Programme Handbook

Master of Business Administration
Level 7 of the MQF/EQF

accredited by
Malta Further & Higher Education Authority

MFHEA Licence Number: 2023-010
Accreditation Category: Higher Education Course/Programme

2024

Content

1. Structure by Semesters Master of Business Management

Module Name	Semester			ECTS
	1	2	3	
Scientific Work and Research Methods	5			
Management and Organisations	10			
Accounting and Controlling	10			
Project Management	5			
Market-Oriented Management		5		
Human Resources Management and Leadership		10		
Corporate Finance		5		
Compulsory Module 1		5		
Compulsory Module 2		5		
Compulsory Module 2			5	
Master's Thesis			25	
Total	30	30	30	90

2. Overall Course Description

Title of the Qualification/ Award	Master of Business Administration (MBA)		
Proposed MQF Level	Level 7		
Hours of Total Learning 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be contact hours or as otherwise established from time to time by MFHEA.	Total Contact Hours [1] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures)	450	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here) 0
	Self-Study Hours (Estimated workload of research and study) 1398		Assessment Hours (Examinations/ presentations/ group work/ projects, etc.) 402
Total Learning Hours	2250 Hours		
Total Number of ECTS for Programme Completion	90 ECTS		
Mode of Attendance	Full-Time ☒		Part-Time ☒
	(Double click on the box and mark checked under Default Value)		
Programme Duration	Full- Time: 1,5 Years *(choose as applicable)*		Part time: up to 3 Years *(choose as applicable)*
Language/s of Instruction of Programmes	German and English		
Target Group	The Master of Business Administration is a distance learning programme for those who have an undergraduate degree or an equivalent at MQF Level 6, in non-business/management disciplines and have at least one year of work experience. The MBA program is a general management programme targeted at the group of potential learners from non-business/management educational backgrounds, who have some professional experience and who aspire to advance their careers and enhance their managerial and leadership skills. The target group includes people on parental leave or with special family obligations who intend to re-enter or enter employment and need the recognition that an		

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[1] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	MBA provides. The programme imparts a comprehensive and advanced understanding of business and economic contexts, preparing students to take on managerial responsibilities in the functional areas or/and in the provision of services in industry or in the service sector. This encompasses the public sector as well as social institutions.

The spectrum of companies in which graduates will work ranges from small and medium-sized enterprises to large companies and international corporations in a wide range of sectors. Through the programme, students acquire the appropriate professional, methodological and academic competences as well as personal, social-communicative, and digital competences that they will need for their later work as business managers.

The programme is therefore designed for the following target groups:
- German and/or English speaking
- Holders of a first academic degree or their equivalent, mainly in a non-business/managerial subject
- Holders of a Level 6 Diploma
- Having at least one year of relevant work experience
- Professionals, entrepreneurs or corporate managers seeking to enhance their managerial competencies and advance their careers.
- Those who are planning to re-enter/enter the labour market after a period of caring responsibilities
- Those who have qualifications/learning experiences that be entitled that can be assessed through the UIS RPL process. |
| **Relationship to Occupation/s** | Graduates completing this MBA programme will have the opportunity to advance their career prospects and job opportunity in mid-to-upper level management professions at organisations of all sizes and types, both in the private and public sector of the economy. The programme does not lead to a warranted professional or regulated occupation. |
| **Entry Requirements** | Applicants are elegible for admission by meeting the following requirements:

A] Evidence of:

a) Work Experience:
- At least one year of relevant work experience at the beginning of studies. Relevant work experience is defined as any type of professional activity that has had at least the level of a clerk.
b) Previous education requirement:
  - A Bachelor's degree or a Level 6 diploma from Chamber of Commerce and Industry from Germany, Switzerland or Austria or a diploma from a UK higher educational institution or any other international equivalent that is at level 6 of the MQF **or**
  - A higher diploma from a Higher Education Institution or a University Diploma comprising not less than 90 ECTS credits with at least a Merit classification, or equivalent qualifications **and**
  - at least 3 years of work experience, excluding work carried out during full-time study, with at least 1 year in management position.
  Such applicants may be required to pass an interview to confirm that they are able to follow the Programme.
c) Language requirements for German MBA:
  - A certificate that prooves their mastery of the German language at the level of B2 of CEFR OR
  - A secondary school certificate for a German medium of instruction school |

	d) Language requirements for English MBA: • A certificate that prooves their mastery of the English language at the level of B2 of CEFR (IELTS of 6.5 or TOEFL ibt of 72) OR • A secondary school certificate for an English medium of instruction school B] Applicants, who have additional qualification or extensive work experience can also apply for consideration through Recognition and Accreditation of Prior Learning (RPL). RPL is aimed at recognising/accrediting prior learning and/or expertise gained by individuals in academic and non-academic contexts. RPL enables candidates to gain access to higher education and/or gain exemptions from components/credits by providing evidence on prior certified or experiential learning obtained in various academic and non-academic contexts. RPL policy and procedure is available on the UIS official website and has been approved by MFHEA. C] applicants must be able to confirm that they have: e) Equipment for online lectures and use of the VLE • Stable internet access via a personal computer (a tablet computer can also work; a mobile phone will not suffice) f) Equipment for practice and coursework • Personal computer (a tablet computer with added keyboard can also work) • Backup medium (e.g. USB Thumbdrive min. 32GB) • Word processing software (e.g. Microsoft Word, Open Office etc.) • Table Calculation software (e.g. Microsoft Excel, Open Office etc.) • Presentation Software (e.g. Microsoft PowerPoint, Open Office etc.) • PDF reader and printer • Video Player Software (e.g. Windows Media Player) • *If specialised software is necessary, to compensate e.g. for seeing or hearing impairment, students need to provide for that themselves!* g) Digital Competency • Basic computer operating skills such as installing software, storing, retrieving and backing up data • Basic internet skills such as searching for information, setting up accounts, down- and uploading files online • Word processing skills using e.g. Microsoft Word, Open Office etc. • Printing to PDF
Overall Programme Description	This MBA degree programme mainly addresses students who have completed their first degree in areas unrelated to business administration or economics (e.g., engineering, natural sciences, computer science, law, or other humanities) or have equivalent qualifications. Students will develop a wide range of skills and competencies to develop in managerial roles and navigate complex business environments. At the end of the programme MBA students will have acquired the following skills and competencies: 1.Strategic Thinking: MBA students learn to think strategically, analyze business situations, and develop long-term plans to achieve organizational goals. They gain

the ability to assess market dynamics, identify opportunities and threats, and formulate effective strategies.

2. Leadership and Team Management: MBA programs focus on developing leadership skills, including the ability to inspire and motivate teams, delegate tasks, and foster a collaborative work environment. Students learn how to lead diverse teams and drive organizational success.

3. Financial Acumen: MBA students acquire financial management skills to interpret financial statements, assess financial health, and make informed decisions. They develop the ability to analyze investment opportunities, manage budgets, evaluate financial risks, and understand the impact of financial decisions on organizational performance.

4. Marketing Management: Students gain a deep understanding of marketing principles and strategies. They learn how to identify target markets, develop effective marketing plans, conduct market research, and utilize marketing tools to create customer value and drive business growth.

5. Critical Thinking and Problem-Solving: MBA programs foster critical thinking skills to analyze complex business problems, identify root causes, and develop innovative solutions. Students learn to evaluate alternative options, assess risks, and make informed decisions based on logical reasoning and evidence.

The programme is designed to impart broad-based fundamental business knowledge, skills and abilities. It also enables students to work independently on business management issues in an international context. By paying special attention to leadership-relevant questions of human resource management and organisation as well as marketing and strategic management, students should be prepared in particular to take on specialist and leadership tasks that require additional management knowledge. Furthermore, students gain comprehensive knowledge of business accounting and overarching management concepts such as project management. They acquire management competences that they can subsequently use in their professional practice.

Through the elective modules, [students need to choose 3], area-specific qualifying content is covered in addition to the core general management modules. Electives such as finance, business psychology, innovation and change management, organisational governance or risk management, provide students with the opportunity of exploring specific areas of business and management.

Learning Outcomes for Knowledge obtained at the end of the programme	The learner will be able to: a) demonstrate a comprehensive and integrated knowledge of management and of business administration in the following areas : Corporate Management, Human Resource Management, Marketing, Accounting & Controlling, Corporate Finance and Project Management. b) demonstrate a comprehensive knowledge of accounting principles, concepts, and frameworks and then be able to c) critically analyze and interpret balance sheet information to assess the financial position of an organization. d) critically analyze and interpret controlling data to support decision-making and performance evaluation. e) critically express a comprehensive knowledge of financial management, working capital management and different methods of investment appraisal f) critically evaluate short- and long-term financing alternatives g) explain their understanding of key theories, concepts, and frameworks in human resources management, leadership styles and central motivation theories

	h) evaluate tasks occurring in project management at different stages and decide on approaches to complete such tasks, i) articulate a comprehensive knowledge of marketing as a concept for ensuring the competitiveness of enterprises, considering market dynamics, customer expectations, and sustainable competitive advantage j) expound on a chosen research topic and its relevant theoretical concepts, methodologies, and frameworks k) exhibit effective academic writing skills, including clear and coherent presentation of ideas, appropriate use of citations and references, and adherence to academic writing conventions
Learning Outcomes for Skills obtained at the end of the programme	The learner will be able to: a) execute interdisciplinary tasks in the field of business administration in a reflective manner b) articulate a critical understanding of their specialised theoretical and practical knowledge in business administration, finance, HR, marketing, leadership and strategic management c) critically apply management techniques in their professional activities d) critically assess new scientific problems and tasks e) construct solutions using their understanding of theory in a wide variety of professional/private contexts f) critically self-evaluate their work and demonstrate a high level of autonomy when working on problems g) evaluate and critically assess through summarises the relevant literature regarding their respective research question h) compose their own approaches to solutions that recognise the interdisciplinary impact of theory and practice i) articulate and defend their ideas and solutions to an expert audience using an array of media and presentation technologies j) learn and act independently, using effective and efficient communication tools k) exhibit the ability to apply leadership instruments and employee motivation techniques l) demonstrate leadership skills and innovation in complex and unpredictable work contexts m) independently analyse and optimise business processes by being able to justify their own professional actions with theoretical and methodological knowledge n) exhibit the ability to apply a self-appraisal of professional-perspective positioning in the professional and social context o) crtically review and assess their own abilities (professional, methodological, and social skills) and have ideas for their further development p) assume responsibility within the framework of professional values of their activity or profession, considering the concerns of the employees entrusted to them and the consequences of their decisions on society and the environment
Selection Criteria for Tutors/Lecturers for this programme:	The minimum requirements for the teaching staff include: a) A PhD/DBA in the relevant area for teaching at the Master's level b) A degree being recognized by the Council for the Teaching Profession c) Appropriate teaching experience at the relevant level and preferably online. d) Relevant industry experience of at least three years. Candidates have to confirm that they agree to e) attend UIS induction programme which covers UIS policies, processes, and procedures as well as a professional approach to online teaching and learning f) and undergo continuous development of professional expertise in digital strategies and process for online teaching and learning.

	Assessment takes place at the modular level, in an appropriate form to assess module-specific learning outcomes in full. Students are exposed to various forms of assessment both summative and formative assessment, that are designed to address the different pattern and styles of learning. The alignment of the assessment is considered during programme development. Depending on which electives are chosen by the student, this may mean the total self-study and assessment hours might vary. Overall, the programme includes such summative forms of assessment such as term paper submission, project, presentation, revealed examination questions, open book examinations, dissertation, case studies. All assessments are individual. Such an approach allows for inclusion of various types of learners and provides them with several ways to demonstrate their learning. Assessments are designed in a way that supports development of student competencies to demonstrate autonomy and responsibility. Formative assessment such as online tests are used for students to benchmark their learning progress, which enables them to assess how they are prepared for the summative assessments. Assessment is communicated to students in accordance with the assessment schedule following the standard templates for setting assessment. Before the assessment is communicated to students, it goes through a process of moderation. Moderation of assessment is an important quality assurance mechanism, which ensures that assessment is aligned to the learning outcomes it sets to assess, the criteria is appropriate, fair, and transparent, free of grammatical and spelling errors, follows the approved UIS templates.
General Assessment Methods	Formative assessment is an integral part of student-centered learning providing the opportunity for students to assess their progress and encourages engagement prior to the summative assessments. Formative online tests are provided on the learning management system after each learning unit so that instructors can monitor students' learning progress. The tests directly give feedback on students' performance. Those tests are not marked and only serve for development purposes and for monitoring student progress. If students are inactive for a period and no learning progress is visible, the learning management system will send alerts to instructors who contact student and offer help if necessary. In some modules formative assessment feedback is also provided on drafts of summative assessment. Some summative assessments such as examinations might not stipulate provision of feedback, but the programme allows for seeking individual consultations of students and teachers, where appropriate. The pass mark for all assessments is 45%. Each module must be passed, compensations are not offered. The reassessment procedure is defined in the Academic Regulations, Nr. 21: 21.1. If the thesis of a student has been marked "F", the student shall have the opportunity to prepare a second thesis on a different subject. If the second thesis is also assessed with "F", the programme has been definitively failed. 21.2. In module assessments, the student shall be given the opportunity to repeat each failed module. If the re-take is not passed, the student has the option of a second repeat. If a module assessment is failed after both re-take opportunities, it is definitively not passed, and the programme is definitively not passed.

3. The Programme Structure

Module/Unit Title	Compulsory (C) or Elective (E)	ECTS (Figures must be whole integers and with a value of at least 1 ECTS)	MQF Level of each module	Mode of Teaching (Lectures, workshop, placement, asynchronous, forums, VLE, etc.)	Mode of Assessment (Examination, assignment, project, blog, etc.)
MWS03 - Scientific Work and Research Methods	C	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Term Paper
MUO01 – Management and Organisations	C	10	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Open Book Examination
AUC01 - Accounting and Controlling	C	10	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Case Studies
IME04 - International Management	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Open Book Examination
HRML01 –Human Resources Management and Leadership	C	10	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Oral Examination
PTM01 - Project Management	C	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Project Work
MATH25 - Master's Thesis	C	25	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Dissertation
IRL01 - International Accounting (IFRS)	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Case Studies
PGM02 - Business Ethics	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Term Paper

				Lectures, seminars, discussion forums, synchronous teaching and learning sessions	
TTM01 - Change Management	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Term Paper
COF01 - Corporate Finance	C	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Revealed Exam Questions
RIS01 - Risk Management	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Revealed Exam Questions
PEH01 - Private Equity and Hedge Funds	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Revealed Exam Questions
OUW01 - Organisation and Knowledge Management	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Open Book Examination
MOM01 - Market-Oriented Management	C	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Open Book Examination
ENM01 - Innovation Management	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Case Studies
BAUI03 – Operation and Use of Real Estate	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Open Book Examination
ENM02 – Data Science Management (Big Data)	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Revealed Exam Questions
WPS02 - Occupational and Organisational Psychology	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Revealed Exam Questions
WPS03 - Market and Consumer Psychology	E	5	7	Lectures, seminars, discussion forums, synchronous teaching and learning sessions	Revealed Exam Questions
Total ECTS Requesting Accreditation	130 ECTS				

Total ECTS for Programme Completion	90 ECTS
Exit Awards/Qualifications	Exit Qualification: Post-Graduate Certificate in Business Administration and Management MQF Level: Level 7 Number of ECTS: 40 Modules leading to the Post-Graduate Certificate in Business Administration and Management: • Management and Organisations (10 ECTS) • Accounting and Controlling (10 ECTS) • Project Management (5 ECTS) • Market-oriented Management (5 ECTS) • Human Resources and Leadership (10 ECTS)

4. Module Descriptions

Title of the Module/Unit	MWS03 - Scientific Work and Research Methods
Module/Unit Description	This module equips students with the skills to develop and undertake business research and provides the theoretical and practical preparation. The module covers the necessary skills and requirements for a literature review, qualitative and quantitative methods, and designing and conducting a research project. The purpose of the module is to prepare students to research different types of problems/issues in business and management as well as help students to get ready for conducting research and writing a Master's Thesis. In addition, presentation techniques and self-management are soft skills covered by this module. The following topics are taught: a) Basics of scientific work b) Theoretical origin of science c) Literature research and selection d) Quality and Ethics in Research e) Structure and design of scientific papers f) Qualitative vs. quantitative research g) Formation of hypotheses h) Exploratory vs. descriptive studies i) Testing hypotheses and theories j) Research process k) Objectives of a scientific presentation l) Content structure of a presentation/presentation dramaturgy m) Use of media and visualisation techniques (e.g., text images, graphics, and symbols) n) Presentation techniques
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) conduct a critical literature review and identify research gaps, b) formulate their own research problem by systematically developing a topic and correctly processing it according to scientific standards (from outlining to rough draft to final draft) c) create a research design suitable for their research question and d) undertake research within the required ethical and legal standards (e.g. GDPR) e) critically review and interpret the research results and f) articulate and defend conclusions for practice g) compose a scientific paper including literature review and original research as well as conclusions **Knowledge:** At the end of the module/unit the learner will be able to: a) design and justify the structure of a scientific paper b) demonstrate comprehensive knowledge and understanding of scientific working methods and qualitative and quantitative research methods,

	c) critically evaluate the differences between qualitative and quantitative research with reference to the research process and critically assess them in particular with regard to relevant quality criteria and ethical considerations d) articulate, present and defend the research results to specialist and non-specialist audiences
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) critically reflect on the terms: "knowledge" and "science" b) systematically search and critically review, for relevant scientific literature c) critically evaluate and summarise them and include relevant aspects in correct form (citation) in self-produced texts d) create a research design e) collect and critically evaluate data using scientific research methods f) effectively apply research methods including hypothesis formation, operationalisation, survey design, data preparation and analysis, g) articulate and present research results in scientific form, considering quality criteria and ethics in research h) critically reflect on their own research activities with regard to their justification and possible consequences i) professionally present and defend results in a comprehensive, convincing manner to target group-oriented manner (experts and non-experts) and use presentation techniques appropriately for the situation
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* a) make a reasoned statement on the choice of a research procedure, on the development of an appropriate research design as well as on the independent implementation of the individual procedural steps in individual work or within the framework of a project group
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* a) effectively apply software tools for data collection and evaluation b) effectively use databases for literature researc

| **Hours of Total Learning for this Module/Unit**

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be contact hours or as otherwise established from time to time by MFHEA. | Total Contact Hours [2]
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures) | 25 | Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored) | 0 |
| | Self-Study Hours
(Estimated workload of research and study) | 50 | Assessment Hours
(Examinations/ presentations/ group work/ projects etc.) | 50 |

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[2] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Total Learning Hours of this Module	125 Hours			
Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐
Total Number of ECTS of this Module/Unit	5			

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators. Students suggest a topic for their dissertation, discuss the research question and the research targets with the supervisor, and submit a preliminary organisation of their paper. They get feedback from their supervisor who supports them during the completion of the assignment with advice. The supervisor shall not give feedback on preliminary versions of the dissertation.
Explain how this particular module/unit will be assessed	Term Paper (Research Proposal). Processing time: 6 weeks, 6,000 words. Students identify their own research question (e.g. from practice), conduct a literature review on the state of research, develop a suitable research design and explain the research contribution, applying the skills acquired in this module. **Pass Mark: 45%**

Title of the Module/Unit	MUO01 – Management and Organisations
Module/Unit Description	The module lays the foundations in business administration, the essential terminology of business administration and debates the critical concepts of strategic management, the application of methods of strategic analysis, planning and control as well as the derivation and formulation of strategies. Students will cover the following areas: a) Business administration - overview - History of business administration - Scientific classification of business administration - Business and enterprise as the subject of business administration - Constitutive business decisions - Overview of the functional areas of the company - Corporate governance as a business management task b) Theories of management - Industrial economics - Resource and competence-based approaches - New institutional economics - Systems theory c) The functions in the process of corporate governance - Planning - Organisation - Staff deployment - Leadership - Control - Information and communication d) Corporate governance systems - Corporate constitution and corporate governance - Corporate culture - Organisational structure - Planning and control system - Information and communication system e) Fundamentals of strategic management - Target planning - Strategic analysis and forecast - Strategy formulation and evaluation - Strategy implementation During the module students will be exposed to the range of topics in business administration. The module builds students' knowledge and skills in addressing business problems. Students will move from solving structured problems at the beginning of the module to solving complex and dynamic issues arising an unstructured environment. The assessment on the module is an open book examination in which students shall demonstrate their ability to solve problems in business administration.
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Analyses and then construct strategic targets that align with an organization's mission, vision, and objectives b) build long-term plans to achieve organizational goals

		c) critically analyses market dynamics, identify opportunities and threats, and formulate effective strategies for corporate development d) create innovative solutions to medium-complex business problems, in unstructured environments e) debate alternative options, assess risks to enable evidenced based decisions
		Knowledge:
		At the end of the module/unit the learner will be able : a) demonstrate comprehensive knowledge of the operational functions and elementary, overarching problems of business administration as well as important core interdependencies within the functional areas b) critically assess tools and techniques of strategic analysis and management c) critically evaluate the methods and procedures of corporate governance with their conceptual components of enterprise and leadership d) critically analyze the key elements of organizational structure and their influence on effective governance e) assess the process of staff deployment and its alignment with organizational goals and strategic objectives f) evaluate the principles and concepts of industrial economics and their application in managerial decision-making, and their impact on organizational behavior and structure g) critically assess the importance of a management system, evaluate the elements of corporate constitution and corporate governance and their potential impact on the company h) demonstrate comprehensive knowledge on the importance and structure of planning and control systems, the role of information and communication systems in the context of corporate management and strategy development i) critically analyze the role of corporate culture in shaping organizational values, ethics, and decision-making processes
		Skills:
		At the end of the module/unit the learner will have acquired the following skills: a) critically expound on elementary, overarching problems of business administration b) effectively apply essential concepts of business administration in the context of practical and theoretical problems c) constructively apply methods for problem solving, analyse and independently solve medium to complex problems in business administration and within the functional areas d) critically analyse and plan the resource- and market-oriented approach of companies in complex, poorly structured environments e) effectively apply systematics of the corporate management control cycle and critically analyse the content of the sub-functions

	f) crtically evaluate internal and external factors influencing organizational performance by using strategic analysis and forecasting techniques g) assess and employ the concepts of strategic management in a targeted manner to medium to complex sample cases h) debate the role of strategic management in the context of international management
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* At the end of the module/unit the learner will be able to: a) effectively use the instruments of strategic management b) select suitable organisational structures after assessing their respective advantages and disadvantages
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) produce a written solution to a business problem in an unstructured environment b) work independently to research terminology and methods applied in various areas of business c) use graphical software to illustrate strategic objectives

Hours of Total Learning for this Module/Unit	Total Contact Hours [3] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	50	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Self-Study Hours (Estimated workload of research and study)	150	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	50

Total Learning Hours of this Module	250 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐

Total Number of ECTS of this Module/Unit	10
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer.

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[3] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module.
	Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.
	Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Open-Book Examination (100 minutes), online, (100%). Students are required to solve different challenges in corporate management a company could face and to apply the skills acquired in this module. **Pass Mark: 45%**

Title of the Module/Unit	AUC01 - Accounting and Controlling
Module/Unit Description	Management accounting seeks to establish value for the organisation by way of managing resources, activities, and individuals to achieve the organisation's goals. Management accounting systems can be effective tools to provide information to enable decision making at all levels in the organisation. A prerequisite for management accounting is a sound understanding of bookkeeping and annual accounts. This module gives a complete understanding, from to bookkeeping, to preparation and analysis of financial statements. The preparation of financial statements considering annual accounts policy and tax effects is also treated in this module. The second part of this module explores the key concepts and tools of management accounting and controlling. In the first part, students will cover the following topics: a) Organisation of the accounts b) Account management and accounting records c) Posting of individual business transactions d) Entries to the annual accounts e) Balance sheet theory f) Commercial law financial statements g) Tax balance sheet h) Annual accounts analysis i) Annual accounts policy In the second part, students will cover the following topics: a) Cost and revenue accounting b) Cost-type accounting c) Cost centre accounting d) Cost unit accounting e) Current income statement f) Controlling Instruments g) Instruments to support strategic management h) Instruments to support the operational management of the company i) Digitalisation and controlling j) Artificial intelligence in controlling k) Big data analytics and predictive planning l) Blockchain technology and controlling
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) crtically review the financial performance of a company or business unit and derive suitable measures b) develop budgets and forecasts and critically debate the issues in the management of the budgeting process c) crtically analyses the financial performance against budgeted targets, identify variances, and develop corrective actions. d) analyze cost structures, across various departments, products and projects Identify cost-saving opportunities, and provide recommendations for cost optimization e) Develop and implement effective systems for managing accounts and financial records. f) create management reports and manage financial information .

	g) Develop measures for improving the structure of the balance sheet using suitable KPIs.
	h) debate options for cost optimization for products or product groups.
	i) Design and implement controlling systems to monitor and control organizational performance.
	Knowledge:
	At the end of the module/unit the learner will be able to:
	a) Expound a comprehensive knowledge of accounting principles, concepts, and frameworks.
	b) Critically evaluate the structure and organization of financial statements
	c) critically review compliance with accounting principles and regulations in managing accounts.
	d) debate the need for accurately posting and recording individual business transactions.
	e) Interpret and analyze the impact of entries on financial statements.
	f) Demonstrate advanced understanding of the concepts and principles underlying balance sheets.
	g) Analyze and interpret balance sheet information to assess the financial position of an organization.
	h) Critcally evaluate the significance and limitations of balance sheet data for decision-making.
	i) Debate the tax implications and regulations related to balance sheets.
	j) Analyze and interpret cost and revenue data for decision-making purposes.
	k) Critically evaluate cost unit accounting information for pricing, profitability, and cost control purposes.
	l) Analyze and interpret current income statement data to assess profitability and performance.
	m) Evaluate the limitations and implications of current income statement information.
	n) Analyze and interpret controlling data to support decision-making and performance evaluation.
	o) analyze and debate the effects of digitalisation and the associated technological developments,
	p) critcally evaluate selected technologies and their applications in controlling
	Skills:
	At the end of the module/unit the learner will have acquired the following skills:
	a) effectively apply the concepts of accounting
	b) expound on the need for accuracy in the system of accounting entries and features of the preparation of the annual financial statements
	c) prepare annual financial statements from the posting of business transactions
	d) confidently apply the technical vocabulary of accounting to prepare and interpret accounting evaluations
	e) critically analyse complex business transactions

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f) critically review the application of the recognition and measurement rules under commercial law
g) expound and debate on the differences between the commercial balance sheet and the tax balance sheet
h) critically analyse financial statements to assess the performance of companies within an industry context
i) critically interpret key financial indicators and trends to assess the financial health of an organization
j) critically analyse and evaluate cost and revenue accounting systems in practice and develop proposals for their design and
k) critically review thier application in a broad selection of cost accounting methods,
l) critically review the application of control instruments and methods for strategic (and operational) problems in providing the required information to make a selection from alternatives within complex environments
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<tr>
<td rowspan="2">Applying</td>
<td colspan="3">
Module-Specific Learner Skills
(Over and above those mentioned in Section B)
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<td colspan="3">
Module-Specific Digital Skills and Competences
(Over and above those mentioned in Section B)

At the end of the module/unit, the learner will be able to:
a) work in MS Excel
b) work with secure documents
c) prepare balance sheets using computer software
d) pepare controlling tools using MS Excel
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Hours of Total Learning for this Module/Unit

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.
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Total Contact Hours [4]
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)
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<td>50</td>
<td>
Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored)   0
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	Total Contact Hours [4]	50	Supervised Placement and Practice Hours	0
	Self-Study Hours (Estimated workload of research and study)	170	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	30

Total Learning Hours of this Module	250 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

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[4] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Total Number of ECTS of this Module/Unit	10
Explain how this module/unit will be taught	The module lecturer undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Set of Case Studies (100%). Students must deal with case-based (managerial) accounting and controlling problems and must develop a correct solution in line with legal requirements. The case studies cover both parts of the module. **Pass Mark: 45%**

Title of the Module/Unit	PTM01 - Project Management

Module/Unit Description	This module deals with important aspects of the very comprehensive management discipline of project management and offers on the one hand insights into the development and theoretical background, and on the other hand important practical tips and tried and tested methods that will help students to be able to handle their own projects even more successfully. Project management is a key qualification for managers.
	
	This module with cover the following topics:
	a) Project Start
	   • Project goals, phases and organisation
	   • Management of physical and virtual teams
	   • Environment/stakeholder analysis
	   • Risk management in project management
	   • Culture and communication in project management
	   • Agile approaches to project management
	   • Digitalisation in project management
	b) Project planning
	   • Work breakdown structure (WBS) and APs
	   • Process, time and schedule planning
	   • Resource and cost planning
	   • Financial and budget planning
	   • Estimation methods
	   • Managing projects successfully in the VUCA world
	c) Implementation and controlling
	   • Tasks in the implementation phase
	   • Project controlling
	   • Project controlling cycle
	   • Controlling measures
	   • Revision of planning
	d) Project completion
	   • Project documentation
	   • Project reports

Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) manage smaller to medium-sized projects in the business environment b) create project plans, define project scope and deliverables, establish timelines and milestones, and allocate resources effectively. c) Critically review and select appropriate forms of project organisation and plan projects, d) Crtically assess and decide which tasks are involved in which project phases and which instruments support them in doing so e) manage physical and virtual project teams f) critically analyse and manage task completion at various project phases and manage instruments that support their implementation g) critically review and manage the implementation of project management processes

	h) critically review and debate the change measures in connection with quality improvement within the project management processes
	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) critically expound their comprehensive knowledge of tasks occurring in project management at different stages and approaches to complete such tasks, b) critically evaluate various forms of project organisation, c) critically review the different approaches of agile and plan-based project management and select the appropriate approach for a project, d) critically analyse the project environment and identify the success factors of a project, e) critically assess the role of human behaviour in the management of projects and their environment f) evaluate and debate the methods and tools for controlling and managing complex projects, g) critically review and identify the possible project risks at an early stage and introduce strategies and measures to avoid them, h) critically review and debate the engagement of key stakeholders, understand their needs and expectations
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) effectively apply project management instruments and tools b) critically assess the needs for appropriate resources in project management c) create project budgets, track project costs, monitor expenses, and d) Critically assess the methods that ensure that projects are delivered within the allocated budget e) effectively apply methods and instruments for controlling and handling complex projects f) expound and effectively communicate the project objectives, progress, and changes to project stakeholders g) critically review and prioritize tasks, manage project timelines, and monitor progress against established milestones h) adapt and adjust plans as needed to overcome obstacles and maintain project progress i) manage and prepare project documentation
Applying	*Module-Specific Learner Skills* At the end of the module/unit, the learner will be able to:

	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) use e-project management tools			
Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [5] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	60	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	40
Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators. Students suggest a topic for their term paper, discuss the research question and the research targets with the supervisor, and submit a preliminary organisation of their paper. They get feedback from their supervisor who supports them during the completion of the assignment with advice. The supervisor shall not give feedback on preliminary versions of the term paper.

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[5] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Explain how this particular module/unit will be assessed	Case Study. Processing time: 6 weeks, 6,000 words (100%). Students need to develop a project plan for a given case in an analytical and organised way, using appropriate and well-researched literature, and applying the skills acquired in this module. **Pass Mark: 45%**

Title of the Module/Unit	MOM01 - Market-Oriented Management
Module/Unit Description	Students will receive an introduction to market-oriented management. They will learn about the historical roots and different perspectives of the subject. At the same time, they will gain a comprehensive understanding of marketing, which focuses on ensuring the competitiveness of companies. In addition, they will learn important theoretical principles of marketing management, which are indispensable for a scientific anchoring of the subject. Students will cover the following topics: a) Marketing management as a market-oriented concept of corporate management • Stages in the development of marketing • Marketing as a concept to ensure the competitiveness of enterprises • Development of a strategic marketing concept b) Theoretical foundations of market-oriented management • Behavioural science basics • Economic foundations c) Individual and organisational procurement behaviour • The behaviour of consumers • The procurement behaviour of organisational customers • Customer satisfaction and customer loyalty as central constructs of customer behaviour d) The integrative-processual marketing approach • Market research • Market programme development • Market communication • Conclusion of the market contract • Realisation of the exchange of services
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) develop a strategic marketing concept that integrates market research, segmentation, targeting, positioning, and marketing mix strategies to achieve organizational goals and objectives b) design and implement market communication strategies, including advertising, public relations, digital marketing, and social media c) manage and oversee the realization of the exchange of services, including monitoring customer satisfaction, managing customer relationships, and adapting marketing strategies based on feedback and market dynamics d) develop marketing strategies that align with the overall business objectives, target market needs, and competitive landscape e) develop strategies to measure, enhance, and manage the constructs of customer behavior within a market-oriented context f) develop and execute marketing communication plans g) develop a concept for marketing controlling

	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) demonstrate comprehensive knowledge of marketing as a concept for ensuring the competitiveness of enterprises, considering market dynamics, customer expectations, and sustainable competitive advantage. a) demonstrate comprehensive knowledge of the behavioral science basics that underpin consumer decision-making, including psychological, sociological, and cultural factors influencing consumer behavior b) critically analyse the main factors influencing demand behaviour b) critically evaluate the stages in the development of marketing, from traditional transactional approaches to customer-centric, relationship-based marketing strategies c) investigate and understand the central constructs of customer behavior, such as customer satisfaction and customer loyalty d) critically analyze and understand the elements involved in concluding the market contract, such as negotiation, contract terms, and legal considerations e) expound on exchange relationships as the core identity of marketing and evaluate extensions of the object area of marketing science f) demonstrate comprehensive knowledge of market-oriented management as a concept for ensuring the competitiveness of companies g) critically analyze the basic idea of the integrative-processual marketing approach with regard to its sub-functions h) critically analyze and evaluate the suitability of different sources and methods of marketing research i) evaluate the role and position of the functional area of marketing as well as its systemic integration in the company j) critically evaluate marketing as a market-oriented concept of corporate management theoretically and practically
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) effectively apply economic foundations, such as supply and demand, pricing theory, and market structures, to effectively manage market-oriented organizations and make informed marketing decisions b) effectively apply theories and models that explain the behavior of consumers, including the role of consumer attitudes and perceptions c) expound on consumer behavior, identify target audience segments, and develop insights into their needs, preferences, and motivations d) effectively apply a strategic marketing concept and clarify how this can contribute to achieving strategic competitive advantages e) differentiate the options of market communication from each other and select them regarding their suitability for specific situations f) effectively apply the marketing management process including its sub-steps and plan the relevant tasks in each case

Applying	g) effectively apply economic and behavioural theories to explain market-related exchange processes h) effectively apply marketing instruments i) effectively use the roles of the customer within the framework of the strategic marketing concept and derive appropriate recommendations for action
	Module-Specific Learner Skills *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) conduct research using online databases

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [6] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	98	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	2

Total Learning Hours of this Module	125 Hours		
Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐	
	Fully Online Learning ☒	Work Based Learning ☐	
Total Number of ECTS of this Module/Unit	5		
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.		

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[6] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Open-Book Examination (100 minutes), online, (100%). Students are required to solve different challenges in marketing a company could face and to apply the skills acquired in this module. **Pass Mark: 45%**

Title of the Module/Unit	HRML01 – Human Resources Management and Leadership
Module/Unit Description	The module deals with important aspects of the subject area of human resource management and offers students insights into important theoretical findings and models of leadership research on the one hand, but also practical application possibilities and implications for work in companies on the other hand. Leadership is subject to a variety of influences and determinants in both theory and practice, resulting in an almost endless number of explanatory approaches. Students will also find that there is no one right way to lead. Nevertheless, after completing this module, they will be able to theoretically explain leadership from different perspectives and profitably put this knowledge into practice - whether as a (future) leader or as a led. Students will cover the following topics: a) Human Resources Management • Macro trends and human resources management • Human resource management fields of activity • Recruitment strategies • Modern recruitment methods of external personnel recruitment • Personnel selection • Onboarding of new employees • Personnel development • Staff release b) Leadership • Leadership as a function • Leadership as a function c) Leadership styles • Authoritarian leadership styles • Democratic leadership styles d) Leadership models • Vroom/Yetton's concept • Ohio studies • Hersey/Blanchard's model • Behavioural grid according to Blake and Mouton e) Management-by-techniques • Management by objectives • Management by delegation • Management by exception f) Selected leadership topics from practice • The "ideal" leadership style • Common leadership mistakes
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Develop and implement effective human resources strategies that support the achievement of organizational objectives, b) Critically assess the design and implementation of HR metrics and analytics to measure the impact of HR initiatives on organizational performance, c) critically evaluate strategies to promote diversity, equity, and inclusion in human resources practices, policies, and decision-making processes,

	d) critically review the issues that drive employee satisfaction and well-being and
	e) create a work environment fostering employee satisfaction,
	f) motivate employees using suitable leadership instruments
	g) critically appraise the use of "management-by-techniques"

Knowledge:

At the end of the module/unit the learner will be able to:

a) critically expound their comprehensive understanding of key theories, concepts, and frameworks in human resources management.

b) Critically analyze the impact of human resources management on organizational performance and strategy

c) Evaluate the legal, ethical, and social implications of human resources practices in diverse organizational contexts

d) critically assess the impact of employee relations on organizational culture, employee well-being, and productivity

e) debate the role of human resources in talent acquisition, development, retention, and succession planning.

f) critically review the effectiveness of HR policies and practices in contributing to organizational success and competitive advantage

g) Assess the importance of talent management in attracting, developing, and retaining a high-performing workforce,

h) Effectively apply strategies for talent acquisition, including recruitment, selection, and onboarding processes

i) expound and debate the application of leadership models

j) critically express their understanding of the difference leadership styles and central motivation theories in terms of their significance for HR work

   critically assess the different approaches to leadership research

k) debate the concepts and issues relating to the various management theories

Skills:

At the end of the module/unit the learner will have acquired the following skills:

a) critically assess the strategies for managing employee relations, including employee communication, negotiation, and conflict resolution

b) critically review the application of the strategies for talent acquisition, including recruitment, selection, and onboarding processes

c) debate the impact of leadership instruments and styles, in different situations

d) critically assess the significance of motivation in human resources management

e) debate the impact of the various methods of leadership development

f) effectively apply solution-oriented leadership styles

g) effectively apply "management-by-techniques"

Applying	**Module-Specific Learner Skills** *(Over and above those mentioned in Section B)* At the end of the module/unit the learner will be able to: a) apply comprehensive knowledge of different perspectives on employee motivation and leadership, and develop them into solutions b) Critically assess current theories and concepts on leadership from a scientific and practical point of view
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit the learner will be able to: a) Critically assess the use of online tools for digital leadership and leading employees from a distance

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [7] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	50	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	150	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	50

Total Learning Hours of this Module	250 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	10

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is

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[7] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Term paper. Processing time: 8 weeks, 8,000 words (100%). The Term Paper shall track and evaluate students' knowledge about the module. Students discuss an assigned topic from HR Management or Leadership in an analytical and organised way, using appropriate and well-researched literature, and applying the skills acquired in module "MWS03 – Scientific Work and Research Methods. **Pass Mark: 45%**

Title of the Module/Unit	COFI01 – Corporate Finance

Module/Unit Description	This module explores the principles of corporate finance and their application. Corporate finance is a subfield of finance that deals with how corporations address funding sources, capital structuring, accounting, and investment decisions.
	
	It is concerned with maximising shareholder value through long- and short-term financial planning and the implementation of various strategies. The first part of this module focuses on working capital management and selected debt financing instruments. The second part treats questions of investment appraisal, the determination of capital costs, the valuation of financial assets and corporate transactions.
	
	The following topics will be covered in this module:
	
	Financial management and financing
	    a) Financial management
	    b) Differentiation of sources of financing
	    c) Working capital and working capital management
	    d) Optimisation of inventories and cash management
	    e) Management of accounts receivable
	    f) Long-term financing: Possibilities of raising equity capital, forms of debt financing, leasing
	    g) Financial planning and short-term financing: possibilities of short-term financing, short-term capital management
	    h) Selected alternatives to debt financing.
	Investment appraisal
	    a) Methods of investment appraisal
	    b) Dynamic methods of investment appraisal
	    c) Financial investments in bonds
	    d) Companies as investment objects

Learning Outcomes	**Competences:**
	
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	    a) debate a critical awareness of the time value of money, risk, future returns, and the capital investment decisions
	    b) assess and take responsibility for making informed, reasoned, and sustainable decisions on capital investment projects
	    c) critically argue the need for the collection, evaluation, and interpretation of information on financial issues to derive reasoned judgements and recognise and assess the interdependencies of their decisions with other subject areas
	    d) critically construct investment decisions under certainty and uncertainty and interpret key figures for investment decisions
	    e) critically analyse the influence of risk on the cost of capital
	    f) construct a valuation of companies with a leveraged capital structure
	    g) critically review the management of working capital and cash positions of a company
	    h) argue the need for financial investments in bonds
	    i) critically assess the preparation of the M&A processes

	Knowledge:
	At the end of the module/unit the learner will be able to: a) expound a comprehensive knowledge of financial management and different methods of investment appraisal b) critically demonstrate a comprehensive knowledge of working capital management, c) debate the advantages and disadvantages of different approaches to working capital management, d) critically assess short- and long-term financing alternatives and the effects on the company, e) critically evaluate investment objectives and make informed investment programme decisions, f) evaluate cash flows based on financial mathematical relationships g) critically assess different approaches to deducting the cost of capital for non-capital-market-oriented companies or projects and evaluate them with regard to their advantageousness, h) debate the different types of corporate transactions and forms of cooperation between companies, i) demonstrate a comprehensive knowledge of the M&A process
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) assess the scope of investment decisions in companies b) critically analyses the application of the methods of financial planning and analysis using the different instruments of debt, internal and equity financing c) debate the impact of increasing debt on profitability d) critically assess the short- and long-term forms of financing and evaluate the effects of mergers and acquisitions or financial distress e) effectively apply different approaches to working capital management in a targeted manner depending on the specific company situation f) critically assess the effects of working capital management measures on liquidity and profitability g) critically analyse the application of the instruments short- and long-term financing alternatives, h) critically evaluate the application of the models of investment appraisal and assess their value, i) effectively apply the methods of bond valuation to determine the fair value of bonds in decision-making, j) develop solutions to problems using finance knowledge and skills

Applying	***Module-Specific Learner Skills***
	
	At the end of the module/unit, the learner will be able to:
	   a) critically analyse and assess financial issues and communicate them to management and investors
	   b) effectively apply the relevant techniques to take informed decisions on bond investments.
	   c) independently select and apply the relevant techniques to choose the appropriate investment programme from several worthwhile investment projects

	Module-Specific Digital Skills and Competences
	(Over and above those mentioned in Section B)
	
	At the end of the module/unit, the learner will be able to:
	   a) use web resources to conduct financial data collection
	   b) use software, e.g. MS Excel, to conduct investment appraisal or company valuations

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [8] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20

Total Learning Hours of this Module	125 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.

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[8] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment, Excel models and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators. During lectures, students will discuss financial models and how they can be applied using MS Excel.
Explain how this particular module/unit will be assessed	Revealed Exam Questions (100%). Students must take investment decisions based on mathematical models applied and solve problems in corporate financial management using the skills acquired in this module. They must justify their decisions based on theories taught in this module. **Pass Mark: 45%**

Title of the Module/Unit	IME04 – International Management
Module/Unit Description	This module covers the strategic management of internationally active companies, the organisational management of multinational companies and the concept of intercultural competence. It will explore the causes, backgrounds, interrelationships, and theories of the international activities of companies and organisations. Students will cover the following areas: a) Development trends in the global economy b) Globalisation of the economy c) Dimensions of international management d) Internationalisation theories and theories of multinational enterprise e) Strategic management in internationally active companies f) Intercultural competence g) Multiculturalism and interculturalism h) Intercultural learning During the module students will be exposed to the range of topics in international management. The module will gradually build students' knowledge and skills in addressing problems in international business environments. The assessment on the module is an open book examination in which students shall demonstrate their ability to solve problems in international management and intercultural management.
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Develop internationalisation strategy for their company, b) develop a deep understanding of different cultures, including their values, customs, communication styles, and business practices, c) effectively manage ambiguity and uncertainty in international environments and thrive in diverse and rapidly changing contexts d) manage multicultural teams in different parts of the world, operating in diverse cultural and regulatory environments e) monitor global trends and draw conclusions for business development **Knowledge:** At the end of the module/unit the learner will be able to: a) debate the issues in the global business environment, including international economics, global markets, and geopolitical factors b) Critically analyse foreign markets to evaluate conditions for market entry, c) critically analyse international business challenges and opportunities d) evaluate the internal and external factors affecting a multinational organization and develop effective strategies to achieve its goals in a global context. e) demonstrate the ethical awareness and a commitment to social responsibility in international business practices f) critically evaluate the business and economic consequences of internationalisation and globalisation g) expound a comprehensive knowledge of organizational structures of multinational organisations

	h) critically assess the role of strategic management in the context of international management.
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) critically use the components of strategic management in multinational companies and develop their content, b) critically assess market entry strategies and prepare site decisions, c) execute strategic plans and establish key performance indicators (KPIs) to measure progress, d) adapt to different cultural norms, values, and practices e) expound the values of working in a multi-cultural environment, f) motivate and inspire a diverse workforce to navigate cross-cultural dynamics, g) adapt their communication style to different audiences, h) effectively apply approaches to building intercultural competences and design them for practical use
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* At the end of the module/unit the learner will be able to: a) analyse and independently solve more complex problems related to international business, b) effectively apply the instruments of strategic management, c) enhance the organisation's understanding of intercultural management
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)*

| **Hours of Total Learning for this Module/Unit**

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be contact hours or as otherwise established from time to time by MFHEA. | Total Contact Hours [9]
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures) | 25 | Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored) | 0 |
| | Self-Study Hours
(Estimated workload of research and study) | 98 | Assessment Hours
(Examinations/ presentations/ group work/ projects etc.) | 2 |

Total Learning Hours of this Module	125 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐

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[9] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Total Number of ECTS of this Module/Unit	5
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Open-Book Examination (100 minutes), online, (100%). Students are required to solve different challenges in international management and a company could face and to apply the skills acquired in this module. **Pass Mark: 45%**

Title of the Module/Unit	IRL01 – International Accounting

Module/Unit Description	This module builds upon previously acquired knowledge in the fields of financial accounting and covers the preparation of financial statements according to international financial reporting standards (IFRS). After finishing the module successfully, students also understand the importance of international accounting according to IFRS and know its specific problematic fields. They are familiar with the standard setter and its structure.
	Students will cover the following topics:
	  a) Introduction to international accounting according to IFRS
	    • Institutional foundations
	    • Conceptual foundations
	    • Financial statements and presentation principles
	  b) Intangible fixed assets
	    • Identification, approach, and initial assessment
	    • Subsequent measurement and disclosure requirements
	  c) Tangible fixed assets
	    • Approach and valuation
	    • Disposals, disclosure, and information
	    • Decrease in fixed assets
	  d) Provisions and contingencies
	    • Definition and approach
	    • Valuation, recognition, and disclosure
	  e) Equity
	    • Deferrals to debt and equity items
	    • Classification rules and disclosures
	  f) Financial instruments
	    • Recognition, initial and subsequent measurement
	    • Impairment, derecognition, disclosure issues and disclosure requirements
	    • Further development with IFRS 9
	  g) Hedging relationships (hedge accounting)
	    • Designation of hedging relationships
	    • Valuation and disclosure requirements
	  h) Leasing
	    • Definition and classification of leases
	    • Recognition and measurement, special problems, disclosures

Learning Outcomes	**Competences:**
	
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	  a) Critically analyse and manage the use of financial instruments to value tangible and intangible assets
	  b) critically resolve accounting issues treated in this module, ensuring compliance with IFRS
	  c) critically analyse the acquisition of shares and how they are presented in the balance sheet
	  d) critically assess whether the subsequent valuation can be carried out according to the revaluation model

	e) critically construct the consolidation of investments, debts, expenses and income and the elimination of inter-company profits in simple circumstances f) critcally review and assess the measurement of assets and liabilities for the lessee g) demonstrate proficiency in preparing financial statements in accordance with IFRS requirements, including balance sheets, income statements, cash flow statements, and statement of changes in equity
	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) Demonstrate a comprehensive knowledge of the institutional foundations of international accounting, including the role of regulatory bodies and standard-setting organizations b) critically evaluate and interpret financial statements prepared in accordance with IFRS, including the principles of presentation and disclosure c) critically assess the criteria for the recognition and initial measurement of intangible fixed assets d) evaluate and apply subsequent measurement and disclosure requirements for intangible fixed assets under IFRS e) debate the approaches and valuation techniques for tangible fixed assets according to IFRS f) critically evaluate and interpret the requirements for disposals, disclosure, and information related to tangible fixed assets g) critically explore the differences between provisions and contingencies h) critically evaluate the impact of provisions and contingencies on financial statements in accordance with IFRS i) analyse deferrals to debt and equity items in accordance with IFRS j) evaluate and interpret the classification rules and disclosure requirements for equity instruments under IFRS k) analyse and debate valuation and disclosure requirements for hedging relationships l) critically review the different lease classifications according to IFRS, distinguishing between operating and finance leases m) critically evaluate and interpret the special problems and disclosure requirements related to leasing transactions in accordance with IFRS n) expound a comprehensive knowledge of the preparation of consolidated financial statements o) debate the consequences of applying the revaluation method and the full goodwill method

	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) crtically review the principles, standards, and requirements of International Financial Reporting Standards (IFRS) and how they can be applied b) critically explore the valuation of intangible assets c) effectively apply approaches and valuation techniques for tangible fixed assets according to IFRS d) critically analyse the measurement of property, plant, and equipment e) critically review the approaches to the valuation, recognition, and disclosure of provisions and contingencies f) critically analyse the need for provisions and assess contingencies g) critically explore the need for the separation of equity and debt components h) critically assess the use of financial instruments to make secured initial and subsequent valuations i) critically explore the principles for the recognition, initial and subsequent measurement of financial instruments in accordance with IFRS. j) critically review the impact of impairment, derecognition, and disclosure requirements for financial instruments k) critically interpret the developments introduced by IFRS 9 in relation to financial instruments l) critically assess the accounting treatment of hedging relationships in accordance with IFRS. m) critically evaluate and apply valuation and disclosure requirements for hedging relationships. n) critically review the measurement and recognition criteria for leases o) debate the hedging relationships and successfully implement them in practice
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) conduct financial valuation using computer software b) prepare IFRS financial statements using computer software

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of	Total Contact Hours [10] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0

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[10] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20
Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐

Total Number of ECTS of this Module/Unit	5
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Lectures also include exercises and practical examples of recognition and valuation techniques treated in this module. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, IFRS standards and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Set of Case Studies (100%). Students must solve case-based international accounting problems and must develop a correct solution in line with IFRS and IAS requirements. **Pass Mark: 45%**

Title of the Module/Unit	PGM02 – Business Ethics
Module/Unit Description	This module explores the field of business and corporate ethics and gives an understanding of the subject and its complexity. It is also intended to encourage students, as business professionals, to always remain alert and critical towards their own subject and its instruments, and to approach economic questions and problems not only with specialist knowledge, but always also with their common sense. Students will get to know three selected approaches to business and corporate ethics. These will illustrate the diversity of theoretical work in this field. They will learn different ways of perceiving problems and of solving problems depending on the perception of the problem. Finally, this module is intended to build a bridge into practice and provide students with some hints and suggestions for their professional activities. Students will cover the following topics: a) Economic ethics • The justification of moral demands • The relationship between morality and self-interest • Dilemma structures • The moral quality of institutions b) Business ethics • Liberalism • Critique of the 'unleashed' market economy • Social justice c) Approaches • Need for business ethics • Integrative business ethics • Governance ethics d) Corporate Governance • Relevance of corporate responsibility • Approaches to corporate responsibility e) Management ethics - actors in companies • Normative strategy concepts • Specific investments as legitimisation for residual claims f) Codes of ethics
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) critically assess ethical dilemmas and the choice of ethical practices when engaging with colleagues b) critically discuss the application of ethical standards when taking economic decisions c) critically review the ethical behavior of colleagues within an organisation and the impact of ethical behaviour on the organisation d) critically assess the compliance to ethical standards within an organisation e) debate and discuss the creation of institutional and conceptual conditions of good ethical management practice

	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) Demonstrate a comprehensive knowledge of the philosophical foundations of economic ethics, including the justification of moral demands and their application in economic contexts b) critically analyze the relationship between morality and self-interest, exploring ethical considerations in economic decision-making c) critically analyze the structures of ethical dilemmas in economic situations, understanding the complexities and ethical implications d) critically evaluate the moral quality of institutions, examining how economic systems and institutions impact ethical decision-making and behavior e) critically evaluate the principles of liberalism and their application in the context of business ethics, considering the role of individual rights, freedoms, and responsibilities f) critically assess the need for business ethics in contemporary business environments, recognizing the ethical challenges and social expectations faced by organizations g) critically evaluate integrative business ethics approaches, exploring frameworks and strategies that integrate ethical considerations into organizational decision-making and practices h) critically explore governance ethics, understanding the ethical responsibilities and obligations of governing bodies, leaders, and managers in organizations i) critically debate corporate responsibility in the context of corporate governance, understanding the ethical obligations and accountability of organizations towards stakeholders and society j) critically evaluate different approaches to corporate responsibility, including corporate social responsibility (CSR), stakeholder theory, and sustainable business practices k) critically analyze normative strategy concepts in management ethics, examining ethical considerations in strategic decision-making, goal setting, and resource allocation within organizations l) critically evaluate the purpose and significance of codes of ethics in organizations, understanding their role in guiding ethical behavior, promoting integrity, and managing ethical risks m) critically expound the codes of ethics in practical contexts.
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) Critically examine and assess the critique of the 'unleashed' market economy, exploring ethical concerns related to market failures, inequality, and externalities. b) critically review the concepts of social justice within the realm of business ethics, considering distributive justice, fairness, and equality in economic contexts.

	c) critically assess the application of codes of ethics in practical contexts, understanding their application in decision-making, conflict resolution, and ethical dilemmas within organizations. d) critically explore the ethical consequences of economic actions and processes, e) critically discuss the strengths and weaknesses of the various ethical approaches and thus critically classify them f) effectively apply the considerations on the meaning and legitimacy of economic activity as well as the idea of economic citizenship to practical issues g) effectively apply instruments of institutional support of moral and responsible decision-making and action
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* ***Module-Specific Digital Skills and Competences*** *(Over and above those mentioned in Section B)*

| **Hours of Total Learning for this Module/Unit**

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA. | Total Contact Hours [11]
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures) | 25 | Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored) | 0 |
| | Self-Study Hours
(Estimated workload of research and study) | 60 | Assessment Hours
(Examinations/ presentations/ group work/ projects etc.) | 40 |

Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set

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[11] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module.
	Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.
	Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
	Students suggest a topic for their term paper, discuss the research question and the research targets with the supervisor, and submit a preliminary organisation of their paper. They get feedback from their supervisor who supports them during the completion of the assignment with advice. The supervisor shall not give feedback on preliminary versions of the term paper.
Explain how this particular module/unit will be assessed	Term paper. Processing time: 6 weeks, 6,000 words (100%). The term paper shall track and evaluate students' knowledge about the module. Students discuss an assigned topic in an analytical and organised way, using appropriate and well-researched literature, and applying the skills acquired in the module "MWS03- Scientific Work and Research Methods". **Pass Mark: 45%**

Title of the Module/Unit	TTM01 - Change Management
Module/Unit Description	The Individual's capacity for change is a basic competence of today's managers and employees. All business areas of a company are confronted with changes and strategic realignments at ever shorter intervals. The individual and collective ability to engage in these change processes as quickly and in a prepared manner as possible, or to initiate change oneself, is a key factor in successful entrepreneurial activity. In this module students will acquire the knowledge and competences to actively shape change management and to reflect on their own attitudes and behaviour towards change. They will also acquire methodological and action skills to successfully lead change processes. Students will cover the following topics: a) Change Management - Leading in times of change • Prerequisites for successful leadership • Successful strategic change management • Strategic analysis tools • Personal leadership competence, proactive leadership • Modern incentive systems b) Communication, leadership, and promotion of potential • Communication management in crises • Recognising potential - promoting internal communication • External communication in crisis and restructuring • Trust culture and trust management
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) design and manage a company as a "learning" organisation b) critically review and make adjustments on a continuous basis to existing business models c) critically assess and organise transformation in disruptive markets d) develop strategies for supporting and managing people through the change process, including addressing emotional and psychological aspects e) critically explore and make interventions into the structure of a company by engaging all organisational stakeholders f) critically evaluate the involvement of colleagues in the change process and manage the process in a targeted way g) manage communication effectively during crises h) develop and implement crisis communication strategies, mitigate reputational risks, and maintain stakeholder trust **Knowledge:** At the end of the module/unit the learner will have been exposed to the following: a) critically explore and demonstrate a comprehensive knowledge of the prerequisites for successful leadership in times of change b) critically analyze and evaluate the impact of various leadership styles and approaches in change situations c) critically evaluate and select appropriate change interventions and tools

	d) debate and promote advanced techniques for managing and mitigating resistance to change e) critically analyze the impact of change on individuals, teams, and the organization as a whole f) demonstrate a comprehensive knowledge of various communication channels and tools to disseminate information	
	Skills:	
	At the end of the module/unit the learner will have acquired the following skills: a) critically review and assess factors such as organizational culture, resistance to change, and stakeholder engagement in the application of advanced strategic change management techniques to effectively lead organizational change initiatives, b) exhibit proactive leadership behaviors, such as anticipating and responding to change, fostering innovation, and promoting a positive organizational culture c) critically assess and foster a trust culture within the organization by implementing trust management practices d) critically assess the application of methods of classical organisational development e) effectively apply communication techniques to accompany change processes f) professionally communicate in high-stress and ambiguous situations, apply conflict resolution, negotiation, and influencing techniques to navigate complex change scenarios	

Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)*

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be contact hours or as otherwise established from time to time by MFHEA.	Total Contact Hours [12] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	60	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	40

Total Learning Hours of this Module	125 Hours

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[12] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators. Students suggest a topic for their term paper, discuss the research question and the research targets with the supervisor, and submit a preliminary organisation of their paper. They get feedback from their supervisor who supports them during the completion of the assignment with advice. The supervisor shall not give feedback on preliminary versions of the term paper.
Explain how this particular module/unit will be assessed	Term paper. Processing time: 6 weeks, 6,000 words (100%). The term paper shall track and evaluate students' knowledge about the module. Students discuss an assigned topic in an analytical and organised way, using appropriate and well-researched literature, and applying the skills acquired in module "MWS03- Scientific Work and Research Methods". **Pass Mark: 45%**

Title of the Module/Unit	RIS01 - Risk Management
Module/Unit Description	Companies are permanently exposed to a multitude of risks that affect them from their environment, but also from within the company itself. While some risks do not pose a significant threat to the company, others can massively endanger the company's goals or even its existence. In order not to endanger the company's continued existence, a comprehensive management of entrepreneurial risks is necessary. This must be able to identify risks at an early stage, assess their relevance for the company and monitor and control critical risks. The instruments applicable within the framework of risk management can reduce the effects of undesirable risks for the company and thus increase the company's value. In this module, students will cover the following topics: a) Introduction to risk management - Risk concept and reasons for risk management - Risk management as a process - Risk identification and risk types b) Risk measurement and risk analysis - Simple loss measures (maximum loss, expected loss) - Key figures (volatility, sensitivity) - Value at Risk - Stress tests, scenario analyses and worst-case scenario - Qualitative risk measurement procedures - Risk analysis c) Risk management - Risk avoidance and risk limitation - Risk provisioning - Diversification and risk shifting - Risk transfer and risk compensation d) Derivative financial instruments - Fundamentals of derivative financial instruments - Evaluation - Option strategies e) Management of financial risks - Interest rate risk - Currency risk - Property price risk - Default risk - Liquidity risks f) Performance risk management - Operating risks - Procurement and sales risks g) Risk controlling - Tasks of risk controlling - Organisation of risk controlling and risk management - Company-wide profit and risk aggregation - External risk reporting

Learning Outcomes	**Competences:**	
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:	

	Competences:
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Formulate risk avoidance and risk limitation strategies to minimize the likelihood and impact of identified risks. b) develop risk provisioning techniques to allocate financial resources for potential losses and contingencies c) design and implement option strategies using derivative instruments d) manage interest rate risk, property price risk, credit default risk and liquidity risks e) manage operating risks related to internal processes, systems, and procedures that may affect the organization's performance and objective f) develop strategies to mitigate procurement and sales risks g) develop and implement a risk controlling process in practice h) develop and manage suitable control measures for concrete problems i) develop external risk reporting procedures and practices to comply with regulatory requirements and provide stakeholders with relevant and timely risk information
Learning Outcomes	**Knowledge:**
	At the end of the module/unit the learner will have been exposed to the following: a) Demonstrate a comprehensive knowledge of the concept of risk and the reasons for implementing risk management practices in organizations b) demonstrate a comprehensive knowledge of risk management as a systematic process, including the stages of risk identification, risk assessment, risk response, and risk monitoring and control c) critically assess the potential impact on organizational objectives of the various types of risks, such as operational, financial, strategic, and reputational risks, and d) critically analyze key figures such as volatility and sensitivity to assess the impact of market fluctuations on risk exposures e) evaluate the concepts of diversification and risk shifting to manage risk exposures across different assets, markets, or business units f) critically analyze risk transfer and risk compensation mechanisms, such as insurance, hedging, or contractual arrangements, to mitigate and manage specific risks g) critically expound a deep understanding of the fundamentals of derivative financial instruments, including options, futures, swaps, and forwards h) critically evaluate the pricing and valuation techniques used for derivative instruments, considering factors such as underlying assets, interest rates, and market conditions i) critically assess the interest rate risk, including the impact of changes in interest rates on financial assets, liabilities, and cash flows j) evaluate property price risk, including the impact of changes in real estate values on investment portfolios and property-related activities

	k) assess default risk, including credit risk assessment, creditworthiness analysis, and strategies for mitigating the potential losses from defaults l) evaluate liquidity risks
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) effectively apply quantitative risk measurement methods and evaluate their advantages and disadvantages or their limits b) conduct stress tests, scenario analyses, and worst-case scenario assessments to identify and evaluate risks in extreme or adverse conditions. c) effectively utilize qualitative risk measurement procedures to assess risks that are difficult to quantify d) critically assess and mitigate currency risk, considering the potential impact of exchange rate fluctuations on international transactions and investments e) effectively perform the tasks of risk controlling, including risk monitoring, measurement, analysis, and reporting. f) critically analyse, then organize and establish effective risk controlling and risk management frameworks within organizations g) implement company-wide profit and risk aggregation techniques to assess the overall risk profile and performance of the organization h) critically assess financial and performance risks and assess the impact of control measures i) critically evaluate and choose suitable derivative instruments j) effectively use appropriate control instruments according to the type of risk

Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* a) Use digital tools (e.g. MS Excel) for calculating various forms of financial risk

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [13] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20

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[13] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Total Learning Hours of this Module	125 Hours			
Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐
Total Number of ECTS of this Module/Unit	5			
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.			
Explain how this particular module/unit will be assessed	Revealed Exam Questions (100%). Students must solve problems related to risk management and develop suitable strategies using the skills acquired in this module. They must justify their decisions based on theories taught in this module. **Pass Mark: 45%**			

Title of the Module/Unit	PEH01 - Private Equity and Hedge Funds
Module/Unit Description	Even though private equity and hedge funds represent very different asset classes, it makes sense to highlight both forms of investment in one module, because at least the European legislator deliberately makes no distinction in regulation. Private equity can be described as off-market equity capital from private investors, financial investors or companies or family offices. It enables the creation and growth of highly innovative firms. Hedge funds are in fact very risky actively managed open or closed-end investment funds. Because the way hedge funds achieve returns and their risk depends on the respective hedge fund strategy, in this module students will learn about the different types of strategies with their respective advantages and disadvantages. In this module, students will cover the following topics: a) Private equity as an asset class - Private equity investment types - Funding phases - Legal and tax basis - Investment process b) Market participants - Institutional investors - Family Offices - Asset manager - Private investors - Company c) Management of private equity investments - Portfolio, risk, and liquidity management - Private equity fund - Investment controlling - Trends and developments in the private equity market d) Hedge funds as an asset class - Design of hedge funds - Investment strategies - Regulation (AIFM Directive, MiFID) - Fund of funds
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) plan and structure investment processes b) critically evaluate and make informed, reasoned, and sustainable decisions on PE investment projects c) crtically assess the valuation of companies with a leveraged capital structure d) develop portfolio management strategies for private equity investments e) critically assess PE portfolios regarding risk and yield f) advise on the impact for regulation (AIFM Directive, MiFID) on PE investments or hedge funds g) manage portfolios including PE investments and hedge funds h) manage communication with relevant market participants

	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following:
	a) expound an in-depth understanding of private equity investment types, including venture capital, leveraged buyouts, growth capital, and distressed investing
	b) critically evaluate the investment process in private equity, including deal sourcing, due diligence, valuation, structuring, negotiation, and post-investment management
	c) assess the legal and tax basis of private equity investments, considering regulatory frameworks, tax implications, and governance structures
	d) critically evaluate the roles and functions of institutional investors, such as pension funds, endowments, and sovereign wealth funds, in the private equity market
	e) critically analyze the characteristics and investment preferences of family offices as participants in private equity
	f) debate the roles and responsibilities of asset managers in managing private equity investments on behalf of institutional clients
	g) discuss and critically evaluate the motivations, risks, and investment strategies of private investors in the private equity market
	h) critically examine the considerations and challenges faced by companies seeking private equity investments
	i) analyze trends and developments in the private equity market, including market dynamics, regulatory changes, emerging sectors, and investment opportunities
	j) evaluate the design and structure of hedge funds, including the use of alternative investment strategies, risk management techniques, and fee structures
	k) analyze different investment strategies employed by hedge funds, such as long-short equity, global macro, event-driven, and quantitative strategies
	l) debate the concept and benefits of fund of funds as an investment approach to hedge funds
	Skills:
	At the end of the module/unit the learner will have acquired the following skills:
	a) Implement investment controlling techniques to monitor and assess the performance of private equity investments, including benchmarking, valuation, and reporting
	b) navigate the regulatory landscape governing hedge funds, including the AIFM Directive and MiFID regulations
	c) critically assess the different funding phases in private equity investments, including seed financing, early-stage financing, expansion financing, and exit strategies
	d) effectively apply and assess techniques and methods of investment appraisal
	e) correctly perform risk and yield analysis for PE portfolios
	f) select hedge funds or fund of funds as investment opportunities applying benchmarking techniques

Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) independently select and effectively apply the relevant techniques to choose the appropriate PE investment from several worthwhile investment projects

	Module-Specific Digital Skills and Competences
	(Over and above those mentioned in Section B)
	
	At the end of the module/unit, the learner will be able to:
	    a) use web resources to conduct financial data collection
	    b) use technology to conduct investment appraisal
	    c) use technology for company valuations and fund valuations

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [14] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20

Total Learning Hours of this Module	125 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and

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[14] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Revealed Exam Questions (100%). Students must solve problems occurring in the field of PE or hedge funds using the skills acquired in this module. They must justify their decisions based on theories taught in this module. **Pass Mark: 45%**

Title of the Module/Unit	OUW01 - Organisation and Knowledge Management
Module/Unit Description	This module deals with issues of both organisation and knowledge management, so that students will have a self-contained overview of the interrelationships. This module covers the perspective of the organisation as well as that of knowledge management. Both topics are closely related in companies: the design of the organisation must ensure that learning and the targeted handling of knowledge function in the best possible way in the company. At the same time, the generation of new knowledge helps to further improve the organisation. Both areas, organisational and knowledge management, can therefore support each other, but in the negative case they can also block or hinder each other. The concept of the "learning organisation" clearly illustrates this close relationship. Students will cover the following areas: a) Corporate governance systems - Corporate constitution and corporate governance - Corporate culture - Organisational structure - Planning and control system - Information and communication system b) Organisation - Goals and tasks of the organisation - Subject matter and elements of organisational design - Organisational units - Traditional organisational models - New organisational models - Internationalisation and organisational structure - Transformation of organisations c) Knowledge management - First generation knowledge management - Second generation knowledge management - Knowledge management and competence development - Implementation of competence-oriented knowledge management
	Competences:
Learning Outcomes	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Develop organizational structures that align with strategic goals, promote accountability, and facilitate effective decision-making b) design effective organizational structures to facilitate efficient coordination, communication, and collaboration c) develop and implement planning and control systems d) develop strategies for successful organizational transformation, considering changing business environments e) design and implement competence-oriented knowledge management systems that support knowledge creation, sharing, and application, fostering innovation and organizational performance f) manage change processes concerning organisational structure

	Knowledge:

	At the end of the module/unit the learner will have been exposed to the following:
	   a) critically analyze the relationship between corporate constitution and corporate governance, considering legal, ethical, and stakeholder perspectives
	   b) critically analyze the interplay between organisational structure, strategy, and corporate culture
	   c) critically assess the role of corporate culture in shaping organizational behavior, decision-making processes, and long-term sustainability
	   d) assess the information and communication systems that support transparency, accountability, and stakeholder engagement
	   e) critically evaluate the goals and tasks of an organization in relation to its external environment, industry dynamics, and stakeholder expectations
	   f) evaluate different organisational models in terms of their respective strengths and weaknesses
	   g) assess and compare traditional and new organizational models, including emerging trends such as networked organizations, virtual teams, and agile structures
	   h) critically analyze the impact of internationalization on organizational structures, considering factors such as global market entry strategies, cross-cultural management, and coordination of multinational operations
	   i) evaluate appropriate tools, technologies, and methodologies for implementing knowledge management initiatives
	   j) evaluate the relationship between knowledge management and competence development

	Skills:

	At the end of the module/unit the learner will have acquired the following skills:
	   a) discover the organizational development opportunities that align knowledge management strategies with the overall business goals and objectives
	   b) debate and promote organizational development strategies, knowledge management initiatives, and their benefits to stakeholders
	   c) critically assess the application of tools and techniques for knowledge management
	   d) effectively plan, execute, and monitor organizational development and knowledge management projects
	   e) engage and influence stakeholders, build relationships, and manage expectations
	   f) foster a culture of learning, innovation, and continuous improvement within the organization
	   g) effectively apply organisational theories and transfer them to current issues of an organisation
	   h) select suitable organisational structures in line with the goals of the organisation

	i) effectively apply the theory of rights of disposal, the transaction cost theory as well as the agency theory on current entrepreneurial questions j) effectively use contemporary knowledge management tools and discuss the connection between knowledge management and competence development
Applying	**Module-Specific Learner Skills** *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) use graphical software to illustrate organisational structures

| **Hours of Total Learning for this Module/Unit**

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA. | Total Contact Hours [15]
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures) | 25 | Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored) | 0 |
| | Self-Study Hours
(Estimated workload of research and study) | 98 | Assessment Hours
(Examinations/ presentations/ group work/ projects etc.) | 2 |

Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐

Total Number of ECTS of this Module/Unit	5

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.

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[15] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Open-Book Examination (100 minutes), online, (100%). Students are required to solve different challenges in creating and developing organisational structures of a company and to apply the skills acquired in this module. **Pass Mark: 45%**

Title of the Module/Unit	ENM01 - Innovation Management
Module/Unit Description	In this module students will learn what contributions innovations can make to the development of an economy and to the business of companies. They will be able to distinguish between an innovation and a non-innovation and at the same time be aware of the blurring of this distinction. It is also important to know what makes innovations successful and which methods can be used to manage innovations. Students will cover the following topics: a) Fundamentals of innovation management • Factors influencing the success of innovation • Development of innovation strategies • Organisation of innovation management • Innovation management and corporate culture b) Innovation process • Success factors for innovations • Ideas management • Innovation controlling c) Implement innovations • Marketing innovations • Market launch • Property rights and property rights strategy
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Develop innovation strategies that align with organizational goals b) develop and manage innovation processes within the organization c) crtically review the process of managing the innovation process, including the generation, evaluation, selection, and implementation of innovative ideas d) develop and implement marketing strategies for innovations e) plan and execute the market launch of innovations, understanding the importance of timing, market readiness, and effective communication f) critically evaluate and then select those ideas that promise to become reality g) manage the innovation process to enable the market success of innovations h) manage the market entry of product innovations **Knowledge:** At the end of the module/unit the learner will have been exposed to the following: a) expound a comprehensive knowledge of the fundamental concepts, processes, and strategies involved in innovation management b) critically evaluate and analyse the factors that influence the success of innovation c) critically analyse the relationship between innovation management and corporate culture d) debate the impact of the different types of innovations

	e) critically evaluate different methods of an innovation strategy oriented towards the corporate strategy f) demonstrate comprehensive understanding of the early stages of the innovation processes up to market launch and the associated methods and techniques for process design and innovation management g) critically analyse current and modern approaches in innovation management h) evaluate the importance of IP rights and the strategic measures in this respect
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) critically discuss the success factors for innovation strength based on knowledge of success factor research b) effectively navigate the complexities of the innovation process, from idea generation to successful implementation c) effectively apply innovation controlling techniques to monitor and evaluate the progress and performance of innovation projects d) critically review the implementation and commercialisation of innovative ideas e) effectively apply methods of innovation needs assessment f) crtically distinguish the methods for the acquisition and selection of innovation ideas. g) effectively apply methods for the development and economic exploitation of innovations h) debate the use of parallel processes required to take an innovation from specification to market launch i) critically evaluate the potential mistakes and risks that can occur during the market launch of innovations and derive the appropriate conclusions from this j) demonstrate strong awareness of ethical considerations and responsible innovation practices, including social and environmental impacts, privacy and data security, and compliance with legal and regulatory frameworks.
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* a) use models for managing innovations to develop their own innovation management process
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) conduct financial valuation using computer software

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [16] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20

Total Learning Hours of this Module	125 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Case Study (100%). Students are presented a case study from innovation management, and they must develop solutions to the problems presented in the case study. They must justify the solutions suggested based on the contents taught in this module. **Pass Mark: 45%**

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[16] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Title of the Module/Unit	WPSY02 - Occupational and Organisational Psychology
Module/Unit Description	Occupational psychology in the narrower sense deals with the question of how working conditions affect the working person and how the person in turn affects the working conditions. The field of organisational psychology is generally concerned with the interrelationships between the individual and the organisation. This module covers the practical fields of application: students will treat questions of work analysis and work design, work safety, evaluate measures for mitigating stress and increasing employee motivation, and discuss methods of team development. The following topics will be covered by this module: a) Theories and models of work behaviour b) Job analysis c) Work motivation and satisfaction d) Stress and health e) Work design f) Occupational safety and health g) Occupational health management h) The concept of organisation and its characteristics i) Forms of organisational structure j) Organisational culture and climate k) Organisational diagnosis l) Organisational development m) Group and teamwork n) Team development
Learning Outcomes	**Competences:**
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) develop strategies and approaches to work design b) synthesize and integrate multiple theories to develop a comprehensive understanding of work behavior phenomena c) design and develop comprehensive job descriptions and specifications based on job analysis findings d) develop strategies to enhance work motivation and job satisfaction in organizational settings e) develop strategies to manage and reduce stress in organizational settings f) design and implement workplace health promotion programs to enhance employee well-being and reduce stress-related issues g) manage occupational health risks and issues in organizational settings h) design and modify work processes and structures to enhance productivity, job satisfaction, and employee engagement i) design and implement organizational structure changes and assess their impact on performance and efficiency j) advise on measures for promote team development

	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) demonstrate an in-depth understanding of the principles and methods of job analysis b) analyze and evaluate major theories and models of work behavior c) critically assess the strengths and limitations of different theories and models of work behavior d) debate different theories and models of work motivation and satisfaction e) critically assess the impact of motivation and satisfaction on individual and organizational outcomes f) effectively use methods to measure work motivation g) demonstrate a comprehensive knowledge of the concepts and theories related to stress and its impact on health h) crtically analyze sources of stress in the workplace i) evaluate the physiological and psychological consequences of stress on individuals and organizations j) critically analyze different approaches and models of work design and evaluate the impact of work design on individual and organizational outcomes k) assess the potential risks and challenges associated with work design interventions l) demonstrate an in-depth understanding of occupational safety and health regulations, standards, and best practices m) evaluate the effectiveness of safety and health programs and interventions in organizations n) debate the impact of occupational health management strategies on employee well-being and organizational performance o) critically evaluate different organizational perspectives and their implications for management and leadership p) critically assess the impact of organizational characteristics on individual and group behavior q) evaluate the advantages and disadvantages of various organizational structures r) demonstrate a comprehensive knowledge of the concepts of organizational culture and climate and their impact on individual and group behavior
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) effectively apply methods for measuring job satisfaction b) debate the critical factors influencing work motivation and job satisfaction c) implement measures of occupational health and safety d) effectively apply methods for measuring and improving organisational climate using the knowledge of organizational change and culture e) effectively apply theories and models of work behavior to solve practical problems in real-world organizational settings

	f) effectively apply various job analysis techniques to collect and analyze job-related data
	g) effectively apply principles of work design to optimize job performance and employee well-being
	h) effectively apply legal and ethical considerations in occupational health management practices
	i) navigate changing circumstances, adjust team strategies as needed
	j) effectively apply strategies to facilitate team progress

Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)*

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [17] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20

Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.

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[17] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

	Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Revealed Exam Questions (100%). Students must answer questions related to the topics treated in this module, analyse given problems, and develop a suitable solution to these problems. Students shall apply the skills developed in this module. **Pass Mark: 45%**

Title of the Module/Unit	WPSY03 - Market and Consumer Psychology
Module/Unit Description	The module covers market psychological issues, such as the importance of psychological research methodology motivated by business management during a product life cycle. For this purpose, market psychological methods and contents needed to answer numerous product and service-related questions in business management practice are taught. The module conveys methodological and thematic knowledge in the field of market and consumer research. The module covers the following topics: a) Definition and tasks of market and consumer psychology b) Theories of market and consumer psychology c) Models of consumer behaviour d) Purchasing decision behaviour e) Customer satisfaction f) Customer loyalty and retention g) Relationship between customer satisfaction and customer loyalty h) Advertising Psychology i) Advertising impact models j) Sustainable consumer behavior k) Psychological market research and methods of market and consumer psychology
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) synthesize theoretical and practical knowledge to propose effective strategies for applying market and consumer psychology principles in marketing initiatives b) advise marketing departments on applying the acquired knowledge of market psychology c) design market research concepts and critically engage with methodological challenges and ethical issues in psychological market research d) develop comprehensive explanations and predictions of consumer behavior in specific marketing contexts e) develop strategies to influence and guide purchasing decision behavior through marketing and promotional efforts f) develop strategies to enhance and manage customer satisfaction throughout the customer journey g) develop strategies to build and maintain customer loyalty h) design and implement customer retention strategies to maximize customer lifetime value and strengthen brand loyalty i) develop comprehensive frameworks for assessing and optimizing advertising effectiveness j) develop strategies to promote and influence sustainable consumer behavior through marketing initiatives and communication campaigns k) Develop strategies to influence and guide purchasing decision behavior through marketing and promotional efforts.

	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) Critically analyze the factors influencing purchasing decision behavior, such as individual needs, motivations, attitudes, and external influences b) evaluate and discuss the different types of purchasing decision behavior c) critically analyze the concept and components of customer satisfaction d) evaluate the factors influencing customer satisfaction, such as product quality, service quality, and customer expectations e) critically assess the strengths and limitations of different theories in predicting and influencing consumer behavior f) critically analyse decision anomalies and distorting perception effects g) analyse the differences between organisational and private purchase decision behaviour h) demonstrate a comprehensive knowledge of different models and theories of customer loyalty i) evaluate the impact of customer satisfaction on customer retention j) evaluate the relationships between customer satisfaction, customer loyalty and customer retention using suitable models k) analyze the impact of psychological factors on advertising outcomes l) critically analyze and evaluate different advertising impact models m) analyse the factors influencing sustainable consumer behavior, such as personal values, environmental awareness, and ethical considerations n) critically assess the suitability and applicability of consumer behavior models to diverse consumer segments and product categories o) evaluate different theories and models related to sustainable consumer behavior p) demonstrate comprehensive knowledge of primary and secondary market research methods q) analyse the ethical considerations and challenges in conducting market and consumer psychology research
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) debate the application of market and consumer psychology concepts to understand consumer behavior in various marketing contexts b) discuss the effective application of the major theories and models to analyze and explain consumer behavior and decision-making processes c) effectively apply measurement techniques to assess and measure customer satisfaction levels d) critically analyse the application of consumer behavior models to understand and predict consumer actions and responses in marketing situations e) effectively apply consumer behavior models to develop marketing strategies and tactics that align with consumer preferences and motivations

	f) debate the application of the purchasing decision behavior models to understand and predict consumer choices in various market contexts
	g) effectively apply different advertising impact models
	h) critically review the techniques for measuring and evaluating customer loyalty and retention rates
	i) critically review the advertising impact models to understand and predict the effectiveness of advertising campaigns
	j) effectively apply the qualitative and quantitative methods of psychological market research
	k) Conduct independent research and demonstrate advanced skills in designing, implementing, and analyzing market and consumer psychology studies
	l) apply psychological market research methods to collect and analyze data on consumer behavior, attitudes, and preferences
	m) apply ethical considerations in conducting psychological market research and interpreting research findings
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)*
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)*

| **Hours of Total Learning for this Module/Unit**

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA. | Total Contact Hours [18]
(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures) | 25 | Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored) | 0 |
| | Self-Study Hours
(Estimated workload of research and study) | 80 | Assessment Hours
(Examinations/ presentations/ group work/ projects etc.) | 20 |

Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐

Total Number of ECTS of this Module/Unit	5

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[18] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Revealed Exam Questions (100%). Students must answer questions related to the topics treated in this module, analyse given problems, and develop a suitable solution to these problems. Students shall apply the skills developed in this module. **Pass Mark: 45%**

Title of the Module/Unit	BAUI03 - Operation and Use of Real Estate
Module/Unit Description	This module covers the essential contents of real estate management. In facility management, management activities focus on optimising all operational functions of the real estate, reducing costs, and improving services. Students will also learn how to use real estate during its life cycle and how to manage revitalisation of objects and corporate real estate. After completing this module, students will demonstrate advanced knowledge, critical thinking, and practical application of concepts and skills in the respective areas of operating real estate. Students will cover the following topics: a) Operating real estate • Basics of facility management • Operating and managing properties • Property, service, and space management • Maintenance management • Service management b) Benefit from real estate • Uses of real estate • Property, service, and space management • Corporate real estate management • Revitalisation of objects c) Digital planning, building and operation • Information management and systems • Life cycle data management
Learning Outcomes	**Competences:**
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) develop proficiency in property, service, and space management to optimize the utilization and value of real estate assets b) design and implement maintenance management plans to ensure the long-term sustainability and functionality of real estate properties c) develop strategic approaches for corporate real estate management, considering organizational objectives and stakeholders' interests d) formulate revitalization strategies for existing real estate objects, considering factors like sustainability, market trends, and user needs. e) implement life cycle data management practices to ensure accurate and comprehensive documentation throughout the different phases of a real estate project
	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) critically evaluate the framework conditions and processes of operation and utilisation and explain them in the context of real estate management b) demonstrate comprehensive knowledge of the individual components of real estate operation and management and their functions

	c) critically assess the components of the life cycle of real estate, especially maintenance management, and classify them in a process management
	d) critically evaluate service management practices to meet the needs and expectations of occupants and stakeholders
	e) demonstrate comprehensive knowledge of facility management, including principles, strategies, and best practices
	f) demonstrate comprehensive knowledge of service management in its entirety
	g) critically assess the diverse uses and potential benefits of real estate in various contexts, such as residential, commercial, and industrial sectors
	h) critically evaluate buildings as systems
	i) critically evaluate the corporation's real estate portfolio to optimize its composition and performance
	j) critically evaluate information management systems and technologies for effective planning, building, and operation of real estate projects
	k) critically evaluate and integrate innovative digital solutions to optimize decision-making, resource allocation, and performance management in real estate projects
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) effectively apply advanced property, service, and space management techniques to enhance the operational efficiency and profitability of real estate assets. b) effectively apply the concepts of process management to maintenance management c) manage the day-to-day operations and maintenance of corporate real estate assets, such as e.g. managing service providers, coordinating repairs and maintenance activities d) effectively apply safety and regulatory standards and ensure compliance e) implement sustainability initiatives f) effectively apply digital tools and techniques to enhance the efficiency, quality, and sustainability of planning, building, and operation processes g) effectively apply life cycle data management practices h) prepare accurate and comprehensive documentation throughout the different phases of a real estate project i) implement and use performance metrics and reporting systems to track the financial, operational, and environmental performance of the corporation's real estate assets j) prepare regular reports and presentations for senior management
Applying	*Module-Specific Learner Skills* *(Over and above those mentioned in Section B)*

	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to: a) conduct research using online databases			
Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [19] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	98	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	2
Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning	☐	Blended Learning	☐
	Fully Online Learning	☒	Work Based Learning	☐

Total Number of ECTS of this Module/Unit	5
Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.
Explain how this particular module/unit will be assessed	Open-Book Examination (100 minutes), online, (100%). Students are required to solve different problems in facility and life cycle management and to apply the skills acquired in this module.

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[19] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Title of the Module/Unit	ENM02 – Data Science Management (Big Data)
Module/Unit Description	The module on Data Science Management (Big Data) provides students with a comprehensive understanding of the principles, techniques, and tools used in managing and analyzing large-scale data sets. The module explores the challenges and opportunities associated with big data and equips students with the knowledge and skills required to effectively leverage data science for decision-making and organizational success. Students will gain hands-on experience with industry-standard tools and methodologies for data management, data processing, and data analysis. The module covers the following topics: Data Science • Data types & quality criteria - Special features of Big Data • Data ethics & regulation - Data protection & Information security The Data-Driven Enterprise • Data Governance - Data Management • Vertical applications in the enterprise - Data silos and their evaluation • New Big Data sources for companies - IoT, Web Tracking, Data Trader • Cloud-based data warehouses and data lakes • Data & Organisation Actionable Analytics • Analytics - Overview & Application Examples • Good analytics forces action - manipulation with data Application example Data & Process Mining, AI & Robotic Process Automation • Data Mining • Process Mining • AI & Machine Learning • Robotic Process Automation
Learning Outcomes	**Competences:** At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Design and implement data management strategies to address challenges related to data silos and facilitate data integration across different vertical applications b) Explore and assess emerging Big Data sources for companies, such as IoT, web tracking, and data trading, to leverage their potential for generating valuable insights c) Design strategies to implement predictive analytics and machine learning for big data in a company d) Develop concepts to implement data visualization and communication e) create actionable analytics on the basis of an analysis tool (e.g. Microsoft Excel), f) carry out data mining and a basic process analysis on a fictitious example company g) act as coordinators of modern and agile information management in the company h) Ensure compliance with data protection regulations (e.g., GDPR, CCPA) i) Develop data governance frameworks and best practices, data management policies and procedures

	j) Ensure ethical considerations in data science and big data management
	k) Ensure responsible use of data
	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following:
	a) demonstrate a comprehensive understanding of the complexity of dealing with data, information and knowledge in the company and accompany the relevant problem solutions in an advisory capacity,
	b) critically assess the elements, concepts and methods of the current development trends "Big Data" and "Digital Transformation" and the related questions in the direction of information quality and data availability,
	c) evaluate basic architectures of modern data landscapes,
	d) demonstrate a deep understanding of the relationship between data and organizational structures, and evaluate how data impacts organizational decision-making and strategy
	e) critically assess the current developments and challenges with regard to information management in companies
	f) critically assess the opportunities and risks of the use of artificial intelligence (AI) and develop possible scenarios for the use of AI
	g) critically analyze and evaluate the ethical and regulatory considerations associated with data science, including data protection and information security.
	Skills:
	At the end of the module/unit the learner will have acquired the following skills:
	a) obtain Big Data from public sources in an automated way,
	b) evaluate the management cycle for processing and handling the resource of information and design it in a disciplinary and interdisciplinary manner,
	c) lead concrete implementation projects with their management competence or accompany them as internal consultants,
	d) utilize data science techniques to extract valuable insights from large-scale data sets and make data-driven decisions in various organizational contexts
	e) effectively apply data governance principles and practices to effectively manage and govern data within an organization
	f) evaluate and employ cloud-based data warehouses and data lakes to store, process, and analyze large-scale datasets effectively.
	g) critically assess data obtained from AI applications and reflect on their potential sources and quality
Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)*

	Module-Specific Digital Skills and Competences
	(Over and above those mentioned in Section B)

- Effectively use AI tools, like e.g. ChatGPT, to achieve defined results, critically assess the results
- Use software for data analysis, e.g. Excel

Hours of Total Learning for this Module/Unit	Total Contact Hours [20] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	25	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Self-Study Hours (Estimated workload of research and study)	80	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	20

Total Learning Hours of this Module	125 Hours			

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	5

Explain how this module/unit will be taught	The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises. Lectures include practical exercises with tools used for data analysis or with tools using AI. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators.

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[20] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

Explain how this particular module/unit will be assessed	Revealed Exam Questions (100%). Students must answer questions related to the topics treated in this module, analyse given problems, work with practical examples and real data researched by themselves, and develop a suitable solution to these problems. Students shall apply the skills developed in this module. **Pass Mark: 45%**
Title of the Module/Unit	**MATH25 - Master's Thesis**
Module/Unit Description	This module requires each student to complete a piece of independent/ supervised dissertation (15,000 – 18,000 words, not including abstract, appendices and references). Each student should select a topic of interest (relevant to their area of study), and then research relevant academic models and literature and apply to a chosen area of study. Before starting their master's thesis, students need to successfully complete module MWS03 Scientific Work and Research Methods. The module will also cover the following content on empirical research methods which will prepare students for completing their research project: 1) Quantitative Research Methods: • Data collection and sampling • Creation of questionnaires • Descriptive Statistics • Testing hypotheses • Regression analysis • Significance tests • Correlation tests • Factor Analysis • Bias in quantitative research • Interpretation of results 2) Qualitative Research Methods • Data collection • Creation of interview guides • Conducting interviews • Qualitative data analysis (qualitative content analysis) • Grounded theory • Ensuring quality in qualitative research • Interpretation of results 3) Software for quantitative and qualitative data analysis • MS Excel • R • MAXQDA
Learning Outcomes	**Competences:**
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) design and complete their own research problem by systematically developing a topic and correctly processing it according to scientific standards (from outlining to rough draft to final draft)

	b) Develop a well-structured research design that aligns with the research objectives and questions, incorporating appropriate research methods and ethical considerations c) Critically assess and cope with challenges faced during literature review, data collection, data analysis and interpretation of results
	Knowledge:
	At the end of the module/unit the learner will have been exposed to the following: a) Critically assess different research methodologies and identify a suitable methodology to address a specific research topic b) Critically analyse and evaluate a set of research findings in relation to existing theories, empirical evidence, and scholarly debates in the field. c) construct a research paper based on pre-set technical requirements d) critically express a deep understanding of research ethics and the importance of conducting research in an ethical and responsible manner, including considerations related to informed consent, privacy, and confidentiality. e) critically contribute to the existing body of knowledge in the field of study, by presenting new insights, novel perspectives, or empirical evidence that advances the understanding of the research topic.
	Skills:
	At the end of the module/unit the learner will have acquired the following skills: a) work independently on a scientific question within a given period using scientific working methods b) critically express the use of methods to a delimited problem c) critically demonstrate and apply a deep understanding of the key theories and concepts related to a field of study to the research topic, d) critically review and apply appropriate data analysis techniques, demonstrating proficiency in using relevant software tools or statistical methods to analyse and interpret research findings. e) critically express recommendations, models, or concepts to a problem f) critically review and apply quantitative or qualitative research methods g) conduct a thorough and critical review of the existing literature in the chosen research area, identifying key gaps, controversies, and trends in the field h) synthesize and integrate diverse sources of information, theories, and empirical evidence to develop insightful and coherent arguments within the thesis. i) critically discuss the limitations of the research, acknowledging any constraints, challenges, or potential sources of bias that may have impacted the study. j) expound avenues for future research based on the findings and limitations of the study, suggesting areas that warrant further investigation and potential research implications.

Applying	***Module-Specific Learner Skills*** *(Over and above those mentioned in Section B)* a) critically review and apply data collection and analysis skills b) plan and manage their time to achieving the research goals c) demonstrate research skills through appropriate structure and design of the project work
	Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* a) Demonstrate application of computer skills in data collection, organization and analysis b) Compose a dissertation using computer software and arrange dissertation writing in accordance with the set requirements in relation to structure and format

Hours of Total Learning for this Module/Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [21] (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)	45	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored)	0
	Self-Study Hours (Estimated workload of research and study)	480	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	100

Total Learning Hours of this Module	625 Hours

Mode of Delivery Kindly tick a box, as applicable	Fully Face-to-Face Learning ☐	Blended Learning ☐
	Fully Online Learning ☒	Work Based Learning ☐

Total Number of ECTS of this Module/Unit	25

Explain how this module/unit will be taught	This module consists of two parts: **1) Empirical research methods (20 contact hours)** The first part of the module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module. Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials on the use of software for data analysis, and exercises. Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They

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[21] *In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.*

can also access online tests for self-assessment and exercises including standard solutions and answers.

2) Dissertation (25 contact hours)

The second part of the module is supported by the principal supervisor who undertakes induction and debriefing sessions and provides support through email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the principal supervisor and a second marker. Both are determined by the Examination Board according to the field of research suggested by the student.

Supervision of the Dissertation

The supervision process in for the dissertation ensures that students receive the necessary guidance and support throughout their research journey. The dedicated supervision structure, regular meetings, and feedback mechanism enable students to produce high-quality dissertations that contribute to the field of business. The module aims to foster a collaborative and supportive environment, enabling students to develop their research and critical thinking skills while making a meaningful impact in the business world.

Supervision Process:

1. Initial Meeting: During this meeting, the student presents their research proposal, including the research question, objectives, methodology and preliminary organisation of their paper. The supervisor provides feedback and suggestions to help refine and shape the proposal. At this stage, the supervisor shall also give advice on the suitability and feasibility of the proposed theme, help to determine the scope of the project, in relation to the eventual word limit, and provide advice on methodology. The student might also submit a project plan for the dissertation, discuss it with their supervisor and decide on it together.

2. Regular Meetings: Once the proposal is approved, regular meetings are scheduled between the student and the supervisor. These meetings serve as milestones to help students manage their work and be guided in their research. The frequency of meetings may vary depending on the stage of the dissertation, but as a standard there will be at least one meeting per month. During the meetings, the structure of the thesis is also discussed.

3. Guidance and Support: Throughout the supervision process, the supervisor provides guidance and support to the student. They help the student navigate through the research process, suggest relevant literature, and provide methodological advice. The supervisor advises on presentation and referencing conventions and shall create awareness for the implications of plagiarism. The supervisor shall support students in complying with the Good Scientific Practice and Research Ethics defined by the institution. The supervisor also assists in overcoming any challenges or roadblocks that the student may encounter during the research.

4. Feedback and Review: The supervisor plays a crucial role in providing constructive feedback on the student's work. They review and provide suggestions for improvement on draft chapters, ensuring that the dissertation meets academic standards. The feedback helps students refine their arguments, strengthen their analysis, and improve the overall quality of their research. The supervisor shall not give feedback on preliminary versions of the dissertation, but on reading samples of no more than 2,000 words.

	5. Students and supervisors should maintain records of the supervisory process. A log of supervisory interactions is primarily a way of ensuring a systematic and structured approach to the work of creating and revising the dissertation.
Explain how this particular module/unit will be assessed	Dissertation (80%). Processing time: 5 months, 15,000 – 18,000 words. Students discuss an assigned topic in an analytical and organised way, using appropriate and well-researched literature, and applying the skills acquired in the module "MWS03 - Scientific Work and Research Methods". Students may include primary or secondary research in their dissertation and develop a suitable research design. Research can be quantitative or qualitative in nature and suitable design must be approved by the supervisor. Defense (20%). The dissertation must be defended in a 15-minute presentation, followed by a 15-minute discussion with two lecturers. **Pass Mark: 45%**