DBA Learning Outcomes

COURSE CONTENT AND LEARNING OUTCOMES

The overall learning of the courses at the graduate program corresponds to the level descriptors proposed by SCQF Scottish Quality and Qualifications Framework, **level 12**, corresponding also with the descriptors of the *European Qualifications Framework (EQF) for third cycle qualification*. The overall learning of the undergraduate programs aims at students obtaining a level according to the indications below.

The descriptor for the **third cycle** in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the **Bologna process corresponds to the learning outcomes for EQF level 8.**

The learning outcomes are established according to Benjamin Bloom's taxonomy for cognitive learning. Based on this framework, courses at Graduate level address primarily the thinking processes: **Knowledge, Comprehension, Application, and Analysis.**

Setting

· *Operational Context:* The learner operates in complex and unpredictable contexts, requiring selection and application from a wide range of largely standard techniques and information sources.
· *Autonomy and responsibility for actions:* The learner acts with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

• Demonstrate and/or work with:

• A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles.

• A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms.

• Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

• Apply knowledge, skills and understanding:

• In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.

• In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms.

• In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.

• In designing and executing research, investigative or development projects to deal with new problems and issues.

• In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices.

• To practise in the context of new problems and circumstances.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

• Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.

• Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.

• Develop original and creative responses to problems and issues.

• Deal with complex and/or new issues and make informed judgements in the absence of complete or consistent data/information.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

• Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:

• Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose.

• Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors.

• Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work.

• Critically evaluate numerical and graphical data.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

• Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.

• Take full responsibility for your own work and/or significant responsibility for the work of others.

• Take significant responsibility for a range of resources.

• Demonstrate leadership and/or originality in tackling and resolving problems and issues.

• Practise in ways which are reflective, self-critical and based on research/evidence.

• Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices.

MBA Learning Outcomes

COURSE CONTENT AND LEARNING OUTCOMES

The overall learning of the courses at the graduate program corresponds to the level descriptors proposed by SCQF Scottish Quality and Qualifications Framework, **level 11**, corresponding also with the descriptors of the **European Qualifications Framework (EQF) for second cycle qualification**. The overall learning of the undergraduate programs aims at students obtaining a level according to the indications below.

The descriptor for the **second cycle** in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the **Bologna process corresponds to the learning outcomes for EQF level 7.**

The learning outcomes are established according to Benjamin Bloom's taxonomy for cognitive learning. Based on this framework, courses at Graduate level address primarily the thinking processes: **Knowledge, Comprehension, Application, and Analysis.**

Setting

- · *Operational Context:* The learner operates in complex and unpredictable contexts, requiring selection and application from a wide range of largely standard techniques and information sources.
- · *Autonomy and responsibility for actions:* The learner acts with minimal supervision or direction, within   agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

• Demonstrate and/or work with:

• Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.

• A critical understanding of the principal theories, concepts and principles.

• A critical understanding of a range of specialised theories, concepts and principles.

• Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.

• A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

• Apply knowledge, skills and understanding:

• In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.

• In using a range of specialised skills, techniques, practices and/or materials that are at the

forefront of, or informed by forefront developments.

• In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.

• In planning and executing a significant project of research, investigation or development.

• In demonstrating originality and/or creativity, including in practices.

• To practise in a wide and often unpredictable variety of professional level contexts.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

• Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.

• Identify, conceptualise and define new and abstract problems and issues.

• Develop original and creative responses to problems and issues.

• Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.

• Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

• Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:

• Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.

• Communicate with peers, more senior colleagues and specialists.

• Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.

• Undertake critical evaluations of a wide range of numerical and graphical data.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

• Exercise substantial autonomy and initiative in professional and equivalent activities.

• Take responsibility for your own work and/or significant responsibility for the work of others.

• Take significant responsibility for a range of resources.

• Work in a peer relationship with specialist practitioners.

• Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.

• Practise in ways which draw on critical reflection on your own and others' roles and responsibilities.

• Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices

EBBA Learning Outcomes

COURSE CONTENT AND LEARNING OUTCOMES

The overall learning of the courses at the undergraduate program corresponds to the level descriptors proposed by SCQF Scottish Quality and Qualifications Framework, **level 9,** corresponding also with the descriptors of the **European Qualifications Framework (EQF) for first cycle qualification**. The overall learning of the undergraduate programs aims at students obtaining a level according to the indications below.

The descriptor for the **first cycle** in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the **Bologna process corresponds to the learning outcomes for EQF level 6.**

The learning outcomes are established   according to Benjamin Bloom's taxonomy for cognitive learning. Based on this framework, courses at undergraduate level address primarily the thinking processes: **Knowledge, Comprehension, Application, and Analysis.**

Setting

- · *Operational Context:* The learner operates in complex and unpredictable contexts, requiring selection and application from a wide range of largely standard techniques and information sources.
- · *Autonomy and responsibility for actions:* The learner acts with minimal supervision or direction, within   agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

• Demonstrate and/or work with:

• An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries.

• A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector.

• Knowledge of one or more specialisms that is informed by forefront developments.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

• Apply knowledge, skills and understanding:

• In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.

• In using a few skills, techniques, practices and/or materials that are specialised and/or advanced.

• In practising routine methods of enquiry and/or research.

• To practise in a range of professional level contexts that include a degree of unpredictability.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

• Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector.

• Identify and analyse routine professional problems and issues.

• Draw on a range of sources in making judgements.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

• Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example:

• Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences.

• Use a range of ICT applications to support and enhance work.

• Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

• Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.

• Exercise managerial responsibility for the work of others and for a range of resources.

• Practise in ways that show awareness of your own and others' roles and responsibilities.

• Work, under guidance, with specialist practitioners.

• Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.