



INTERNATIONAL
HELLENIC
UNIVERSITY

Student Handbook 2024-2025

MSc in Sustainable Agriculture and Business



University Center for
International Programmes of Studies

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THE INTERNATIONAL HELLENIC UNIVERSITY

Introduction

The **International Hellenic University (IHU)** was initially established by Law (No 3391/2005) and was based in Thessaloniki, Greece. The IHU was Greece's first public university where programmes were taught exclusively in English comprised three (3) Schools which offered twenty-four (24) master programmes.

The International Hellenic University was re-established by Law (No 4610/2019 and No 5094/2024), is based in Thessaloniki, comprises eight (8) Schools and twenty-five (25) Departments and is located in Thessaloniki, Serres, Katerini, Kilkis. The School of Humanities, Social Sciences and Economics and the School of Science and Technology of the IHU belong to the **University Center of International Programmes of Studies (UCIPS)** of the International Hellenic University offering postgraduate programmes that are taught exclusively in English.

Our Mission

Our strategic mission is threefold:

- Provide research and education that meets the needs of the international community
- Enhance understanding of the economic, socio-political and technological issues facing the societies we serve, through teaching and research of the highest academic standard
- Create a truly international and diverse student and faculty community to foster greater understanding between cultures and nations.

Academic Management

The IHU Governing Board and the University Senate are the overall bodies governing the operation of the University in accordance with respective legislation and its own internal regulations. Together with the responsibility for overall educational and research policy and the University's development strategy, the Governing Board is also ultimately responsible for all administrative or organisational matters of the University. Upon approval by the University Senate, all proposals for postgraduate study programmes are submitted by the same to the Ministry of Education & Religious Affairs.

The General Assembly of the School of Humanities, Social Sciences and Economics is responsible for all academic and administrative matters. It is responsible for drafting and submitting proposals for postgraduate study programmes, appointing advisory committees, examination committees, the award of postgraduate degrees, selection or examination of prospective postgraduate students and for any other matter foreseen in the respective legislation. In the case of interdepartmental Postgraduate Study Programmes, the Special Interdepartmental Committee (S.I.C.) has the same powers as the General Assembly and is comprised of members of the corresponding General Assemblies.

A Programme Coordinating Committee is responsible for monitoring and coordinating the operation of each respective postgraduate programme. It reports to the General Assembly of the School.

The Programme Director, assisted and deputized by the Assistant Director, is responsible for promoting the effective implementation of the postgraduate study programme. The Programme Director reports to the General Assembly of the School on all issues regarding the effective operation of the programme.

The Student-Staff Liaison Committee is part of the School's quality control mechanism. Its purpose is to ensure good communication with the students on your programme of study and to identify areas where improvements could be made. The students will elect three members as class representatives. The student reps will meet at least once per term with the Programme Director and members of the faculty.

The meetings are informal in style but all issues raised are taken seriously and responded to. The course office produces minutes of each meeting which are then sent to all members of the class. Students will be informed of actions taken by the School to resolve any issues raised at SSLC meetings. The student representatives have the chance, upon request, to meet with the President of the Governing Board of the University Center of International Programmes of Studies.

Please note that in addition, all students participate in the evaluation of their courses and programme by completing and submitting the respective Course Evaluation Forms and the IHU Exit Questionnaire.

PART I: The MSc in Sustainable Agriculture and Business Programme

Aims and Objectives

The International Hellenic University (IHU) MSc in Sustainable Agriculture and Business programme is designed to provide interdisciplinary education at postgraduate level focusing on natural, social and economic topics related to sustainable agriculture. The scope of the programme relates to the creation, development, operation and management of innovative and competitive agriculture enterprises ranging from small to large scale. The programme comprises a genuine interdisciplinary curriculum, which is coherently articulated on the base of how a vertically integrated agriculture operation is structured and organized. By using this operation as a meta-cognitive organizing model, the programme aims at shedding light on the nature of agribusiness that extends from the primary production to the marketing and delivery of agri-products to consumers.

The programme aims at

- University and Technological Educational Institute graduates who wish to acquire expertise in sustainable agriculture and agribusiness
- Professionals who wish to establish start-up agricultural companies that bring new ideas to both farming and the market
- Professionals who work in the private/public agricultural/agribusiness sectors and wish to redirect their careers or enhance their existing capabilities

Graduates will be equipped with specialist expertise and high-level cognitive skills to become autonomous/self-directed professionals or find employment in consulting, policy, and management roles in the agricultural and agribusiness sectors. Career opportunities may be found in:

- Self-employed farming and agricultural enterprises of various sizes
- Agricultural cooperatives
- Agri-product companies and food-processing enterprises
- NGOs related to agricultural policy, rural development and environmental protection
- Government and local/rural development agencies
- Research institutes
- International organizations

The IHU MSc in Sustainable Agriculture and Business programme promotes **Distance Learning** and teaching characterised by a diversity of resources and teaching styles and techniques, which recognise that the University operates in an ever-changing environment. Distance learning releases the students from spatial and time constraints and features a number of advantages, including remote full accessibility to the University's resources, self-paced independent asynchronous learning, time and cost benefits and flexibility for those with irregular work schedules, restricted mobility and family responsibilities. Teaching and learning methods develop applied and academic skills, not only by encouraging the capacity for critical reasoning, but also the students' capacities for independent and self-motivated learning, and problem-solving skills.

In **Distance Learning** teaching methods are based on learner-centered education standards and involve:

- (a) face-to-face tutoring or classroom based activities (students may be asked to be physically present at the University)
- (b) asynchronous learning (students will use online learning resources and will be assessed through a variety of diagnostic tools and formative assessment techniques)

- (c) synchronous learning ('teleconferences' and virtual meetings will be held regularly during each semester) and
- (d) summative assessment (students will be required to be physically present at the University for the final exams at the end of each semester).

The principal method of delivery will be through the provision of comprehensive e-learning material, which will include notes, scientific papers and books, PowerPoint presentations, access to tutorials and relevant videos. This will be accompanied by bi-weekly conference call meetings, which aim to solve students' questions, promote class discussions and communicate understanding, information and problem-solving skills. E-learning activities will be combined with traditional lectures supported by PowerPoint presentations and lecture notes. Learning, teaching and assessment methods are regularly reviewed. Students are expected to spend an important amount of time working on their own, making use of the support provided through e-learning materials, and the academic faculty. Students also learn through reading relevant literature. Coursework and assignments (individual and in small groups) develop the ability of students to critical problem-solving. Projects allow the students to study a subject in some depth, working more independently where possible. Group projects are also used, which help develop team-working skills. Teaching and learning methods include the opportunity for students to apply their knowledge and expertise to problems beyond those generally encountered. Higher skills are fostered and encouraged.

Programme Structure

Full-time

The MSc in Sustainable Agriculture and Business is a programme comprised of either three or four semesters (full-time). In the case of a standard dissertation, the duration is three semesters. If the dissertation is research-based, the programme lasts four semesters. It is taught mainly via distance learning methods. The nine core courses of the programme are taught over the first and second semester. In the second semester students also attend one elective course. The third semester (and fourth semester if applicable) is taken up with work on the Master's dissertation.

Description	Hours	Credits
9 Core Courses (30 hours each)	270	54
1 Elective Courses * (30 hours each)	30	6
Master Dissertation / Research-Based Dissertation		30 / 60
Total Taught Hours and Credits	300	90 / 120

The Core Curriculum and Electives

The MSc in Sustainable Agriculture and Business core courses offer a thorough grounding in key functional areas within the Agricultural sector. The core and elective courses establish the required technical, management and legal skills with direct relevance to the students' careers.

Core Courses

Term	Core Courses	Hours	Credits
1	The Biological Environment	30	6
1	Soil Management for Sustainable Agriculture	30	6
1	Agri & Bio-Product Finance	30	6
1	Integrated Pest Management	30	6
1	Management and Marketing Strategies	30	6
2	Precision Agriculture Technologies for Sustainable Crop Management	30	6
2	Soil Microbial Inoculants and Biostimulants for Sustainable Crop Production	30	6
2	Entrepreneurship and Innovation	30	6
2	Sustainable Water Resources Management in Agriculture	30	6

Elective Courses*

Term	Elective Courses*	Hours	Credits
2	Strategic Business Analysis Methods	30	6
2	Sustainable Development: Policies and Strategies	30	6
2	Integrated Disease Management	30	6
2	Greenhouse Management	30	6

* Some of the elective courses may not be offered in a particular year, depending entirely on sufficient student demand.

* Students can have the option to select relevant to the Programme electives that are offered in other MSc programmes of the International Hellenic University, provided that these account for 6 ECTS in total.

DISSERTATION

Term	Credits
3	30
3-4	60

Programme Timetable for full-time students

Term	Calendar	MSc Activities
1	02/11/2024- 26/01/2025	5 Core Courses
1	27/01/2025 - 07/02/2025	Reading
1	08/02/2025 - 16/02/2025	Exams
2	01/03/2025 – 25/05/2025	4 Core + 1 Elective Course
2	May 2025	Research Methodology Seminar
2	31/5/2025	Dissertation proposal submission
2	26/05/2025 - 6/06/2025	Reading
2	7/06/2025 - 15/06/2025	Exams
3	16/06/2025 – 15/01/2026	Literature-based Dissertation
	February 2026	Literature-based Dissertation Presentation
OR		
3-4	16/06/2025– 15/06/2026	Research-based Dissertation
	July 2026	Research-based Dissertation Presentation

* Timetable is indicative and subject to changes.

Resit exams are scheduled to take place in **September 2025**.

Part-time

The programme may also be followed in a part-time mode over 36-48 months. The **first year** includes two teaching periods during which five core courses are offered. In the **second year**, students are taught over two teaching periods the remaining four core courses and one elective course. In the **third year**, the master dissertation should be completed.

The Core Curriculum and Electives

YEAR 1

Core Courses

Term	Core Courses	Hours	Credits
1	The Biological Environment	30	6
1	Soil Management for Sustainable Agriculture	30	6
1	Agri & Bio-Product Finance	30	6
2	Soil Microbial Inoculants and Biostimulants for Sustainable Crop Production	30	6
2	Entrepreneurship and Innovation	30	6

YEAR 2

Core Courses

Term	Core Courses	Hours	Credits
3	Integrated Pest Management	30	6
3	Management and Marketing Strategies	30	6
4	Precision Agriculture Technologies for Sustainable Crop Management	30	6
4	Sustainable Water Resources Management in Agriculture	30	6

Elective Courses*

Students select courses totalling at least 6 credits from the electives list below:

Term	Elective Courses*	Hours	Credits
4	Strategic Business Analysis Methods	30	6
4	Sustainable Development: Policies and Strategies	30	6
4	Integrated Disease Management	30	6
4	Greenhouse Management	30	6

* Some of the elective courses may not be offered in a particular year, depending entirely on student demand.

DISSERTATION

Terms	Credits
5	30
5-6	60

Programme Timetable for part-time students

YEAR 1 *

Term	Calendar	MSc Activities
I	02/11/2024- 26/01/2025	3 Core Courses
I	27/01/2025 - 07/02/2025	Reading
I	08/02/2025 - 16/02/2025	Exams
2	01/03/2025 – 25/05/2025	2 Core Courses
2	May 2025	Research Methodology Seminar
2	26/05/2025 - 6/06/2025	Reading
2	7/06/2025 - 15/06/2025	Exams

YEAR 2 *

Term	Calendar	MSc Activities
3	TBD	2 Core Courses
3	TBD	Reading
3	TBD	Exams
4	TBD	2 Core Courses + 1 Elective Course
4	31/5/2026	Dissertation proposal submission
4	TBD	Reading
4	TBD	Exams

YEARS 3 - 4 *

Term	Calendar	MSc Activities
5-6	June 2026 – 30/06/2027	Literature-based Dissertation
	July 2027	Literature-based Dissertation Presentation
OR		
5-8	June 2026 – 30/06/2028	Research-based Dissertation
	July 2028	Research-based Dissertation Presentation

* Timetable is indicative and subject to change.

Resit exams are scheduled to take place in **September**.

More important dates to remember to be announced.

The Master's Dissertation Proposal

The Dissertation Proposal should present an overview of a literature-based or original research-based investigation proposition that can be completed and submitted by the stipulated submission deadline. It is a checklist of fundamental elements of the dissertation that students need to consider and include in their finished project.

The Master's Dissertation

As a part of the MSc programme, students work on a project on a subject relating to their academic interests. The Master's dissertation provides a good opportunity to apply theory and concepts learned in different courses to a real-world Agricultural problem or challenge. The Master's dissertation tests their ability to apply a certain methodology and approach, to analyse a given problem and to demonstrate literature-based research. Students may also choose a research-based dissertation, in which they will tackle issues based on reasonably original research work. The subject is chosen from a list of topics suggested by a faculty member, who acts as a supervisor throughout their projects. The supervision is delivered through face-to-face meetings at the University, via teleconferencing and through the e-learning platform of the University. After the submission of the dissertation, the students must present their projects to their classmates and the Faculty staff in a special event. The indicative length of the dissertation is 10,000 words.

Core Course Details

Please note with respect to the reading lists given below, students may be referred to additional readings during lectures. As part of their studies and in order to broaden their knowledge, students should also consult relevant academic journals and websites.

The Biological Environment

Hours and Credit Allocation

30 Hours, 6 Credits

Course Assessment

Exam & Coursework

Aims

The course focuses on fundamental concepts of modern biology and provides students with an overview of plants' anatomy and physiology. The evolution of plant structure, the relationship between structure and function and the interactions of plants with the biotic and abiotic components of their environment are also discussed throughout the course.

Learning outcomes

On completing the course students will be able to:

- Understand important aspects of the chemical context of life.
- Use causality models in explaining heterogeneous biological phenomena.
- Describe the plant body, analyze the mechanisms of plant growth and development and predict the growth and development of a plant within different environmental conditions.
- Understand the nutritional requirements of plants.
- Describe important features of plants' life cycle as well as methods people use to modify crops.
- Understand signal transduction and plant responses to internal and external signals.

Content

- The chemistry of life
- The concept of life: Basic structures and functions
- Plant Structure, Growth, and Development
- Resource Acquisition and Transport in Vascular Plants
- Soil and Plant Nutrition
- Plant Reproduction and Biotechnology
- Plant Responses to Internal and External Signals

Indicative Reading

Books

- Begon/Townsend/Harper [2006], Ecology: From Individuals to Ecosystems, Wiley-Blackwell;
- Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Jackson, R. B. (2011). Campbell biology. Boston: Pearson.
- Pugnaire, F., & Valladares, F. (Eds.). (1999). Handbook of functional plant ecology. CRC Press.
- Stern, K. R., Jansky, S., & Bidlack, J. E. (2003). Introductory plant biology. New York: McGraw-Hill.
- Epstein, E. (1972). Mineral nutrition of plants: principles and perspectives.
- Klerkx, L., Van Mierlo, B., & Leeuwis, C. (2012). Evolution of systems approaches to agricultural innovation: concepts, analysis and interventions. In Farming Systems Research into the 21st century: The new dynamic (pp. 457-483). Springer Netherlands.

Articles

- Weiner, J. (2003). Ecology—the science of agriculture in the 21st century. The Journal of Agricultural Science, 141(3-4), 371-377.
- Shennan, C. (2008). Biotic interactions, ecological knowledge and agriculture. Philosophical Transactions of the Royal Society of London B: Biological Sciences, 363(1492), 717-739.
- Bawden, R. J. (1991). Systems Thinking and Practice in Agriculture. Journal of Dairy Science, 74(7), 2362-2373..

Soil Management for Sustainable Agriculture

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
Course Assessment: Exam & Coursework

Aims

Soil processes occur as a result of interactions between the biotic components of the soil (soil biocommunity, plant root system) and the abiotic environment (soil structure, pH, temperature, humidity). The course includes an introduction to the abiotic soil environment and the processes it controls (ion exchange capacity, water retention and filtration capacity, etc.) and proceeds by examining the influence of the complex of interactions between soil organisms, especially microorganisms, on soil quality and plant productivity. The course focuses on the management of interactions (a very recent field of research in soil ecology) that can ensure high plant production combined with good soil quality. Finally, the physical, chemical and biological parameters that can be used as indicators in the process of evaluating soil quality against the management practices applied are addressed.

Learning Outcomes

On completion of the course students will be able to:

- Understand the basic mechanisms that control soil functioning and plant productivity
- Understand the interactions among biotic and abiotic soil components along with the interactions among soil organisms and plants
- Analyze soil quality indicators and comprehend their use and applicability

Content

- The role of soil in the struggle between productivity and environmental quality
- Abiotic environment: Soil as a substrate for growth - Water dynamics - Nutrients' cycling - Gas exchange in soil - Pesticide movement
- Biotic environment: Microbial communities - Invertebrate communities - Biology of roots
- Soil functioning: The importance of organic matter - Soil enzymes - Abiotic and biotic limitations to decomposition – Rhizosphere - Drilosphere
- Interactions between soil biota and plants
- Indices for Soil Management Decisions

Indicative Reading

Books

- Aislabie, J., Deslippe, J.R. (2013). Soil microbes and their contribution to soil services. In J. R. Dymond (Ed.), *Ecosystem services in New Zealand – conditions and trends* (pp. 143-161). New Zealand: Manaaki Whenua Press, Lincoln.
- Barois, I., Lavelle, P., Brossard, M., Tondoh, J., Martinez, A.M. de los, Rossi, J.P., Senapati, B.K., Angeles, A., Fragoso, C., Jimenez, J.J., Decaens, T., Lattaud, C., Kanyonyo, J., Blanchart, E., Chapuis, L., Brown, G. and Moreno, A. (1999). Ecology of earthworm species with large environmental tolerance and/or extended distributions. In P. Lavelle, Brussaard, L. & Hendrix, P. (Eds.), *Earthworm Management in Tropical Agroecosystems* (pp. 57-85). New York: CABI publishing.
- John, T.St. (2000). *The instant expert guide to mycorrhiza. The connection for functional ecosystems*. (<http://www.green-diamondbiological.com/wpcontent/uploads/2012/03/Mycorrhiza-Primer.pdf>).
- Paul E.A. & Clark F.E. Clark (1996). *Soil Microbiology and Biochemistry*. USA: Academic Press.
- Lavelle P. & Spain A.V. (2005). *Soil Ecology*. Kluwer Academic Publishers.
- 2011. *Soil Management: Building a Stable Base for Agriculture*. SSSA, Madison, WI. doi:10.2136/2011.soilmanagement

Articles

- Burns, R.G. (1982). Enzyme activity in soil: Location and possible role in microbial ecology. *Soil Biology & Biochemistry*, 14, 423-427.

- Burns, R.G., DeForest, J.L., Marxsen, J., Sinsabaugh, R.L., Stromberger, M.E., Wallenstein, M.D., Weintraub, M.N. & Zoppini, A. (2013). Soil enzymes in a changing environment: Current knowledge and future directions. *Soil Biology & Biochemistry*, 58, 216-234.
- Das, S.K. & Varma, A. (2011). Role of enzymes in maintaining soil health. In G. Shukla & A. Varma (Eds.), *Soil Enzymology*, *Soil Biology* 22 (pp. 25-42). Berlin, Heidelberg: Springer-Verlag. DOI 10.1007/978-3-642-14225-3_2
- Coleman, D.C. (1994). The microbial loop concept as used in terrestrial soil ecology studies. *Microbial Ecology*, 28, 245-250.
- Hinsinger, P., Bengough, A.G., Vetterlein, D. & Young, I.M. (2009). Rhizosphere: Biophysics, biogeochemistry and ecological relevance. *Plant and Soil*, 321, 117-152.

Agri & Bio-Product Finance

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
 Course Assessment: Exam & Coursework

Aims

This course aims at introducing students into the fundamental principles of modern finance theory. Financial concepts and principles behind the management of agribusinesses in Europe along with the time value of money will be discussed in detail. Attention will be also given to the development of skills and knowledge in making informed financial decisions.

Learning Outcomes

On completing the course students will be able to:

- Understand the characteristics of European agribusinesses as well as the European regulatory environment and the Common Agricultural Policy that affect operations and financing decisions of agricultural businesses.
- Evaluate the available and necessary tools in solving problems that the agricultural business faces in today's financial environment.
- Make informed financial decisions by understanding financial statements, the valuation of financial assets, investment frameworks, capital budgeting techniques and capital structure theory.
- Deal with risk and uncertainty and communicate findings verbally and in writing

Content

- Agricultural Finance in Europe.
- The structure of the European farm, the problem it faces and the Common Agricultural Policy
- The European regulatory environment and the Common Agricultural Policy
- The Time Value of Money, Annuities, Perpetuities
- The Time Value of Money, Evaluation of Bonds and Stocks, NPV and IRR
- Financial Statements
- Financial Statement Analysis
- Valuation of Financial Assets
- Capital Budgeting
- Capital Structure
- Uncertainty Management: Sensitivity Analysis, Scenario Analysis, Monte Carlo

Indicative Reading

Books

- Barry, P.J., and Ellinger P.N., *Financial Management in Agriculture*, 7th Edition, Pearson Prentice Hall, Upper Saddle River, NJ, 2012.
- Helyette German, *Agricultural Finance: From Crops to Land, Water and Infrastructure*, Wiley, January 2015.

Integrated Pest Management

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
Course Assessment: Exam & Coursework

Aims

The main focus of the course is the basic principles of Integrated Management of Arthropods (prevention, monitoring, intervention). Each of these key pillars will be discussed in depth and applications such as biological control, chemical control, coupling inhibition method, sterile insect release technique, etc. will be explored. Particular emphasis will be given to Integrated Pest Management (IPM) for the development of resistance to pesticides. Students will also be introduced to a number of important crop pest arthropods in our country and will study the relevant Integrated Management programmes. A separate session will also be a separate section on current legislation and IPM certifications. Finally, the future of IPM in general and in our country in particular will be discussed.

Learning Outcomes

Upon successful completion of this course students will be able to:

- Understand basic biological and ecological aspects of arthropods.
- Understand the role of integrated arthropod management in farming systems.
- Familiarize themselves with sustainable farming practices that serve to prevent unchecked growth of arthropod populations.
- Evaluate a range of control measures available and their relative strengths and weaknesses

Content

- Basic Biology and Ecology of Arthropods with emphasis on Insects; Pesticides and Chemical Resistance
- Arthropods and Management options - examples of main insect pests and their integrated management
- Sampling, Monitoring and Forecasting
- Cultural Control
- Biological Control and Natural Enemies
- Chemical Control
- Interference methods (Pheromones, Sterile Insect Technique, Genetic Engineering)
- Host plant resistance
- Quarantine, legislation, and Politics

Indicative Reading

Books

- Thacker, J. R. (2002). *An introduction to arthropod pest control*. Cambridge University Press.
- Croft, B. A. (1990). *Arthropod biological control agents and pesticides*. John Wiley and Sons Inc..
- Ciano, A., & Mukerji, K. G. (Eds.). (2010). *Integrated management of arthropod pests and insect borne diseases* (Vol. 5). Springer Science & Business Media.
- Gurr, G., and S. D. Wratten, eds. 2002. *Biological Control: Measures of Success*. Springer Science Business Media B.V.
- Gurr, G., S. D. Wratten, and M. Altieri, eds. 2004. *Ecological Engineering for Pest Management: Advances in Habitat Manipulation for Arthropods*. Csiro Publishing
- Pickett, C. H., and R. Bugg, eds. 1998. *Enhancing Biological Control: Habitat Management to Promote Natural Enemies of Agricultural Pests*. Berkeley: University of California Press.

Articles

- Georgiou, G. P. (1983). Management of resistance in arthropods. In *Pest resistance to pesticides* (pp. 769-792). Springer US.

- Kogan, M. (1998). Integrated pest management: historical perspectives and contemporary developments. *Annual review of entomology*, 43(1), 243-270.
- Broufas, G. D., & Koveos, D. S. (2000). Effect of different pollens on development, survivorship and reproduction of *Euseius finlandicus* (Acari: Phytoseiidae). *Environmental entomology*, 29(4), 743-749.
- Landis, D. A., Wratten, S. D., & Gurr, G. M. (2000). Habitat management to conserve natural enemies of arthropod pests in agriculture. *Annual review of entomology*, 45(1), 175-201.
- Ruano, F., Lozano, C., Garcia, P., Pena, A., Tinaut, A., Pascual, F., & Campos, M. (2004). Use of arthropods for the evaluation of the olive-orchard management regimes. *Agricultural and Forest Entomology*, 6(2), 111-120.
- Zehnder, G., Gurr, G. M., Kühne, S., Wade, M. R., Wratten, S. D., & Wyss, E. (2007). Arthropod pest management in organic crops. *Annu. Rev. Entomol.*, 52, 57-80.
- Pappas, M. L., Broufas, G. D., & Koveos, D. S. (2011). Chrysopid predators and their role in biological control. *Journal of Entomology*, 8(3), 301-326.

Management and Marketing Strategies

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
 Course Assessment: Exam & Coursework

Aims

Agricultural economy is increasingly responsive to customer behaviors, due to the rise of alternative and sustainable forms of agriculture. Understanding how customers perceive your brand messaging and marketing is one of the most important aspects to understanding consumer behavior. This course will explore the development of programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution, and production activities focusing on particular agri-products and services. Through the study of cases and modern examples, students will apply the theoretical concepts that are being discussed, to real examples from the domain of Agriculture.

Learning Outcomes

On successful completion of the course, students will be able to:

- Understand customer behavior
- Search for, analyze and synthesize marketing information
- Apply theoretical knowledge in practical situations
- Work and understand interdisciplinary contexts and concepts
- Make reasoned decisions
- Work in an international context
- Work in an interdisciplinary environment

Indicative Reading

Books

- Mohr/Sengupta/Slater [2013], *Marketing of high-technology products and innovations*, Pearson New International Edition;
- Kotler/Armstrong [2015], *Principles of marketing*, Pearson New International Edition;
- Keller [2013], *Strategic Brand Management*, Pearson New International Edition.

Precision Agriculture Technologies for Sustainable Crop Management

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
 Course Assessment: Exam & Coursework

Aims

The aim of the course is to provide specialized knowledge in the field of application of methods and technologies of Precision Agriculture. The modules of the course aim to analyze and understand the basic elements (terms, systems, technologies, processes) of precision agriculture and how they can be used both for data collection and analysis and for using them to manage inputs on farms more rationally. Students will become familiar with technology and equipment related to global positioning system (GPS), satellites and drones (UAVs), production mapping systems, soil property recording systems, agrochemical and water variable rate machinery, geographic data management with Geographic Information Systems (GIS).

Learning Outcomes

On completing the course students will be able to:

- Understand the principles and technologies available used for different crops.
- Manage information systems and handle the vast amount of agriculture data.
- Generate thematic maps for applying variable rate inputs in different crops

Content

- Precision agriculture management, adoption and economics
- Advances in agricultural machinery
- Variable rate application of inputs
- Applications of remote sensing for agricultural monitoring
- Farm management information systems
- Big data in agriculture, data ownership and data sharing
- Technologies for arable farming
- Technologies for horticultural crops
- Technologies for livestock farming

Indicative Reading

Books

- Fountas, S., Aggelopoulou, K., Gemtos, T., 2016. Precision Agriculture: crop management for improved productivity and reduced environmental impact or improved sustainability. In: Supply chain management for sustainable food networks (ed. Iakovou et al.), Wiley.
- Fountas, S., Bartzanas, T. and Bochtis, D., 2011. Emerging Footprint Technologies in Agriculture, from Field to Farm Gate, in Intelligent Agrifood Chains and Networks (eds M. Bourlakis, I. Vlachos and V. Zeimpekis), Wiley-Blackwell, Oxford, UK, pages 67-85.
- Zhang, Q., 2015. Precision Agriculture Technology for Crop Farming. CRC Press, 360 pages. ISBN 9781482251074.

Articles

- Fountas, S., Carli, C., Sørensen, C. G., Tsiropoulos, Z., Cavalaris, C., Vatsanidou, A., Liakos, B., Canavari, M., Wiebensohn, J., Tisserye, B., 2015. Farm Management Information Systems: Current situation and future perspectives. Computers and Electronics in Agriculture, 115, 40-50.
- Zude-Sasse, M., Fountas, S., Gemtos, T.A., Abu-Khalaf, N., 2016. Applications of precision agriculture in horticultural crops. European journal of horticultural science, 81, 78-90.

Soil Microbial Inoculants and Biostimulants for Sustainable Crop Production

Credit Allocation:

30 Hours, 6 Credits

Course Assessment:

Exam & Coursework

Aims

The aim of the course is to provide students with specialized knowledge on the basic principles and the value of using bio-stimulants and biofertilizers to combat biotic and abiotic forms of crop stress, to increase soil fertility and thus productivity, while reducing chemical inputs, in the context of sustainable agriculture. The lectures will focus on the use of organic substances (fulvic and humic acids, macroalgal extracts) and categories of microorganisms (mycorrhizal fungi, plant growth promoting bacteria, endophytic bacteria) which, when applied or localized in the plant rhizosphere, contribute actively to plant growth, (a) through a direct effect on plant physiology (increased seed germination capacity, increased root and shoot length), (b) by increasing plant resistance to environmental stresses (salinity, low soil nutrient concentrations, drought) and (c) by controlling soil plant pathogens such as fungi, bacteria, viruses. During the lectures, students will have the opportunity to discuss and work on current studies from all of the above areas.

Learning outcomes

This module is designed to provide a comprehensive understanding of the key elements and practices involved in leveraging microbial inoculants, biostimulants, and compost for sustainable agriculture, equipping participants with the knowledge and skills necessary for successful implementation in real-world farming scenarios. Improve this paragraph as course content.

On completing the course students will be able to:

- Understand the critical roles of microbial inoculants and biostimulants in enhancing soil health and plant growth within the context of sustainable agriculture.
- Identify different types of microbial inoculants and biostimulants, and assess their applications in various agricultural systems.
- Analyze the advantages and potential challenges associated with the use of microbial inoculants and biostimulants in sustainable farming.
- Evaluate the importance of compost as a valuable resource in organic and sustainable agriculture, and apply appropriate techniques for compost production and utilization.
- Develop strategies for integrating microbial inoculants, biostimulants, and compost into practical farming systems, with a focus on achieving higher yields, conserving natural resources, and promoting sustainable agricultural practices.

Indicative Reading

Books

- Rouphael, Jardin, Brown, De Pascale, Colla (2020) Biostimulants for sustainable crop production (1st ed.). Burleigh Dodds Science Publishing.
- Singh, Singh, Prabha, (2016) Microbial Inoculants in Sustainable Agricultural Productivity Vol. I, Research Perspectives.

Entrepreneurship and Innovation

Hours and Credit Allocation

30 Hours, 6 Credits

Course Assessment

Exam & Coursework

Aims

Entrepreneurship and innovation play vital roles in knowledge creation and exploitation to generate value and drive sustainable economic, social, technological, and organizational development. Processes and behaviours central to entrepreneurship and innovation are equally important to new and early stage ventures, and within existing organizations. The course is designed to complement research-based and theoretically-informed

education, with a clear focus on the development of practical skills and opportunities for the application of knowledge to real-life organizational situations and issues.

Learning outcomes

On completing the course students will be able to:

- Understand the basic principles of entrepreneurship in knowledge creation.
- Propose innovative strategies for sustainable economic, technological and organizational development for companies involved in the provision of biotechnological products and services.
- Develop those practical skills needed to apply theoretical knowledge of innovative strategies in real life situations.

Content

- Introduction to business and entrepreneurship.
- Main elements of entrepreneurship in theory and practice.
- Opportunity exploration and exploitation.
- Methodologies for analysing, specifying, designing and launching various kinds of businesses.
- Creativity and entrepreneurial problem solving.
- Examples of successful enterprises and case studies.
- Entrepreneurial management.
- Preparing financial and business plans for new business ventures.
- Financing and venture capital funds.
- Exit strategies

Indicative Reading

Books

- Hisrich, R.D., Peters, M.P., & Shepherd, D.A. *Entrepreneurship*, 9th Edition, Mc-Graw-Hill, 2012.
- Kuratko, D. *Introduction to Entrepreneurship*, International Edition. South Western College, 2009.
- Osterwalder [2010], *Business model generation*, John Wiley & Sons;
- Sarasvathy [2008], *Effectuation: elements of entrepreneurial expertise*, Edward Elgar Publishing

Articles

- Aldrich/Martinez [2001], *Many are called, few are chosen: an evolutionary approach to entrepreneurship*, *Entrepreneurship Theory and Practice*, vol. 25, pp. 41-56;
- Alvarez/Barney [2010], *Entrepreneurship and epistemology: the philosophical underpinnings of the study of entrepreneurial opportunities*, *The Academy of Management Annals*, vol. 4, pp. 557-583.

Sustainable Water Resources Management in Agriculture

Teaching Hours and Credit Allocation:	30 Hours, 6 Credits
Course Assessment:	Exam & Coursework

Aims

The course is designed to provide knowledge on the integrated approach to crop irrigation. This knowledge includes the general principles of irrigation systems, methodologies and techniques for calculating crop water requirements and the advantages/disadvantages of different irrigation systems. Particular emphasis is placed on the specific water requirements of crop groups, their drought and salinity tolerance and the selection of appropriate irrigation systems. Irrigation practices that ensure rational water management and the protection and use of water resources are also taught and simulation models that can be used to evaluate and develop different irrigation scenarios are also discussed.

Learning Outcomes

On completing the course participants will be able to:

- Understand the problems of water regime regulation in the agricultural landscape, its function and water utilization
- Understand a range of techniques for promoting efficient water use on farms
- Minimize water costs and efficiently distribute water by maintaining grade—helping farmers see improvements in yields, water usage, and farm productivity
- Obtain an overview of the challenges that the irrigation water use poses

Content

- Global Water Resources and Agricultural Use
Water Suitability for Agriculture
- Key concepts and goals of agricultural water management
- Crop Irrigation, crop water needs
- Irrigation Techniques and Evaluations
- Drainage and Subsurface Water Management
- Runoff Irrigation
- Efficient Use of Water in Rain-Fed Agriculture
- Drainage Water Treatment and Disposal
- Irrigation Management Under Drought Conditions
- Evaluation of Management and Policy Issues Related to Irrigation of Agricultural Crops

Indicative Reading

Book

- Finley, S. (2016). *Sustainable Water Management in Smallholder Farming: Theory and Practice*. CABI.
- Kumar, M. (2012). *Problems, perspectives and challenges of agricultural water management*. InTech.
- Wheatly K. *Agricultural Water management. Insights and challenges*. ISBN-13: 978-1632390592

Articles

- Mahan, J. R., & Lascano, R. J. (2016). Irrigation analysis based on long-term weather data. *Agriculture*, 6(3), 42.
- Valipour, M. (2016). How Much Meteorological Information Is Necessary to Achieve Reliable Accuracy for Rainfall Estimations?. *Agriculture*, 6(4), 53.
- Howell, T. A. (2001). Enhancing water use efficiency in irrigated agriculture. *Agronomy journal*, 93(2), 281-289

Elective Course Details

Strategic Business Analysis Methods

Teaching Hours and Credit Allocation:	30 Hours, 6 Credits
Course Assessment:	Exam & Coursework

Aims

The purpose of this course is to explore business research and business planning methods that are key reference points for both new and existing businesses. Market research is an essential and ongoing process for creating and operating a successful business. The main objectives of the course are to introduce students to the process of conducting market research and drafting a business plan, to train them in conducting business research and using statistical tools, and to familiarize them with appropriate strategic analysis tools and interpreting their results.

Indicative Reading

Books

- Robbins S. P., et al, (2020). Fundamentals of Management, 11th edition, Prentice Hall
- Bateman, T.S. and Snell, S. A., (2016), Management: Leading and Collaborating in a Competitive World, McGraw Hill
- Heinze A. (2016). Digital and Social Media Marketing: A Results-Driven Approach by Aleksej, Routledge
- Kotler P. and Keller, L.K. (2012), Marketing Management, Pearson Education

Articles

- Galetsi, P., Katsaliaki, K., Kumar, S., & Ferguson, M. (2023). What affects consumer behavior in mobile health professional diagnosis applications. Decision Sciences, 54(3), 315-333.
- Galetsi, P., Katsaliaki, K., & Kumar, S. (2023). Realizing Resilient Global Market Opportunities and Societal Benefits Through Innovative Digital Technologies in the Post COVID-19 Era: A Conceptual Framework and Critical Literature Review. IEEE Transactions on Engineering Management.
- Galetsi, Panagiota, Korina Katsaliaki, and Sameer Kumar. (2022) "Assessing technology innovation of mobile health apps for medical care providers." IEEE Transactions on Engineering Management.
- Leung, F. F., Gu, F. F., & Palmatier, R. W. (2022). Online influencer marketing. Journal of the Academy of Marketing Science, 1-26.
- Alves, H., Fernandes, C., & Raposo, M. (2016). Social media marketing: a literature review and implications. Psychology & Marketing, 33(12), 1029-1038.

Sustainable Development: Policies and Strategies

Teaching Hours and Credit Allocation:	30 Hours, 6 Credits
Course Assessment:	Exam & Coursework

Aims

This course examines the content and implementation of the Sustainable Development Goals (SDGs) in the light of their political, legal and economic aspects, in combination with governance at international, regional (European) and national level. The aim is to familiarize students with the concept and issues of sustainable development, as well as to gain knowledge and understanding of the requirements and conditions, but also of the procedures, instruments and tools, etc. that are used in this field, both at international and regional, and in this case at EU level. The evaluation of the implementation of the 17 Sustainable Development Goals (SDGs) adopted by the United Nations General Assembly, using economic tools and indicators in order to assess their implementation over time and by target. The data represent the degree of adaptation to social and economic transformation of the stakeholders. Finally, strategic options and policy contents are presented, as they emerge on the basis of a broader planning, individual plans and programmatic frameworks, and the governance issues involved.

Indicative Reading

Books

- Leach [2015], *Gender Equality and Sustainable Development*, Routledge;
- Elliott [2012], *An introduction to sustainable development* 4th ed., Routledge .

Articles

- Koehler [2020], *Assessing the SDGs from the standpoint of eco-social policy: using the SDGs subversively*, Cambridge University Press;
- Duxbury, Kangas [2016], *Cultural policies for sustainable development: four strategic paths*, Vol. 23, International Journal of Cultural Policy, 2017.

Integrated Disease Management

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
Course Assessment: Exam & Coursework

Aims

The aim of this course is to introduce students to the basic concepts of integrated disease management (IDM). During the course the basis of understanding, interpretation, selection, development and application of the most effective methods of IDM, with the least disruption to the environment will be also examined.

Learning Outcomes

On completion of the course students will be able to:

- Recognize IDM as the most effective, sustainable and environmentally friendly strategy for managing crop diseases.
- Understand the heterogeneous content of IDM concepts.
- Understand the use of pesticides and the dysfunctional consequences resulting from it.
- Apply IDM to plant diseases in different situations

Content

- Definition of plant disease and major plant pathogen groups (fungi, prokaryotes, viruses)
- Epidemiology of diseases and factors affecting disease progress
- Certified plant propagating material
- Sanitary measures, cultural practices, crop rotation, and biological control

- Chemical control and plant defense mechanisms inducers
- Mechanisms of pathogenesis and host defence
- Resistance varieties

Indicative Reading

Books

- Agrios G.N. 2005 PLANT PATHOLOGY 5th edition Elsevier academic press
- Razdan, V. K., & Sabitha, M. (2009). Integrated disease management: Concepts and practices. In *Integrated Pest Management: Innovation-Development Process* (pp. 369-389). Springer Netherlands.
- Van Der Zwet, T., & Beer, S. V. (1992). Fire blight: its nature, prevention, and control: a practice guide to integrated disease management. *Agriculture information bulletin (USA)*.
- Maheshwari, D. K. (Ed.). (2013). *Bacteria in agrobiolgy: disease management*. Springer Science & Business Media.
- Loebenstein, G., & Katis, N. (Eds.). (2014). *Control of Plant Virus Diseases: Seed-propagated Crops* (Vol. 90). Academic Press.

Articles

- Khokhar, M. K., & Gupta, R. (2014). Integrated disease management. *Pop. Kheti*, 2(1), 87-91.
- Orfanidou, C. G., Dimitriou, C., Papayiannis, L. C., Maliogka, V. I., & Katis, N. I. (2014). Epidemiology and genetic diversity of criniviruses associated with tomato yellows disease in Greece. *Virus research*, 186, 120-129.
- Myresiotis, C. K., Karaoglanidis, G. S., Vryzas, Z., & Papadopoulou-Mourkidou, E. (2012). Evaluation of plant-growth-promoting rhizobacteria, acibenzolar-S-methyl and hymexazol for integrated control of Fusarium crown and root rot on tomato. *Pest management science*, 68(3), 404-411.
- van Bruggen, A. H., & Termorskuizen, A. J. (2003). Integrated approaches to root disease management in organic farming systems. *Australasian Plant Pathology*, 32(2), 141-156.
- Mundt, C. C., Cowger, C., & Garrett, K. A. (2002). Relevance of integrated disease management to resistance durability. *Euphytica*, 124(2), 245-252.
- Jones, R. A. (2001). Developing integrated disease management strategies against non-persistently aphid-borne viruses: a model programme. *Integrated Pest Management Reviews*, 6(1), 15-46.
- Lagopodi, A. L., Ram, A. F., Lamers, G. E., Punt, P. J., Van den Hondel, C. A., Lugtenberg, B. J., & Bloemberg, G. V. (2002). Novel aspects of tomato root colonization and infection by *Fusarium oxysporum* f. sp. *radicis-lycopersici* revealed by confocal laser scanning microscopic analysis using the green fluorescent protein as a marker. *Molecular Plant-Microbe Interactions*, 15(2), 172-179.
- Datnoff, L. E., Seebold, K. W., & Correa-V, F. J. (2001). The use of silicon for integrated disease management: reducing fungicide applications and enhancing host plant resistance. *Studies in Plant Science*, 8, 171-184.

Greenhouse Management

Teaching Hours and Credit Allocation: 30 Hours, 6 Credits
 Course Assessment: Exam & Coursework

Aims

The purpose of this course is to familiarize students with the various systems, and the day to day management, of the greenhouse environment. The focus is on helping students understand the basic environmental factors involved in greenhouse management and acquire the necessary skills to manage the greenhouse environment and maintain more or less optimal conditions for growth of various species of plants.

Learning Outcomes

On completing the course participants will be able to:

- Identify and explain different greenhouse structures and functions.
- Understand the environmental control systems that regulate light, temperature, and ventilation in the greenhouse.
- Understand the relationship between poor sanitation and pest infestation.
- Recognize problems that could be minimized or eliminated with sustainable agriculture procedures.
- Find information on greenhouse management using reference books and the World Wide Web

Content

- Greenhouse structures: Greenhouse types, cover and construction materials for greenhouses, design norms for greenhouse construction.
- Greenhouse environment: Greenhouse energy and mass balances, radiation exchanges.
- Evapotranspiration under cover, Climatic suitability of a region for protected cultivation.
- Greenhouse equipment for climate control: Heating of greenhouses, estimation of heating requirements, heating systems, heat distribution networks and fuels.
- Cooling of greenhouses: Natural and Dynamic Ventilation.
- Fan and pad evaporative cooling system, fog evaporative cooling system and shading systems.
- Climate control systems and sustainable production in greenhouses.
- Energy saving technologies: Thermal screens, windbreaks and thermal insulation of the greenhouses.
- Renewable energies sources (solar, geothermal, biomass) for heating greenhouses.
- Insect proofs and new trends in cover materials: UV absorbing, anti-drop, diffuse and photoselective cover materials.
- Closed and semi-closed greenhouse.
- Screenhouses : Structures and environment, irrigation and management

Indicative Reading

Books

- Hanan, J. J., Holley, W. D., & Goldsberry, K. L. (2012). *Greenhouse management* (Vol. 5). Springer Science & Business Media.
- McMahon, R. W. (2000). *An introduction to greenhouse production*. Curriculum Materials Service, Ohio State University, 254 Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210-1067
- Cloyd, R. A. (2016). *Greenhouse pest management*. CRC Press.

Articles

- Pilkington, L. J., Messelink, G., van Lenteren, J. C., & Le Mottee, K. (2010). "Protected Biological Control"– Biological pest management in the greenhouse industry. *Biological Control*, 52(3), 216-220.
- Panwar, N. L., Kaushik, S. C., & Kothari, S. (2011). Solar greenhouse an option for renewable and sustainable farming. *Renewable and Sustainable Energy Reviews*, 15(8), 3934-3945.
- Johansen, N. S., Vänninen, I., Pinto, D. M., Nissinen, A. I., & Shipp, L. (2011). In the light of new greenhouse technologies: 2. Direct effects of artificial lighting on arthropods and integrated pest management in greenhouse crops. *Annals of Applied Biology*, 159(1), 1-27

The Master's Dissertation

Credit Allocation:

30 / 60 Credits

Course Assessment:

Written report

The Master's Dissertation is an individual project of original literature-based scientific work of 6 months duration. Alternatively, students may choose a research-based dissertation of 12 months duration. The subject is chosen from a list of topics suggested by a faculty member, who acts as a supervisor. Students are encouraged to have regular meetings with their supervisor. Supervisors assist students in their research work by acting as consultants and counselors in matters of research process and practice: students are expected to become the experts in the topic they selected for research and take responsibility for their work.

The Dissertation Project entails the completion of the following milestones:

Milestone 1: Roadmap: 31 May 2025 (literature-based) or 31 May 2025 (research-based)

After discussing with their supervisor, students should submit a report containing a detailed outline of their dissertation.

Milestone 2: Interim Report: 30 September 2025 (literature-based) or 31 December 2025 (research-based)

The students are expected to prepare an Interim Report containing a first draft of the Literature Review and Project Methodology chapters along with some first demonstration of their implementation.

Milestone 3: Dissertation submission: 15 January 2026 (literature-based) or 30 June 2026 (research-based)

Milestone 4: Dissertation Presentation: February 2026 (literature-based) or July 2026 (research-based)

Failing to meet the aforementioned milestones and deadlines may have negative impact on the total assessment of the dissertation.

The Dissertation is assessed by a three-member academic committee. If there is a difference of more than 3 points (on a scale of 1-10) in the evaluations of the three examiners, then a fourth evaluation is called for. The final grade awarded on the Dissertation will be the average of the mark given by the fourth examiner and the closest two marks to it of the other three marks.

To qualify for a Master's degree, a student must achieve a minimum grade of 5.00 in the Dissertation.

Any application for extension must be made **three weeks** before the due date of submission.

PART II: REGULATIONS & POLICIES

1. Tuition Fees

- 1.1 IHU full-time and part-time postgraduate students pay for their participation on the MSc in Sustainable Agriculture and Business, total fees amounting to 2,500€.
- 1.2 Deposits: Upon acceptance on a postgraduate programme of study at the IHU, you will be asked to pay a non-refundable deposit of 500€ to secure your place. This amount will count towards the first instalment of your tuition fees. The deposit can be paid by bank transfer or bank draft.
- 1.3 Tuition fees are paid in two instalments for full-time students and in four instalments for part-time students. The first day of each academic semester is set as the final date for payment. Proof of payment of the first fee instalment must be submitted by or upon registration of the student on Induction Day.
- 1.4 No extension is provided for tuition fee payment and no different arrangement is permitted for payment of the first fee instalment. Exceptionally, a special arrangement for subsequent fee payments may be foreseen by the Scientific Director of the Programme following the respective request by the student provided there are exceptional reasons.
- 1.5 Examination and coursework marks for students in arrears regarding the payment of fees will not be disclosed by the School. These students will not be permitted to proceed to the next semester of studies if payment has not been made according to the payment schedule, unless there are exceptional circumstances that have been communicated to and approved by the General Assembly of the School.
- 1.6 In the final instance, students who have not paid the full tuition fees by the end of the programme will not be allowed to receive their degree until they have fulfilled this obligation within a deadline to be set by the General Assembly of the School.
- 1.7 Additional elective courses: A student opting to take additional elective courses beyond those required shall be required to pay additional fees, to be determined by decision of the General Assembly of the School.

2. Student identity

- 2.1 Registration on an IHU postgraduate programme confers the identity of student on the candidate. This identity expires upon receiving one's degree or upon expulsion from the university.
- 2.2 Students may use IHU facilities and services in the pursuit of their educational work, according to the stipulations of respective Governing Board decisions.

3. Mentor scheme

Academic mentoring has been established by the University in order to provide students with advice on a range of academic matters, such as assessing the current level of knowledge provided and identifying any impediments to the learning process that may be present, with the overall objective of enhancing open, continuous and direct communication between students and the faculty.

4. Programme Duration

- 4.1 The programme will commence in November each year, the exact dates are announced by the Course Office.
- 4.2 The duration of studies in order to acquire a postgraduate degree is 3-4 semesters full-time (comprising taught courses during the 1st and 2nd semesters, while the 3rd and/or 4th semester is

dedicated to the Dissertation).

4.3 Examinations and assessed work will take place throughout the course.

4.4 The maximum period for completion of the study programme is five (5) semesters for full-time students and eight (8) semesters for part-time students. Extension of the above deadlines is generally not permitted. In certain exceptional cases, a short extension may be given, following approval by the General Assembly of the School.

5. Distance Learning

The Programme is delivered through the most advanced technologies and cutting-edge distant learning theories and methods. Teaching methodology is based on learner-centered education standards and involves:

- 5.1 Face-to-face tutoring or classroom-based activities (students may be asked to be physically present at the University)
- 5.2 Synchronous learning ('teleconferences' and virtual meetings will be held regularly during each semester). The course instructor will interact bi-weekly with students (both face-to-face and online) by giving 6 two-hour lectures during the semester (12 hours in total).
- 5.3 Asynchronous learning (students will use online learning resources and will be assessed through a variety of diagnostic tools and formative assessment techniques). After each lecture, the course instructor will upload on the e-learning platform additional educational material (scientific papers, videos, books, etc.) for the students to study. The instructor will also upload assignments (either continual, one per lecture or one large project) to assess the progress and involvement of the students and to evaluate the student learning outcomes. During the asynchronous learning stage, the instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status. The asynchronous learning equals to 18 hours of instructors' load.
- 5.4. Summative assessment (students will be required to be physically present at the University for the final exams at the end of each semester).

6. Assessment

- 6.1. The programme is taught and assessed in English. Student assessment on each course is supervised by the course instructor(s).
- 6.2. Performance is assessed on a 1-10 scale.
- 6.3. To complete the programme successfully, students must pass all courses, achieving an average grade on each course and its assessment components (coursework and examination) of at least 5.00.
- 6.4. In special circumstances, such as when a student is unable to participate in the examinations or to submit a paper due to professional or health reasons, a special examination date may be set for the student or a new deadline for the submission of the respective coursework, following a decision by a competent committee appointed by the General Assembly of the School.

The programme has established procedures to enforce academic misconduct in either exams and/or coursework. All student submissions (either coursework or exam) submissions are checked against internet resources, stored student papers, journals, periodicals, and publications for plagiarism through the Turnitin platform. This specialized platform provides similarity reports to instructors, who shall investigate submissions for plagiarism. In the event plagiarism or academic misconduct is detected, instructors shall take further actions (see section 15).

The programme maintains a Declaration of Academic Integrity and student consensus policy. To mitigate instances of academic misconduct, exams are subject to recording. At the beginning of each academic year, we ask for students consensus via a questionnaire in the university's e-learning platform. In particular, we include the following statement:

"By selecting the option below, I consent to participate in the examinations with a use of a camera and a microphone through Zoom software. I also give my consent for the exams to be recorded through Zoom. In case I do not give my consent, I will not be able to attend the examinations through Zoom. By selecting the option below, I pledge that the answers of this exam are my own work without the assistance of others or the usage of unauthorized material or information."

- 6.5. Coursework/exam results are published within 45 days from the date of submission/the examination.
- 6.6. A student is entitled to ask for feedback either for an exam or piece of coursework for a specific course within 15 days after the grade has been announced.

7. Assessment Regulations

The rules governing the calculation of course and overall degree marks are as follows:

- 7.1 To qualify for the MSc in Sustainable Agriculture and Business degree, a student must acquire a total of 90 credits or 120 credits in the case of research-based dissertation.
- 7.2 All courses must be passed individually.
- 7.3 Credits and marks are awarded for all courses successfully completed and passed.
- 7.4 It is compulsory to complete all coursework and exam components and no course mark can be awarded until these are completed.
- 7.5 All courses are assessed by both coursework and exam (without exception). Course assessment weightings may vary but exams cannot be weighted less than 50% in any case. A minimum mark of 5.00 must be achieved on each component (exam and coursework).
- 7.6 Students will be required to retake any failed assessment component in the next assessment period.
- 7.7 A student failing at the second attempt will normally be asked to withdraw immediately from the programme, following the decision in this respect of the General Assembly.
- 7.8 Calculating the overall mark of a course in the case of a re-sit: in those cases where a student has passed a course component after a re-sit, the overall mark of the course will be calculated by combining the original grades awarded for other component(s) passed at the first attempt and the re-sit mark for the component passed at the re-sit, in line with relative credit values of courses, as set out in the table below.
- 7.9 A student is entitled to appeal against the grade received for an exam or piece of coursework for a specific course within 15 days after the grades have been announced. Students must provide full details of the grounds of their appeal in writing. Such appeals are assessed by an academic appointed by the Director of the Programme, within thirty (30) days of receipt of the appeal. As a result of an appeal, grades may stay the same, go up or down. In the case of group work, the decision to appeal should be taken unanimously by the students of the group.
- 7.10 A course mark is calculated by aggregating the marks for all assessment components.
- 7.11 To calculate the overall degree mark, course marks are combined using weightings in line with the relative credit values of courses, set out in the table below.

Assessment matrix of courses, hours, credits and weightings

Course title Core Courses	Taught Hours	Credits	Assessment weightings* used to calculate course mark	
			C/W	Exam
The Biological Environment	30	6	40%	60%
Soil Management for Sustainable Agriculture	30	6	40%	60%
Agri & Bio-Product Finance	30	6	40%	60%
Integrated Pest Management	30	6	40%	60%
Management and Marketing Strategies	30	6	40%	60%
Precision Agriculture Technologies for Sustainable Crop Management	30	6	40%	60%
Soil Microbial Inoculants and Biostimulants for Sustainable Crop Production	30	6	40%	60%
Entrepreneurship and Innovation	30	6	40%	60%
Sustainable Water Resources Management in Agriculture	30	6	40%	60%
Core Total		54		
Elective Courses				
Elective I	30	6	40%	60%
Electives Total		6		
Master's Dissertation		30 / 60		
Degree Total		90 / 120		

* Coursework may consist of a short exam, an invigilated test, a group or individual assignment. Weights might change, subject to the appropriate decision taken by the course instructor, based on academic criteria. To qualify for the Master's Degree, a student must acquire a total of 90 credits or 120 credits in case of a research-based dissertation. Credits and marks are awarded for all successfully completed and passed courses.

8. Re-examination of Failed Courses

- 8.1 Students who fail a course will be required to retake any assessment component for which their mark falls below 5.00.
- 8.2 Re-sit provisions will apply to all failed courses under the following provisions:
- The re-sit method and date shall be prescribed by the Course Office in accordance with the course regulations. The content of the re-assessed component will be decided by the Course instructor(s);
 - A course may be re-sat only once.
- 8.3 A student who successfully completes a re-sit shall be awarded the credits for the course. The grade awarded for other components will be the original grade. The course grade will be calculated using the weightings detailed in the matrix on the previous page. This grade will be used in calculating the overall degree grade.
- 8.4 A student who does not pass his or her re-sit by the date specified shall not progress on the Programme and the Programme Director shall make a recommendation to the General Assembly of the School that the student withdraw.

9. Coursework Submission

- 9.1 Coursework must be submitted via online submission to the E-learning platform at <https://elearn-ucips.ihu.gr/> (this constitutes your receipt of submission).
- 9.2 **The deadline for all coursework is at 17:00 (5pm) on the submission date, unless otherwise indicated by the lecturer.** Students are required to retain a copy of all coursework submitted.
- 9.3 Online coursework submission allows the course officer to check the timeliness of submissions.
- 9.4 Late submission of coursework is unacceptable other than in the most extreme circumstances. In such circumstances, a student must submit a written request for an extension in advance of the deadline to, and gain permission from, the relevant course office, NOT the lecturer. The student will need to produce supporting evidence as to why he/she is unable to meet the deadline. If permission is granted, a new submission date will be given without penalties to the grade. If students submit their coursework late without permission, a system of penalties will apply, as follows: Work submitted late without permission is immediately penalised by 7% for late submission plus 1% daily, including weekends. The maximum period for late submission is 2 weeks. Work submitted later than two weeks after the proper date shall not be accepted and shall therefore be graded with a mark of 0.00.
- 9.5 The mark presented to the Assessment Board will be the final one after deductions have been implemented.

10. Class Attendance and Timely Arrivals

- 10.1 Students are expected to attend (be physically present or attend remotely in distance learning mode) all lectures and all other scheduled activities.
- 10.2 Please note that extensive absence from a taught course, i.e., over 30% of the total taught hours of the course, albeit justified, will incur a grade penalty, namely, the grade of the course will be capped at the minimum pass mark (5.00). If a student does not attend the 50% of the total taught hours of the course, this course must be taken if available the following year. If a student is absent for the 100% of the total taught hours of the course

the General Assembly of the School is responsible for deciding whether this may lead to a suspension of studies or withdrawal from the programme.

- 10.3 Late arrival/remote connection to a lecture or class is unacceptable and the lecturer has the right to refuse admission. In any case, every effort should be made to ensure that entrance does not interrupt the lecturer or distract the class.
- 10.4 Lectures normally include breaks. Lectures are carefully prepared and timed and any delay in restarting may cause it to over-run. The lecturer has the right to refuse readmission to anyone returning late.
- 10.5 Distance learning students:
 - Are obliged to have their cameras on during lectures via Zoom, for purposes connected with the normal educational procedure during the class.
 - Should inform the instructor preferably via chat in case of any necessary short disconnection during the lecture in order not to interrupt the lecturer or distract the class.
 - Should collect their questions during the lecture and submit them to the instructor via the zoom software ("raise hand" tool) or ask him/her directly during Q&A sessions arranged by the instructor.

Professors are responsible for keeping track of students' presence/absence. Students who have the cameras off during lectures via Zoom will be considered as absent.

* Distance learning students' absences can also be monitored digitally.

11. Good Conduct

- 11.1 Students must use university facilities and equipment properly and with due care, to prevent damage or malfunction, and otherwise shall bear the responsibility for replacing damaged items.
- 11.2 Students shall behave with respect towards the teaching staff and administrative personnel of the University, as well as towards their fellow students, and shall not cause problems with disorderly behaviour.
- 11.3 Mobile phones should be turned off during lectures. Phones ringing during a lecture are not only intrusive but also extremely offensive.
- 11.4 Students wishing to make audio-recordings during course tuition must obtain the lecturer's written permission.

12. Students' Complaints Procedure

- 12.1 Students who wish to make a complaint concerning the quality of an academic programme, any related service or member of the academic or administrative staff should first do so at the local level, by raising the issue with the individual, department or service provider directly involved. Issues of concern may often be resolved more quickly and effectively at this stage.
- 12.2 If a student decides to make a complaint, this will be taken seriously and confidentiality will be respected. Investigations will be carried out thoroughly and the issue determined fairly by someone who is not directly involved in the complaint. It should be noted, however, that complaint resolution may not be possible without revealing the identity of the complainant to the subject of the complaint and anonymous complaints will not be

investigated. Allegations which are found to be unsubstantiated or malicious will be dismissed.

13. Appeal Committee

- 13.1 Students are entitled to submit an appeal to an Appeal Committee, appointed by the Governing Board, with respect to any decision concerning their status at the University. A student submitting an appeal is invited to exercise his/her right to be heard, according to Article 6 of the Greek Administrative Procedure Code.
- 13.2 The Appeal Committee examines any appeals against decisions of the Governing Board and/or the General Assembly of the School according to Article 24 of the Greek Administrative Code of Procedure.

14. Postponement of studies

Postgraduate students may postpone their studies for a period no longer than one academic year or two successive academic semesters, following a respective application submitted to the General Assembly of the School – and approval thereof – for reasons related to the student's family and personal circumstances, which must be documented accordingly.

15. Bibliographies and References Format

Bibliographies and references are to be arranged in a single list at the end of the area of work and presented in alphabetical order according to the surname of the first author. In the case of identical family names, alphabetise next by the forename or first initial of the author. In the case of two or more references by the same author, the name is given for the first entry, and an eight-space line (the underscore key struck eight times) takes its place in subsequent entries. The entries are then arranged chronologically with most recent submissions first. Please note that you are solely responsible for ensuring accuracy and format consistency in the bibliography and references section of any papers you write.

Some examples:

Book Citation:

Dunning, J. H. (1993) *Multinational Enterprises and the Global Economy*. Addison-Wesley, Reading, United Kingdom.

Caves, R. E. (1982) *Multinational Enterprise and Economic Analysis*. Cambridge University Press, New York, NY, USA.

Tip: Don't forget to give the name of the publisher in full, along with their location (city, state [for USA you show the abbreviation of the state], and country).

Edited Book Citation:

Kindleberger, C. P. (ed.) (1970) *The International Corporation*. MIT Press, Cambridge, MA, USA.

Szegedi, Z., Marer, P., and Waisvisz, P. (eds.) (1999) *Vállalati Esettanulmányok, 2. Kötet*. AULA Publishing Co., Budapest, Hungary

Chapter in a Book Citation:

Aliber, R. Z. (1970) A Theory of Foreign Direct Investment. In *The International Corporation*, Kindleberger, C. P. (editor), MIT Press, Cambridge, MA, USA.

Journal Article Citation:

Anderson, E. and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

Tip: Don't forget to include the page numbers on which the article appears. Also, remember that you italicize the title of the journal but not the title of the article.

Working Paper Citation:

Bellas, C. J., Bochniarz, Z., Jermakowicz, W. W., Meller, M., and Toft, D. (1994) *Foreign Privatization in Poland*. Center for Social & Economic Research (CASE), Warsaw, Poland, Working Paper, October.

Rojec, M., Jermakowicz, W. W., Illes, M., and Zemplerova, A. (1995) *Foreign Acquisition Strategies in the Central European Privatization Process*. Center for International Cooperation and Development (CICD), Ljubljana, Slovenia, Working Paper.

Tip: Don't forget to include the name of the institution / organization and list the city and country where it is based (located) as noted in the publication.

Two or More Authors Citation:

Anderson, E., and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

Rojec, M., Jermakowicz, W. W., Illes, M., and Zemplerova, A. (1995) *Foreign Acquisition Strategies in the Central European Privatization Process*. Center for International Cooperation and Development (CICD), Ljubljana, Slovenia, Working Paper.

Works by the Same Author Citation (that appear after one another):

Vernon, R. (1983) Organizing and Institutional Responses to International Risk. In Herring, R. (ed.), *Managing International Risk*, Cambridge University Press, New York, NY, USA, pp. 191-216.

_____ (1966) International Investment and International Trade in the Product Cycle. *Quarterly Journal of Economics*, No 80, pp. 190-207.

Works by the Same Author & Same Year Citation (that appear after one another):

Guyon, J. (1996a) *Lindahl to Succeed Barnevik as Chief Executive of ABB*. The Wall Street Journal Europe (WSJE), 11-12 October.

Guyon, J. (1996b) *At ABB, Globalization Isn't Just a Buzzword: It's a Corporate Culture*. The Wall Street Journal Europe (WSJE), 1 October.

Tip: Remember that you place the letter after the year in respect of the order in which these appear in your text. Hence, 'a' comes before 'b' and so forth.

Newspaper / Magazine Article Citation:

Rapoport, C. (1992) *How Barnevik Makes ABB Work*. Fortune, 29 June, pp. 24-27.

Roth, T. (1995) *Europe's Labors: Integrating the East, Reinventing the West Are One and the Same*. The Wall Street Journal Europe (WSJE), 30 June/1 July.

EIU (1999) *Business Eastern Europe*, Economist Intelligence Unit (EIU), 22 February.

Tip: Almost all newspaper/magazine articles have an author, so make sure that you properly cite him/her. Also, the title of the article is not italicised while the source publication is italicised.

Internet Citation:

Czech Invest (1998) <http://www.czechinvest.org/>.

Renault (2001) <http://www.renault.com>.

Tip: You only need to show the primary source (main site) of any Internet site and the year in which you accessed the web site.

Company Annual Report Citation:

Renault (1999) *1998 Renault Financial Report*. Boulogne-Billancourt Cedex, France.

Generali Budapest Biztosító Rt. (1993-97) *Company Annual Reports 1992-96* (Hungarian/German language editions). Budapest, Hungary.

Tip: For Annual Reports the year of publication is almost always the year after the reported year. For example, a 1998 Financial Report is published in 1999.

Example of a Bibliography (listed in alphabetical and chronological order):

Bibliography:

- Aliber, R. Z. (1970) A Theory of Foreign Direct Investment. In *The International Corporation*, Kindleberger, C. P. (editor), MIT Press, Cambridge, MA, USA.
- Anderson, E. and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.
- Bellas, C. J., Bochniarz, Z., Jermakowicz, W. W., Meller, M., and Toft, D. (1994) *Foreign Privatization in Poland*. Center for Social & Economic Research (CASE), Warsaw, Poland, Working Paper, October.
- Caves, R. E. (1982) *Multinational Enterprise and Economic Analysis*. Cambridge University Press, New York, NY, USA.
- Czech Invest (1998) <http://www.czechinvest.org/>.
- Dunning, J. H. (1993) *Multinational Enterprises and the Global Economy*. Addison-Wesley, Reading, United Kingdom.
- EIU (1999) *Business Eastern Europe*, Economist Intelligence Unit (EIU), 22 February.
- Kindleberger, C. P. (ed.) (1970) *The International Corporation*. MIT Press, Cambridge, MA, USA.
- Rapoport, C. (1992) *How Barnevik Makes ABB Work*. *Fortune*, 29 June, pp. 24-27.
- Renault (1999) *1998 Renault Financial Report*. Boulogne-Billancourt Cedex, France.
- Roth, T. (1995) *Europe's Labors: Integrating the East, Reinventing the West Are One and the Same*. *The Wall Street Journal Europe (WSJE)*, 30 June/1 July.
- Vernon, R. (1983) Organizing and Institutional Responses to International Risk. In Herring, R. (ed.), *Managing International Risk*, Cambridge University Press, New York, NY, USA, pp. 191-216.
- (1966) International Investment and International Trade in the Product Cycle. *Quarterly Journal of Economics*, No 80, pp. 190-207.

Tip: Pay attention to detail and get your sources (facts) right!!!

16. Plagiarism – Fraudulent Coursework - Malpractice

- 16.1 Plagiarism is the passing off of the ideas or words of someone else as though they were your own. It applies equally to the work of other students as to published sources. In addition, auto-plagiarism takes place when a student presents any prior writing of his or her own work, from another course or school, as entirely fresh work for course credit. This is also considered plagiarism.
- 16.2 Fraudulent or fabricated coursework is defined as work such as reports of laboratory or practical work that are untrue and/or fabricated, submitted to satisfy the requirements of a University Assessment in whole or in part.
- 16.3 Malpractice in University Assessments occurs when a candidate attempts to mislead or deceive the examiners concerning the work submitted for assessment. This includes colluding with others (including other students) in the preparation, editing or submission of work.

16.4 PENALTIES

The University takes a serious view of plagiarism, fraudulent, fabrication and malpractice and will act to ensure that students found in breach of its guidelines are dealt with severely. This action may lead to expulsion from the University. All work is marked on the assumption that it is the work of the student: the words, diagrammes, computer programmes, ideas and arguments should be their own. However, much coursework will be based on what students have read and heard and it is important that you show where, and how, your work is indebted to those other sources.

Range of Penalties:

When determining the penalty for a plagiarized, fraudulent, fabricated piece of work or other malpractice the following points should be taken into consideration that affects the severity of the penalty imposed:

- Severity of the offence (percentage of plagiarised work)
- The student's explanation and response to the allegation
- Maintenance of the principles of equal treatment and proportionality

16.5 Range of Penalties at School Level:

The penalties which can be imposed at School level, by the General Assembly of the School regard components of up to 50% of the course evaluation. The penalties range from a re-writing of a coursework to a capped mark for the whole course. In all cases a reprimand letter will be sent to the student from the School.

- i) Re-writing of coursework by removal/correction of plagiarised parts: Work that is identified as plagiarised in part must be expunged and re-written before the mark for the assessment and for the course can be released. There will be a minimum 10% reduction in the mark of the re-written component. The mark will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained.
- ii) Submit a new piece of work: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. There will be a minimum 10% reduction in the mark of the re-written component. The mark will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained in the case of a failed mark.
- ii) Submit a new piece of work - component mark capped: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. The mark will be capped at 5 and will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained in the case of a failed mark.
- iii) Submit a new piece of work – course mark capped: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. The mark is capped at 5 for the whole course and not only for the specific course component. Normal resit opportunities will be retained in the case of a failed mark for all course components.

16.6 Range of Penalties at Governing Board Level:

- i) The penalties of course repetition and permanent exclusion from studies can only be applied by the Governing Board. Such penalties may be proposed by the General Assembly of the School to the Governing Board which is competent to take the final decision on the matter. Such penalties are recommended in cases of high severity of the offence (i.e., very high percentage of plagiarised work in dissertation thesis). The Governing Board has the discretion to also impose any of the aforementioned penalties, taking into account the severity of the offence.
- ii) Course mark capped - Repeat the course: The student will be required to repeat the respective course in which plagiarism has occurred in its entirety by attending the whole course again when this is next available. The mark for all courses is capped at the pass mark. The marks for other courses are retained. If the plagiarised offence occurred on courses such as the dissertation thesis, consulting project or similar, the student will need to wait for up to a year until a new allocation of projects and dissertations are in place.

- iii) Permanent exclusion from the University with no award: The student will be requested to withdraw from his/her studies and no award will be made.

17. Academic Misconduct

- 17.1 The University takes very seriously any form of cheating in examinations or other forms of assessment, including plagiarism (see above), impersonation, collusion and disruption.
- 17.2 Cases of suspected academic misconduct will be reported to the course office and academic staff and, where misconduct is established, a range of penalties may be recommended to the General Assembly, which body will decide on the penalty to impose. Its decision will reflect the severity of the offence and intent and may also result, in extreme circumstances, in expulsion from the University.

18. Examination Regulations

- 18.1 Students must bring an ID document with them to all examinations. Admission to an examination without the ID document is prohibited.
- 18.2 Students must ensure that they arrive early enough to find the room in which they are sitting the examination. If they arrive up to half an hour late for their examination, they will normally be permitted to sit their exam. No extra time will be given and students must finish together with all others taking the same paper. Only in the case of exceptional circumstances delaying their attendance and beyond their control will the full allotted time be allowed for the paper.
- 18.3 Students will normally be permitted to enter the examination room approximately 10-15 minutes before the start of the examination and only after permission has been given by the invigilator.
- 18.4 Students are not permitted to take any coat or bag or personal belongings (other than those needed for an examination) to the examination desk. Before entering the room, an invigilator will announce where belongings should be placed. Possession of a mobile phone, walkman, pager, personal organiser or any electronic device (other than those specifically allowed for an examination) is strictly prohibited whilst sitting an examination. Mobile phones must be switched off and placed in the student's coat/bag. Failure to do so may result in disciplinary action. Belongings should be kept to a minimum. Possessions are left at students' own risk.
- 18.5 Upon entering the examination room, talking is strictly prohibited. During the examination, students must fully comply with the invigilator's instructions and requests. Failure to comply may result in expulsion from the exams and corresponding penalties imposed by the School General Assembly.
- 18.6 Once students have found their desk they must await the invigilator's instruction. They will be asked to fill in their details on the front of the answer booklets. At this time they must place their ID document, face up, on their desk in order for an invigilator to confirm their identity. The invigilator will give permission to start reading the question paper. It is in students' own interest to read the instructions on the question paper carefully.
- 18.7 Students are required to supply their own pens, pencils, etc., at each examination. Where permission is given, students must supply their own hard-copy dictionary and calculator. Electronic dictionaries are not permitted. Students must comply with all instructions given by an invigilator before, during and after the examination.
- 18.8 If a student has a query, he/she should raise a hand and an invigilator will approach them. Students must not vacate the desk for the duration of the examination without the express permission of an invigilator. Failure to comply is an examination offence and may result in the examination script not being marked.

- 18.9 Students are not permitted to leave the examination room during the first half hour or the last 15 minutes of the examination. If they wish to leave the room at any other time during the exam, they should raise their hand and an invigilator will respond to their request. When allowed to leave, students should leave the room as quickly and quietly as possible with due consideration to their fellow students who may still be working. If students are given permission to temporarily leave the room, they will be accompanied by an invigilator. During this time they will not attempt to contact any other person or consult any material relating to the examination.
- 18.10 When the invigilator announces the end of the examination, all students must stop writing. The front of each answer booklet must be fully completed and the flap must be sealed securely. Students must not leave their desk until the script has been collected by an invigilator. A copy of the exam paper may only be taken if permission has been given to do so.

19. Extenuating circumstances

- 19.1. Students unable to attend an examination or to submit a piece of coursework at a set time due to illness, bereavement, business travel abroad or any other personal circumstance must submit documentary evidence testifying the reason for their absence. Students need to fill in a special Extenuating Circumstances Form (available on the E-learning platform at <https://elearn-ucips.ihu.gr/>) and submit it to the course office within 10 days after the examination/coursework submission deadline. This will be considered by a competent committee appointed by the General Assembly of the School, which will decide whether to accept the reason and allow the student to take the examination as a first attempt or allow the student to submit the coursework he did not submit on a new deadline (or allowable resit) or reject it and count the absence as a failure. In exceptional circumstances, and following approval by the General Assembly of the School, a special examination date may be set for the student or a new deadline given for submission of the paper.
- 19.2. **Special Examination Arrangements** Students with a physical or learning disability are given extra examination time or sit their examinations at an alternative venue along with any special provisions available. In order for students to apply for such special arrangements, they must provide the Course Office with current certification (from a responsible official state institution) detailing their condition well ahead of the exam period. The Course Office will decide on the special examination provisions to be made.

20. Dissertation Supervision and Submission

- 20.1. The Master's Dissertation is supervised by an academic member of staff. Students are encouraged to have regular meetings with their supervisor. Supervisors assist students in their research work by acting as consultants and counsellors in matters of research process and practice: students are expected to become the experts in the topic they selected for research and take responsibility for their work.
- 20.2. The Dissertation is assessed by a three-member academic committee. If there is a difference of more than 3 points (on a scale of 1-10) in the evaluations of the three examiners, then a fourth evaluation is called for. The final grade awarded on the Dissertation will be the average of the mark given by the fourth examiner and the closest two marks to it of the other three marks.
- 20.3. To qualify for a Master's degree, a student must achieve a minimum grade of 5.00 in the Dissertation.

- 20.4. The Dissertation must be submitted in the approved format. The Dissertation is due to be submitted by **15 January 2026**. Extension beyond this deadline will only be given in extreme circumstances and with the agreement of the student's supervisor and the Programme Coordinating Committee. A maximum of two weeks' extension is permitted in the first instance. Any application for extension must be made **three weeks before** the due date of submission, by completing and submitting the Extenuating Circumstances Form (available on the E-learning platform at <https://elearn-ucips.ihu.gr/>). It is the student's responsibility to have the Extenuating Circumstances Form properly approved.
- 20.5. If the Dissertation is submitted late without permission, it will be immediately penalised by 7% for late submission plus 1% daily, including weekends. The maximum period for late submission is 2 weeks. Any dissertation submitted later than two weeks after the proper date shall not be accepted and shall therefore be graded with a mark of 0.00.
- 20.6. The submission requirements for dissertations are:
- Dissertations must be submitted via online submission to the E-learning platform at <https://elearn-ucips.ihu.gr/> (this constitutes receipt of submission). The deadline is 17:00 (5pm) on the submission date.
- 20.7. The International Hellenic University has adopted an **Open Access Policy** from 10/02/2015 (<https://repository.ihu.edu.gr/xmlui/page/openaccess-policy-en>). In brief, Open Access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions.
- 20.8. Along with this policy, the IHU Library proceeded with the creation of an Institutional Repository (<https://repository.ihu.edu.gr/xmlui/> the online archive), where all scholarly material can be submitted, kept and managed.
- 20.9. Part of the collection consists of the Master's dissertations and PhD theses. **Students are strongly encouraged to submit their dissertations and theses to the repository making them accessible to the wider academic community.** As the pdf file is the final version, content alterations are not possible. This process is part of the dissertation/thesis submission workflow and is intended to ensure the content accuracy and quality of the dissertation/thesis submitted.

Students are strongly advised to carefully read the terms of submission before submitting their work <https://repository.ihu.edu.gr/xmlui/page/terms-en>.

21. Re-examination of Failed Dissertation

- 21.1. Students who fail the dissertation will be required to re-submit their dissertation on the same or a similar topic. Students are allowed to re-submit their dissertation only once, assuming a valid submission was made in the first instance. The deadline for re-submission is 6 weeks after the publication of the mark of the first submission.

22. Assessment

- 22.1 The General Assembly of the School is responsible for considering and agreeing all assessment results and making decisions about whether students have met all the requirements of the programme. Any results given to students during the year are provisional prior to ratification by the General Assembly of the School. Any extenuating circumstances submitted by students, such as ill-health, are considered by the Director of the programme and any action shall be further confirmed by the General Assembly of the School.
- 22.2 Examination papers are marked initially by subject lecturers. All marks, coursework and examinations are reported to and verified by the General Assembly of the School. The Director of the programme shall mandate a proposition to the General Assembly of the School that confirms

the final results. Examination results are made available to students no later than 12 working days after confirmation by the School's General Assembly meeting.

23. Degree Classification

The award of the degree shall be calculated on the basis of the overall aggregate of the course marks weighted according to their credit value. The classification shall be determined as follows:

Distinction will be awarded if:

The weighted average mark across all courses and the dissertation is 8.50 or above

Merit will be awarded if:

The weighted average mark across all courses and the dissertation is between 6.50 – 8.49 inclusive.

Pass will be awarded if:

The weighted average mark across all courses and the dissertation is between 5.00 – 6.49 inclusive

Fail. A student fails to meet the requirements for the award of a degree if:

The average mark of any course or the dissertation is below 5.00 after one re-sit examination or assessment.

Certificates of Excellence:

Graduates who acquire a mark of 8,5 and above for their Degree will receive a Certificate of Excellence. In case all graduates acquire Degree marks of less than 8,5, during an academic year the graduate who acquires the highest mark in class will receive a Certificate of Excellence.

PART III: UNIVERSITY FACILITIES

IHU Library & Information Centre

Mission statement

The Library mission is to provide high quality services to all members of the IHU academic community (students, researchers, teaching staff, administration staff, etc.) and to support user access to specialised knowledge in their scientific fields. The Library collection consists of books, journals, reference material, subscriptions to online databases and electronic journals, both relating to the modules taught on the EMBA & Masters Courses and to the wider research and information needs of the Academic Community.

Library collection

The Library cares for the enrichment and administration of its collection and other resources, in order to meet the educational, research and/or other cultural needs of the university community. The Library is also responsible for the administration of these collections according to its regulations of operation, including the process of selecting, ordering and acquiring material. The selection of the appropriate printed materials as well as other resources is assisted by the members of the academic community of the University.

Members of staff are responsible for ordering and taking receipt of the material. This process includes checking proper receipt of copies ordered and the invoice prices. The incorporation of the material into the collection is completed with the inventory and registration in the automated catalogue. The work is performed by librarians specialised in the digitised cataloguing of materials.

The following international standards are implemented in the processing of Library materials:

- For cataloguing: the Anglo-American Cataloguing Rules (AACR)
- For electronic cataloguing: the rules of Machine Readable Cataloguing (MARC21)
- For classification: the Dewey Decimal Classification system
- For subject terms: the Library of Congress Subject Headings (LCSH)

The Library Collection comprises a wide range in terms of subject, of book titles and print journals relating to the courses offered at the University. Databases and electronic materials are also available to the user community, ensuring that their educational and research needs are covered.

Collection Management

The books are located in the main Library area, classified according to the Dewey Decimal Classification System. Subject signs are displayed on the shelves to assist users in their search.

All books are available for loan according to the loan regulations, with the exception of reference material (dictionaries, encyclopaedias, art books and student theses), which are placed on distinct bookshelves.

The journals are clearly visible in alphabetical order on special display shelving. The journals are available only for use in the Library area and are not for loan.

Electronic databases and all other electronic materials are available on site in the Library. The databases can be accessed only by the internal users of the Library using passwords and personal codes.

The print material is catalogued on the automated Library system SIERRA using the MARC21 format, the Anglo-American Cataloguing Rules and the Library of Congress Subject Headings.

All print material is searchable through the Library online catalogue (http://opac.seab.gr/*eng).

Donations

All donations are welcome. Acceptance is on the basis of assessment and valuation. The criteria taken into account in the assessment are:

- The importance and/or rarity of the material contained in the donation (or other special reason)
- The donated material's relevance to the development objectives of the Library
- The fitness of the gift
- Respective gaps in the Library collection
- Any need to supplement the number of copies available within the collection due to frequent use.

Users

Access to the Library and reading rooms is open to all the members of the academic community and, upon respective authorisation, to members of the public.

“Library User” is taken to mean anyone entering the Library and reading rooms for the purpose of using their materials and resources for educational and research purposes. In the case of high attendance, priority is given to the Members of the Library.

Members of the Library and reading rooms are members of the university community, including: a) students, b) graduate students, c) lecturers, d) invited lecturers, e) academic staff, f) administrative staff and g) invited researchers.

Other external users are permitted to visit the Library and use (study) the print material only within the area of the Library. External users are not allowed to borrow material or use the databases and electronic material.

Personal data of members is confidential. Only Library employees acting in their capacity as such and the administrator of the database of the automated Library system shall have access to this data, which shall not be disclosed to any third party.

An information and assistance service operates in the Library area.

User obligations

Users are required to abide by the regulations, comply with the recommendations of staff and respect other users of the areas of the Library and reading rooms.

Users must use with respect all books, documents and any other material they use inside or outside the Library space. They must not write on or damage materials belonging to the Library.

Users are fully responsible and accountable for the loss or destruction, in whole or in part, of any document or equipment, or for damage or wear of materials beyond that resulting from their normal use; users are required to compensate the value of any such loss, damage or wear. The amount of compensation is determined by decision of the competent services of the Library subject to the approval of the relevant supervisory authority.

Smoking and the consumption of food or drink is prohibited on the premises of the Library and reading rooms. The use of mobile phones and any other device the use of which, at the discretion of staff, involves annoyance to other users is also prohibited.

Members of staff have the right, at their own discretion, to prohibit objects which can cause damage to the material or which may give cause for suspicion of intended theft.

Animals (other than guide dogs) are not allowed into the Library.

Users must not put the books or journals they have used back on the shelves, but should leave them on the desk designated for this purpose.

Borrowing


Terms of loans and renewals


All Library members have the right to borrow material.


The conditions under which a user may borrow material depends on the user category:

EMBA Students	up to 5 books for 35 days
Full-time and part-time Masters Students	up to 5 books for 5 or 15 days
Academic Staff	up to 5 books for 5, 15 or 35 days
Administration Staff	up to 3 books for 5 or 15 days
Alumni	up to 2 books for 5 or 15 days

The following signs on the book spine indicate:

 = 5 days loan

 = not for loan

 = reference material, not for loan

The material is inspected when borrowed and returned. In the case of damage or unjustified wear, a fine will be charged accordingly by the Library.

The loan period may be extended by users by contacting the Library staff.

Users can apply to reserve a book already out on loan. With the return of the book the interested user is notified by telephone or by email. The user who has the material on loan is required to return it within the time limits set by the automated Library programme and may not extend that period.

Electronic information services

The electronic resources are available locally on the University campus (Library area, PC Labs) or remotely via VPN instalment and the use of codes and passwords.

The Library staff can change the codes and passwords during the academic year in order to ensure the security of the codes. Users are always informed of such changes.

All users are obliged to sign the copyright agreement confirming that they will use databases for their own private purposes and that the codes and passwords will not be disclosed to any third party. In addition, users must affirm that the data they collect will be used only for academic purposes.

The Library website (<http://www.lib.ihu.edu.gr/>) provides information on all the services offered by the Library, such as electronic resources and a brief analysis of the same, bibliographic databases, electronic journals. Information about how to contact staff, hours of operation and a form by which to submit quick questions (Ask a librarian) are also available.

The IHU Library provides users with an interlibrary loan service allowing them to access material in other libraries, as defined by the decision of the supervisory authority. The material becomes subject to Interlibrary Loan provisions of this Regulation and to any other regulations imposed by the lending Library. The due date and overdue fees of the material borrowed are set by the lending Library.

Photocopying and digital reproduction

All Library users shall use the Library photocopy machine to cover only their needs as arising in the context of their studies.

If any item is not in good condition or there is a danger of suffering damage, it shall not be photocopied. Users are obliged to respect the legislation on the protection of intellectual property and copyright (up to 10% of the total number of pages of a single authored book is allowed).

Users are obliged to respect and comply with any license terms that the University has signed with third parties regarding the reproduction by any means of books (photocopying, photographing, electronic reproduction), the use of software and databases, and access conditions and use of such data.

User training

The acquisition of new sources, methods of information retrieval and the use of services provided require the proper training of Library Members so as to be in a position to fully benefit from Library resources and services. The Library operates an education service which is responsible for the organisation of appropriate training seminars.

Library working hours

The IHU Library & Information Centre is open throughout the year except during University holidays.

Opening hours: **Consult the library's website:**

<http://www.lib.ihu.edu.gr/index.php/the-library/working-hours>

Library Contact Details

T +30 2310 807560

library@ihu.edu.gr

ICT Services

Computer laboratories are available for student use and for teaching purposes on the University campus. The facilities provided are primarily PC-based computing and internetworking, reflecting the mix of Information & Communication technologies (ICT) available in the business community. The main PC labs have PCs with Windows 10, connected to the University campus area network and to the Internet, which gives users access to electronic mail, conferencing facilities, and library, academic and business information worldwide. There is also wireless (WiFi) access to the University network covering the entire campus, as well as universal access to/from other Universities through the global EduRoam network. An extensive range of software includes a variety of generic PC software such as word processing, spreadsheet and business graphics, as well as more specialized software such as statistical packages, software development frameworks, simulation packages, CAD software and business management software. The facilities, together with the Computer Support Service, are designed to provide full IT support for students, backed up with all the help and advice they may require.

Alumni Network

As an alumnus of IHU, you are invited to be a part of an active network that helps you to stay in touch with each other and feel part of the School after your graduation. The network is designed to facilitate your connections and to enhance global communication for both social and business opportunities.

Staying in contact with the IHU has a number of benefits, including:

- Individual career advising
- Lifelong support on career issues
- National and International networking opportunities
- Continued learning and career advising
- Access to online services
- Access to library resources
- Participation in various events including career fairs, reunions, social gatherings, symposiums and conferences

You become a member of the Alumni Network automatically upon graduation and membership is free of charge. Upon your graduation, you are eligible to become a member of “International Hellenic University Alumni” group at LinkedIn.

Alumni who decide to follow a second postgraduate programme of study at the IHU after the successful completion of their first programme at the IHU are granted a 20% fee discount.

We envisage that many alumni will maintain close links with the School and will be welcomed back to act as advisors or mentors, to work with us on recruitment both in Greece and abroad, providing invaluable help at University Fairs, and offering current students job briefings, mock interviews and advice on business research projects.

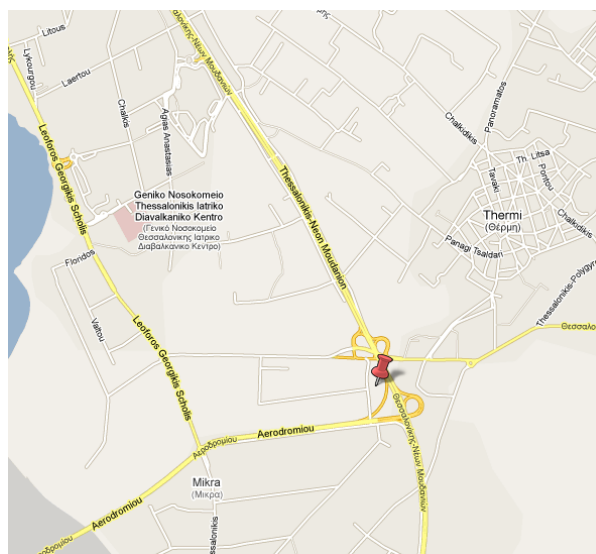
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