

INTERCOLLEGE

Response to DIPAE's Evaluation Report for the Information Technology Diploma Programme

February 2017

EFQM  **Member**
Shares what works.

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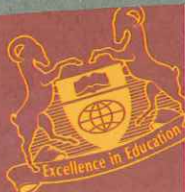
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13th February 2017,

Members of the Programme Evaluation Committee of DIPAE

Re : Response to the Evaluation Report of the Information Technology Diploma Programme

Dear Members of the Programme Evaluation Committee of DIPAE,

I would like to extend my gratitude for the productive meeting and constructive discussions that incurred during your visit on 12th January 2017, as well as for your feedback and suggestions that were received through your report dated 14th January 2017.

In response to your report and following your suggestions and recommendations, we have made a number of changes that aim to further improve the programme.

More specifically:

1.1.3.3 Our Website is constantly updated and Services offered to students (such as mentoring) can be added as this is already published in our student handbook (see Appendix 1).

1.1.3.4 – Upon the suggestion of the committee, the new pathway includes IT-255, IT Project Management with amended content, (Appendix 2).

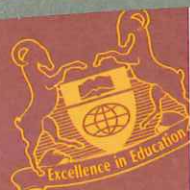
1.2.6 Our students have access to the VLE (Moodle) and this was explained and available for demonstration by the programme coordinator during the visit.

1.3.2.1 The Law requires that Faculty teaching on a programme have qualifications one level higher than that which they are teaching. As this is a Diploma Programme our Faculty are more than qualified to teach at Diploma level, all of them having either Masters Degrees or PhD's.

1.3.9 – Research is actively encouraged at Intercollege Larnaca, (Appendix 3).

1.3.10 Currently there are no lecturers at Intercollege Larnaca who are in the age group of retirement. There are clear Faculty Selection procedures and clear procedures in the Internal Regulations for Faculty progression.

2.2.6 (b) IT 155 Information Systems Management will be replaced by ENGT-110, Technical English as per the suggestion of the committee ,(Appendix 4). The course content of IT-155 is reflected in the IT Project Management course IT -255 and the Electronics Commerce course IT-265, (Appendix 5).



(c) IT-195 – Mobile Application Development has been moved from the 2nd semester to the 3rd semester and IT-270 – Programming Visual Basic. NET has been moved from 3rd semester to the 2nd semester as per the recommendation of the Visiting team.

2.4.6 Intercollege Larnaca does not have the ECTS Label and therefore is not required to issue Diploma Supplements.

2.5.3. At the time of completion of the application questionnaire our students had not had the opportunity to participate in exchange programmes. However it was explained to the committee that Intercollege gained the Erasmus Charter status and several students have recently taken part in the Erasmus + Programme. We will now be participating on an annual basis.

We have also attached a new programme pathway (Appendix 6) and a new semester breakdown (Appendix 7) which reflect the changes made above.

We are confident that the improvements that have been made to the programme, especially with regard to the curriculum, will result in a competitive programme. We always welcome suggestions for further improvement.

I am looking forward to your positive response on the approval of the Diploma in Information Technology. Your prompt response will be greatly appreciated as we are eager to recruit students for the forthcoming academic year.

Dr. Stylianos Mavromoustakos
Executive Director

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RIGHTS

- ◆ To suggest courses to be offered.
- ◆ To have representation on appropriate college committees, including: the Academic Committee, the College Council, the Disciplinary Committee, and the Appeals Committee.
- ◆ To evaluate College lecturers and administration.
- ◆ To have an Academic Advisor assigned to him/her upon registration.
- ◆ To express opinions in class concerning the subject matter and in keeping with the college's statement on academic freedom.
- ◆ To submit petitions requesting:
 - ⇒ *review of grade(s)*
 - ⇒ *review of course(s)*
 - ⇒ *exceptions from academic regulations*
 - ⇒ *review of decisions concerning disciplinary matters*
- ◆ To be a regular member of the Student Union, with the right to elect and be elected.
- ◆ To expect commitment from the Student Union executives.
- ◆ To have the right of free speech and assembly provided they are consistent with college regulations.
- ◆ To have all regulations concerning students to be communicated to them in appropriate publications.
- ◆ To choose whether or not to have information about himself/herself revealed within the parameters of the college's policy on confidentiality of student records.

RESPONSIBILITIES

- ◆ To fully understand their academic paths.
- ◆ To know college rules and regulations.
- ◆ To know regulations concerning academic, disciplinary and immigration matters.
- ◆ To be familiar with the college calendar.
- ◆ To know the role of the College administration.
- ◆ To meet with his/her advisor periodically.

APPENDIX 2

IT-COURSE DESCRIPTION

Course Title	IT Project Management				
Course Code	IT - 255				
Course Type	Required				
Level	1 st Cycle				
Year / Semester	2 nd Year / Spring Semester				
Teacher's Name	Mr. Rigby Martin				
ECTS	6	Lectures / week	3	Laboratories/ week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> • Enable students understand issues, problems and opportunities that senior managers and information system (IS) executives face today when managing information and telecommunications technological (ICT) resources in organizations. • Explain the relevant issues of effective management of ICT and highlight the areas of greatest potential • Demonstrate an overview of concepts on managing projects within an organizational context. • Discuss the theoretical dimensions of the main projects management's knowledge areas. • Analyze the importance of Project Life Cycles. • Discuss the importance of working in teams and the role of each member within a project. • Analyze the importance of proper project management and administration, and the role of documentation. 				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> • Develop structured frameworks to manage of ICT resources, as well as their alignment to the general management's strategy, needs and values. • Understand tactics and tools used to ensure that the organization targets its ICT applications development efficiently and effectively. • Examine if a given organization is being affected competitively either by failing to implement the required ICT applications or by faulty 				

	<p>implementation of strategic applications.</p> <ul style="list-style-type: none"> • Discuss the “best practice” tools, methods, and approaches that are most applicable for a given managerial aspect of ICT resources. • Develop detailed project plans and schedules(students should be able to explain how project plan inputs are accurately gathered, integrated, and documented; the tools and techniques used in project processes and planning; and the outputs of a project plan to viable stakeholders). • Project resource administration (students should be able to analyze the process for developing a request for proposal (RFP); how to develop responses to the RFP; and how to manage and track changes to the scope, schedule, and human resources associated with a given project. Considers the role and ethics of outsourcing and off shoring) • Allocate/coordinate resources, and interface with management (will be able to create and manage local and dispersed teams including trust building across organizational boundaries, managing teams in different time zones, and understanding the complexity associated with teams in remote locations). • Learn tools and techniques of project management software (students will be able to apply the basic functionalities of M/s Project to design and develop task breakdown analysis, assign resources and implement plans and schedules). • Develop skills in the human and organizational implications of change (students will be able to discuss the organizational change process; identify stakeholders; assess potential impacts of projects; and overcome resistance, politics, and other human issues). 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • The Importance of ICT and CIO in an organization, understanding the IT Strategy and processes of an organization and the role of the CIO relating in part to the planning of related IT processes. Thus providing a framework to demonstrate the evolution of an international organization or manufacturer's I.T. alignment practices, enabling their achievement of their corporate goals. • Project Management Overview: Includes an integrated framework for project organization, planning and control which is designed to: ensure the timely and cost-effective production of all the end-products, maintain acceptable standards of quality, achieve for the enterprise the benefit for which the investment in the project has been made. • Requirements gathering and analysis: Involves ideas and intentions of a group of people who see the need for a project in their organization and convert them into a formal, planned, resourced and funded project in a way that clearly and explicitly defines the objectives and scopes of the project. • Project planning: Once the objectives of the project have been 		

identified and a work breakdown structure developed for how to meet these objectives, it is necessary to plan for the people involvement on the project. An important step in this planning is to identify the required roles and responsibilities. This methodology provides a standard set of roles and responsibilities for a project and it is necessary to review this list and customize it for the particular project.

- Getting Started with Project (Introduction to Microsoft Project 2003): Introduces M/s Project, including all the necessary functionalities and components needed for the development of a comprehensive project plan, such as: creating and fine-tuning of task details and resources, assignment, controlling, formatting and printing the plan etc.
- Work Breakdown Structure (WBS): Concerns a tool used to define and group a project's discrete work elements (or tasks) in a way that helps organize and define the total work scope of the project. A WBS also provides the necessary framework for detailed cost estimating and control along with providing guidance for schedule development and control. Additionally the WBS is a dynamic tool and can be revised and updated as needed by the project management.
- Creating a Task List: It includes a customized work breakdown structure (task list) specific to the project activities and based on requirements and technological objectives. It also involves the creation methodology using the M/S project.
- Setting Up and Allocate Resources: Includes the estimation of the duration and definition of initial requirements for working resources. For the project schedule, it is sufficient to estimate the number of each type of resource required, rather than specific people, e.g., 2 Programmers. It concentrates on identifying the working resource types who will either be part of the project team or who will have a significant impact on the project, and the conversion of the number of resource types in to a chargeable resource equivalent. This is a function of the number of chargeable resource types and their assigned time (including overheads of non-productive and non-effective time). Also identify other resources (material) required for the project e.g. equipment, accommodation etc.
- Risk Assessment: Includes the provision of an assessment of the risks of the project and ideas on how they can be reduced. Risks tend to be factors which are not within the control of the project manager, but which could nevertheless result in the failure to achieve the project success criteria.
- Assigning Resources to Tasks: Involves the procedure to assign roles and their associated responsibility to each task. In order to avoid overwhelming the plan with complexity focus on the "produce", "consult" and "review" responsibilities.
- Monitoring & Controlling: Involves the monitoring and controlling of project's progress, through the use of regular checkpoints involving the project team and formal reviews with the Project Board.

	<p>Controlling the quality of products, the way changes to base lined products are implemented and resolving issues that arise during the course of the project.</p> <ul style="list-style-type: none">Tracking Progress on Tasks: It includes the review and tracking of Gantt chart and Cost workbook and identify any deviation from the baseline. Establish why the deviation has occurred. Refer back to the Project Control Factors to help determine the appropriate corrective action and adjust the schedule accordingly.																																								
Teaching Methodology	<p>Learning will be achieved through the use of various pedagogical tools including:</p> <ul style="list-style-type: none">in class lecturespdf /presentation slides and/or on-line seminars and/or tutorialsteaching material in video and/or audio on VLE platformrequired text book and/or other recommended readingscase studiesassignments (formative and/or summative)																																								
Bibliography	<p>Required Textbooks/Reading:</p> <table><tr><th>Author</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr><tr><td>Fuller, Valacich, and George</td><td>Information Systems Projects Management: A process and team approach</td><td>Pearson Prentice Hall</td><td>2008</td><td>978-0-13-145417-0</td></tr><tr><th>Author</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr><tr><td>Jerry N. Luftman</td><td>Managing the Information Technology Resource: Leadership in the Information Age</td><td>Prentice Hall</td><td>2004</td><td>9780130351265</td></tr></table> <p>Recommended Textbooks/Reading:</p> <table><tr><th>Author</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr><tr><td>Mantel, Meredith, Shafer, and Sutton</td><td>Core Concepts: Project Management in Practice</td><td>Wiley and Sons</td><td>2005</td><td>9780471229650</td></tr><tr><th>Author</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr><tr><td>Kenneth C. Laudon and</td><td>Management Information</td><td>Prentice Hall</td><td>2006</td><td>9780133898163</td></tr></table>	Author	Title	Publisher	Year	ISBN	Fuller, Valacich, and George	Information Systems Projects Management: A process and team approach	Pearson Prentice Hall	2008	978-0-13-145417-0	Author	Title	Publisher	Year	ISBN	Jerry N. Luftman	Managing the Information Technology Resource: Leadership in the Information Age	Prentice Hall	2004	9780130351265	Author	Title	Publisher	Year	ISBN	Mantel, Meredith, Shafer, and Sutton	Core Concepts: Project Management in Practice	Wiley and Sons	2005	9780471229650	Author	Title	Publisher	Year	ISBN	Kenneth C. Laudon and	Management Information	Prentice Hall	2006	9780133898163
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



	Jane P. Laudon	Systems: Managing the Digital Firm			
Assessment	The learner will be assessed through a blend of assessment methods that will typically include assignments, tests, and a final exam as follows: <ul style="list-style-type: none">• Assignments (40%)• Midterm (20%)• Final exam (40%)				
Language	English				



Research Handbook

www.intercollege.ac.cy

2016/2017

Introduction

Disclaimer: This living document is updated continually in line with the research, development and innovation policies of Intercollege. Every effort was made to present accurate information as of December 2016 although the content is subject to constant update.

The present document expresses the position of Intercollege in terms of Research, Development and Innovation. It constitutes an overview of the philosophy, guidelines and policies that encourage and support research. It serves as guide for the Faculty and Researchers of Intercollege, The Cyprus Maritime Academy, Affiliated Institutions collaborating with the Colleges' and Industry Practitioners.

Key contact information

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Research Coordinator: Dr. Leonidas Efthymiou
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1. Research at Intercollege

Philosophy

Intercolleges philosophy expands over three interconnected pillars. Firstly, our research output is vital in informing teaching with accurate, valid, reliable, credible and updated insights. Secondly, research is important in establishing bridges between the colleges and the industry, including individual practitioners, companies, and company and employee representatives. Thirdly, research is essential in promoting state-of-the-art developments in its relevant fields.

Policies

All Faculty members are expected and encouraged to be involved in research as part of their duties. Due to the diversified background of faculty members, research is expected to be multi-disciplinary. The research activity will be monitored on an annual basis.

Research Collaborations

The Colleges are open to research collaborations with institutions (government, industry and organizations) nationally, regionally and internationally.

2. Research Support & Funding

The Colleges support the Faculty to seek funding from a range of sources, including government, commercial and industrial sources at a national and international level. At the same time, it aims at developing and making available its own research funding; providing funding for attending and presenting papers in seminars and conferences, funding for research material such as books, journals and conference proceedings; investing in Information Technology and on-line access to research databases; organizing and promoting research groups, reading groups and working meetings; and encouraging Faculty and researchers to publish their research results in peer-reviewed journals, books, electronic media, conferences, exhibitions and performances.

- **ERASMUS+:** The Erasmus+ programme aims to boost skills and employability, as well as modernising Education, Training, and Youth work. Erasmus+ will support transnational

partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe. It will also support national efforts to modernise Education, Training, and Youth systems. In the field of Sport, there will be support for grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.

3. Ethics & Research Conduct

Research is undertaken within certain ethical guidelines that align with the Colleges' research principles. Therefore, ethical approval is needed for all research and consultancy undertaken by the Colleges' staff wherever research and related activities involve human participants or raises ethical issues. Ethical issues should be considered early in the planning processes and approval must be obtained by the Research Coordinator before the start of a research process. All researchers need to fill in an 'Ethical Approval Form' prior to commencing a research study.

4. Research Supporting Committee

The Colleges support research through its Research Committee (ARC), chaired by the Colleges' Executive Director. The committee is responsible for the development of the Colleges' research policy and strategies to assist the Colleges' in meeting its research objectives. The Colleges' Research Committee is also responsible for over-viewing the ethical guidelines and approving the various research studies. The Committee is also responsible for funding approvals and setting research incentives.

5. Internal Research Initiatives

Other than the research programs set by the Colleges' Research Committee (ARC), all Faculty members are expected and encouraged to be involved in research as part of their duties. Following this principle, individual initiative are welcomes for the development of various research groups, reading groups and research workshops. Although often informal, the

research groups and workshops offer an opportunity for staff to talk informally about research, work together on research studies, present and receive feedback on ongoing research projects.

Students are also encouraged to participate in research through the following channels:

1. Final Year Projects
2. Combining research with placements
3. Contributing to lecturer research as research assistants

6. Partners & Collaborations

The Colleges' aims to develop and strengthen internal and external networks in order for Faculty and Researchers to benefit from such links. This is achieved through collaborations with various Academically Affiliated Institutions, such as the University of Nicosia and links with government bodies and the industry. Faculty and Researchers may benefit from these partnerships and are encouraged to spend some time familiarising themselves with the various Academically Affiliated Institutions and industry links available.

Each department is encouraged to work closely with the industry through research initiatives, job fairs, job placements and others. The Department of Tourism and Hospitality maintains close ties with hoteliers, managers, employer representatives as well as trade unions. In a recent study, 15 General Managers from the Larnaca region participated in a research article through personal interviews.

In its efforts to come closer to the industry needs, Intercollege has established close links with the robust Maritime industry in Cyprus. At the moment, Intercollege has two advisory bodies, the Cyprus Maritime Academy Board of Governors and the Academic Advisory Committee. The Board consists of 22 members, most of which hold high positions in shipping and ship management companies including Managing Directors, CEOs and Owners, of the Maritime Industry. Some members are Association representatives, and others are ex-governmental officials. The Board holds regular meetings and its role is to advise and guide Intercollege on all industry related developments, monitor and evaluate the progress of the qualifications and provide support to our aims and tasks.

In regards to the Academic Advisory Committee (AAC), this is another advisory body which consists of 22 members, most of which hold Training Manager, Crew Manager and General Manager positions in their respective companies. The AAC has decided to establish a sub-

committee on Research, which will further assist both students and the industry come closer to Research.

7. Useful Documents & Forms

The Colleges' Staff and Researchers are encouraged to familiarise themselves with the Research Handbook and the various documents that are available for Faculty and Researchers. In addition to the Research Handbook, other forms include the:

- Ethical Approval Form
- Request for Internal Funding Form

All forms will soon become available electronically.

Disclaimer: This living document is updated continually in line with the research, development and innovation policies of the Intercollege. Every effort was made to present accurate information as of December 2016 although the content is subject to constant update.



APPENDIX 4

IT- COURSE DESCRIPTION

Course Title	Technical English				
Course Code	ENGT-110				
Course Type	Required				
Level	1st Cycle				
Year / Semester	1st Year / Fall Semester				
Teacher's Name	Mrs. Sophia Michael				
ECTS	6	Lectures / week	3	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none">• Teach Information Technology/Computer Technology students the necessary language skills to become professional technical communicators in the workplace• Increase students' self-confidence in English and improve their oral communication skills• Teach students the necessary technical jargon related to computing• Build students' ability to compose technical pieces of writing such as describing features and functions/reports/proposals/instructions.• Develop students' writing and document design through the stages of pre-writing, writing and revising.• Enable students to understand the importance of references, citations and avoidance of plagiarism.• Prepare students for job interviews and demonstrate the job application process.				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none">• Produce clear, accurate and professional pieces of technical writing• Understand, produce and explain technical jargon related to the field of computing• Identify and practice the stages required to produce technical documents through pre-writing, writing and revising.				



	<ul style="list-style-type: none">• Collaborate with peers, produce team projects and evaluate each other's work.• Give an effective presentation to audiences with specialized or non-specialized knowledge.• Successfully apply for a job and attend an interview.		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none">• Introduction to Technical English• Computing jargon• Review of Upper-Intermediate grammar (All tenses, passive voice, future forms, reported speech, defining and non-defining relative clauses, Conditionals, Verb patterns)• The Writing Process• Effective technical style and tone• Audience Awareness• Writing letters/e-mails/memos• Writing summaries• Writing reports• Writing proposals• Instructions and Manuals• Writing collaboratively with peers• Communicating effectively and persuasively through oral presentations.• The Job application process (Cover letter, CV, interview)• Research Techniques (citing, referencing, avoiding plagiarism)		
Teaching Methodology	Lectures, group discussions, pair work, role-play, writing lab		



Bibliography	Required Textbooks/Reading:				
	Author	Title	Publisher	Year	ISBN
	Santiago, Remacha & Esteras (2008)	Infotech: English for Computer Users, 4 th Edition. Student'S Book	Cambridge University Press	2008	9780521702997
	Recommended Textbooks/Reading:				
	Author	Title	Publisher	Year	ISBN
	Glendinning & McEwan (2006)	Oxford English for Information Technology	Oxford University Press	2006	978-0194574921
	Anderson (2013)	Technical Communication, 8 th Edition	Wadsworth	2013	978-1133309819
Assessment	The learner will be assessed through a blend of assessment methods that will typically include assignments, tests, and a final exam as follows: <ul style="list-style-type: none">• Assignments (40%)• Midterm (20%)• Final exam (40%)				
Language	English				



APPENDIX 5

IT-COURSE DESCRIPTION

Course Title	Electronic Commerce				
Course Code	IT – 265				
Course Type	Required				
Level	1 st Cycle				
Year / Semester	2 nd Year / Spring Semester				
Teacher's Name	Mr. Chris Christodoulou				
ECTS	6	Lectures / week	3	Laboratories/ week	0
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none">• Students will study a variety of business models in the national and global context connecting individuals, businesses, governments and other organizations. They will be exposed to the concept of strategy at the corporate level, the business unit level and the operational level as well as the concept of value creation.• Students will study the management of information systems services from the point of view of the CIO and to examine alternative strategies and tactics available to management to achieve their goals.• Be able to describe and apply conceptual tools used to examine the efficiency and effectiveness of the management of ICT resources as well as its alignment to the general management's strategy, needs and values.• Demonstrate and use techniques and tools used for improved management and control of ICT resources.• Students will study the e-business strategy framework with concentration on the impact of the Internet on the macro-environment, the industry structure and the firm boundaries, the markets for e-business and the strategy options for value creation in market spaces.• Students will gain insight into how IS enables core and supportive business processes as well as those that interface with suppliers and customers and how they represents a key source of competitive advantage for firms.				



	<ul style="list-style-type: none">• Students will get an understanding of existing and emerging information technologies, the functions of IS and their impact on the organizational operations.• Students will use the steps of the e-business strategy formulation roadmap, link the individual steps of the roadmap to the different parts of the e-business strategy formulation, and understand the main business issues involved in each stage of the roadmap.• Students will apply the above concepts in the design and implementation of an e-business initiative. A content management system will be used for this purpose.• Present the theoretical understanding behind the Social Web.• Provide a clear overview of the underlying social web technologies and the potential applications.• Provide a comprehensive introduction of the social web business applications.• Preview tomorrow's emerging innovations—including "Web 3.0," the Semantic Web.
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none">• Design and manage enterprise architecture through business and marketplace models for electronic communications and trading, including revenue models and transaction models available through online services.• Outline the hardware and software technologies used to build an e-business infrastructure within an organization and with its partners including security issues.• Develop the firm's ICT planning and control processes.• Examine whether the firm's ICT activity is sufficiently insulated against the risks of a major disaster and develop or amend a Recovery Development Plan.• Define metrics that demonstrate how effectively the IT assets of a firm are managed and to what extent they are sufficiently and appropriately allocated within the firm.• Discuss the "best practice" tools, methods, and approaches that are most applicable for a given managerial aspect of ICT resources.• Understand the concept of e-strategy at the corporate level, the business unit level and the operational level as well as the concept of value creation.• Follow an appropriate strategy process model for e-business and be able to develop an e-business strategy framework with concentration on the impact of the Internet on the macro-environment, the industry structure and the firm boundaries, the markets for e-business and the strategy options for value creation in market spaces and for improving organizational processes with information technology solutions.• Identify the main elements of supply chain management and their relationship to the value chain and value networks.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



	<ul style="list-style-type: none">• Identify various procurement methods, their benefits and risks and assess different options for integration of organizations' information systems with e-procurement suppliers.• Identify the characteristics of the new media marketing communications.• Understand the relation between e-business and e-marketing and how to outline e-marketing plan.• Understand the theoretical background of the Social Web (students will be provided with the theories behind the Social Web).• Become familiar with the underlying web 2.0 technologies and the potential applications (students will be provided with the technologies that make Web 2.0 concepts accessible and systematically identify the business and technical best practices needed to make the most of it).• Leverage the social web business applications (students will be provided with how the today's best business and technical practices for enhancing collaboration, decision-making, productivity, innovation, and the key enterprise initiatives).• Gain insight of tomorrow's social web emerging innovations (students will be provided with insights on identifying specific innovations most likely to deliver value in an organization – including "Web 3.0", the Semantic Web).		
Prerequisites	IT – 160, IT - 260	Required	None
Course Content	<ul style="list-style-type: none">• Introduction to e-business• E-business models and e-commerce• E-business infrastructure including security issues• Managing Emerging Technologies• Organizing IT• E-environment (macro and micro environment)• E-business strategy• E-supply chain management• E-procurement• E-marketing• Customer relationship management• Human Resource Considerations• State of the Union and Business Value of Social Networks• Social Network Ecosystems and Players• Social Networking Standards and Interfaces• Challenges in the Social Networking Industry• Measuring Reporting and Controlling• Cloud Computing and Its Relevance• Cloud Computing Business Value• Cloud Computing Offerings from Major Vendors• Enterprise Adoption of Cloud Computing		
Teaching	Learning will be achieved through the use of various pedagogical tools		



Methodology	including: <ul style="list-style-type: none">• in class lectures• pdf /presentation slides and/or on-line seminars and/or tutorials• teaching material in video and/or audio on VLE platform• required text book and/or other recommended readings• case studies• assignments (formative and/or summative)																																			
Bibliography	Required Textbooks/Reading: <table><tr><th>Author</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr><tr><td>Dave Chaffey</td><td>E-business and E-Commerce Management (5e)</td><td>Prentice Hall</td><td>2011</td><td>9780273752011</td></tr><tr><td>Krishna Sankar, Susan A. Bouchard</td><td>Enterprise Web 2.0 Fundamentals</td><td>CISCO Press</td><td>2009</td><td>9781587057632</td></tr><tr><td>Jerry N. Luftman</td><td>Managing the Information Technology Resource: Leadership in the Information Age</td><td>Prentice Hall</td><td>2004</td><td>9780130351265</td></tr></table> Recommended Textbooks/Reading: <table><tr><th>Author</th><th>Title</th><th>Publisher</th><th>Year</th><th>ISBN</th></tr><tr><td>Maria Azua</td><td>Social Factor, The Innovate, Ignite, and Win through Mass Collaboration and Social Networking</td><td>Prentice Hall</td><td>2010</td><td>0137018908</td></tr><tr><td>Michael Hugos, Derek Hilitzky</td><td>Business in the Cloud</td><td>Wiley</td><td>2011</td><td>970470616239</td></tr></table>	Author	Title	Publisher	Year	ISBN	Dave Chaffey	E-business and E-Commerce Management (5e)	Prentice Hall	2011	9780273752011	Krishna Sankar, Susan A. Bouchard	Enterprise Web 2.0 Fundamentals	CISCO Press	2009	9781587057632	Jerry N. Luftman	Managing the Information Technology Resource: Leadership in the Information Age	Prentice Hall	2004	9780130351265	Author	Title	Publisher	Year	ISBN	Maria Azua	Social Factor, The Innovate, Ignite, and Win through Mass Collaboration and Social Networking	Prentice Hall	2010	0137018908	Michael Hugos, Derek Hilitzky	Business in the Cloud	Wiley	2011	970470616239
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	Michael Miller	Introduction to Google Apps	Prentice Hall	2010	0132457474
	William S. Davis, John Benamati	E-Commerce Basics: Technology Foundations and E-Business Applications	Prentice Hall	2003	9780201748406
Assessment	The learner will be assessed through a blend of assessment methods that will typically include assignments, tests, and a final exam as follows: <ul style="list-style-type: none">• Assignments (40%)• Midterm (20%)• Final exam (40%)				
Language	English				

APPENDIX 6 – PROGRAMME PATHWAY

Information Technology (2 Years, Diploma)

A/A	Code	Course Title
1.	IT-120	Programming Principles
2.	ENGT-110	Technical English
3.	IT-130	Introduction to Computer Systems
4.	IT-145	End User Support
5.	IT-110	Discrete Mathematics
6.	IT-180	Systems Analysis & Design
7.	IT-190	Data Structures
8.	IT-160	Networks & Data Communications
9.	IT-185	Database Management I
10.	IT-285	Database Management II
11.	IT-270	Programming Visual Basic. NET
12.	IT-195	Mobile Application Development
13.	IT-260	Internet and Web Technologies
14.	IT-215	Algorithms
15.	IT-220	Operating Systems
16.	IT-250	IT, Network & Computer Security
17.	IT-291	Object Oriented Programming
18.	IT-255	IT Project Management
19.	IT-265	Electronic Commerce
20.	IT-295	Website Design and Development



ΦΟΡΕΑΣ ΔΙΑΦΑΝΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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APPENDIX 7

IT- COURSE DISTRIBUTION PER SEMESTER

A/A	Tύπος Μαθήματος	Oνομα Μαθήματος	Course Code	Periods per week	Period duration	Number of week/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester								
1.	Required	Discrete Mathematics	IT-110	3	50 Minutes	15	45	6
2.	Required	Programming Principles	IT-120	3	50 Minutes	15	45	6
3.	Required	Introduction to Computer Systems	IT-130	3	50 Minutes	15	45	6
4.	Required	End User Support	IT-145	3	50 Minutes	15	45	6
5.	Required	Technical English	ENG-T-110	3	50 Minutes	15	45	6
B' Semester								
6.	Required	Networks & Data Communications	IT-160	3	50 Minutes	15	45	6
7.	Required	Systems Analysis & Design	IT-180	3	50 Minutes	15	45	6
8.	Required	Database Management I	IT-185	3	50 Minutes	15	45	6
9.	Required	Data Structures	IT-190	3	50 Minutes	15	45	6
10.	Required	Programming Visual Basic. NET	IT-270	3	50 Minutes	15	45	6
C' Semester								



ΦΟΡΕΑΣ ΑΣΦΑΛΕΙΑΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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11.	Required	Algorithms	IT-215	3	50 Minutes	15	45	6
12.	Required	Operating Systems	IT-220	3	50 Minutes	15	45	6
13.	Required	Internet and Web Technologies	IT-260	3	50 Minutes	15	45	6
14.	Required	Mobile Application Development	IT-195	3	50 Minutes	15	45	6
15.	Required	Database Management II	IT-285	3	50 Minutes	15	45	6

D' Semester

16.	Required	IT, Network & Computer Security	IT-250	3	50 Minutes	15	45	6
17.	Required	IT Project Management	IT-255	3	50 Minutes	15	45	6
18.	Required	Electronic Commerce	IT-265	3	50 Minutes	15	45	6
19.	Required	Object Oriented Programming	IT-291	3	50 Minutes	15	45	6
20.	Required	Website Design and Development	IT-295	3	50 Minutes	15	45	6