



GBSB GLOBAL
BUSINESS SCHOOL



Top Up Bachelor of Business Administration and Digital Innovation

MQF/EQF Level 6

Course Outline



Overall Course Objectives

The learning outcomes presented below have been defined in line with the descriptors for the Level 6 of the Malta Qualification Framework as outlined in the Referencing Report 2016.

Knowledge:

- Understands professional theoretical and practical knowledge related to business administration, including both broad knowledge in the field of business administration and a considerable degree of specialised managerial knowledge in digital innovation;
- Possesses advanced professional knowledge of business administration and digital innovation in a specific industry or functional area chosen as an elective option in the undergraduate programme;
- Critically understands approaches to promoting the culture of digital innovation within an organisation by managing talent and knowledge and by incorporating the values of entrepreneurship, continuous learning and digital transformation into organisational strategic objectives;
- Understands managerial methods and digital technologies that are in demand in the complex and challenging global business environment, innovation in terms of methods and technologies used, and implications of digital technologies for individuals and societies;
- Demonstrates professional understanding of issues of digital business and how it can be interpreted with different theoretical approaches;
- Critically understands the principles included in the Agenda for Sustainable Development defined by UNESCO that are associated with social welfare, business ethics, and corporate social responsibility;

Skills:

- Gathers and interprets relevant data on problems, obstacles and opportunities faced by international organisations to inform judgments that include reflection on relevant social, technological, scientific or ethical issues with the purpose to evaluate alternative approaches and strategies an organisation may adopt to meet stakeholder needs and minimise risk within changing internal and external environments;
- Conducts research into business and digital innovation issues, which may relate to general business and innovation processes or to a specific business function or digital technology, which requires familiarity with a range of data, research sources and appropriate methodologies;
- Demonstrates innovative theoretical and practical responses to management of strategic, operational and transformational processes by which an organisation plans and coordinates the use of resources and innovation efforts with the general objective of securing or maintaining competitive advantage;



- Works effectively as a member of a team, continually reflecting on the group process to evaluate the management of projects and people;
- Demonstrates innovation in managing intra-entrepreneurial processes and strategies to design a digital product or service by assessing the commercial viability of digital technologies and business

opportunities and by planning, organising, and executing a project or a new venture;

- Demonstrates mastery in using digital tools for business administration and innovation purposes in various media and different modes (autonomous, collaborative, exploratory, designing);

Competencies:

- Engages in critical thinking in the area of business administration and digital innovation and demonstrates independent thought and problem solving underpinned by evidenced based arguments;
- Manages complex professional activities efficiently and professionally to put managerial decisions into practice taking into account the organisational context together with different constraints;
- Demonstrates administrative design and resource in elaborating social, ethical, innovative and international approaches to complex management and digital business situations, and takes responsibility for their consequences;
- Shows creativity and initiative in developing digital transformation

and digital intra-entrepreneurial projects by liaising and working with others to deliver high level of team performance;

- Has developed learning skills that are necessary to continue professional development in the area of business administration and digital innovation by critically evaluating personal strengths and weaknesses, keeping up to date with relevant management and digital business technologies, ideas and practices;
- Has developed proficiency and literacy in the use of digital technology needed to access learning opportunities and to pursue a managerial career in dynamic, innovative digital organisations.

Learning Outcomes for Communication Skills for the Whole Course

- Communicates ideas, problems, and solutions in the area of business administration and digital innovation to both specialist and non-specialist audiences using a range of techniques involving

qualitative and quantitative information to sustain arguments;

- Professionally argues for specific management and business proposals and recommendations by communicating relevant and appropriately detailed information,



coherently, articulately and confidently;

- Selects and uses effective communication media and digital technology to structure, present and disseminate information;
- Utilises effective interpersonal and team working skills, including effective listening and presentation and operates effectively in an online environment;
- Engages in debate in a professional manner, using communication to persuade and convince;
- Develops personal soft skills to ensure best practice in business administration articulated through varied and appropriate written and oral communications to a range of stakeholders.

Learning Outcomes for Learning to Learn Skills for the Whole Course

- Assesses own learning and learning needs in the area of business administration and digital innovation by critically evaluating personal strengths and weaknesses, keeping up to date with relevant management and digital business technologies, ideas and practices;
- Assesses own proficiency and literacy in the use of digital technology needed to access learning opportunities and to pursue a managerial career in dynamic, innovative digital organisations;
- Can specialise in business administration or digital innovation for further learning within a specific industry or functional area chosen as an elective option in the undergraduate programme;
- Employs professional research skills in sourcing relevant information to support learning;
- Uses digital tools, resources and technologies for the advancement of learning;
- Develops independent learning strategies by adapting to changing environments and updating the knowledge received previously.

Assessment Methods

A range of assessment methods at module and programme level are used to best facilitate students' capabilities to evidence learning outcomes. Considering the innovative digital nature of the programme and in order to align both face-to-face and online modes of delivery, traditional examinations are not included within the assessment methods. For simplicity, different assessment methods used in the programme have been organised into the following categories:

Assessment Category	Assessment Type		Used for:	
	Definition (Face-to-Face)	Definition (Online)	Formative Assessment	Summative Assessment
A1: Coursework	Written Assignment: includes essays and other types of written work		YES	YES
	Report: a description, summary or other account of an experience or activity. May include report of data analysis, field work report (group or individual), research report, report on cause and effect, etc.		YES	YES
	Portfolio: a collection of work that relates to a given topic or theme, which has been produced over a period of time.		YES (only for MQF Level 6 modules)	YES (only for MQF Level 6 modules)
	Project Output: output from project work, often of a practical nature, other than a dissertation or written report.		YES (only for MQF Level 6 modules)	YES (only for MQF Level 6 modules)
	Set Exercise/Case Study: questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.		YES	YES
	Posters: show, in words and pictures, views or research into a particular topic.		YES	YES
	Journal or Reflective Diary: assessment of self-reflection does not involve judging the contents of a completed assignment but rather evaluating a student's effort to complete such assignment according to given guidelines.		YES	NO
	Annotated Bibliography/Literature Review: An annotated bibliography assignment requires students to summarise the most relevant literature on a course topic, making it a good choice for learning one topic in depth.		YES (only for MQF Level 5 modules)	NO
	Dissertation: An extended piece of written work in the final year of studies.		YES	YES
A2: Quizzes and Tests	Quizzes are used for continuous assessment only and assess student understanding of the concepts taught.		YES	NO
A3: Practical	Oral Assessment: conversations, discussions,	N/A	YES	NO



	debates, and role plays			
	Oral Presentation: oral presentations as assessment items are used to assess student learning from student individual or group projects	Presentation Handouts: students are required to submit presentation handouts and/or video or audio recording of their presentation	YES	YES
	Practical Skills Assessment: practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). It is especially useful for assessing some digital skills.		YES	NO
A4: Assessment That Involves Use of Digital Technology	Video/Podcast: work well in classes where students are involved in longer projects and research or exploring a topic throughout a module.		YES	YES
	E-Portfolio: a collection of electronic evidence assembled and managed by a student that relates to a given topic or theme, which has been produced over a period of time.		YES (only for MQF Level 6 modules)	YES (only for MQF Level 6 modules)
	Blog: can be used for testing written communication skills and used as a reflective diary.		YES	YES
	Infographic: Infographics are perfect for highlighting the essentials of any concept through an easy-to-understand visual.		YES	NO
	Management of Accounts: professional management of social networks accounts, online advertising accounts, etc.		YES	NO
	Use of Digital Software Tools: students learn different software tools throughout the programme and are required to use outputs produced by different software in their coursework.		YES	NO

The Grading System

Grade	Description	Marks	Percentage	On 4.00 Scale	Result
A	Exceptional				
	Superior performance showing comprehensive understanding of the subject matter	A	95-100	4.00	Distinction
		A-	90-94	3.70	Excellent
B	Good				
	Clearly above average performance with knowledge of the subject and understanding of the subject matter	B+	87-89	3.33	Good
		B	84-86	3.00	Good
		B-	80-83	2.70	Good
C	Fair				
	Basic understanding of the subject matter	C+	77-79	2.30	Satisfactory
		C	74-76	2.00	Satisfactory
		C-	70-73	1.70	Satisfactory
D	Poor				
	Marginal performance – generally bad preparation for the module	D+	67-69	1.30	Below Average
		D	64-66	1.0	Below Average
		D-	60-63	0.70	Below Average
F	Fail	F	< 60	0	Make-up exam or Retake depending on performance
FA	Fail due to absences				Repeat Module
	Unsatisfactory performance & absenteeism: the student must repeat the module				

The Pass Rates

For a detailed overview of the evaluation system and pass rates, please see Section 8.4. of the Internal Quality Assurance Manual (Page 68): <https://www.global-business-school.org/quality-assurance>

COURSE OUTLINE

Professional and Career Development

Level: EQF Level 6 | ECTS: 6 | Type: Compulsory

<p>Description</p> <p>This unit is designed to give students the opportunity to evaluate and plan their career and employment future and set professional goals so that each student could expand their job-related skills, start thinking about a business career pathway and plan their career preferences accordingly. Alternatively, and as opposed to attending class sessions, students are given an option to complete an internship related to the area of their undergraduate studies and develop competences contemplated in this unit via practical learning.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	30	Supervised Placement and Practice Hours	8
	Self-Study Hours	82	Assessment Hours	30
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Poster – 70% • Portfolio – 30% 				

Competencies

- Develop learning skills that are necessary to explore lifelong professional and career development opportunities;
- Manage complex professional activities by setting goals and selecting learning options to enhance professional development;
- Take responsibility for directing own professional and career development by implementing a personal career plan and undertaking professional development initiatives.

Innovative and Creative Thinking

Level: EQF Level 6 | ECTS: 4 | Type: Compulsory

<p>Description</p> <p>Several authors have recognised that innovation is best encouraged through creativity. The generation of ideas is a crucial part of the innovation process and creativity is the thinking process that helps generate these ideas. This unit aims at improving students' creative abilities. The unit explains the relationship of creativity and business innovation. The students are focusing on practicing creativity rather than engaging intellectually with creativity by using creativity tools to generate initial ideas such as process of divergence, crossed brainstorming and Moodboards. Upon completion of the unit, students will be able to stimulate and improve individual, team, and organisational creativity and show creativity in developing projects in management processes.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Poster and Presentation – 100% 				

Competencies

- Take responsibility for promoting the culture of innovation and creativity within organisations;
- Show creativity in developing projects in management processes;
- Take responsibility for decision-making in unpredictable work or study contexts by applying creativity tools to generate ideas;
- Manage and train people to develop team performance by stimulating creativity and brainstorming.

Corporate Finance

Level: EQF Level 6 | ECTS: 7 | Type: Compulsory

<p>Description</p> <p>This unit is an introduction to the study of the principles of corporate finance and their application to the usual financial issues and decision-making of business enterprises. By the end of the unit, students will be familiar with financial vocabulary, understand aspects of financial theory, and appreciate the underlying financial mindset as well as incentives involved when solving problems of finance. Students will learn how to determine risk and make financial decisions, and how to value an investment as a potential financial opportunity.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	36	Supervised Placement and Practice Hours	10
	Self-Study Hours	94	Assessment Hours	35
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Set Exercise/Case Study (1500 words) – 50% • Report (2000 words) – 50% 				

Competencies

- Take responsibility for identifying, analysing and solving unpredictable problems in diverse areas of business finance;
- Develop a critical awareness of the time value of money, risk, future returns and the capital investment decisions;
- Make informed, reasoned and sustainable decisions on capital investment projects;
- Demonstrate administrative design by using analytical techniques related to financing operations and valuation of organisations and investment opportunities.

Disruptive Technologies for Innovation and Change

Level: EQF Level 6 | ECTS: 13 | Type: Compulsory

<p>Description</p> <p>This unit examines how innovation driven by emerging technologies is transforming the way we do business and disrupting well established industries. Students will see how creative innovators are able to appropriate these new technologies and adapt them to relevant use cases that could potentially innovate traditional lines of business or deliver previously unthought of business models. The students will review some of the most disruptive technologies of nowadays such as Big Data, Machine Learning, Artificial Intelligence, Blockchain, Digital Fabrication, Industry 4.0, and Internet of Things. On the other side, the unit is designed to provide students with conceptual framework addressing the strategic importance of managing change and correlating change processes with the growth objectives of an organisation.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>65</p>	<p>Supervised Placement and Practice Hours</p>	<p>18</p>
	<p>Self-Study Hours</p>	<p>177</p>	<p>Assessment Hours</p>	<p>65</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Essay (1500 words) – 25% • Group Project Output (3000 words) – 25% • Individual Oral Presentation (10 min) – 50% 				

Competencies

- Develop learning skills that are necessary to undertake further studies on disruptive and emerging technologies;
- Manage complex technical and professional activities associated with emerging and disruptive technologies by taking responsibility for decision-making in change and transformation processes and by having a vision to detect technologies that are yet at an early maturity stage but have a potential to become disruptive;
- Show creativity, initiative and proactivity in leading change and transformation processes to achieve growth in organisations;
- Demonstrate resource, flexibility and openness to adopt changes in organisations.

Undergraduate Graduation

Level: EQF Level 6 | ECTS: 15 | Type: Compulsory

<p>Description</p> <p>This unit requires each student to complete a piece of independent/ supervised study (8,000 to 10,000 words (not including abstract, appendices and references). Each student should select a topic of interest (relevant to his/her area of concentration), and then research relevant academic models and literature and apply to a chosen area of study. The student will need to present and defend his/her work before a panel of three faculty members.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>55</p>
	<p>Self-Study Hours</p>	<p>225</p>	<p>Assessment Hours</p>	<p>75</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Dissertation: 70% • Presentation and Defence: 30% 				

Competencies

- Take responsibility for reviewing and adapting the research project development by proactively managing uncertainty in shifting circumstances;
- Show creativity and initiative in developing a professional research project;
- Take responsibility for the value and role of undergraduate dissertation in pursuing further studies or in choosing a professional career path;
- Develop those learning skills that are necessary to continue to undertake further studies at higher academic level with a high degree of autonomy.

E-Commerce Development

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>The growth of the Internet continues to have a tremendous influence on business. This unit challenges students to explore the realities and implications of e-commerce. This unit focuses on principles of e-commerce from a business perspective, providing an overview of business and technology topics, business models, virtual value chains and social innovation and marketing strategies.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>36</p>	<p>Supervised Placement and Practice Hours</p>	<p>10</p>
	<p>Self-Study Hours</p>	<p>94</p>	<p>Assessment Hours</p>	<p>35</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Project Output (2500 words) – 70% • Oral Presentation (5 min) – 30% 				

Competencies

- Critically engage with the concepts, theories and business models underlying e-commerce;
- Develop learning skills that are necessary to begin a lifelong study of e-commerce field by following trends and tendencies in e-commerce;
- Manage complex activities in the field of e-commerce, taking responsibility for decision-making in unpredictable context;
- Take responsibility for developing projects in the field e-commerce considering ethical, social, legal and political contexts;
- Take responsibility for solving complex problems in e-commerce by assessing the impact on business models and organisational strategy;
- Take responsibility for team performance by accurately portraying issues related to e-commerce within teams both orally and in writing and by augmenting decisions taken.

Sustainable Fashion & Luxury

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit is an introduction to fashion and luxury markets looked at from a systemic perspective that takes in consideration opportunities as well as limitations to growth of the luxury and fashion sector. The unit intends to paint a comprehensive and realistic description of how the fashion and luxury industry really works and aims at increasing awareness and equip students with a set of sustainability principles that will be used as a guidance to navigate risks and opportunities of fashion and luxury brands in this ever-changing world.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Written Assignment (2000 words) – 100% 				

Competencies

- Critically engage with practices in fashion and luxury industries from a sustainability perspective;
- Take responsibility for developing strategic sustainability initiatives in the field of fashion and luxury and assessing the conditions needed to implement such initiatives from a business and economic perspective, as well as from design, purchasing and production perspective;
- Demonstrate administrative design in applying different business models in fashion and luxury industries, considering their short-term benefits and long-term challenges, and a sustainability impact such business models produce;
- Take responsibility for applying sustainability principles to the fashion and luxury garments production process and assessing environmental and social impacts and implications of producing;
- Show innovation and creativity in proposing sustainable approaches to fashion and luxury companies.

Valuating and Fundraising a Digital Start-Up

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>This unit introduces students to different options available when fundraising a digital start-up and reviews implications, advantages, and disadvantages of each of them. It also explores the most used start-up valuation methods to defend and prove investment value of a start-up. Specifically, the two most used fundraising options (Venture Capital and Crowdfunding) are explored in terms of success factors, terms and conditions and/or regulatory aspects to be considered. Upon completion of the unit, students will be able to demonstrate mastery and innovation in creating a fundraising strategy for their start-up and gather information to implement relevant valuation methods for any digital start-up.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>36</p>	<p>Supervised Placement and Practice Hours</p>	<p>10</p>
	<p>Self-Study Hours</p>	<p>94</p>	<p>Assessment Hours</p>	<p>35</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Group Presentation Handouts (15-20 min) – 50% • Set Exercise/Case Study (2000 words) – 50% 				

Competencies

- Manage complex professional activities within the start-up ecosystem by assessing potential funding strategies and their requirements, implications, advantages, and disadvantages;
- Take responsibility for digital start-up funding requirements, valuation calculations and negotiation of terms and conditions with potential investors;
- Show creativity in developing new funding scenarios considering investor requirements that conduct to a win/win negotiation with Venture Capital stakeholders or crowdfunding platforms.

Knowledge Management and Learning Organisations

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit focuses on how knowledge is created, captured, represented, stored and reused so as to fully leverage the intellectual assets of a learning organisation. The objective of this unit is to give students a solid foundation covering the major problems, challenges, concepts, and techniques associated with knowledge management. Upon completion of the unit students will be able to apply knowledge and understanding of knowledge creation, knowledge transfer, knowledge sharing, and knowledge leadership roles and skills to manage knowledge management processes in learning organisations and take responsibility for the strategic use of knowledge, the technologies, people and cultural issues involved in knowledge transfer.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Report (2000 words) – 100% 				

Competencies

- Show creativity and initiative in developing knowledge management projects by assessing the resources that affect the development of knowledge management processes in a learning organisation;
- Take responsibility for the strategic use of knowledge, the technologies, people and cultural issues involved in knowledge transfer within learning organisations;
- Take responsibility for the ethical issues and problems inherent in knowledge management and knowledge sharing;
- Demonstrate administrative design in developing knowledge management processes within learning organisations and resource in managing people in a knowledge-sharing culture.

Talent Management in the Digital Era

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit explores the main elements of talent management from developing core competencies and the design and implementation of performance management systems to identifying, evaluating and developing talent and to delivering performance coaching for individuals and teams in order to drive engagement and retention. Furthermore, the unit highlights talent management in the era of digitalisation, emphasises the role of talent management in contemporary organisations and discusses the impact of technological changes on talent management practices followed by the approaches, methods and practices to acquire, engage, and develop talent and developing leaders within an organisation.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Report (2000 words) – 100% 				

Competencies

- Critically engage with practices used by organisations to attract, motivate, develop, and retain talent in the digital era;
- Take responsibility for developing talent within an organisation including use of digital HR practices;
- Show creativity and initiative in devising talent development activities taking into account strategic organisational goals and the context of digital transformation and innovation;
- Take responsibility for ethical leadership practices pertaining to talent management;
- Appraise the benefits of diversity within an organisation and show initiative in developing projects for attracting diverse talent;
- Take responsibility for team performance working on talent management projects.

Sport and eSports Management

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>This unit introduces students to sports and eSports industries and to fundamental management principles as they apply to management of sports and eSports organisations. Students will critically engage with approaches, practices and strategies used in today's sports and eSports industries by assessing key industry players, stakeholders and professional organisations and will debate key ethical and legal issues encountered in the sports and eSports field today. Overall, this unit provides students with the knowledge and skills to become globally competent sport and eSports managers and function effectively within a global sports industry.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>36</p>	<p>Supervised Placement and Practice Hours</p>	<p>10</p>
	<p>Self-Study Hours</p>	<p>94</p>	<p>Assessment Hours</p>	<p>35</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Essay (1500 words) – 40% • Set Exercise/Case Study (2000 words) – 60% 				

Competencies

- Critically engage with approaches, practices and strategies used in today's sports and eSports industries by assessing key industry players, stakeholders and professional organisations;
- Demonstrate administrative design and resource in solving problems associated with operational, financial, and legal issues in sports and eSports management;
- Take responsibility for ethical and legal issues in sport and eSport management;
- Show creativity and innovative thinking in developing projects in the sports and eSports industry;
- Develop the learning skills, including main digital skills, that are necessary to undertake further study of sports and eSports management.



Business Models and Entrepreneurship in eSports

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit introduces students to a variety of business models and entrepreneurial opportunities encountered within the eSports ecosystem by examining unique characteristics, strengths and weakness of exiting business models within the eSports industry and by drawing upon understanding of challenges and opportunities within the global eSports market. Upon completion of the unit, students will be able to analyse to existing gaps within eSports industry offerings, search for entrepreneurial opportunities, develop monetisation strategies for new eSports organisations, and build on strengths of a particular business model within the eSports industry.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> Written Assignment (2000 words) – 100% 				

Competencies

- Show creativity in discovering entrepreneurial opportunities and developing viable business models and start-ups within the eSports entrepreneurial ecosystem;
- Take responsibility for assessing commercial viability of existing business models within the eSports industry by analysing their monetisation approach;
- Manage complex professional activities by building on strengths of a particular business model within the eSports industry and by mitigating its weaknesses;
- Take responsibility for solving unpredictable problems arising within the eSports industry in view of increasing global competition, changing trends, technological advancements, and regulation.

Digital Branding

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>Traditional brand management approaches are dramatically losing effectiveness and companies use digital branding as a technique to develop a brand over a range of digital venues with the purpose of establishing brand recognition in the digital world. This unit provides an understanding of fundamentals of brand management and takes a detailed look at the approaches used in digital branding. The unit helps students to gain a better appreciation of best practices and developing trends in digital branding by exploring such techniques as digital storytelling, interaction with owned, paid and earned media and brand entertainment strategies in the digital space.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>36</p>	<p>Supervised Placement and Practice Hours</p>	<p>10</p>
	<p>Self-Study Hours</p>	<p>94</p>	<p>Assessment Hours</p>	<p>35</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • E-Portfolio – 50% • Essay (2000 words) – 50% 				

Competencies

- Critically engage with the key issues in building and maintaining brands in the digital space;
- Propose strategic recommendations to improve brand digital strategies by using online data analytics and social listening tools;
- Make decisions related to brands, digital branding and brand storytelling development practices in the digital space;
- Take responsibility for employing contemporary digital media approaches (Owned, Earned & Paid Media) in designing brand digital communications;
- Show creativity and initiative in developing brand positioning statements and stories in the digital space;
- Take responsibility for developing team performance in projects related to brand digital storytelling strategies.

Management of Retail and Electronic Distribution Channels

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit introduces key theoretical concepts and best practices in retail management and explores such areas as retail operations, retail strategy, and emerging challenges in retailing related with increased e-commerce competition and raise of electronic distribution channels. Particularly, the unit explores how retail managers can meet the consumers' increasing expectations for speed and rethink their strategies designed for a single channel world by starting to use electronic marketplaces to offer their products. The unit addresses such issues as direct access to end customers, the need to deliver quick and affordable orders, and designing a multichannel distribution strategy for making a retail business profitable and for maximising customer satisfaction.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> Report (2000 words) – 100% 				

Competencies

- Critically engage with the processes and purpose of strategic retail management as it relates to planning, implementation, and control within an organisation;
- Take responsibility for managing complex issues affecting retailers, such as merchandising, site location, customer service, and specifically the raise of electronic marketplaces and increased e-commerce competition;
- Show creativity and initiative in developing solutions in retailing, specifically related to the development of electronic distribution channels;
- Take responsibility for developing team performance in projects related to analysis of multichannel distribution strategies and retail management.

Digital Communication Strategies & Digital Media

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit covers the main approaches to digital communications management and its application in developing an effective digital communication strategy and building relationships with digital media. Students who successfully complete the unit will be able to plan digital communications strategies and manage and coordinate communication projects in fast paced digital communication environment. The students will also acquire a range of practical digital skills required for developing digital communication projects.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> E-Portfolio – 100% 				

Competencies

- Critically engage with the digital communication principles of organisations to determine best practices;
- Take responsibility for planning effective digital communication strategies and to develop and frame powerful messages in the digital space;
- Demonstrate administrative design in approaching digital media relations and delivering organisational messages in the digital communication environment;
- Show creativity and initiative in developing digital communication plans, framing digital messages and engaging with stakeholders;
- Influence opinions by using digital persuasion strategies and developing powerful messages and by effectively collaborating with various digital media.

Principles of Public Relations

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit provides students with a detailed introduction to public relations, including its historical origins, and its distinction from advertising and marketing. Students who successfully complete the unit will be able to manage creative and innovative projects in the area of public relations, including planning of effective PR strategies and development of PR materials, and critically appraise strategic public relations as a core organisational function using relevant theories and models in public relations.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Set Exercise/Case Study (2000 words) – 100% 				

Competencies

- Critically engage with theories, principles, concepts and practices relevant to public relations and appraise strategic public relations as a core organisational function;
- Take responsibility for identifying organisational stakeholders and developing appropriate communication strategies to deliver key, audience specific messages;
- Take responsibility for ethical principles, models and codes of practice within PR profession;
- Show creativity in solving problems in public relations;
- Take responsibility for the management of creative and innovative projects in the area of public relations, including planning of effective PR strategies and development of PR materials;
- Take responsibility for solving complex problems by applying PR crisis management techniques.

Pricing Strategies and Digital Products

Level: EQF Level 6 | ECTS: 4 | Type: Elective

Description Pricing strategies and tactics are essential determinants of the competitive position, success and ultimately profitability of an organisation. This unit provides examination and discussion of relevant theories, models, concepts, and mechanisms in pricing and focuses on how to make effective pricing decisions. Students will develop knowledge and skills for developing pricing strategies, using analytics to determine prices, and for working with innovative pricing models and pricing strategies for digital products and companies.	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
Assessment Methods <ul style="list-style-type: none"> Report (2000 words) – 100% 				

Competencies

- Critically engage with terms, concepts, approaches and problems of pricing decisions;
- Take responsibility for decisions related to pricing strategies;
- Demonstrate administrative design in applying pricing tactics as means to achieve sales objectives;
- Take responsibility for ethical and social consequences of applying certain pricing tactics;
- Develop leaning skills that are necessary to study pricing decisions based on concepts drawn from psychology, economics and industrial organisation;
- Manage and execute complex pricing strategies that require use of digital technologies.

Investments

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit provides an overview of the core concepts of investments for those students interested in finance. It covers various types of financial instruments and their uses and characteristics within an investment portfolio. The main objective of this unit is to introduce students to fundamental concepts related to investments in various financial markets such as equities and bonds, forwards, options, swaps and derivatives markets and to prepare students to deal with a variety of challenging investment issues that require to identify acceptable alternatives, assess opportunities and risks, and make and defend investment decisions.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Set Exercise/Case Study (2000 words) – 100% 				

Competencies

- Critically engage with concepts and techniques used to value different types of investments;
- Take responsibility for a variety of challenging investment issues that require to identify acceptable alternatives, assess the opportunities and the risks, and make and defend decisions;
- Manage professional investment activities by analysing investment data and assessing how investments get their value;
- Develop those learning skills that are necessary to study sophisticated issues in business finance.

Portfolio Management and Wealth Planning

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit examines the essentials of managing different types of portfolios successfully and gives students an understanding of modern investment management techniques and in particular how to construct portfolios with specific characteristics, how to assess the performance of these portfolios and how to protect their value from adverse market conditions. Successful completion of the unit will allow students to make use of available information on financial markets, at both the macro and micro levels. It will also give students the ability to construct an investment portfolio that is sound in terms of investment principles and portfolio performance.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Report (2000 words) – 100% 				

Competencies

- Demonstrate administrative design in planning modern portfolio management strategies and analysing, synthesising, and evaluating personal financial situations;
- Take responsibility for incorporating risk management techniques to protect assets, standard of living and wealth;
- Manage complex professional activities related to strategic management of wealth by matching goals, risk tolerance and other client characteristics with an investment portfolio strategy;
- Take responsibility for the ethical conduct as a requirement for managing investment portfolio;
- Show initiative in implementing portfolio management projects by prioritising goals and determining the feasibility of achieving these goals.

Advanced Issues in Accounting

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>This unit builds upon previously acquired knowledge in the fields of financial and managerial accounting to examine in detail cost accounting as a systematic process that generates data which is further used to prepare the financial statements required to make a decision (financial reporting). The first part of the unit focuses on cost accounting with emphasis on its use for planning and control, while in the second part of the unit students examine current practices in corporate financial reporting and fundamental issues related to asset valuation and income determination by interpreting financial disclosures that help improve risk assessment, forecasting and decision-making. The contents and learning outcomes of the unit have been validated and meet the requirements of ACCA F2-F3 Certification in accounting.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	36	Supervised Placement and Practice Hours	10
	Self-Study Hours	94	Assessment Hours	35
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Report (2000 words) – 60% • Set Exercise/Case Study (1500 words) – 40% 				

Competencies

- Manage complex professional activities in managerial and financial accounting by engaging with the advanced concepts from the field of cost accounting and financial reporting and analysis;
- Take responsibility for strategic decisions by using costing as a means of control in business and by interpreting the financial position and performance of an organisation and comparing it with its competitors;
- Develop those learning skills that are necessary to undertake further study of sophisticated issues in accounting;
- Demonstrate administrative design when dealing with issues from international accounting and reporting;
- Take responsibility of financial reporting as an important element in successful corporate governance.

Design Thinking & Agile Methodology for Innovation

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>Agile methodologies and design thinking are becoming a must for managers as an approach to successfully launch new projects and reduce time in implementing new initiatives. This unit aims to introduce the key concepts and philosophy behind these two methodologies and help students incorporate the associated with these methodologies' way of thinking in their future jobs and responsibilities.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Essay (2000 words) – 100% 				

Competencies

- Critically engage with the concepts of design thinking and agile methodologies by examining their advantages over traditional methods;
- Demonstrate administrative design by applying the principles of design thinking and agile methodologies in implementing new ideas to solve complex and unpredictable problems;
- Show creativity in conceiving radically innovative solutions by applying a design-centered approach;
- Take responsibility for recognising the cultural and mindset challenges of being fully successful with design thinking and agile methodologies.

Event Management & Sponsoring

Level: EQF Level 6 | ECTS: 7 | Type: Elective

Description The purpose of this unit is to enable students to acquire knowledge about the event coordination and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of international events. Additionally, the unit covers main principles of sponsorship and differences between various types of sponsorship by reviewing events as a sponsorship investment. Upon completion of the unit, students will be able to professionally perform functions related to the planning and implementation of an event and to evaluate different promotion and sponsorship proposals.	Hours of Total Learning for This Module/Unit										
	<table border="1"> <tr> <td>Total Contact Hours</td> <td>36</td> <td>Supervised Placement and Practice Hours</td> <td>10</td> </tr> <tr> <td>Self-Study Hours</td> <td>94</td> <td>Assessment Hours</td> <td>35</td> </tr> </table>	Total Contact Hours	36	Supervised Placement and Practice Hours	10	Self-Study Hours	94	Assessment Hours	35	Assessment Methods <ul style="list-style-type: none"> • Written Assignment (2000 words) – 50% • Group Project Output (2500 words) – 50% 	
	Total Contact Hours	36	Supervised Placement and Practice Hours	10							
Self-Study Hours	94	Assessment Hours	35								

Competencies

- Critically engage with the process of conceptualising and developing an event, by involving various stakeholders and sponsors;
- Demonstrate administrative design in planning and articulating an international event, including the management of resources, budgets and time;
- Take responsibility for decision-making in the environment of complexity, wide-ranging scope of tasks, and tough deadlines surrounding the event planning process;
- Take responsibility for ethical and sustainability implications in event management;
- Show creativity and initiative in managing complex event projects and in collaborating with the key players and sponsors involved in event organisation;
- Take responsibility for team performance working on an event planning and organisation.

Fashion and Luxury Marketing

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit develops a framework for understanding the essential elements of effective marketing of luxury fashion and luxury goods in general. The unit allows students to develop the perspective and skills necessary to pursue careers in the fashion and luxury sector. Marketing fashion and luxury products and services presents a number of unique challenges including the nature of the target market, importance of establishing a strong relationship with customers, the critical role of brand image, and the nature of retailing. Upon completion of the unit, students will demonstrate innovative theoretical and practical responses to marketing projects within the fashion and luxury industries by applying marketing principles specific to fashion and luxury products.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> Written Assignment (2000 words) – 100% 				

Competencies

- Take responsibility for solving complex problems in fashion and luxury marketing by assessing its relationship with the global marketing environment, changing trends in lifestyles, cultural traits and habits of global consumers;
- Show creativity in developing proposals related to fashion and luxury marketing;
- Demonstrate strategic-decision making in managing the fashion and luxury marketing process in view of its importance to fashion and luxury organisations;
- Demonstrate administrative design and resource in applying various marketing and communication tools, tailored specifically to the purposes of fashion and luxury marketing, to reach the luxury consumers.

Sports and eSports Marketing

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit explores how to apply marketing principles to sports and eSports businesses. The purpose of this unit is to provide students with the principles and concepts identified within sports and eSports marketing, both B2C and B2B, and to develop critical thinking and decision-making skills through the application of marketing principles in sports and eSports industries. This unit helps students gain a professional understanding of sports and eSports marketing by examining in-depth the marketing mix of product, price, place, and promotion as well as by reflecting on the unique marketing opportunities for eSports and how eSports marketing differs from traditional sports marketing.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Report (2000 words) – 100% 				

Competencies

- Demonstrate administrative design and resource in applying various marketing and communication tools, tailored specifically to the purposes of sports and eSports marketing, including B2B marketing, to reach fans, companies, and sponsors;
- Take responsibility for solving complex problems in sports and eSports marketing by assessing its relationship with the global marketing environment, changing trends, technological advancements, and proliferation of digital media;
- Show creativity in developing proposals related to sports and eSports B2C and B2B marketing;
- Demonstrate strategic decision-making in managing the sports and eSports marketing process in view of its importance to sports and eSports organisations.

Recreation, Leisure, and Wellness Business

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The unit traces the historical evolution of recreation, leisure and wellness industry and examines key sectors of the fitness and wellness leisure and sport recreation field as well as current, emerging trends, and career options in the field of recreation, leisure and wellness. The unit provides students with business planning and development principles as applied to commercial recreation sector and encourages to critically examine changes, challenges and opportunities within the commercial recreation industry. The unit also presents a variety of leaning opportunities directly related to identifying commercial and entrepreneurial concepts in the area of recreation.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> Project Output (2000 words) – 100% 				

Competencies

- Critically engage with concepts, theories and issues in the field of recreation business management and administration;
- Demonstrate administrative design and resource in applying key concepts, theories and knowledge to professional activities within commercial recreation;
- Develop learning skills that are necessary to undertake an entrepreneurial project or build a career in the field of commercial recreation;
- Show creativity and initiative in developing projects in the field of commercial recreation by keeping current with local and global trends in the recreation and wellness industry and by responding to changing client needs, industry standards and regulations;
- Take responsibility for ecological and social impacts of conducted recreation and leisure business activities;
- Take responsibility for team performance working on projects within the field of commercial recreation.

Social Entrepreneurship

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit is designed to introduce students to the area of social entrepreneurship and present social entrepreneurship as an emerging and rapidly changing business field that examines the practice of identifying, starting and growing successful mission-driven for-profit and non-profit ventures and organisations that strive to advance social change through innovative solutions. Upon completion of the unit students will be able to apply principles of social entrepreneurship to developing new socially valuable products within an existing enterprise as well as demonstrate mastery and innovation required to develop a business plan for new social ventures.</p>	Hours of Total Learning for This Module/Unit			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> Project Output (2000 words) – 100% 				

Competencies

- Critically engage with social entrepreneurship as a way to achieve social goals and socially valuable results of a business venture;
- Demonstrate administrative design in developing an entrepreneurial strategy that can contribute to social advantages;
- Take responsibility for streamlining organisational processes in a socially responsible way without compromising profitability objectives of an organisation;
- Show creativity and initiative in developing social entrepreneurial projects that consider local culture and values;
- Take responsibility for managing and training people when working on the development of a social enterprise and/or initiative.

Sales Management

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>Modern business environment forces companies to change their mindset in approaching the sales process. In this unit students will learn the latest trends in sales management as well as core fundamentals of sales principles which will give students an up-to-date perspective of the sales skills that they can use to enhance effectiveness in sales and other related functions like marketing, finance, and operations. Upon completion of the unit, students will be able to develop and implement sales strategies, show creativity and initiative in convincing people to make purchasing decisions, and act as a team player within a sales team.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Set Exercise/Case Study (2000 words) – 100% 				

Competencies

- Critically engage with the principles and fundamentals of the sales process;
- Develop those learning skills that are necessary to continue to autonomously undertake further studies in sales management and advance in a general management career;
- Take responsibility for complying with the code of professional ethics as part of the sales function;
- Demonstrate resource in approaching sales objectives by collaborating with different departments within an organisation and taking into account specific financial and market circumstances;
- Show creativity and initiative in convincing people to make purchasing decisions;
- Take responsibility for managing the professional development of a sales team by allocating different roles within the team, setting sales objectives and using CRM for remote team supervision.

Reputation and Relationship Management in the Digital Era

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The purpose of this unit is to outline the importance of managing relationships and reputation of an organisation and to provide students with rationale and examples of how reputation influences general performance of an organisation. Upon completion of this unit, students will be able to identify internal and external stakeholders, map them to different communication channels, define and formalise reputation KPIs, assess the key elements contributing to company's reputation in both physical and digital domains and take responsibility for managing cross-functional projects related to reputation analysis and enhancement within organisations.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	Total Contact Hours	20	Supervised Placement and Practice Hours	6
	Self-Study Hours	54	Assessment Hours	20
<p>Assessment Methods</p> <ul style="list-style-type: none"> Set Exercise/Case Study (2000 words) – 100% 				

Competencies

- Take responsibility for managing cross-functional projects related to reputation analysis and enhancement;
- Take responsibility for unpredictable responses of different stakeholders throughout different channels and solve problems that may harm corporate reputation;
- Show creativity and initiative in developing diverse communication channels that influence reputation of an organisation and in engaging with different stakeholders who impact the reputation-building process;
- Develop learning skills that are necessary to undertake further study of corporate reputation management.

Foundations of FinTech

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>In this unit students explore the emergence of new business models in various areas of finance, banking, insurance and wealth management and focus on how the technological advance in data and analytics are enabling the financial sector innovations, collectively called as FinTech. Upon completion of the unit, students will be able to interpret financial innovation and to assess critical technology strategies and foundational technologies in FinTech and demonstrate innovative theoretical and practical responses to projects associated with development of FinTech innovation strategies for a business idea or for implementation within an existing organisation.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>36</p>	<p>Supervised Placement and Practice Hours</p>	<p>10</p>
	<p>Self-Study Hours</p>	<p>94</p>	<p>Assessment Hours</p>	<p>35</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Blog (2000 words) – 50% • Essay (1500 words) – 50% 				

Competencies

- Take responsibility for managing projects related to the development of FinTech innovation strategies for a business idea or for implementation within an existing organisation;
- Take responsibility for assessing critically and strategically the impact and consequences, including of legal and regulatory nature, of using a particular FinTech technology within organisations or for personal purposes;
- Show creativity and initiative in applying FinTech to solve problems in various business situations;
- Develop digital skills that are necessary to undertake further study of FinTech and related technologies.

Visual Communication for Digital and Offline Channels

Level: EQF Level 6 | ECTS: 7 | Type: Elective

<p>Description</p> <p>This unit introduces students to communication in a creative and innovative perspective through visual imagery and media. Students will learn the concepts, theories, aesthetics and skills of visual communication, covering visual persuasion, photography, visualisation of ideas, and uses of visual communication in digital and offline channels. Emphasis is placed on the ability to conceive new and innovative solutions for specified communication issues by developing a visual strategy and planning, executing and evaluating a digital visual communication campaign.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>36</p>	<p>Supervised Placement and Practice Hours</p>	<p>10</p>
	<p>Self-Study Hours</p>	<p>94</p>	<p>Assessment Hours</p>	<p>35</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> • Poster – 40% • Report (2000 words) – 60% 				

Competencies

- Critically engage with the theories and principles in the field of visual communication;
- Contextualise visual communication theories and models in a broader media, marketing and communication perspective;
- Take responsibility for ethical and social consequences of visual communication;
- Develop creative solutions in the area of visual communication;
- Manage complex projects in the visual communication field that require use of digital technologies;
- Take responsibility for team performance working on visual communication projects.

Investor Relations

Level: EQF Level 6 | ECTS: 4 | Type: Elective

Description This unit presents the theory and practice of investor relations: the process of communicating with investors to allow them to make an informed investment decision regarding a corporation's stock. Investor relations will be examined as it relates to marketing, capital markets, the legal and regulatory framework, finance and communications. The unit also provides a critical understanding of the special nature of digital financial communications and examines how digital channels provide an opportunity to communicate directly with investors. Upon completion of the unit, students will be able to apply knowledge and understanding of investor relations to professionally plan financial communications strategies and develop and frame messages for investors and other relevant stakeholders.	Hours of Total Learning for This Module/Unit											
	<table border="1"> <tr> <td>Total Contact Hours</td> <td>20</td> <td>Supervised Placement and Practice Hours</td> <td>6</td> </tr> <tr> <td>Self-Study Hours</td> <td>54</td> <td>Assessment Hours</td> <td>20</td> </tr> </table>	Total Contact Hours	20	Supervised Placement and Practice Hours	6	Self-Study Hours	54	Assessment Hours	20	Assessment Methods		
	Total Contact Hours	20	Supervised Placement and Practice Hours	6								
Self-Study Hours	54	Assessment Hours	20									
<ul style="list-style-type: none"> Set Exercise/Case Study (2000 words) – 100% 												

Competencies

- Critically engage with investor relations as a specialised, strategic area of corporate communication and corporate finance;
- Take responsibility for issues related to ethics and accountability in the area of communication with investors;
- Take responsibility for identifying buy and sell side stakeholders and for managing the relationship between them and an organisation by developing appropriate financial communication strategies to deliver key, audience specific messages, both within traditional and digital media channels;
- Demonstrate administrative design in solving complex unpredictable problems in the area of investor relations by applying appropriate financial communication techniques.

FinTech in Banking: Challenges and Opportunities

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>This unit explores the challenges and opportunities created by FinTech for digital transformation in the banking sector and is intended to provide students a foundation in the digital banking products and to make them familiar with relevant aspects related with improved customer experience in the banking sector. Upon completion of the unit, students will be able to solve complex problems caused by the conversion of banking products and services into digital goods and demonstrate innovative theoretical and practical responses to the emerging FinTech landscape within the banking industry.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Report (2000 words) – 100% 				

Competencies

- Take responsibility for managing the transformational forces of digitalisation within the banking industry and the new competitive dynamics it gives rise to;
- Demonstrate administrative design in managing complex activities in the digital banking landscape along with key strategies, business models and approaches to innovation;
- Show creativity in applying key concepts of FinTech innovation to digital banking initiatives.

Consumer Behaviour and Emerging Technologies

Level: EQF Level 6 | ECTS: 4 | Type: Elective

<p>Description</p> <p>The objective of this unit is to familiarise students with the principles of consumer behaviour and analyse its use in marketing strategies by assessing the link of consumer behaviour with emerging field of neurosciences and the associated technologies. Upon completion of this unit students will demonstrate innovative theoretical and practical responses to designing and evaluating marketing strategies applying consumer behaviour principles and will critically evaluate how emerging technologies and the area of neuroscience are fundamentally changing the way companies influence consumer behaviour.</p>	<p>Hours of Total Learning for This Module/Unit</p>			
	<p>Total Contact Hours</p>	<p>20</p>	<p>Supervised Placement and Practice Hours</p>	<p>6</p>
	<p>Self-Study Hours</p>	<p>54</p>	<p>Assessment Hours</p>	<p>20</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"> Report (2000 words) – 100% 				

Competencies

- Critically engage with core concepts, theories and issues of consumer behaviour and the emerging technologies that impact the field of consumer behaviour;
- Show creativity and initiative in applying consumer behaviour knowledge and skills as a brick of entire marketing strategy and in promoting the importance of having consumer behaviour vision within an organisation;
- Take responsibility for ethical considerations and consequences of applying principles of neuroscience or of using modern technologies in the field of consumer behaviour;
- Take responsibility for executing marketing strategies that are based on research of the behaviour of consumers and make decisions to solve complex problems associated with execution of such marketing strategies.



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