Bachelor in International Business Administration and Entrepreneurship

A higher education programme, accredited by Malta Further and Higher Education Authority, at Level 6 of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning

The current edition of the Bachelor is being launched focusing on professionals who already have a previous degree and are looking for a career change and aspire to become an entrepreneur and people who have gained professional certificates or diploma and want to improve their knowledge and abilities on the topics offered by this Bachelor.

The course is held entirely online as we think that this will be the future of higher education since it allows students to be more flexible and to work and study at the same time wherever they are.

The qualifications issued by GIOYA HEI are recognized at European level and they have facility of recognition in 30 countries of the Commonwealth, Malta being a member state of the Commonwealth.

Thesis Delivery Event and Networking reserved for international entrepreneurs and investors

The awarding of the degree by the highest Maltese authorities will take place with an ad hoc ceremony to be held in Malta, in an international context.

Recognition of Prior Learning

In line with innovative and increasingly applied educational policies at European and international level, it is possible for students to request that both qualified work experience gained over the years, as well as the courses and contents they have studied previously *(as long as they are in line with our program),* to be recognized at university level. This process is called "Recognition of Prior Learning" and it will allow the candidate, already in possession of technical and managerial experiences, to obtain a bachelor's degree with European value by integrating the training credits deriving from his own experience with managerial skills.

In order to recognize the work experience already accumulated and relevant to the bachelor's contents and transform it into academic credits (ECTS), it is necessary to ask GIOYA HEI to open the "Recognition of prior learning" process. This is an official and in-depth process conducted by a commission of experts and academics, which can allow for the recognition of up to a maximum of 50% of the credits necessary to obtain the degree.

Therefore, those who obtain 50% of recognition will have to integrate their knowledge with a year of course and the thesis.

Who can apply?

Freshers – young students entering their first undergraduate degree and who are interested in securing the knowledge and networks that will help them to develop and idea from concept to a business. They will also be interested in understanding how to identify opportunities, explore targeted customers' problems, build business strategies, test and validate a variety of assumptions, why failing fast and early is critical to success, locate and negotiate funding, execute their plan(s), and launch their new venture, product, or project.

Graduates – for those students who already have a previous degree and are looking for a career change and aspire to become an entrepreneur.

Professionals – People who have gained professional certificates or diploma and want to improve their knowledge and abilities on the topics offered by this Bachelor.

How will the course unfold?

1. The current edition of this course will be held in Italian, entirely online
2. Attendance of the lessons is not compulsory
3. Most of the lessons will be asynchronous and therefore can be viewed at will, and some lessons and seminars will instead take place synchronized encouraging interaction with the teacher or speaker.
4. The duration of the program is 3 years, which can be reduced to a maximum of 1 year and the thesis by virtue of the recognition of previous learning.

Registrations for the Bachelor Program are now opened

GIOYA HEI, have opened the possibility for those interested in the Bachelor's in International Business Administration and Entrepreneurship to enrol in the course. For those interested, we kindly ask you to email us at info@gioya.edu.mt so we can provide you with all the steps needed to apply for the program.

Entry Requirements

- Completed a secondary school education, a matriculation examination, or a vocational qualification (level 5 MQF); Applicants might ask GIOYA HEI relevant staff to assess their educational and professional profile in order to evaluate whether they have the right ability to succeed as well as recognition of prior learning, in line with GIOYA HEI IQA and RPL Policy.

- Level of English requested is B2 for the English Language Edition of the course; The level of English can be assessed by an independent commission composed by language experts or, alternatively, can be proved with independent English evaluations (e.g. IELTS, TOEFL etc.). The

English language proficiency requirement may be waived if you are a native speaker of English and you have completed your secondary education in a country where English is the official language and English was the language of instruction where you graduated.

- Level of Italian requested is B2 for the Italian Language Edition of the course; The level of Italian can be assessed by an independent commission composed by language experts or, alternatively, can be proved with independent Italian evaluations (e.g. CELI, CILS etc.). The Italian language proficiency requirement may be waived if you are a native speaker of Italian and you have completed your secondary education in a country where Italian is the official language and Italian was the language of instruction where you graduated.

Course Details

Program Length:

- Full time: 3 years
- Part-time: 4 years

Target Audience

- Ages: 18 – 70

Type of course

- Qualification - Each module provides an award with the indicated ECTS

Language of instruction:

- Italian

Credits needed to earn the bachelor's degree:

- 180 ECTS

Delivery:

- Online / Blended
- Contact Hours delivered online: 100%

Career Perspective

The Bachelor is targeting the 'entrepreneurship generation. Entrepreneurs may be employed in a wide variety of occupations, including but not limited to:

- Business or economic development;
- Business owner or operator;

- Corporate Innovation;
- New product or business development;
- Product, brand, or portfolio management;
- Event's organizers, sales managers, advertising entrepreneurs; business consultants,
- Other positions include production manager, product manager, publishing director, sales manager, salesperson, and so on.

Furthermore, entrepreneurial skills are valued in many occupations, if not all, and thereby this course will be of benefit to the future of all participating students.

Teaching and Assessment

1. *Teaching methods*

GIOYA HEI will utilise a flipped methodology whereby learners are directed to self-study and follow online instruction material on the platform. This will ensure that all material is covered adequately. Lectures could mix theory and action learning methodologies such as term project assignment, i.e. case studies, papers, analytical works and so on.

Peer learning" will be strongly encouraged and proper virtual environment will be available for this end, provided by the online learning platform. Moreover, Learners will be able to be supported, tutored or supervised by teachers (or supervisors or tutors), according to what the single teacher will consider as most profitable for her/his specific module or discipline.

2. *Assessment*

Each module could employ one or more of the followings:

a) Portfolio: A portfolio is a collection of student works that exhibits her/his efforts, progress and achievements assessed on individual basis.

b) Projects assignments: a project, a work (e.g. a numerical analysis on a spreadsheet) or a paper could be assigned to a student on an individual or team basis and evaluated individually.

c) Examinations: classical evaluation form to assess individual outcomes. Each teacher could define proper details according to the particular discipline and teaching method.

Portfolios as well as Projects, Work or Paper assignments will be designed with a formative assessment perspective in order to support students to achieve relevant learning outcomes.

3. *Grading*

GIOYA HEI applies the following structure for grading modules of study and programmes. Modules

of study are assessed by means of projects, portfolios, written assignments and/or examinations. Assessments are graded against a pre-set rubric which contains percentage marks. On completion of all assessments for a specific module, students obtain the following grades on the basis of the percentage mark obtained*:*

- *Grade 1 [85% or over]*
- *Grade 2 [60 to 84%]*
- *Grade 3 [45 to 64%]*
- *Fail [0 to 44%]*

In the case of a fail, students are offered the opportunity to re-sit/re-submit once the assessments of the module.

On completion of all modules of study, all the percentage marks are weighted (based on the total ECTS value). The total sum obtained is then converted to a percentage performance. Overall programme performance is then graded as follows:

- *Distinction [90% or over]*
- *Merit [70 to 89%]*
- *Pass [50 to 69%]*

Study Plan

Year 1

1. Mathematics and Statistics – (*11 ECTS – level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Deal with financial or economical problem using mathematical and logic reasoning through a rational mindset;

b) Manage projects based on statistical data and make inferences on business data;

c) Supervise data transformation into information and knowledge, useful for practical business purposes;
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d) Produce information for decision making using effective analytical tool;

e) Deal with more complex business quantitative topics having a proper mathematical and statistical base;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) Apply the study of functions to economic, financial and marketing data in order to manipulate issues as trends or behaviors;

b) Operate with derivatives and integrals on real data to extract useful practical business information;

c) Design a good sample definition in a population in order to identify a good base to work on, e.g. for marketing purpose;

d) Extract summary descriptive information from economical or financial data sets and create statistical report;

e) Find possible relationships between or within data in order to find useful information, e.g. decision making oriented;

f) Employ some recognized and effective tools to analyze data coming from business data base;

Judgment Skills and Critical Abilities

a) Evaluate a quantitative and analytical approach from its starting mathematical pillars;

b) Interpret a function in an analytical way evaluating points of interest (e.g. maximum and minimum) and trends.

c) Recognize "statistical lies" such as improper graphical size comparisons or inadequate numerical summaries;

d) Estimate the limits of an analytic tool in order to give a proper result interpretation;
e) Select the appropriate analytical tool according to the type of information available and required goals;

f) Deal with emotive statements and report data critically;

Module-Specific Communication Skills

a) Communicate using the mathematical and logical language fluently in a business analytical team;

b) Analyze and describe one or more variable functions or graph related to economic, financial or marketing data;

c) Explain a function or a graph to non-experts in a multidisciplinary working team;

d) Master the statistical language and keyword ("statistically significant", "statistical power" and of the "p-value") and describe summarized information with proper graphs;

e) Exchange analytical information with experts as well as non-experts;

Module-Specific Learner Skills

a) Undertake further studies focused on economic, financial and marketing topics based on mathematical tools.

b) Study the mathematical side beyond an analytical approach to a new economical or financial issue;

c) Approach economical and financial models based on statistical methods;

d) Approach more advanced analytical tools eventually needed in order to study new problems or situations;

e) evaluate other parametric and non-parametric tests possibly needed to cope with new situations;

Module-Specific Digital Skills and Competences

The learner will be able to:

a) Employ a spreadsheet software for simple mathematical and statistical descriptive purpose as well as data graph creation;

b) Approach the use of advanced statistical or analytical software and platform;

Total Contact Hours [1]	55	Supervised Placement and Practice Hours	0
Self-Study Hours	165	Assessment Hours	55

2. Introduction to Economics – *10 ECTS – level 6 of the MQF and EQF for Lifelong Learning)*

Learning outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Supervise a team dealing with strategies and models within the micro-economic environment;

b) Collaborate in a managerial team becoming familiar with the economic mindset and way of reasoning;

c) Master the main market laws, recognize them in real world situation for managerial purpose;

d) Supervise relationships between a company and its economic environment;

e) Deal with global macroeconomics concepts in leading business administration;

f) Master the current economic debate on fiscal and monetary policy, in the Public and Financial sector;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) Master basic concepts and analytical tools of microeconomics as well as macroeconomics in order to use them as a competent business professional;
b) Apply general economic analysis on practical issues, market structures and business experiences;

c) Analyze the tools of monetary and fiscal policies and how they influence a real actual business;

d) evaluate the effectiveness of different economic policies on various macroeconomic scenarios in the short and medium run;

Judgment Skills and Critical Abilities

a) Use microeconomics concept to evaluate real-world business problems and issues;

b) Critically evaluate a public sector and its fiscal policy in order to plan possible business location;

c) make hypothesis on a macroeconomic system future evolution, based on economic models;

d) Consider the social and ethical side of macroeconomics dynamics, e.g. critically evaluating issues related to unemployment;

Module-Specific Communication Skills

a) Master the economic language in order to communicate with any technical actor;
b) Interact with financial and economic entities using a specific communication language;
c) Explain economic issues to non-experts, e.g. in a non-technical meeting;

Module-Specific Learner Skills

a) Study real world market dynamics or economical equilibrium applying the learned theoretical basis;
b) Deepen the study of production and cost dynamics and work on new strategies and models;

Module-Specific Digital Skills and Competences

a) Understand some aspects of bitcoin and blockchain features within the current micro and macroeconomics environment;

Total Contact Hours [2]	50	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	0
Self-Study Hours	150	Assessment Hours	50

3. International Business Communication - *4 ECTS – level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Master communications in a purpose-oriented and interactive way in meetings and negotiations taking the recipient and the situation into consideration;

b) produce the right message in business, by identifying the correct word choice and tone;#

c) create and deliver informative and persuasive presentations in a structured and convincing manner and make effective use of visual aids;

d) Manage a specific type of message evaluating the appropriate communication channels;

e) Deal with information processing from internal sources; and create formal reports and proposals;

f) Manage a business message presentation using social media;

g) Manage the employee recruiting process selecting successful interviews and key steps;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) employ different methods of communication tools in a creative way;
b) maximize the transfer of information vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice).
c) Arrange effective strategies for recruiting qualified job applicants;
d) write clearly and concisely creating and developing various types of presentations;
e) Discuss how different cultures impact the workplace in an international working environment;

f) apply career skills that are needed to succeed, such as using ethical tools, observing business etiquette and resolving workplace conflicts;
g) employ various types of social media to increase sales, build affinity with costumers and promote the brand;
h) Evaluate and practice preliminary, intermediate, and advanced search techniques;

Judgment Skills and Critical Abilities

a) use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction.
b) evaluate effective interview strategies and prepare for common interview questions;
c) employ different strategies for talking to individuals from a different generation and/or different cultures;
d) assess the appropriate usage of informative business messages and write an informative business message;
e) master the ways to make information more accessible to the audience;
f) Use charts, diagrams, and other graphics in business messages and identify potential sources for these visual aids;
g) Evaluate and practice methods of analysis to assess the quality and reliability of a source;
a) h) Assess the appropriate communication channel for a specific type of message;

Module-Specific Communication Skills

a) tailor the language, tone and message to their audience, and get their point across quickly and succinctly, in a way that is heard;
b) use interpersonal skills that contribute to effective and satisfying personal, social and professional relationships;
c) master the ability to speak, listen, question and write with clarity and conciseness;
d) express specialist presentations using visual aids and on verbal communication;
b) e) speak appropriately with a wide variety of people, demonstrate a varied vocabulary and tailor language to the audience, present ideas appropriately,

Module-Specific Learner Skills

a) Develop interpersonal skills that contribute to effective and satisfying personal, social and professional relationships, and Utilize electronic presentation software;
b) improve personal relationships by being able to understand others, and to be understood;
c) assess and develop his/her competencies, and willing to continue learning;
d) acquire, process and assess his/her own field data, theories, concepts, methods and principles critically

Module-Specific Digital Skills and Competences

a) Create a presentation using a presentation software
b) Use common word processing software to write business messages;

Total Contact Hours [3]	20	Supervised Placement and Practice Hours	0
Self-Study Hours	60	Assessment Hours	20

4. Business Management and Organizational behavior - *8 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Collaborate in a team or supervise it understanding and anticipating team feelings, sentiments and attitude
b) recognize strengths and weaknesses as they develop personal leadership competencies;
c) autonomously research, analyse and evaluate information from a wide variety of sources.
d) organise work duties, workflows and decision-making and work in a systematic and goal-oriented manner;
e) manage projects and include them as an integral part of the objectives and vision of the company;
f) deal with business relationships building and maintaining;
g) g)manage or supervise effective teams and work groups at local as well as at international level;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Analyze how organizational behavior principles influence behavior in the workplace;
b) Assess her/his own management style as it relates to influencing and managing behavior in the organization systems;
c) Apply personal values in self-management.
d) Make autonomous decision considering theoretical models on how decisions are made in an organization through various approaches to decision making;
e) apply knowledge to manage common types and causes of conflict that arise within teams;
f) design proper available strategies to deal with change;
g) assemble various leadership styles, roles, and traits and apply them to specific business situations
h) apply processes and methods that can improve the behavior, attitudes, and effectiveness of organizational members;

Judgment Skills and Critical Abilities

a) Analyze individual human behavior in the workplace as influenced by personality, values, perceptions, and motivations.
b) Outline and critically assess the elements of group behavior including group dynamics, communication, leadership, power & politics and conflict & negotiation.
c) build up values and leading ideas and a motivational atmosphere,
d) engage critically with theory, by generating creative solutions to business problems and issues presented as case studies and by evaluating theory in various scenarions;
e) analyse the best structures for different types of organizations;

Module-Specific Communication Skills

a) Communicate their findings clearly and effectively using a variety of media.
b) b)communicate and work effectively in an intercultural and interdisciplinary environment;
c) present written arguments/discussion using clear, concise language;

Module-Specific Learner Skills

a) assess and develop his/her competencies and willing to continue learning
b) acquires, processes and assesses his/her own field data, theories, concepts, methods and principles critically
c) develop independent learning skills necessary to continue studies on a higher level.

d) Apply new relevant theories, concepts and models in order to analyse organisational environments, cases and issues.

e) apply a systematic, critical and constructive thinking in problem identification and solving;

Total Contact Hours [4]	40	Supervised Placement and Practice Hours	0
Self-Study Hours	120	Assessment Hours	40

5. Entrepreneurship - *5 ECTS – level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage with an Entrepreneurial Mindset
b) Make entrepreneurial decision as a single or managing a team, being aware of ethical consequences;
c) Manage knowledge and Intellectual capital as a fundamental pillar of a business;
d) Arrange an opportunity observing markets needs or create concept from new idea;
e) Manage an idea testing using prototyping techniques and user viewpoint, hence select one analyzing its feasibility and resource requirements;
f) Deal with key information for outline a business plan in order to generate a business venture idea;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Apply the entrepreneurial mindset to an idea in order to create a business;
b) Generate a business venture idea starting from a market opportunity or a new concept;
c) Create a concrete prototype from a theoretical idea in order to visualize it hence to test it;
d) Design and build a working team, promoting innovation and creativity;
e) Transform creativity into business;

Judgment Skills and Critical Abilitie

a) Evaluate an opportunity or a concept as a possible business venture idea;

b) Test and select an idea evaluating different viewpoints such as users' opinion and resource requirements;

c) Estimate possible product positioning in order to elaborate a business plan draft;

d) Evaluate an entrepreneurial decision from the ethical and cultural point of view;

Module-Specific Communication Skills

a) master the entrepreneurial keywords and technical language;

b) communicate with a creative multidisciplinary team;

c) evaluate when communication should be restricted because of intellectual capital protection;

d) communicate with the final user in order to understand how to develop the idea as customer oriented;

Module-Specific Learner Skills

a) Develop competencies and promote creativity for her/him and for her/his team;

b) Approach unknown entrepreneurial models to be applied to new environments or business idea;

c) Learn how to build complex and detailed business plans;

Module-Specific Digital Skills and Competences

a) Generate a business venture idea in a digital environment

Total Contact Hours [5]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	75	Assessment Hours	25

6. Digital Business Transformations - *(6 ECTS –level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Supervise a digital transformation process in a business, a company or a process, using current best data management technology or digital communication systems;

b) Deal with digital disruption, managing the mindset change to a new business age;

c) Design a completely new business based on raising technologies, taking advantage of their huge potential with global scope;

d) Advise new financial dynamics based on blockchain technology thus opening new business ways;

e) Be responsible for a digital transformation intervention operating in order to increase productivity directly or indirectly;

f) Manage business "bottlenecks" suggesting innovative digital solutions to overcome them;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Use the digital business knowledge to stimulate digital creativity in order to create a new business or deeply change an old one;

b) Design a new data management system employing Big Data, Machine Learning and other modern digital business analytics in order to support decision making;

c) Plan a communication network among things in order to transform a business process according to IoT technology;

d) Create new information storage systems based on cloud computing offering more powerful business tools;

e) Apply the blockchain protocol to business where it could deeply improve productivity.

Judgment Skills and Critical Abilities

a) Evaluate a data management or a communication system from digital perspective suggesting new improvements, critically;

b) Compare new digital business with old e-business pointing out advantages and limitations in a critical way;

Module-Specific Communication Skills

a) Deal with the communication among things, a fundamental element in the IoT technology;

b) Master the new communication approach offered by the digital cloud;

Module-Specific Learner Skills

a) Improve is digital business knowledge easily: having a good base and mindset can find effective tools;

b) Apply a general knowledge to specific real-world cases understanding them deeply thus discovering possible digital improvements;

Module-Specific Digital Skills and Competences

a) Master the digital business transformation approach, in particular new data management and communications;

b) Transform useless data in possible digital goldmine because of new analytical tool such as AI and Machine Learning methods;

Total Contact Hours [6]	30	Supervised Placement and Practice Hours	0
Self-Study Hours	90	Assessment	30

7. Marketing - *8 ECTS –level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Deal with the insights needed to achieve business and marketing goals;
b) Collect and manage information related to the market;
c) Master the application of innovative thinking to all aspects of the go-to market strategy, the customer/consumer experience and how a company engages with its constituents;
d) supervise the alternatives evaluation process, managing the innovation process and bringing ideas to market, while drawing insight from different sources;
e) analyze each step in the selling process (the pre-approach, the approach and presentation, an analysis of possible objections, the closing and follow-up);
f) deal with the social, ethical and legal issues in selling awareness;
g) Advise the adjustment in marketing strategy needed to remain competitive in a global environment;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Design international marketing strategies for business-to-business and business-to-consumer;
b) use demographics and related research procedures to evaluate the place of targeting and positioning in the marketing campaign;
c) Create marketing function in society considering ethical issues in a critical way as well as components of social marketing;
d) Design a price setting models in line with all of proper variables, e.g. how offerings are created, how supply chains create value;
e) Evaluate marketing channels and promotion strategies analyzing ethical considerations impacting marketers;;
f) Plan and describe distribution outlets;
g) Arrange the role of public relations in marketing considering cultural factors that affect marketing efforts;
Create a comprehensive

Judgment Skills and Critical Abilities

a) gather information and analyse market data, different types of customers and customer groups' needs and problems which customer ships set for customer products, services and organizations;
b) do research-based analysis to determine what the audience wants and needs;
c) consider the adjustment in marketing strategy needed to remain competitive in a global environment;
d) examine the company's environment, as well as customer demand and competitive situation;
e) evaluate different types of customers and customer groups' needs and problems which customer ships set for customer products, services and organizations;
f) acts in compliance with the principles of professional ethics and furthers the performance and well-being of the group;
g) organizes work duties, workflows and decision-making and works in expert duties in a systematic and goal-oriented manner;.

Module-Specific Communication Skills

a) negotiate with clients on budgets, timelines, and expectations, to working with designers and vendors;
b) shares his/her expertise and makes use of the expertise of others.
c) Communicate with customers at international level in effective way

Module-Specific Learner Skills

a) assesses and develops their competencies and is willing to continue learning how to plan, price, promote and distribute products;
b) acquires, processes and assesses his/her own field data, theories, concepts, methods and principles critically;

Module-Specific Digital Skills and Competences

a) Utilize Email, Social Media and blogging in effective and customer oriented way;

Total Contact Hours [7]	40	Supervised Placement and Practice Hours	0
Self-Study Hours	120	Assessment Hours	40

8. Business English - *8 ECTS – level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) master communications in different types or genres or using different tools for a variety of audiences and in a variety of contexts;

b) find and evaluate information resources, then integrate and acknowledge sources in their communication;
c) deal with the public and their colleagues, participate in discussions and in any group projects or activities through proper communications and confidence;
d) carry out effective presentations in English using proper language and techniques

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) employ accurately and appropriately common business terminology;
b) compose structured and coherent written documents in generally accurate English appropriate for business communication;
c) read, recognize and produce formal and informal language in emails, reports and professional presentations;
d) speak using the appropriate terminology in English in professional and public contexts, business negotiations, telephone conversations;
e) give effective presentation using persuasive language;

Judgment Skills and Critical Abilities

a) write with an appropriate vocabulary in English in both professional and social interactions;
b) active listening, understand, recognize and use language and techniques that will help to make effective presentations in English;
c) speak using the appropriate terminology in English in professional and public contexts, business emails, telephone conversations;
d) clearly analyse and describe charts and graphs;
e) effectively reading and analysing, recognize and produce formal and informal language in emails, reports and professional presentation;

Module-Specific Communication Skills

a) develop key language skills and cross-cultural communication skills through business orientated tasks
b) uses information and communications technology in his/her assignments in various ways;
c) use proper features of different genres of business correspondence, such as memos, emails, and business letters and reports

a) stimulate creative thinking and analysis by dealing with real-life work situations;
b) assesses and develop his/her competencies, and his/her willingness to improve the language level;

Total Contact Hours [8]	40	Supervised Placement and Practice Hours	0
Self-Study Hours	120	Assessment Hours	40

YEAR 2

9. Financial Accounting - *6 ECTS – level 6 of the MQF and EQF for Lifelong Learning)*

Learning outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Supervise managerial accounting mastering proper techniques combining practice and theoretical knowledge of financial accounting.
b) Manage the elements of profit in an enterprise, earnings logic, and the effects of different business transactions on result and financial status;
c) Master the realities that generate accounting events developing awareness of emerging trends in financial accounting;
d) Advise for information relevant to a particular problem or issue related to financial accounting;
e) Deal with relevant digital and non-digital information from sources other than the module materials;
f) Collaborate in order to recognize and discuss the key aspects of the business;
g) Elaborate annual financial statements recording basic accounting transactions for stakeholders;
h) Post and analyze transactions using ledgers and journals;
i) Deal with Generally Accepted Accounting Principles (GAAP) in a managerial team;

j) Carry out the critically evaluation of alternative conceptual frameworks, standards and practices in financial reporting for leading purpose;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) explain and apply accounting concepts, principles and conventions;
b) create income statements, balance sheets, statements of changes in equity, and cash flow statements for single entity companies;
c) Record, understand, evaluate and communicate financial transactions;
d) evaluate who might be the main users of financial statements and their needs.
e) assess alternative frameworks for the accounting of financial instruments;
f) apply the concepts of capital and revenue expenditure, cash and profit, income and expenditure, and assets and liabilities for international business purpose;

Judgment Skills and Critical Abilities

a) apply decision making skills in the financial analysis context;
b) analyse, interpret and communicate the information contained in basic financial statements and explain the limitations of such statements;
c) act in compliance with the principles of professional ethics
d) apply his/hers critical skills through finding, organizing, assessing and, analyzing data appropriate to a given situation;
e) Recognize, measure and analyze the effects of financial instruments on the financial statements;

Module-Specific Communication Skills

a) communicate in a professional manner in written work, online and otherwise;
b) articulate explanations of various accounting processes and opinions on accounting issues;
c) Report a statement of cash flows with proper language;

Module-Specific Learner Skills

a) demonstrate learning, numeracy, problem solving and written communication skills;
b) use academic, business and management language appropriately and effectively;
c) articulate explanations of various accounting processes and opinions on accounting issues;
etc.

Total Contact Hours [9]	30	Supervised Placement and Practice Hours	0
Self-Study Hours	90	Assessment Hours	30

10. Social Innovation and Entrepreneurship - *6 ECTS –level 6 of the MQF and EQF for Lifelong Learning)*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage a Social Enterprise creation, from its ideation to its management;
b) Approach today's pressing social challenges with entrepreneurial mindset;
c) Design, plan and create new Social Business Models;
d) Manage a Social Enterprise in order to scale it up, analyzing risk and performance;
e) Design business strategies in order to overcome a social challenge and to achieve the goals of a social mission;
f) Advise the differences between social and commercial entrepreneurship;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Create and manage a Social Enterprise based on a rational and analytical method linked to humanitarian tasks;
b) Transform complex social problems into opportunities to launch new ventures or scalable enterprises;
c) Address critical social problems through the entrepreneurial approach: applying business model to social challenges;
d) Create a social start-up, the early stage of a social business model;

Judgment Skills and Critical Abilities

a) Evaluate the difference between a for-profit, no-profit or hybrid organization in the social business environment;

b) Evaluate Social opportunities according to a social business mindset;

c) Evaluate proper performance criteria in order to define actual checkpoints to achieve;

Module-Specific Communication Skills

a) Interact with social actors such as government agencies, and non-governmental organizations (NGOs) in terms of business, economy and finance at international level;

b) Communicate within a business organization using a humanitarian social language and mindset;

Module-Specific Learner Skills

a) Study new socio-political realities and approach developing economies as possible new business directions;

b) Undertake further study in order to identify new social opportunities for business as well as possible target population at international level;

Total Contact Hours [10]	30	Supervised Placement and Practice Hours	0
Self-Study Hours	90	Assessment Hours	30

11. **Information and Technology Management** - *5 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage Information Systems in business processes such as in the managerial, operational and strategic area of interest.
b) Manage Information Systems in business decisions through the best current technologies available;

c) Be responsible for IT Governance or supervise Data Management, in a small or a big company with international scope;
d) Deal with Cybersecurity issues and related ethical problems as well as Social/Ecology Responsibility;
e) Advise Information Systems knowing best actual Trends;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Arrange the business information flow of a project, a process or a product;
b) Plan an ICT Department work assessing Information Security issues;
c) Use Information Systems to help in making business decisions or to improve business process, e.g. Automation, streamlining and Reengineering;
d) Use Information Systems for entrepreneurship purpose in all of its sides;
e) Use Information System as a tool providing elements for critical evaluation and judgment on business issues.
f) Critically assess a real Information System or a designed one, from an ethical viewpoint too;
g) Evaluate pros and cons of an IT strategy or analyze an IT governance structure

Module-Specific Communication Skills

a) Effectively interact with Information System experts (e.g. the Information and Technology Department within a company);
b) Communicate about Information Systems with non-experts, e.g. in a multidisciplinary international working team situation;
c) Use network communication strategies and mobile infrastructures up to the international level;

Module-Specific Learner Skills

a) Be updated about information system trends and new related technologies, business oriented;
b) Be continuously trained on cybersecurity and risk management;

Module-Specific Digital Skills and Competences

a) Use digital systems to improve business processes and business decisions and projects as well as relationship inside and outside a company or team;
b) Improve digital communication through new Information System Infrastructure;
c) Master digital issues related to cybersecurity and ethics;

d) Deal with Business Intelligence at a basic level;

e) Deal with e-commerce and e-business at a basic level;

f) Be updated regarding the digital side of the Information System trends and Technologies, business oriented;

g) Innovate an organization or a process from the digital information and technological perspective;

Total Contact Hours	25	Supervised Placement and Practice Hours	0
Self-Study Hours	75	Assessment Hours	25

12. Business and Company Law - *12 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) collaborate with a legal advisor for business oriented issues within a company;

b) deal with company problems, both factually and legally;

c) c)supervise a basic legal research as well as a research on case law, legislation and scholarly journal articles;

d) manage effective, creative and innovative solutions, both independently and cooperatively, to current and future legal problems;

e) spot potential legal issues as they come up, make better decisions knowing when to seek legal help;

f) develop new and creative solutions to legal problems invoking theory and inter-disciplinary knowledge;

g) g)supervise a managerial team that apply legal reasoning and research to generate appropriate responses to legal issue;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) operate judgment calls and decisions that business professionals makes on a daily basis.

b) compose and elaborate types of contracts, including formation and modification;

c) apply fundamental legal principles relating to intellectual property law as well as the basics of patents and the fundamentals of trademarks to a business;

d) Apply their knowledge of the legal rules governing contracts to evaluate the existence and validity of a contract as well as the rights and obligations of the parties to a contract;

e) Apply their knowledge of the law of torts to establish the presence or absence of tortuous liability and the consequences which may result;

f) Apply the regulatory framework, mechanisms and laws relating to corporate decision making, operations and governance;

g) Analyze the relationship between different normative orderings on how companies are managed, administered and regulated;

h) discuss the contractual basis of the relationship between shareholders and the company and appreciate the division of power between directors and shareholders having knowledge of the constitutional structure of a company, and he/she will be able to;

i) assess the formation and constitution of companies, the financing of companies and types of capital, and the day to day management, the administration and regulation of companies and legal aspects of insolvency law;

j) Asses potential criminal activity in the operation, management and winding up of companies;

k) **Judgment Skills and Critical Abilities**

l) undertake a critical analysis of specific legal questions related to business activity;

m) engage in critical analysis and make a reasoned choice among

n) alternatives, and think creatively in approaching legal issues and generating appropriate responses.

o) take responsibility for their own actions and the consequences of those actions;

p) make decisions within the legal limits for specific activities;

q) apply critical reasoning to legal issues through independent thought and judgment informed by an understanding of legal principles and the concepts, principles, policies, and values that underpin and permeate the law;

r) evaluate opinions, make decisions, and reflect critically on

s) the justifications for decisions in the light of legal principles;

t) Analyse, explain and apply the essential aspects of a good corporate governance framework and practice for companies.

u) Evaluate legal constraints faced by the business professional as well as the legal options available to the business professional in responding to and resolving legal issues;

w) Analyze the laws that affect contemporary businesses, including the laws relating to agency and employment, securities regulation, the organization of a business

Module-Specific Communication Skills

a) strategically negotiate and/or draft simple contracts.
b) use an appropriate legal language;
c) communicate in an effective way the acquired knowledge and the outcome of research projects, both in written and oral form;
d) interact clearly and productively with legal professionals;

Module-Specific Learner Skills

a) evaluate those parts of the law they are most likely to encounter in their careers and in business in order to undertake further studies;
b) develop a coherent research strategy, identifying and assessing sources of legal and non-legal information appropriate to the contest;
c) assess critical attitudes, which are necessary for "life-long learning" and
d) sensitivity to the importance of legal and ethical considerations and the
e) ability to confront dominant, popular opinions with constructive criticism;
f) e)apply legal reasoning and research to generate appropriate responses to legal issues;

Total Contact Hours [11]	60	Supervised Placement and Practice Hours	0
Self-Study Hours	180	Assessment Hours (Examinations/ presentation group work/ projects etc.)	60

13.Principles of Finance - *8 ECTS – level 10 of the MQF and EQF for Lifelong Learning)*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) .Master 'Financial Reporting and Analysis' through analysis, evaluation, andsynthesis of concepts, principles, theoretical structures, theoretical approaches (e.g.,principles-based vs. rules-based), conceptual frameworks, research methodologyand accounting standards underlying financial reporting and analysis;
b) collaborateto an improvement project using knowledge of financial processes;
c) Design appropriate business policies and strategies to meet stakeholder and shareholder needs;
d) Deal with research into financial reporting issues;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Evaluate the effect of stocks and bonds on corporate structure;
b) use the income statement, the balance sheet, and the statement of cash flows to make better informed decisions;
c) compute the major financial ratios in order to evaluate a company's performance;
d) analyze pro-forma financial statements in order to evaluate the future performance of a company and prepare an analysis of a company's financial statements;
e) compute present values and future values considering the time value of money;
f) compute rates of return and know their use in making financial decisions;
g) apply a simple interest calculation or a compound interest properly and calculate the future and present value of an amount;
h) use the incremental approach in finance to compare the net present value of a project with the net present value of another project;
i) calculate the depreciation expense of an asset and demonstrate how that expense factors into the income statement and cash flow statement and calculate the net present value of an investment option;
j) compute expected values when risk issues need to be considered in finance;
k) makes financial investment decisions confronted with issues of risk and uncertainty while considering different risk preferences;
l) analyze an investment portfolio and apply market betas to the analysis;
m) compute the market value and book value of a company;
n) compute a company's expected rate of return using past stock data;
o) apply the results from the CAPM model into net present value calculations;

Judgment Skills and Critical Abilities

a) analyze financial data and reach reasonable conclusions;
b) review a schedule of financial data and to identify unusual items;
c) break down a process and describe the tasks involved and their relationship to each other.
d) analyse critically problems or inefficiencies and able to suggest changes for improvement;
e) evaluate statements in terms of evidence, to detect false logic or reasoning, implicit values and to define terms adequately and to generalize appropriately;
f) assess information based on scientific analysis;
g) Use financial reporting theory and practices to analyse the performance of a company;
h) Analyze the risks and characteristics of government bonds;
i) solve problem thoughtfully and logically while incorporating different perspectives;

Module-Specific Communication Skills

a) createa short oral or written presentation to any small group (including non-finance staff) and deal with questions raised;
b) report a comprehensive list of system procedures or instructions for use by non-finance people;

Module-Specific Learner Skills

a) use relevant knowledge and understanding to manage an expected or an unpredictable situation in order to solve a financial problem and convert it to a benefit and opportunity to one's advantage;

Module-Specific Digital Skills and Competences

a) use office automation software efficiently and confidently by creating spreadsheets encompassing various financial and mathematical functions;
b) Able to create types of journal and to understand their use. Able to run reports required for management purposes;

Total Contact Hours [12]	50	Supervised Placement and Practice Hours	0
Self-Study Hours	150	Assessment Hours	50

14. Project and Operation Management – *7 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Deal with basic concept of operations management and view an organization as a complex system;

b) Interact with the different operational resources supervising their contribution in the transformation process;

c) Plan operations strategies for a business project and supervise a process design, a product design or a job design in an organization;

d) Manage an international Business Project and make decisions on Location, Capacity and Demand or Make-or-buy issues;

e) Deal with performance management in a business environment evaluating breakthrough vs. continuous improvement;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Operate as an international project manager focused on processes and/or products;
b) Elaborate effective operation strategies in order to reach a clear goal or target;
c) Make location decisions in order to work in a productive way;
d) Elaborate capacity strategies to respond to customer demand;
e) Design a Job position within a project in order to reach planned results;

Judgment Skills and Critical Abilities

a) Estimate time and cost of a project highlighting project crashing points as well as techniques for reducing the expected duration;
b) Evaluate fluctuation in customer demand and estimate forecast accuracy;

Module-Specific Communication Skills

a) Interact with every operation supplier as a single unit as well as a member of an organism to orchestrate;
b) Use a goal-oriented communication even in a network environment;

Module-Specific Learner Skills

a) Improve process, product and job design learning new methods and approach suitable for a particular business;

b) Learn and apply new analytical method for demand forecasting;

c) Update Technological knowledge in order to improve project timing and goal success;

Module-Specific Digital Skills and Competences

a) Employ modern and updated digital strategies for project management;

b) Approach analytical e-tools for forecasting and performance management;

c) Approach e-tools for project planning and management;

Total Contact Hours [13]	35	Supervised Placement and Practice Hours	0
Self-Study Hours	105	Assessment Hours	35

15. People Management - *6 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

1) Supervise the people management side of an organization or work in a HR department;

2) Understand the people management challenges in an international and multicultural environment and manage relationship between people and executives;

3) Deal with HR metrics and analytics and evaluate people performance within a local or international organization;

4) Manage remuneration criteria according to internal rules as well as external competitors' behavior;

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Elaborate an HR strategy or improve an existing one in order to maximize its potential in a critical way;

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

b) Elaborate worker training lines and career development paths as a win-to-win model;

c) Negotiate between workers or between executive and workers to address relationship issues;

d) Arrange how to deal with people leaving organization, both workers and executives;

e) Arrange how to react to people involved in management problems in order to figure them out;

Judgment Skills and Critical Abilities

a) Analyze HR governance in a critical way, finding strengths and weaknesses in order to improve it;

b) Evaluate remuneration level compared to internal peers and external competitor organizations;

Module-Specific Communication Skills

a) Mediate for conflict resolution and negotiation among peers and between executives and other workers in a local as well as in an international and multicultural environment;

b) Manage communications with people about their career within the organization;

c) Communicate with people coming in or leaving the organization (or the team);

Module-Specific Learner Skills

a) Improve relationship skills undertaking further studies on psychological, sociological and behavioral science topics;

b) Deepen HR metrics and analytics knowledge approaching proper source of information;

Module-Specific Digital Skills and Competences

a) Manage people in a digital organization with a network structure;

Total Contact Hours [14]	30	Supervised Placement and Practice Hours	0
Self-Study Hours	95	Assessment Hours	25

16. Funding - *5 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Present entrepreneurial venture financial needs and feasibility, in an analytical and methodical way in order to be persuasive

b) Build up an effective Elevator Pitch or a storytelling for presentations, investor oriented

c) Manage the main funding strategies, knowing the main sources and processes, debating between Angel Investor and Venture Capital or considering alternative ways

d) Deal with the dynamics ruling private and public financing entities or partner eventually involved in ownership sharing

e) Monitor performance measures in the short and long term, the evaluation of risk and success in order to meet investors expectations

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) Plan and manage an effective entrepreneurial venture funding strategy for a new start-up, according to its particular features and business framework.

b) operate in order to find the financial way to transform an idea in a concrete final product, well aware of the possible risks;

c) construct business strategic partnership with public or private entities eventually discussing ownership or shared management;

d) attract interested investors because of the feasible, concrete, complete and effective business proposal provided;

Judgment Skills and Critical Abilities

a) Find the best funding policy according to the business model in progress;

b) Evaluate the best funding tool and entity, selecting them critically among the complex world of financing possibilities;

c) Assess risks in "Return on Investment" and use it correctly in the fundraising work;

d) Compare possible partnerships in order to find the best one according to the actual global situation

Module-Specific Communication Skills

a) Communicate the starting business model both in a short easy way as well as in a detailed and technical one, in order to persuade the investor

b) Keep the investor updated on the ongoing business project in line with goal expectations;

Module-Specific Learner Skills

a) Approach the legal side of business partnership in a deeper way, including management and ownership issues;

b) Understand new possible funding strategies related to particular environment such as social or no-profit.

Total Contact Hours [15]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	75	Assessment Hours	25

17. European General Data Protection (GDPR) - *3 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage the process or the team in order to take proper step for complying with the GDPR.;
b) Deal with enforcement and compliance mechanisms and international data transfers under the GDPR;
c) Supervise the management of rights of data subjects and their relevance in daily life; Supervise data subjects legal handling building a culture of integrity and compliance within an organization;
d) contribute in keeping data safe at the workplace or in a business;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) apply the principles of data regulation which resulted in the GDPR in an international organization;
b) apply the legal bases for processing personal data, including performance of contracts and how consent is obtained to a local or international business;
c) analyse the ways in which the GDPR can help to avoid confidentiality breaches within an organization;
d) analyse implications of GDPR for you and your workplace;
e) Design actions a company or employer can take to mitigate risks;
f) describe the role and responsibilities of data protection officers;

Judgment Skills and Critical Abilities

a) evaluate compliance issues related to data protection in a local or international environment
b) assess the duties and responsibilities of data controllers and data processors;
c) assess the application of the main positions of the GDPR, including key concepts, principles and data protection roles to an organization or a business;
d) Investigate obligations of data controllers and processors;

Module-Specific Communication Skills

a) Apply the GDPR prescriptions in any related public and interpersonal settings;
b) navigate and approach technical conversations on GDPR;

Module-Specific Learner Skills

a) Be updated on possible GDPR revision or improvements
b) approach legal frameworks related to other countries outside UE

Total Contact Hours [16]	15	Supervised Placement and Practice Hours	0
Self-Study Hours	45	Assessment Hours	15

*18.*Corporate Social Responsibility and Sustainable Development (GDPR) - *6 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage the Sustainable Development (SD) of an organization according to its Corporate Social Responsibility (CSR);

b) Integrate CSR in organizations or companies acting at different levels such as stakeholders management, supply chain management, investment and purchasing;

c) Advise management on CSR and Business Ethics in decision making process at corporate level;

d) Supervise the SD or CSR global strategy of an organization and measure the outcome using proper metrics and indicators;

e) Manage complex ethical business issues with a competent, analytical and critical approach;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding:

a) Plan, implement and manage the integration of CSR and SD in an organization with a micro- and macro-level focus;

b) Design a CSR strategy for a no-profit, for-profit or hybrid organization;

c) Apply environmental and business responsibility to an organization, both on a local and global scope;

d) Create a SD plan considering impact and criticism as well as the legal aspect;

Judgment Skills and Critical Abilities

a) Critically assess and evaluate the Social Responsibility side of an organization in order to suggest possible changes in a Sustainable Development direction;

b) Evaluate Social Responsibility issues as international potential business opportunities as well as possible business limitations in a critical way;

c) Evaluate management decisions from an ethical business viewpoint;

d) Debate corporate reputation issues related to Business Responsibility policy;

Module-Specific Communication Skills

a) discuss Social and Environmental Responsibility issues with International Organizations, Governmental Institution, Philanthropic Entity and NGO;

b) elaborate environmental and social reports in order to explain its topics and strength points to stakeholders, underlining the importance of non-financial reporting;

c) communicate advantages and limits of CSR and SD with proper language, in order to change a company mindset;

d) Suggest and discuss possible CSR points to be employed for marketing purpose;

Module-Specific Learner Skills

a) Study innovative CSR integrations in a company, in order to deal with new social and environmental issues;

b) Study new Sustainable Development strategies in order to address emergent questions;

c) Evaluate future social and environmental challenges and learn how to face them;

d) Be aware of the relevant research literature on CSR and SD and know how to access it when needed;

Module-Specific Digital Skills and Competences

a) Apply CSR and SD in the digital market;

Total Contact Hours [17]	30	Supervised Placement and Practice Hours	0
Self-Study Hours	60	Assessment Hours	30

19. Business Process and management techniques for operations - *6 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage the main topics and issues related to business process models including their evolution, challenges and consequences;

b) Deal with each stage of a supply chain and its dynamics as well as possible integrative modules;

c) Advise pros and cons for Lean System and Just-in-Time strategies and their real-world possible applications;

d) Create and guide a performance measurement system, including a benchmarking framework and a re-engineering intervention method;

e) Advise a total quality management system related to a business process beyond the particular field of application;

f) Manage supply chain operational risk in effective way;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) Design an efficient Supply Chain Management program in order to address a real business necessity.

b) Arrange performance measures such as inventory or financial measures and use standard assessments benchmarking

c) Perform a business process scheduling following a designed strategy

d) Design lean system layouts according to the adopted business strategy, the market and the environment.

e) apply techniques and approaches of business process management to solve practical management problems;

f) contribute solutions to the transformation of business processes in pursuit of greater efficiency applying within different problem contexts

Judgment Skills and Critical Abilities

a) Assess proper indicators for performance evaluation of a real business process suggesting possible re-engineering approaches

b) Design a benchmark or a performance measurement system in order to evaluate a business process hence to suggest improvements

c) critically analyze and evaluate the advantage and disadvantage of different techniques and approaches of Supply Chain management

Module-Specific Communication Skills

a) Interact with internal or external resources involved in the different parts of a business process in a team-working framework

b) develop written and oral communication skills through case report presentation;

Module-Specific Learner Skills

a) Approach the study of new or unknown business processes adapting the proper management system;

b) Adapt and specialize his knowledge and skill to different fields hence learning how to apply general topics to a specific environment;

Module-Specific Digital Skills and Competences

a) Approach the employment of modern software helping business process managing
b) Work with e-business process management

Total Contact Hours [18]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	75	Assessment Hours	25

20. Business and Corporate Strategies- *5 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Create a strategy for gaining and sustaining competitive advantage;

b) Be responsible fora generic and overall strategy as a result of a corporate internal analysis as well as business level one;

c) Manage the strategic perspective of an international business having an analytical "big picture" knowledge;

[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.

d) Plan, develop and manage an international strategic business activity both at business and corporate level;

e) Manage the strategic side of a general managing position as CEO or Entrepreneur;

f) Manage a strategic decision making process using a proper game theory model;

g) Supervise a real world business or corporate strategy in action;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) Apply analytical tools to find organization's strengths to produce a competitive advantage;

b) Assess competition and cooperation dilemmas through a game theory model approach;

c) Design corporate strategies or business level plans to create value and to sustain a competitive advantage;

d) Use business models and framework for understanding the fit and coherence of a business strategy as well as to predict industry profitability;

e) Develop a strategic positioning method using internal and external side of strategic analysis.

Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

a) Assess an organization's internal frame with strategic lenses, pointing out its strengths and weaknesses;

b) Evaluate an organization's external business environment in order to suggest an effective business strategy or alternatives;

c) Evaluate a real-world strategy in a critical way;

Module-Specific Communication Skills

a) interact with any part of a company having a "big picture" strategic perspective;

b) Elaborate global strategic report for a general management staff as well as for multi-level working teams

c) Evaluate the information role between players according to models supported by the game theory

Module-Specific Learner Skills

a) find new analytical tools or update them in order to improve the business strategies;

b) Approach new business or corporate strategic frameworks or models having a solid knowledge base as well as a proper mindset;

c) Undertake further studies on models and results for actual practical applications;

Module-Specific Digital Skills and Competences

Can approach digital tools (software or web apps) helpful for analytical purpose or for strategic planning;

Total Contact Hours [19]	30	Supervised Placement and Practice Hours	0
Self-Study Hours	90	Assessment Hours	30

21. Marketing Strategies and Skills - *8 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage a small or a big business marketing strategy;

b) Advise the fundamental principles that guide actions to ensure marketing success in the short and long term;

c) Be responsible for the marketing strategy of a product both in the "real" world as well as in the "digital" one.

d) Advise a strategy implementation, analyzing its performance and, eventually, acting in order to suggest a strategic change;

e) Deal with marketing communication strategies as Integrated Marketing to Growth Hacker Marketing strategy;

f) Be responsible for critical strategic decision making taking into account ethical issues as well;

g) Create a Customer Value-Driven Marketing Strategy and manage its implementation;

h) Manage key strategies such as Product, Brand and Pricing Strategies, fundamental pillars for marketing management;

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding
The learner will be able to:

a) Apply strategic marketing thinking to real business world, from small to global scope level;

b) Develop an innovative marketing plan and put strategy into action as a fundamental management process;

c) Apply decision making skills to develop alternative market strategy when needed;

d) Develop a branding strategy as a possible fundamental core element of a venture in an international market too;

e) Elaborate a marketing strategy to meet budgetary goals for a venture;

f) Integrate marketing topics into pricing decision as an effective strategy for business;

Judgment Skills and Critical Abilities

a) Assess international marketplace and analyze customers in order to elaborate an effective customer-oriented marketing strategy;

b) Critically analyze an actual marketing strategy and decide for tweaking it or suggest possible alternative ways;

c) Evaluate marketing strategies from an ethical and sustainability perspective;

Module-Specific Communication Skills

a) Express an Integrated Marketing Communication Strategy in order to maximize the planned marketing goals;

b) Manage the so-called communication marketing channels, including the digital ones at international level;

c) Apply a company strategic communication so that it will have a long-term customer relationship;

d) prepare effective report in order to discuss the planned innovative marketing strategy in a multidisciplinary and international working team;

e) Work on marketing messages according to research outcomes performed on customers;

Module-Specific Learner Skills

a) learn how to apply his theoretical knowledge to new marketplaces or pioneering business, studying innovative strategies;

b) elaborate marketing research in order improve the proper knowledge in order to design new and more effective marketing strategies;

c) undertake further studies in order to cope with the new challenges emerging from the digital market;

d) Deepen the socio-political knowledge with the marketing lens in order to elaborate a marketing strategy in new countries or realities;

Module-Specific Digital Skills and Competences

a) , plan, develop and manage a digital market strategy;

Total Contact Hours [20]	40	Supervised Placement and Practice Hours	0

Self-Study Hours	120	Assessment Hours	40

22. Behavioral Economics - *5 ECTS – level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage a business strategy considering both the emotional and the rational side of involved individuals
b) Deal with decision making under conditions of known or unknown risk;
c) Supervise a multidisciplinary team including behavioral economics topics as fundamental elements for management;
d) Deal with experimental research integrating Economy with Behavioral Science

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) Design business strategies involving neuroeconomic topics as fundamental elements;
b) Apply Behavioral Economics to decision making process in order to cope with the actual human behavior within a business
c) Apply Behavioral Science to Finance, Economy and Marketing in order to find innovative solutions;

Judgment Skills and Critical Abilities

a) Critically evaluate a business strategies considering the emotional side of a real market;
b) Assess the consumer behavior with a multidisciplinary approach involving human, social and neuroscience as well as economy;

Module-Specific Communication Skills

a) Communicate in a multidisciplinary team involving experts from the Economy world as well as coming from the Psychology and Neuroscience domain.
b) Interact effectively with experts and non-expert using technical or simple language accordingly.

Module-Specific Learner Skills

a) Face new challenges studying forefront results from reliable source of information;
b) Undertake further studies running the behavioral, social, psychological or neuro-scientific approach to economy;
c) Design behavioral economic research in an academic or professional environment.

Total Contact Hours [21]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	75	Assessment Hours	25

23. Spanish Language and Business Culture - *5 ECTS –optional - level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Create clear communication strategies to respond appropriately in elementary Spanish in a variety of situations;
b) participate in discussions, group projects and activities using the target language;
c) Deal with difficult language situations in a simple and effective manner;
d) collaborate with others to co-learn the target language.

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) communicate in elementary Spanish for business purposes with correct business terminology.
b) read and compose simple business correspondence in the target language.
c) understand the cultural issues and differences that underly and/or influence how Spanish-speakers communicate.
d) Engage with Spanish-speakers on business matters in a more professional manner to achieve better results.

Judgment Skills and Critical Abilities

a) evaluate and identify the meaning and intent behind basic correspondence and communication styles and decide on the manner in which to respond;
b) Select and use appropriate vocabulary and grammar in accordance with the style of communication.

Module-Specific Communication Skills

a) Interact with Spanish-speaking people using common words and phrases and contexts.
b) Exchange information on familiar and routine matters.
c) Use familiar everyday expressions and basic phrases.

Make personal introductions to a Spanish speaker

Module-Specific Learner Skills

a) evaluate their own learning and ability in using the Spanish language.

b) undertake further learning based on informed decisions to improve

Module-Specific Digital Skills and Competences

a) compose and respond to Spanish correspondence electronically produce simple communication tools using the target language with visual and linguistic appeal (e.g. posters, brochures)

Total Contact Hours [22]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	99	Assessment Hours	1

*24.*French Language and Business Culture - 5 *ECTS –optional - level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Create clear communication strategies to respond appropriately in elementary French in a variety of situations;

b) Deal with difficult language situations in a simple and effective manner;

c) participate in discussions, group projects and activities using the target language;

d) collaborate with others to co-learn the target language.

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) communicate in elementary French for business purposes with correct business terminology.

b) read and compose simple business correspondence in French.

c) understand the cultural issues and differences that underly and/or influence how Francophone-speakers communicate.

d) Engage with Francophone-speakers on business matters in a more professional manner to achieve better results.

Judgment Skills and Critical Abilities

a) Evaluate and identify the meaning and intent behind basic correspondence and communication styles and decide on the manner in which to respond;

b) Select and use appropriate vocabulary and grammar in accordance with the style of communication.

Module-Specific Communication Skills

a) Interact with French-speaking people using common words and phrases and contexts.
b) Exchange information on familiar and routine matters.
c) Use familiar everyday expressions and basic phrases.
d) Make personal introductions to a French speaker

Module-Specific Learner Skills

a) Evaluate their own learning and ability in using the French language
b) Undertake further learning based on informed decisions to improve

Module-Specific Digital Skills and Competences

a) Compose and respond to French correspondence electronically
b) Produce simple communication tools using the target language with visual and linguistic appeal (e.g. posters, brochures)

Total Contact Hours [23]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	99	Assessment Hours	1

25. Business Research Methods - 5 *ECTS –level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcome

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Manage a business research team or a project supervising each process step;

b) Deal with business issues using research outcomes form reliable international academic sources;

c) Manage international business oriented researches both in an academic or in an executive environment.

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) Translate business questions into possible research projects to develop;

b) Design the roadmap for a business research in order to answer an unknown given issue;

c) Prove or deny an assumption using actual research knowledge;

Judgment Skills and Critical Abilities

a) Critically evaluate the reliability of a research paper, both an academic work or a professional report;

b) Build a balanced and convincing argument based on her/his research;

c) Evaluate research both from the economical and ethical perspective in a critical way;

Module-Specific Communication Skills

a) Constructively and eloquently communicate the knowledge and understanding acquired through their research to academic and non-academic audiences, experts and non-experts;

b) Report research data and outcomes using proper communication standards and technical language;

Module-Specific Learner Skills

a) Learn innovative business results approaching actual forefront research knowledge;

b) Undertake further studies to run a research career in an academic or private organization environment.

Module-Specific Digital Skills and Competences

a) Proper Use of Search Engines and perform online searches on various subjects for research (e.g. online library);

Total Contact Hours [24]	25	Supervised Placement and Practice Hours	0
Self-Study Hours	75	Assessment Hours	25

26. Dissertation/Project Paper – 30 *ECTS –level 6 of the MQF and EQF for Lifelong Learning*

Learning Outcomes

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) plan and manage an original research project;

b) design methodologies to test or validate hypothesis and supervise their implementation as well as outcomes discussion;

c) deal with results, outcomes and conclusions that are applicable in real contexts;

d) research extensively and critically on a chosen academic or practical topic and demonstrate application of the underlying discipline concepts and/or research processes

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

a) applying knowledge to takle a business problem or an applied research question;

b) applying research outcomes communication skills to various written reports for international consideration;

c) leverage leadership skills, the management of field research and/or interacting with businesses;

.d) use appropriate information, research and data resources and apply broader discipline knowledge to the specific research project;

Judgment Skills and Critical Abilities

a) support thesis with analysis leverage the scientific method in business related topics
b) Critically analyze published research;
c) assess findings in a manner consistent with the scientific convention the subject area;
d) work independently seeking and applying advice from the supervisor;
e) take responsibility for the direction and management of a research project through to completion and submission

Module-Specific Communication Skills

a) structure complex works in proper structured written formats;
b) use tables, sources, references and annexes according to scientific recommended style;

Module-Specific Learner Skills

a) reserach literature
b) develop hypothesis
c) design hypothesis testing
d) validate hypothesis though litterature, fild research or qualitative approaches
e) write a comprehensive piece of research about a business key question;

Module-Specific Digital Skills and Competences

a) leverage academic research databases;
b) use world processing tools
c) design a clear presentation.
d) Utilize computer and Internet technology in the research process

Total Contact Hours [25]	2	Supervised Placement and Practice Hours	54
Self-Study Hours	692	Assessment Hours	2