.g. 3D Printing, AI, Robots
	Which countries are growing, or not?
	Globalisation and Anti-Globalisation
	Risk and Crisis Management
	Business Continuity
	Business Performance Improvement
	Big Data/ Analytics
Teaching Methodology	A variety of teaching and learning methods will be utilised. These will include lectures, videos, case studies, group work, discussions and presentations. The emphasis will be on activity based learning using realistic materials in a practical context. This module will also encourage a collaborative learning environment that encourages students to learn with, and from, each other.
Bibliography	**Reading List** http://cypruslists.central-lancashire.ac.uk/lists/D1539105-29D6-DEF4-9D9E-36CA8C22CF43.html

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	To pass this module students must achieve a mark of 40% or above aggregated across all the assessments.
Language	English

Course Title	**Personal and Professional Development for Business**
Course Code	**BU3033**
Course Type	**Compulsory**
Level	Level 6
Year / Semester	Year 4 / Year Long
Teacher's Name	Maria Zeniou

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	1. To consolidate personal competencies in a wide range of areas associated with work activity and practice in order to ensure an effective transition from university to work.
	2. To maintain a commitment to continuing professional development, which will continue beyond the requirements of the course into the work situation as a career skill.
	3. To ensure an effective job search has been undertaken in order to match personal skills, abilities and achievements with potential career paths and employers.
	4. To provide opportunities for students to further develop transferable skills for an effective role in management.
Learning Outcomes	On successful completion of this module a student will be able to:
	1. Demonstrate an ability to work on their own initiative and take responsibility for continuing professional development.
	2. Synthesize elements of the course into an investigation of employment opportunities alongside a reflection on personal goals and achievements.
	3. Explore career development and strategies which demonstrate skills, abilities and achievements in the most effective way.
	4. Reflect upon personal skill development and utilise these reflections in a sustained critical reflection as a basis for future development.

Prerequisites	None	Required	None

Course Content	This module comprises three strands:
	Self Awareness
	Students will be supported in their development and understanding of a range of skills such as effective communication, their role as effective team members, understanding their learning style, emotional intelligence, understanding stress, and developing reflective practice.
	Developing essential skills for the workplace
	Practical exercises will allow students to develop a range of skills essential to business, such as communication skills in the business context, negotiation

	and influencing, decision making, problem solving, presentation skills, building and maintaining a CV, interview techniques and the importance of the assessment centre.
	Continuing Professional Development (CPD) – a lifelong commitment
	This element of the programme will highlight the importance of CPD throughout the students' career. This will be achieved through the development of personal action plans which contain effective goal setting and setting SMART objectives.
Teaching Methodology	The module includes weekly lectures where students are encouraged to discuss their career aspirations and help them to select the most appropriate employment to match their skills and personal characteristics. This will allow them to select an appropriate career, thereby providing sustainable employability.
Bibliography	Reading List https://rl.talis.com/3/cyprus_uclan/lists/4CD9EC3E-9666-B864-E402-1AB3A5D42FE7.html?lang=en-US&login=1
Assessment	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. *(see table below)* For successful completion of this module a minimum aggregate mark of 40% must be achieved.
Language	English

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Group Presentation	50%	A group seminar, including a presentation of a topic	Practical assessment	2 and 4
1	Report	50%	2,000 – 2,500 word personal analysis and career plan	Coursework	1,2, 3 and 4

Course Title	**Financial Management for Business**
Course Code	**AC3410**
Course Type	**Elective**
Level	Level 6
Year / Semester	Year 4 / Semester 2
Teacher's Name	Isabella Karasamani

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	The Aim of this module is to provide students with a concise understanding of fundamental concepts in financial management as well as introduce them to special topics in financial management.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Critically discuss the fundamental concepts and purpose of a corporate entity. KS – 1, 3, 5 & 6 2. Critically analyse the risk, return and valuation characteristics of various financial assets used to fund the corporate entity. KS – 1, 3, 5, 6, & 10 3. Critically analyse key topics in the financial management of a corporate entity. KS – 1, 3, 6 & 10 **KS - Key skills for employability** 1. Written, oral and media communication skills 2. Leadership, team working and networking skills 3. Opportunity, creativity and problem solving skills 4. Information technology skills and digital literacy 5. Information management skills 6. Research skills 7. Intercultural and sustainability skills 8. Career management / professional skills 9. Learning to learn (managing personal and professional development, self-management/reflection) 10. Numeracy

Prerequisites	None	Required	None

Course Content	• The Finance Function • The Time Value of Money • The term Structure of Interest rates • Bonds and Their Valuations • Risk and Rates of Return • Stocks and Their Valuations

	• Hybrid Financing: Preferred Stock, Leasing, Warrants and Convertibles. • Derivatives and Risk Management • Multinational Financial Management • A Critical Review of Mergers and Acquisitions • Module Review
Teaching Methodology	The module is delivered through a mixture of lectures, case studies and seminars. A key form of learning is through applied examples and case studies grounded in empiricism. In addition to the lectures and seminars, students are expected to engage in a broader literature search to enable them gain a stronger theoretical background as a driver for empirical work. The module is assessed through two assessments, a two and a half thousand word essay and a two hour examination. The essay will test one of the three learning outcomes (investment, financing or dividend decision) while the exam will concentrate on testing the other two learning outcomes.
Bibliography	**Reading List** **http://cypruslists.central-lancashire.ac.uk/lists/4B96597B-888F-F15C-E663-420615B63AB3.html**
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Essay	50%	2,500 word essay	Coursework	1,2 and 3
1	Examination	50%	2 hours	Written Exam	1,2 and 3

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Risk and Capital Markets**
Course Code	**AC3650**
Course Type	**Elective**
Level	Level 6
Year / Semester	Year 4/ Semester 1
Teacher's Name	Demetris Koutsoftas

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	The module aims to develop the students' understanding of the mechanisms of insurance and its role within the UK economy. It also aims to develop an understanding of the operation and importance of the major capital markets and of the major institutions operating in those markets. It seeks to enable students to critically appraise the adequacy and effectiveness of the capital markets in their use for risk management, and to develop the ability to critically evaluate the functions and developments of those markets in current economic conditions.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Critically appraise the operations of the major capital markets (including bond, euro-bond and derivatives markets) and the role of the institutional investors within the different market places. 2. Critically evaluate the adequacy and effectiveness of the capital markets. 3. Perform a comparative evaluation of the regulation within the UK capital markets and those of the US and Japan. 4. Explain and evaluate the nature of risk and insurance.

Prerequisites	None	Required	None

Course Content	Indicative syllabus would include: • The nature and characteristics of financial instruments and the key features of their markets. • Examination of the major capital markets including the equity, foreign exchange, bond, euro-bond and derivatives markets. • The role of the institutional investors within the different market places with particular emphasis on pension funds and pension providers. The development of investment vehicles such as Hedge Funds. • Further evaluation of the regulation within the UK capital markets and those of the US and Japan. A review of the adequacy and effectiveness of the capital markets. • The background and development of insurance markets. The regulation of insurance markets within the UK compared with the US model. The creation of a single market for insurance within the EC.

	• The regulations covering the reporting of results by insurance companies and the role of the actuary. Lloyds as a separate market and the problems of its own internal regulation. • Risk and insurance developed. The nature of risk and uncertainty, available risk assessment techniques; the measurement of risk and the markets for risk; reinsurance and retrocession of pure risk.
Teaching Methodology	Class contact time will be one lecture per week, and one group session each week. Work by students should include guided reading and problem solving. Several textbooks are recommended as is additional reading. Lectures will be used to introduce the subject areas, identify potential problem areas, and to highlight possible future developments. Directed reading will be given at the start of the course and during each main topic areas. Seminars will focus on applying the lecture material to practical problems with an emphasis being put on current developments and recently published financial information. Students will be encouraged to identify relevant topics as they appear in the business news and to be prepared to discuss the implications of these in seminars. 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 with the accounting profession and careers in general business management.
Bibliography	Reading List http://cypruslists.central-lancashire.ac.uk/lists/D8704BC1-3B5D-58FF-A673-AB2E83E0DEDE.html
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Assignments	50%	Typically an essay or report of approximately 2,500 words	Coursework	All
1	Examination	50%	2 hours	Written exam	All

Language	English

Course Title	**International Financial Economics**				
Course Code	**EC3406**				
Course Type	**Elective**				
Level	Level 6				
Year / Semester	Year 4/Semester 1				
Teacher's Name	Christiana Anaxagorou				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	EC3406 is concerned with certain key aspects of international financial economics. Fundamental assumptions and structures are introduced at the conceptual level giving students theoretical models around which coherent and consistent arguments can be based. These crucial theoretical constructs will revolve around microeconomic models and macroeconomic models.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. analyse microeconomic and macroeconomic financial models. 2. identify relevant literature. 3. build and interrogate relevant economic models. 4. develop coherent analyses using sound modelling reasoning.				
Prerequisites	None		Required	None	
Course Content	Demand/Supply models are developed as a tool for analysing exchange rate movements. More complex models – eg UIP – are introduced as a description of exchange rate movements. Exchange rates are further analysed in a wider sense – eg within more complete/complex macro-economic modelling environments. The module also discusses the limits of neo-classical theory in the real world.				
Teaching Methodology	The lecture programme will present the key conceptual ideas and modelling constructs. Understanding of such issues and subsequent competence in economic analysis will be developed continually at the individual level through seminar exercises. A range of teaching methods will be used as appropriate to the topic being taught. Handouts, additional information/articles, model templates and web links will be available on Blackboard. Discussion will be encouraged at all stages. There are two strands assessment in this module: 1. An essay supports assessment for learning by asking students a question for which they will require additional knowledge outwith the main lecture content, allowing them freedom to research a broader understanding of international financial economics and, in particular, exchange rates.				

	2. The examination measures the student's ability to build micro and macro-economic financial models and to critically analyse them in the compulsory section of the paper. From the optional questions, students choose a topic that allows them to use relevant literature and knowledge.
Bibliography	Reading List http://cypruslists.central-lancashire.ac.uk/lists/60C86446-A9E5-1720-B820-F7B0C350C14F.html
Assessment	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. <table><tr><th>Number of Assessments</th><th>Form of Assessment</th><th>% weighting</th><th>Size of Assessment/ Duration/Wordcount</th><th>Category of assessment</th><th>Learning Outcomes being assessed</th></tr><tr><td>1</td><td>Essay</td><td>50%</td><td>2000 words</td><td>Course work</td><td>1,2,3,4</td></tr><tr><td>1</td><td>Examination</td><td>50%</td><td>1.5 hours</td><td>Written Exam</td><td>1,2,3,4</td></tr></table> Student must gain an overall mark of at least 40% to pass the module.
Language	English

Course Title	**Evaluating Human Resource Management**				
Course Code	**HR3024**				
Course Type	**Elective**				
Level	Level 6				
Year / Semester	Year 4/ Semester 2				
Teacher's Name	Erasmia Leonidou				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	Human Resource Management is an evolving and changing concept. The aim of this module is to provide a general critical introduction to the key areas of debate within the context of conceptual and theoretical frameworks informed by management theory, organisational sociology and psychology. It aims to encourage students to undertake a reflexive analysis of HRM and to question the claims, rationales and practices with which HRM is associated. The module will build on the underpinning knowledge of human resource management gained on module HR2050 or an equivalent module completed.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Critically evaluate the development and spread of HRM in relation to aspects of continuity and change within organisations and the wider economic and social environment. 2. Assess the evidence for the effectiveness of human resource practices and strategies. 3. Analyse the relations between human resource practices and strategies and theoretical frameworks on the employment relationship and the labour process. 4. Critically reflect on how specialist knowledge gained on the module can be applied in the contemporary workplace.				
Prerequisites	HR2050		Required	None	
Course Content	The module establishes the conceptual and theoretical framework against which the claims of HRM will be assessed. It provides students with an understanding of the development of HRM as an approach to labour management set within an international economic, social and political context. Topics can include: • Theoretical and practical development of HRM • The origins of HRM • The Employment Relationship and the Labour Process The module also builds upon the critical and reflexive framework established in section one to explore in detail key elements of the HRM				

	agenda and examine the evidence for the claims made for HR interventions. Topics can include: • HRM & managing Corporate Culture • HRM & Commitment - the High-Performance Workplace • Employment engagement • HRM & the Management of 'Knowledge' • Current trends in HRM (these may include dealing with migration, lean working, the impact of financialisation, people management in SMEs and in the public sector) Topics will be chosen to reflect current trends within the world of employment.
Teaching Methodology	The module is taught on the basis of a weekly workshop of two hours consisting of lectures and student discussions. The lectures are used to help students assimilate and consolidate their specialist knowledge. The group discussions will allow students to critically evaluate HRM using both theory and practice. The discussion will normally be based around academic papers, practitioner research and will allow students the opportunity to research an issue in detail before attending the class. The material chosen for discussion will help to reinforce underpinning specialist knowledge.
Bibliography	**Reading List** http://cypruslists.central-lancashire.ac.uk/lists/381581B6-789A-219B-7FD8-AEF99AE5AD4C.html Boxall, P., & Purcell, J. (2016). Strategy and Human Resource Management (4th edition), London: Palgrave Bratton, J. & Jeffrey, G. (2017). Human Resource Management: theory and practice (6th edition), London: Palgrave Dundon, T., Redman, T., & Wilkinson, A. (2017). Contemporary human resource management: texts and cases, (5th edition), Harlow: Pearson Morgan, A., Cannan, K., and Cullinane, J., (2006). 360° feedback: a critical enquiry, *Personnel Review*, 34:6, pp.663-680 Thompson, A., & Beardwell, J. (2017). Human resource management: a contemporary approach, (8th edition), Harlow: Pearson Torrington, D., Taylor, S., Atkinson, C., & Hall, L. (2020). Human Resource Management, (11th edition), Harlow: Pearson

	Torrington, D, Hall, L., Taylor, S. and Atkinson, C., (2017). *Human Resource Management*, (10th edition), Harlow: FT/Prentice Hall
	Storey, J. & Storey, J. (2007). Human Resource Management: a critical text, (3rd edition), London: Thompson
	USEFUL WEB LINKS
	www.cipd.co.uk
	The Chartered Institute of Personnel and Development (CIPD) is the British association for HR professionals. Much of the website is for CIPD members only, but students may find some useful information in the free access areas.
	www.acas.org.uk
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Essay	50%	2000 words	Coursework	1 and 3
1	Essay	50%	2000 words	Coursework	2 and 4

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Coaching and Mentoring**
Course Code	**HR3406**
Course Type	**Elective**
Level	Level 6
Year / Semester	Year 4/ Year long
Teacher's Name	Christos Anagnostopoulos

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	The module aims to develop students' knowledge and understanding of the role of Coaching and Mentoring within organisations. Thus the content and delivery of the module encourages students to consider the aims of Coaching and Mentoring from the differing perspectives of members of the employment relationship.
	The module aims to enable students to learn and to begin to equip themselves to be good 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. Participants will learn through implementation, feedback and self-reflection/appraisal of their skill development and on-going development requirements.

Learning Outcomes	On successful completion of this module a student will be able to:
	1. Be able to identify and differentiate between coaching and mentoring and the appropriate application of each.
	2. Develop the ability to apply coaching and mentoring in support of their own development and to understand how it can be used in the development of others.

Prerequisites	None	Required	None

Course Content	The module will explore and discuss:
	What Coaching is:
	- Various definitions of coaching - Coaching compared to other helping skills and management styles - Core principles of Coaching - Skills used in Coaching - Coaching models - Skills practice - Observed skills practice and feedback
	Manager as Coach

	• Coaching for performance • How coaching fits with other styles of management • Skills practice • Action-learning What mentoring is: • Various definitions of mentoring The organisational context for mentoring
Teaching Methodology	Students will be required to establish triads during the first three teaching weeks. Taught sessions will comprise of an appropriate blend of tutor input, coaching skills development, group discussion and practice coaching conversations to maximise learning opportunities. Tutor input will typically present relevant theory and conceptual frameworks along with reviews of appropriate literature. Small group discussion will be facilitated to encourage application of such material to and, where possible, make comparisons with students' own experience of coaching and mentoring activity and to promote critical analysis of key issues. Plenary sessions will draw together the views of the small groups. Practise coaching conversation sessions are timetabled into the teaching blocks. Students will work in their triads for coaching conversation practice with one member of the triad acting as observer for each round of activity. In addition, where relevant, documentary and video material will be used to enhance the learning process. From teaching week eight, coaching triads will be given the opportunity to have one of their practise coaching conversation sessions observed by the tutor.
Bibliography	**Reading List** **http://cypruslists.central-lancashire.ac.uk/lists/2A85FEC4-99F9-46AF-CAE5-5DD1714083B2.html** **The following book is essential reading:** Starr, J. (2011), *The Coaching Manual the Definitive Guide to the Process, Principles and Skills of Personal Coaching, Third Edition,* Harlow: Pearson Education **Recommended Texts:** Cox, E. Bachkirova, T. Clutterbuck, D. (2014), *The Complete Handbook of Coaching, Second edition,* London:Sage Clutterbuck, D. (2014), *Everyone Needs a Mentor 5th edition,* London: CIPD Clutterbuck, D & Megginson, D. (2005), *Making Coaching Work Creating a Coaching Culture,* London: CIPD Connor, M. & Pakora, J.((2012), *Coaching & Mentoring at Work Developing Effective Practice, second edition,* Maidenhead:McGraw Hill

Cope, M. (2010), *The secrets of success in coaching, 12 ways to excel as a coach,* Harlow: Pearson Education

Garvey, R., Stokes, P. & Megginson, D. (2009), *Coaching and Mentoring Theory and Practice,* London: Sage

Gray, D.E. (2006), Executive Coaching: Towards a Dynamic Alliance of Psycotherapy and Transformative Learning Processes, *Management Learning, Vol. 37 (4): 475-497,* London: Sage

Greene, J. & Grant, A.M. (2003), *Solution-Focused Coaching,* Harlow: Pearson Education

Hawkins, P. & Schwenk, G. (2006), *Coaching Supervision Maximising the Potential of Coaching,* London: CIPD

Jackson, P.Z. & McKergow, M. (2007), *The Solutions Focus Making Coaching and Change SIMPLE,* London: Nicholas Brealey

Jarvis, J. (8th October 2005), *The Rise and Rise of Coaching,* London: CIPD

Knights, A. & Poppleton, A. (2007), *Coaching in Organisations,* London: CIPD

Knights, A. & Poppleton, A. (2008), *Developing Coaching Capability in Organisations, Research into Practice,* London: CIPD

Reid, M.A. Barrington, H. and Brown, M. (2004), *Human Resource Development Beyond Training Interventions,* London: CIPD

Somers, M. (2007), *Coaching at Work,* Chichester: John Wiley & Sons

Starr, J. (2008), *Brilliant Coaching,* Harlow: Pearson Prentice Hall

Whitworth, L. Kimsey-House, K. Kimsey-House, H. & Sandhall, P. (2007), *Co-Active Coaching, 2nd edition,* Mountain View: Davies-Black Publishing

Additional texts and readings will be identified according to the issues selected as themes within the module.

Journals:

European Journal of Training and Development (pre 2011: Journal of European Industrial Training)

HRDI

Journal of Workplace Learning

International Journal of Evidence-based Coaching and Mentoring

Management Learning

People Management

Web links

	http://www.emccouncil.org/uk/en/ http://www.cipd.co.uk
Assessment	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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
1	Essay	40%	2000 words	Coursework	1
1	Experiential Learning Report	60%	2000 words	Coursework	2

	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.
Language	English

Course Title	**Marketing Strategy**
Course Code	**MK3501**
Course Type	**Elective**
Level	Level 6
Year / Semester	**Year 4/Semester 2**
Teacher's Name	Sonia Andreou

ECTS	10	Lectures / week	2h	Laboratories / week	2h

Course Purpose and Objectives	This module aims to enhance learners understanding of the strategic implications for marketing management in both domestic and global contexts. It also encourages learners to consider marketing as a strategic function across a variety of sectors.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Critically evaluate concepts relating strategic marketing and its role within the strategic management process 2. Critically evaluate a range of contemporary developments and their strategic implications in the marketing domain 3. Apply the methods and techniques involved in writing a full strategic marketing plan which provides recommendations for future direction

Prerequisites	None	Required	None

Course Content	• The relationship between strategic marketing management and corporate strategy • Approaches to strategic planning and strategic marketing planning • Market analysis, evaluation and synthesis of information and consolidation of analysis • Use of strategic management models • Strategic options, choice and direction • Objective setting • Strategic formulation and implementation, including broad issues on resource allocation • Control mechanisms and implementation • Contemporary developments in marketing and their strategic implications • International implications of strategy • Strategy and emerging markets
Teaching Methodology	Teaching will be delivered via traditional or online workshops. Learners will critically evaluate and apply theoretical constructs, models and frameworks in order to understand strategic decision making and strategy formulation. Mini or extended cases with some important key data will be used as a vehicle to increase knowledge

| | of specific markets. Learners will be guided weekly on where to obtain relevant sources of information in order to develop the enquiry skills required in industry. Alongside developing a critical marketing plan, learners will also be required to research further contemporary developments within the strategic marketing domain. Throughout the module a number of educational web based materials, mini case-studies and critical discussion questions will be adopted to facilitate the learning process. Learners will also be encouraged to present key findings linked to assessment so that useful feedback can be provided in an attempt to maximise student assessment performance, offer formative feedback and improve student experience. The assessment strategy for apprenticeship students is a group report which, takes the form of a strategic marketing plan and an essay consider the contemporary developments in the discipline. Undergraduate students will 'pitch' their ideas on a contemporary marketing problem. This form of assessment will replicate activity in the workplace. Learners will complete an individual marketing plan.

Workshops

During workshops learners will be introduced to a wide body of academic theory, reports and statistics. A range of examples will be used in order to illustrate practical application. Learners will also be given the opportunity to explore the theory and practical information introduced in the workshops, for instance by discussion exercises, case studies and exercises. |
|---|---|
| Bibliography | The bibliography for this module is available via the on-line reading list – click on the link below:

UCLan Reading Lists \| Find lists (exlibrisgroup.com) |
| Assessment | (see table below) |

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count	Category of assessment	Learning Outcomes being assessed	
Apprenticeship assessment						
1	Group report	30%	2000 words	Coursework	1,2,3	
1	Individual essay	70%	2000 words	Coursework	1,3	
Undergraduate assessment						
1	Group Pitch	30%	20 minute pitch	Practical assessment	2	
1	Individual Marketing Plan	70%	2500 Words	Coursework	1,3	

To pass this module students must achieve a mark of 40% or above aggregated across all the assessments.

Language	English

Course Title	**Managing your Business**				
Course Code	**MD3055**				
Course Type	**Elective**				
Level	Level 6				
Year / Semester	Year 4/Semester 2				
Teacher's Name	Fanos Tekelas & Christos Anagnostopoulos				
ECTS	10	Lectures / week	2h	Laboratories / week	2h
Course Purpose and Objectives	The module aims to provide students with an insight into the actual process of running of a small business. It is aimed at students who may be considering starting their own business or working with a small business to help it grow. The module aims to give students a thorough understanding of the small business sector and all the areas that impact on a small business. The module will enable students to practically apply academic theories to business and understand how small business owners make decisions. Engagement with business is a key feature of this module through case study, test trading through pop ups or working with an existing business in the profit or non-profit sector. This will allow students to gain insights to business start-up, development and on-going management.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Identify the key tasks and procedures required to start-up and run an enterprise 2. Critically evaluate the important issues facing entrepreneurs in the process of starting up and running an enterprise 3. Demonstrate and compile the knowledge & skills required to support starting up and running an enterprise 4. Evaluate their personal enterprise skills & capabilities demonstrated in their engagement with business through the activities of the module				
Prerequisites	None		Required	None	
Course Content	Key content covered: • The business environment of the 21st century. • The role of small businesses in the economy. • Characteristics of entrepreneurs and combining these with aims and objectives of a new business.				

	• Investigating the market, using market research and analysis tools, selecting and refining products and services of a new business enterprise.
	• Exploring and investigating the financial aspect of business and finding the right finance for start-ups.
	• Preparing and selling your business idea.
	• Sources of information and professional advice.
	• Employment issues.
	• Taxation.
	• Practical Management.
	• Networking and communicating with the business community
	• Reflection and learning
Teaching Methodology	The module design will not follow the more traditional lecture pattern but will be highly interactive with class participants being involved in individual and group activities which will encourage critical and creative thinking and "learning by doing" in understanding the basic rules of business – the key issues and challenges that face the entrepreneurs.
	In addition to the subject specific knowledge related to entrepreneurship and enterprise, students of this module will have the opportunity to develop a set of key transferrable skills including planning and organising skills, enterprise & entrepreneurial thinking, project management skills and communication skills. These skills are essential to developing graduate attributes and will contribute to their professional and personal development and subsequent employability.
	There will be two assignments in this module.
	This module will be assessed using:
	1. a combination of a group activity and reflective learning via a blog
	2. interviewing a business owner and developing a case study and reflecting on the learning
	Scheduled learning and teaching activities:
	Lectures, Workshops, Networks, Business Engagement and Presentations
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below:
	https://rl.talis.com/3/cyprus_uclan/lists/4BC44FA3-5E9C-1A04-B3E3-C1C4673269E9.html

Assessment	Number of Assessments	Form of Assessment	% weighting	Assessment word count/ length	Category of assessment	Learning Outcomes being assessed

	1	Individual case study & reflection	40%	1500 words	Coursework	1, 2, 3
	1	Group Activity, Blog & Reflection	60%	2000 words	Practical Assessment	3, 4
	To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.					
Language	English					

Course Title	**Marketing of Services**
Course Code	**MK3013**
Course Type	**Elective**
Level	Level 6
Year / Semester	Year 4/ Year long
Teacher's Name	Konstantinos Kakoudakis
ECTS	10	Lectures / week	1h	Laboratories / week	1h
Course Purpose and Objectives	The module stresses the distinctiveness of services marketing from tangible goods marketing. Practical application of theoretical services marketing material is examined within a diverse range of sectors including financial services, hotels, restaurants, airlines, universities, theme parks, and charities. Management of customer satisfaction and perceived service quality are themes that are interwoven into all of the components of the module syllabus. The module endeavours to provide a challenging and supporting learning environment for students by enhancing the key skills and subject knowledge appropriate to pursuit of a career in services marketing.
Learning Outcomes	On successful completion of this module a student will be able to:

1. Employ services marketing concepts that acknowledge the inherent distinction between (tangible) packaged goods and (intangible) services marketing.

2. Develop strategies which focus on physical evidence, people and process appropriate to the objectives, resources, and environment of either a profit or non-profit service organisation.

3. Critically evaluate theoretical frameworks and make use of terminology drawn from the services marketing literature.

4. Detail recommendations for action and prepare and present informed, systematic and effective marketing reports as the basis for marketing decisions. |
| Prerequisites | None | Required | None |
| Course Content | Indicative Content

Fundamental differences between Products and Services

    - Physical Evidence/The Services cape

    - Processes/People

    - Developing the Service Communications Mix

    - Researching Service Markets

    - Pricing Strategies For Services

    - Marketing Services Internationally |

	- Branding Services - Non-Profit Sector (Arts/Charities Etc.) & other sectors - Relationship Marketing/Internal Marketing - Service Quality
Teaching Methodology	Teaching occurs in the classroom with support materials being available from blackboard. Students engage with the theory and develop their critical skills during preparation and participation of the seminar. The report permits students to develop strategies which focus on physical evidence, people and process appropriate to the objectives, resources, and environment of either a profit or non-profit service organisation. The multiple choice test covers a broad set of services marketing terminology and contexts.
Bibliography	**Reading List** https://users.talis.com/2/auth/login?nc=1614593899&original_provider=cyprus_uclan&redirectUri=https%3A%2F%2Frl.talis.com%2F3%2Fcyprus_uclan%2Flists%2F75EC4D83-4F1C-119C-ED70-36F4EB32BB79.html%3Flogin%3D1&xid=603cbf6bb4456 **ESSENTIAL READING:** Hoffman, K. Douglas and John E.G. Bateson (2017), 'Services Marketing: Concepts, Strategies and Cases' 5th International Student Edition, Cengage Learning. **Other Recommended Reading** Barron, S. and K. Harris (2009), Services Marketing: Texts and Cases, 3rd ed., Palgrave, New York, NY, Grönroos, C. (2015) Service management and marketing: managing the service profit logic 4th ed. Chichester : John Wiley Kasper, H., Van Helsdingen, P & De Vries, W. (1999) Services Marketing Management: An International Perspective. John Wiley & Sons. Lovelock, C. H. and J. Wirtz (2010) Services Marketing: People, Technology, Strategy 7th ed. Pearson Education Palmer, A. (2014) Principles of services marketing 7th Ed. London: McGraw-Hill Wilson, A. V.A. Zeithaml, M. J. Bitner, D. D. Gremler. (2009) Services Marketing: Integrating Customer Focus Across the Firm, 5th ed., McGraw Hill Higher Education

Assessment	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.					
	Number of Assessments	**Form of Assessment**	**% weighting**	**Size of Assessment/Duration/ Word count**	**Category of assessment**	**Learning Outcomes being assessed**
	1	Report	70%	2000 words, extended marketing mix	Coursework	2, 3,4.
	1	Test	30%	60 minutes class test	Test	1

For successful completion of this module a minimum aggregate mark of 40% must be achieved.

Language	English

Course Title	**Direct, Digital and Database Marketing**
Course Code	**MK3032**
Course Type	**Elective**
Level	Level 6
Year / Semester	Year 4/ Year Long
Teacher's Name	Dr. Sonia Andreou

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	This module is designed to provide students with a working knowledge of direct and digital marketing within the Relationship Marketing paradigm. Given the environmental (especially technological) factors enabling firms to communicate directly and interactively with their markets, the module also aims to equip students with a critical appreciation of the frameworks and tools which are available to interactive marketers and thence equip them with the ability to formulate appropriate DM strategy. It provides students with the opportunity to bring together previous learning in business and marketing to develop concrete yet creative plans and further develops their skills in budgeting and scheduling.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Review and evaluate the strategic advantages and limitations of on and offline media and tools for direct marketing purposes. 2. Apply theoretical concepts of direct and relationship marketing to business problems. 3. Plan and propose a strategic integrated direct and digital marketing campaign. 4. Work to the campaign or case-study brief(s).

Prerequisites	None	Required	None

Course Content	The key differences and strategic benefits of direct and digital marketing,(off/online) Selecting and targeting prospects and customers by status, potential value and interest How to develop strategies and direct and digital action plans (process) Prospect and customer data capture strategies, data enhancement and screening Integrated direct marketing communications Optimisation, Enhancing the customer journey – on & offline Creative strategy, differences between general advertising and DDM creativity

	Creating a great creative brief
Teaching Methodology	In the first part of the module the students

a) are introduced to the concepts tools and techniques of the DM industry through short lectures, online power-point and video presentations either in class, elearn or on Blackboard

b) develop a presentation with notes to be assessed and shared with class on a specific tool(s) (weighted not more than 30% module marks). This assessment supports class learning on the range and role of tools and media available to practitioners.

c) read, study, analyse and discuss the campaign or case study brief

Thereafter, working in campaign teams is highly desirable as the bedrock of the work is a major DDM campaign plan. Students work as a class and in teams of 3-6 to apply their learning of the philosophies, tools and techniques of Direct and Digital and Database marketing to the brief they are given. Wherever possible the class works on a strategic Direct and Digital Marketing campaign brief (or similar) provided by the Institute of Direct Marketing (National Student Competition). The range of acquired skills in the class allows for skills-sharing (as in a real enterprise). However, each student is required to reflect on the development of the sample strategic campaign and produce their own document (individually) as a campaign plan. This allows for individual refinement of the team's work and is useful to enable assessors to discriminate as to the quality of the output. This is assessed individually. (Weighted at 70% of module marks).

Class and group feedback (including from class peers) is actively provided as campaign plans progress. This is supported in the workshops and online through discussion tools. The existence of a national competitive element to this module motivates the students to work closely to the brief as they would have to do if working in the Direct and Digital marketing Industry. This contributes greatly to their employability as business and marketing practitioners.

[After feedback on the final assessment, as appropriate students may be offered the opportunity to re-form teams and re-work their plan developmentally for submission to a national Student Competition]

There is scope within this module for a student to work entirely alone, if they so desire, but this must be negotiated with and approved by and is designed to assist with the exceptional circumstances of specific students. |
| Bibliography | **Reading List**

https://cyprus_uclan.rl.talis.com/lists/E6707703-5A96-9A15-D75E-9E66B125BA9B.html?version=v1 |
| Assessment | The methods 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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment	Category of assessment	Learning Outcomes being assessed

	1	Pair presentation	30%	10 mins/ 5 slides with notes	Practical assessment	1
	1	Strategic campaign plan	70%	3000 words	Coursework	2.3.4.

For successful completion of this module a minimum aggregate mark of 40% must be achieved.

Language	English

Course Title	**Enterprise Project**
Course Code	**MD3000**
Course Type	**Elective**
Level	**Level 6**
Year / Semester	Year 4 /Year Long
Teacher's Name	**Anthi Avloniti**

ECTS	10	Lectures / week	1h	Laboratories / week	1h

Course Purpose and Objectives	The aim of the module is to enable students to pursue a project within a business enterprise context through independent study.
	This project module aims to allow students to take forward their prior knowledge to engage themselves in a real business context.
	Students will have the opportunity to engage with networks and businesses. Students will also have the opportunity to carry out some primary research as appropriate.
	This project requires students to either develop an idea, start up a business through test trading or engage in the activities of an existing business and to report, critically and analytically, on the operation of the business and their own learning experience in the process.
Learning Outcomes	On successful completion of this module a student will be able to:
	1. Evaluate the complex procedure and activities involved in starting up or running a business.
	2. Identify and critically assess the key issues that impact on starting up and/or running of a business and their context in the wider enterprise environment.
	3. Plan and carry out a programme of work with limited supervision.
	4. Draw conclusions and/or recommendations appropriate to the objectives of the project.
	5. Effectively communicate the nature, rationale and outcomes of the project.

Prerequisites	MD2219 or similar	Required	None

Course Content	Students need to have studied some enterprise module previously as there is no specific enterprise subject input.
	There will be some initial workshops on developing a project idea, formulating a proposal and carrying out research.
	Once the proposals are agreed then students will work independently.

	Throughout the rest of the year students will work in Action Learning sets to share and learn from their project and have 1-1 support.
Teaching Methodology	To support the student project there is an introductory talk and a series of workshops, given by the module tutor, to highlight the more general key issues and knowledge required in the preparation of a project. Students are responsible for attending these workshops, as they provide an important part of the learning process. Students of this module will have the opportunity to develop a set of key transferrable skills including planning & organising skills, written communications skills, project management skills and analytical skills. These skills are essential to developing graduate attributes and contribute to students' personal development and employability. This module is assessed using a project proposal and a project. At the beginning of the learning process the students work on a project proposal (1000 words) to help them think about their project idea and to ensure that they get a firm start and sense of direction. The students will then work independently, with some 1-1 supervision, to complete their project (3,000 words), where they will be expected to work under their own initiative and to receive guidance on the development of the requisite skills and knowledge, specific to their chosen project. There will also be action learning sets amongst the group to allow for sharing, support, reflection & learning.
Bibliography	**Reading List** https://rl.talis.com/3/cyprus_uclan/lists/302D2C28-C436-C505-9A30-F3653E2038A2.html

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment / Duration/ Word count	Category of assessment	Learning Outcomes being assessed
	1	Project proposal	20%	1000 words	Coursework	1, 5
	1	Project report and reflective learning summary	80 %	3000 words	Coursework	1, 2, 3, 4, 5

To pass this module students must achieve a mark of 40% or above, aggregated across all the assessments.

Language	English

Course Title	**Dissertation**
Course Code	**BC3013**
Course Type	**Elective**
Level	Level 6
Year / Semester	**Year 4/Year Long**
Teacher's Name	**Ioanna Stylianou**

ECTS	20	Lectures / week	1h	Laboratories / week	-

Course Purpose and Objectives	The aim of this module is to enable students to develop further their discipline-based knowledge and skills by undertaking research on a topic or issue relevant to their programme of study. The module provides students with the opportunity to plan and manage their own piece of research, integrating and applying knowledge from their programme of study. It enables them to demonstrate via an extended piece of written work their ability to collect, analyse and evaluate information and data and present findings.
Learning Outcomes	On successful completion of this module a student will be able to: 1. Identify and formulate an appropriate research question. 2. Plan and carry out a research project with limited supervision. 3.. Acquire, critically analyse and evaluate relevant information from both primary and secondary sources as appropriate. 4. Demonstrate their ability to produce an extended piece of written work presenting information and drawing conclusions in a reasoned and comprehensible form.

Prerequisites	None	Required	None

Course Content	**Indicative content** • The dissertation process and stages • Identifying a topic or issue deemed appropriate to your programme of study • Identifying and undertaking a critical and analytical review of relevant literature • Critical analytical writing • Developing coherent arguments • Managing your notes and planning and managing your dissertation document • Working with your dissertation supervisor • Learning from supervisor feedback • Developing and defining the aim(s) and objectives of the research • Determining an appropriate research approach and strategy • Identifying and developing appropriate research methods • Consideration of ethical issues relating to your research • Undertaking the research fieldwork or data collection • Analysing and synthesising the information or data collected • Formulating conclusions

	• Reviewing, editing and proof checking • Submission requirements
Teaching Methodology	Students are supported in their research question by workshops and dissertation supervision. Workshops The workshops are timetabled activities designed to support the student through the research process and to stimulate their knowledge of the stages and requirements of the dissertation. They provide a forum for students to share experiences, critiques, challenges and ideas. Students will present draft plans at the workshops and engage in constructive criticism designed to improve and develop their research plans. Dissertation Supervision Individual meetings with designated dissertation supervisor at times agreed between the student and the supervisor. Supervisors provide in-depth subject specific guidance. It will be the primary responsibility of the student to manage the relationship with the supervisor. Students will be expected to meet with their allocated supervisor, agree a schedule of meetings, discuss refinements to their research proposal, submit timely drafts of their chapters, and receive supervisor feedback on their draft chapters. Graduate Attributes and Skills Development Planning, goal setting, research skills, time management, ability to work independently, communication skills (verbal and written), ability to analyse complex information and draw conclusions.
Bibliography	**Reading List** http://cypruslists.central-lancashire.ac.uk/lists/E2789C0A-BA3D-5ABA-06E4-D6B60057CEC7.html Bryman, A. & Bell, E (2011), Business Research Methods, 3rd Ed. Oxford. Oxford University Press, Blumberg, B, Cooper, D.R. & Schindler, P.S. (2011) Business Research Methods, New York, McGraw Hill. Bowerman, B, O'Connell, R., Orris, J. (2004) Essentials of Business Statistics. New York. McGraw-Hill. Bryman, A. (2001) Social Research Methods. Oxford. Oxford University Press. Burns, R. (2000) Introduction to Research Methods. 4th Ed. London, Sage. Cameron, S (2008) The Business Student's Handbook -Learning Skills for Study and Employment. Harlow, Prentice Hall, Financial Times,. Collis, J. & Hussey, R. (2009) Business Research : A Practical Guide for Undergraduate and Postgraduate Students 3rd ed. Basingstoke : Palgrave Macmillan. Creswell, J. (2003) Research Design: Qualitative and Quantitative and Mixed Methods Approaches. 2nd Ed. Thousand Oaks. Sage.

	Dewhurst, F. (2002) Quantitative Methods for Business and Management. Maidenhead. McGraw Hill. Fisher, C (2010), Researching and Writing a Dissertation: An Essential Guide for Business Students, 3rd Ed. Harlow, Prentice Hall Financial Times. Gash, S. (2000) Effective Literature Searching for Research. 2nd Ed., Hampshire, Gower. Ghauri, P. & Grongaugh, K. (2002), Research Methods in Business Studies - A Practical Guide. Harlow, Prentice Hall Financial Times. Hart, C. (2001) Doing a Literature Search : A Comprehensive Guide for the Social Sciences. London. Sage. Jankowicz, A.D. (2005) Business Research Projects. London Thompson, Krueger, R.A., Casey, M.A. (2000) Focus Groups : A Practical Guide for Applied Research. 3rd Ed, Sage. Northedge, A. (2005), The Good Study Guide. Open University Press, Milton Keynes. Pritchard, A (2008), Studying and Learning at University - Vital Skills for Success in Your Degree. London, Sage,. Riley, M, Wood, R.C., Wilkie, E. & Szivas, E. (2000), Researching and Writing Dissertations in Business and Management., London. Thompson Saunders, M., Thornhill, A., Lewis, P., MicMillan, K. and Weyers, J. (2008) Research Methods for Business Students: AND "How to Write Dissertations and Project Reports" Harlow : Financial Times Prentice Hall Sekaran, U. (2009) Research Methods for Business : A Skill-building Approach 5th ed. New York : Wiley
Assessment	The methods 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.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Dissertation	100%	8,000 words excluding tables and charts, reference lists and bibliography	*Coursework*	*All*

To pass the module students are required to achieve a mark of 40% or above.

Language	English

Course Title	**Work Placement**				
Course Code	**BC3000**				
Course Type	**Elective**				
Level	Level 6				
Year / Semester	Sandwich Year				
Teacher's Name	Anthi Avloniti				
ECTS	60	Lectures / week	N/A	Placement/ year	1500h
Course Purpose and Objectives	•To provide the student with an opportunity to consolidate, apply and develop knowledge and skills developed during the first two years of the course; these skills will be general skills such as communication, team working and problem solving, and occupationally specific skills relevant to the particular placement.				
	•To help the student to have an awareness of the relationships between theory and practice in business and management, and thus form a foundation and perspective from which to gain maximum benefit from Year 4 of the course.				
	•To enable the student to apply techniques of reflective learning to the work experience, in order to develop knowledge and skills appropriate to business and the working environment.				
	•To give the student experience of employment, and exposure to the diversity of experience of a work environment, with its rich mix of social and cultural implications, together with its associated disciplines, responsibilities and ethics.				
	•To enhance students' knowledge of the wide range of career paths open to them, and facilitate better career choice and decision implementation.				
	•To provide a formal platform for Personal Development Planning (PDP)				
Learning Outcomes	On successful completion of this module a student will be able to:				
	1. Relate theories of business organisation and practice to the employer organisation.				
	2. Be more aware of organisational, behavioural and political issues and thus have established a mature personal standpoint from which the academic content of Year 4 can be better assimilated.				
	3. Use the ongoing Reflective Learning Journal to make a realistic assessment of their own personal growth throughout the placement period, and their current level of personal strengths, competencies and development needs. This is a key element in PDP.				

	4. Monitor their own development of graduate attributes throughout the placement, gaining verification from the employer.
	5. Have an enhanced awareness of employer needs and personal career opportunities, which in conjunction with the self awareness in 3) above enables an improved focus on career potential and direction.
	6. Have a much clearer idea of employer recruitment practices, enabling professional job applications with improved chances of success.

Prerequisites	N/A	Required	

Course Content	This is a year long university-approved placement in business/industry, fully integrated into the course structure, assessed and accredited.

Teaching Methodology	Cyprus based students 2 visits per annum, overseas students 1 visit per annum, together with 1 day, midyear, at UCLan Cyprus, for sharing development, and briefing for year 5. Student will also be allocated a Visiting Tutor who will provide additional telephone and email contact throughout the year. There will normally also be a 1-day return-to-university Forum, typically in February/March, to enable sharing of experience with each other, staff, and the following cohort. This is of necessity optional as students place abroad or remotely cannot realistically return to Cyprus for a day.

Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: http://readinglists.central-lancashire.ac.uk/lists/B198913F-C8B6-8363-8828-C6CA51840DCB.html **INDICATIVE READING** Cameron, S. (2009)The Business Student's Handbook (5th Edition), Financial Times/Prentice Hall Guirdham, M, (2003) Interpersonal Skills at Work (3rd Edition), Financial Times Johnson, G., & Scholes, K.,(2011) Exploring Corporate Strategy (9th Edition), Text and Cases, Prentice Hall. Porter, M., (2004) Competitive Strategy, Free Press. Raelin, J. A. (2008) Work-Based Learning, Prentice Hall Thompson, J.L., & Martin, F.,(2005) Strategic Management: Awareness, Analysis and Change, Thomson Learning Wootton, S., & Horne, T., (2010) Strategic Thinking 3e, Kogan Page

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
	1	Graduate Attribute Reflection	10%	Completion of GA development log	Coursework	1,2,3,4 and 5

			throughout the placement		
1	Corporate Review	15%	2,000 words	Coursework	1,2,3,4, 5 and 6
1	Project	35%	2,500 words	Coursework	1,2,3,4 and 5
1	Reflective Learning Portfolio	40%	C 4,000 words plus items of evidence	Coursework	1,2,3,4 and 5

Assessment of the placement will result in an award of Unsatisfactory, Pass, Merit or Distinction based primarily on the criterion of demonstration of learning from the experience.

Students who are formally exempted from the placement by virtue of demonstrating prior learning will be awarded a Pass and will not be eligible for a Merit or Distinction.

Coursework:

Students on placement will be required to complete an agreed period of employment, and to submit assessed work including an organisational analysis and corporate review, and/or an examination of a specific business project with which they have had a close involvement and which has provided a significant learning experience.

Students will also maintain an ongoing Reflective Learning Journal which will form a basis for discussion with the Visiting Tutor and an aid to completion of other assignments, including a portfolio/summary of personal learning on placement.

Determination of the award

The final assessment of the placement award will be made at the Summer Assessment Board in the final year of the course, alongside the degree award.

In determining the level of award, the board will consider primarily the grades awarded for the assessments described above, but will also take into account recommendations from the Visiting Tutor and Placements Tutor, which in turn will be informed by discussions with the employer.

Language	English

Course Title	**International Study**				
Course Code	**BC3008**				
Course Type	**Elective**				
Level	Level 6				
Year / Semester	Sandwich Year				
Teacher's Name	Christiana Anaxagorou				
ECTS	60	Lectures / week	N/A	Laboratories / year	250h
Course Purpose and Objectives	To offer students an opportunity to study abroad, demonstrate initiative, independence, motivation and depending on where they study, a working knowledge of another language.				
Learning Outcomes	On successful completion of this module a student will be able to: 1. Reflect on their own engagement with foreign cultural, behavioural and political issues and explain the extent to which they have established a mature personal standpoint from which the academic content of Year 4 can be better assimilated. 2. Maintain an ongoing Reflective Learning Log to make a realistic assessment of their own personal growth throughout the study abroad period. 3. Identify and monitor their own development throughout the year abroad, using a framework of recognised graduate attributes. Gain verification of this development from the HE institution at which they are studying.				
Prerequisites			Required		
Course Content	This is a year long University-approved year abroad at a recognised overseas HE institution that is a recognised partner of UCLan. This year abroad is fully integrated into the course structure, assessed and accredited.				
Teaching Methodology	Learning takes place independently with the online support of a dedicated module tutor. This module wraps around a period of programmed study abroad in an approved institution.				
Bibliography	The bibliography for this module is available via the on-line reading list – click on the link below: http://readinglists.central-lancashire.ac.uk/index.html http://cypruslists.central-lancashire.ac.uk/index.html **Key Text Books** Byram, M. & Feng, A (2006) Living and Studying Abroad: Research and Practice (Language and Intercultural Communication). Multilingual Matters Ltd.				

	Jackson, J. (2016) Introducing Language and Intercultural Communication. Routledge. London.
	Recommended books
	Berdan, Stacie, Goodman, A. & Taylor, Cyril (2013) A Student Guide to Studying Abroad. Institute of International Education.
	Bradford, H. (2005) Among cultures: the challenge of communication. Thomson Wadsworth: CA.
	Ming, D (2010) Effects of Studying Abroad: Higher Education. Lambert Academic Publishing

Assessment	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Learning Outcomes being assessed
	1	Portfolio	100%	4,000 words	Coursework	1,2,3

	Students need to gain a grade of 40% or above to pass the module
Language	English