

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>
<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>	1. Knowledge and understanding	<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> <i>Demonstrate knowledge and understanding of the global dimension of theories, models and principles in business administration and its sub-disciplines.</i>	<i>Evidence of use of current theories, models and principles in business administration, its sub-disciplines and supporting disciplines.</i> <i>Evidence of the consideration of the global dimension when using current theories and models of business administration and its sub-disciplines.</i>	<i>Manifest a capacity to apply relevant theories, models and principles related to business administration, its sub-disciplines and supporting disciplines.</i> <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>
Teaching approaches		Lectures, seminars, tutorials, supervision Flipped classroom / active learning Learning material (textbook, scientific articles, digital materials) Internationalisation at home Group discussions	Lectures, seminars, tutorials Learning material (textbook, scientific articles, digital materials) Flipped classroom / active learning Case studies / group projects Supervision	Flipped classroom / active learning Learning material (textbook, scientific articles, digital materials) Guest lectures Case studies / group projects Internship / work placement Supervision Simulations and business games

Learning approaches		<p>Attending lectures / seminars / tutorials Reading literature Working with hands-on projects Internationalisation at home Discussions / peer learning (with international students) Problem-based learning Attending seminars / workshops Self-study</p>	<p>Attending lectures / seminars / tutorials Collaborative learning / writing Case studies / group project Discussions / peer learning (with international students / interdisciplinary) Preparing presentations / reports Supervision Industry visits / field trips</p>	<p>Seminar / discussions / workshops Explaining to peers Case studies / group projects Discussions / peer learning (with international students / interdisciplinary) Giving/receiving feedback Supervision Conducting interviews Research projects Self-study and reflection Writing paper / thesis</p>
Assessment approaches		<p>Computer test / online assessment Individual written(essay) exam, MCQ exam Oral examination Feedback Problem-solving exercises</p>	<p>Case analysis / case-based exam Essay / essay exam Project assignment / reports Presentations (oral / written)</p>	<p>Essay / essay exam Case analysis (argue and explain) Advanced capstone project Peer reviews / peer assessment Project for stakeholders Written paper / thesis</p>
<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</p>	<p>2.1 Analysis, synthesising and problem identification and solving</p>	<p><i>Demonstrate and understand how to evaluate different theoretical and methodological models in order to 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>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>Evidence the ability to be able to use creativity, entrepreneurship and innovation in problem identification and solving.</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 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>
Teaching approaches		<p>Lectures, seminars, tutorials Learning material (textbook, scientific articles, digital materials) Lectures by practitioners Practical exercises Seminars driven by literature and/or by practice Recorded material</p>	<p>Lectures, seminars, tutorials Learning material (textbook, scientific articles, digital materials, software) Design thinking and learning Flipped classroom (with applications) Practical exercises Case studies / group projects Use of simulation tools</p>	<p>Lectures, seminars, tutorials Learning material (textbook, scientific articles, digital materials, software) Case studies / group projects Problem Based Learning Practical (real world) exercises Data collection and data sources Exercises on creativity, innovation and entrepreneurship Internship and work placements Peer to peer teaching Simulations and business games</p>
Learning approaches		<p>Attending lectures / seminars / tutorials Reading literature Hands-on projects / exercises Exercises on creativity Seminars/sessions/workshops</p>	<p>Attending lectures / seminars / tutorials Reading literature Simulations and business games Case studies / group project Applying data collections methods</p>	<p>Attending lectures / seminars / tutorials, workshops Cross-disciplinary learning Discussion / reflective seminars Interactive workshops</p>

		Self-assessment tests, mentimeter Self-study	Formulating research / business plan Practical exercises / use of software Training exercises Application of knowledge in business games or simulations	Problem Based Learning Practical workshops / exercises / labs Feedback and reflection Industry research and analysis Internship / field studies Simulations and business games Writing reports / thesis
Assessment approaches		Computer test / online assessment Individual written (essay) exam Oral examination Poster (with presentation) Assessment of entrepreneurial mindset Problem-solving exercises	Individual written (essay) exam Case analysis / report / case-based exam Presentations (oral / written) Seminar discussions / analysis Written research / business plan Research project / thesis	Written assessment (critical analysis paper, case report, reflection paper) Advanced analytical project (written, oral) Research plan (seminar / written) Oral assessment (reflection, critical analysis) Final capstone project Simulation / business game Peer reviews / peer assessment Research project / thesis
<i>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</i>	2.2. Leadership	<i>Demonstrate advanced knowledge of leadership approaches and practices, and motivation of others.</i> <i>Demonstrate critical knowledge of approaches, concepts, and styles related to leading, influencing, guiding and motivating others.</i> <i>Demonstrate knowledge of managing and learning for equality, diversity and inclusion.</i>	<i>Evidence of taking the initiative, leading, and motivating others to achieve goals.</i> <i>Evidence the skills to change, inspire, influence, negotiate, and persuade others toward a common goal.</i> <i>Evidence the ability to take into account or not equality, diversity and inclusion considerations.</i>	<i>Manifest an awareness of how leadership approaches and practices affect a leader's ability to lead and motivate others.</i> <i>Manifest a critical awareness on how leadership approaches and practices affect others.</i> <i>Manifest responsible leadership being conscious of one's own views for developments in equality, diversity and inclusion.</i>
Teaching approaches		Lectures, seminars, tutorials Supervision Learning material (textbook, scientific articles, digital materials) Recorded material (video) Exercises and workshops	Lectures, seminars, tutorials Learning material (textbook, scientific articles, digital materials) Case studies / group project Supervision Active learning / flipped classroom Problem Based Learning Projects / group assignment Role play / negotiation exercises	Lectures, seminars, workshops Learning material (textbook, scientific articles) Guest lectures Internship and work placement Problem Based Learning Case study / group assignment Reflective practice assignments Simulations and business games
Learning approaches		Attending lectures/seminars/tutorials Reading literature Collaborate learning Hands-on projects Seminars / sessions / workshops Supervision Active student engagement Attending guest lectures Problem-solving exercises	Attending lectures/seminars/tutorials Reading / peer discussions on literature Case study / group project Supervision Attending industry visits and field trips Problem Based Learning Role play / practical exercises Preparing and delivering presentations	Attending lectures, seminars (debates) Reading / discussing literature Role play / demonstrations Case study / group assignment Internship and work placements Group discussions Peer feedback and reflection log Industry research and analysis Practitioner interviews

Assessment approaches		Exam (computer based, oral or written, essay) Reflection paper (argumentation) Assessment of seminar / workshop participation Assessment of holistic understanding	Exam (oral or written) Case analysis / case-based exam Written essay / report Presentations (oral, illustration) Peer assessment / feedback Project report / presentation (oral, written, poster, digital) Assessment of strategic plan (oral, written)	Written exam, essay, report Case analysis / case-based exam Peer assessment / feedback Research paper Reflection log / self-leadership reflection Internship / placement report (reflective) Scenario analysis (oral, written) Assessment of strategic / business plan (oral, written)
III. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements	3. Decision-Making	<p><i>Demonstrate knowledge about the main concepts, models and theories related to decision-making, its stages 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>Evidence of deep understanding and application of models, theories and 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>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> <p><i>Manifest an ability to show how ethical principles have changed your approach to decision making in a given context.</i></p>
Teaching approaches		Lectures, seminars, workshops Learning material (textbook, scientific articles, digital materials) Thematic assignments Guest lectures Active learning / flipped classroom Supervision	Lectures, seminars, workshops Learning material (textbook, scientific articles, digital materials, case material) Case study / group project Active learning / flipped classroom Projects / group projects Simulation exercises Supervision	Lectures, seminars Learning material (textbook, scientific articles, digital materials, case material) Guest lectures Workshop with stakeholder groups Alternative viewpoint seminar Field studies, industry research and analysis Internship and work placement Bubble-hopping Internationalisation at home Scenario training exercises Reflective practice assignments Simulations and business games
Learning approaches		Attending lectures, seminars, workshops Reading literature Peer / collaborate learning Solving complex hands-on projects / assignments Supervision	Attending lectures, seminars, workshops, supervision Reading literature Working with complex cases / group projects Engaging in exercises assessing risk, implications, consequences	Attending lectures, seminars Cross-disciplinary learning Group discussions (stakeholder analysis, consequence analysis) Bubble-hopping exercise and reflection Discussion seminar with feedback Internationalisation at home

			Solving real / complex cases / assignments Supervision	Field studies, industry research and analysis Stakeholder interviews Real life projects, lab, role play
Assessment approaches		Written (essay) exam, MCQ exam Case study (arguing and explaining) Problem identification, and solving assignments Oral assessment (individual, group, presentation)	Written (essay) exam Written essays / reports Assessment of written / oral case / problem solutions Reflection paper 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 Reflection log / paper Real live projects, lab, role play Research project / thesis
<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	<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> <i>Demonstrate a knowledge of how to organise projects.</i> <i>Demonstrate a knowledge of how to work in teams.</i>	<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> <i>Evidence of mastery of project organisation</i> <i>Evidence of contribution of participation in teams including interdisciplinary one.</i>	<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> <i>Manifest the ability to work effectively with others and show the ability to understand different viewpoints.</i> <i>Manifest responsibility for organisation of projects in different roles.</i> <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>
Teaching approaches		Lectures, seminars, workshops Learning material (textbook, scientific articles, digital materials, software) Practice sessions / workshops Group / team project organisation Workshop / lab on writing conventions Data management Search strategies and information sources	Lectures, seminars, workshops Learning material (textbook, scientific articles, digital materials, software) Case study / team assignment Flipped classroom Problem Based Learning Project organisation planning Team formation and roles Guest lecturers from relevant industry/stakeholder Internationalisation at home Practice sessions / workshops Supervision Feedback	Lectures, seminars, workshops Learning material (textbook, scientific articles, digital materials, software, AI generative tools) Case study / team assignment Flipped classroom Guest lectures Supervision Evaluation, feedback and reflection Internationalisation at home Role adaptation and reflection in group / team Internship and work placement Time management

<p>Learning approaches</p>		<p>Attending lectures, seminars, workshops Reading literature Applying / practicing techniques Working cross-disciplinary Collaborative learning / working in teams Applying communication plan (matrix) Organising and working with hands-on projects / cases Forming of teams Use of software packages and databases</p>	<p>Attending lectures, seminars, workshops Reading literature Applying / practicing techniques Instructional material (video) Collaborative learning / working in teams Internationalisation at home Practical applications Problem-based learning Constructing appropriate communication strategies Supervision Feedback</p>	<p>Attending lectures, seminars, workshops Reading literature Cross-disciplinary learning Peer evaluating presentations Internationalisation at home Role-play (stakeholder / non-expert) Stakeholder research and analysis Interactive workshops Debriefing seminars Delivering under time constraints Reflection on personal development / reflective log</p>
<p>Assessment approaches</p>		<p>Written (essay) exam, text / essay / report Communication plan (matrix) Assessment of team roles (oral, written, reflection) Project organisation planning Digital presentation tools Command of software packages and digital platforms including video presentations Assessment of communication plan</p>	<p>Written (essay) exam, essay / report Presentations (appropriate format) Problem solving assignments Reflection on team roles (own, others) Project planning and reflection Command of software packages and digital platforms</p>	<p>Written (essay) exam, text / essay / report Presentation of communication strategy plan (oral, written, visual) Presentations (different / suitable format) to external audience Problem solving assignments / mini cases Reflection on team roles (own, others) Debate / delivering messages (suitable format) Command of software packages and digital platforms Oral / written assessment of intercultural awareness Peer assessment (feedback) Critical analysis paper</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>	<p>5. Lifelong learning and Professional development</p>	<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>
<p>Teaching approaches</p>		<p>Lectures, seminars Workshops, tutorials Learning material (textbook, scientific articles, industry standards, digital materials) Guest lectures from professionals / professional bodies Consultation Mentorship Group / peer discussions</p>	<p>Lectures, seminars Workshops, tutorials Learning material (textbook, articles, industry standards, digital materials) Guest lectures from professionals / professional bodies Workshop on personal development planning Consultation</p>	<p>Lectures, seminars Workshops, group discussions, tutorials Learning material (articles, industry standards) Feedback and feedforward Mentorship / interprofessional learning Internship and work placement Reflective practice assignments Consultation</p>
<p>Learning approaches</p>		<p>Attending lectures, seminars, tutorials Reading literature / material Attending professional networks /</p>	<p>Attending lectures, seminars, tutorials Reading literature / material Attending professional networks</p>	<p>Attending lectures, seminars, tutorials Active peer group discussions Reading literature / material</p>

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