Bachelor Of Business Administration
CURRICULUM
March 2025

Higher Education Institution, Accreditation License No 2024 – 018

	Overall Programme Description		
1	**Title of the Programme**	Bachelor of Business Administration (BBA) in General Management Bachelor of Business Administration (BBA) in Accounting & Finance Bachelor of Business Administration (BBA) in Tourism & Hospitality Management	
2	**Type of Programme**	☐ Award	☒ Qualification
3	**Proposed MQF Level**	6	
4	**Proposed ECTS**	180	
5	**Total ECTS for Programme Completion**	180	
	Total ECTS requesting Accreditation	290	
6	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point B7 is required to be filled in.	
		☐ Work Based Learning	
7	**Blended Learning**	Contact Hours delivered online. _____%_____	
		Contact Hours delivered Face to Face _____%_____	
8	**Hours of Total Learning**	Total Contact Hours 900	
		Self – Study Hours 1800	
		Assessment Hours 900	
		Supervised Placement and Practice Hours 900	
9	**Total Learning Hours**	4500	
10	**Mode of Attendance**	☒ Full Time	
		☒ Part Time	
11	**Programme Duration**	Full Time _____Years ___36___Months	Part Time _____Years __72____Months

		_____Days	_____Days
		The Normal progression of this programme in full time mode is: 36 months Accelerated progression in full time mode : 24 months, learners are expected to study 45 hours per week for 8 months to complete every 60 ECTS.	The Normal progression of this programme in part-time mode is: 72 months Accelerated progression in part-time mode is : 48 months.
12	**Target Audience**	☐ Ages 3 -15 ☒ Ages 16 – 18 ☒ Ages 19 – 30 ☒ Ages 31 – 65 ☐ Ages 65+	
13	**Language/s of Instruction**	English	
14	**Target Group**	The Bachelor of Business Administration (BBA) program is designed to equip students with practical knowledge, critical thinking skills, and a deep understanding of the modern business environment. It offers three distinct pathways—General Management BBA, Accounting & Finance, and Hospitality & Tourism—each tailored to meet the aspirations of specific learner groups and career goals. General BBA is ideal for high school graduates and early-career professionals who seek a broad foundation in business disciplines such as management, marketing, operations, and entrepreneurship. This pathway suits those with diverse interests in business and offers flexibility in career choices, preparing graduates for entry-level roles in administration, business development, and project coordination. It does not lead to a regulated profession but opens doors across multiple sectors. Accounting & Finance targets students with a strong interest in numbers, financial systems, and strategic decision-making. This pathway is well-suited to those aspiring to roles such as financial analyst, management accountant, or auditor. While the program provides a solid foundation in accounting and financial principles, it does not directly confer a professional designation (such as CPA or ACCA), but	

| | | it can serve as a stepping stone toward such qualifications through further study or certification.

Hospitality & Tourism is designed for individuals passionate about service, travel, and global customer experiences. This pathway attracts those who envision careers in hotel management, tourism operations, or event planning. The curriculum combines business acumen with industry-specific insights, preparing graduates for non-regulated yet dynamic roles in one of the world's fastest-growing industries.

Graduates from all pathways can be well-positioned for a wide range of professional opportunities, with career outcomes shaped by the chosen specialization.

The BBA does not directly lead to a warranted profession but equips learners with relevant competencies for success in both corporate and entrepreneurial settings. |
|---|---|---|
| 15.1 | **Training Address/es where programme will be delivered.** | Online https://campus.euglobal.edu.eu |
| 15.2 | **Placement/Clinical Address (If Applicable)** | |
| 16 | **Subject Area** | ☐ Generic Programmes and Qualifications
☐ Education
☐ Arts and Humanities
☐ Social Sciences, Journalism and Information
☒ Business, Administration and Law
☐ Natural Sciences, Mathematics and Statistics
☐ Information and Communication Technologies
☐ Engineering, Manufactorurng and Construction
☐ Agriculture, Forestry, Fisheries and Veterinary
☐ Health and Welfare
☐ Services |
| 17 | **Relationship to Occupation** | Post completing Bachelor's of Business Administration, the learners will be able to have a wide range of opportunities across all industries. Our reflective andragogy also ensures that the learner continuously implements the learning into their own industry to upskill in their current work environment. |

		A few job titles are as follows: ● Management: Operations Executive, Human Resources Executive, Finance Executive ● Finance: Financial Analyst, Accountant ● Entrepreneurship: Business Owner, Entrepreneur ● Human Resources: HR Specialist, Recruiter ● Customer Service: Customer Service Executive, Customer Success Executive ● Tourism & Hospitality: Guest Relations Executive, Front Office Associate, Public Relations Specialist, Tour Operator, Event Planner, Concierge, Reservations Agent, Meeting Planner, Conference Planner, Hospitality Entrepreneur, Travel Start-up Founder
18	**Entry Requirements**	● **Educational Background:** Higher School's transcript and degree certificate OR equivalent completion of Level 4 qualification. Prior background in Business is not required. ● **Language proficiency certificate:** All programs are taught in English language, and therefore English proficiency is required. For students who completed the bachelor's degree from the US, UK or any English-speaking countries, OR have studied in English Language for at least 2 years; OR have worked in an English speaking environment for at least 2 years prior to applying for this program, language proficiency certificate is not required. For learners who cannot provide any evidence of their English proficiency, they must provide an English language certificate equivalent to IELTS 6.0 ● **Proof of Identity:** Scanned bio page of your valid passport. Scan of passport size photograph **Advanced standing** If an applicant has already completed 3+ years of work experience or possesses a similar education background, it may be possible for the work, activities, progress and assessments already

		undertaken in your previous studies or professional experience to count towards a bachelor degree with us. This recognition of previous successful study is known as advanced standing. It may also be used to recognise prior experiential learning undertaken as an employee, or previous studies that can apply for Advanced standing. For instance, where an applicant can demonstrate that they have appropriate and relevant professional experience related to the subject area of the course they may apply for Recognition of Prior Experiential Learning (RPEL) or Recognition of prior certificated learning (such as professional development awards or employment based awards) which is at higher education level but which has not led to the award of credits or qualifications positioned on the relevant higher education qualifications framework; which may eliminate the need to undertake one or more modules in the Programme. Our policies can be found here https://www.euglobal.edu.eu/eu-global-regulation-handbooks
19	**Overall Programme Description**	The **Bachelor of Business Administration (BBA)** program is designed to equip students with the essential knowledge, skills, and competencies required for successful careers in the business world. The program provides a comprehensive understanding of various business functions, including management, finance, marketing, human resources, and operations. **Key Features** **Industry-Relevant Curriculum:** The BBA program aligns closely with industry standards and trends, ensuring that graduates possess the skills demanded by employers. **Practical Learning:** The program incorporates practical components such as internships, work placements, and case studies to bridge the gap between theoretical knowledge and real-world applications. **Global Perspective:** Students gain a global perspective on business practices through

		international case studies, guest lectures, and opportunities for study abroad. **Flexible Learning:** The program offers flexibility in terms of learning modes, allowing students to choose between full-time or part-time modes of study. **Career Development Support:** The program provides career guidance, workshops, and networking opportunities to help students secure internships and graduate jobs.
20	**Learning Outcomes for Overall Programme** Please refer to the •	
20.1	**Competences**	Post completion of this programme, the learners will be able to (Outcomes categorised at Level 5 and Level 6 for exits) Level 5: A. Reflect on the appropriateness and effectiveness of the problem solving processes used and identify some key principles which may be relevant in future situations in the field of management, OR accounting & finance OR Hospitality & Tourism. B. Present or communicate, formally or informally, information about specialised topics in a way which is appropriate to your purpose and audience and which encourages the sharing of ideas and different perspectives. Level 6: A. employ a combination of formal, logical planning processes and an understanding of context to identify relevant information and risks and be able to identify alternative strategies and resources. B. communicate with peers, experts and /or senior colleagues on an academic or professional level C. demonstrate the ability to independently find, critically evaluate and use a wide range

		of information, data or tools accurately in complex contexts
20.2	**Knowledge**	Post completion of this programme, the learners will be able to (Outcomes categorised at Level 5 and Level 6 for exits) Level 5: A. possess a wider understanding of the main concepts, theories and principles associated with business management or accounting & finance, or tourism & hospitality. B. Appreciates that areas of Business Management or specialisations knowledge base are open to practical application in solving business problems, and appreciate that these can be further explored for improvements. C. Demonstrates an awareness of opportunities creation from external environmental dynamics and the ways internal environment is adjusted to integrate the ever evolving changing business environment. D. select and apply your knowledge and understanding to a wide range of the principal professional skills, techniques, practices and/or materials associated with business management, including in contexts with a degree of unpredictability and/or specialism E. Analyses a range of information, comparing alternative methods and techniques; and apply your academic knowledge to assess feasibility of acceptability of these results. Level 6: A. Knowledge and critical understanding of the main concepts, theories and principles associated with business management or chosen specialisation. B. Systematic knowledge and understanding in one or more of the following specialisms, and the role they play in enhancing

		knowledge and practical skills in business management: accounting & finance; business management or tourism & hospitality. C. Synthesise, critically evaluate and challenge information, arguments and assumptions from different sources, including current research and scholarship, in accordance with the theories, concepts and principles of business management.
20.3	**Skills**	Post completion of this programme, the learners will be able to (Outcomes categorised at Level 5 and Level 6 for exits) <u>Level 5:</u> A. Identify principles and concepts underlying theoretical frameworks and approaches, identifying their strengths and weaknesses with reference to chosen pathways such as general business, accounting & finance, and tourism & hospitality contexts. B. Identify a well-defined focus for enquiry, plans and undertakes investigative strategies using a limited and defined range of methods, collects data from a variety of sources, and communicates results effectively in an appropriate format applicable to chosen pathways such as business, accounting & finance, and hospitality-related scenarios.. C. Identify external expectations, collect relevant information from a variety of sources to develop constructive thought of enquiry considering the norms and trends in general management, financial services, and hospitality sectors. D. Undertakes complex and non-routine performance tasks in an organisational context. Analyses performance of self and others and suggests improvements that ultimately result in a better organisational

		environment within the settings of a chosen pathway. Level 6: A. Critically engage, as appropriate, with practical and professional skills and demonstrate an awareness of relevant responsible and ethical issues in business management or its chosen pathways. B. Regularly review current situation and future personal development, career and work options, and develop strategies to address factors that may limit choices in relation to professional opportunities across general management, financial services, and the tourism & hospitality industries.
21	**General Pedagogical Methods used for this Programme.**	**Concept for the use of teaching aids** To promote learning in accordance with the desired levels of the further higher education framework, European Global Institute of Innovation & Technology (EU Global) uses modern teaching aids to facilitate learning such as flipped classrooms where learners are provided content access to pre-read to allow better understanding and promote engaging discussions on application of the concept. Active learning strategies are adopted to ensure development of cognition of learners so that they develop analytical, critical thinking and creative skills. The following are key teaching aids employed within our didactic model: 1. **Learning Resources:** ○ Case Studies: Case studies from Harvard and other academic sources, and case lets like daily business news set the base for almost every module. Case studies help in reviewing and applying conceptual frameworks to real-life scenarios to provide solutions and recommendations. ○ Simulations: A simulation helps students take probabilistic decisions

		to witness the results in terms of efficiency of the decision.
		○ Research papers: Literature and conclusions derived from research papers is a very important source of learning from other scholars. These provide wider perspective and apprises of what have been already researched in the field of study.
		○ Books: Books are an essential source of study to learn concepts in a systematic manner and to practice exercises.
		○ Audio-video learning: Audio-video learning has been considered as one of the imperative tools that suits well with varied learning personalities. It includes podcasts, videos from Professors, documentaries from BBC, etc.
		○ Research Projects: Seminars aim to thoughtfully design research activities such as surveys, etc so that students can learn primary research to investigate a business problem.
		○ Miscellaneous activities: We promote innovation which every faculty brings. The faculty is advised to prepare academic delivery in an engaging manner. They are motivated to bring in activities like role-plays, presentations, etc.
		2. **Use of Technology: European Global Institute of Innovation & Technology (EU Global)** has a very well-developed Learning management system which is instrumental in exchange of information between the School's administration, faculty and the students. Each student will be provided an access to our learning management system from day 1 of their enrolment. The system will have the following key components:
		○ Induction - the induction module is called "Student Services" which allows access to all the regulations and policies, where students can ask questions, academic writing resources, and all essential

information that are instrumental in getting the students to start with us.

- ○ module-wise Resources – All the information, and learning resources related to the chosen modules are provided via our learning management system. This provides better communication.
- ○ Assessments – The students are required to upload all submission-type assessments via the learning management system.
- ○ Career Coaching and Academic Coaching – The students are also provided additional modules to enhance employability via our learning management system.

3. To support diverse learning needs, EU Global is committed to inclusivity and accessibility in all aspects of teaching and learning. Specific accommodations are made for students with disabilities, including accessible formats for learning materials, extended time on assessments, and the use of assistive technologies. Additionally, the curriculum and delivery methods are designed to be culturally responsive, recognizing and valuing the varied backgrounds of our learners. To bridge gaps in digital literacy, foundational support is provided through orientation modules and ongoing technical assistance. Further detailed instructions can be found in Policy No. 9. Equal Opportunities & Disability Policy.

- ○ EU Global maintains a balanced approach to synchronous and asynchronous teaching. Live (synchronous) sessions are scheduled regularly to encourage real-time interaction, discussion, and feedback, while asynchronous content—including recorded lectures, readings, and assessments—offers flexibility, allowing students to learn at their own pace and revisit material as needed. This dual approach ensures

		an inclusive and adaptive learning environment. For Bachelor classes, we schedule more live interactions to facilitate learning. Students can expect weekly live classes to cover content, assessment guidance, academic coaching etc.

22	**Selection Criteria for Tutors/Lecturers for this programme.**	*Responsible course director and academic director of the Master's programme*
		
		● *Minimum PhD Degree*
		● Relevant Professional experience Minimum 5 Years
		● Relevant academic experienc Minimum 10 years
		
		module Faculty:
		Educational Qualifications:
		
		● *Minimum of a Master's degree (MQF Level 7) in the relevant subject area with 10+ years work experience, of which minimum 2 years must be in relevant industry OR.*
		● *PhD, with minimum 5 years work experience, of which minimum 2 years must be in relevant industry*
		
		Subject-Area Expertise:
		
		● *Faculty must possess academic qualifications and/or certifications relevant to the specific module.*
		  ○ *Accounting & Finance modules: Background in accounting, finance, or economics; professional certifications such as CPA, ACCA preferred.*
		  ○ *Hospitality & Tourism modules: Background in hospitality management, tourism operations, or related service industries.*
		  ○ *General Business modules: Expertise in disciplines such as marketing, human resource management, operations, or entrepreneurship.*
		
		Online Teaching Competency:

- *Ability to deliver structured learning through an online campus or Learning Management System (LMS).*
- *Capability to create and record interactive content using multimedia tools (e.g., video lectures, narrated presentations). Proficiency in managing asynchronous and synchronous learning environments.*
- *Familiarity with digital assessment tools, discussion forums, and online feedback mechanisms.*

Professional Development:

- *Required to participate in ongoing professional development, including:*
  - *Andragogical workshops and training in online instruction.*
  - *Updates in subject-specific content and instructional design.*
  - *Certification or training in digital education tools is encouraged.*

Academic Scholarship & Industry Currency:

- *Faculty must maintain relevance through:*
  - *Academic research, publications, and conference participation.*
  - *Industry engagement, consulting, or professional networking.*
  - *Staying current with trends and developments in both academia and industry.*
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Faculty CVs:
Our Faculty profiles can be reviewed here, this is the holistic profile also capturing their research work which is publicly available on Google Scholar for instance:
https://docs.google.com/spreadsheets/d/1lWOnAm9izl7RZnOCQch64OX3UlD0_DnF/edit?usp=sharing&ouid=101558193498878675306&rtpof=true&sd=true

Additionally CVs can be found here:
Dr Lewlyn L.R. Rodrigues
https://drive.google.com/file/d/1ZqRdIuypwMXq0T8oJA7l1HRA2GAuS1ls/view?usp=sharing

		Dr Arshi Naim https://docs.google.com/document/d/1cDVd2QRnr2v-4F4ysWafYp8eMThr7ezZ/edit?usp=sharing&ouid=111021876929289835211&rtpof=true&sd=true Dr Anuj Kumar https://drive.google.com/file/d/10PJ1N4_zzrbx9MMncuD2039qqgckBi8T/view?usp=sharing Dr Albattat https://drive.google.com/file/d/163SmVNLU81_vK9kWx-7cSjHN1UfbUT4M/view?usp=sharing Dr Aman Srivastava https://drive.google.com/file/d/1cBUwX7i-BsGIbg-djSz0-05VxGQ1ouKN/view?usp=sharing Dr Gupta https://drive.google.com/file/d/1UMg-_vKnXPzwc3OWYrNm2db8GlelS_M7/view?usp=sharing
23	**General Assessment Method**	We employ both continuous and end-of-module assessments to evaluate students' learning outcomes in a balanced and holistic manner. Continuous assessment accounts for 40% of the final grade and typically includes multiple-choice quizzes, formative tasks, and short written assignments. These are predominantly theoretical assessments designed to monitor learners' ongoing understanding of business concepts. The end-of-module assessment constitutes 60% of the final grade and is usually based on a theoretical report, which may take the form of a project, case study, analytical paper, or applied research. Some modules may also include practical assessments, such as scenario analysis, presentations, or action research projects, particularly in modules related to hospitality management, financial decision-making, or business strategy. These help assess applied skills and real-world problem-solving abilities.

Assessments are designed to align with module-level learning outcomes, ensuring students demonstrate theoretical understanding, applied skills, and professional competencies relevant to general management, accounting & finance, and tourism & hospitality contexts. Assessment outcomes are mapped with module outcomes to ensure comprehensive coverage. Formative assessments, which do not count toward the final grade, are integrated to promote reflective learning and peer collaboration.

We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used. All undergraduate assessments will be marked on a percentage scale of 0-100.

Bachelor's degrees are classified as:
70+ First Class
60-69 Upper Second Class
50-59 Lower Second Class
40-49 Third Class
0-39 Fail

The assessments are generally announced 21 days before the submission date to allow students adequate time for completion of the assessment. In case of a report, the requirement of the report is to be disseminated before 21 days.

All report submissions are required to be made via Learning Management System (LMS). No submission sent per email will be accepted.

Work submitted for a summative assessment component cannot be amended after submission, but can be re-submitted with permission.

Where coursework due date is fixed and it is submitted late and there are no accepted extenuating circumstances, it will be penalized in line with the following tariff:
- Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the pass mark and no further.

- Submission that is late by 7 or more working days: submission refused, mark of 0.
- Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

All assignments should be submitted in MS-Word, unless a different version is recommended by the faculty, for instance, MS-Excel may be prescribed for finance and accounting assignments. For finance and accounting assignments as well, MS Word is considered as an acceptable report submission format and other workings in MS Excel are appendices. Any document submitted in pdf, jpeg, etc. will not be accepted and will not be evaluated. Grading criteria and word limit and formatting requirements are given in the assessment policy of EU Global regulations handbook.

Failure to complete in a single attempt Where a student fails a course, the following may apply in the first instance:

- Resit – a second attempt of an assessment component within a course, following failure at first attempt. Attending classes is not required for the Resit examination. The resit submission is generally expected within 2 weeks of declaration of result. Resit can be taken only for a failed component and an individual passed component is not required to be appeared again. The grades of passed components can be carried forward. A third Resit attempt is possible in case of extenuating circumstances.
- Compensation – the award of credit by the Board of Examiners for a failed course(s) on account of good performance in other courses at the same credit level where the learning outcomes have been met. Compensation is possible only in 1 course every 60 ECTS, or 2 courses for 120 ECTS programmes. The compensation will be reflected as a minimum pass mark on the transcript.
- Retake – a second attempt of all assessment components within a course following failure at the first or resit attempts. Retake of the failed component may require the student to

		participate in classes to prepare them for the second attempt.
		Late Submission Policy: A 10% penalty is applied per working day (up to 6 days). Submissions after 7 working days will not be accepted and will be marked zero. For general assessment procedures, please refer to 5.Assessment Policy of the Regulations Handbook.
		Appeals Procedure: Students who wish to appeal an assessment decision must submit a formal appeal to the Programme Leader within 7 working days of result publication. Appeals must include supporting evidence and will be reviewed by the Academic Appeals Board. For detailed procedures, please refer to Policy No. 8 of the Regulations Handbook.
		Assessment Accommodations: Reasonable adjustments (e.g. extra time, alternative formats) are available for students with documented learning difficulties, in accordance with the institution's Inclusion and Accessibility Policy. Students must submit valid documentation at the beginning of the academic year or as soon as a need arises. Detailed provisions are mentioned on page 53-55 and policy No. 9 Equal Opportunities & Disability Policy of the Regulations Handbook.
		Academic Integrity: All assessments are subject to the Academic Misconduct Policy. Acts such as plagiarism, collusion, or use of unauthorised materials are subject to disciplinary action. All Students are recommended to self-enrol and study the course on "Academic Coaching" as soon as they finalise their enrolment, the course can be accessed here https://campus.euglobal.edu.eu/course/view.php?id=1101. Students are provided academic coaching live webinars at time of induction.
		Detailed written feedback is provided for all summative assessments within 5 working days of submission to support student development and future improvement.

	Practicum/Dissertation/Final Project	
24	**Placement/Work-based learning**	NA

Section C – The Programme Structure						
1	List of Programme Modules/Units					
Ref	Module/Unit Title	Compulsory (C) or Elective (E).	ECTS	MQF	Mode of Teaching	Mode of Assessment
	YEAR 1					
BBA101	Understanding Business and Management with Embedded Academic Skills	C	10	5	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBA102	Accounting for Business	C	10	5	Online	
BBA103	Economics and Global Business Environment	C	10	5	Online	
BBA104	The Management of Human Resources	C	10	5	Online	
BBA105	Data Insights for Business Decisions	C	10	5	Online	
BBA106	Personal Effectiveness & Communication Skills	C	10	5	Online	
	YEAR 2					
BBA107	Innovation and Entrepreneurship	C	10	5	Online	
BBA108	Operations and Service Management	C	10	5	Online	
BBA109	Management Accounting and Financial Decision Making	C	10	5	Online	
	BBA in General Management					
BBM201	Competing in a Global Environment	E	10	5	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBM202	Leadership & Change Management	E	10	5	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBM203	Business Law for Managers *(please note that this*	E	10	5	Online	40% Continuous and 60 % End of the module Submission- to

	course is also in Accounting & Finance, and module outline presented there)					be conducted via e-campus
	BBA IN ACCOUNTING & FINANCE					
BAF301	Financial Reporting	E	10	5		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BAF302	Financial Planning and Control	E	10	5		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBM203	Business Law for Managers	E	10	5	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
	BBA IN TOURISM & HOSPITALITY					
BTH401	Introduction and Development of the Tourism and Hospitality Industry	E	10	5	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BTH402	Sustainability in Tourism and Hospitality	E	10	5	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BTH403	Tourism and Hospitality Customer Relationship Management	E	10	5		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
	YEAR 3					
BBA110	Building long-term success: Sustainability,	C	10	6		Online	40% Continuous and 60 % End of the module

	Quality & Ethics					Submission- to be conducted via e-campus
BBA111	Making sense of Strategy	C	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
	BBA					
BBM204	Strategic Marketing	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBM205	Managing People	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBM206	Leading Digital Transformation in Business	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
	BBA IN ACCOUNTING & FINANCE					
BAF304	Business Performance Measurement	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BAF305	Investment and Risk Management	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BAF306	Audit and Assurance	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus

	BBA IN TOURISM & HOSPITALITY					40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BTH404	Events Management	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BTH405	Tourism Law, Policy and Planning	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BTH406	Technology in the Tourism and Hospitality Industry	E	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
BBA112	Business Research Project *(please note that this course is all Pathways, and module outline presented with BBA general modules)*	C	10	6		Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus
2	Total ECTS Requesting Accreditation			290		
3	Total ECTS for Programme Completion			180		

4	**Exit Awards/Qualifications**	

Undergraduate Diploma in Business and Management

MQF Level 5, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This diploma supports diverse learner pathways through flexible study modes, foundational academic skills, and alignment with the first year of a BBA. It equips learners with practical, multidisciplinary knowledge and workplace-ready skills tailored to entry-level roles across industries.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
BBA102	Accounting for Business	10	5
BBA103	Economics and Global Business Environment	10	5
BBA104	The Management of Human Resources	10	5
BBA105	Data Insights for Business Decisions	10	5
BBA106	Personal Effectiveness & Communication Skills	10	5

Undergraduate Diploma in Entrepreneurship and Business Practice

MQF Level 5, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This diploma supports diverse learner pathways through flexible study modes, foundational academic skills, and alignment with the first year of a BBA. It equips learners with practical, multidisciplinary knowledge and workplace-ready skills tailored to entry-level roles across industries.

Entry: In addition to BBA entry requirement, applicants must already have Undergraduate Diploma in Business and Management or equivalent

No.	Title	ECTS	MQF Level
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BBM201	Competing in a Global Environment	10	5
BBM202	Leadership & Change Management	10	5
BBM203	Business Law for Managers	10	5

Undergraduate Diploma in Accounting & Finance

MQF Level 5, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This diploma supports diverse learner pathways through flexible study modes, foundational academic skills, and alignment with the first year of a BBA. It equips learners with practical, multidisciplinary knowledge and workplace-ready skills tailored to entry-level roles across industries.

Entry: In addition to BBA entry requirement, applicants must already have Undergraduate Diploma in Business and Management or equivalent

No.	Title	ECTS	MQF Level
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BAF301	Financial Reporting	10	5
BAF302	Financial Planning and Control	10	5
BBM203	Business Law for Managers	10	5

Undergraduate Diploma in Hospitality & Tourism

MQF Level 5, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This diploma supports diverse learner pathways through flexible study modes, foundational academic skills, and alignment with the first year of a BBA. It equips learners with practical, multidisciplinary knowledge and workplace-ready skills tailored to entry-level roles across industries.

Entry: In addition to BBA entry requirement, applicants must already have Undergraduate Diploma in Business and Management or equivalent

No.	Title	ECTS	MQF Level
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BTH401	Introduction and Development of the Tourism and Hospitality Industry	10	5
BTH402	Sustainability in Tourism and Hospitality	10	5
BTH403	Tourism and Hospitality Customer Relationship Management	10	5

Undergraduate Higher Diploma in Business and Management

MQF Level 5, 120 ECTS

Duration:
Full-time:
Normal Progression: 24 months
Accelerated: 16 months

Part-time:
Normal Progression: 48 months
Accelerated: 32 months

Target: This diploma supports diverse learner pathways through flexible study modes, for progression in Level 6 Bachelors degree. The diploma aims at providing bachelor level skills in business and management areas essential to have holistic perspective of managing business.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
BBA102	Accounting for Business	10	5
BBA103	Economics and Global Business Environment	10	5
BBA104	The Management of Human Resources	10	5
BBA105	Data Insights for Business Decisions	10	5
BBA106	Personal Effectiveness & Communication Skills	10	5
Year 2			
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BBM201	Competing in a Global Environment	10	5
BBM202	Leadership & Change Management	10	5
BBM203	Business Law for Managers	10	5

Undergraduate Higher Diploma in Accounting & Finance

MQF Level 5, 120 ECTS

Duration:
Full-time:
Normal Progression: 24 months
Accelerated: 16 months

Part-time:
Normal Progression: 48 months
Accelerated: 32 months

Target: This diploma supports diverse learner pathways through flexible study modes, enabling progression to a Level 6 Bachelor's degree in Accounting and Finance. It aims to provide bachelor-level skills in core areas such as financial accounting, management accounting, and business economics, essential for developing a strong foundation and a holistic understanding of financial decision-making and business performance.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
BBA102	Accounting for Business	10	5
BBA103	Economics and Global Business Environment	10	5
BBA104	The Management of Human Resources	10	5
BBA105	Data Insights for Business Decisions	10	5
BBA106	Personal Effectiveness & Communication Skills	10	5
	Year 2		
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BAF301	Financial Reporting	10	5
BAF302	Financial Planning and Control	10	5
BBM203	Business Law for Managers	10	5

Undergraduate Higher Diploma in Hospitality & Tourism

MQF Level 5, 120 ECTS

Duration:
Full-time:
Normal Progression: 24 months
Accelerated: 16 months

Part-time:
Normal Progression: 48 months
Accelerated: 32 months

Target: This diploma supports diverse learner pathways through flexible study modes, offering progression to a Level 6 Bachelor's degree in Hospitality and Tourism. It provides foundational knowledge in business and sector-specific areas such as tourism operations, sustainability, and customer service, preparing learners for entry-level and support roles within the hospitality and tourism industry.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
BBA102	Accounting for Business	10	5
BBA103	Economics and Global Business Environment	10	5
BBA104	The Management of Human Resources	10	5
BBA105	Data Insights for Business Decisions	10	5
BBA106	Personal Effectiveness & Communication Skills	10	5
	Year 2		
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BTH401	Introduction and Development of the Tourism and Hospitality Industry	10	5
BTH402	Sustainability in Tourism and Hospitality	10	5
BTH403	Tourism and Hospitality Customer Relationship Management	10	5

Bachelor of Business Administration (BBA) in General Management (Top-up)

MQF Level 6, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This top-up degree is designed for learners who have completed prior studies at MQF Level 5 and seek to progress to a full Level 6 Bachelor's qualification in General Management. It caters to working professionals and aspiring managers by offering flexible study modes and developing advanced skills in strategic planning, people management, marketing, digital transformation, and ethical business practices, preparing graduates for broader responsibilities and career growth in diverse business environments.

Entry: In addition to BBA entry requirement, applicants must already have Undergraduate Higher Diploma in Business and Management or equivalent

Note: This programme is an advanced entry to Level 6 and the degree copy is the same as full degree copy

No.	Title	ECTS	MQF Level
BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6
BBA111	Making sense of Strategy	10	6
BBM204	Strategic Marketing	10	6
BBM205	Managing People	10	6
BBM206	Leading Digital Transformation in Business	10	6
BBA112	Business Research Project	10	6

Bachelor of Business Administration (BBA) in Accounting & Finance (Top-up)

MQF Level 6, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This top-up degree is intended for learners who have completed prior studies at MQF Level 5 and wish to advance to a full Level 6 Bachelor's qualification in Accounting and Finance. It is suitable for aspiring finance professionals and individuals working in accounting roles, offering flexible study options and equipping them with advanced knowledge in investment, risk management, auditing, performance measurement, and strategic decision-making—preparing them for progression in finance-related careers across various sectors.

Entry: In addition to BBA entry requirement, applicants must already have Undergraduate Higher Diploma in Accounting & Finance or equivalent

Note: This programme is an advanced entry to Level 6 and the degree copy is the same as full degree copy

No.	Title	ECTS	MQF Level
BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6
BBA111	Making sense of Strategy	10	6
BAF304	Business Performance Measurement	10	6
BAF305	Investment and Risk Management	10	6
BAF306	Audit and Assurance	10	6
BBA112	Business Research Project	10	6

Bachelor of Business Administration (BBA) in Hospitality & Tourism (Top-up)

MQF Level 6, 60 ECTS

Duration:
Full-time:
Normal Progression: 12 months
Accelerated: 8 months

Part-time:
Normal Progression: 24 months
Accelerated: 16 months

Target: This top-up degree is designed for learners who have completed prior studies at MQF Level 5 and wish to earn a full Level 6 Bachelor's qualification in Hospitality and Tourism. It is aimed at professionals and aspiring managers in the sector, offering flexible study pathways and developing advanced competencies in event management, tourism policy and planning, sustainability, and the application of digital technologies in the industry—preparing graduates for leadership roles in a dynamic and global hospitality and tourism environment.

Entry: In addition to BBA entry requirement, applicants must already have Undergraduate Higher Diploma in Hospitality & Tourism or equivalent

Note: This programme is an advanced entry to Level 6 and the degree copy is the same as full degree copy

No.	Title	ECTS	MQF Level
BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6
BBA111	Making sense of Strategy	10	6
BTH404	Events Management	10	6
BTH405	Tourism Law, Policy and Planning	10	6
BTH406	Technology in the Tourism and Hospitality Industry	10	6
BBA112	Business Research Project	10	6

Undergraduate Certificate in Hospitality & Tourism

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate provides a flexible pathway for learners seeking foundational knowledge in hospitality and tourism, aligned with the second year of a BBA program. It equips students with essential sector-specific skills and practical understanding to prepare them for entry-level positions in the hospitality and tourism industries, supporting career development and further academic progression.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BTH401	Introduction and Development of the Tourism and Hospitality Industry	10	5
BTH402	Sustainability in Tourism and Hospitality	10	5
BTH403	Tourism and Hospitality Customer Relationship Management	10	5

Undergraduate Certificate in Accounting & Finance

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate offers a flexible entry point for learners seeking foundational knowledge in accounting and finance, aligned with the MQF Level 5 of a BBA program. It develops essential financial and accounting skills needed for entry-level roles in finance and business environments, supporting career progression and further academic study.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA102	Accounting for Business	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BAF301	Financial Reporting	10	5

Undergraduate Certificate in Business and Management

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate provides a flexible pathway for learners seeking foundational knowledge in business and management, aligned with MQF Level 5 of the BBA program. It equips students with core skills in understanding business concepts, economic environments, and human resource management, preparing them for entry-level roles across diverse business sectors and supporting further academic progression.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
BBA103	Economics and Global Business Environment	10	5
BBA104	The Management of Human Resources	10	5

Undergraduate Certificate in Communication, Leadership and HR Management

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate offers a flexible and practical introduction for learners aiming to develop essential communication, leadership, and human resource management skills at MQF Level 5. It is designed to prepare students for entry-level roles that require strong interpersonal and management abilities across various business environments, while also supporting continued academic progression within the BBA framework.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA104	The Management of Human Resources	10	5
BBA106	Personal Effectiveness & Communication Skills	10	5
BBM202	Leadership & Change Management	10	5

Undergraduate Certificate in Global Business Environment

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate provides learners with foundational insights into international business dynamics, economic environments, and legal frameworks at MQF Level 5. It is ideal for those seeking to build core competencies in global strategy and cross-border business operations, preparing them for entry-level roles in international business settings and progression within the BBA programme.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBM201	Competing in a Global Environment	10	5
BBA103	Economics and Global Business Environment	10	5
BBM203	Business Law for Managers	10	5

Undergraduate Certificate in Strategic Business Management

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate develops foundational skills in business strategy, marketing, and sustainability, preparing learners for entry-level roles and further study in international business contexts.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA110	Building long-term success: Sustainability, Quality & Ethics	10	5
BBA111	Making sense of Strategy	10	5
BBM204	Strategic Marketing	10	5

Undergraduate Certificate in People and Organisational Leadership

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate equips learners with essential skills in managing people, driving ethical practices, and leading digital transformation, preparing them for entry-level roles in team leadership and organisational development.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA110	Building long-term success: Sustainability, Quality & Ethics	10	5
BBM205	Managing People	10	5
BBM206	Leading Digital Transformation in Business	10	5

Undergraduate Certificate in Financial Strategy and Audit

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate provides foundational knowledge in financial performance, risk management, and audit principles, preparing learners for entry-level roles in finance, accounting, and compliance.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BAF304	Business Performance Measurement	10	5
BAF305	Investment and Risk Management	10	5
BAF306	Audit and Assurance	10	5

Undergraduate Certificate in Hospitality and Tourism Practice

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate offers sector-focused knowledge in tourism policy, event management, and emerging technologies, preparing learners for entry-level strategic roles in the hospitality and tourism industries.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BTH404	Events Management	10	5
BTH405	Tourism Law, Policy and Planning	10	5
BTH406	Technology in the Tourism and Hospitality Industry	10	5

Undergraduate Certificate in Business Transformation and Research

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate builds foundational skills in strategy, digital transformation, and applied research, preparing learners for entry-level roles in business improvement and innovation.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBM206	Leading Digital Transformation in Business	10	5
BBA111	Making sense of Strategy	10	5
BBA112	Business Research Project	10	5

Undergraduate Certificate in Entrepreneurship & Innovation

MQF Level 5, 30 ECTS

Duration:
Full-time:
Normal Progression: 6 months
Accelerated: 4 months

Part-time:
Normal Progression: 12 months
Accelerated: 8 months

Target: This certificate equips learners with core skills in entrepreneurship, financial decision-making, and market awareness, preparing them for entry-level business roles or launching their own ventures.

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA107	Innovation and Entrepreneurship	10	5
BBA103	Economics and Global Business Environment	10	5
BBA109	Management Accounting and Financial Decision Making	10	5

The title of the award is:
Award in the respective Module such as Award in BBA101: Understanding Business and Management with Embedded Academic Skills
Award in BBA102: Accounting for Business
and so on.

Award in

MQF Level 5, 10 ECTS

Duration:
Full-time:
Normal Progression: 2 months
Accelerated: 1.5 months

Part-time:
Normal Progression: 4 months
Accelerated: 3 months

Entry: Same as BBA

No.	Title	ECTS	MQF Level
BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
BBA102	Accounting for Business	10	5
BBA103	Economics and Global Business Environment	10	5
BBA104	The Management of Human Resources	10	5
BBA105	Data Insights for Business Decisions	10	5
BBA106	Personal Effectiveness & Communication Skills	10	5
BBA107	Innovation and Entrepreneurship	10	5
BBA108	Operations and Service Management	10	5
BBA109	Management Accounting and Financial Decision Making	10	5
BBM201	Competing in a Global Environment	10	5
BBM202	Leadership & Change Management	10	5
BBM203	Business Law for Managers	10	5
BAF301	Financial Reporting	10	5
BAF302	Financial Planning and Control	10	5
BTH401	Introduction and Development of the Tourism and Hospitality Industry	10	5
BTH402	Sustainability in Tourism and Hospitality	10	5
BTH403	Tourism and Hospitality Customer Relationship Management	10	5

	Award in		
	MQF Level 6, 10 ECTS		
	Duration:		
	Full-time:		
	Normal Progression: 2 months		
	Accelerated: 1.5 months		
	Part-time:		
	Normal Progression: 4 months		
	Accelerated: 3 months		
	Entry: Same as BBA		

No.	Title	ECTS	MQF Level
BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6
BBA111	Making sense of Strategy	10	6
BBM204	Strategic Marketing	10	6
BBM205	Managing People	10	6
BBM206	Leading Digital Transformation in Business	10	6
BBA112	Business Research Project	10	6
BAF304	Business Performance Measurement	10	6
BAF305	Investment and Risk Management	10	6
BAF306	Audit and Assurance	10	6
BTH404	Events Management	10	6
BTH405	Tourism Law, Policy and Planning	10	6
BTH406	Technology in the Tourism and Hospitality Industry	10	6

5	**Structure of Programme**	
		Students normal progression will be to complete all core modules, then pathways and later research, innovation and master thesis.

We offer modules in these tracks and following is the duration recommended for normal progression, however online can be accelerated or done in part-time.
The programme structure for accelerated mode remains the same, however the tenure will decrease and expected weekly hours of study will increase. Each semester in normal progression spans 6 months with expected weekly hours of study as 45 hours. In an accelerated mode, each semester spans 4 months, with an expected 45 weekly hours of study. In part-time mode, each semester will be one year, with an expected 20 hours of study per week. Students opting for accelerated mode may note that there will be little yearly holidays provided to them and they are expected to study around 50 weeks per year. |

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	No.	Bachelor of Business Administration (BBA) in General Management			No.	Bachelor of Business Administration (BBA) in Accounting & Finance			No.	Bachelor of Business Administration (BBA) in Hospitality & Tourism		
	No.	Year 1	ECTS	MQF Level	No.	Year 1	ECTS	MQF Level	No.	Year 1	ECTS	MQF Level
Sem 1	BBA101	Understanding Business and Management with Embedded Academic Skills	10	5	BBA101	Understanding Business and Management with Embedded Academic Skills	10	5	BBA101	Understanding Business and Management with Embedded Academic Skills	10	5
	BBA102	Accounting for Business	10	5	BBA102	Accounting for Business	10	5	BBA102	Accounting for Business	10	5
	BBA103	Economics and Global Business Environment	10	5	BBA103	Economics and Global Business Environment	10	5	BBA103	Economics and Global Business Environment	10	5
Sem 2	BBA104	The Management of Human Resources	10	5	BBA104	The Management of Human Resources	10	5	BBA104	The Management of Human Resources	10	5
	BBA105	Data Insights for Business Decisions	10	5	BBA105	Data Insights for Business Decisions	10	5	BBA105	Data Insights for Business Decisions	10	5
	BBA106	Personal Effectiveness & Communication Skills	10	5	BBA106	Personal Effectiveness & Communication Skills	10	5	BBA106	Personal Effectiveness & Communication Skills	10	5
	No.	Year 2	ECTS	MQF Level	No.	Year 2	ECTS	MQF Level	No.	Year 2	ECTS	MQF Level
Sem 3	BBA107	Innovation and Entrepreneurship	10	5	BBA107	Innovation and Entrepreneurship	10	5	BBA107	Innovation and Entrepreneurship	10	5
	BBA108	Operations and Service Management	10	5	BBA108	Operations and Service Management	10	5	BBA108	Operations and Service Management	10	5
	BBA109	Management Accounting and Financial Decision Making	10	5	BBA109	Management Accounting and Financial Decision Making	10	5	BBA109	Management Accounting and Financial Decision Making	10	5
Sem 4	BBM201	Competing in a Global Environment	10	5	BAF301	Financial Reporting	10	5	BTH401	Introduction and Development of the Tourism and Hospitality Industry	10	5
	BBM202	Leadership & Change Management	10	5	BAF302	Financial Planning and Control	10	5	BTH402	Sustainability in Tourism and Hospitality	10	5
	BBM203	Business Law for Managers	10	5	BBM203	Business Law for Managers	10	5	BTH403	Tourism and Hospitality Customer Relationship Management	10	5
	No.	Year 3	ECTS	MQF Level	No.	Year 3	ECTS	MQF Level	No.	Year 3	ECTS	MQF Level
Sem 5	BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6	BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6	BBA110	Building long-term success: Sustainability, Quality & Ethics	10	6
	BBA111	Making sense of Strategy	10	6	BBA111	Making sense of Strategy	10	6	BBA111	Making sense of Strategy	10	6
	BBM204	Strategic Marketing	10	6	BAF304	Business Performance Measurement	10	6	BTH404	Events Management	10	6
Sem 6	BBM205	Managing People	10	6	BAF305	Investment and Risk Management	10	6	BTH405	Tourism Law, Policy and Planning	10	6
	BBM206	Leading Digital Transformation in Business	10	6	BAF306	Audit and Assurance	10	6	BTH406	Technology in the Tourism and Hospitality Industry	10	6
	BBA112	Business Research Project	10	6	BBA112	Business Research Project	10	6	BBA112	Business Research Project	10	6

Section D – Module/Unit Structure

Sub-Section D – Module D # BBA101		
1	**Title of Module/Title**	**Understanding Business and Management with Embedded Academic Skills**
2	**Module/Unit Description**	The Bachelor of Business Administration (BBA) is a comprehensive MQF Level 6 undergraduate degree designed to equip students with the theoretical knowledge, practical skills, and professional competencies necessary to thrive in contemporary business environments. The programme is offered in three distinct pathways: General Management, Accounting & Finance, and Hospitality & Tourism. Each pathway enables students to develop a deep understanding of core business disciplines while specialising in a field aligned with their career aspirations. The General Management pathway focuses on preparing students for leadership roles within diverse organisational contexts. It explores areas such as strategic management, innovation, organisational behaviour, and digital transformation. Students are encouraged to think critically and holistically about managing resources, leading people, and driving change within complex and evolving business landscapes. The Accounting & Finance pathway offers rigorous training in financial reporting, performance measurement, auditing, investment, and risk management. Students develop a strong command of both theoretical principles and analytical tools essential for sound financial decision-making in corporate and financial sectors. The Hospitality & Tourism pathway immerses students in the operational, strategic, and technological aspects of the global tourism industry. Emphasis is placed on sustainability, customer relationship management, event planning, and policy development, providing students with the specialised competencies needed to succeed

in service-oriented and international hospitality contexts.

Throughout the programme, students build advanced knowledge in business and management, grounded in a critical understanding of key theories and principles. They engage with real-world problems and develop the ability to gather, analyse, and interpret data to make informed decisions. The programme places strong emphasis on ethical awareness, reflective judgement, and professional responsibility. Students are trained to communicate effectively using a range of techniques and to engage with both specialist and non-specialist audiences in a confident and professional manner.

In alignment with MQF Level 6 descriptors, the BBA programme fosters both autonomy and accountability. Students manage their own learning, work independently and in teams, and are expected to take initiative in addressing unfamiliar challenges. By the end of the programme, graduates will have developed the ability to manage projects, apply creative and innovative solutions, and contribute meaningfully to organisational performance and strategic goals. The degree culminates in a 100% written independent research project that allows students to apply their learning to a business topic of their choosing, demonstrating their ability to carry out focused research, apply critical analysis, and communicate findings in a professional report format.

Graduates of the BBA will be equipped not only with deep disciplinary knowledge but also with transferable skills in leadership, problem-solving, communication, and critical thinking. These competencies position them for successful careers in their chosen fields or for further study at postgraduate level.

In addition to business-specific content, students will be equipped with key academic skills such as critical thinking, research

		methods, academic writing, communication, and analysis, all of which are integrated into the learning activities. By embedding these skills, the module enhances learners' abilities to approach business challenges systematically, present coherent arguments, and develop strategic insights in written and oral formats.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Ability to differentiate between various types of businesses and understand their role in society. 2. Understanding of key management functions and their application within an organisation. 3. Analytical skills to evaluate a business's external environment and its impact on performance. 4. Ability to conduct a SWOT analysis to guide business decision-making. 5. Knowledge of organisational structures and their influence on efficiency and culture. 6. Understanding of how ethics, values, and organisational culture shape business operations and strategy.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the fundamentals of business, management, and the different types of businesses. 2. Analyse the external factors affecting businesses and how organisations respond to changes. 3. Evaluate the importance of business ethics, stakeholder relationships, and corporate responsibility.

3.3	Skills	
		At the end of the module/unit the learner will have acquired the following skills: 1. Ability to apply SWOT analysis to real-world business scenarios. 2. Skills to assess and propose changes to organisational structure for efficiency. 3. Ability to critically assess the impact of organisational culture on business outcomes. 4. Develop academic skills, including research methods, critical thinking, academic writing, data analysis, and effective communication.
		Module-Specific Learner Skills (Over and above those mentioned in Section B) At the end of the module/unit the learner will be able to; 1. gain problem-solving and decision-making skills in business contexts. 2. Effectively communicate and present business analysis findings. 3. Understand ethical issues and their implications for business decisions. 4. employ academic and business and management language appropriately and effectively 5. search for and use relevant digital and non-digital information from sources other than the module materials 6. communicating in a professional manner in written work, face-to-face and online
		Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)*

At the end of the module/unit, the learner will be able to

- use of charts, data and its interpretation
- Use of PowerPoint
- Use of Google search, internet etc.
- A brief mention of boolean search technique.

4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10

6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50

7	**Total Learning Hours for this module/unit.**	250 hours

8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. [%]
		Contact Hours delivered Face to Face [%]
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources:

- Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
- Notes of the faculty lecture
- Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
- Unit-wise assessment which is multiple choice questions.
- Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

What is a Business?

- Definition of a business and its role in society.
- The purpose of businesses: profit-making, social responsibility, and innovation.

Different Types of Business:

- Types of business ownership: sole traders, partnerships, corporations, cooperatives, and non-profit organisations.
- The differences between public and private sector organisations.

Businesses and Other Types of Organisations:

- Comparison between businesses, charities, government bodies, and non-governmental organisations (NGOs).
- The role of businesses versus social enterprises in contributing to societal goals.

What is Management?

- The key functions of management: planning, organising, leading, and controlling.
- The role of managers in achieving business objectives.
- Introduction to management theories and leadership styles.

The External Environment of a Business:

- PESTEL analysis: Political, Economic, Social, Technological, Environmental, and Legal factors affecting businesses.
- How businesses adapt to changes in the external environment.

Business, Society, Stakeholders, and Ethics:

- The role of businesses in society and their social responsibilities.
- Stakeholder theory: understanding the influence of different stakeholders (employees, customers, investors, suppliers, etc.).
- Ethical business practices: the role of ethics in decision-making and corporate governance.

The Business Functions:

- Overview of key business functions: finance, marketing, human resources, operations, and research & development.
- The interdependence of business functions in achieving organisational goals.

SWOT Analysis:

- Introduction to SWOT analysis as a strategic planning tool.
- Application of SWOT to assess the internal strengths and weaknesses, as well as external opportunities and threats facing a business.

Organisational Structure:

- Types of organisational structures: hierarchical, flat, matrix, and network structures.
- The advantages and disadvantages of each structure and their impact on business efficiency and communication.

Organisational Culture, Values, and Beliefs:

- Defining organisational culture and its importance in shaping the work environment.
- The role of values and beliefs in guiding business practices, employee behaviour, and customer interactions.
- Case studies on how organisational culture impacts business performance and innovation.

Academic Skills Embedded in the Module:

- **Research Skills:** Formulating research questions, conducting literature reviews, using academic databases, referencing, and citation.
- **Critical Thinking:** Evaluating business case studies, analysing complex information, and forming logical arguments.
- **Academic Writing:** Structuring essays and reports, writing clear and concise business documents, using proper academic tone and style.
- **Communication:** Developing oral presentation skills, using management vocabulary, participating in group discussions, and active listening.
- **Numeracy and Data Analysis:** Interpreting and analysing numerical data, understanding business performance metrics.
- **Independent Learning:** Self-monitoring progress, developing reflective practices, and setting learning goals.

Support:

		In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
		Student Success Manager: is the first point of contact for every student for any query. - If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. - If it is a faculty/ module content related query, this is forwarded to the assistant faculty. - If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. - In all cases, the turnaround time to resolve the query is within 3 working days. - All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. - Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. - The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of

continuous assessment is normally multiple-choice questions.

- End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is a written submission. The students, using tools such as SWOT analysis and PESTEL analysis, must analyse a business, present their findings and suggest improvements in management functions and organisational efficiency. The analysis will be written to be submitted as a presentation in pdf format on the LMS, within 1 week after the completion of the course.

- We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used. All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.

- All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.

- The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.

	Practicum/Dissertation/Final Project	Please refer to the Business Research Project module handbook. Remaining general provisions remain as above.
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. **Boddy, D.** (2020). *Management: An Introduction* (8th ed.). Pearson. 2. **Daft, R. L.** (2021). *Management* (14th ed.). Cengage Learning. **Supplementary Reading Materials:** 1. **Johnson, G., Scholes, K., & Whittington, R.** (2020). *Exploring Corporate Strategy: Text & Cases* (11th ed.). Pearson. 2. **Jones, G. R., & George, J. M.** (2019). *Contemporary Management* (11th ed.). McGraw-Hill.

Sub-Section D – Module D # BBA102	
1 **Title of Module/Title**	**Accounting for Business**
2 **Module/Unit Description**	The Accounting for Business module is designed to provide learners with a comprehensive understanding of accounting and finance concepts within a business context. This module introduces students to the principles and practices of financial accounting, focusing on the preparation, analysis, and interpretation of financial statements. Students will learn about the key legal forms of business, the regulatory environment of the accounting profession, and the needs of financial stakeholders. Additionally, the module covers essential tools and techniques for assessing financial performance and planning.

		By the end of the module, learners will be able to apply financial accounting principles to real-world business scenarios, enabling them to evaluate a company's financial health and make informed business decisions. The module also develops students' ability to critically assess financial data and contribute to effective financial planning
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Ability to understand and interpret financial statements, including income statements, balance sheets, and cash flow statements. 2. Proficiency in applying financial ratios and other tools to evaluate a company's financial health and performance. 3. Understanding the fundamental principles of financial and management accounting. 4. Competence in analysing financial data, identifying trends, and making informed decisions to improve business performance. 5. Ability to solve financial problems by applying critical reasoning to complex financial scenarios. 6. Skills in developing financial plans, budgets, and forecasts to support strategic business goals and ensure financial sustainability.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the key concepts of financial accounting and finance, including the nature, purpose, and importance of financial reporting in business operations.

		2. Explain the structure and regulation of the accounting profession and the various legal forms of business, such as limited companies, sole proprietorships, and partnerships.
		3. Identify the different types of accounting, such as financial and management accounting, and understand how they are applied within different business contexts.
		4. Interpret financial statements, including the income statement, balance sheet, and cash flow statement, to assess a company's financial position.
		5. Analyse financial performance using key financial ratios, and evaluate the financial health of a business by applying appropriate techniques.
		6. Understand the financial planning process, including the creation of financial goals, budgeting, and forecasting, and its significance for long-term business sustainability.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills:
		1. Prepare financial statements (income statement, balance sheet, and cash flow statement) in accordance with established accounting principles and standards.
		2. Apply analytical techniques such as ratio analysis to assess a business's financial performance and health.
		3. Evaluate financial reports and data critically, identifying strengths, weaknesses, and areas of improvement for business decision-making.
		4. Conduct financial planning activities, including budgeting and forecasting, to support effective resource

		allocation and business strategy formulation.
		5. Present and communicate financial information clearly and accurately to stakeholders using appropriate formats, including written reports and visual presentations. 6. Use relevant software tools for preparing financial reports, analysing data, and conducting financial planning tasks.
		Module-Specific Learner Skills (Over and above those mentioned in Section B) At the end of the module/unit the learner will be able to; 1. Problem-solving and decision-making skills in business contexts. 2. Effective communication and presentation of business analysis findings. 3. using academic and business and management language appropriately and effectively 4. searching for and using relevant digital and non-digital information from sources other than the module materials 5. communicating in a professional manner in written work, face-to-face and online
		Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.

4	**MQF Level pegged for this module/unit**	5	
5	**Total Number of ECTS for this module/unit**	10	
6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. % Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture 3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.	

4. Unit-wise assessment which is multiple choice questions.
5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Getting Started with Accounting and Finance

- The importance of accounting and finance in business
- Nature of accounting and finance
- Overview of the accounting profession and its regulation
- Understanding the needs of financial stakeholders
- Different types of accounting (financial, management, cost accounting)

Different Legal Forms of Business

- **Limited company:** Legal structure, ownership, and management
- **Other business organisations:** Sole proprietorship, partnerships, cooperatives
- Financial reporting requirements for various business structures

Financial Statements – The Income Statement

- Case Study: *Pipes & Installations Ltd* – Introduction to the income statement
- Structure and components of the income statement
- First analysis of an income statement: revenues, expenses, and profit

Financial Statements – The Balance Sheet

- Introduction to the balance sheet: assets, liabilities, and equity

- Relationship between the balance sheet and the income statement
- Detailed breakdown and analysis of a balance sheet

Financial Statements – The Cash Flow Statement

- Understanding the cash flow statement: cash inflows and outflows
- Operating activities, investing activities, and financing activities
- Integrating cash movements and preparing a cash flow statement

Analysing Financial Performance

- Tools and techniques for analysing financial performance
- Understanding key financial ratios: profitability, liquidity, efficiency, and solvency
- Assessing the financial health of a business

Financial Planning

- The importance of setting business goals and developing business plans
- The financial planning process: budgeting, forecasting, and resource allocation
- Role of accounting in long-term financial sustainability and growth

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.

		4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
		5. In all cases, the turnaround time to resolve the query is within 3 working days.
		6. All interactions take place via e-campus to maintain an adequate record of information.
		Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.
		1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.
		2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.
		● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly

		according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	

12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Atrill, P., & McLaney, E. (2021). *Accounting and Finance for Non-Specialists.* Pearson. 2. Elliott, B., & Elliott, J. (2020). *Financial Accounting and Reporting.* Pearson Education. 3. McKenzie, W., & Nobes, C. (2020). *The Essentials of Financial Reporting and Analysis.* Cengage Learning. **Supplementary Reading Materials:** 1. Weetman, P. (2019). *Financial and Management Accounting: An Introduction.* Pearson. 2. Ward, A. M. (2021). *Financial Management for Business.* Cengage Learning. 3. Collier, P. M. (2018). *Accounting for Managers: Interpreting Accounting Information for Decision-Making.* Wiley.

Sub-Section D – Module D # BBA103	
1	**Title of Module/Title**	**Economics and Global Business Environment**
2	**Module/Unit Description**	This module aims to provide learners with a comprehensive understanding of the economic systems, financial markets, and their impact on global business. This course delves into essential economic concepts such as supply and demand, fiscal and monetary policies, market structures, and government-business relations. Learners will also explore different economic systems and their effects on global business operations. Through real-world case studies, students will develop the analytical and critical thinking

		skills necessary to navigate complex global business environments.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. gain in-depth understanding of economic concepts, financial systems, and government policies influencing the global business environment. 2. Able to analyse economic data, assess global market trends, and evaluate the impact of fiscal and monetary policies on business. 3. Understand the interconnectivity of global markets and the role of governments in shaping economic environments. 4. Apply economic theories to solve practical business problems and make informed business decisions in various market structures. 5. Gain awareness of the ethical considerations in economic policy and business-government relations, particularly regarding global impacts and inequalities.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the structure and functioning of economic systems, including the role of government in regulating economies. 2. Identify and interpret key economic indicators, such as inflation, unemployment, and GDP, to assess economic health. 3. Explain the financial system's impact on businesses, including the role of central banks, financial markets, and regulatory frameworks. 4. Analyse supply and demand mechanisms in different market

		structures and understand their implications for business strategy. 5. Evaluate fiscal and monetary policies and their influence on business operations and global economic conditions.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Apply economic theories and models to analyse real-world business scenarios. 2. Critically evaluate different market structures and their effects on competition and pricing strategies. 3. Demonstrate the ability to interpret and analyse economic data and financial reports. 4. Use economic indicators to make informed decisions in business planning and strategy formulation. 5. Assess the effectiveness of government policies and regulations in shaping business-government relations.
		Module-Specific Learner Skills (Over and above those mentioned in Section B) At the end of the module/unit the learner will be able to; 1. Develop strong problem-solving and decision-making skills through the application of economic theory to business challenges. 2. Enhance critical thinking and analytical skills by interpreting economic data and financial statements. 3. Strengthen communication skills by articulating complex economic concepts in both written and oral formats. 4. Build collaborative skills through teamwork in analysing global business environments.

		5. Improve ethical decision-making by understanding the impact of business activities on the global economic environment.
		Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50 Self – Study Hours 100 Assessment Hours 50 Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. [ ] % Contact Hours delivered Face to Face [ ] %

10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources:

1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
2. Notes of the faculty lecture
3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
4. Unit-wise assessment which is multiple choice questions.
5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

The Economic System

- Overview of capitalist, socialist, and mixed economies
- Role of market forces and government intervention

Economic Indicators

- Gross Domestic Product (GDP), inflation, unemployment, and trade balance
- Using indicators to assess economic health

The Financial System

- Role of central banks, financial markets, and institutions

		● The global financial system and its influence on businesses

Supply and Demand

- The laws of supply and demand and market equilibrium
- Price elasticity and business applications

Fiscal and Monetary Policies

- Government spending, taxation, and central bank policies
- The effect of fiscal and monetary policies on the business cycle

Market Structures

- Perfect competition, monopolies, oligopolies, and monopolistic competition
- Pricing strategies and market power

Comparing Economic Systems

- Capitalism, socialism, and mixed economies
- Global variations and business implications

The Role of Government

- Government intervention, regulation, and public goods
- Policy tools for managing economies

Business-Government Relations

- Lobbying, trade policies, and regulatory frameworks
- The role of multinational corporations in shaping policy

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

		● Student Success Manager: is the first point of contact for every student for any query. ● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. ● If it is a faculty/ module content related query, this is forwarded to the assistant faculty. ● If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. ● In all cases, the turnaround time to resolve the query is within 3 working days. ● All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.

- End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also

		offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Sloman, J., Garratt, D., & Wride, A. (2020). *Economics for Business* (8th ed.). Pearson. 2. Mankiw, N.G., & Taylor, M.P. (2020). *Economics* (5th ed.). Cengage Learning. 3. Hubbard, R.G., O'Brien, A., & Rafferty, M. (2021). *Money, Banking, and the Financial System* (3rd ed.). Pearson. **Supplementary Reading Materials:** 1. Krugman, P., & Wells, R. (2018). *Microeconomics* (5th ed.). Worth Publishers. 2. Lipsey, R.G., & Chrystal, K.A. (2020). *Principles of Economics* (14th ed.). Oxford University Press. 3. Daniels, J.D., Radebaugh, L.H., & Sullivan, D.P. (2019). *International Business: Environments and Operations* (17th ed.). Pearson.

Sub-Section D – Module D # BBA104	
1	**Title of Module/Title**	**The Management of Human Resources**
2	**Module/Unit Description**	This module provides learners with a comprehensive understanding of Human

		Resource Management (HRM), focusing on the evolving role of HR in business strategy and operations. It covers the fundamentals of staffing, employee compensation, talent management, and workforce planning. The module explores how HR strategies align with overall business goals, along with emerging trends such as technology's impact on recruitment, performance management, and employee engagement. Students will also examine employment law compliance, diversity and inclusion practices, and the strategic role of HR in organizational development. Practical case studies and real-world applications will be used to build essential skills in HR forecasting, talent development, and employee engagement.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the competencies like gain 1. Ability to integrate HRM strategies with business objectives, with a focus on talent management, workforce planning, and human capital development. 2. Proficiency in recruitment, selection, training, performance management, and employee engagement strategies. 3. Understanding of technology's impact on HR processes, including automated recruitment, employee performance tracking, and AI-driven HR analytics. 4. Familiarity with employment law, equality, and diversity practices, ensuring compliance with regulatory standards. 5. Application of data-driven approaches to workforce management, strategic planning, and HR forecasting.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the core concepts and historical evolution of human resource management, including its

		transition from welfare office to strategic HRM.
		2. Explain key HR processes such as recruitment, employee compensation, performance management, and workforce planning.
		3. Identify internal and external factors influencing HR strategies, including organizational culture, leadership, and market competition.
		4. Evaluate the impact of technology on HR processes, from recruitment and performance management to employee engagement.
		5. Interpret the role of HR in strategic business planning and human capital development, ensuring alignment with organizational goals.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Apply HRM theories and practices in managing staffing, recruitment, training, and talent management. 2. Develop effective employee engagement and performance management strategies to enhance workforce productivity. 3. Use forecasting techniques to predict HR needs and align workforce capabilities with business strategies. 4. Implement technology-based solutions in HR processes, such as AI-driven analytics, automated screening, and personalized learning platforms. 5. Assess the effectiveness of diversity and inclusion practices and implement HR policies that promote an inclusive workplace.

		Module-Specific Learner Skills (Over and above those mentioned in Section B) At the end of the module/unit the learner will be able to; 1. Develop problem-solving and decision-making skills by analyzing HR case studies and real-world business scenarios. 2. Enhance communication and interpersonal skills through team collaboration and HR scenario simulations. 3. Strengthen critical thinking by evaluating HR strategies and processes in response to changing external factors. 4. Improve ethical reasoning through the analysis of employment law, compliance issues, and diversity training. 5. Build leadership and strategic thinking skills by aligning HR practices with broader business objectives
		Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100

		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum**	

1. Concept of Human Resource Management:
    - Evolution from welfare office to modern HRM
    - Key HR functions: staffing, compensation, performance management
2. Recruitment and Selection:
    - Effective recruitment techniques
    - Automated screening processes
3. Training and Development:
    - Workforce development strategies
    - Personalized learning platforms
4. Employee Welfare and Engagement:
    - Mental health programs
    - Employee engagement and retention
5. Employment Law Compliance:
    - Understanding key regulations and employment law standards
    - Promoting equality and diversity
6. Strategic HR Planning:
    - Integration of HR strategies with business goals
    - Talent management and workforce planning
7. Internal and External Factors Impacting HR:
    - Organizational culture, leadership, motivation
    - External influences: competition, PESTEL forces, HR costs
8. Technology and HR:
    - AI-driven HR analytics and automation
    - Enhancing employee performance and engagement through technology
9. Flexible Working Arrangements and Mental Health Programs:

		○ Promoting work-life balance and employee autonomy
		      ○ Mental health support and diversity training
		
		Support:
		In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
		  ● Student Success Manager: is the first point of contact for every student for any query.
		  ● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
		  ● If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
		  ● If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
		  ● In all cases, the turnaround time to resolve the query is within 3 working days.
		  ● All interactions take place via e-campus to maintain an adequate record of information.
		
		Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.
		  ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.
		  ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.

11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments.

Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.

- End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these

		rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Armstrong, M. (2021). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). Kogan Page. 2. Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson. 3. Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. (2022). *Human Resource Management: Gaining a Competitive Advantage* (12th ed.). McGraw-Hill Education. **Supplementary Reading Materials:** 1. Bratton, J., & Gold, J. (2019). *Human Resource Management: Theory and Practice* (6th ed.). Palgrave Macmillan. 2. Storey, J. (2021). *Human Resource Management: A Critical Text* (5th ed.). Thomson Learning. 3. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2020). *Human Resource Management* (11th ed.). Pearson.

Sub-Section D – Module D # BBA105		
1	**Title of Module/Title**	**Data Insights for Business Decisions**
2	**Module/Unit Description**	In today's data-driven world, effective business decision-making relies heavily on the ability to gather, analyse, and interpret data. This module, Data Insights for Business Decisions, equips learners with the knowledge and skills needed to leverage data for strategic decision-making. The course introduces fundamental concepts of data analytics, data management, and the use of statistical tools and technologies to extract valuable insights from business data. Students will learn how to apply data analysis techniques to solve real-world business problems and enhance operational, financial, and marketing decisions. Emphasis will be placed on understanding the role of data in shaping business strategies, optimising performance, and driving innovation. The module also covers ethical considerations in data usage, data visualisation techniques, and effective communication of insights to stakeholders.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the competencies like 1. Ability to analyse complex datasets using statistical tools and techniques to derive actionable business insights. 2. Skills in applying data-driven strategies to improve business operations, financial performance, and customer satisfaction. 3. Competence in using data analytics software and tools for data

		management, visualisation, and reporting.
		4. Expertise in presenting data insights in a clear and compelling manner for both technical and non-technical audiences.
		5. Understanding of the ethical considerations and compliance issues related to the collection, storage, and use of business data.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following:
		1. Understand the key concepts and methodologies of data analytics and their role in business decision-making.
		2. Explain the types of data, data sources, and the process of data collection and management within an organisation.
		3. Identify and apply statistical tools and techniques to analyse business data effectively.
		4. Recognize the importance of data visualisation and reporting in conveying business insights.
		5. Evaluate the ethical and legal implications of data usage in business.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills:
		1. Use data analytics software and tools to manage, process, and analyse business data.
		2. Apply statistical methods such as regression analysis, trend analysis, and forecasting to business scenarios.
		3. Develop data visualisations using charts, graphs, and dashboards to communicate insights clearly.
		4. Solve business problems by making data-driven decisions that improve operational efficiency and competitiveness.
		5. Create comprehensive reports and presentations to convey business

		insights and recommendations to stakeholders.
		Module-Specific Learner Skills (Over and above those mentioned in Section B) At the end of the module/unit the learner will be able to; 1. Enhance problem-solving and critical thinking skills through data analysis and application to real-world business challenges. 2. Strengthen communication and presentation skills by translating complex data insights into understandable business recommendations. 3. Improve project management skills through data-driven decision-making processes. 4. Build collaboration and teamwork by working on group data projects and case studies. 5. Develop an ethical mindset in handling data, ensuring compliance with legal standards and promoting responsible use of business information.
		Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10

6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a	

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module project/ case study/ report writing etc kind of submission.

Curriculum

Introduction to Data Analytics:

- The importance of data in business decisions
- Data sources and data collection techniques

Data Management:

- Organizing and storing business data
- Data integrity and governance

Statistical Tools and Techniques:

- Descriptive statistics, regression analysis, trend analysis
- Hypothesis testing and forecasting

Data Visualization and Reporting:

- Visualizing data using charts, graphs, and dashboards
- Communicating insights effectively

Ethical Considerations in Data Use:

- Data privacy and compliance regulations
- Ethical challenges in big data and AI

Real-World Applications of Data Insights:

- Case studies on operational efficiency, marketing, and financial decision-making
- Hands-on projects using data analytics tools

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.

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If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
In all cases, the turnaround time to resolve the query is within 3 working days.
All interactions take place via e-campus to maintain an adequate record of information.

<p>Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p>

Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.
The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.

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<td>Explain how this module/unit will be assessed.</td>
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We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.
End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment

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can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The

		passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Provost, F., & Fawcett, T. (2019). *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking* (2nd ed.). O'Reilly Media. 2. Marr, B. (2021). *Data Strategy: How to Profit from a World of Big Data, Analytics, and the Internet of Things* (2nd ed.). Kogan Page. 3. Albright, S. C., & Winston, W. L. (2022). *Business Analytics: Data Analysis and Decision Making* (7th ed.). Cengage Learning. **Supplementary Reading Materials:** 1. Evans, J. R. (2020). *Business Analytics: Methods, Models, and Decisions* (3rd ed.). Pearson. 2. Davenport, T. H., & Harris, J. G. (2017). *Competing on Analytics: The New Science of Winning* (Updated ed.). Harvard Business Review Press. 3. Siegel, E. (2020). *Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die* (2nd ed.). Wiley.

Sub-Section D – Module D # BBA106		
1	**Title of Module/Title**	**Personal Effectiveness & Communication Skills**

2	Module/Unit Description	This course is a language and content integrated module. Students develop the language they use in achieving the objectives above and develop a deeper understanding of topics, concepts, and theories that they will study and use throughout the qualification. The qualification will provide students with: A thorough understanding of the theoretical and work-based knowledge relevant to the application of business management in theory and practice The ability to reflect on experience of business management practices to produce and apply new understanding and skills An ability to recognise and deal with key individual and stakeholder differences in business management and the issues arising from such diversity A thorough understanding of the operations, structures, cultures and functioning of business organisations and the complex nature of their key business functions and processes A broad range of important business and graduate skills, which you can bring to your employment in business management more widely.
3	**Learning Outcomes**	
3.1	Competences	At the end of the module/unit the learner will have acquired the competencies like 1. Communicating in a professional manner in written work, face to face and online 2. Developing awareness of ethical issues and professional standards relevant to business and management
3.2	Knowledge	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the key principles of personal effectiveness, including time management, goal-setting, and self-motivation.

		2. Explain the role of emotional intelligence in communication, leadership, and conflict resolution. 3. Identify different forms of communication (verbal, non-verbal, written, and digital) and their impact on professional interactions. 4. Evaluate strategies for improving personal productivity and managing stress in a business environment. 5. Recognize the importance of professional etiquette and effective communication in both face-to-face and virtual settings.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Communicate effectively in writing and speaking, showing recognition of audience and purpose. 2. Summarise and paraphrase written business and management texts 3. Listen to short audio and video materials on business related topics, identifying and making notes on key points 4. Search for, select and evaluate information and ideas from different sources and present this in written or spoken form for a range of purposes following appropriate academic or workplace reporting conventions. 5. Engage in discussion and group work interaction on a range of business related topics and tasks 6. Evaluate their own communication skills development and identify opportunities to improve this 7. Interpret and present numerical information ***Module-Specific Learner Skills***

At the end of the module/unit the learner will be able to;

- Analyse work-related cases and situations to identify problems in the organisation and management of a business.
- Identify and communicate potential solutions based on knowledge of theory and apply it to their own work situation.
- Communicate effectively in the globally connected workplace demonstrating intercultural awareness.
- Work effectively as a team member
- Use digital technology as appropriate
- Recognise, select and use appropriate genres and registers of written texts and spoken language for professional and personal purposes
- Present themselves effectively in job applications and job interviews
- Communicate effectively about issues relating to ethics and professional standards.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to

- use of charts, data and its interpretation
- Use of PowerPoint
- Use of Google search, internet etc.
- A brief mention of boolean search technique.

4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10

6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum**	

		1. **Personal Effectiveness:**
		    ○ Time management and goal setting
		    ○ Prioritizing tasks and managing workload
		    ○ Overcoming procrastination and improving focus
		
		 2. **Emotional Intelligence:**
		    ○ Self-awareness and self-regulation
		    ○ Empathy and social skills in professional settings
		    ○ Emotional intelligence in leadership and teamwork
		
		 3. **Communication Strategies:**
		    ○ Verbal and non-verbal communication
		    ○ Written communication (emails, reports, and professional documents)
		    ○ Digital communication and virtual interactions
		
		 4. **Public Speaking and Presentation Skills:**
		    ○ Structuring and delivering professional presentations
		    ○ Engaging and influencing audiences
		    ○ Overcoming public speaking anxiety
		
		 5. **Interpersonal Communication and Conflict Resolution:**
		    ○ Active listening and constructive feedback
		    ○ Assertiveness and negotiation skills
		    ○ Handling difficult conversations and resolving conflicts
		
		 6. **Stress Management and Personal Well-being:**
		    ○ Techniques for managing stress and maintaining work-life balance
		    ○ Building resilience and coping strategies
		
		 Support:

		In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows: ● Student Success Manager: is the first point of contact for every student for any query. ● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. ● If it is a faculty/ module content related query, this is forwarded to the assistant faculty. ● If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. ● In all cases, the turnaround time to resolve the query is within 3 working days. ● All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These

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assessments typically take the form of multiple-choice questions.

- End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU

		Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Goleman, D. (2020). *Emotional Intelligence: Why It Can Matter More Than IQ* (Revised ed.). Bloomsbury. 2. Covey, S. R. (2020). *The 7 Habits of Highly Effective People* (30th Anniversary ed.). Simon & Schuster. 3. Carnegie, D. (2020). *How to Win Friends and Influence People* (Updated ed.). Simon & Schuster. **Supplementary Reading Materials:** 1. Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Red Globe Press. 2. Tracy, B. (2019). *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time* (3rd ed.). Berrett-Koehler Publishers. 3. Pease, A., & Pease, B. (2019). *The Definitive Book of Body Language* (Updated ed.). Orion.

Sub-Section D – Module D # BBA107		
1	**Title of Module/Title**	**Innovation and Entrepreneurship**

2	Module/Unit Description	
		The Innovation and Entrepreneurship module explores the dynamic role of innovation and entrepreneurship in driving business growth and economic development. The course provides students with a comprehensive understanding of how innovative ideas are developed, transformed into viable business ventures, and managed for long-term success. Emphasis is placed on fostering an entrepreneurial mindset, identifying market opportunities, and understanding the risks and rewards associated with innovation and new venture creation. Students will learn about the process of innovation, including idea generation, prototyping, product development, and commercialization. The course also covers key aspects of entrepreneurship, such as business planning, raising capital, scaling startups, and managing entrepreneurial ventures in an ever-changing global market. Through real-world case studies and practical exercises, students will develop the skills needed to evaluate business opportunities, create innovative solutions, and launch their own ventures or drive innovation within existing organisations.
3	Learning Outcomes	
3.1	Competences	At the end of the module/unit the learner will have acquired the competencies like 1. Ability to identify opportunities, assess risks, and develop creative solutions in uncertain environments. 2. Skills to manage the innovation process, from idea generation to product launch and commercialization. 3. Competence in crafting business models, conducting market analysis, and designing strategies for new ventures. 4. Understanding of how to lead and motivate teams in startup and innovation-driven environments.

		5. Knowledge of financial planning, fundraising, and investment strategies for entrepreneurial ventures.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the principles of innovation and its role in business development and competitiveness. 2. Explain the entrepreneurial process from idea conception to the launch and management of a startup. 3. Identify the key elements of a successful business plan, including market research, financial planning, and strategic positioning. 4. Analyze the challenges and risks faced by entrepreneurs and innovators, including funding, competition, and market changes. 5. Examine the importance of social and sustainable entrepreneurship in today's business landscape.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Apply innovation tools and techniques to develop and assess new business ideas. 2. Create comprehensive business plans that address market needs, competition, financials, and operational strategies. 3. Develop and pitch entrepreneurial ventures to potential investors and stakeholders. 4. Utilise project management skills to oversee product development and market launch processes.

		5. Analyse case studies to identify best practices in innovation and entrepreneurship.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Foster critical thinking and problem-solving skills to identify and capitalise on business opportunities. 2. Enhance communication and presentation skills by developing and delivering effective business pitches. 3. Strengthen teamwork and collaboration abilities in cross-functional innovation projects. 4. Build resilience and adaptability to navigate the uncertainties of entrepreneurship and innovation. 5. Improve leadership skills by managing innovation projects and entrepreneurial teams.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50

		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: - Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. - Notes of the faculty lecture - Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. - Unit-wise assessment which is multiple choice questions. - Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. - After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum**	

Introduction to Innovation and Entrepreneurship:

- Definition and importance of innovation
- Role of entrepreneurship in economic growth
- Entrepreneurial ecosystems and support networks

The Innovation Process:

- Idea generation and creativity techniques
- Prototyping, product development, and iteration
- Commercialising innovations and managing intellectual property

Entrepreneurship and Opportunity Recognition:

- Identifying market gaps and business opportunities
- Assessing the viability of innovative business ideas
- Social entrepreneurship and sustainable business models

Business Planning for Startups:

- Crafting business models and value propositions
- Conducting market analysis and competition assessment
- Developing financial forecasts and securing funding

Launching and Scaling Ventures:

- Fundraising strategies: Venture capital, angel investors, and crowdfunding
- Lean startup methodology and agile development
- Strategies for scaling businesses and managing growth

Innovation in Established Organisations:

- Intrapreneurship and fostering innovation within large organisations
- Managing innovation teams and projects
- Overcoming barriers to innovation and change

Case Studies in Innovation and Entrepreneurship:

- Analysis of successful and failed startups
- Lessons from leading innovators and entrepreneurs
- Emerging trends in global entrepreneurship and innovation

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.
- Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and

		the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three

		weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.
		● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Drucker, P. F. (2015). *Innovation and Entrepreneurship: Practice and Principles*. Routledge. 2. Ries, E. (2017). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business. 3. Schilling, M. A. (2020). *Strategic Management of Technological Innovation* (6th ed.). McGraw-Hill Education. **Supplementary Reading Materials:**

1. Osterwalder, A., & Pigneur, Y. (2020). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.
2. Blank, S. (2020). *The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company*. K&S Ranch.
3. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (10th ed.). McGraw-Hill Education.

Sub-Section D – Module D # BBA108	
1	**Title of Module/Title**	**Operations & Service Management**
2	**Module/Unit Description**	The Operations and Service Management module is designed to equip students with the knowledge and skills required to manage and improve the operations and service delivery within organisations. This module provides an in-depth understanding of the principles, processes, and strategies involved in the production of goods and the delivery of services. Emphasis is placed on the integration of operations with other business functions, process optimization, quality management, and the role of technology in enhancing service efficiency. The course covers key concepts in operations management, such as supply chain management, inventory control, lean production, and capacity planning, alongside service management topics, including service design, customer relationship management, and service quality. Students will develop the ability to analyse operations, identify inefficiencies, and implement solutions that enhance organisational performance. Case studies and practical exercises will expose students to real-world operational challenges

		in both manufacturing and service-based businesses.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the competencies like: 1. Ability to manage production processes, resources, and operations strategies to enhance efficiency and quality. 2. Skills in designing and managing service delivery processes that meet customer expectations and improve satisfaction. 3. Competence in analysing and optimising operational processes to improve productivity and reduce costs. 4. Knowledge in managing supply chains, logistics, and inventory to align with organisational objectives. 5. Understanding of quality assurance practices and techniques to ensure consistency and high service standards.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the key principles and practices of operations and service management within different industries. 2. Explain the role of operations in achieving organisational objectives and delivering customer value. 3. Analyse the interaction between operations management and other business functions such as marketing, finance, and human resources. 4. Understand supply chain management, inventory control, and process improvement techniques. 5. Evaluate service management strategies, including customer service

		design, service delivery, and performance measurement.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Apply operational management techniques such as lean production, capacity planning, and resource allocation. 2. Design service management strategies that enhance customer satisfaction and operational efficiency. 3. Conduct operational analysis to identify inefficiencies and propose process improvements. 4. Use tools such as Six Sigma, Total Quality Management (TQM), and other methodologies to enhance service and operational performance. 5. Implement and monitor operational strategies that optimize inventory, logistics, and supply chain processes.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Strengthen problem-solving skills by analysing and addressing operational and service challenges. 2. Develop critical thinking and decision-making abilities in operations and service management contexts. 3. Enhance teamwork and communication skills by working on group projects related to service and operations management. 4. Build project management skills through the design and

		implementation of operational improvement plans. 5. Foster adaptability and innovation by applying operations management concepts in diverse business scenarios.	
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.	
4	**MQF Level pegged for this module/unit**	5	
5	**Total Number of ECTS for this module/unit**	10	
6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	

		Contact Hours delivered Face to Face
		%
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: - Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. - Notes of the faculty lecture - Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. - Unit-wise assessment which is multiple choice questions. - Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. - After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** - Introduction to Operations and Service Management: - Role of operations and service management in organisations - Differences between goods-producing and service-based operations - Operations strategy and competitive advantage - Operations Process Design and Management: - Process mapping and process flow analysis - Capacity planning and resource allocation - Lean production and waste reduction

3. Supply Chain and Inventory Management:
   - Fundamentals of supply chain management
   - Inventory control techniques and just-in-time (JIT) systems
   - Logistics and distribution management
4. Service Design and Management:
   - Service quality and customer expectations
   - Service blueprinting and process improvement
   - Customer relationship management (CRM)
5. Quality Management and Continuous Improvement:
   - Total Quality Management (TQM) and Six Sigma
   - Quality assurance and control systems
   - Managing service and operational quality
6. Technology in Operations and Service Management:
   - Role of automation and technology in streamlining operations
   - Service innovation through digital platforms
   - Data analytics and performance monitoring
7. Emerging Trends in Operations and Service Management:
   - Sustainable operations and green supply chains
   - Globalization and its impact on operations
   - Challenges of managing operations in a digital economy

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

- Student Success Manager: is the first point of contact for every student for any query.

		- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. - If it is a faculty/ module content related query, this is forwarded to the assistant faculty. - If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. - In all cases, the turnaround time to resolve the query is within 3 working days. - All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. - Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. - The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	- We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. - End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment

can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The

		passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Slack, N., Brandon-Jones, A., & Burgess, N. (2019). *Operations and Process Management: Principles and Practice for Strategic Impact* (5th ed.). Pearson Education. 2. Johnston, R., & Clark, G. (2018). *Service Operations Management: Improving Service Delivery* (4th ed.). Pearson Education. 3. Heizer, J., & Render, B. (2020). *Operations Management: Sustainability and Supply Chain Management* (12th ed.). Pearson. **Supplementary Reading Materials:** 1. Chopra, S., & Meindl, P. (2021). *Supply Chain Management: Strategy, Planning, and Operation* (7th ed.). Pearson Education. 2. Fitzsimmons, J. A., & Fitzsimmons, M. J. (2021). *Service Management: Operations, Strategy, Information Technology* (9th ed.). McGraw-Hill Education. 3. Hill, A., & Hill, T. (2018). *Essential Operations Management* (2nd ed.). Palgrave Macmillan.

Sub-Section D – Module D # BBA109		
1	**Title of Module/Title**	**Management Accounting and Financial Decision Making**
2	**Module/Unit Description**	The course will help the learners to understand about the terms and transactions

		of accounting and its procedures. How the income generated should be and could be managed in an effective and efficient manner at an organisational level as well as personal level. The learners would be able to understand how to make the accounts and the financial statements, and its calculations through different modes and methods. The course would also help to know the latest developments and the achievements around the world. Due to immense competition prevailing in today's time, it is important to know the current situations and its need to survive the financials of the firm. The course would help the learners to achieve the same. Financial planning would help the individuals to cater better to the society. And the economy at the macro level. The course is designed specifically for the people who need to manage their finances. The course would help the learners to gain competitive advantage for the fields of accounts and finance.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. make the financial statements more comprehensively 2. clear analytics of the planning regarding the finances 3. analyse the inter-firm and intra-firm comparisons
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. understand about the various aspects of accounting and its types 2. gather deep knowledge about the functioning of various methods of financial analysis and the statements 3. understand about the various ways through which better decision making can be done 4. use of the practical implications of the formulae and tables in their practical life

3.3	**Skills**	
		At the end of the module/unit the learner will have acquired the following skills: 1. develop the financial statements of the firm with the use of latest technology 2. practice the use of formulae and accounts via excel 3. understand the implications of the financial markets in financial statements 4. learn the planning regarding the tax and its terminologies
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. rationally assess the theoretical and the practical differences of the course being taught 2. apply the course being taught practically 3. evaluate the management of the financial statements at individual level as well as gross level 4. develop various alternatives through which planning can be done and analysed 5. understand the correct use of the payments and the receivables and its management
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10

6	Hours of Total Learning for this module/unit	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	Total Learning Hours for this module/unit.	250 hours	
8	Mode of Delivery	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	Blended Learning	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	Explain how this module/unit will be taught.	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a	

module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Introduction
- Meaning of bookkeeping and accounting
- Principles of accounting
- Importance of financial statement analysis and reporting
- Changing scenarios

Unit 2: Accounting for managerial decision making

- Concept of managerial decision making as per accounting terms
- Importance of CVP Analysis
- Profit volume ratios
- Break even analysis
- Practical implications of break even
- Cash break – even point

Unit 3: Financial statement analysis
- Introduction
- Importance of ratio analysis
- Limitations of ratio analysis
- Rationale behind ratio analysis
- Liquidity ratios
- Leverage ratios
- Profitability ratios
- Activity ratios
- Turnover ratios
- Integrated analysis of ratios

Unit 4: Analysis of financial statements
- Meaning
- Concept
- Nature and scope
- Significance
- Comparative and common size statements
- Techniques of FSA
- Significance of common size statements

		● Significance of comparative statements

Unit 5: Statement of cash flows
- Concept of cash flows
- Limitation of cash flows
- Sources and uses of cash
- Preparation of cash flow statements

Unit 6: Budgeting and profit planning
- Introduction
- Planning process
- Meaning of budgets
- Purpose and significance of budgets
- Merits and limitations of budgeting
- Types of budgets
- Practical implications of budget

Unit 7: Trend analysis
- Meaning and significance of using trend analysis
- Need and significance of trend analysis
- Merits and demerits of trend analysis
- Types of trend analysis
- Process of trend analysis
- Income statements
- Trend analysis
- Balance sheet trend analysis

Unit 8: Preparation of financial statements
- Introduction to financial statements
- Need and significance of financial statements
- Forms and fundamentals of financial statements
- Trading account
- Profit and loss account
- Balance sheet
- Determination of cash flows

Unit 9: Financial reporting
- US GAPP Principles
- Accounting and reporting of financial instruments

- Business combination and corporate restructuring
- Consolidated and separated financial statement of group activities

Unit 10: Case laws

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

- Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.
- The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.

11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.
		● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.
		● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.
		● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

		● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Warren, C. S., Reeve, J. M., & Duchac, J. E. (2021). *Financial accounting: A modern approach* (15th ed.). South-Western Cengage Learning. 2. Kieso, D. E., Weygandt, J. J., & Warfield, T. D. (2023). *Intermediate accounting* (17th ed.). John Wiley & Sons. 3. Libby, R. W., Libby, P. A., & Short, D. J. (2022). *Financial accounting: Theory and practice* (15th ed.). McGraw-Hill Education. **Supplementary Reading Materials:** 1. Harvard Business School. (2021). Enron Corporation: A case study in financial fraud. 2. IESE Business School. (2020). The Volkswagen Emissions Scandal.

		3. Financial Accounting Standards Board (FASB). (n.d.). Retrieved from https://www.fasb.org/ 4. International Accounting Standards Board (IASB). (n.d.). Retrieved from https://www.ifrs.org/groups/international-accounting-standards-board/ 5. Accounting Standards Codification (ASC). (n.d.). Retrieved from https://asc.fasb.org/ 6. Financial Accounting Standards Updates (FASU). (n.d.). Retrieved from https://www.fasb.org/standards/accounting-standard-updates

Sub-Section D – Module D #BBM201		
1	**Title of Module/Title**	Competing in a Global Environment
2	**Module/Unit Description**	The module provides students with an in-depth understanding of the dynamics of global competition and the strategic approaches businesses must adopt to succeed internationally. This course equips students with the knowledge to analyse global markets, assess the challenges of operating across borders, and develop strategies that foster competitive advantage in a globalised economy. Focusing on key themes such as global trade, transnational practices, cultural influences, international marketing, and competitive strategies, this module explores the complexities of globalisation and its impact on business operations. Students will examine real-world examples of multinational corporations, global value chains, and the effects of trade policies and regulations on international business activities. The module emphasises the need for cultural intelligence, ethical decision-making, and sustainability as

		part of competing successfully in a global environment. Through case studies, practical applications, and group projects, students will gain insights into the opportunities and risks of globalisation, and how businesses can leverage international markets to achieve growth and long-term success.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Ability to assess and interpret global market trends, trade policies, and international competition. 2. Skills to develop and implement business strategies that account for the complexities of global competition. 3. Understanding of the cultural and social factors influencing international business operations and consumer behaviour. 4. Competence in identifying and mitigating risks related to global operations, including ethical and legal challenges. 5. Insight into the role of sustainable practices in global business and corporate social responsibility.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the impact of globalisation on businesses and the challenges of competing in international markets. 2. Analyse the role of global value chains, outsourcing, and offshoring in shaping global business strategies.

		3. Evaluate different international market entry strategies and competitive positioning in a global context.
		4. Explore the importance of international business ethics, including issues related to corruption, labor practices, and responsible business conduct.
		5. Examine the role of government regulations, trade policies, and global institutions in shaping the global business environment.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills:
		1. Develop strategic business plans for global expansion, considering cultural, economic, and regulatory factors.
		2. Apply global market analysis tools to evaluate business opportunities and risks in international markets.
		3. Collaborate effectively in diverse teams to address global business challenges and propose innovative solutions.
		4. Conduct SWOT and PESTEL analysis for international businesses, focusing on external and internal factors that influence competitiveness.
		5. Communicate global business strategies and solutions clearly and professionally through written and oral presentations.
		Module-Specific Learner Skills
		At the end of the module/unit the learner will be able to:
		1. Strengthen problem-solving skills by addressing real-world international business challenges.
		2. Enhance critical thinking and analytical abilities by evaluating global

		market conditions and business strategies.
		3. Build teamwork and leadership skills through group projects and collaborative work in diverse environments.
		4. Develop cultural intelligence and adaptability by engaging with global business case studies and scenarios.
		5. Improve professional communication skills, including presenting global business strategies and writing reports.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face

		☒ 100% Online
		☐ Blended Learning
		Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online.
		%
		Contact Hours delivered Face to Face
		%
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** **Unit 1: Globalisation and its Impact on Business:** ● Understanding the drivers and effects of globalisation ● Globalisation and its influence on market dynamics and competition **Unit 2: Transnational Practices and Global Value Chains:**

- Global production, outsourcing, and offshoring
- Managing transnational corporations and their global value chains

Unit 3: International Trade and Market Entry Strategies:

- Trade policies, tariffs, and international regulations
- Market entry modes: exporting, joint ventures, and wholly owned subsidiaries

Unit 4: Cultural Dimensions and Global Business Operations:

- Cross-cultural communication and management
- Adapting to cultural differences and consumer preferences

Unit 5: International Business Ethics and Corporate Responsibility:

- Ethical challenges in global business: corruption, bribery, and sweatshops
- Corporate social responsibility and sustainability in a global context

Unit 6: Global Competitive Strategies:

- Competitive advantage in international markets
- Differentiation, cost leadership, and focus strategies on a global scale

Unit 7: Risk Management in Global Operations:

- Managing political, economic, and operational risks in global markets
- Financial risk management and currency exchange considerations

Unit 8: Technology and Innovation in Global Business:

- Role of technology in enabling global competition

		● Leveraging innovation for international growth **Support:** In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows: ● Student Success Manager: is the first point of contact for every student for any query. ● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. ● If it is a faculty/ module content related query, this is forwarded to the assistant faculty. ● If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. ● In all cases, the turnaround time to resolve the query is within 3 working days. ● All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units

studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.

- End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific

		rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Hill, C. W. L., & Hult, G. T. M. (2021). *International Business: Competing in the Global Marketplace* (13th ed.). McGraw-Hill Education. 2. Cavusgil, S. T., Knight, G., Riesenberger, J. R. (2020). *International Business: The New Realities* (5th ed.). Pearson. 3. Peng, M. W. (2020). *Global Strategy* (4th ed.). Cengage Learning. **Supplementary Reading Materials:** 1. Rugman, A. M., & Collinson, S. (2021). *International Business* (7th ed.). Pearson. 2. Wild, J. J., & Wild, K. L. (2021). *International Business: The Challenges of Globalization* (10th ed.). Pearson. 3. Ghemawat, P. (2018). *The Laws of Globalization and Business Applications* (1st ed.). Cambridge University Press.

Sub-Section D – Module D # BBM202		
1	**Title of Module/Title**	Leadership & Change Management
2	**Module/Unit Description**	This module aims to equip students with the theoretical understanding and practical skills necessary to lead teams effectively and manage organizational change in dynamic business environments. This course explores leadership theories, change management strategies, and the skills required to guide organizations through transitions, whether driven by internal or external forces. Students will analyze different leadership styles, approaches to motivating teams, and the critical role leaders play in shaping organizational culture and performance. Additionally, they will study the change management process, including planning, communication, resistance management, and post-change evaluation. The module also emphasizes the importance of ethical leadership, emotional intelligence, and adaptability when navigating complex business challenges. Through case studies, group work, and practical applications, students will gain insights into leading organizations successfully through periods of transformation.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Ability to apply different leadership styles based on organizational needs and team dynamics. 2. Proficiency in planning and implementing organizational change effectively. 3. Competence in communicating change strategies and managing stakeholder expectations.

		4. Enhanced problem-solving skills to address challenges during organizational transitions.
		5. Development of self-awareness and social awareness in managing teams and organizational culture.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the key theories of leadership and how they apply to various organizational contexts. 2. Analyze different approaches to managing organizational change and their effectiveness. 3. Evaluate the impact of leadership on organizational culture, employee engagement, and performance. 4. Explore the factors that contribute to resistance to change and how to overcome them. 5. Examine the ethical considerations in leadership and change management.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Develop strategic leadership approaches tailored to diverse team dynamics and business needs. 2. Implement change management models and frameworks in practical scenarios. 3. Communicate change strategies effectively to various stakeholders, ensuring buy-in and minimizing resistance. 4. Analyze organizational structures and culture to assess readiness for change and identify potential challenges. 5. Apply emotional intelligence in leadership roles, particularly in high-pressure or transformational situations.

		Module-Specific Learner Skills At the end of the module/unit the learner will be able to: 1. Enhance problem-solving and critical thinking abilities through case-based analysis. 2. Strengthen team collaboration and leadership skills in diverse settings. 3. Improve communication and presentation skills, especially in change-related contexts. 4. Build adaptability and resilience in managing complex, uncertain environments. 5. Develop ethical reasoning skills when addressing leadership and change-related challenges.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours — 50
		Self – Study Hours — 100
		Assessment Hours — 50

		Supervised Placement and Practice Hours [50]
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. [%]
		Contact Hours delivered Face to Face [%]
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: - Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. - Notes of the faculty lecture - Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. - Unit-wise assessment which is multiple choice questions. - Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. - After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** **Unit 1: Introduction to Leadership Theories** - Overview of leadership styles: transformational, transactional,

servant leadership, and situational leadership.
- The role of leadership in shaping organizational success.

Unit 2: Leadership vs. Management

- Differences and synergies between leadership and management.
- Leadership's influence on organizational culture and strategic direction.

Unit 3: Emotional Intelligence in Leadership

- The importance of self-awareness, empathy, and social skills.
- Developing emotional intelligence as a critical leadership skill.

Unit 4: Theories of Change Management

- Lewin's Change Model, Kotter's 8-Step Change Model, and the ADKAR Model.
- Understanding the stages of change and how to apply them in real-life scenarios.

Unit 5: Planning for Change

- Identifying the need for change.
- Creating a vision and strategy for change initiatives.
- Assessing organizational readiness for change.

Unit 6: Leading Change and Overcoming Resistance

- Communication strategies to manage resistance to change.
- Engaging employees and stakeholders in the change process.
- Managing conflict during periods of organizational transition.

Unit 7: Organizational Culture and Change

- The role of organizational culture in supporting or hindering change.

- Aligning leadership and change strategies with organizational values and beliefs.

Unit 8: Ethical Leadership in Change Management

- Understanding the ethical responsibilities of leaders during periods of change.
- Promoting transparency, accountability, and fairness during the change process.

Unit 9: Evaluating Change Effectiveness

- Methods for assessing the impact of change initiatives.
- Post-change evaluation and continuous improvement strategies.

Unit 10: Future Trends in Leadership and Change Management

- The impact of technology, globalization, and innovation on leadership and change management.
- The evolving role of leaders in a rapidly changing business environment.

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.

		- In all cases, the turnaround time to resolve the query is within 3 working days. - All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. - Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. - The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	- We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. - End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at

		regular intervals to make the assessment contemporary.
		• Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.
		• End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.
		• Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA

13	**Reading List**	
		Core Reading Materials: 1. Northhouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Sage Publications. 2. Kotter, J. P. (2012). *Leading Change* (1st ed.). Harvard Business Review Press. 3. Cameron, E., & Green, M. (2020). *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change* (5th ed.). Kogan Page. **Supplementary Reading Materials:** 1. Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ* (10th ed.). Bantam. 2. Yukl, G. A. (2019). *Leadership in Organizations* (9th ed.). Pearson. 3. Gill, R. (2011). *Theory and Practice of Leadership* (2nd ed.). Sage Publications.

Level 5 Finance & Accounting Pathway

Sub-Section D – Module D # BAF301		
1	**Title of Module/Title**	Financial Reporting
2	**Module/Unit Description**	This module aims to equip students with essential knowledge and skills related to the preparation, analysis, and presentation of financial information. This course focuses on the financial disclosure requirements for different stakeholders, the regulatory frameworks governing financial reporting, and the practical techniques for budgeting, variance analysis, and investment appraisal. Students will explore how financial information is communicated to stakeholders

		such as shareholders, creditors, and managers, and how financial reporting influences business decisions, including funding, investment, and forecasting future financial positions. The course also addresses the responsibilities of those involved in financial reporting, ensuring compliance with regulations and governance frameworks, and providing transparency in both incorporated and unincorporated organizations.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: ● Ability to prepare, interpret, and report financial information to different stakeholders. ● Competence in setting and monitoring budgets to support business objectives. ● Skills to analyze budget variances and recommend management actions. ● Proficiency in using financial appraisal techniques to evaluate capital investments. ● Competence in preparing and presenting financial reports for various audiences.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the regulatory frameworks governing financial reporting and the responsibilities of those involved. 2. Analyze the role of financial reporting in organizational decision-making, including funding and investment. 3. Explain the purpose and process of setting budgets and monitoring financial performance.

		4. Evaluate different investment appraisal techniques and their application in decision-making. 5. Examine financial statements to assess a business's financial performance and position.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Prepare financial reports in compliance with regulatory frameworks and stakeholder requirements. 2. Set and monitor budgets, conduct variance analysis, and prepare budget monitoring reports. 3. Perform investment appraisals using methods such as NPV, IRR, payback, and ARR. 4. Prepare control accounts, reconciliation statements, and management reports on financial performance. 5. Use financial analysis techniques to evaluate business performance and present findings to stakeholders.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to: 1. Develop problem-solving skills by analyzing complex financial scenarios. 2. Enhance analytical and critical thinking abilities through financial reporting and investment analysis. 3. Strengthen communication skills through the preparation and presentation of financial reports. 4. Improve decision-making capabilities by applying financial techniques to real-world business problems. 5. Build ethical awareness and responsibility in financial reporting practices.

		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. %
		Contact Hours delivered Face to Face %
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits.

Each sub-unit comprises of the following resources:

- Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
- Notes of the faculty lecture
- Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
- Unit-wise assessment which is multiple choice questions.
- Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Introduction to Financial Reporting

- Purpose of financial reporting.
- Disclosure of financial information to various stakeholders.
- Overview of regulatory frameworks and governance of financial reporting.

Unit 2: Governance and Compliance in Financial Reporting

- Duties and responsibilities of financial officers.
- Compliance with financial reporting standards and regulations.
- Reporting for unincorporated vs. incorporated organizations.

Unit 3: Budget Setting and Monitoring

- The purpose of budgeting and its role in business planning.
- Budget-setting process and resource allocation.
- Monitoring budgets and variance analysis as a management tool.

Unit 4: Types of Budgets

- Incremental, zero-based, and flexible budgets.
- Advantages and disadvantages of different budgeting types.
- Budget monitoring and preparation of budget reports for different stakeholders.

Unit 5: Variance Analysis

- Determining reasons for budget variances.
- Management actions to address variances.
- Preparation of variance analysis reports.

Unit 6: Control Accounts and Reconciliation

- Purpose and function of control accounts.
- Link to other financial records and books of prime entry.
- Preparation of control accounts and reconciliation statements for trade receivables, payables, and other financial transactions.

Unit 7: Investment Appraisal Techniques

- Purpose and application of capital investment appraisal techniques.
- Payback period, accounting rate of return (ARR), net present value (NPV), and internal rate of return (IRR).
- Non-financial factors affecting investment decisions, including corporate social responsibility.

Unit 8: Advanced Investment Appraisal

- Impact of taxation and inflation on investment appraisals.
- Adjusting for risk and uncertainty in investment decisions (e.g., sensitivity analysis, simulation).

- Asset replacement and depreciation methods (straight-line and reducing balance).

Unit 9: Financial Statement Analysis

- Analysis of financial statements: profitability, liquidity, and efficiency ratios.
- Evaluating financial performance using gross profit margin, net profit margin, current ratio, acid test ratio, and inventory turnover rate.
- Trend analysis and comparisons with competitors.

Unit 10: Preparing and Presenting Financial Reports

- Preparation of reports for senior managers and other stakeholders.
- Use of spreadsheets to create graphs and visualizations (e.g., pie charts, bar charts, scatter graphs).
- Presenting financial information using appropriate formats and software tools.

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.

		● All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

		● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:**

1. Elliott, B., & Elliott, J. (2020). *Financial Accounting and Reporting* (19th ed.). Pearson Education.
2. Atrill, P., & McLaney, E. (2019). *Accounting and Finance for Non-Specialists* (11th ed.). Pearson.
3. Drury, C. (2021). *Management and Cost Accounting* (11th ed.). Cengage Learning.

Supplementary Reading Materials:

1. Weetman, P. (2019). *Financial and Management Accounting: An Introduction* (8th ed.). Pearson.
2. Lumby, S., & Jones, C. (2020). *Investment Appraisal and Financial Decisions* (9th ed.). Cengage Learning.
3. Collier, P. M. (2018). *Accounting for Managers: Interpreting Accounting Information for Decision-Making* (6th ed.). Wiley.

Sub-Section D – Module D # BAF302		
1	**Title of Module/Title**	**Financial Planning and Control**
2	**Module/Unit Description**	The Financial Planning & Control module equips students with a comprehensive understanding of financial planning processes and their critical role in corporate decision-making. This course emphasizes the strategic integration of financial planning into corporate governance, risk management, and business control systems in both domestic and global environments. Students will develop skills in financial forecasting, managing financial resources, and evaluating risks and performance. The course also explores various sources of finance, financial and money markets, investment strategies, and corporate governance structures, providing a practical perspective on financial

		management in today's dynamic business environment.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: ● ability to analyze financial statements, interpret financial data, and predict future financial positions. ● prepare and execute corporate financial plans, including setting financial targets, allocating resources, and monitoring performance. ● risk assessment techniques such as sensitivity analysis and portfolio management ● Understand the role of corporate governance in financial reporting and control ● evaluate capital investment projects using various appraisal techniques (e.g., NPV, IRR, Payback), considering both financial and non-financial factors.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the functions of financial planning and control. 2. Understand sources of business finance and the techniques used to develop investment strategy. 3. Understand global financial risk management. 4. Understand the principles of corporate governance and how they support effective financial planning and control.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Demonstrate the ability to evaluate financial statements, identify trends,

		and analyze the financial performance of an organization. 2. Prepare detailed financial plans aligned with corporate objectives, and use monitoring systems to assess financial outcomes. 3. Use analytical tools such as sensitivity analysis, scenario planning, and AI-driven forecasting to manage and mitigate financial risks. 4. Assess investment proposals using financial techniques such as Net Present Value (NPV) and Internal Rate of Return (IRR), while considering qualitative factors like corporate social responsibility. Demonstrate knowledge of governance principles, audit processes, and compliance frameworks, ensuring accountability in financial reporting and control.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to: 1. Critical Thinking and Problem Solving 2. Communication Skills 3. Teamwork and Collaboration 4. Time Management and Organization
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5

5	**Total Number of ECTS for this module/unit**	10	
6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	

10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources:
		  ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
		  ● Notes of the faculty lecture
		  ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
		  ● Unit-wise assessment which is multiple choice questions.
		  ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.	

- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Corporate Financial Planning

- Purpose and aims of corporate plans.
- Process of corporate financial planning (capital structure, objectives, risk management, resource allocation).
- Key requirements of financial planning: financial statements, real-time information, financing requirements, and monitoring systems.

Unit 2: Financial Performance and Monitoring Systems

- Financial performance outcomes, trends, and targets.
- Setting and evaluating financial performance objectives.
- Monitoring systems and financial reporting for strategic management.

Unit 3: Sources of Finance

- Short-term and long-term finance options (overdrafts, loans, equity, venture capital).
- Internal and external finance (retained earnings, crowdfunding, P2P lending).
- Evaluating the cost of finance, liquidity, and gearing ratios.

Unit 4: Financial and Money Markets

- Role of national and international money markets.
- Financial intermediaries, stock and corporate bond markets.
- Instruments in money markets (interest-bearing, discount, derivatives).

Unit 5: Investment Portfolio Management

- Portfolio management tools and strategies.
- Strategic management models and the balanced scorecard.
- Modern portfolio theory (MPT) and financial risk management.

Unit 6: Global Financial Management

- Financial strategies in global markets.
- Managing capital investment, exchange rate risk, and interest rate risk.
- International finance challenges (taxation, corporate legislation, competitive advantage).

Unit 7: Risk Management in Financial Planning

- Financial risks in the global market (currency and interest rate risks).
- Techniques for identifying and managing risk (PESTLE, SWOT, Delphi Technique).
- Sensitivity analysis, forecasting, and AI-driven risk management.

Unit 8: Currency and Interest Rate Risk Management

- Methods to manage interest and currency risks (forward contracts, matching).
- Limitations and benefits of financial risk management techniques.
- Evaluation of financial risk management approaches.

Unit 9: Corporate Governance in Financial Control

- Role of corporate governance in financial control.
- Governance principles, accountability, and committee structures.

● Fiduciary duties, independent audits, and compliance with key regulations (e.g., UK Corporate Governance Code).

Unit 10: Financial Control and Audit Implications

● Impact of external and internal audits on financial reporting and control.
● Practical implications for financial reporting, audit opinions, and risk management.
● Engaging with stakeholders and understanding their interests in financial planning.

Support:

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● Student Success Manager: is the first point of contact for every student for any query.
● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
● If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
● If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
● In all cases, the turnaround time to resolve the query is within 3 working days.
● All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.
● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once

		the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

		● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Brigham, E. F., & Houston, J. F. (2019). *Fundamentals of Financial Management* (15th ed.). Cengage Learning. 2. Atrill, P., & McLaney, E. (2020). *Accounting and Finance for Non-Specialists* (12th ed.). Pearson. 3. Ross, S. A., Westerfield, R., Jaffe, J., & Jordan, B. (2021). *Corporate Finance* (13th ed.). McGraw-Hill Education. 4. Collier, P. M. (2020).

	Accounting for Managers: Interpreting Accounting Information for Decision Making (6th ed.). Wiley.
	Supplementary Reading Materials:
	1. Kaplan, R. S., & Norton, D. P. (2020). *The Balanced Scorecard: Translating Strategy into Action*. Harvard Business Review Press.
	2. Damodaran, A. (2021) *The Dark Side of Valuation: Valuing Young, Distressed, and Complex Businesses* (3rd ed.). Pearson.
	3. Cohen, E. (2018) *Corporate Governance and Business Ethics*. Springer.

Sub-Section D – Module D # BBM203		
1	**Title of Module/Title**	**Business Law for Managers**
2	**Module/Unit Description**	This course provides students with a thorough understanding of the legal principles that impact business operations and managerial decision-making. The module covers essential aspects of business law, including the legal system, sources of law, contracts, insolvency, intellectual property, consumer protection, and corporate law. By integrating theory with practical applications, students will develop a strong foundation in legal concepts and their relevance to business management.

This course emphasises the legal responsibilities and obligations of business managers, as well as the strategic importance of complying with laws to mitigate risk and ensure business continuity. Through case studies, real-world examples, and legal scenarios, students will learn how to navigate legal challenges in business, understand regulatory requirements, and apply legal |

		knowledge to improve managerial effectiveness.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Ability to identify and understand key legal issues that affect business operations. 2. Expertise in analyzing and drafting business contracts, while identifying risks related to breach or non-compliance. 3. Ability to assess and manage legal risks associated with insolvency, intellectual property, and competition law. 4. Understanding of the legal responsibilities of directors and managers, including compliance with corporate law and handling fraud. 5. Proficiency in applying consumer protection laws to safeguard customer relationships and corporate reputation.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understanding of the Legal System 2. Sources of Law 3. Explain Contract Law Principles 4. Understand Insolvency and Administration Laws 5. Recognize and Apply Competition Law 6. Understand Intellectual Property (IP) Law 7. Explain Consumer Protection Laws 8. Understand Corporate Governance and Company Law
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Ability to analyze the structure and hierarchy of the legal system and

explain its relevance to business operations.

2. Interpret contracts and identify key elements such as offers, acceptance, consideration, and terms, as well as recognize factors that could invalidate a contract.
3. Assess the impact of insolvency laws on businesses and propose strategies to mitigate risks.
4. Evaluate the role of competition law and its influence on market behaviour, mergers, and monopolies.
5. Identify and apply intellectual property laws to protect business assets and innovations.
6. Implement consumer protection laws and ensure compliance with consumer rights regulations.
7. Analyse corporate governance laws and distinguish the roles and duties of directors and managers.

Module-Specific Learner Skills

At the end of the module/unit the learner will be able to;
1. apply legal reasoning to solve complex business issues.
2. identify legal challenges in business operations and develop appropriate legal strategies.
3. articulate legal concepts clearly and effectively in a business context.
4. research legal precedents, cases, and statutes to support decision-making.
5. Understanding of the ethical implications of legal actions in business and corporate governance.

Module-Specific Digital Skills and Competences

At the end of the module/unit, the learner will be able to

- use of charts, data and its interpretation

		● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.	
4	**MQF Level pegged for this module/unit**	5	
5	**Total Number of ECTS for this module/unit**	10	
6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. % Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture	

		3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. 4. Unit-wise assessment which is multiple choice questions. 5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. 6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** Unit 1: The Legal System ● Overview of the legal system: unwritten constitution, parliamentary governance, head of state, and royal prerogative. ● The roles of the legislature, judiciary, civil, and criminal courts. ● Court hierarchy, burden of proof, and judicial review. ● Key figures in the legal system: magistrates, judges, barristers, solicitors. Unit 2: Sources of Law ● Acts of Parliament, common law, and equity. ● Case law and judicial precedent. ● European law and its impact on the legal system. ● How laws are made, enforced, and interpreted. ● Remedies for breaches of law, with key case examples. Unit 3: Obligation and Contract Law ● Essential elements of contracts: offer, invitation to treat, acceptance, intention, and consideration. ● Terms and conditions, warranties, and exclusion clauses. ● Misrepresentation, duress, undue influence, and other vitiating factors.

- Breach of contract: discharge, remedies, and damages.
- Key case studies and applications of contract law.

Unit 4: Insolvency and Administration

- Definitions of bankruptcy, receivership, administration, and insolvency.
- Legislation: Insolvency Act 1986, Enterprise Act 2002, Insolvency Rules 2016, and company law.
- Processes of administration, liquidation, and voluntary arrangements.
- Directors' personal liability: wrongful trading, fraudulent trading, delinquency, and disqualification.
- Case studies on corporate insolvency and administration.

Unit 5: Competition Law and Business Regulation

- Laws on monopolies, mergers, and anti-competitive practices.
- Competition Act 1998 and EU regulations on competition (Articles 101-102).
- Role of the Competition and Markets Authority (CMA) and enforcement.
- Case studies on monopolies, mergers, and anti-competitive practices.
- Impact on specific business sectors and international trade risks (WTO).

Unit 6: Intellectual Property Law

- Forms of intellectual property: works of authorship, inventions, brands, and trade secrets.
- Protection mechanisms: patents, copyrights, trademarks, and general information security.
- Processes for intellectual property registration and remedies for infringement.
- International protection of intellectual property.

- Importance of intellectual property to businesses and managing infringement risks.

Unit 7: Consumer Protection Legislation

- Consumer Rights Act 2015, Trade Descriptions Act 1968, Consumer Protection Act 1987, and Consumer Contracts Regulations 2014.
- Key features of consumer protection laws: enforcement, infringement, and penalties.
- Remedies for consumers: return of goods, compensation, replacement, and legal action.
- Case studies on consumer protection and its impact on businesses.

Unit 8: Company Law: Formation and Constitution

- Companies Act 2006 and Limited Liability Partnership Act 2000.
- Formation of companies: limited companies, public limited companies (PLCs), and limited liability partnerships (LLPs).
- Registration process with Companies House, memorandum and articles of association.
- Company capital, types of shares, shareholder rights, and dividends.
- Taxation and meeting financial liabilities.

Unit 9: Corporate Governance and Management

- The concept of separate legal personality and implications of limited liability.
- Duties of directors: legal responsibilities, distinction between directors and managers.
- Record-keeping, reporting requirements, and shareholder registers.

			● Insurance requirements and fraud prevention. ● Personal liability of directors for wrongful and insider trading. **Support:** In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows: 1. Student Success Manager: is the first point of contact for every student for any query. 2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. 3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty. 4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. 5. In all cases, the turnaround time to resolve the query is within 3 working days. 6. All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. 1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. 2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**		● We implement both continuous and end-of-module assessments.

Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.

- End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these

		rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Adams, A., 2020. *Law for Business Students*. 11th ed. Pearson. 2. Riches, S. and Allen, V., 2019. *Keenan and Riches' Business Law*. 14th ed. Pearson. 3. Macintyre, E., 2021. *Essentials of Business Law*. 7th ed. Pearson. **Supplementary Reading Materials:** 1. Davies, P. & Worthington, S. (2022). *Gower: Principles of Modern Company Law* (11th ed.). Sweet & Maxwell. 2. Macey, J.R. & O'Hara, M. (2020). *The Corporate Governance of Banks*. *Journal of Financial Regulation*, 6(2), 202-234. 3. Armour, J., Hansmann, H., & Kraakman, R. (2020). *What is Corporate Law? Harvard Law Review*, 134(1), 32-68. 4. UK Government: Companies House https://www.gov.uk/government/orga nisations/companies-house

Level 5 Electives in Hospitality & Tourism

Sub-Section D – Module D # BTH401		
1	**Title of Module/Title**	**Introduction and Development of the Tourism and Hospitality Industry**
2	**Module/Unit Description**	This module provides an in-depth introduction to the tourism and hospitality industry, exploring its historical context, key developments, and contemporary challenges. It covers the foundational concepts of tourism, such as inbound, outbound, and domestic tourism, and examines the influence of technological, economic, and social advancements on the industry's growth. Students will gain an understanding of the various types of businesses within the sector, including accommodation, restaurants, transport, and travel agencies, and learn about the organisational structure, regulatory requirements, and key governing bodies. Additionally, the module addresses the role and importance of Destination Management Organisations (DMOs) in managing tourism destinations, ensuring sustainability, competitiveness, and cooperation. Through an analysis of current trends and issues, students will develop the knowledge and skills necessary to manage tourism and hospitality operations effectively in a global context.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Understanding the historical, social, economic, and political factors that shape the tourism and hospitality industry. 2. Ability to manage and operate various types of tourism and hospitality businesses, from accommodation to tour operations.

		3. Competency in managing tourism destinations, including sustainability, competitiveness, and stakeholder cooperation.
		4. Developing strategies to address contemporary challenges such as environmental concerns, social changes, and technological disruptions.
		5. Skills in managing relationships between public and private stakeholders in tourism development.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the main factors affecting the development of the tourism and hospitality industry. 2. Know about the factors affecting consumer demand within the tourism and hospitality industry. 3. Understand the roles and functions of organisations within the tourism and hospitality industry. 4. Understand the roles, functions and actions of destination management organisations.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Analyse the historical development of tourism and hospitality industries. 2. Distinguish between different types of tourism (inbound, outbound, domestic). 3. Assess the impact of technological, social, and economic developments on the industry. 4. Evaluate contemporary trends and challenges influencing the tourism and hospitality sector. 5. Understand the role of Destination Management Organisations and their impact on destination competitiveness.

		6. Apply key theories of tourist motivation to predict and influence tourist demand. 7. Develop and manage tourism and hospitality businesses effectively.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Develop the ability to critically evaluate complex issues facing the tourism and hospitality industry. 2. Ability to communicate tourism management concepts and strategies effectively. 3. Use strategic tools to address challenges such as sustainability and competitiveness in tourism destinations. 4. Collaborate with others in the management and development of tourism and hospitality operations. 5. Lead projects that focus on developing sustainable tourism strategies and managing diverse stakeholder groups.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10

6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture 3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. 4. Unit-wise assessment which is multiple choice questions. 5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. 6. After the student completes all units, the student is required to attempt a	

module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: The Historical Context of the Tourism and Hospitality Industry

- Origins and evolution of tourism and hospitality
- Key milestones in the development of the global tourism industry
- Influence of historical events on tourism growth

Unit 2: Types of Tourism

- Definitions and differences between inbound, outbound, and domestic tourism
- Key tourism markets and destinations
- The role of government policies in promoting different types of tourism

Unit 3: Technological, Economic, and Social Developments

- The impact of technological advancements on tourism (e.g., online bookings, social media)
- Economic growth and its influence on tourism and hospitality demand
- Social trends affecting tourism patterns (e.g., demographic shifts, changing consumer preferences)

Unit 4: Contemporary Trends and Challenges in the Tourism and Hospitality Industry

- Trends such as sustainable tourism, wellness tourism, and adventure tourism
- Key issues including environmental concerns, political instability, and economic challenges
- The role of globalisation in shaping the tourism industry

Unit 5: Factors Influencing Tourist Demand

- Key factors affecting tourist demand, such as income, leisure time, and cultural preferences
- Theories of tourist motivation (e.g., push and pull factors)
- Influence of marketing and branding on tourist choices

Unit 6: Types of Businesses in the Tourism and Hospitality Industry

- Overview of accommodation providers (hotels, resorts, guesthouses)
- Restaurant and food service operations
- Transport provision (airlines, rail, bus, and car hire)
- Visitor attractions and their management
- Role of tour operators and travel agents in facilitating travel experiences
- Package holidays: concept, structure, and management

Unit 7: Structure and Organisation of the Tourism and Hospitality Industry

- Organisation and management of tourism businesses
- Role of government agencies and private sector in tourism development
- Regulation of tour operators and travel agencies
- Governing bodies and international regulatory frameworks

Unit 8: Destination Management

- The need for effective management of tourism destinations
- Principles of sustainable tourism and destination competitiveness
- Cooperation between stakeholders (public-private partnerships)

Unit 9: The Role of Destination Management Organisations (DMOs)

- Functions and responsibilities of National, Regional, and Local DMOs
- Role of DMOs in marketing and promoting destinations
- Strategies for enhancing the attractiveness and competitiveness of destinations

Unit 10: Issues Faced by Destination Management Organisations (DMOs)

- Challenges such as free-riding, stakeholder management, and limited resources
- Role of the public sector in destination management
- Issues related to public-private partnerships and funding mechanisms

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

		● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

		● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Walker, J. R. (2020). *Introduction to Hospitality* (8th ed.). Pearson. 2. Goeldner, C. R., & Ritchie, J. R. B. (2019). *Tourism: Principles, Practices, Philosophies* (13th ed.). Wiley.

		3. Page, S. J. (2022). *Tourism Management* (7th ed.). Routledge. **Supplementary Reading Materials:** 1. Cooper, C., & Hall, C. M. (2019). *Contemporary Tourism: An International Approach* (4th ed.). Goodfellow Publishers. 2. Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2021). *Tourism: Principles and Practice* (6th ed.). Pearson. 3. Kotler, P., Bowen, J. T., & Makens, J. C. (2018). *Marketing for Hospitality and Tourism* (7th ed.). Pearson.

Sub-Section D – Module D # BTH402		
1	**Title of Module/Title**	Sustainability in Tourism and Hospitality
2	**Module/Unit Description**	This module offers an in-depth exploration of sustainability in the tourism and hospitality industry. It begins with a review of the history of sustainable development, followed by a discussion of the United Nations Sustainable Development Goals (SDGs) and relevant policies. Students will gain a solid understanding of the environmental, social, and economic impacts of tourism and hospitality on various types of destinations, including urban, coastal, island, and rural areas. The course examines sustainable tourism principles, policies, and best practices, highlighting their relationship to sustainable development. Key topics include the principles of destination management, corporate social responsibility (CSR), and various sustainability initiatives. The module also covers frameworks for measuring the success of sustainability initiatives, offering practical insights into how tourism and hospitality businesses can implement and monitor sustainable practices.
3	**Learning Outcomes**	

3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Understand the key principles of sustainability and their application to tourism and hospitality. 2. Comprehend global, regional, and national policies related to sustainable tourism and development. 3. Evaluate the economic, social, and environmental impacts of tourism and hospitality on various destinations. 4. Implement sustainable business practices in tourism and hospitality sectors, using tools like CSR and ESG reporting. 5. Use sustainability indicators to assess and improve tourism and hospitality operations.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand sustainability and the sustainable development concept 2. Understand the impacts of the tourism and hospitality industry on destinations. 3. Understand the principles of sustainable tourism. 4. Understand sustainability initiatives in tourism and hospitality businesses.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Critically analyse the history and development of sustainable development in tourism and hospitality. 2. Evaluate the impact of tourism on urban, coastal, island, and rural destinations. 3. Develop and implement sustainable business strategies that align with the UN SDGs. 4. Assess the effectiveness of policies aimed at promoting sustainable tourism. 5. Apply best practices in managing sustainable tourism businesses. 6. Use sustainability indicators to measure the success of sustainability initiatives. ***Module-Specific Learner Skills*** At the end of the module/unit the learner will be able to;

1. Ability to critically assess sustainability challenges and develop solutions.
2. Competence in analysing tourism policies, sustainability reports, and business practices.
3. Ability to develop strategies for mitigating the negative impacts of tourism and hospitality.
4. Capacity to present sustainability concepts and strategies effectively to different stakeholders.
5. Skills in leading sustainable business practices in tourism and hospitality organisations.

Module-Specific Digital Skills and Competences
At the end of the module/unit, the learner will be able to

- use of charts, data and its interpretation
- Use of PowerPoint
- Use of Google search, internet etc.
- A brief mention of boolean search technique.

4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement 50 and Practice Hours
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. %
		Contact Hours delivered Face to Face %

10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:**
		Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture 3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. 4. Unit-wise assessment which is multiple choice questions. 5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. 6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** **Unit 1: History of Sustainable Development** ● Origins and key milestones in the development of sustainable development ● The Brundtland Report and its significance in the context of tourism and hospitality ● Concepts of sustainability: 3-legged stool (economic, social, and environmental) and Circular Economy **Unit 2: United Nations Sustainable Development Goals (SDGs)** ● Overview of the 17 UN SDGs ● How the SDGs are linked to the tourism and hospitality industry ● Case studies of tourism and hospitality businesses contributing to the SDGs **Unit 3: Sustainable Development Policies** ● Global and regional policies for sustainable development ● National and local government policies related to tourism and hospitality sustainability ● Role of international organisations such as the United Nations and OECD **Unit 4: Impacts of Tourism and Hospitality on Destinations**

- Environmental, social, and economic impacts of tourism on different destination types:
  - Urban
  - Coastal
  - Island
  - Rural
- Case studies examining the positive and negative impacts of tourism on destinations

Unit 5: Economic, Social, and Environmental Impacts of Tourism and Hospitality

- Economic impacts, including employment, income generation, and infrastructure development
- Social impacts, such as cultural exchange, community development, and challenges related to over-tourism
- Environmental impacts, focusing on pollution, resource consumption, and conservation efforts

Unit 6: Principles of Destination Management for Sustainability

- Key principles for managing destinations sustainably
- Strategies for balancing environmental, economic, and social priorities
- Cooperation among stakeholders in destination management, including public and private sectors

Unit 7: Introduction to Sustainable Tourism

- Relationship between sustainable tourism and sustainable development
- The role of sustainable tourism in fostering economic and social development
- Connection between sustainable tourism and environmental preservation

Unit 8: Policies for Sustainable Tourism

- Overview of sustainable tourism policies from various organisations:
  - United Nations World Tourism Organisation (UNWTO)
  - Organisation for Economic Co-operation and Development (OECD)
  - European Union (EU)
  - Association of Southeast Asian Nations (ASEAN)

○ National-level policies promoting sustainable tourism practices

Unit 9: Sustainability in Business

- The role of Corporate Social Responsibility (CSR) in the tourism and hospitality industry
- Understanding green consumers and their influence on business practices
- Environmental, Social, and Governance (ESG) reporting in tourism and hospitality
- Regulatory frameworks for sustainability in tourism and hospitality businesses

Unit 10: Best Practices and Measuring Sustainability in Tourism and Hospitality

- Best practices in sustainable tourism and hospitality business across sectors:
    - Travel
    - Accommodation
    - Restaurants
    - Tour Operators
- Sustainability initiatives such as policies, certification programs, and awards
- Incentives for staff and businesses to adopt sustainable practices
- Measuring success: Sustainability indicators and performance metrics for tourism and hospitality businesses

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

		Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

		● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** ● Edgell, D. L., & Swanson, J. R. (2019). *Sustainable Tourism: An International Perspective* (3rd ed.). Routledge. ● Weaver, D. (2020). *Sustainable Tourism: Theory and Practice* (2nd ed.). Routledge. ● Hall, C. M., & Gossling, S. (2021). *Sustainable Tourism Futures: Perspectives on Global Policies and Local Practices*. Goodfellow Publishers. **Supplementary Reading Materials:** 1. Font, X., & McCabe, S. (2019). *Sustainability and Marketing in the Tourism and Hospitality Industry*. Routledge. 2. Ruhanen, L., & Cooper, C. (2020). *Tourism, Sustainability, and the UN SDGs: Interdisciplinary Perspectives*. Springer. 3. Jones, P., & Hillier, D. (2021). *Sustainable Hospitality: The Next Frontier in Hospitality*. Goodfellow Publishers. 4. Mair, J., & Reid, S. (2021). *Events and Sustainability: Critical Insights on a Global Issue*. Routledge. 5. UNEP & WTO. (2019). *Making Tourism More Sustainable: A Guide for Policy Makers*. United Nations Environment Programme and World Tourism Organisation.

Sub-Section D – Module D # BTH403		
1	**Title of Module/Title**	**Tourism and Hospitality Customer Relationship Management**
2	**Module/Unit Description**	This module offers students an in-depth understanding of how to build and sustain strong relationships with customers in the tourism and hospitality sectors. The course emphasizes the importance of customer relationship management (CRM) for improving customer satisfaction, increasing loyalty, supporting information exchange, and driving business growth through cross-selling and upselling opportunities. The curriculum addresses various customer-focused strategies, including customer satisfaction measurement, complaint management, social media engagement, service culture development, and the implementation of digital strategies. Through the exploration of performance indicators, feedback analysis, and quality management, students will learn how to create a customer-centric organization that fosters long-term relationships and builds brand loyalty. The course also highlights the role of teamwork and leadership in delivering exceptional customer service, as well as methods for monitoring and assessing team and service performance. An end-of-term assessment will allow students to demonstrate their ability to apply CRM strategies to real-world scenarios.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Ability to implement CRM strategies for improving customer retention and loyalty. 2. Competence in using digital tools and social media for enhancing customer relationships.

		3. Skill in creating and maintaining a customer-focused service culture within organizations. 4. Proficiency in handling challenging customer interactions and resolving complaints effectively. 5. Leadership skills in managing and leading teams that deliver exceptional customer service. 6. Ability to analyze and improve customer service performance using KPIs and CRM metrics.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Know about customer relationship management in the tourism and hospitality industry. 2. Understand the nature of customer decision making. 3. Understand the importance of teamwork in the context of managing customer relations. 4. Understand how to effectively monitor and communicate levels of customer service.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Develop and implement CRM strategies to enhance customer loyalty and satisfaction in tourism and hospitality organizations. 2. Utilize digital tools and social media platforms to engage with customers and improve service quality. 3. Analyze customer feedback, performance indicators, and complaints to identify areas for improvement. 4. Lead and manage customer service teams effectively, fostering a service-oriented culture. 5. Apply conflict resolution strategies to handle challenging customer

		situations and maintain brand reputation. 6. Measure and assess customer service performance using industry-standard KPIs and metrics.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Ability to manage CRM projects from planning to implementation and evaluation. 2. Capability to analyze customer behavior, feedback, and performance data to improve CRM strategies. 3. Proficiency in using digital tools and platforms for customer engagement and relationship management. 4. Competence in leading and managing teams in delivering exceptional customer service. 5. Strong communication skills for interacting with customers, resolving complaints, and engaging teams. 6. Ability to develop long-term CRM strategies that align with business goals and customer expectations.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10

6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a	

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module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: The Importance of Customer Relationship Management (CRM) in Tourism and Hospitality

- Definition and role of CRM in customer retention and satisfaction
- Benefits of CRM to customers and organizations
- CRM as a tool for building customer loyalty and generating referrals
- Cross-selling, upselling, and customer retention strategies

Unit 2: Customer Satisfaction Measurement and Feedback Analysis

- Key performance indicators (KPIs) for measuring customer satisfaction
- Customer feedback analysis, including surveys, complaint logs, and online reviews
- Methods for collecting and analyzing customer satisfaction data (Net Promoter Score, polls, badges, ratings)
- The role of customer lifetime value (CLV) in long-term business planning

Unit 3: Social Media and Managing Quality in Customer Relations

- Importance of social media in customer interaction and brand reputation
- Managing online customer engagement through social media platforms, apps, and online chats
- Strategies for using digital platforms to increase connectivity and customer engagement
- Impact of social media on customer loyalty and retention

Unit 4: Performance Indicators and Tools for Customer Relationship Management

- Using performance indicators to monitor CRM effectiveness (NPS, CLV, brand advocacy)
- Analysis of complaint logs, customer feedback, and mystery shopper/diner programs
- Reviewing customer service standards and reputation management through press coverage
- Benchmarking against industry standards for continuous improvement

Unit 5: Developing and Maintaining a Service Culture

- Creating a customer-focused organizational culture
- Strategies for developing a service culture that prioritizes customer needs and satisfaction
- The role of leadership and team management in maintaining high service standards
- Case studies of successful customer-centric organizations

Unit 6: Managing Challenging Customers and Conflict Resolution

- Techniques for handling challenging customer interactions
- Conflict resolution strategies in the tourism and hospitality sectors
- The role of complaint management in improving customer satisfaction
- Best practices for resolving customer complaints and turning dissatisfied customers into loyal advocates

Unit 7: Understanding Consumer Behavior and Purchase Decisions

- The customer decision-making process: need recognition, information search, comparison of

alternatives, purchase, and post-purchase evaluation
- Factors influencing consumer purchase decisions: personal, psychological, and external factors
- Post-purchase behavior and its impact on customer loyalty and brand advocacy
- Methods for analyzing customer behavior and tailoring CRM strategies accordingly

Unit 8: Digital Strategies for Building Long-Term Customer Relationships

- The role of mobile devices, apps, and social media in CRM
- Strategies for using digital tools to enhance customer engagement and retention
- Creating brand loyalty through personalized digital experiences and reward programs
- Cross-selling, upselling, and creating multiple points of contact with customers

Unit 9: Leading and Managing Teams in Customer Service

- Effective teamwork in customer service: increased sales, fewer complaints, customer retention, and brand loyalty
- Defining roles within a customer service team to maximize performance
- Managing and leading teams with an emphasis on adaptability, team orientation, and passion
- Methods for monitoring and assessing team performance (observation, psychometric testing, feedback)

Unit 10: Measuring and Improving Customer Service Performance

- Methods for measuring CRM performance: KPIs, customer retention, perceptions, reach,

revenue, and willingness to recommend
- Analysis of CRM metrics such as customer lifetime value (CLV), Net Promoter Score (NPS), and brand advocacy
- Strategies for reporting, benchmarking, and implementing improvements in customer service
- Continuous quality improvement through learning, development, and software solutions

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.
- Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.

		● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection

		software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Kotler, P., Bowen, J., & Makens, J. (2020). *Marketing for Hospitality and Tourism* (8th ed.). Pearson. 2. Peelen, E., & Beltman, R. (2021).*Customer Relationship Management: A Strategic Approach* (3rd ed.). Pearson. **Supplementary Reading Materials:** 1. Frow, P., & Payne, A. (2021). *Customer Relationship Management in the Tourism Industry*. Springer.

	2. Sparks, B., & Bradley, G. (2020). *Managing Customer Complaints in the Hospitality Industry*. CABI.
	3. Buhalis, D. (2021). *Smart Tourism: The Role of Technology in Customer Relationship Management*. Emerald Group Publishing.

Level 6 Modules

Core Modules

Sub-Section D – Module D # BBA110		
1	**Title of Module/Title**	**Building long-term success: Sustainability, Quality & Ethics**
2	**Module/Unit Description**	This module aims to provide students with a comprehensive understanding of the importance of sustainability, quality management, and ethical practices in driving long-term business success. In the context of globalisation and rapidly changing business environments, this module addresses how transnational practices, corporate social responsibility, and quality management principles contribute to building a sustainable and ethical business landscape.
		Learners will gain insights into global value chains, outsourcing, international business ethics, and the role of transnational corporations, with a focus on real-world case studies and emerging trends. By the end of the module, students will be equipped with knowledge of responsible business practices, sustainability strategies, and quality management systems, preparing them for leadership roles in a global business environment.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:

		1. Ability to critically analyze the impact of globalisation and transnational practices on business strategies and operations. 2. Understanding of international business ethics, with the ability to evaluate ethical challenges and propose solutions. 3. Skills to implement corporate social responsibility initiatives and sustainability strategies in business contexts. 4. Knowledge of quality management systems, including quality assurance and control, and how they contribute to customer satisfaction and business performance.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the implications of globalisation and transnational practices on businesses. 2. Comprehend the importance of ethics and corporate social responsibility in international business. 3. Grasp the fundamental principles of quality management and its applications.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Ability to assess and improve quality management processes in both manufacturing and service industries. 2. Skills in identifying and addressing ethical issues in international business contexts.

		3. Ability to develop sustainability initiatives and integrate them into business strategy.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Apply ethical decision-making frameworks across various business scenarios. 2. Critical thinking and problem-solving skills in evaluating business practices. 3. Effective communication skills, including the ability to present case study analyses and business improvement plans. 4. Engage, as appropriate, with practical and professional business strategy skills and ethical issues 5. using academic and business and management language appropriately and effectively 6. searching for and using relevant digital and non-digital information from sources other than the module materials 7. communicating in a professional manner in written work, face-to-face and online
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.

4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. %
		Contact Hours delivered Face to Face %
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.

- Unit-wise assessment which is multiple choice questions.
- Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Globalisation and its Impact on Businesses:

- Overview of globalisation and its implications for businesses.
- Economic, cultural, and technological impacts of globalisation.

Unit 2: Transnational Practices (1) – Global Value Chains, Outsourcing, and Offshoring:

- Global value chains and how businesses operate across borders.
- Outsourcing and offshoring: advantages, risks, and ethical considerations.

Unit 3: Transnational Practices (2) – The Nature and Practice of Transnational Corporations:

- Characteristics and role of transnational corporations (TNCs) in the global economy.
- TNC strategies and operations, including managing across borders.

Unit 4: International Business Ethics (1) Bribery and Corruption:

- The ethical issues surrounding bribery and corruption in international business.
- Case studies on anti-corruption initiatives and policies.

Unit 5: International Business Ethics (2) – Work, Sweatshops, and Responsible Business:

- Ethical issues related to labour practices, sweatshops, and worker exploitation.
- Responsible business practices and the role of ethical leadership in ensuring fair work conditions.

Unit 6: Introduction to Business Ethics:

- Fundamental concepts of business ethics and their application in a global context.
- Ethical theories and frameworks in decision-making.

Unit 7: Corporate Social Responsibility (CSR):

- The role of CSR in building sustainable businesses.
- Key CSR initiatives, including environmental sustainability, community engagement, and ethical sourcing.

Unit 8: The Environment, Sustainability, and Business:

- The relationship between businesses and the environment.
- Strategies for sustainable business practices and their impact on long-term success.

Unit 9: Quality Management: Fundamental Concepts:

- Introduction to quality management systems and principles.
- Quality control, quality assurance, and the role of continuous improvement.

Unit 10: Quality Assurance and Control:

- Key techniques and practices in quality assurance and control.

- The role of quality standards (e.g., ISO standards) in ensuring product and service excellence.

Unit 11: Quality in Services

- The unique challenges of managing and ensuring quality in service industries.
- Customer satisfaction, service quality models, and performance measurement.

Unit 12: Emerging Trends in Quality Management:

- New developments in quality management, including digital transformation and AI in quality control.
- Sustainability in quality management and the shift towards circular economy models.

Support:
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- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a

		systematic manner, we follow a modular system of academic delivery via our e-campus.
		- Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. - The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	- We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. - End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. - Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via

		the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. **Crane, A., & Matten, D.** (2016). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (4th ed.). Oxford University Press. 2. **Evans, J. R., & Lindsay, W. M.** (2020). *Managing for Quality and*

		Performance Excellence (11th ed.). Cengage Learning.
		Supplementary Reading Materials:
		1. **Porter, M. E., & Kramer, M. R.** (2019). *Creating Shared Value: How to Reinvent Capitalism and Unleash a Wave of Innovation and Growth.* Harvard Business Review Press.
		2. **Goetsch, D. L., & Davis, S. B.** (2021). *Quality Management for Organizational Excellence: Introduction to Total Quality* (9th ed.). Pearson.

Sub-Section D – Module D # BBA111		
1	**Title of Module/Title**	**Making Sense of Strategy**
2	**Module/Unit Description**	Making Sense of Strategy, is a course which looks at the world of business strategy, of how organisations analyse their external environments and make strategic choices as to where and how to position themselves in relation to their customers and competitors. The course begins with an introduction to strategy looking at what the course means by the word strategy and at its historical antecedents. Block Two, Perspectives on Strategy, further develops these themes and looks at how the "rational" perspective achieved and maintained its prime position. Block Three, The Strategy Toolkit, then moves on to look at the ways the external environment is analysed from within this perspective and at the choices that emanate from such analyses for the organisation. Block Four is a case study in which students collaborate in the virtual environment to analyse, applying some of the tools in the toolkit. Block Five, entitled Implementation, then looks at the thorny issue of how strategies are implemented and the constraints that surround such implementation. The final Block, Where next

		for Strategy?, goes on to look at some ways of trying to understand strategy that are different from the "rational" perspective.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Communicate complex information, arguments and ideas in ways appropriate to a business context and audience. 2. Problem-solve and make decisions using appropriate quantitative and qualitative skills including data analysis, interpretation and extrapolation. 3. Showcase effective performance in a team environment in a virtual context. 4. Select and use information and communication technologies for business purposes. 5. Understand one's own needs to develop as a learner and devise strategies to address these.

3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following:
		
		1. The nature of strategy and the issues it raises for organisations.
		2. How organisations respond to the challenges of environmental change.
		3. Key theories underpinning the strategy process including how organisations:
		   a. Analyse their environments and their capabilities
		   b. Choose between potential strategic options

		4. Overcome the challenges of implementing their strategies.
		5. Decision-making processes, including the consideration of rationality in decision making, and the risks and ethical considerations involved in organisational decision making.
		6. A range of policy and environmental concepts and issues which demonstrate the impact of the macro environment on organisations.
		7. The different levels at which strategies are made and implemented in organisations.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Thinking strategically in the context of a case study. 2. Critical thinking, analysis and synthesis: including identifying and questioning assumptions, weighing evidence appropriately, identifying and challenging false logic or reasoning, and generalising in a way which recognises the limits of knowledge in strategy. 3. Evaluation and comparison of competing perspectives from a variety of sources, including some informed by current issues or research developments. 4. The ability to argue relevantly and to justify a point of view.
		Module-Specific Learner Skills (Over and above those mentioned in Section B) At the end of the module/unit the learner will be able to; 1. Engage, as appropriate, with practical and professional business strategy skills and ethical issues

		2. use academic and business and management language appropriately and effectively 3. search for and using relevant digital and non-digital information from sources other than the module materials 4. communicate in a professional manner in written work, face-to-face and online
		Module-Specific Digital Skills and Competences *(Over and above those mentioned in Section B)* At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning

		Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online.
		%
		Contact Hours delivered Face to Face
		%
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources:

For cell 10, continuing:

- Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
- Notes of the faculty lecture
- Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
- Unit-wise assessment which is multiple choice questions.
- Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Introduction to Strategy

- Objective: Introduce students to the concept of strategy and its relevance in business.
- Content:
  - Definitions of strategy
  - The role of strategy in organizations
  - The historical evolution of strategy as a field of study
  - Key thinkers and approaches in strategic development

● Activity: Group discussion on personal interpretations of strategy.

Unit 2: Historical Antecedents of Strategy

● Objective: Explore the historical roots of strategic thinking.
● Content:
    ○ Military origins of strategy
    ○ Strategy in early industrial and post-industrial eras
    ○ The development of business strategy models in the 20th century
● Activity: Timeline creation activity focusing on the evolution of strategy.

Unit 3: Rational Perspectives on Strategy

● Objective: Analyze the rational perspective in strategic thinking and its dominance.
● Content:
    ○ The concept of rational decision-making in strategy
    ○ Linear models of strategic planning
    ○ Key proponents of the rational school (e.g., Michael Porter)
● Activity: Lecture and seminar exploring rational vs emergent approaches.

Unit 4: Strategy and the External Environment

● Objective: Understand how organizations assess the external environment in strategic planning.
● Content:
    ○ PESTEL analysis
    ○ Industry structure analysis (Porter's Five Forces)
    ○ SWOT analysis in the strategic context
● Activity: Case analysis using a PESTEL and Five Forces framework.

Unit 5: Strategic Choices

- Objective: Develop insights into how strategic choices are made based on environmental analysis.
- Content:
    - Generic strategies (cost leadership, differentiation, focus)
    - Strategic directions and methods (Ansoff matrix, vertical integration)
    - Decision-making processes in strategy
- Activity: Group exercise developing strategic options for a real-world business scenario.

Unit 6: The Strategy Toolkit

- Objective: Introduce students to analytical tools used in strategy.
- Content:
    - Value chain analysis
    - Core competencies analysis
    - Scenario planning and game theory
- Activity: Practical application of toolkit techniques to a business scenario.

Unit 7: Virtual Case Study Collaboration

- Objective: Apply the strategy toolkit in a virtual collaborative setting.
- Content:
    - Introduction to the case study
    - Virtual team collaboration tools
    - Strategic analysis using toolkit techniques
- Activity: Group collaboration on a case study, leading to a presentation of findings.

Unit 8: Implementation of Strategy

		- Objective: Explore the challenges and constraints in strategy implementation. - Content: - The role of leadership in implementation - Organizational culture and strategy - Overcoming resistance to change - Tools for monitoring and evaluation of strategy - Activity: Role-play exercise simulating strategic implementation in different organizational cultures. **Unit 9: Strategy Beyond Rational Perspectives** - Objective: Analyze alternative perspectives to the rational model in strategy. - Content: - Emergent strategies (Mintzberg) - Resource-based view of strategy - Blue Ocean Strategy - Complexity and chaos theories in strategy - Activity: Critical essay discussing the limits of the rational perspective. **Unit 10: Future of Strategy** - Objective: Explore the future directions of strategic management. - Content: - Digital transformation and strategy - Sustainability and responsible strategy - Strategic agility and innovation - The role of AI and big data in future strategy formulation - Activity: Group debate on the future of strategic management and

			presentation of futuristic strategy proposals.
			Support: In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows: ● Student Success Manager: is the first point of contact for every student for any query. ● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. ● If it is a faculty/ module content related query, this is forwarded to the assistant faculty. ● If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. ● In all cases, the turnaround time to resolve the query is within 3 working days. ● All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**		● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units

studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.

- End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific

		rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Grant, R. M. (2021). *Contemporary Strategy Analysis* (11th ed.). Wiley. 2. Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regnér, P. (2020). *Exploring Strategy: Text and Cases* (12th ed.). Pearson. 3. Hill, C. W., Schilling, M. A., & Jones, G. R. (2021). *Strategic Management: Theory & Cases: An Integrated Approach* (13th ed.). Cengage Learning. **Supplementary Reading Materials:** 1. Chesbrough, H., & Appleyard, M. M. (2020). *Open Innovation and Strategy*. California Management Review, 62(3), 73-91. 2. Pisano, G. P. (2021). *The Evolution of Dynamic Capabilities and Innovation: New Perspectives on Strategy*. Harvard Business Review. 3. Hoskisson, R. E., Gambeta, E., Green, C., & Li, T. (2021). *Is My Firm a Global Leader or a Local Champion? The Role of Firm Strategies in Shaping Industry Competitive Structure*. Strategic Management Journal, 42(2), 212-230.

| | | 4. | Mintzberg, H. (2021). *The Myths of Strategy: Dispelling Misconceptions About How Companies Plan and Execute Strategy*. Berrett-Koehler Publishers. |

BBA Level 6

Sub-Section D – Module D #BBM204		
1	**Title of Module/Title**	Strategic Marketing
2	**Module/Unit Description**	The Strategic Marketing course provides students with a robust understanding of the role of marketing in driving organizational strategy and the tools needed to develop, implement, and evaluate marketing strategies. It focuses on the integration of marketing with business objectives, competitive positioning, and the challenges of managing brands in a dynamic, global environment. Students will explore strategic frameworks, market analysis, branding, customer relationship management (CRM), and digital marketing strategies to align with corporate goals. Case studies will offer practical exposure to marketing strategies applied by successful organizations.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. design and implement effective marketing strategies that align with business objectives. 2. become proficient in market analysis, segmentation, targeting, and positioning. 3. Understand the role of digital marketing and data analytics in modern strategic marketing. 4. manage marketing resources, teams, and customer relationships.

		5. navigate global marketing challenges and develop strategies in diverse cultural and economic environments.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the fundamental concepts and frameworks of strategic marketing, including market analysis, segmentation, targeting, and positioning. 2. Gain knowledge of various marketing strategies, including product, pricing, promotion, and distribution strategies in a global context. 3. Comprehend the relationship between corporate strategy and marketing strategy, including the impact of marketing decisions on overall business performance. 4. Understand the role of digital marketing and data analytics in shaping and executing marketing strategies. 5. Learn how external factors such as competition, technological changes, and economic conditions influence strategic marketing decisions.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Develop comprehensive marketing strategies that align with business objectives and competitive positioning. 2. Conduct market research and analysis to identify opportunities and challenges for market entry, growth, and expansion. 3. Formulate and implement marketing plans that integrate product development, pricing, promotion, and distribution channels. 4. Use digital marketing tools and platforms, including social media,

		SEO, and CRM, to engage customers and build brand loyalty. 5. Critically evaluate the effectiveness of marketing strategies and adapt them to changing market conditions.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Engage, as appropriate, with practical and professional business strategy skills and ethical issues 2. using academic and business and management language appropriately and effectively 3. searching for and using relevant digital and non-digital information from sources other than the module materials 4. communicating in a professional manner in written work, face-to-face and online
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to 1. use of charts, data and its interpretation 2. Use of PowerPoint 3. Use of Google search, internet etc. 4. A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100

		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture 3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. 4. Unit-wise assessment which is multiple choice questions. 5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. 6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** 1. **Introduction to Strategic Marketing:** ○ Definitions and role of strategic marketing in business.	

   ○   Marketing's relationship with corporate strategy.

2. **Market Analysis and Segmentation:**
   - Analyzing market environments using SWOT and PESTEL.
   - Segmentation, targeting, and positioning strategies.

3. **Competitive Advantage and Positioning:**
   - Understanding competitive positioning.
   - Strategies for achieving and maintaining competitive advantage.

4. **Marketing Mix Strategies (4Ps):**
   - Product development and innovation.
   - Pricing strategies.
   - Promotion and communication strategies, including integrated marketing communications (IMC).
   - Distribution and logistics.

5. **Brand Management:**
   - Building, managing, and sustaining brand equity.
   - Brand positioning and differentiation.

6. **Digital Marketing and Data Analytics:**
   - Role of digital platforms in strategic marketing.
   - Use of analytics in measuring and improving marketing performance.
   - SEO, content marketing, and CRM.

7. **Customer Relationship Management (CRM):**
   - Importance of CRM in customer retention and loyalty.
   - Strategies for managing long-term customer relationships.

8. **Global Marketing Strategies:**
   - Challenges of global marketing: cultural,

economic, and regulatory factors.
   - ○ Adapting marketing strategies to global markets.
9. **Marketing Strategy Implementation:**
   - ○ Organizing and managing marketing functions.
   - ○ Measuring and evaluating marketing performance.
10. **Ethical and Sustainable Marketing:**
   - ○ Ethical considerations in marketing decisions.
   - ○ The role of sustainability in marketing strategies.

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and

		the final evaluation and acquires a pass score, he/she progresses to the next module. 2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three

		weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Kotler, P., & Keller, K. L. (2019). *Marketing Management* (15th ed.). Pearson. 2. West, D., Ford, J., & Ibrahim, E. (2021). *Strategic Marketing: Creating Competitive Advantage* (3rd ed.). Oxford University Press. 3. Varadarajan, R. (2020). "Strategic Marketing and Innovation: Current Research and Future Directions," *Journal of the Academy of Marketing Science*. 4. Chaffey, D., & Smith, P. R. (2021). "Digital Marketing Strategy and Its

Importance in Business," *International Journal of Marketing Management*.

Supplementary Reading Materials:

1. Hooley, G., Piercy, N. F., & Nicoulaud, B. (2019). *Marketing Strategy and Competitive Positioning* (6th ed.). Pearson.
2. Baines, P., Fill, C., & Rosengren, S. (2020). *Marketing* (5th ed.). Oxford University Press.
3. Rust, R. T., & Verhoef, P. C. (2020). "Optimizing Marketing Strategy in the Digital Age," *Journal of Marketing*.
4. Sheth, J. N., & Sisodia, R. S. (2020). "The Role of Marketing in Socially Responsible Business," *Journal of Public Policy & Marketing*.
5. *Smart Insights* (www.smartinsights.com): Marketing strategy advice and tools.
6. *MarketingProfs* (www.marketingprofs.com): Marketing research and case studies.

Sub-Section D – Module D # BBM205	
1	**Title of Module/Title** **Managing People**
2	**Module/Unit Description** Managing People is a highly practical course designed for managers, aspiring managers, team leaders and supervisors. It covers core topics in organisational behaviour and human resource management via activities and problems solving. This course offers students a comprehensive understanding of the critical factors that influence people in the workplace and how organizations manage human resources effectively. The course focuses on key HR functions, including recruitment, job design, performance assessment, reward systems, employee development, and flexible working arrangements. Students will also explore teamwork, communication, equality, and the role of interpersonal skills in creating

		an effective work environment. Through theoretical study and practical applications, students will develop skills necessary to manage people and workplace dynamics in modern organizations. The course is a management development vehicle that aims to help students perform more effectively as managers. It does so by: 1. Increasing student's foundation management knowledge and competencies 2. Providing a repertoire of theories, concepts, and techniques to apply in different management setting 3. Helping students understand their individual management role, its context and nature of their interventions in their organisations 4. Encouraging student to be reflective practitioners, applying independent and inquisitive learning in the workplace 5. Enabling students to understand the discourse of specialist and senior managers better, so that they can hold more confident and informed conversations with them, work more effectively with and where appropriate challenge them
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Use interpersonal skills including those involved in team working and collaborating 2. Communicate effectively, using management vocabulary, both orally and in writing and listen actively. 3. Gather, handle, present and use information effectively; analyse and evaluate numerical data and information for specific purposes; use information technologies.

3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. The role and context of managerial work with particular reference to the development of own practice 2. Managerial skills (including problem solving, decision making, information gathering, treatment and presentation) 3. Key processes of people management, incorporating the recruitment and development of staff and the management and leadership of individuals, teams and change. 4. Behavioural aspects of the management and leadership of individuals, teams and change
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Applying management concepts to work contexts 2. Analysing and critically reflecting on work practice and professional self knowledge 3. Solving management problems through the use of analytical skills including problem identification, analysis, logic, critical thinking and judgement to the advantage of one's own organisation
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Use interpersonal skills including those involved in team working and collaborating

		2. Communicate effectively, using management vocabulary, both orally and in writing and listen actively. 3. Gather, handle, present and use information effectively; analyse and evaluate numerical data and information for specific purposes; use information technologies. 4. use academic and business and management language appropriately and effectively 5. search for and use relevant digital and non-digital information from sources other than the module materials 6. communicate in a professional manner in written work, face-to-face and online
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to 1. use of charts, data and its interpretation 2. Use of PowerPoint 3. Use of Google search, internet etc. 4. A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours — 50
		Self – Study Hours — 100
		Assessment Hours — 50
		Supervised Placement and Practice Hours — 50

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7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning
		Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online.
		%
		Contact Hours delivered Face to Face
		%
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources:

Within cell 10 (continued):

1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
2. Notes of the faculty lecture
3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
4. Unit-wise assessment which is multiple choice questions.
5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Why Do People Go to Work?

● Understanding employee motivation: intrinsic and extrinsic factors.
● Theories of motivation: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and others.

- The role of work in personal and professional development.

Finding People: Recruitment and Selection

- Recruitment strategies: internal vs. external recruitment.
- Selection methods: interviews, assessments, psychometric testing.
- Legal considerations in hiring: equal opportunities and fairness in recruitment.

Designing Jobs

- Principles of job design: job enrichment, job rotation, and job simplification.
- Balancing organizational needs with employee well-being.
- Case studies on innovative job designs in modern organizations.

Assessing People at Work

- Performance appraisal systems: annual reviews, 360-degree feedback, self-assessments.
- Methods of evaluating employee performance.
- The importance of feedback in employee development and retention.

Rewarding People for Work

- Types of reward systems: financial vs. non-financial rewards.
- Designing compensation packages: salary, bonuses, benefits, and perks.
- The role of recognition and reward in employee motivation and engagement.

Developing People at Work

- The importance of training and development in the workplace.
- Designing effective learning and development programs.

- Career development and succession planning.

Designing Flexible Working Patterns

- Types of flexible working arrangements: remote work, flexitime, part-time work.
- Benefits and challenges of flexible work for both employees and employers.
- Implementing flexible work policies in different organizational contexts.

Working with Others: Teamwork and Collaboration

- The dynamics of working in teams: roles, communication, and conflict resolution.
- Collaborative problem-solving and decision-making in teams.
- Case studies of successful team-based projects.

Equality and Diversity at Work

- Understanding the legal framework around equality in the workplace.
- The importance of diversity and inclusion in organizational success.
- Strategies for promoting and managing equality and diversity.

Interpersonal and Communication Skills

- Developing effective oral and written communication skills using management vocabulary.
- Active listening and conflict resolution in the workplace.
- Techniques for delivering constructive feedback to colleagues.

Data Handling and Analysis in HR

- Using HR metrics to track employee performance and organizational success.

- Analyzing and presenting HR data for decision-making purposes.
- The role of information technologies in modern HR management.

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.
2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.

11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions.
		● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.
		● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.
		● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

		• Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Armstrong, M., & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). Kogan Page. 2. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2021). *Human Resource Management* (10th ed.). Pearson. 3. Dessler, G. (2019). *Fundamentals of Human Resource Management* (5th ed.). Pearson. 4. Boxall, P., & Purcell, J. (2020). "Strategic Human Resource Management: Where Have We Come From and Where Should We Be Going?" *International Journal of Management Reviews*. 5. Rousseau, D. M. (2018). "Flexibility at Work: Managing the New Workplace in a Changing Environment," *Journal of Organizational Behavior*. **Online Resources:**

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● CIPD (Chartered Institute of Personnel and Development) website (www.cipd.co.uk): HR articles and resources.
● SHRM (Society for Human Resource Management) website (www.shrm.org): HR research and tools.

Supplementary Reading Materials:

1. Bratton, J., & Gold, J. (2019). *Human Resource Management: Theory and Practice* (6th ed.). Palgrave Macmillan.
2. Jackson, S. E., & Schuler, R. S. (2021). *Managing Human Resources* (12th ed.). Cengage Learning.
3. *Harvard Business Review* (www.hbr.org): Case studies and articles on HR and workplace dynamics.
4. *Workforce* (www.workforce.com): Trends and developments in people management.

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Sub-Section D – Module D # BBM206		
1	**Title of Module/Title**	**Leading Digital Transformation in Business**
2	**Module/Unit Description**	
		This module explores how digital technologies and automation are transforming business operations, strategy, and innovation. It introduces students to emerging technologies such as artificial intelligence (AI), robotic process automation (RPA), data analytics, and cloud platforms, and how these are leveraged for business efficiency, customer engagement, and competitive advantage. Students will learn how to lead and manage digital transformation initiatives, integrate innovation frameworks (including Agile, Lean, and Design Thinking), and align digital efforts with broader organizational strategy. The module also draws explicit links to prior learning in Operations & Service Management and Data Insights for Business Decisions,

		enabling students to apply digital transformation concepts to real business challenges.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) Identify and evaluate opportunities for digital transformation within a business. b) Lead strategic initiatives to digitize business operations and services. c) Manage change and stakeholder engagement during the transformation process. d) Integrate innovation frameworks (Agile, Lean, Design Thinking) into digital strategies.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: a) Core principles of digital transformation and automation. b) The role of AI, RPA, data analytics, and cloud platforms in business innovation. c) Strategic planning for transformation across business functions. d) Risks, barriers, and ethical considerations in digital transformation. e) The relationship between digital tools and operational improvements.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: a) Assess digital readiness and process inefficiencies. b) Design a transformation roadmap aligned to business goals. c) Apply innovation frameworks (Agile, Lean, Design Thinking) to digital initiatives. d) Utilize data to support automation and performance optimization.

		e) Evaluate the success of digital initiatives using KPIs and metrics.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; a) Lead cross-functional digital projects. b) Innovate and problem-solve using structured innovation methods. c) Align digital tools with operational efficiency and customer needs.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to a) Use RPA tools, cloud-based platforms, and AI for business process improvement. b) Leverage analytics dashboards for performance monitoring. c) Apply low-code/no-code platforms for digital prototyping.
4	**MQF Level pegged for this module/unit**	5
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement 50 and Practice Hours
7	**Total Learning Hours for this module/unit.**	250
8	**Mode of Delivery**	☐ 100% Face to Face
		✓ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online.
		Contact Hours delivered Face to Face

10	**Explain how this module/unit will be taught.**	We intend to offer programs in an online model, and hence, our online didactic model is as follows: Each module is organized on our e-campus and is divided into sub-units, with around 8-10 sub-units depending upon the module credits. Each sub-unit comprises the following resources:

- Faculty Lecture: can be asynchronous with academic support OR synchronous, with recordings provided.
- Notes of the Faculty Lecture
- Supporting Reading Materials: such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
- Unit-wise Assessment: which includes multiple-choice questions.
- Optional: Formative challenge-based discussion forum for reflection and peer-to-peer interaction.
  Upon completion of all units, the student is required to attempt a module project, case study, report writing, or similar submission.

Key Units:

Delivered via the EU Global e-campus with access to all recorded lectures, notes, multimedia content, and assessments. Includes synchronous and asynchronous interaction, with support from faculty and program staff.

Unit 1: Introduction to Digital Transformation

- Definition, scope, and business implications
- Connection to previous modules (Operations & Service Management, Data Insights)

- Case examples from various industries

Unit 2: Technologies Driving Transformation

- AI, ML, RPA, cloud, big data
- CRM and ERP systems
- Demo-based learning of selected tools

Unit 3: Business Process Automation & Reengineering

- Identifying automation opportunities
- Aligning automation with business strategy
- Case studies of successful automation projects

Unit 4: Innovation Frameworks for Transformation

- Introduction to Agile, Lean, and Design Thinking
- Applying innovation frameworks in transformation projects
- Creative problem-solving workshops (asynchronous and discussion-based)

Unit 5: Digital Transformation Strategy and Roadmap

- Vision and objective setting
- Roadmap creation and prioritization
- Organizational change management

Unit 6: Data-Driven Decision Making

- Business intelligence tools and dashboards
- Data's role in continuous improvement
- Integrating analytics with digital tools

Unit 7: Cybersecurity, Privacy & Ethics

- Risk and compliance in digital projects
- GDPR and ethical AI use
- Securing digital infrastructure

Unit 8: Future Trends in Digital Business

- Evolving technologies (e.g., generative AI, blockchain)
- Long-term digital capabilities and transformation leadership
- Implications for global business

Academic Skills Embedded in the Module:

- Research Skills: Analyzing industry trends and best practices for digital transformation and automation.
- Critical Thinking: Identifying challenges and proposing innovative solutions for digital transformation.
- Academic Writing: Developing clear digital transformation strategies, reports, and presentations.
- Communication: Communicating the value of digital transformation initiatives to stakeholders.
- Numeracy and Data Analysis: Using data analytics to assess the effectiveness of automation strategies.
- Independent Learning: Independently exploring new digital tools and practices in automation and transformation.

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

- Student Success Manager: The first point of contact for every student for any query.
  - General queries, such as those related to e-campus,

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technology, etc., are resolved immediately.

○ Faculty/module content-related queries are forwarded to the assistant faculty.

○ Program-related queries, such as regulations, policies, progression, etc., are forwarded to the Program Director.

○ In all cases, the turnaround time to resolve queries is within 3 working days. All interactions take place via e-campus to maintain an adequate record of information.

Modular Delivery:

Understanding the importance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

This system means that learners are provided access to one module at a time. Once the learner completes all units, the final evaluation, and acquires a pass score, they will progress to the next module.

This approach helps organize study efficiently and enables learners to research and learn about each module in-depth.

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<tr><td>11</td><td>**Explain how this module/unit will be assessed.**</td><td>

We follow continuous and end-of-module assessments in the module Introduction to Digital Transformation and Business Automation. Continuous assessment contributes 40% to the final grade and takes place across various units studied by the learner. This includes individual assignments, active participation in case study analyses, and class discussions, where learners explore real-world examples of digital transformation and automation in business operations. Topics covered include process automation, cloud-based systems, digital tools, and the role of AI in business automation.

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		End-of-module assessment makes up 60% of the final grade. For the final assessment, learners are required to develop a business transformation plan, integrating automation tools and digital technologies into key business functions. They will need to propose strategies for automating workflows, improving efficiency, and ensuring smooth technology adoption. The final submission will consist of a comprehensive written report and a slide presentation, both to be submitted via the LMS within one week of course completion. Formative assessments, designed to support learning and reflection, are embedded throughout the module. These assessments do not contribute to the final grade but encourage peer-to-peer learning and critical thinking. These include reflective exercises, group discussions on technology implementation challenges, and evaluations of case studies in business automation. All assessments are conducted via the e-campus platform. No email submissions are accepted. End-of-module assessments will be made available to students at least three weeks prior to the due date to allow for adequate preparation time. Faculty members will use plagiarism detection software, and learners may be required to attend a viva to validate the authenticity of their submitted work. The assessments are guided by a rubric specific to the type of assessment tool used, which will be shared with learners in advance. An assessment guidance webinar will also be held to ensure learners clearly understand expectations. The passing grade for the module is 40%, as per the rubric's criteria.
	Practicum/Dissertation/Final Project	N/A
12	**Placement/Work-based learning** (if applicable)	N/A
13	**Reading List**	Core Reading List:

		● Westerman, G., Bonnet, D., Ferraris, P., & Newman, R. (2021). Leading Digital: Turning Technology into Business Transformation. Harvard Business Review Press. ● Brynjolfsson, E., & McAfee, A. (2020). The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies. W. W. Norton & Company. ● Susskind, R., & Susskind, D. (2020). The Future of the Professions: How Technology Will Transform the Work of Human Experts. Oxford University Press. Supplementary Reading List: ● Davenport, T. H., & Kirby, J. (2022). The AI Advantage: How to Put the Artificial Intelligence Revolution to Work. MIT Press. ● LaValle, S., Lesser, E., Shockley, R., Hopkins, M., & Kruschwitz, N. (2022). Analytics as a Source of Business Innovation: How Data Can Drive Value in Organizations. MIT Sloan Management Review. ● Fitzgerald, M., Kruschwitz, N., & Chui, M. (2021). Embracing Digital Transformation: Rethinking Organizational Models in the Age of Automation. McKinsey & Company.

Sub-Section D – Module D # BBA112		
1	**Title of Module/Title**	**Business Research Project**
2	**Module/Unit Description**	The Business Research Project module provides final-year students with an opportunity to conduct independent, supervised research in an area aligned with their chosen pathway: ● General Management

		● Accounting and Finance, ● Hospitality and Tourism Management. Students will be guided through the full research process—from topic selection and proposal development to literature review, methodology design, data collection, and presentation of findings. The module is designed to consolidate students' prior learning and apply it to a real-world business challenge The aim is to equip students with the skills needed to formulate a research question, develop a structured research plan, and implement appropriate research techniques. Learners will conduct literature reviews, collect and analyze data, and present their findings, culminating in the evaluation and presentation of their research outcomes. Through this module, students will gain practical experience in handling business research projects in their chosen pathways, applying theoretical concepts to real-world business issues, and developing critical thinking and problem-solving skills essential for managerial roles.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. Ability to independently design and execute a research project in a business and management context within their chosen pathway. 2. Critical thinking and problem-solving skills in analyzing business data. 3. Effective communication and presentation of research findings using appropriate tools. 4. Ability to apply research outcomes to real-world business scenarios.

3.2	**Knowledge**	
		At the end of the module/unit the learner will have been exposed to the following: 1. Understanding of the research process, from formulation to presentation to stakeholders within their chosen pathway. 2. strategise research project using comprehensive knowledge of research methodologies (qualitative and quantitative). 3. considerate of ethical considerations in business research in general and also sector specific requirements such as accounting & finance; hospitality & tourism.
3.3	**Skills**	
		At the end of the module/unit the learner will have acquired the following skills: 1. plan for data collection, analysis, and interpretation using statistical methods. 2. develop structured research reports and present findings professionally. 3. apply analytical skills for assessing business research projects from holistic perspective within chosen pathway and drawing valid conclusions.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Propose a research project in a business and management context, clearly identifying research aims and objectives. 2. Prepare a research plan and conduct a comprehensive literature review relevant to the chosen research area. 3. Conduct independent research using qualitative, quantitative, or mixed-methods research techniques, adhering to ethical guidelines. 4. Analyze and evaluate research findings, critique research methodologies, and present results

		and conclusions in an appropriate format for business stakeholders.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to 1. use of charts, data and its interpretation 2. Use of PowerPoint 3. Use of Google search, internet etc. 4. A brief mention of boolean search technique. 5. Use of statistical software
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50 Self – Study Hours 100 Assessment Hours 50 Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning

9	**Blended Learning**	Contact Hours delivered online.
		   %
		 Contact Hours delivered Face to Face
		   %

10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits.

Each sub-unit comprises of the following resources:

1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
2. Notes of the faculty lecture
3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
4. Unit-wise assessment which is multiple choice questions.
5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Evidence based management

- In Unit 1, learners will select a topic relevant to their specialization pathway (General Management, Accounting & Finance, or Hospitality & Tourism)

- Addressing a real-world business issue

- Suitable for analysis through an evidence-based lens

Unit 2: Research Formulation & Design

- Developing research questions and objectives
- Preparing a research action plan

Unit 3-4: Literature Review

- Conducting comprehensive reviews of primary and secondary sources

Unit 5-6: Data Collection Techniques

- Choosing and applying the appropriate methods for data collection

Unit 7-8: Data Analysis and Interpretation

- Analyzing quantitative and qualitative data

Unit 9-10: Evaluation and Reporting

- Evaluating research outcomes and considering future research

Unit 11-12: Presenting Research Findings

- Presentation and communication skills for delivering research outcomes

- Value to Stakeholders within their chosen pathway

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular

		system of academic delivery via our e-campus.
		1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. 2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● Business Research Project is evaluated 100% with a research project. **Overall Assessment Notes** ● Pass Mark: 40% overall ● Word Limit: 4,000 words (excluding appendices) ● Report (Written Submission): 80% and 20% presentation Rubric can be found here: https://drive.google.com/file/d/1fL8V4FwCHzCFvkLIbo8jblUU6sf9Ymf1/view?usp=sharing

Grades	Individual Modules
0-39%	Fail
40-49%	Marginal Pass
50-59%	Pass
60-69%	Good Pass
70-79%	Merit
80-89%	
90 - 100%	Distinction

-

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.

- a second attempt of an assessment component within a course, following failure at first attempt. Attending classes is not required for the Resit examination. The resit submission is generally expected within 2 weeks of

		declaration of result. Resit can be taken only for a failed component and an individual passed component is not required to be appeared again. The grades of passed components can be carried forward. A third Resit attempt is possible in case of extenuating circumstances.

	Practicum/Dissertation/Final Project	**Independent Research Project in Business Administration**
		
		Purpose of the Project
		
		The Independent Research Project is a summative, capstone assessment at MQF Level 6, aimed at consolidating and applying knowledge, skills, and competences gained throughout the programme. It allows students to independently explore a specialised, real-world business topic, conduct critical analysis, and present their findings in a professional academic report (4000 words). The project encourages autonomy, innovation, ethical judgment, and the integration of theory and practice.
		
		Recommended Structure of the Written Report
		
		Length: Approx. 4,000 words (excluding references and appendices)
		
		1. Title Page and Abstract
		
		  ● **Project title, student information, supervisor (if applicable)**
		  ● **A concise summary of the research aim, methodology, key findings, and conclusions**
		
		2. Introduction
		
		  ● **Background and relevance of the topic**
		  ● **Clear research problem, aims, and objectives**

- **Scope and significance of the study**

3. Literature Review

- **Critical analysis of current academic and industry literature**
- **Identification of theoretical frameworks and gaps**
- **Justification of the research focus**

4. Methodology

- **Description and justification of the research design**
- **Data collection and analysis methods (qualitative, quantitative, or mixed)**
- **Ethical considerations and limitations**

5. Findings and Analysis

- **Presentation of results with appropriate use of tables, charts, or models**
- **Analysis linked to research objectives and literature**
- **Critical discussion of patterns, implications, or contradictions**

6. Discussion

- **Interpretation of findings in relation to theory and practice**
- **Evaluation of research design, validity, and reliability**
- **Consideration of limitations and alternative perspectives**

7. Conclusions and Recommendations

- **Summary of key insights and how research aims were met**
- **Practical recommendations for business stakeholders**
- **Suggestions for further research**

8. References

		• **Comprehensive and consistent citation of all sources used (Harvard)** **9. Appendices (if applicable)** • **Raw data, survey/interview instruments, ethics form, etc.**
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). Pearson. 2. Bryman, A., & Bell, E. (2018). *Business Research Methods* (5th ed.). Oxford University Press. **Supplementary Reading Materials:** 1. Collis, J., & Hussey, R. (2021). *Business Research: A Practical Guide for Undergraduate and Postgraduate Students* (5th ed.). Palgrave Macmillan. 2. Easterby-Smith, M., Thorpe, R., & Jackson, P. (2021). *Management and Business Research* (7th ed.). Sage.

Level 6: BBA in Accounting & Finance

Sub-Section D – Module D # BAF304		
1	**Title of Module/Title**	**Business Performance Management**
2	**Module/Unit Description**	Business Performance Management is essential for aligning organizational activities with strategic objectives and improving

		operational efficiency. This course provides an in-depth understanding of the methods and systems used to measure and manage performance in both for-profit and not-for-profit organizations. It covers financial and non-financial performance indicators, benchmarking, external factors affecting performance, and the integration of innovative costing methods like activity-based costing and environmental accounting. Students will also learn to develop comprehensive performance management strategies that balance short-term operational efficiency with long-term sustainability and strategic growth.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Ability to design and implement performance measurement systems in various business contexts. 2. Competence in analyzing financial and non-financial performance indicators for decision-making. 3. Expertise in applying innovative costing techniques like target costing, life-cycle costing, and environmental accounting. 4. Proficiency in managing and interpreting data from internal and external sources for performance evaluation.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the importance of performance measurement systems in aligning organizational activities with strategic objectives. 2. Evaluate various financial and non-financial performance indicators in for-profit and not-for-profit organizations. 3. Analyze internal and external factors that impact business performance,

		including market conditions and stakeholder expectations. 4. Explain key costing methods such as activity-based costing, target costing, and life-cycle costing, and their impact on performance management. 5. Recognize the importance of environmental accounting in organizational performance and sustainability.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Design performance measurement frameworks that align with organizational strategies. 2. Analyze and interpret financial and operational performance data for decision-making. 3. Implement advanced costing techniques like throughput accounting and transfer pricing to assess business divisions. 4. Evaluate the impact of external factors on business performance and incorporate them into performance analysis. 5. Develop actionable recommendations for improving business performance based on quantitative and qualitative performance indicators.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Critical thinking and problem-solving through the analysis of business performance data. 2. Effective communication by presenting performance analysis to different stakeholders. 3. Collaboration in group work settings, where students will solve performance management case studies.

		4. Data management skills, including data collection, analysis, and reporting of key performance indicators (KPIs). 5. Adaptability in applying performance measurement techniques to a wide range of business contexts, including for-profit and not-for-profit organizations.	
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to 1. use of charts, data and its interpretation 2. Use of PowerPoint 3. Use of Google search, internet etc. 4. A brief mention of boolean search technique.	
4	**MQF Level pegged for this module/unit**	6	
5	**Total Number of ECTS for this module/unit**	10	
6	**Hours of Total Learning for this module/unit**	Total Contact Hours	50
		Self – Study Hours	100
		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	

9	**Blended Learning**	Contact Hours delivered online.
		%
		Contact Hours delivered Face to Face
		%
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture 3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. 4. Unit-wise assessment which is multiple choice questions. 5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. 6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** Unit 1: Importance of Performance Measurement ● Role of performance measurement in aligning activities to strategic objectives. ● Identification of cost reductions, risk mitigation, accountability, and incentives. ● Benchmarking and forecasting based on past performance data. Unit 2: Functions of Performance Measurement Systems ● Recording and analyzing accounting information.

- Management of resources, operational control, and information reporting.

Unit 3: Sources of Information and Data Limitations

- Internal and external sources of performance data.
- Costs and limitations of data collection for performance measurement.

Unit 4: External Factors Affecting Performance

- Stakeholders, competition, and market conditions.
- Interpretation of performance data in light of external factors.

Unit 5: Performance Measurement in For-Profit Organizations

- Calculation and interpretation of performance indicators (profitability, liquidity, and risk).
- Use of non-financial performance indicators.
- Balanced Scorecard and Building Block Model (Fitzgerald and Moon).

Unit 6: Performance Measurement in Not-For-Profit Organizations

- Setting objectives and targets for non-profit sectors.
- Measuring Value for Money and evaluating qualitative performance indicators.

Unit 7: Divisional Performance Measurement

- Transfer pricing and its impact on divisional performance measurement.
- Issues related to divisional performance and accountability.

Unit 8: Activity-Based and Target Costing

- Application of activity-based costing and target costing in different industries.
- Benefits and limitations of these costing methods.

Unit 9: Life-Cycle and Throughput Accounting

- Definition and calculation of life-cycle costs.
- The theory of constraints and its role in throughput accounting.

Unit 10: Environmental Accounting and Transfer Pricing

- Methods for managing environmental costs and their integration into performance management.
- Transfer pricing mechanisms and their influence on organizational performance.

Unit 11: Reporting and Confidentiality

- Importance of performance reporting for management decision-making and stakeholder communication.
- Ensuring confidentiality and data security in performance reports.

Unit 12: Addressing the Needs of Different Audiences

- Tailoring performance reports to meet the needs of diverse stakeholders.

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.

		3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty. 4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. 5. In all cases, the turnaround time to resolve the query is within 3 working days. 6. All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. 1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. 2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor

based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.

	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. **Kaplan, R. S., & Norton, D. P.** (2004). *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Harvard Business School Press. 2. **Fitzgerald, L., & Moon, P.** (2004). *Performance Measurement in Service Industries: Making It Work*. CIMA Publishing. 3. **Drury, C.** (2021). *Management and Cost Accounting* (11th ed.). Cengage Learning. **Supplementary Reading Materials:** 1. **Neely, A., Adams, C., & Kennerley, M.** (2020). *The Performance Prism: The Scorecard for Measuring and Managing Business Success*. Financial Times Prentice Hall. 2. **Burns, J., & Scapens, R.** (2021). *Management Accounting Research* (*Journal of Management Accounting Research*). 3. **Otley, D.** (2016). *Performance Management: A Framework for Management Control Systems Research*. *Management Accounting Research*, 10(2), 363-382.

Sub-Section D – Module D # BAF305		
1	**Title of Module/Title**	**Investment & Risk Management**
2	**Module/Unit Description**	This course introduces students to the fundamentals of investment management and risk mitigation strategies. It focuses on financial markets, investment analysis, risk management techniques, and the psychological factors influencing financial decision-making. Students will develop critical

		competencies in managing investments, analyzing risk, and making informed financial decisions in uncertain economic environments. Through case studies, practical exercises, and analysis of real-world economic and political events, students will gain the skills necessary to succeed in the dynamic field of investment and risk management.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Analytical Competence: Understanding financial markets and the implications of economic, political, and psychological factors on investments. 2. Risk Management Competence: Ability to identify, assess, and mitigate various types of risks, including market, investment, and trading risks. 3. Decision-Making Competence: Applying technical and chart analysis for informed financial decision-making in volatile market conditions. 4. Strategic Competence: Developing investment strategies using risk avoidance, diversification, and market analysis techniques.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the structure and functions of financial markets, including derivatives, capital, money, forex, and insurance markets. 2. Analyze the impact of macroeconomic and microeconomic factors, as well as political events, on financial markets. 3. Identify human psychological biases that influence investor and trader behavior, and understand the principles of behavioral finance.

		4. Apply technical and chart analysis techniques, including Dow theory, Fibonacci retracements, and Japanese candlestick patterns, to make informed investment decisions. 5. Recognize various types of risks (market, investment, trading) and apply strategies for mitigating those risks in investment portfolios.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Analyze global financial markets, including foreign exchange and commodity markets, to make informed investment decisions. 2. Use technical indicators such as moving averages and price momentum for short-term and long-term trading strategies. 3. Implement risk management strategies, including diversification and market analysis, to minimize investment losses. 4. Analyze the potential effects of current and future economic and political events on financial markets and adjust investment strategies accordingly.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Ability to analyze complex financial data and market conditions to make informed investment decisions. 2. Ability to evaluate various risk factors and apply strategies to mitigate them in different financial environments. 3. Ability to conduct market research, evaluate trends, and use financial tools to assess investment opportunities. 4. Presenting financial analysis and risk management strategies effectively in both written and oral formats.

		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to 1. use of charts, data and its interpretation 2. Use of PowerPoint 3. Use of Google search, internet etc. 4. A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning

9	**Blended Learning**	Contact Hours delivered online.
		     %
		Contact Hours delivered Face to Face
		     %

10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub

units depending upon the module credits. Each sub-unit comprises of the following resources:

1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
2. Notes of the faculty lecture
3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
4. Unit-wise assessment which is multiple choice questions.
5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Financial Markets Overview:

Derivatives, capital, money, forex, and insurance markets.

Structure of stock markets: futures and over-the-counter markets.

Unit 2: Foreign Exchange Markets:

Size and scope of forex markets.

Major commodity markets: gold, oil, and their link to currency and stock market trading.

Case studies: impact of economic and political events on currency and commodity markets.

Unit 3: Stock Market Analysis:

Macro and microeconomic factors influencing stock markets.

Review of political events and their effect on global stock markets.

Unit 4: Human Psychology and Behavioral Finance:

Psychological biases: herd instinct, overconfidence, loss aversion, etc.

Behavioral finance concepts: mental accounting, disposition effect, anchoring, and the endowment effect.

Unit 5: Chart and Technical Analysis:

Dow Theory, Bull-Bear market cycles, Fibonacci retracements.

Technical indicators: moving averages, price momentum, ADX, DMI, and STEM trading.

Unit 6: Risk Management Techniques:

Categories of risk: market, investment, trading.

Risk mitigation strategies: risk avoidance, diversification, and market analysis.

Case studies on risk management in different market environments.

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:
1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.

		4. If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. 5. In all cases, the turnaround time to resolve the query is within 3 working days. 6. All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. 1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. 2. The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly

| | | according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics. |
| | **Practicum/Dissertation/Final Project** | |

12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** **Books:** • Fabozzi, F. J. (2021). *Handbook of Finance: Investment Management and Financial Markets*. Wiley. • Reilly, F. K., & Brown, K. C. (2019). *Investment Analysis and Portfolio Management*. Cengage Learning. • Hull, J. (2021). *Options, Futures, and Other Derivatives*. Pearson. **Journal Articles:** • Shefrin, H. (2020). "Behavioral Finance: Biases, Mean-Variance Theory, and Behavioral Asset Pricing," *Journal of Financial Economics*. • Fama, E. F. (2020). "Efficient Capital Markets: A Review of Theory and Empirical Work," *The Journal of Finance*. **Online Resources:** • *Investopedia* (www.investopedia.com): A comprehensive financial resource for market analysis and investment strategies. • *Bloomberg Markets* (www.bloomberg.com/markets): Up-to-date news and market analysis. **Supplementary Reading Materials:** **Books:** • Bernstein, P. L. (2019). *Capital Ideas: The Improbable Origins of Modern Wall Street*. Wiley. • Kahneman, D. (2019). *Thinking, Fast and Slow*. Farrar, Straus and Giroux. **Journal Articles:**

- Barberis, N., & Thaler, R. (2021). "A Survey of Behavioral Finance," *Financial Analysts Journal*.
- Brown, K. C., & Harlow, W. V. (2020). "Market Risk and Asset Allocation," *Journal of Portfolio Management*.

Online Sources:

- World Gold Council (www.gold.org): Information and data on global gold markets.
- Financial Times (www.ft.com): Comprehensive coverage of global financial markets.

Sub-Section D – Module D # BAF306		
1	**Title of Module/Title**	**Audit & Assurance**
2	**Module/Unit Description**	This course provides students with a comprehensive understanding of the principles, processes, and techniques of auditing, both internal and external, within the context of corporate governance and assurance services. The course focuses on the reasons for auditing, regulatory environments, audit risk models, and the role of auditors in evaluating internal control systems. Students will also explore the professional conduct required of auditors, the impact of global regulations, and how to minimize audit risks through effective planning and execution. Through case studies, group work, and analysis of real-world audit reports, students will gain practical skills in audit assignments, audit risk assessment, and the application of professional standards.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. **Technical Competence:** Understanding internal and external

		audit principles, audit risk models, and audit processes.
		2. **Regulatory Competence:** Knowledge of the regulatory environment, legal responsibilities, and professional conduct governing auditors.
		3. **Analytical Competence:** Ability to assess audit risks, evaluate internal controls, and apply audit techniques to real-world cases.
		4. **Strategic Competence:** Understanding the strategic role of audit in corporate governance, corporate social responsibility, and stakeholder assurance.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the principles of internal auditing and its role in maintaining and evaluating systems of internal control within organizations. 2. Distinguish between internal and external audits, including their respective roles, scopes, and limitations. 3. Analyze the regulatory environment governing auditing, including national and international standards, and the role of audit committees. 4. Comprehend the components of the audit risk model and how it influences audit planning and execution. 5. Recognize the impact of legal requirements on audit processes, auditor responsibilities, and the significance of professional conduct.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills:
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to;

1. Apply internal audit techniques such as audit strategy, sampling, testing, and reporting to real-life audit assignments.
2. Perform audit planning, identify risks, and assess materiality levels in financial statements.
3. Communicate audit findings and reports effectively to management and other stakeholders.
4. Utilize audit evidence and sampling techniques, including computer-assisted auditing tools, to conduct thorough audit reviews.

Module-Specific Digital Skills and Competences

At the end of the module/unit, the learner will be able to

- use of charts, data and its interpretation
- Use of PowerPoint
- Use of Google search, internet etc.
- A brief mention of boolean search technique.

4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.

		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. [%] Contact Hours delivered Face to Face [%]
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: 1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. 2. Notes of the faculty lecture 3. Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. 4. Unit-wise assessment which is multiple choice questions. 5. Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. 6. After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** Unit 1: Reasons for Internal Audit: Purpose of internal audits: maintaining internal controls, evaluating systems, documenting processes. Internal audit as a tool for management decision-making. Unit 2: Internal Audit Principles and Techniques:

Scope and limitations of internal audits.

Components of internal control systems and types of controls.

Audit strategy, planning, sampling, and reporting techniques.

Audit assignments: financial, IT, regulatory, fraud investigations, and customer experience audits.

Unit 3: External Audit:

Differences between internal and external audits.

Regulatory and legal requirements for external audits, including national and international standards.

Appointment of auditors and their relationships with organizations.

Unit 4: Regulatory Environment:

Laws, rules, and regulations governing audit processes.

Current developments in international audit standards and their impact on governance and corporate social responsibility.

Professional conduct: ethical considerations (integrity, objectivity, confidentiality, competency).

Unit 5: Audit Risk:

Components of the audit risk model (inherent risk, control risk, detection risk).

Assessing risk and materiality in financial statements.

Legal responsibilities and liabilities of auditors.

		Unit 6: Audit Processes and Techniques:
		Audit planning and evidence collection.
		Sampling and testing techniques, including the use of computer-assisted auditing tools.
		Review and reporting processes, including the qualification of audit reports.
		Unit 7: Impact of Legal Requirements:
		Legal responsibilities of auditors in evidence collection, reporting, and liabilities.
		Impact of regulatory frameworks on auditing not-for-profit organizations and other special sectors.
		Support: In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows: - Student Success Manager: is the first point of contact for every student for any query. - If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. - If it is a faculty/ module content related query, this is forwarded to the assistant faculty. - If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. - In all cases, the turnaround time to resolve the query is within 3 working days. - All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a

			systematic manner, we follow a modular system of academic delivery via our e-campus. - Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. - The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**		- We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. - End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. - Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via

		the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** Books: ● Hayes, R., Wallage, P., & Gortemaker, H. (2020). *Principles of Auditing: An Introduction to International Standards on Auditing*. Pearson.

- Gray, I., & Manson, S. (2019). *The Audit Process: Principles, Practice, and Cases*. Cengage Learning.
- Arens, A. A., Elder, R. J., & Beasley, M. S. (2020). *Auditing and Assurance Services: An Integrated Approach*. Pearson.

Journal Articles:

- Knechel, W. R. (2021). "Audit Quality and Regulation: Insights from Recent Research," *The Accounting Review*.
- DeFond, M. L., & Zhang, J. (2020). "A Review of Archival Auditing Research," *Journal of Accounting and Economics*.

Online Resources:

- *International Auditing and Assurance Standards Board (IAASB)* (www.iaasb.org): International audit standards and updates.
- *Institute of Internal Auditors (IIA)* (www.theiia.org): Resources and articles on internal audit practices.

Supplementary Reading Materials:

Books:

Books:

- Porter, B., Simon, J., & Hatherly, D. (2018). *Principles of External Auditing*. Wiley.
- Pickett, K. H. S. (2020). *The Internal Auditing Handbook*. Wiley.

Journal Articles:

- Simnett, R., & Huggins, A. L. (2021). "Auditor Independence and the Audit Committee," *Contemporary Accounting Research*.
- Sirois, L., & Simunic, D. (2021). "Audit Risk, Materiality, and Auditor

		Liability," *Journal of Financial Reporting*.
		Online Sources:
		• *Audit Analytics* (www.auditanalytics.com): Comprehensive audit data and research. • *ACCA Global* (www.accaglobal.com): Professional standards, ethics, and audit regulations.

Level 6 Hospitality & Tourism Pathway

Sub-Section D – Module D # BTH404		
1	**Title of Module/Title**	**Events management**
2	**Module/Unit Description**	The **Events Management** module explores the principles and practices of managing events, with a particular focus on the relationship between the events sector and the tourism and hospitality industries. Students will learn about the classification and characteristics of different types of events, including meetings, incentives, conferences, exhibitions (MICE), and hospitality events such as weddings and corporate dinners. The course provides insights into the selection of event venues, such as hotels and conference centres, and explores the benefits of event management for businesses, including brand exposure, customer engagement, and revenue generation. Additionally, the module delves into the impact of global crises—such as pandemics, terrorism, and economic or political upheavals—on the MICE sector, and addresses the importance of sustainability in event management. The course includes a final assessment that evaluates students' understanding of event planning, management, and sustainability.
3	**Learning Outcomes**	

3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Ability to design, organize, and manage events of different scales and types. 2. Skill in selecting and negotiating venues based on event requirements. 3. Competence in preparing for and responding to global crises affecting event management. 4. Ability to incorporate sustainability principles in event planning and execution. 5. Understanding of the role of events in branding, customer engagement, and revenue generation.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand different types of events. 2. Understand the different types of events that take place within the tourism and hospitality industry 3. Understand the characteristics of the Meetings, Incentives, Conferences & Exhibitions (MICE) sector. 4. Understand the impact that events can have on tourism destinations.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Differentiate between various types and scales of events, and apply appropriate management strategies. 2. Identify and select suitable venues for different event types, considering logistics and costs. 3. Analyze the impact of external crises on event planning and execution. 4. Develop event management plans that align with sustainability principles. 5. Understand the benefits of events for business growth, including brand

		exposure, customer engagement, and increased sales.
		Module-Specific Learner Skills At the end of the module/unit the learner will be able to; 1. Ability to plan and manage complex projects with multiple stakeholders. 2. Capability to analyze the impacts of external factors such as crises on event management. 3. Competence in developing event strategies that contribute to business goals. 4. Understanding of sustainability issues and how to address them in various sectors. 5. Skills in communicating with vendors, clients, and stakeholders and negotiating contracts for venues and services.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100

		Assessment Hours	50
		Supervised Placement and Practice Hours	50
7	**Total Learning Hours for this module/unit.**	250 hours	
8	**Mode of Delivery**	☐ 100% Face to Face	
		☒ 100% Online	
		☐ Blended Learning Point D9 is required to be filled in.	
		☐ Work Based Learning	
9	**Blended Learning**	Contact Hours delivered online. %	
		Contact Hours delivered Face to Face %	
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: ● Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. ● Notes of the faculty lecture ● Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc. ● Unit-wise assessment which is multiple choice questions. ● Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction. ● After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission. **Curriculum** **Unit 1: Introduction to Events Management**	

- Definition and importance of events management in the tourism and hospitality industries
- Overview of the events management industry and its economic contribution

Unit 2: Classification and Characteristics of Events by Scale and Type

- Classification of events based on scale: small, medium, and large-scale events
- Types of events:
  - Meetings
  - Incentives
  - Conferences
  - Exhibitions (MICE)
- Key characteristics and management considerations for each type of event

Unit 3: Event-Tourism-Hospitality Relationships

- Interconnectedness of events, tourism, and hospitality industries
- The role of events in driving tourism and boosting local economies
- Tourism events: Meetings, Incentives, Conventions, Exhibitions (MICE) and their relation to tourism
- Hospitality events: Weddings, business meetings, celebration dinners, and fundraisers

Unit 4: Event Venue Selection

- Factors in selecting appropriate venues: hotels, conference centers, outdoor venues
- Venue characteristics: capacity, location, amenities, accessibility, and customer service
- Negotiating contracts and pricing with venues

Unit 5: The Benefits of Event Management for Businesses

- Increasing brand and product exposure through events
- Reaching targeted audiences and building customer relationships
- Boosting sales and creating brand credibility through event participation
- Events as a marketing strategy for leadership and brand credibility

Unit 6: The MICE Sector (Meetings, Incentives, Conferences, Exhibitions)

- Characteristics of the MICE sector
- Specific management approaches for:
  - Meetings
  - Incentive travel
  - Conferences and congresses
  - Exhibitions
- The role of business travel in the MICE sector

Unit 7: Business Travel and Event Management

- Understanding the relationship between business travel and events
- Factors influencing business travel in the MICE sector
- How companies use events to incentivize and reward employees through incentive travel programs

Unit 8: Impact of Global Crises on the Events Industry

- Exploring how pandemics, terrorism, economic crises, and political crises affect the events industry, particularly MICE
- The importance of crisis management and contingency planning in events management
- Case studies of event cancellations and crisis recovery

Unit 9: Event Impacts – Political, Economic, Social, Technological, Environmental, and Legal (PESTEL)

- Analysis of the PESTEL impacts of events management
  - Political: regulations, government support
  - Economic: revenue generation, employment
  - Social: community involvement, cultural impacts
  - Technological: digitalisation of events, virtual and hybrid events
  - Environmental: sustainability and ecological footprints
  - Legal: event-related laws and regulations

Unit 10: Sustainability in Events Management

- Introduction to sustainability in the events industry
- Positive sustainability practices: reducing waste, energy efficiency, eco-friendly venues
- Negative impacts of events: resource consumption, pollution
- Strategies for organizing sustainable events, including certifications and standards (ISO 20121)
- Best practices for creating a sustainable event management plan

Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.

		● In all cases, the turnaround time to resolve the query is within 3 working days. ● All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. ● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. ● The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

		● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:**

		● Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2020). *Festival and Special Event Management* (6th ed.). Wiley. ● Getz, D. (2019). *Event Studies: Theory, Research, and Policy for Planned Events* (3rd ed.). Routledge. ● Bowdin, G., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2021). *Events Management* (5th ed.). Routledge. **Supplementary Reading Materials:** 1. Dwyer, L., & Wickens, E. (2021). *Critical Issues in Tourism and Events Management*. CABI. 2. Shone, A., & Parry, B. (2020). *Successful Event Management: A Practical Handbook* (5th ed.). Cengage Learning. 3. Silvers, J. R. (2019). *Risk Management for Meetings and Events*. Routledge. 4. UNWTO. (2021). *Sustainable Development of Tourism: Global Report on Sustainable Tourism*. United Nations World Tourism Organisation.

Sub-Section D – Module D # BTH405		
1	**Title of Module/Title**	**Tourism Law, Policy and Planning**
2	**Module/Unit Description**	The module explores the key legal frameworks, policies, and planning processes that shape the tourism industry at local, national, and international levels. It provides students with an understanding of how public policy influences tourism development, management, and sustainability. The course delves into the complexities of tourism policy-making, the roles of various stakeholders, and the implementation of tourism policies. Students will analyze the

		relationship between tourism and other areas of public policy, such as environmental conservation, cultural preservation, and economic development. Through practical case studies and theoretical insights, students will gain skills in developing destination management plans and understanding tourism's impact on sustainable development.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following: 1. Ability to understand and analyze the tourism policy-making process. 2. Skills in identifying and collaborating with tourism stakeholders for policy development. 3. Knowledge of how to integrate sustainable development principles into tourism policy and planning. 4. Understanding of the legal aspects of tourism regulation and management. 5. Ability to develop comprehensive destination management plans that meet sustainability and economic goals.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following: 1. Understand the concepts and theories of public policy for tourism. 2. Understand the implementation of tourism policy. 3. Understand the theories and concepts of tourism planning. 4. Be able to create tourism plans that can apply to international tourism destinations.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: 1. Analyze the policy-making process and the roles of various stakeholders in tourism policy development.

2. Apply theoretical approaches to tourism policy-making and implementation.
3. Use policy instruments to regulate and manage tourism activities in a sustainable and effective manner.
4. Develop destination management plans that balance tourism development with environmental and cultural preservation.
5. Evaluate tourism policies using relevant assessment tools and techniques.
6. Integrate tourism policy with other public policy areas to promote sustainable and inclusive growth.

Module-Specific Learner Skills

1. At the end of the module/unit the learner will be able to:
2. Ability to manage the development and implementation of tourism policies and destination management plans.
3. Proficiency in analyzing tourism policies, stakeholder interests, and policy impacts on sustainability and development.
4. Ability to create long-term tourism strategies that align with national and international policy objectives.
5. Skills in engaging and collaborating with stakeholders to develop tourism policies and management plans.
6. Understanding of tourism law and regulations that guide policy development and implementation.

Module-Specific Digital Skills and Competences

At the end of the module/unit, the learner will be able to

- use of charts, data and its interpretation

		- Use of PowerPoint - Use of Google search, internet etc. - A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face ☒ 100% Online ☐ Blended Learning Point D9 is required to be filled in. ☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. % Contact Hours delivered Face to Face %
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources: - Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided. - Notes of the faculty lecture

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- Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
- Unit-wise assessment which is multiple choice questions.
- Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: Introduction to Public Policy for Tourism

- Overview of public policy and its significance in the tourism industry
- The role of public policy in regulating and promoting tourism activities
- Differences between tourism policies at local, national, and international levels

Unit 2: The Policy-Making Process

- Understanding how tourism policies are developed and implemented
- The stages of the policy-making process: agenda-setting, formulation, adoption, implementation, and evaluation
- Key challenges in tourism policy-making and how to overcome them

Unit 3: Stakeholders in Tourism Policy-Making

- Identification of key stakeholders in the tourism industry: government bodies, private sector, local communities, NGOs, and international organizations
- The roles and interests of various stakeholders in shaping tourism policies

		• Case studies of stakeholder collaboration in tourism policy development **Unit 4: Approaches to Tourism Policy** • Different theoretical and practical approaches to tourism policy-making • Comparison of top-down vs. bottom-up approaches • Market-oriented, community-based, and sustainable tourism policies **Unit 5: Tourism Policy Instruments** • Overview of policy instruments used to regulate tourism: laws, regulations, taxes, subsidies, and permits • Economic, legal, and voluntary instruments for tourism policy implementation • Evaluation of the effectiveness of various policy instruments in managing tourism development **Unit 6: Tourism Policy Implementation** • Factors affecting the successful implementation of tourism policies • The role of government agencies, private businesses, and local communities in policy implementation • Case studies of effective and ineffective tourism policy implementations **Unit 7: Tourism Policy Evaluation** • Methods for evaluating the impact of tourism policies on economic growth, environmental sustainability, and social well-being • The importance of monitoring and feedback in policy evaluation • Tools and techniques for evaluating tourism policies, including cost-benefit analysis and impact assessments

Unit 8: Tourism Policy and Sustainable Development

- The relationship between tourism policy and sustainable development goals (SDGs)
- How tourism policies can promote environmental conservation, cultural preservation, and equitable economic growth
- Case studies of tourism policies that successfully balance development and sustainability

Unit 9: The Relationship Between Tourism and Other Areas of Public Policy

- How tourism intersects with other public policy areas: environment, transportation, culture, and urban development
- The role of tourism in promoting cultural exchange, environmental protection, and infrastructure development
- The integration of tourism into broader national and regional policy agendas

Unit 10: Developing Destination Management Plans

- The process of creating effective destination management plans (DMPs)
- Elements of a successful DMP: stakeholder engagement, resource management, marketing strategies, and sustainability initiatives
- Case studies of successful destination management plans and their impact on tourism development

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

		Student Success Manager: is the first point of contact for every student for any query. - If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately. - If it is a faculty/ module content related query, this is forwarded to the assistant faculty. - If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director. - In all cases, the turnaround time to resolve the query is within 3 working days. - All interactions take place via e-campus to maintain an adequate record of information. **Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus. - Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module. - The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	- We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. - End-of-module assessments carry a weightage of 60% and serve as the

final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary.

- Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted.

- End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to validate the learner's ownership of the submitted assignment.

- Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and

		standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** 1. Hall, C.M., & Jenkins, J. (2019). Tourism Policy and Planning: Yesterday, Today, and Tomorrow (2nd ed.). Routledge. 2. Dredge, D., & Jenkins, J. (2020). Tourism Planning and Policy (3rd ed.). Pearson. 3. Richards, G. (2020). Tourism, Public Policy, and Sustainable Development (4th ed.). CABI. **Supplementary Reading Materials:** 1. Hall, C. M. (2021). Tourism Planning: Policies, Processes, and Relationships. Pearson. 2. Scott, N., & Cooper, C. (2021). Tourism Policy and Destination Management. Springer. 3. Beaumont, N., & Dredge, D. (2020). Tourism Planning and Community Engagement: Public Policy for Sustainable Development. Emerald Group Publishing.

Sub-Section D – Module D # BTH406	
1	**Title of Module/Title**
	Technology in the Tourism and Hospitality Industry

2	**Module/Unit Description**	
		The aim of this module is to explore the role of emerging and existing technologies in shaping the tourism and hospitality sectors. It provides an understanding of how technological advancements have revolutionized consumer behavior, business operations, and competitive dynamics in the industry. Students will learn about the evolution of technology in tourism, from traditional systems like Global Distribution Systems (GDS) to modern innovations like virtual visitor guides and metaverse platforms. The course also focuses on the role of Information and Communication Technology (ICT), mobile and wireless systems, online travel agencies (OTAs), and cutting-edge immersive technologies such as Extended Reality (XR), Augmented Reality (AR), and Virtual Reality (VR). Through practical examples, students will examine the impact of online marketing, social media, and data protection on enhancing customer experience and gaining a competitive advantage.
3	**Learning Outcomes**	
3.1	**Competences**	At the end of the module/unit the learner will have acquired the following 1. Ability to understand and apply emerging technologies in tourism and hospitality. 2. Proficiency in online marketing, distribution strategies, and working with OTAs. 3. Knowledge of using mobile and immersive technologies to enhance guest experiences. 4. Understanding the legal and ethical implications of technology in relation to data protection. 5. Skills in identifying and implementing technology-driven solutions to improve business competitiveness.
3.2	**Knowledge**	At the end of the module/unit the learner will have been exposed to the following:

		1. Understand the impact of technology on the development and growth of the tourism and hospitality industry. 2. Understand the use of management information systems across a range of tourism and hospitality organisations. 3. Understand the digital environment for tourism and hospitality marketing. 4. Understand the legal implications of technological change in the tourism and hospitality industry.
3.3	**Skills**	At the end of the module/unit the learner will have acquired the following skills: ● Understand the role of technology in transforming tourism and hospitality operations. ● Apply ICT solutions to improve service delivery and enhance the guest experience. ● Analyze the impact of mobile technologies, OTAs, and immersive platforms on consumer behavior. ● Develop strategies for online distribution and marketing in the tourism industry. ● Evaluate security risks and ensure data protection in the application of new technologies. ● Propose innovative solutions using emerging technologies like VR and AR to improve customer satisfaction and operational efficiency.
		Module-Specific Learner Skills 1. At the end of the module/unit the learner will be able to; 2. Ability to adapt to rapidly evolving technologies in the tourism and hospitality sectors. 3. Proficiency in analyzing the effects of technology on business operations and customer experiences.

		4. Capability to identify technological challenges and propose effective solutions. 5. Skills in communicating the benefits of technology to stakeholders and customers. 6. Awareness of the ethical considerations and data protection issues related to technology use.
		Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to ● use of charts, data and its interpretation ● Use of PowerPoint ● Use of Google search, internet etc. ● A brief mention of boolean search technique.
4	**MQF Level pegged for this module/unit**	6
5	**Total Number of ECTS for this module/unit**	10
6	**Hours of Total Learning for this module/unit**	Total Contact Hours 50
		Self – Study Hours 100
		Assessment Hours 50
		Supervised Placement and Practice Hours 50
7	**Total Learning Hours for this module/unit.**	250 hours
8	**Mode of Delivery**	☐ 100% Face to Face
		☒ 100% Online
		☐ Blended Learning Point D9 is required to be filled in.
		☐ Work Based Learning
9	**Blended Learning**	Contact Hours delivered online. %

		Contact Hours delivered Face to Face
		%
10	**Explain how this module/unit will be taught.**	**We intend to offer programs in online model, hence our online didactic model is as follows:** Each module is organised on our e-campus and is divided into sub-units, around 8-10 sub units depending upon the module credits. Each sub-unit comprises of the following resources:

Within the right column, row 10 continues:

- Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.
- Notes of the faculty lecture
- Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.
- Unit-wise assessment which is multiple choice questions.
- Optional – Formative challenge based discussion forum for reflection and peer-to-peer interaction.
- After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission.

Curriculum

Unit 1: The History of Technology in the Tourism and Hospitality Industry

- Evolution of technology in tourism and hospitality over the decades
- The transformation of traditional travel processes and services through technological advancements
- Impact of early technologies on operational efficiency and customer service

Unit 2: Information and Communication Technology (ICT) in Tourism and Hospitality

- The role of ICT in revolutionizing tourism and hospitality operations

- Key ICT tools used for reservation systems, customer relationship management (CRM), and inventory management
- Advantages of integrating ICT solutions for improving service delivery and guest experience

Unit 3: Technology and the Consumer

- How technology has influenced tourist behavior and decision-making
- The impact of mobile devices, online booking systems, and self-service technologies on customer interactions
- Shifts in consumer expectations with the rise of technology-enabled services

Unit 4: Mobile Technology and Wireless Systems in Tourism

- Overview of mobile technology and its role in enhancing tourism experiences
- The impact of mobile apps, wireless payment systems, and mobile reservations on business operations
- Mobile technology's role in enabling seamless travel experiences

Unit 5: Online Travel Agencies (OTAs) and Meta Search Engines

- Overview of OTAs and their impact on travel and hospitality booking behavior
- The function and role of meta search engines in providing price comparisons and booking options
- Advantages and challenges for tourism businesses working with OTAs and meta search engines

Unit 6: Online Distribution Channels and Marketing

- Understanding online distribution strategies in tourism and hospitality

- Techniques for using online platforms to enhance marketing efforts and brand visibility
- Managing multi-channel distribution and its impact on revenue generation

Unit 7: Metaverse Platforms and Immersive Technologies (XR, AR, VR)

- Exploration of the metaverse and its potential applications in tourism and hospitality
- Introduction to XR, AR, and VR technologies and their use in enhancing customer experiences
- Case studies of destinations and hotels using immersive technology to engage travelers

Unit 8: Destination Management Systems and Virtual Visitor Guides

- The role of Destination Management Systems (DMS) in coordinating tourism activities and resources
- Benefits of virtual visitor guides in providing tourists with real-time information and personalized experiences
- The evolution of Global Distribution Systems (GDS) to virtual tourism platforms

Unit 9: Social Media, Reviews, and Customer Feedback

- The role of social media in shaping the image and reputation of tourism businesses
- Strategies for managing online customer reviews and feedback
- How technology facilitates real-time communication and problem-solving with guests

Unit 10: Security, Data Protection, and New Technologies

- The importance of technology in ensuring security and data protection in tourism and hospitality operations
- Best practices for safeguarding customer data and maintaining compliance with regulations such as GDPR
- Emerging technologies in cybersecurity and their applications for tourism businesses

Support:
In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related query such as regulations, policies, progression etc, this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.
- All interactions take place via e-campus to maintain an adequate record of information.

Modular delivery: Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

- Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.
- The process helps in organising study in an efficient manner and enables

		learners to research and learn about every module in-depth.
11	**Explain how this module/unit will be assessed.**	● We implement both continuous and end-of-module assessments. Continuous assessments are conducted within various units studied by the learner and contribute 40% toward the final grade. These assessments typically take the form of multiple-choice questions. ● End-of-module assessments carry a weightage of 60% and serve as the final evaluation. The final assessment can be a case study, report, analysis, research or a survey project etc. The word limit will be defined by the tutor based on the nature of the project. The assessment is reviewed regularly according to the assessment policy of the institution where the tutor can decide to modify assessment at regular intervals to make the assessment contemporary. ● Additionally, we integrate formative assessments, which do not contribute to the final grade but instead support peer-to-peer learning and encourage reflection on key concepts. All assessments are made available via the e-campus platform and must be submitted through it. Email submissions are not accepted. ● End-of-module assessments are provided to learners at least three weeks before the submission deadline. Faculty members have access to plagiarism detection software and may request a viva to

		validate the learner's ownership of the submitted assignment. ● Assessments are guided by specific rubrics tailored to the type of assessment tool used, and these rubrics are shared with the learners in advance, the assessment specific rubric ensures alignment with overall programme rubric provided in EU Global's regulations Handbook. To ensure clarity on expectations, an assessment guidance webinar is also offered. This approach helps learners understand the requirements and standards for their submissions. The passing grade is set at 40%, as defined by the rubrics.
	Practicum/Dissertation/Final Project	
12	**Placement/Work-based learning** (if applicable)	NA
13	**Reading List**	**Core Reading Materials:** ● Buhalis, D., & Leung, R. (2020). Smart Tourism and Hospitality: Tools, Methods, and Applications (1st ed.). Routledge. ● Egger, R., & Gula, I. (2021). Mobile Technologies and Tourism: Tourist Experiences and Mobile Technology Applications (2nd ed.). Springer. ● Tussyadiah, I., & Inversini, A. (2020). Information and Communication Technologies in Tourism. Springer. **Supplementary Reading Materials** 1. Murphy, H., & Gretzel, U. (2021). *Technology and the Future of Tourism*. Springer.

| | | 2. Wang, D., & Fesenmaier, D. R. (2020). *Tourism Information Technology* (3rd ed.). CABI. |
| | | 3. Ivanov, S., & Webster, C. (2020). *Robotics and Artificial Intelligence in the Tourism Industry*. Emerald Publishing. |

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