

Title of the Module / Unit	Fundamentals of Accounting – BBAACC101
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	The module introduces the study of the accounting for business entities such as sole proprietorships, partnerships and corporations. It examines the process of recording and analysing transactions, the process of the accounting cycle, including record keeping, preparation of financial statements, and the theory of accounts.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Demonstrate an understanding of the foundational principles and objectives of accounting b) Discuss and demonstrate the use of the accounting worksheet as a means of preparing financial statements c) Distinguish between tangible and intangible assets
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	a) Financial statements, reporting, and various types of business activities b) How to utilize the accounting equation for cash and accrual c) How to handle write-offs and recording bad debt expenses d) Tangible and intangible assets e) Financial, liquidity, profitability, and long-term solvency ratios f) Financial statement and cash flow analysis g) Current and long-term liabilities h) Investments and bonds
	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 the accounting equation to illustrate the impact of business transactions and to transform business transactions (data) into usable information b) Account for paid-in capital, cash dividends, stock dividends, stock splits, and retained earnings appropriations c) Explain and execute the closing process for a specified accounting cycle d) Identify the foundational accounting concepts, assumptions, and principles through the analysis of specific business situations e) Locate public company financial statements, and read and interpret financial statements

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

- a) Describe the types of business transactions that are included in operating, investing, and financing activities on the statement of cash flows prepare a statement of cash flows
- b) Illustrate financial statement forecasting

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

The learner will be able to

- a) Explain why adjusting entries are necessary and distinguish between various types of adjusting entries
- b) Define and apply the accounting elements associated with receivables and payables
- c) Describe the difference between bonds and capital stock Account for bonds and capital stock
- d) Identify, record, and depreciate property, plant, and equipment

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

The learner will be able to

- a) Analyse accounting transactions of a merchandising company using accounting software

Title of the Module / Unit	Business Law and Ethics – BBALAW102
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module introduces the laws and ethical standards that managers must abide by while conducting business. It also explores the legal framework designed to protect both consumers and businesses and outlines the legal and ethical environment in which businesses operate. Students will also explore the relationship between legal and ethical standards to critically analyse and evaluate the behaviour of business owners, managers, and employees.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Examine common legal and ethical issues in the global business environment b) Become familiar with basic sources of law c) Survey several areas of substantive law d) Identify legal difference between nations
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Explain the essential elements of a simple contract, what is regarded as adequate performance of the simple contract and the remedies available to the innocent party in the event of a breach. b) Explain the elements of the tort of negligence and the manner in which the tort impacts upon professional advisers. c) Comprehend the basic principles of employment law. d) Evaluate the differences of trading solely, in partnerships and as a limited company. e) Comprehend the ethical dimension of the responsibilities of those involved in accountancy and finance f) Apply the values and attitudes that provide professional accountants with a commitment to act in the public interest and with social responsibility g) Explain the need for a framework of laws, regulations and standards in business and their application h) Explain the nature of ethics and its application to business and the accountancy profession i) Identify the difference between detailed rules-based and framework approaches to ethics j) Explain the need to develop the virtues of reliability, responsibility, timeliness, courtesy and respect k) Explain the ethical principles of integrity, objectivity, professional competence, due care and confidentiality l) Identify concepts of independence, scepticism, accountability and social responsibility m) Discuss the impact of the digital era on intellectual property right n) Discuss the motivation and drivers of white collar crime

	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Examine professional ethical perspectives b) Evaluate the interaction between law and ethics in the business environment c) Analyze case studies that illustrate ethical dilemmas in business ethics with consideration to different cultural values
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Analyse the legal aspects of particular case studies relevant to business law. b) Critically assess and make judgments on the merits of legal arguments. <p>Identify cultural influences to legal systems in various nations.</p> <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B) The learner will be able to:</p> <ul style="list-style-type: none"> a) Develop a research presentation providing an overview of the relevant law b) Develop, interpret, and express law ideas through written communication

	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Understanding of how laws are made and enforcedc) Understanding of the legal principles that apply to business law
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Research business law related topics through using online librariesb) Work in a multinational team using technology to solve legal problems likely to arise in a business setting.

Title of the Module / Unit	Probability and Statistics – BBASTAT103
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	<p>Students will develop both their knowledge of mathematics as a subject and their reasoning and communication skills, through lectures, tutorials, seminars, guided self-study, independent learning and project work. This development is addressed in all of our first year modules, although different modules have a different emphasis.</p> <p>In addition to these broad aims, this module introduces the basic concepts of probability theory and statistics, illustrated by a full range of examples and applications; introduces an important statistical computing package (R); provides secure and solid foundations for higher level probability and mathematical statistics modules, available in Stage 2.</p>
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Independently interpret a regression model with one or more explanatory variables for a specific market and sales-related problem b) Assess specific probability calculations in connection with market and sales-related problems c) Assess descriptive statistics of market and sales-related problems
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Model simple experiments using probability theory b) Perform standard probability calculations c) Calculate conditional probabilities and use Bayes' theorem d) Understand the concepts of random variables and distributions e) Compute moments of random variables f) Work with independent as well as with correlated random variables g) Understand the key concepts of statistical modelling h) Understand standard methods that are used to summarise data i) Be able to differentiate between common types of data, and display them appropriately j) Apply simple formal statistical techniques and interpret the results k) Use graphical and numerical techniques for data analysis by hand and in R l) Feel comfortable with the use of computers for data analysis using R

	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Calculating and interpreting different measurements of central tendency and variation b) Making probability calculations for stochastic variables/probability distributions c) Listing, conducting and analysing a regression model with one or more explanatory variables, including a dummy variable
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply creative problem solving and decision making skills to the resolution of technical challenges <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Participate in mathematical reasoning within an academic peer-group <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>n/a</p> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> b) Apply statistical software package to mathematical problems

Title of the Module / Unit	Business Communication – BBACOM104
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides students with the required skills to produce clear written communication which is concise and persuasive and which helps enhance the competitive advantage of the company. Topics include reports, proposals, tenders and letters, commercial correspondence and effective reports. Furthermore, the course examines the different aspects of a dynamic presentation, shows methods of structuring, visualizing and delivering the message.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Communicate effectively with others of different backgrounds, regions, experiences, perspectives, and opinions. b) Understand the constant interplay between form and content in various communication modalities c) Understand the use of electronic library resources and the Internet and then apply them to complete written reports d) Recognize the factors involved in presentation
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) APA writing Style b) Tools needed for effective presentation and communication c) Techniques adapt to Typography d) Structuring Documents with different layouts e) Procedures and Techniques to facilitate effective meetings
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	<p>Applying knowledge and understanding</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Display competence in written communication like effectively emails, reports and newsletters b) Develop PowerPoint presentation c) Conduct Brainstorming session
	<p>Judgment Skills and Critical Abilities</p> <p>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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Increase his/her Influence without authoritative power through effective communication
	<ul style="list-style-type: none"> b) Deliver convincing, persuasive and effective presentation

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

The learner will be able to:

- a) Apply Problem Solving techniques through effective communication
- b) Deal with confrontational communication partner

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

The learner will be able to

- a) Present ideas, produce examples, reasons and evidence for his/her own point of view
- b) Use appropriate language including word choice and sentence variety

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

The learner will be able to

- a) Efficiently apply online technologies for facilitating effective communication
- b) Develop the knowledge in understanding the devices currently used for communication like Beamer, Remote Desktops, Chat applications

Title of the Module / Unit	Business Cultures & Protocol – BBACUL105
<p>Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.</p>	<p>The global environment of today and the increased cultural diversity in business require culturally aware managers in both domestic and international markets. This module focuses on cultural and cross-cultural management and communication and builds an understanding of the impact of cultural diversity on business practices. The module will further illustrate aspects of Corporate Social Responsibility relative to ethical conduct and transparency.</p>
Learning Outcomes	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<ul style="list-style-type: none"> a) Recognize and account for the factors that constitute business culture b) Improve personal and group communication across cultures by considering and applying verbal and non-verbal communication patterns. c) Devise and apply a set of effective cross-cultural communication mechanics in order to capitalize on globalization of world markets and develop multicultural management and marketing skills. d) Advise on the mitigation and prevention of conflicts alongside inter-cultural points of friction e) Analyse intercultural interactions based on the models and frameworks the student has been exposed to
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<ul style="list-style-type: none"> a) Develop an understanding of culture, cultural differences, cultural values, beliefs and assumptions b) Through a highly practical approach, explore how cultural differences can impact on group effectiveness, negotiations, communication, and personal presentation and impression c) Examine the effects of cross-cultural differences in a range of managerial areas d) Discuss instruments needed in business cultural assessment e) Understand the principals of design thinking in the context of the firm f) Discuss models and frameworks of business culture g) Differentiate and discuss the concept of cross-cultural value-sets and related issues h) Explain and contrast various types of information and control systems used in inter-cultural communication i) Identify and critically evaluate the main approaches to the study of intercultural communication
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply company principles to business culture b) Compare business etiquette protocols in different cultural settings c) Identify problems in cross-cultural management, relate the problems to the literature and suggest solutions

	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Demonstrate critical, analytical and research competence in the study of business culture b) Develop strategies for integrated communication campaigns in cultural communication based on business objectives
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply Oral and Nonverbal Communication Patterns b) Apply Written Communication Patterns <p>c) Apply current communication and media theories and skills for promoting culture globally</p> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Conduct business every day with shared system of beliefs, values, norms, and rituals common to and guiding a business b) Distinguish and analyse ethical problems that occurs in cross-cultural business environment, and choose and defend ethical solutions <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Transform business culture using digital communication b) Bring new skills into the business by hiring digital talents and digital natives

Title of the Module / Unit	Introduction to Microeconomics – BBAMICE106
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides an overview of the economic way of thinking. The module introduces graphical analysis, the concepts of demand and supply, the decision-making process regarding the optimal level of output and identifies and distinguishes among different market structures
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Think in the terms of a professional economist. b) Use graphical analysis of demand and supply curves c) Demonstrate analytical, graphical and numerical skills to address economic problems. d) Analyse complex economic decision-making processes. e) Determine the optimal level of output of firms. f) Distinguish between different market structures.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Understand the fundamental theoretical foundations of microeconomics. b) Interpret the behaviour and interaction of economic agents in a market economy. c) Understand and analyse decision making under uncertainty. d) Model microeconomic problems in a logical and precise manner. e) Understand the way in which economics can be used to analyse the decisions of individuals, households, firms and governments. f) Apply relevant knowledge and understanding of economic theory to contemporary economic issues and debates. g) Utilise and solve simple economic models that explain economic behaviour and phenomena.
	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: <ul style="list-style-type: none"> a) Demonstrates theoretical and practical knowledge of the economic decision-making process. b) Apply concepts, theories and methods used in the study of microeconomics to the analysis of consumer behaviour, firm behaviour and economic policies. c) Demonstrate theoretical and practical responses to economic problems d) Evaluates the impact of government policies.

	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p>
	<ul style="list-style-type: none"> a) Make professional judgements on the importance of the regulatory role of the government b) Critically use the concepts of demand and supply analysis relevant to the business environment c) Value the dynamics of income distribution and resource allocation <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Effectively share economic ideas, problems and policies to both specialist and non-specialist. b) Communicate economic knowledge to a wide audience using different methods. <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Access own learning by applying their knowledge to real world economic problems. <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Conduct original research using online libraries. b) Effectively and efficiently use online resources to obtain relevant research information from online research databases

Title of the Module / Unit	Introduction to Macroeconomics – BBAMACE107
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides an overview of the economic way of thinking on a whole economy level. The module introduces the main macroeconomics variables (GDP, inflation, unemployment), the concepts of aggregate demand-aggregate supply, it distinguishes between inflation and unemployment, identifies the fiscal and monetary policy tools and introduces the balance of payment and exchange rates.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Measure economic variables (GNP and its components, inflation, unemployment, money supply, balance of payments, exchange rates). b) Analyze the aggregate demand-aggregate supply model, the concept of the multiplier and the business cycle. c) Explain the importance balance of payments, international trade and how the value of foreign exchange is determined.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Understand the behaviour of economic agents involved in the economy and relations between them. b) Illustrate theoretical representations of how the economy works. c) Understand the economic framework governing business activities: competitive market, monopoly, and oligopoly. d) Discuss supply-demand analysis to evaluate the welfare effects of government interventions (e.g. price controls, taxes) on consumers and producers. e) Understand the conditions that an economy must satisfy if it is to produce and distribute goods efficiently and the key reasons markets fail to work efficiently. f) Appreciate the problem of market failures, particularly in relation to natural resources and the environment. g) Understand basic concepts on economic development and growth, trade and inequality. h) Understand the concepts of economic externalities, public goods and asymmetric information.
	Skills – at the end of the module/unit the learner will have acquired the following skills:

	<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Demonstrate theoretical and practical knowledge of implementing and accessing macroeconomic policies b) Demonstrate theoretical and practical responses to macroeconomic problems c) Evaluate the impact of government macroeconomic policies. d) Identify the tools of monetary and fiscal policies, understand their effect on the economy and appreciate the significant role of the Central Bank.
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Make professional judgements on government macroeconomic policies b) Critically apply the aggregate demand-aggregate supply model to the business macroeconomic environment c) Value the dynamics of international trade, the impact balance of payments and how the foreign exchange is determined. <hr/> <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Communicate macroeconomic ideas, problems and policies to both specialist and non-specialist. b) Communicate macroeconomic knowledge to a wide audience using different methods. <hr/> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Access own learning by applying their knowledge to real world macroeconomic problems. <hr/> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Conduct original research using online libraries. b) Effectively and efficiently use online resources to obtain relevant research information from online research databases.

Title of the Module / Unit	Fundamentals of Marketing - BBAMAR108
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module covers the marketing process and examines the range of marketing decisions that an organization must make in order to sell its products and services. The student will be introduced to a marketing mind-set, discovering that the consumer focus of marketing. The course will familiarize the learner with the art and science of marketing a product.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Undertake an analysis of customer and competitive environments for the organisation and deduct recommendations to aid marketing and business decisions b) Inform the development of an individual product strategy for the organisation, including the concepts of product life cycle, positioning, and pricing demonstrating ethical awareness c) Outline the development of a marketing plan for the organisation and relate the individual steps both to the principles of marketing and the context of the enterprise
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	a) Identify, describe and discuss core marketing theories and apply them to marketing organisations and contemporary issues b) Describe the principles of marketing and the role marketing plays in business and management c) Identify and use appropriate marketing theories and principles to make decisions within a simulated marketing environment d) Define marketing and explain its function in society e) Explain the difference between marketing, advertising, and sales f) Outline the essential measures involved in managing new products and the product life cycle within a SMB context g) Recognises the societal and environmental implications of marketing and product development and describes ethical and sustainable alternatives
	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) Describe the process of market research b) Describe the concept of pricing c) Define competition and explain competitive analysis

	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p>
	<p>a) Understand and describe integrated marketing communications (IMC) and when to use the different types of communication</p> <p>b) Analyze the process of distribution and explain marketing channels</p> <p>c) Develop and manage offerings</p> <hr/> <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a) Present the key elements of product promotions</p> <p>b) Assess effectiveness of marketing materials</p> <hr/> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a) Describe employment and career development opportunities in marketing</p> <p>b) Understand ethics in Sales and Sales Management</p> <p>c) Explain the fundamentals of the promotion budget and sales promotions basics</p> <p>d) Understand market segmenting, targeting, and positioning</p> <hr/> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a) Clearly explain and understand marketing information systems</p> <p>b) Describe social media activities and tools commonly use in marketing with global organizations</p> <p>c) Explore digital software for marketing planning and forecasting</p>

Title of the Module / Unit	Financial Management and Planning – BBAFIN109
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module explores into depth the issues and concepts of a successful financial management and planning of a firm. Topics include capital budgeting, NPV, IRR, Profitability Index, Net Working Capital management in cash management, credit policies, receivables management, inventory.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Explain the objectives of the financial manager and how the structure of a corporation affects financial decisions b) Explain the rules and methods in capital budgeting when making financial decisions c) Explain the different components of a company's capital structure d) Apply the WACC formula for estimating a company's cost of capital
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	a) Stock, bonds, and Corporate structures b) Financial statements and ratios and their application to corporate planning c) Future value and compounding as well as present value and discounting d) Variable rates of return, internal rate of return, capital budgeting, and net present value e) International financial reporting standards (IFRS)
	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) Explain the concept of time value of money and how the present value calculation is related to the future value calculation b) Analyse and determine the risk diversification in a portfolio c) Explain the use of the CAPM model for estimating valuations of a company's rate of return
	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. The learner will be able to: a) Explain how the financial manager makes financial investment decisions when confronted with issues of risk and uncertainty while considering different risk preferences b) Explain the Modigliani-Miller theorem in finance

	<p>c) Application of perpetuities and annuities in corporate planning</p> <p>d) Apply the payback period method</p>
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a) Explain issues of uncertainty for corporate planning and budgeting</p> <p>b) Discuss present and future values and their application to corporate budgeting.</p>
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a) Calculate the profitability index</p> <p>b) Explain the capital structure finance theory</p> <p>c) Explain the uncertainty in capital budgeting</p>
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a) Evaluate risk of stock investments and market betas using digital tools</p>

Title of the Module / Unit	Management & Business – BBAMAN110
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module explores the basic concepts of managing, planning and controlling an organization. It begins with the process of building leadership skills and lays a solid base for the difficult tasks of human resources management. The module focuses on communication, decision making and leadership for administrative and managerial positions in business and government.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Assess the need for external and internal information systems b) Identify and explain the basic tools of quality control c) Develop objectives, utilize decision making, strategic planning and planning tools for organization planning d) Understand the development of management and current management thought
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	a) Groups and corporate culture b) Corporate social responsibility and business ethics c) Production management and control d) Information systems and the principles of controlling e) Topic of diversity and management f) International 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 considerations in organizational change within global organizations b) Delegate responsibilities amongst a management team c) Understand the fundamentals of organizing, planning, leading, and controlling
	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. The learner will be able to: a) Recognize organizational changes and the stressors that limit action b) Develop the fundamentals needed to build competitive organizations c) Identify and explain the basic tools of quality control

	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none">a) Be effective in delegating daily tasksb) Apply the fundamentals of influencing employees
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Assess and design the corporate management process, the different approaches to it and the external factors of influence.b) Understand and assess strategic, management and operational control needs of a business
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Assess the need for external and internal information systemsb) Identify and explain the basic tools of quality controlc) Leverage social media for management

Title of the Module / Unit	Entrepreneurship – BBAENT211
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	Entrepreneurship is the process of seizing or creating opportunity without regard to the resources controlled. This module is innovative in its curriculum, as it deals with theory and practice of managing and owning your business and how new businesses are started. It shows methods of recognizing opportunities, exploiting them and obtaining the desired business results. The module also deals with the problems of running a family business, working with family members and building larger organizations. It teaches the students the steps in creating a good business plan.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Develop concepts underpinning entrepreneurship and its application in the recognition and exploitation of product/ service/ process opportunities b) Develop an entrepreneurial mind-set and network c) Develop viable value propositions and business models relying on the core elements of business planning d) Assess, substantiate and choose strategic growth possibilities for already established companies and communicate these choices to potential partners e) Independently engage in collaboration across disciplines and take responsibility for developing and managing innovative processes
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Entrepreneurship theories b) Differentiate conceptual foundations of entrepreneurship research c) Contrast international findings on the economic importance of entrepreneurship. d) Business concepts, analysis tools and problem-solving methodologies e) The possibilities and limitations of entrepreneurship f) Understand and be able to reflect on the significance of innovation and entrepreneurship as elements of the development of the individual, the company and society g) Discuss the development of practices within creative and innovative processes and how to apply them
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply creativity to generate an idea for starting a business b) Examine theory which explores the entrepreneurial mind and the entrepreneurial process c) Evaluate tools for Entrepreneurs d) Identify business models and components of a business plan emphasizing financing, marketing, and organizing
<p><i>Judgment Skills and Critical Abilities</i> 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. The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply suitable framework to address and measure entrepreneurship b) Identify critical approaches of social entrepreneurship 	

	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Communicate effectively in the context of negotiation b) Apply different negotiation styles as per the context
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Application of the financial concepts of Cash Flow and Breakeven Analysis b) Analyse different models of Corporate Entrepreneurship <hr/> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Transform into digital entrepreneur b) Learn to analyse opportunities and challenges for digital entrepreneur

Title of the Module / Unit	Project Management – BBAPRM212
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides an understanding of the concepts pertaining to managing projects within an organizational context. An understanding of the theoretical dimensions of the main projects management's knowledge areas and the importance of Project Life Cycles.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Develop detailed project plans and schedules. b) Comprehend and manage project resource administration. c) Allocate/coordinate resources, and interface with management. d) Understand the tools and techniques of project management software. e) Understand International Trade and the implications for Purchasing Management.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) The concepts of managing projects within an organizational context. b) The theoretical dimensions of the main projects management's knowledge areas and the importance of Project Life Cycles. c) The importance of working in teams and the role of each member within a project. d) The importance of proper project management and administration, and the role of documentation.
	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: <ul style="list-style-type: none"> a) Understand the requirements of gathering and analyzing project planning. b) Gain knowledge of setting up and allocating resources. c) Understand risk assessments.
	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. The learner will be able to: <ul style="list-style-type: none"> a) Understand assigning resources to Tasks. b) Utilize the critical skills necessary to understand monitoring & controlling projects within global project teams.

	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none">e) Understand the communication requirements necessary for Project Management.f) Effectively communicate with global project teams considering cultural influences
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Develop skills to understand the human and organizational implications of change.b) Learn how to track progress on tasks as it relates to project management.
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">i) Effectively and efficiently use online resources to obtain relevant information on project management.j) Research scholarly websites that is predictive of future trends and research.

Title of the Module / Unit	E-Business – BBAEBUS213
<p>Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.</p>	<p>In this module students will study a variety of business models in the national and global context connecting individuals, businesses, governments and other organizations. They will be exposed to the concept of strategy at the corporate level, the business unit level and the operational level as well as the concept of value creation. In addition, students will study the management of information systems services from the point of view of the CIO and to examine alternative strategies and tactics available to management to achieve their goals.</p> <p>Students will study the e-business strategy framework with concentration on the impact of the Internet on the macro-environment, the industry structure and the firm boundaries, the markets for e-business and the strategy options for value creation in market spaces. Furthermore, students will gain insight into how IS enables core and supportive business processes as well as those that interface with suppliers and customers and how they represents a key source of competitive advantage for firms.</p> <p>Students will get an understanding of existing and emerging information technologies, the functions of IS and their impact on the organizational operations and will use the steps of the e-business strategy formulation roadmap, link the individual steps of the roadmap to the different parts of the e-business strategy formulation, and understand the main business issues involved in each stage of the roadmap. Students will apply the above concepts in the design and implementation of an e-business initiative. A content management system will be used for this purpose.</p>
Learning Outcomes	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<ul style="list-style-type: none"> a) Identify and follow the appropriate strategy process model for e-business and be able to develop an e-business strategy framework with concentration on the impact of the internet on the macro-environment, the industry structure and the firm boundaries. b) Develop a design and strategic management blueprint for enterprise architecture through business and marketplace models in the organization. c) Be able to identify marketplace models for electronic communications and trading, including revenue models and transaction models available through online services for the organisation and as part of entrepreneurial initiative
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<ul style="list-style-type: none"> a) Discuss electronic commerce and the stakeholders and their capabilities and limitations in the strategic convergence of technology and business. b) Appreciate the global nature and issues of electronic commerce as well as understand the rapid technological changes taking place. c) Identify advantages and disadvantages of technology choices such as merchant server software and electronic payment options d) Demonstrate awareness of ethical, social and legal aspects of e-commerce e) Analyse features of existing e-commerce businesses, and propose future directions or innovations for specific businesses f) The main elements of supply chain management and their relationship to the value chain and value networks. g) The characteristics of the new media marketing communications and understand the relation between e-business and e- marketing and how to outline e-marketing plan. h) The e-business models for small and medium sized enterprises i) Illustrate the environmental impact of e-commerce enabling cloud infrastructure in a global context j) Discuss the impact of online technology and e-commerce adoption on workforce and welfare systems in a global context

	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p>Applying knowledge and understanding The learner will be able to:</p>
	<p>a) Understand the concept of e-strategy at the corporate level, the business unit level and the operational level as well as the concept of value creation.</p>
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <p>a) Understand the relation between e-business and e-marketing. b) Understand the relationship to the value chain and value networks.</p>
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a) Present and communicate the enterprise architecture through business and marketplace models for electronic communication b) Design and communicate an e-business initiative.</p>
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a) Identify infrastructure of an e-business. b) Use network terminology, architecture software, protocols, intrusion detection methodology. c) Explores the rule of business, labor, and government and publish policy groups in modern society.</p>

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

The learner will be able to:

- a) Identify hardware and software tools for Customer relationship management
- b) Identify hardware and software tools e-procurement
- c) Identify hardware and software tools for e-marketing
- d) Identify hardware and software tools for e- supply chain management.

Title of the Module / Unit	Management Information Systems – BBAMIS214
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	The module provides the foundation for understanding information systems and examines IT-related roles, functions and strategies in today's business environment. The module will cover the principles and concepts of IS, the motivation for using IS in business, the technologies implemented and their applications, and the reciprocal relationship between the organization and information technology.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Describe the use and functions of management information systems. b) Describe and evaluate information systems development processes and techniques. c) Demonstrate an advanced understanding of how information technology plays an increasing role in the decision making process of a modern organization. d) Analyse cases of information systems and information technology implementation.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) The components of Business community b) The role of MIS in Business Management c) Decision Support Systems d) Development Methodologies for information 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: <ul style="list-style-type: none"> a) Manage Data b) Using data to make informed decisions c) Assess risk management 	

d) Employ the steps in the systems development process to retrieve and present meaningful information to end users from a database

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.

The learner will be able to:

- a) Manage information and using it to make better decisions
- b) Deal with numerical and quantitative issues found in business

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

- a) Effectively use online and offline resources for management decision.
- b) Be able to effectively present and communicate data analyses for management to be able to make decisions.

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

The learner will be able to

- a) Assess information System development process
- b) Evaluate the role of business intelligence with respect to corporate decisions

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

The learner will be able to

- a) Assess risks in computer crime in the information age
- b) Explore the evolution of software
- c) Understand storage technology

Title of the Module / Unit	Human Resource Management – BBAHRM215
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	The module is an introduction to the complex issues of human resources management and human relations in general. It examines and provides a solid ground for understanding human behaviour, human resources and their development and the issues and challenges that impact companies and organizations.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Describe how to effectively manage human capital and properly assess knowledge, skills, and abilities to find valuable resources b) Identify and apply the concepts associated with employee safety and health in support of effectively managing human capital c) Identify the key elements and contexts of affirmative action and use that insight to support making informed decisions regarding diversity when managing human capital d) Discuss the impact that career/succession planning has on human capital e) Explain why strategic resource planning is necessary to attract, recruit, and retain valuable human capital
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	a) Competency modelling and KSA's (Knowledge, Skills, and Abilities) b) Workplace diversity and equal employment opportunity c) Career Planning / Succession Planning d) Ethical issues in human resources e) OSHA's impact on human capital 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) Identify key laws and legislation that shape how human capital decisions should be made within domestic and international organizations b) Explain why managing human capital is relevant for all managers in any organization c) Create strategies to support the training and development of human capital
	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. The learner will be able to: a) Identify current trends and challenges in managing human capital today b) Identify ethical issues facing human resource managers today and explain how human resources can help to build an ethical organization

	<p>c) Define and apply the concepts of labor and employee relations, and clearly define the relationship between the employer and the employee</p>
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none">a) Understand and develop a personnel plan, creating successful strategies for recruiting and selecting valuable human capitalb) Develop communication skills necessary to attract, recruit, and retain valuable human capital
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Conceptualize human resource strategies to improve overall organizational successb) Identify and apply the concepts/issues associated with compensation and benefits to create an attractive environment that draws valuable resources to an organizationc) Explain the distinction between performance management and performance appraisals
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Conduct a job analysis and discuss the validity of an analysis in support of other key human capital functionsb) Identify and apply the concepts/issues associated with compensation and benefits to create an attractive environment that draws valuable digital resources to an organization

Title of the Module / Unit	Purchasing & Supply Chain Management – BBASUP216
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides an understanding of competition and the challenges of a global economy. Analysis of outsourcing production and delivery processes. Theoretical understanding of purchasing, supply chain management, and negotiation processes. An in-depth understanding of organizational cost, quality, and innovation.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Investigate the firm`s sourcing and procurement strategy within a selected purchasing process on an abstract level and identify possible optimisation measures along the complete value chain b) Independently research trends and developments in the supply chain and operations management domain and identify possible applicability to the procurement of resources in the organisation c) Assess the ethical and environmental aspects of the procurement and supply chain infrastructure and inform corporate decision making about possible negative implications in a CSR context d) Prepare and inform the corporate vendor and sourcing evaluation process while applying supply chain and procurement theory within the organisation
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Describe the principles, practice and importance of operations, and supply chain management. b) Recognize how the development of appropriate operations and supply chain processes enhance overall business objectives. c) Appreciate the advantage and disadvantage of different techniques and approaches in operations and supply chain management practice. d) Internalise various managerial functions, needed to carry out effectively an operational role within the areas of Procurement and Supply Chain Management e) Describe the purchasing processes and tools involved in the firm`s corporate planning. f) Illustrate the role and interfaces of purchasing management in the organization. g) Discuss the principles of the value chain and interlock strategy. h) Outline the concepts of international trade and the implications for purchasing management. i) Identify purchasing methods and supply chain management. j) Identify and use relevant tools for measuring purchasing and supplier performance. k) Describe the environmental impacts of global procurement and discuss alternative sourcing strategies balancing positive business implication and the reduction of the firm`s CO2 footprint
	Skills – at the end of the module/unit the learner will have acquired the following skills:

	<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand purchasing methodology and purchasing tools. b) Gain knowledge of procurement, purchasing, outsourcing, supply management and supply chain management. c) Understand corporate planning and supply chain management. d) Become familiar with Multilevel Structure for Purchasing Management.
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p>
	<p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand transportation issues and how to resolve them. b) Utilize the critical skills necessary to understand supply chain and change. <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Present an executive overview for proper supply chain management. <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Understand ethical purchasing. b) Learn when to apply the correct supply chain mix. c) Understand operating and stores management. d) Apply the theory of value chain and interlocking strategy. <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> e) Effectively and efficiently use online resources to obtain relevant information on Supply Chain Management and purchasing. f) Research scholarly websites that is predictive of future trends and research.

Title of the Module / Unit	Management of Innovation and Technology – BBAINNO217
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module is an introduction of the the important role of technology innovation in the Management strategy and it will introduce the learner to understand the theoretical knowledge underlying the technological change and the ways firms come up with innovations to provide an overview of the strategies that firms use to benefit from innovation. It will help learners to understand the importance and role of formulating technology strategy and design, develop and integrate a strategic management of innovation and technology
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Contribute to the firm`s product development process by assessing product effectiveness and innovation performance against metrics and objectives grounded in theory b) Assume a contributing role in evaluating intellectual property protection mechanisms and related strategic decision making c) Utilize appropriate theoretical concepts, models, frameworks, tools and techniques to facilitate creativity and innovation within the organisation in a driving role
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Describe alternative approaches to managing innovation within an organisation b) Interpret factors influencing innovation within the organisation and relative to theory c) Explain and discuss the relationship between innovation and organisational performance d) Discuss alternative innovation management practices within the organisation e) Clarify the implications of innovation for individuals and groups in organisations and society f) Describe the role of innovation in maintaining strategic fit and competitive advantage in organisations; g) Explain the contribution of intellectual property management in innovation and new product/service development. h) Explain the causal relationship between open innovation, licensing, accessing markets and patent and IP strategy in an organisational context i) Contrast open innovation to well-known concepts in theory and organisational practice
	Skills – at the end of the module/unit the learner will have acquired the following skills:
<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand and apply organizational and process factors b) Understand licensing technology and negotiation c) Explore technology markets. d) Contrast both academic theories and business practices within a diverse range of innovation case studies e) Interpret the key challenges and benefits of the management of innovation and 	

	<p>technology within different industries including pharmaceutical, retail, automotive, and aerospace</p>
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p>
	<p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Explain IP management b) Assess licensing and the nature of partnership that support licensing c) Conduct functional analysis of technologies. d) Develop end user and customer needs.
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Present different innovation strategy b) Understand the open innovation c) Differentiate between market data and market research
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Understand the differing organization needs for those involved b) Become literate in the types of frameworks and agreements that commonly support open innovation c) Gain knowledge of how to implement an open innovation strategy

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

The learner will be able to

- a) Learner should be able to use the evaluation tools to help decision making
- b) Learner will be aware of the technology resources and strategic implications of patenting.

Title of the Module / Unit	Change Management – BBACNG218
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	In this module, the student will perform an integrative study of organizations in a changing business environment. It equips students with the skills to assess an organizations' strategic position. Students are exposed to the general management 'big picture', thereby providing a cross-functional and strategic perspective. This module stresses the interrelationships between different aspects of the organization and the integrated nature of strategy and change.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Independently develop and use techniques of mapping and assessing where changes are needed in an organization and suggest a blueprint for an actionable change strategy considering related activities, implications and challenges b) Apply self-driven efforts to develop social and leadership skills to effectively contribute to and influence the change development and implementation process in a junior role within the organization c) Apply tools and theory based insight to the evaluation and monitoring of strategy implementation and its outcomes as deemed necessary within a situational organizational context
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Understand a range of contemporary theories change management and be able to relate those to relevant cases and to their own experience of change b) Show an appreciation of how contextual and other organisational factors influence leadership, determine success of change initiatives and impact managerial performance c) Understand the complex nature of organisational systems d) Be able to explain and evaluate alternative approaches to facilitating sustainable organisational change e) Recognise change as both a social and a psychological process and understand the relationships between these processes and the changing roles and behaviours of managers and employees f) Appreciate the ethical challenges that the leadership of change imposes on managers
	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: <ul style="list-style-type: none"> a) Understand the correlation between leadership teams and stakeholders relationships and how it affects an organizations' performance model. b) Become familiar with starting the change process and the hard and soft models employed with regards to an organization. c) Apply theory, models, frameworks and decision-making tools to identify key issues and make recommendations based on respective findings.

	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Make critical decisions based on the performance of an organization and the environment in which they operate. b) Utilize the critical skills necessary to understand Change Management.
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> d) Understand the communication requirements necessary for Change Management. <hr/> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Understand Environmental alignment and systems models. b) Recognize the need for change and culture. <hr/> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> g) Effectively and efficiently use online resources to obtain relevant information on Change Management. h) Research scholarly websites that is predictive of future trends and research.

Title of the Module / Unit	Business Policy and Strategy – BBAPOL219
<p>Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.</p>	<p>This module focuses on how firms formulate, implement, and evaluate strategies in a turbulent and rapidly changing environment. Students will focus on integrated decision making in terms of strategy formation, implementation, and evaluation.</p>
Learning Outcomes	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<p>a) Explain the concepts, research, and theories of strategic management and organizational policy b) Analyze and evaluate, both qualitatively and quantitatively, the performance of businesses and the people responsible for strategic decisions c) Describe the ethical parameters for business policy makers d) Explain the importance of sustainability in a particular business</p>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p>a) The strategic management model b) Global strategic management process c) Corporate social responsibility in today's business including the triple P model of business d) Vertical and horizontal business growth</p>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p>Applying knowledge and understanding The learner will be able to: a) Explain the environmental issues and trends for organizational strategy and effectiveness b) Develop a SFAS matrix c) Apply industry forecasting techniques d) Provide business benchmarking and develop a balanced scorecard e) Develop a basic corporate strategy</p>
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to: a) Complete a SWOT analysis of a business b) Undertake environmental scanning c) Describe the strategic management decision making process d) Identify the various stages of corporate development</p>

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

The learner will be able to:

- a) Apply Oral and Nonverbal Communication Patterns
- b) Apply Written Communication Patterns
- c) Apply current communication and media theories and skills for promoting culture globally

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

The learner will be able to

- a) Perform value-chain analysis on a potential business
- b) Develop competitive and cooperative strategies for businesses
- c) Develop business specific organizational structures that align with strategic initiatives

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

The learner will be able to

- a) Develop evaluation and control processes with software application
- b) Reengineer businesses via job redesigns

Title of the Module / Unit	International Business and Trade – BBABUS220
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	The module provides an analytical framework for the study of international trade. Keeping up with the international environment has become a central concern in business strategy and national economic policy. The module will cover a broad array of relevant topics, exploring both theoretical models and empirical studies to determine a model that best fits "real world" data. This module will frequently compare and contrast competing theories concerning the nature of international trade and the gains or losses thereof. The student will understand the economic intuition behind technically demanding models and define the assumptions behind various theories before evaluating how well those models fit actual trading economies. The student will also explore the relevance and policy implications of various theories/models, especially in terms of growth, income distribution, and development.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Distinguish between international trade and international finance. b) Explain and analyze historic, current, and emerging economic models around the world. c) Use an analytical framework to examine contemporary international economic issues. d) Use the concept of foreign exchange, its importance to individuals, businesses, and the performance of national economies, and how foreign exchange markets work.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) The importance of trade in the world and how this has changed over the past decades. b) The current world trading system and the basic rules underlying this system. c) Recent developments in the field of international trade. d) International trade and the issues arising from the globalization of markets.
	Skills – at the end of the module/unit the learner will have acquired the following skills:
<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Analyze policy issues related to international trade. b) Comprehend the legal system governing international economic transactions and international economic relations. c) Evaluate the impact of government policies toward international trade. 	

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.

The learner will be able to:

- a) Make professional judgements on the importance of the international trade.
- b) Make professional judgements on the importance of the regulatory role of the government within international trade.
- c) Value entrepreneurship within the international trade context in increasing the world's welfare.

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

- a) Present international trade ideas, problems and policies to both specialist and non-specialist.
- b) Communicate international trade knowledge to a wide audience using different methods.

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

The learner will be able to

- b) Apply their knowledge to real world international trade problems
- c) Assess solutions to international trade problems

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

The learner will be able to

- a) Conduct original research using online libraries.
- b) Effectively and efficiently use online resources to obtain relevant research information from online research databases.

Title of the Module / Unit	Operation Management - BBAOPM321
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module introduce students to the basic concepts of operations management and the transformation process that converts organizational resources to finished products. It provides students with a better understand the nature of the external business environment and its effect on the organization. The systemic nature of organizations in this module will help in developing students' critical thinking and their ability to develop an argument and to defend a position by encouraging students to engage in debates on management issues, including controversial management topics.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Conduct an unguided preliminary assessment of domain-specific operations in the organisation and evaluate existing design, planning and control policies against the efficiency and effectivity of the firm`s value chain b) Autonomously apply appropriate methods for making basic decisions on location and layout of facilities within a specific project context c) Argue valid approaches to the management of manufacturing processes in order to achieve the ideal quality of goods, manufactured to meet the predetermined requirements and delivered on time, observing ideal resource utilization d) Discuss the role of the operations function and of operations management. e) View organizations as complex human activity systems.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Recognize the development of manufacturing and service operations management as a subject and be able to outline the strategic concerns involved in operations decisions b) Interpret the links between operations strategy, corporate strategy and organisation performance c) Understand the role of inventory in manufacturing systems, and apply basic ordering, replenishment, and forecasting techniques d) Describe the major influences on the efficient flow of work through a factory, apply MRP techniques to scheduling, describe the implications of different co-ordination structures on job design, describe how improvement processes relate to co-ordination strategies e) Discuss how manufacturing operations are integrated with other aspects of the business; how operations are managed across supply networks; and the role of different IT systems in supporting operations across the supply chain f) Understand quality management and the evolution of practice; assess the relationship between quality and capability, and between quality and competitiveness g) Describe of process management and its implications for practice within the firm h) Identify and discuss the connection between organisational structures, technology, operational activities and competitiveness with an organisation i) Illustrate the systems perspectives of operations management within small to medium enterprise contexts

	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Explain the tasks and scope of operations management and the concept of competitiveness b) Understand the concept of operation strategy c) Understand the concept of productivity d) Argue how effective management of the operations functions can help an organization
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply appropriate qualitative and quantitative methods in various areas of operation management b) Facilitate managerial decisions aligned to strategic priorities of an organization <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand and communicate the operation functions and the nature of operation’s manager job. b) Communicate capacity planning c) Evaluate and present capacity planning alternatives. <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Understand the importance of project and service design b) Identify some key reasons for design and redesign c) Understand the importance of legal, ethical and sustainability consideration in product and service design.

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

The learner will be able to

- a) Demonstrate adequate quality management and quality control tools to improve the quality of production in different types of organizations.
- b) Compute productivity (partial and Multifactor measures) and growth trends using technology.

Title of the Module / Unit	Organizational Behaviour and Leadership - BBAORG322
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	In this module the student will deal with the contemporary issues of improving organizational and individual effectiveness, globalization, organizational culture, leadership, and introducing and managing change. They will also learn the use of teams/groups, changes in technology, organizational restructuring, changed employment relationships, and the diversity of the workforce. The module examines both the social and economic roles of the company and studies individual and group behaviour within these institutions.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Understand Organizational Behavior. b) Managing of individuals through job performance and motivation. c) Managing group dynamics and developing teams. d) Understanding various leadership theories. e) Understanding conflict management and negotiations.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Various types of conflict b) How to effectively manage conflict c) Negotiation strategies d) Organizational structure e) Organizational change
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	<p>Applying knowledge and understanding</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Compare and contrast groups vs. Teams. b) Describe and identify group development and dynamics. c) Define power and recognize the sources of power. d) Describe and identify the factors of organizational politics.
<p>Judgment Skills and Critical Abilities</p> <p>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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand organizations and their environments b) Utilize critical skills necessary to understand Organizational Behavior and Leadership 	

	<p>c) Differentiate leadership and management practices</p>
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> g) Communicate strategic initiatives from a leadership perspective h) Co-create goals among team members that minimize resistance
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Identify the key attributes that are relevant for performance. b) Explain how motivation affects performance. c) Describe various approaches to job design.
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Effectively and efficiently use online resources to obtain relevant information on Organizational Behaviour and Leadership. b) Research scholarly websites that is predictive of future trends and research.

Title of the Module / Unit	Consumer Behaviour - BBACB323
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module examines the process by which buying decisions are made in consumer markets. Various issues and concepts relating to consumer research are explored and critically appraised in terms of their intellectual validity and their managerial significance, students are provided with the opportunity to critically review existing research and theory as it relates to a number of current consumer research specialist topics. The aim of this module is to provide students with the opportunity to develop a theoretical understanding of consumer behaviour in conjunction with the skills to apply this knowledge to practical marketing situations.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	The learner will be able to: <ul style="list-style-type: none"> a) Advise on positioning strategies for individual products in organisational context considering academic theory. b) Account for the significant differences between B2B and B2C markets and their significance for a marketing mix in a corporate decision making context c) Advise on the design of products and services in relation to consumer behaviour, including digital buying behaviour taking into account findings and discoveries in consumer behaviour research d) Consider and develop marketing strategies utilising a detailed understanding of the consumers` motivators and behaviours. e) Develop and evaluate marketing strategies in the light of consumer behaviour theory
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	The learner will be able to: <ul style="list-style-type: none"> a) Understand the psychology of how consumers think, feel, reason, and select between different alternatives and how marketers can adapt and improve their marketing campaigns and marketing strategies to more effectively reach the consumer b) Assess the nature and scope of consumer behaviour c) Describe key consumer behaviour terminology, concepts and theories d) Demonstrate a critical appreciation of the existing theories of consumer behaviour along with an awareness of both their contribution and limitations. e) Understand and appreciate the complexities of consumer behaviour and its relevance to marketing practice f) Critically evaluate their own behaviours as consumers.
Skills – at the end of the module/unit the learner will have acquired the following skills:	

	<p>Applying knowledge and understanding</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Evaluate marketing strategies in the light of consumer behaviour theory b) Apply theories and principles of consumer behaviour to predict how consumers will respond to managerial actions c) Apply appropriate consumer behaviour terminology, tools and techniques in the launch campaign of a new product d) Elaborate on attitude change and interactive communications
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand and assess the ethical implications and limitations of customer targeting based on behavioural analysis <hr/> <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to: N/A</p> <hr/> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>N/A</p> <hr/> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Understand, appraise and recommend means of online consumer behaviour tracking mechanisms

Title of the Module / Unit	Marketing Communications - BBAMCOM324
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	In this module emphasizes the strategic importance of marketing communication, rather than seeing it as merely a tactical process of promoting the other elements of the marketing mix. Brands exist in the minds of customers not only through their experience of a product or service, but also because of the long-term effects of communication. Communication is, of course, essential in any relationship. Building and managing relationships with consumers and customers has a direct bearing on marketing communications. Marketing communications helps define an organization's relationships with customers not only by the kind of messages exchanged, but also by the choice of media and occasion to suit their customers' preferences.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Advise on the development of effective promotional activities in both corporate and agency contexts utilizing effective consumer-based communication messaging strategies b) Develop a cross-media marketing communication performance evaluation framework in the firm and inform corporate decision making c) Account for ethical issues associated with communications, and the interrelationships with media, culture and society versus financial interests and shareholder value in the firm
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Describe the consumer decision making process and the role consumer behavior plays in the development of integrated marketing communication programs in the organisation b) Explain the process of developing and implementing media strategies and identify the advantages and limitations of various media c) Describe how integrated marketing communications has evolved, how it differs from traditional media advertising, and its role in the marketing program d) Fundamentals of marketing communications (Consumer information processing model, framework for analyzing marketing communication process, marketing communications mix, dyadic communication, integrated marketing communications) e) Consumer behavior and marketing communications such as the cultural elements in communication, social influences on promotion, reference groups, and the effect of social conditioning f) Promotion planning and techniques and the guidelines for an effective promotion plans g) Outdoor, transit and corporate advertising h) Sales promotion and publicity: Specifically, objectives of sales promotion, below the line advertising, roles of packing in sales promotion, developing the sales promotion program, and how to handle negative publicity
	Skills – at the end of the module/unit the learner will have acquired the following skills:

	<p>Applying knowledge and understanding The learner will be able to:</p> <ul style="list-style-type: none"> a) Evaluate the way marketers organize for integrated marketing communications and describe the role and function of related agencies and organizations b) Identify and evaluate integrated marketing challenges facing companies and recommend solutions and courses of action c) Apply marketing communications principles and practices in the development of a comprehensive marketing communications plan
	<p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Identify how market research, segmentation, branding and positioning relate to the process of creating and placing successful advertising and promotions b) Construct a targeted media plan, taking into account the advantages and disadvantages of each medium c) Develop techniques for advertising and a better understanding of the essential factors in preparing print advertisement. <hr/> <p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Apply marketing communications principles and practices in the development of a comprehensive marketing communications plan b) work effectively in groups to design a clear and persuasive pitch for a marketing communications campaign c) Organize promotion activities d) Explain how advertising media works through print media (newspapers/magazines), network advertising (radio and television), and online advertising e) Explain the personal selling communication process <hr/> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Conduct advertising research through development of research design and media research b) Evaluate sales force management motivation and performance c) Explain the ethical problems in using direct marketing

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

The learner will be able to

- a) Explain the various promotional tools in social media and the role they play in an integrated marketing communications program
- b) Explain how organizations measure the effectiveness of their integrated marketing communication programs and ways of determining return on investment using technology
- c) Explain the types of communication tools utilized for publicity such as twitter, facebook, WeChat, etc.

Title of the Module / Unit	Brand Building - BBABRA325
<p>Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.</p>	<p>When working on a start-up, many companies are fixated on producing a stellar product and a business/revenue model that attracts funding, but forget that setting up a brand to convey these two primary focuses could determine the future roadmap of the company's success. Instead, a brand-centric business strategy should be forged in order to set the foundations of your company's brand and business simultaneously even if the start-up is only at a minimally viable product. This module will teach you how brand considerations with a strong emphasis on online media can be linked closely to a business and/or product strategy in order to provide a holistic foundation for long term success.</p>
Learning Outcomes	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<p>a) Understand and employ the basics of brand management b) Stage and present an organizational brand effectively in digital media c) Discuss the unique attributes of digital media and digital technologies d) Explain the importance of organizational culture on brands</p>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p>a) Introductory perspective on brands b) Brand Visioning c) Synthesizing the nature of a brand d) Emotional Boosting: Importance of people e) Mirroring: we think, feel and act like others do</p>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p>Applying knowledge and understanding The learner will be able to:</p> <p>a) Successfully place and install a digital brand concept within the desired target audience b) Formulate a brand reward promise c) Develop and set brand objectives d) Perform an audit on the brand-sphere</p>
	<p>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.</p> <p>The learner will be able to:</p> <p>a) Implement advanced methods and techniques used to generate strong emotions around a brand</p>

	<ul style="list-style-type: none"> b) Apply the unique attributes of digital media and digital technologies c) Perform a brand evaluation with cultural considerations d) Plan and develop integrated brands
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Present a brand using digital brand storytelling b) Develop compelling digital stories
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Explain the importance of digital brands b) Bridge the traditional branding concepts with current digital branding concepts c) Implement and resource brands
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> a) Explain multisensory impressions in digital media b) Develop digital brand storytelling c) Create emotional brand coding through social media

Title of the Module / Unit	Public Relations - BBAPRL326
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	The need for effective public relations in both the private and public sectors is growing rapidly. This module teaches students how to apply the principles of public relations in a strategic way and be seen as a valuable asset to many kinds of organization. Furthermore, it reviews public relations and its use in agencies and organizations today, and provides students with a theoretical background which they can apply to their work as a public relations practitioner. Included is a preliminary review of communication planning, crisis communication and issues management.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Knowledgably discuss the origins, purpose, and methods of effective public relations B) Handle crisis events, plan preparation, and crisis management C) Understand how to effectively target key audiences within the public and key demographics
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Key innovations in public relations and its Founding Figures b) The essential components of public relations planning c) Traditional and new media outlets d) The art of persuasion
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	<p>Applying knowledge and understanding</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Conduct related research and prepare a comprehensive public relations plan b) Select suitable outlets and proper message format for media relations c) Develop messages using themes and images that connect with a multicultural audience in local and global campaigns
	<p>Judgment Skills and Critical Abilities</p> <p>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.</p> <p>The learner will be able to:</p>

	<ul style="list-style-type: none">a) Apply ethical principles to effective public relations practice, including Codes of Ethicsb) Be able to select the appropriate methods of social public relations by situationc) Make effective public relations decisions, including assessing opportunitiesd) Develop public relations strategies and implementation plans
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none">a) Craft a range of communications that serve target audiences in commercial and social campaignsb) Understand how to formulate messages for diverse demographicsc) Navigate public outreach during a crisis situation
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Identify resources for professional networking and job opportunities in public relationsb) Write effectively for public relations, specifically preparing PR communicationsc) Identify the role and functions of public relations in an industrialized society
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Be able to conduct international and global demographic research online and through social mediab) Become familiar with digital resources for social PR practitioners and know how to use them effectively

Title of the Module / Unit	Online and Digital Marketing - BBAMRK327
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides a complete overview of all aspects of digital marketing and how to integrate and use them to achieve business objectives. Students will understand the scope of digital marketing and how it integrates with overall business and marketing strategy, how to assess various digital channels and understand which are most suitable to an idea or solution, and understand the fundamentals of a digital marketing campaign, and be able to apply it to achieve marketing objectives.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Understand the evolving landscape of digital technologies and corresponding marketing opportunities b) Engage in informed conversations about electronic marketing tools c) Design and develop digital marketing campaigns d) Optimize marketing content to search engines e) Design User Experience f) Integrate CRM into e-marketing practice g) Set up an affiliate marketing program
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Digital technologies and their applications in marketing b) Online market research methods c) Content creation and distribution online d) Principles of UX design e) Customer Relationship Management online f) Online advertising and sales promotion g) Pricing e-distributed products and e-content h) Social media marketing i) Mobile marketing j) Virtual reality in e-marketing k) Optimizing user conversion
	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) Design a search engine optimized, visually appealing, efficient website
- b) Create HTML based websites
- c) Copy-edit for SEO
- d) Conduct data analytics
- e) Design web surveys
- f) Use emails and other electronic communication tools
- g) Target customers via search advertising
- h) Analyze the effectiveness of social media campaigns
- i) Integrate payment modules to online shopfront
- j) Make marketing videos

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.

The learner will be able to:

- a) Assess the value of various digital channels for marketing initiatives
- b) Weigh on online and traditional business practices
- c) Understand the ethical implications of user information
- d) Use information for positive organizational and social change
- e) Differentiate competitors' marketing strategies
- f) Distinguish using content for persuasion Vs manipulation
- g) Understand social media risks and challenges

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

- a) Use a combination of online and traditional business communication tools for optimal impact
- b) Communicate using technology with internal stakeholders (internal marketing)
- c) Engage users on various social media platforms

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

The learner will be able to:

- | | |
|--|---|
| | <ul style="list-style-type: none">a) Analyse business needs and prepare a comprehensive digital marketing planb) Cross cultural implications of UX designc) Choose and apply from a pool of best practices in e-marketing |
| | <p><i>Module-Specific Digital Skills and Competences</i>
(Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none">a) Employ location aware marketing strategiesb) Optimize web marketing for the mobile devicesc) Integrate augmented reality features into traditional online interfacesd) Design conversion optimization tests |

Title of the Module / Unit	Research Methods in Business - BBABUSRES328
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	This module provides an overview of the research process in social science. It also provides a general overview of both, qualitative and quantitative research methods. Students will gain an understanding of the theoretical implications, role and importance of research for strategic and operational managerial practice and problem solving needs. They will also learn to work within teams and explore a business research project to apply elements of social science research.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	<ul style="list-style-type: none"> a) Identify a real world problem b) Develop research hypotheses/questions from problem statements c) Elaborate on empirical instruments such as questionnaires d) Differentiate between basic research, applied research, and practical research
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> a) Empirical research compared to generic information on the web b) Instruments of empirical research c) Organising and systematically conducting empirical research d) Research designs e) Statistical analyses including descript statistics, regression, and correlation
	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: <ul style="list-style-type: none"> a) Critically assess research literature b) Write research papers based on scholarly articles c) Conduct basic statistical analysis considering basic statistic knowledge and interpret data according to research questions
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.	

	<p>The learner will be able to:</p> <ul style="list-style-type: none">a) Enhance an existing business research project towards an empirical orientationb) Critically challenge existing knowledge and beliefs with new research from empirical studies
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none">a) Develop a research presentation providing an overview of the design on a real world business problem.
	<p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">a) Identify scholarly research and non-research based opinionsb) Deploy basic research with consideration to one's cultural background
	<p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none">c) Effectively and efficiently use online resources to obtain relevant research information from online research databasesd) Discern bias information with scholarly research from online sources

Title of the Module / Unit	Thesis
<p>Module / Unit Description</p> <p>The thesis module provides the opportunity for students to benefit from an extended period of independent research and critical study. Learners will explore a topic of interest in detail and thereby gain in-depth knowledge and competences as outlined in the learning outcomes of the SMC BBA program.</p> <p>Students will be expected to show an understanding and awareness of the subject, identify, discuss and analyse appropriate texts relevant to the subject of study. Students will need to be able to demonstrate the capacity to sustain a range of intellectual and practical skills commensurate with expectations for this level of study.</p> <p><u>Module/Thesis aims</u></p> <p>Upon completion of the Bachelor thesis, students are expected to have shown proficiency in:</p> <ul style="list-style-type: none"> • formulating a research question • applying fundamental business management concepts and/or theories to analyse the research question • developing a research framework (a model if applicable) and/or design a solution for a business problem • adopting a coherent research design, and using appropriate data collection and analysis techniques for the validation of the empirical findings where applicable • demonstrating the scientific contribution and practical relevance of your research • providing a consistent, well-structured and well-argued text in the format of a scientific paper • planning and managing your own learning process <p>General structure:</p> <ul style="list-style-type: none"> • Pretext Pages • Chapter 1 – General Introduction • Chapter 2 – Literature Review • Chapter 3 – Research Methodology • Chapter 4 – Data Analysis and Presentation • Chapter 5 – Research Findings • References • Appendices (optional) <ul style="list-style-type: none"> • Minimum Duration: 3 Months • Expected word count: 8000 to 10000 <p>Thesis project deliverables in accordance with SMC thesis and dissertation process:</p> <ul style="list-style-type: none"> • Research proposal • Optional attendance of online intensive research seminar (focus on descriptive and inferential statistics) relative to agreed methodology/approach • Thesis paper • Oral defence/presentation 	

<p>Learning Outcomes</p>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<p><i>As opposed to a taught module, the BBA thesis represents an autonomous research project, with the expected results tied to the overall goals and learning outcomes given on program level; above that, successful candidates are expected to have achieved the below MQF Level 6 specific outcomes:</i></p> <p>After successful completion of the Bachelor thesis project, students should have demonstrated:</p> <ul style="list-style-type: none"> • The ability to identify appropriate research methodologies and conduct personal research to a high level of competence. • Usage of analytical skills to a high level of competence, independent thought, and the capacity to produce a well-reasoned argument.
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p><i>As opposed to a taught module, the BBA thesis represents an autonomous research project, with the expected results tied to the overall goals and learning outcomes given on program level; above that, successful candidates are expected to have achieved the below MQF Level 6 specific outcomes:</i></p> <p>After successful completion of the Bachelor thesis project, students should have demonstrated:</p> <ul style="list-style-type: none"> • Acquisition of knowledge to a considerable depth in a subject of their choice • Theoretical and practical knowledge of historical and contemporary precedents for personal exploration.
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>

	<p><i>As opposed to a taught module, the BBA thesis represents an autonomous research project, with the expected results tied to the overall goals and learning outcomes given on program level; above that, successful candidates are expected to have achieved the below MQF Level 6 specific outcomes:</i></p> <p>After successful completion of the Bachelor thesis project, students should have demonstrated:</p> <ul style="list-style-type: none"> • The ability to critically evaluate and analyse a range of critical, theoretical and contextual material. • The ability to work independently and achieve professional standards with regard to presentation. • The ability to initiate, plan and manage projects. • The ability to solve problems and adapt creative solutions to new situations under little/minimum guidance <p><i>Judgment Skills and Critical Abilities</i> 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.</p> <p>NA – please refer to program description</p>
	<p><i>Module-Specific Communication Skills</i> (Over and above those mentioned in Section B)</p> <p>NA – please refer to program description</p> <p><i>Module-Specific Learner Skills</i> (Over and above those mentioned in Section B)</p> <p>NA – please refer to program description</p> <p><i>Module-Specific Digital Skills and Competences</i> (Over and above those mentioned in Section B)</p> <p>NA – please refer to program description</p>