

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme		<i>Demonstrate...</i>	<i>Evidence...</i>	<i>Manifest...</i>
<p>1. <i>Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study</i></p>	<p><b>1. Knowledge and understanding</b></p>	<p><i>Demonstrate knowledge and understanding of past, current and emergent theories, models and principles in business administration, its sub-disciplines and supporting disciplines.</i></p>	<p><i>Evidence of use of current theories, models and principles in business administration, its sub-disciplines and supporting disciplines.</i></p>	<p><i>Manifest a capacity to apply relevant theories, models and principles related to business administration, its sub-disciplines and supporting disciplines.</i></p>
<p><b>Teaching approaches</b></p>		<p>Lectures, seminars, tutorials            Flipped classroom / active learning            Learning material (textbook, articles, digital materials)</p>	<p>Lectures, seminars, tutorials            Learning material (textbook, articles, digital materials)            Flipped classroom / active learning            Case studies / group projects            Supervision</p>	<p>Flipped classroom / active learning            Learning material (textbook, articles, digital materials)            Guest lectures            Case studies / group projects            Internship / work placement            Supervision            Simulations and business games</p>
<p><b>Learning approaches</b></p>		<p>Attending lectures / seminars / tutorials            Reading literature            Working with hands-on projects            Problem-based learning            Attending seminars / workshops            Self-study</p>	<p>Attending lectures / seminars / tutorials            Collaborative learning / writing            Case studies / group project            Peer learning            Preparing presentations / reports            Supervision            Industry visits / field trips</p>	<p>Seminar / discussions / workshops            Explaining to peers            Case studies / group projects            Giving/receiving feedback            Supervision            Conducting interviews            Research projects            Self-study and reflection            Writing paper / thesis</p>

<b>Assessment approaches</b>		Computer test / Online assessment Individual written(essay) exam, MCQ exam Oral examination Problem-solving exercises	Case analysis / case-based exam Essay / essay exam Project assignment / reports Presentations (oral / written)	Essay / essay exam Case analysis (argue and explain) Capstone project Peer reviews / peer assessment Project for stakeholders Written paper / thesis
<p>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</p>	<b>2.1 Analysis, synthesising and problem identification and solving</b>	<i>Demonstrate and understand how to use different theoretical and methodological models in order to identify, analyse, synthesise and suggest solutions to problems within the field of study.</i>	<p><i>Evidence of application of suitable theoretical and methodological models in order to identify, analyse, synthesise and suggest solutions to problems within the field of study.</i></p> <p><i>Evidence the ability to gather and interpret relevant data to make informed judgments.</i></p>	<p><i>Manifest a theoretical and methodological foundation and objectively be able to identify, analyse, synthesise and suggest solutions to problems within the field of study.</i></p> <p><i>Manifest an ability to critically gather, evaluate and interpret sources and data that include reflections on ethical, scientific and social issues.</i></p>
<b>Teaching approaches</b>		Lectures, seminars, tutorials Learning material (textbook, articles, digital materials) Lectures by practitioners Practical exercises Seminars driven by literature and/or by practice Recorded material	Lectures, seminars, tutorials Learning material (textbook, articles, digital materials, software) Design thinking and learning Flipped classroom Practical exercises Case studies / group projects Use of simulation tools	Seminars, tutorials Case studies / group projects Practical (real world) exercises Guest lectures Internship and work placements Peer to peer teaching Simulations and business games
<b>Learning approaches</b>		Attending lectures / seminars / tutorials Reading literature Hands-on projects / exercises Seminars/sessions/workshops Self-assessment tests Self-study	Attending lectures / seminars / tutorials Reading literature Simulations and business games Case studies / group project Internships / field studies Applying data collections methods Formulating research plan Practical exercises / use of software	Cross-disciplinary learning Discussion / reflective seminars Interactive workshops Problem Based Learning Feedback and reflection Industry research and analysis Internship / field studies Simulations Writing reports / thesis
<b>Assessment approaches</b>		Computer test / Online assessment Individual written (essay) exam Oral examination Poster (with presentation) Problem-solving exercises	Individual written (essay) exam Case analysis/report / case-based exams Presentations (oral / written) Seminar discussions / analysis Written research plan Research project / thesis	Written assessment (critical analysis paper, case report, reflection paper) Research plan (seminar / written) Oral assessment (reflection, critical analysis) Final capstone project Peer reviews / peer assessment Research project / thesis

<p>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</p>	<p><b>2.2. Leadership</b></p>	<p><i>Demonstrate knowledge of leadership approaches and practices, and motivation of others.</i></p> <p><i>Demonstrate knowledge of approaches, concepts, and styles related to leading, influencing, guiding and motivating others.</i></p>	<p><i>Evidence of taking the initiative, leading, and motivating others.</i></p> <p><i>Evidence the skills to change, inspire, influence, negotiate, and persuade others toward a common goal.</i></p>	<p><i>Manifest an awareness of how leadership approaches and practices affect a leader's ability to lead and motivate others.</i></p> <p><i>Manifest awareness on how leadership approaches and practices affect others.</i></p>
<p><b>Teaching approaches</b></p>		<p>Lectures, seminars, tutorials Learning material (textbook, articles, digital materials) Recorded material (video)</p>	<p>Lectures, seminars, tutorials Learning material (textbook, articles, digital materials) Case studies / group project Active learning / flipped classroom Projects / group assignment Role play / negotiation exercises</p>	<p>Lectures, seminars, workshops Learning material (textbook, articles) Guest lectures Internship and work placement Problem Based Learning Case study / group assignment Reflective practice assignments Simulations and business games</p>
<p><b>Learning approaches</b></p>		<p>Attending lectures/seminars/tutorials Reading literature Collaborate learning Hands-on projects Seminars/sessions/workshops Attending guest lectures Problem-solving exercises</p>	<p>Attending lectures/seminars/tutorials Reading / discussing literature Case study / group project Attending industry visits and field trips Developing personal development plans Role play / practical exercises Preparing and delivering presentations</p>	<p>Attending lectures, seminars (debates) Reading / discussing literature Role play / demonstrations Case study / group assignment Internship and work placements Feedback and reflection Industry research and analysis Practitioner interviews</p>
<p><b>Assessment approaches</b></p>		<p>Exam (computer based, oral or written, essay) Reflection paper Assessment of seminar / workshop participation</p>	<p>Case analysis / case-based exam Written essay / report Presentations (oral, illustration) Peer assessment / feedback Project report / presentation (oral, written, poster, digital) Presenting strategic plan (oral, written)</p>	<p>Case analysis / case-based exam Peer assessment / feedback Research paper Reflection log / self-leadership reflection Internship / placement report (reflective) Scenario analysis (oral, written)</p>
<p>III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</p>	<p><b>3. Decision-Making</b></p>	<p><i>Demonstrate knowledge about the main concepts, models and theories related to decision-making, its stages and types.</i></p> <p><i>Demonstrate knowledge of problems, opportunities and challenges identification; how to provide viable and creative solutions; how to assess risk; implementation keys.</i></p>	<p><i>Evidence of understanding and application of models, theories and concepts in the decision making process.</i></p> <p><i>Evidence of identifying problems, opportunities and challenges, providing viable and creative solutions, and evaluating them.</i></p> <p><i>Evidence of developing critical thinking about the implications of decision-making, in terms of risks and responsibility in one of the sub-disciplines of business administration</i></p>	<p><i>Manifest the ability to reflect on and show awareness of risk assessment of the economic as well as societal/environmental responsibility that follows with decision-making.</i></p> <p><i>Manifest the responsibility to listen and understand different viewpoints, and cultural norms and use and share conflicting and overlapping interests from different stakeholder groups in relation to the organisational purpose(s).</i></p>

<b>Teaching approaches</b>		Lectures, seminars, workshops Learning material (textbook, articles, digital materials) Thematic assignments Guest lectures Active learning / flipped classroom	Lectures, seminars, workshops Learning material (textbook, articles, digital materials, case material) Case study / group project Active learning / flipped classroom Projects / group projects Creativity exercises Supervision	Lectures, seminars Guest lectures Workshop with stakeholder groups Field studies, industry research and analysis Internship and work placement Bubble-hopping Reflective practice assignments Simulations and business games
<b>Learning approaches</b>		Attending lectures, seminars, workshops Reading literature Peer / collaborate learning Solving hands-on projects / assignments	Attending lectures, seminars, workshops, supervision Reading literature Working with case study / group project Engaging in creativity exercises Solving cases / assignments	Attending lectures, seminars Cross-disciplinary learning Group discussions (stakeholder analysis, consequence analysis) Bubble-hopping exercise and reflection Field studies, industry research and analysis Real life projects Feedback and reflection
<b>Assessment approaches</b>		Written (essay) exam, MCQ exam Case study (arguing and explaining) Problem solving assignments Presenting scenario planning	Written (essay) exam Written essays / reports Presentations (poster, oral) Project presentations (oral, written)	Written (essay) exam Written essays / reports / reflections Presentations (poster, oral) Project presentations (oral, written) Seminar discussions / presentations Capstone project Research project / thesis
<i>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i>	<b>4. Communication, Organising, and Teamwork</b>	<i>Demonstrate knowledge of how to structure and communicate results or ideas (oral, non-verbal, written, digital) with peers as well as with non-experts in the field.</i>	<i>Evidence to apply suitable communication strategies in order to structure and communicate results or ideas (oral, non-verbal, written, digital) with peers as well as with non-experts in the field.</i>	<i>Manifest a responsibility for selecting suitable communication strategies in order to convey results or ideas effectively (oral, non-verbal, written, visual, digital) with peers as well as with non-experts in the field also taking into account the need for transparency and accountability.</i>
<b>Teaching approaches</b>		Lectures, seminars, workshops Learning material (textbook, articles, digital materials, software) Practice sessions / workshops Group / team project	Lectures, seminars, workshops Learning material (textbook, articles, digital materials, software) Case study / team assignment Flipped classroom Guest lecturers from industry/stakeholder Practice sessions / workshops	Lectures, seminars, workshops Learning material (textbook, articles, digital materials, software, AI generative tools) Case study / team assignment Flipped classroom Guest lecture Feedback and reflection Role adoption in group / teamwork
<b>Learning approaches</b>		Attending lectures, seminars, workshops Reading literature	Attending lectures, seminars, workshops Reading literature	Attending lectures, seminars, workshops Reading literature

		<p>Applying / practicing techniques</p> <p>Working cross-disciplinary</p> <p>Collaborative learning / working in teams</p> <p>Applying communication plan (matrix)</p> <p>Working with hands-on projects / cases</p> <p>Discussing and forming of team</p> <p>Use of software packages</p>	<p>Applying / practicing techniques</p> <p>Instructional material (video)</p> <p>Collaborative learning / working in teams</p> <p>Practical applications</p> <p>Constructing communication strategies</p>	<p>Cross-disciplinary learning</p> <p>Peer evaluating presentations</p> <p>Role-play (stakeholder / non-expert)</p> <p>Stakeholder research and analysis</p> <p>Interactive workshops</p> <p>Delivering under time constraints</p> <p>Reflection on personal development / reflective log</p>
<b>Assessment approaches</b>		<p>Written (essay) exam, text / essay / report</p> <p>Communication plan (matrix)</p> <p>Assessment of team roles (oral, written, reflection)</p> <p>Digital presentation tools</p> <p>Command of software packages and digital platforms</p> <p>Video presentation</p>	<p>Written (essay) exam, text / essay / report</p> <p>Presentations (different format)</p> <p>Problem solving assignments</p> <p>Reflection on team roles (own, others)</p> <p>Command of software packages and digital platforms</p> <p>Video presentation</p>	<p>Written (essay) exam, text / essay / report</p> <p>Presentation of communication strategy plan (oral, written, visual)</p> <p>Presentations (different / suitable format)</p> <p>Problem solving assignments / mini cases</p> <p>Reflection on team roles (own, others)</p> <p>Debate / delivering messages (suitable format)</p> <p>Command of software packages and digital platforms</p> <p>Peer assessment (feedback)</p> <p>Presentation to external audience</p>
<i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>	<b>5. Lifelong learning and Professional development</b>	<p><i>Demonstrate knowledge and understanding of learning approaches and methods required for self-directed continuous learning in a variety of formats and settings.</i></p> <p><i>Demonstrate understanding of the need to meet professional standards and codes of practice.</i></p>	<p><i>Evidence learning skills and appropriate strategies to advance one's own continuous development.</i></p> <p><i>Evidence of skills and competences to reflect on practices and codes of practice.</i></p>	<p><i>Manifest an ability to design a career path grounded in continuous learning and development.</i></p> <p><i>Manifest ability to keep one's knowledge, abilities and competencies up-to-date in a chosen field.</i></p>
<b>Teaching approaches</b>		<p>Lectures, seminars</p> <p>Workshops, tutorials</p> <p>Learning material (textbook, articles, industry standards, digital materials)</p> <p>Guest lectures from professionals / professional bodies</p>	<p>Lectures, seminars</p> <p>Workshops, tutorials</p> <p>Learning material (textbook, articles, industry standards, digital materials)</p> <p>Guest lectures from professionals / professional bodies</p> <p>Workshop on personal development planning</p>	<p>Lectures, seminars</p> <p>Workshops, group discussions, tutorials</p> <p>Learning material (articles, industry standards)</p> <p>Feedback and feedforward</p> <p>Mentorship / interprofessional learning</p> <p>Internship and work placement</p> <p>Reflective practice</p>
<b>Learning approaches</b>		<p>Attending lectures, seminars, tutorials</p> <p>Reading literature / material</p> <p>Attending professional networks</p> <p>Interactive workshops</p> <p>Developing personal career and development plan</p> <p>Peer discussions and feedback</p> <p>Developing personal portfolio</p>	<p>Attending lectures, seminars, tutorials</p> <p>Reading literature / material</p> <p>Attending professional networks</p> <p>Interactive workshops</p> <p>Developing personal career and development plan</p> <p>Peer discussions and feedback</p> <p>Developing personal portfolio</p> <p>Attending professional networks</p>	<p>Attending lectures, seminars, tutorials</p> <p>Active peer group discussions</p> <p>Reading literature / material</p> <p>Attending professional networks</p> <p>Engaging in mentorship, personal reflection</p> <p>Interactive workshops</p> <p>Developing professional career and development plan</p> <p>Peer discussions and feedback</p>

<b>Assessment approaches</b>		Written (essay) exam, text / essay / report Personal reflection log (development plan) Assessment of portfolio	Written assessment (essay, evidence of understanding of relevant codes of practice, individual development needs/plan) Mapping of own competencies against professional standards Assessment of portfolio	Written assessment (essay, evidence of understanding of continuous learning) Professional career and development plan Assessment of professional portfolio
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