

QF EHEA 2nd cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 <i>- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i> <i>- Critical awareness of knowledge issues in a field and at the interface between different fields</i>	EQF descriptor Skills Level 7 <i>- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 <i>- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> <i>- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</i>
Special feature degree programme		<i>Demonstrate...</i>	<i>Evidence...</i>	<i>Manifest...</i>
<p><i>I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context</i></p>	<p>1. Knowledge and understanding</p>	<p><i>Demonstrate critical 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>Demonstrate knowledge and understanding of the global dimension of theories, models and principles in business administration and its sub-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>Evidence of the consideration of the global dimension when using current theories and models of business administration and its sub-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><i>Manifest a capacity to think about the global dimension of the theory, models, and principles of business administration or its sub-disciplines when using them</i></p>
<p>Subset 1.1</p>	<p>General theories and models in business administration</p>	<p>Demonstrate critical knowledge of general theories, models and principles in business administration.</p> <p>Demonstrate knowledge of the underlying assumptions of general theories and their methods in business administration when compared to one another.</p>	<p>Evidence of comprehensive application of general theories, models and principles in business administration.</p> <p>Evidence to be able to justify choice and use applicable theories, models and principles in a given situation.</p> <p>Evidence the ability to compile and evaluate knowledge and skills of strategy, planning and performance for the development and production of</p>	<p>Manifest the ability to evaluate and choose relevant theories and models for specific situations.</p> <p>Manifest the ability to apply theory and models of business administration in a range of contexts.</p> <p>Manifest ability to see gaps in existing theory and models of business administration and have knowledge of how these gaps can be addressed.</p>

			products and/or services in one or more markets.	
Subset 1.2	Sub-discipline related theories and models in business administration	<p>Demonstrate critical knowledge of sub-discipline related theories and models within business administration.</p> <p>Demonstrate knowledge of the underlying assumptions of sub-discipline theories and methods in business administration when compared to one another.</p> <p>Demonstrate knowledge of how theory and principles are translated into action.</p> <p>Demonstrate knowledge of the process of theory development in a sub-discipline of specialisation.</p>	<p>Evidence of comprehensive application of theories and models of the particular sub disciplines.</p> <p>Evidence of interdisciplinary ability to acquire and develop a mixture of methods and tools which will be required to solve a problem in the sub discipline.</p>	<p>Manifest the ability to evaluate and choose relevant sub-discipline theories and models for specific situations and decisions.</p> <p>Manifest the analytical ability within the specialised knowledge of the sub-discipline to use the tools and techniques of the specific discipline as the situation or context requires.</p> <p>Manifest the ability to integrate knowledge from across different areas within a sub-discipline into an overall plan or packages of measures for a senior manager specialised in the sub-discipline in an organisation.</p>
Subset 1.3	Application of supporting disciplines	Demonstrate an understanding of the impact of supporting subjects as applied to the sub-discipline of specialisation.	<p>Evidence of using applied knowledge from supporting subjects.</p> <p>Evidence of taking into account aspects of supporting subjects when considering options for making decisions using general and sub discipline theories and models.</p>	Manifest the acknowledgement of the existence of different viewpoints and perceptions that supporting subjects bring to the understanding of business and management subjects in a range of contexts.
Subset 1.4	Global Business	<p>Demonstrate knowledge of how the global economic environment impacts the development of a business and the economy.</p> <p>Demonstrate a deep understanding of the cultural differences among individuals in work, society, and cross-cultural boundaries.</p>	<p>Evidence an ability to analyse the impact of the international dimension of business development.</p> <p>Evidence an ability to address cultural issues in and between individuals, organisations, and or in the growing internationalisation of the firm.</p>	<p>Manifest an awareness of the opportunities and challenges of globalisation and/or localisation on the firm and society.</p> <p>Manifest a knowledge of working in culturally diverse groups, and how to manage tensions and conflicts that might arise.</p> <p>Manifest an understanding of what it would take to adopt global citizenship behaviours.</p>
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar	2.1 Analysis, synthesising and	<i>Demonstrate and understand how to evaluate different theoretical and methodological models in order to</i>	<i>Evidence of application of suitable theoretical and methodological models in order to identify, analyse,</i>	<i>Manifest a theoretical and methodological foundation and objectively be able to identify, analyse,</i>

<p><i>environments within broader (or multidisciplinary) contexts related to their field of study</i></p>	<p>problem identification and solving</p>	<p><i>identify, analyse, synthesise and suggest solutions to problems within the field of study.</i></p> <p><i>Demonstrate and understand how creativity, entrepreneurship and innovation can contribute to problem solving.</i></p> <p><i>Demonstrate a critical understanding of how environment concerns can alter the paradigms behind business theories and models in business administration or in one of its specialised sub-disciplines.</i></p>	<p><i>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>Evidence the ability to be able to use creativity, entrepreneurship and innovation in problem identification and solving.</i></p>	<p><i>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 and develop outline models or schema to fit the data and/or compare it to extant theories.</i></p> <p><i>Manifest an understanding of the potential of creativity, entrepreneurship and innovation to impact organisational and economic problems.</i></p>
<p>Subset 2.1.1</p>	<p>Analysis</p>	<p>Demonstrate an ability to integrate diverse sources of information.</p> <p>Demonstrate advanced knowledge of analytical approaches in the particular sub-discipline of specialised study.</p>	<p>Evidence ability to combine information and data from different sources.</p> <p>Evidence the ability to classify information, knowledge, and data appropriate to the stage of study.</p>	<p>Manifest the ability to conduct evaluation and draw conclusions of a topic in a sub-discipline of business administration.</p> <p>Manifest an ability to organise information, knowledge, and data in a meaningful way.</p>
<p>Subset 2.1.2</p>	<p>Synthesize</p>	<p>Demonstrate deep knowledge and critical understanding of methods used to synthesise knowledge for theory, methods, and practice in business administration or its one of its sub-disciplines.</p>	<p>Evidence the ability to be able to choose the appropriate method to organise diverse information from simple categorization to more complex organisation schema.</p> <p>Evidence the ability to be able to bring diverse sources of information together in a coherent organising system with deep understanding of the reliability and nature of the source material.</p>	<p>Manifest an ability to integrate information and present it back to an audience in an understandable way.</p> <p>Manifest an ability to conduct a literature review or other such review in a way that demonstrates a build-up of argument and diverse sources of information being brought together in complex ways, for example, as a set of propositions/hypotheses, or in some type of conceptual framework.</p> <p>Manifest an ability to apply abstract models of varying levels of complexity to empirical phenomena to facilitate the understanding of how concepts work together, what is the bigger whole of which something is a part, and how to identify patterns over time</p>
<p>Subset 2.1.3</p>	<p>Problem identification and solving</p>	<p>Demonstrate advanced knowledge of the tools and methods for problem identification and solving as related to business administration or in a sub-discipline.</p>	<p>Evidence an ability to identify and solve complex and multi-dimensional problems posed in business administration or one of its specialised sub-disciplines.</p>	<p>Manifest an ability to solve problems independently applying effective cognitive, management and technical knowledge and skills. These problems can comprise theoretical challenges at the boundary of the sub-discipline or in</p>

				the early stages of the creation of new knowledge.
Subset 2.1.4	Creativity, entrepreneurship, and innovation	<p>Demonstrate an understanding of the role of creativity in knowledge creation and learning in business administration or in one of its specialised sub-disciplines.</p> <p>Demonstrate a critical understanding of the processes of innovation and its role in business administration or in one of its specialised sub-disciplines.</p> <p>Demonstrate a knowledge of the range of entrepreneurial skills and mindsets that are evident in business administration.</p>	<p>Evidence an ability to think creatively to come up with solutions to problems or opportunities.</p> <p>Evidence the ability to use innovation processes regardless of functional specialisation.</p> <p>Evidence the skills to apply an entrepreneurial approach to generating new ways of working or new or incremental value in a business or organisational context.</p>	<p>Manifest an ability to think creatively in learning and in response to challenges and opportunities in business administration or its one of its sub-disciplines.</p> <p>Manifest an ability to bring innovative solutions in response to challenges or opportunities in business administration or in related sub-disciplines.</p> <p>Manifest an ability to apply a growth mindset to professional and career challenges.</p>
Subset 2.1.5	Environmental awareness	Demonstrate knowledge of how the climate change challenge can integrated and/or challenges theories and models of business administration or in one of its specialised sub-disciplines.	Evidence an ability to act in terms of taking into account the sustainable dimensions when making resource allocation decisions at multiple levels.	<p>Manifest the analytical ability to take into account the triple bottom line implications of sustainability (economic, social, environmental) when evaluating business impact.</p> <p>Manifest respect for the fragility and finiteness of natural ecosystems and natural resources, and an understanding of how to interact with them in sustainable ways, including in conservation, restoration and sustainable use of resources.</p>
II. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	2.2. Leadership	<p><i>Demonstrate advanced knowledge of leadership approaches and practices, and motivation of others.</i></p> <p><i>Demonstrate critical knowledge of approaches, concepts, and styles related to leading, influencing, guiding and motivating others.</i></p> <p><i>Demonstrate knowledge of managing and learning for equality, diversity and inclusion.</i></p>	<p><i>Evidence of taking the initiative, leading, and motivating others to achieve goals.</i></p> <p><i>Evidence the skills to change, inspire, influence, negotiate, and persuade others toward a common goal.</i></p> <p><i>Evidence the ability to take into account or not equality, diversity and inclusion considerations.</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 a critical awareness on how leadership approaches and practices affect others.</i></p> <p><i>Manifest responsible leadership being conscious of one's own views for developments in equality, diversity and inclusion.</i></p>

Subset 2.2.1	Leading	<p>Demonstrate a knowledge of leadership theories, models and approaches in business administration or its sub-disciplines.</p> <p>Demonstrate critical appreciation of the role of leadership and teams in implementing strategy or tasks in business administration or in a specialised sub-discipline</p>	Evidence of an ability to reflect on a leadership role taken in some activity related to the curriculum in business administration or its sub-disciplines.	<p>.Manifest an understanding of different leadership styles and their appropriateness in different contexts.</p> <p>Manifest a self-awareness of one's own leadership competencies and ability to lead.</p>
Subset 2.2.2.	Strategic thinking	<p>Demonstrate advanced knowledge about how to think about the long-term development of an organisation or enterprise in business administration or in one of its specialised sub-disciplines.</p> <p>Demonstrate a critical understanding of how to define and establish the vision, mission and goals of an organisation or enterprise or a sub-unit of same from the perspective of business administration or one of its specialised sub-disciplines.</p>	Evidence the ability to assess and analyse and reflect situations broadly, establishing the vision, mission and goals, as well as the courses of actions for their effective achievement in business administration or in one of its specialised sub-disciplines.	<p>Manifest an ability to think and plan for the long term taking into account emerging trends in the economy of society relevant to business administration or to one of its specialised sub-disciplines.</p> <p>Manifest an ability to change course of action if necessary if one plan is not working.</p>
Subset 2.2.3.	Strategic planning	<p>Demonstrate a critical knowledge of the different concepts, approaches and models of planning in business administration or in one of its specialised sub-disciplines.</p> <p>Demonstrate a deep understanding of the differences between strategic and operational goals and management.</p>	<p>Evidence the critical use of strategic planning tools in business administration or in one of its specialised sub-disciplines.</p> <p>Evidence the ability to connect and argue for the linkage of strategic objectives to implementation activities and/or plans in business administration or in one of its specialised sub-disciplines.</p>	Evidence the ability to use strategic planning tools and practices across a range of contexts and between subjects in business administration or its sub-disciplines.
Subset 2.2.4.	Equality and Social concerns	Demonstrate a cultural-sensitive awareness of equality, diversity and inclusion rights and responsibilities of organisations and societies.	Evidence an understanding of how equality, diversity and inclusion can impact on business leadership and planning.	Manifest an awareness of the impact of a change in equality, diversity and inclusion can have on the development of organisations and/or societies.
III. <i>Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or</i>	3. Decision-Making	<i>Demonstrate knowledge about the main concepts, models and theories related to decision-making, its stages</i>	<i>Evidence of deep understanding and application of models, theories and</i>	<i>Manifest the ability to reflect on and show awareness of risk assessment of the economic as well as</i>

<p><i>limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements</i></p>		<p><i>and types in business administration or in one of its specialised sub-disciplines.</i></p> <p><i>Demonstrate extensive knowledge of problems, opportunities and challenges identification; how to provide viable and creative solutions; how to assess risk; implementation keys.</i></p> <p><i>Demonstrate a knowledge of business ethics in business administration in general and in the specialised sub-field of study if applicable.</i></p>	<p><i>concepts in the decision making process.</i></p> <p><i>Evidence of identifying complex problems, opportunities and challenges, providing viable and creative solutions, and evaluating them.</i></p> <p><i>Evidence of 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>Evidence the use of ethical principles in decision making.</i></p>	<p><i>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> <p><i>Manifest an ability to show how ethical principles have changed your approach to decision making in a given context.</i></p>
<p>Subset 3.1.</p>	<p>Decision-making concepts</p>	<p>Demonstrate knowledge and critical understanding of theories and models of decision-making and the decision-making process in business administration or in one of its specialised sub-disciplines.</p> <p>Demonstrate deep knowledge of the governance of decision making.</p>	<p>Evidence of applying and evaluating decision-making theories and models.</p>	<p>Manifest the ability to argue for, and critically reflect, when selecting an appropriate decision-making model in business administration or in one of its sub-disciplines.</p> <p>Manifest a critical assessment of the most appropriate decision-making theory and style to apply in different situations and contexts.</p>
<p>Subset 3.2.</p>	<p>Informed judgements</p>	<p>Demonstrate a critical understanding that decision-making occurs with incomplete information and requires judgement.</p>	<p>Evidence the ability to have made judgments with incomplete information and to have evaluated the consequences of this action.</p>	<p>Manifest an understanding of the limits of information available for decision-making and the ability to make informed judgements under time constraints.</p> <p>Manifest an understanding of informed judgement versus making instinctive decisions under incomplete information.</p>
<p>Subset 3.3.</p>	<p>Business Ethics</p>	<p>Demonstrate knowledge of ethical concepts and frameworks used in the field of business administration.</p> <p>Demonstrate knowledge of regulations on ethics in business administration and in one of its specialised sub-disciplines.</p> <p>Demonstrate an understanding of the importance of acting professionally in</p>	<p>Evidence the skill or capacity for critical reflection in terms of ethical principles.</p> <p>Evidence an ability to act professionally, taking into account social responsibility and corporate social citizenship principles.</p>	<p>Manifest a respect and responsible use of ethical regulations and knowledge in business administration and/or in a sub-discipline.</p> <p>Manifest a deep awareness of the implications of a lack of professionalism in terms of social responsibility and corporate social citizenship and foresee mechanisms of improvement.</p>

		terms of social responsibility and corporate social citizenship.		
<i>IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously</i>	4. Communication, Organising, and Teamwork	<p><i>Demonstrate advanced knowledge of appropriate methods and tools to structure and communicate results or ideas (oral, non-verbal, written, digital) with peers as well as with non-experts in the field.</i></p> <p><i>Demonstrate a knowledge of how to organise projects.</i></p> <p><i>Demonstrate a knowledge of how to work in teams.</i></p>	<p><i>Evidence to apply suitable communication strategies (oral, non-verbal, written, digital) in order to clearly structure and deliver ideas, results or conclusions in addition to knowledge and arguments in dialogue with peers as well as with non-experts in the field.</i></p> <p><i>Evidence of mastery of project organisation</i></p> <p><i>Evidence of contribution of participation in teams including interdisciplinary one.</i></p>	<p><i>Manifest a responsibility for selecting suitable communication strategies to convey ideas, results or conclusions 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></p> <p><i>Manifest the ability to work effectively with others and show the ability to understand different viewpoints.</i></p> <p><i>Manifest responsibility for organisation of projects in different roles.</i></p> <p><i>Manifest an ability to reflect on what went well and badly in a team environment and be able to improve team functioning in future participation.</i></p>
Subset 4.1.	Communication, methods and tools	<p>Demonstrate advanced knowledge of how to adapt, deliver and interact with different audiences (written/digital/oral), peers or non-specialists in the field.</p> <p>Demonstrate knowledge of available communication tools and their possibilities and limitations.</p>	<p>Evidence of delivery of a business or related topic to a target audience, peers or non-specialists in the field.</p> <p>Evidence to adapt complex matters and convey communication to different audiences including non-peers</p> <p>Demonstrate ability to communicate in both a native language and English.</p>	<p>Manifest to autonomously identify, construct, adapt, and deliver messages to different audiences, peers or non-specialists in the field.</p> <p>Manifest capacity to autonomously use professional language in written communication and convey complex information to different audiences and in different media</p> <p>Manifest responsibility to choose relevant communication tools relative to the message and audience.</p> <p>Manifest capacity to discuss objections and questions from different groups in a suitable manner.</p> <p>Manifest an ability to be an active listener.</p>

Subset 4.2	Organising Projects	<p>Demonstrate advanced knowledge of how to organise projects.</p> <p>Demonstrate knowledge of project management tools for planning, organising, checking progress, and evaluating the results of a project.</p>	<p>Evidence of systematic project organisation appropriate to the situation.</p> <p>Evidence of critical use of (to situation) project organisation tools, setting targets and priorities, evaluating project outcomes, and organising complex work to meet deadlines.</p>	<p>Manifest responsibility for organisation of projects in different roles.</p> <p>Manifest an ability to take on leadership or supervisory role for organising individual or group projects.</p>
Subset 4.3	Teamwork	<p>Demonstrate a knowledge of how to work and lead responsively, effectively, and productively in teams.</p> <p>Demonstrate an advanced knowledge of the various components of the practice of team working including an understanding of how to critically evaluate team and individual outcomes.</p>	<p>Evidence of contribution to or leading teams including interdisciplinary ones with a variety of business tasks.</p> <p>Evidence of listening, sharing opinions and respectfully participating in discussion activities, use of feedback, and taking direction in a team environment.</p>	<p>Manifest an ability to identify one's own and others' competences, roles, strengths and weaknesses with respect to teamwork, contribute constructively and respectfully in a structured team across disciplines, and take responsibility for own tasks, including leading.</p>
<p><i>V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous</i></p>	5. Lifelong learning and Professional development	<p><i>Demonstrate advanced 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 critical understanding of the need to meet professional standards and codes of practice.</i></p>	<p><i>Evidence learning skills and appropriate strategies to actively seek 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 self-reflection and continuous learning and development.</i></p> <p><i>Manifest ability to take responsibility for one's own personal competencies and skills development .</i></p>
Subset 5.1.	Continuous learning	<p>Demonstrate knowledge and understanding of the need for critical self-evaluation and demonstrate awareness of the need for continuous learning relative to own and organisational needs.</p>	<p>Evidence ability to identify personal and professional need for continuous learning.</p>	<p>Manifest an ability to plan for continuous professional development, individually or as part of a team, over an extended timeframe.</p>
Subset 5.2.	Self-leadership	<p>Demonstrate knowledge and advanced understanding of personal responsibility for professional and personal growth.</p>	<p>Evidence of identifying and applying personal strengths and weaknesses relative to the profession.</p>	<p>Manifest ability to critically reflect on and address the need for personal and professional development both in the business discipline and in general.</p>

				Manifest ability to take critical feedback and incorporate this into future learning.
Subset 5.3.	Professional standards and codes	Demonstrate knowledge and advanced understanding of developments in professional standards and codes in the field and/ or profession of choice.	Evidence of adherence to professional standards and codes using available resources and professional networks.	Manifest capacity and commitment to critically reflect societal and professional norms and practices and work on one's own professional standards and expectations as part of a community.