

## IDFW - Interdisciplinary Future Week - MWD1105

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Lecturer(s)</b>	Endrissat Nada, Geiger Christian, Müller Susan, Ruf Julian
<b>Module responsibility</b>	Julian Ruf, Susan Müller, Nada Endrissat, Christian Geiger
<b>Short description of the module</b>	<p>The module is designed for all four master's programs: the Master in Business Administration, the Master in Digital Business Administration, the Master in Digital Government, and the Master in Entrepreneurship &amp; Business Innovation. The module consists of a four-day introductory week followed by an assignment.</p> <p>The primary goal of the module is to ensure that students are well-prepared for a successful start in their master's program. This includes gaining a clear understanding of the structure and objectives of their master's program, building connections within and across cohorts, and establishing a future-oriented mindset.</p> <p>To support this, students will engage with faculty from the business school and participate in a two-day immersion in Art Thinking, a creative methodology that blends artistic approaches with entrepreneurial thinking. Art Thinking encourages unconventional problem-solving, helping students navigate ambiguity, embrace experimentation, and develop innovative solutions beyond traditional frameworks. Students will collaborate in teams to address a real-world challenge aligned with the three strategic pillars of our Business School: digitalization, sustainability, and entrepreneurship. This experience aims to foster critical thinking, creativity, and a future-oriented mindset essential for navigating the complex business environment of today.</p>
<b>Entry requirements</b>	None

## IDFW - Interdisciplinary Future Week - MWD1105

### Competencies upon completion

#### Disciplinary competences

Students will be able to:

- Understand the structure, goals, and expectations of their respective master's programs
- Understand the three strategic pillars of the business school: digitalization, sustainability, and entrepreneurship
- Apply interdisciplinary perspectives to complex problems
- Explore how digitalization, sustainability, and entrepreneurship impact society and the environment

#### Methodological competences

Students will be able to:

- Challenge taken-for-granted ideas, norms, and assumptions through critical thinking
- Co-create knowledge and artefacts, working in groups with diverse backgrounds
- Experiment and iterate as part of the learning process

#### Social competences

Students will be able to:

- Collaborate in diverse teams
- Engage in constructive dialogue with peers and faculty members
- Build a supportive and interdisciplinary learning community from the outset of their studies

#### Personal competences

Students will be able to:

- Cultivate a digital, sustainable, and entrepreneurial mindset from the beginning of their studies
- Reflect their own core assumptions, comfort zone, and biases
- Develop their ability to deal with ambiguity and change as opportunities for learning and growth

### Content

#### Day 1

- Welcome and orientation within the respective master's program cohort
- Meet your master's cohort
- Thematic inputs from business school faculty on digitalization, sustainability, and entrepreneurship
- Evening social event to foster connections within and across master programs

#### Days 2 & 3

- Application of the Art Thinking methodology in small groups to allow a new perspective on a real-world challenge
- Presentation of group work

#### Day 4

- Debriefing of the art thinking workshop
- Program-specific activities within each respective master's cohort

### Teaching and learning methods

- Input sessions
- Art thinking methodology, characterized by hands-on creation, problem-based and collaborative learning, and an exploratory space that allows for experimentation and iteration

## IDFW - Interdisciplinary Future Week - MWD1105

### Literature

Literature on art thinking

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### Workload

As a 3 ECTS module, the estimated total workload is around 90 hours.

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### Contact lessons

The Interdisciplinary Future Week will take place over four consecutive days, from September 8 to September 11 2026 in CW37.

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### Attendance requirement

All four on-campus days of the module are subject to mandatory attendance.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

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### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

Attendance is required to pass the module.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

The final grade is composed of the following components:

- Group work and presentation (during the week): 60 % of the grade
  - Individual assignment (to be submitted until November 1, 23:59): 40 % of the grade
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### Aids for written examination

No examination

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## IDFW - Interdisciplinary Future Week - MWD1105

<b>Mode of repetition</b>	<p>If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.</p> <p>Students who are unable to participate in the four-day program are required to attend it in the next autumn semester.</p>
<b>Follow-up modules</b>	<p>This module provides an introductory foundation for the overall master's programs.</p>
<b>Comment</b>	<p>For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact <a href="mailto:master.business@bfh.ch">master.business@bfh.ch</a></p>
<b>Degree programme, semester</b>	<p>MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern MSc Entrepreneurship &amp; Business Innovation, 2026-2027, 3 HS, TZ, Bern MSc Digital Government, 2027-2028, 3 HS, TZ, Bern MSc Digital Government, 2026-2027, 1 HS, TZ, Bern MSc Digital Business Administration, 2026-2027, 1 HS, TZ, Bern MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Business Administration, 2027-2028, 3 HS, TZ, Bern MSc Entrepreneurship &amp; Business Innovation, 2026-2027, 1 HS, TZ, Bern MSc Business Administration, 2026-2027, 1 HS, TZ, Bern MSc Entrepreneurship &amp; Business Innovation, 2027-2028, 3 HS, TZ, Bern</p>

## DS1 - Operational Excellence & Digital Business - MWD1101

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Obwegeser Nikolaus, Raff-Heinen Stefan, Rietsche Roman, Thies Ferdinand, Wambsganss Thimo
<b>Module responsibility</b>	Coordinator: Ferdinand Thies  Further lecturers: Nikolaus Obwegeser, Stefan Raff-Heinen, Roman Rietsche, Thimo Wambsganss
<b>Short description of the module</b>	The digitalization of the business world offers great opportunities for organizations, but it also requires the skillful management of risks. In this module, the focus is on the joint development of digitization competencies in several areas in order to be able to create concrete advantages for companies from the rapid technological development.
<b>Entry requirements</b>	None

## DS1 - Operational Excellence & Digital Business - MWD1101

### Competencies upon completion      **Disciplinary competencies:** Students ...

- develop a foundational understanding of how companies are structured and operate in a digital context.
- understand the strategic and operational role of information systems and digital technologies in modern organizations.
- learn how key digital technologies and information systems function and for what business purposes they can be applied.
- assess the opportunities and risks associated with digital transformation and learn how to manage them effectively.
- explore how digital business models are structured, evaluated, and developed.
- understand the role of customer journeys in value creation and how to design and optimize them in alignment with internal processes.
- acquire tools and frameworks to analyze and improve operational efficiency and digital readiness.

### **Methodological competencies:** Students ...

- engage in case-based and project-based learning to apply concepts to real-world business challenges.
- actively explore digital tools and process mapping methods to analyze and optimize business operations.
- collaborate in group assignments and simulations focused on digital business model development and customer journey design.
- are expected to prepare for and participate in discussions, workshops, and exercises that simulate business transformation scenarios.
- reflect critically on the role of digitization in operational decision-making and long-term strategy.
- combine theoretical concepts with practical insights to understand how businesses can continuously improve in a digital economy.

### **Social competencies:** Students ...

- work in diverse teams to co-create solutions for operational and digital challenges, enhancing interpersonal and intercultural communication skills.
- practice stakeholder-centered thinking when analyzing internal processes and designing customer journeys.
- develop the ability to give and receive constructive feedback in collaborative settings.
- cultivate empathy and customer-centric thinking by mapping customer experiences and aligning them with business goals.
- learn to navigate complexity and ambiguity in digitally transforming organizations through collaborative problem solving.

### **Self competencies:** Students ...

- build awareness of their own roles in digital business environments and the broader impact of technology-driven change.
  - enhance their ability to critically assess operational practices and develop improvement initiatives.
  - strengthen their confidence in using digital tools and frameworks to address business challenges.
  - reflect on their learning process, identifying personal growth opportunities in adapting to change and innovation.
  - prepare to take initiative in digital transformation projects and develop a proactive mindset for continuous improvement.
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## DS1 - Operational Excellence & Digital Business - MWD1101

### Content

The content of this module is divided into 3 broad sub-aspects:

#### Digital Disruption:

- Introduction to digitization and (technological) megatrends
- Changes in the business environment due to globalization and digitization
- Digital disruption and digital value creation

#### Digital Transformation:

- Basic Enterprise Architecture
- Digital process management

#### Digital Business:

- Understand digital business models and their service-centered logic
- Understand methods for user-centered development of digital offerings and reflect on their practical application
- Systematically plan and visually represent digital services using customer journeys and service blueprints to design and analyze processes and customer experience

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### Teaching and learning methods

Lectures, individual and group work, discussions, guest presentation(s)/excursion

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### Literature

Will be made available via Moodle

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### Workload

180 hours

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### Contact lessons

On-campus sessions in CW38, CW41, CW45, CW48.

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## DS1 - Operational Excellence & Digital Business - MWD1101

### Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Written examinations will take place in calendar weeks 41 and 45.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into online learning cycles. Assessment consists of assignments (group or individual work) during online learning cycles, written on-site exams, and presentations, which are completed during these learning cycles and face-to-face sessions. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Grading structure:

- Online assignment: CW 38-39 (Individual, Written, Graded, 20%)
- On Campus Exam: CW 41 (Individual, Written, Graded, 30 Minutes, 40%)
- On Campus Exam: CW 45 (Individual, Written, Graded, 30 Minutes, 40%)

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW38-39, Sunday 27.09.26, 11:59 p.m.
- CW40-41, **Wednesday, 7.10.26**, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

## DS1 - Operational Excellence & Digital Business - MWD1101

<b>Aids for written examination</b>	None
<b>Mode of repetition</b>	If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.
<b>Follow-up modules</b>	DS2
<b>Comment</b>	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact <a href="mailto:master.business@bfh.ch">master.business@bfh.ch</a>
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern MSc Digital Business Administration, 2026-2027, 1 HS, TZ, Bern

## DT1 - Enabling Technologies - MWD1102

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Stürmer Matthias
<b>Module responsibility</b>	Siddhartha Singh, Matthias Stürmer
<b>Short description of the module</b>	<p>The foundations of computational thinking, cloud computing and software design are essential for all levels of management where business intersects with new technologies enabled by software and data.</p> <p>In this module, you will learn how various existing technologies and methods help organisations create value.</p> <p>We will focus on the application of existing technologies with real-world scenarios in mind.</p> <p>In particular, we will explore the role that various software design methods and approaches, including software architecture design, business process modelling and prototyping, play in creating value inside the organisation by applying these methods.</p> <p>We will also explore the interaction between cloud computing, Artificial Intelligence, APIs, free and open-source software and the role these technologies have in make-or-buy decisions.</p>
<b>Entry requirements</b>	Basic computational thinking (offered in the Interdisciplinary Future Week).
<b>Competencies upon completion</b>	<p><b>Disciplinary competences:</b> Students ...</p> <ul style="list-style-type: none"><li>• learn to ask the right questions before making decisions in projects at the intersection of business and technology.</li><li>• are able to translate technical requirements into concrete technical problem statements and develop solutions.</li></ul> <p><b>Methodological competences:</b> Students ...</p> <ul style="list-style-type: none"><li>• implement hands-on technical solutions to given problems using relevant tools and technologies.</li><li>• work on solutions both individually and in groups.</li><li>• defend the choices they make when designing technical solutions.</li></ul> <p><b>Social competences:</b> Students ...</p> <ul style="list-style-type: none"><li>• become comfortable with the technologies, tools, and platforms that make up the modern tech stack.</li><li>• gain the basic understanding needed to explore technologies in their respective fields of interest.</li></ul> <p><b>Personal competences:</b> Students ...</p> <ul style="list-style-type: none"><li>• understand and explain technical concepts, tools, and terminology in software design, APIs, cloud computing, artificial intelligence, prototyping, and open source.</li><li>• apply this knowledge in everyday business and technology contexts.</li></ul>

## DT1 - Enabling Technologies - MWD1102

### Content

- Introduction to how technologies are used in production
  - Software architecture with hands-on exercises
  - API Integration
  - Cloud Computing
  - Artificial intelligence
  - Open source
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### Teaching and learning methods

Individual self-paced learning, lectures, workshops, individual and group work, coaching sessions

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### Literature

Will be provided during the lessons.

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### Workload

180 hours

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### Contact lessons

On-campus sessions in CW38, CW41, CW45 and CW48

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### Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

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## DT1 - Enabling Technologies - MWD1102

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW38-39, Sunday 27.09.26, 11:59 p.m.
- CW40-41, Sunday 11.10.26, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

### Assessment Schedule

- Assignment 1 (individual, weight 50%, Architecture, Cloud, API): Cycle 1-3
- Assignment 2 (group, weight 30%, AI): Cycle 4-5
- Assignment 3 (individual, weight 20%, Open-Source Software): Cycle 6

### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

### Follow-up modules

DT2

### Comment

For questions regarding module content, please contact the responsible lecturers.  
For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch)

### Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2026-2027, 1 HS, TZ, Bern  
MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern

## DL1 - Live Case: Business Engineering - MWD1103

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Gurtner Nadine, Harder Deane, Ruf Julian, Van Heijingen Markus Petrus
<b>Module responsibility</b>	Nadine Gurtner, Deane Harder, Julian Ruf, Mark van Heijnigen
<b>Short description of the module</b>	<p><b>Live Case Projects</b> are a core part of the Master in Digital Business Administration. Students tackle real-world digital transformation challenges from actual companies, applying their knowledge in a hands-on consulting setting. Working closely with company representatives and experts, they manage the project using professional tools and methods to deliver impactful results.</p> <p>Success requires more than tech skills - it demands a deep understanding of the business context, strong stakeholder management, and effective collaboration in diverse teams.</p> <p>The module DL1: "Business Engineering - Increase Performance" (6 ECTS) equips students to make organizations more efficient, innovative, and adaptable. They learn to apply business engineering principles - combining business, IT, and engineering - to analyze and optimize processes, structures, and systems. Students act as consultants, learning how to scope projects, conduct business analysis, and craft persuasive proposals. They develop skills in negotiation, stakeholder engagement, storytelling, and executive-level presentations. The module also covers how to quantify solutions and plan for successful implementation.</p>
<b>Entry requirements</b>	None

## DL1 - Live Case: Business Engineering - MWD1103

### Competencies upon completion      **Disciplinary competences: Students ...**

- acquire the ability to approach and conduct business consulting assignments in real-world contexts.
- understand the partner's case, including its challenges and expected outcomes.
- understand and apply business analysis methodologies to assess organizational challenges.
- learn how to conduct comprehensive business analyses and derive actionable insights.
- develop skills in project scoping and planning to define clear goals and deliverables.
- learn how to write convincing business proposals and reach mutual agreements with stakeholders.
- quantify proposed solutions and plan for their successful implementation.
- apply stakeholder management strategies to navigate complex organizational environments.
- gain experience in presenting and negotiating proposals with C-level executives.
- use storytelling techniques to communicate ideas effectively and persuasively.

### **Methodological competences: Students ...**

- engage in iterative learning cycles, applying theory to practice through live case projects.
- take responsibility for managing real consulting projects using professional tools and methods.
- actively participate in lectures and coaching sessions to refine their consulting approach.
- collaborate in diverse teams to co-create solutions and provide peer feedback.
- integrate business, IT, and engineering perspectives to develop holistic solutions.

### **Social competences: Students ...**

- understand the importance of stakeholder perspectives and manage expectations effectively.
- experience real-world collaboration with company representatives and external experts.
- develop the ability to build consensus and foster cooperation in diverse, interdisciplinary teams. \*
- navigate the dynamics of group work under time pressure and ambiguity.

### **Personal competences: Students ...**

- build confidence in managing complex business challenges in digital transformation contexts.
- develop critical thinking by evaluating different viewpoints and questioning assumptions.
- enhance their communication and negotiation skills in high-stakes business settings.
- reflect on their consulting style and continuously improve through feedback and self-assessment.

\* The formation of groups according to given specifications (e.g. group size and diversity) and the effective/efficient teamwork as well as a fair distribution of the workload is the responsibility of the individual students respectively their teams. New teams are formed for each live case or semester!

### Content

- How to approach and conduct a business consulting assignment
- Understand the partner's case (challenge & expected outputs)
- Understand and apply Stakeholder Management
- Business Analysis Methodology (understand and how to conduct a comprehensive business analysis)
- Project Scoping and Planning
- How to write a convincing Proposal & how to come to a mutual agreement on the proposal (negotiate your proposal)
- Quantifying Solution
- Solution Implementation
- How to present to C-level using proper Story Telling technique

## DL1 - Live Case: Business Engineering - MWD1103

<b>Teaching and learning methods</b>	<b>Problem-based Learning with:</b> <ul style="list-style-type: none"><li>• Contact lessons</li><li>• Events (Kick-off, Pitches &amp; Final Presentations)</li><li>• Coaching &amp; (Peer-) Feedback Sessions</li><li>• Guided self-study</li><li>• Self-study</li><li>• Group work</li></ul>
<b>Literature</b>	Will be made available via Moodle.
<b>Workload</b>	<b>Module time effort: 180 hours (6 ECTS):</b> <ul style="list-style-type: none"><li>• On-campus sessions - Contact lessons &amp; Events (Kick-off, Pitch &amp; Final Presentation): ~ 30 h</li><li>• Virtual sessions - Coaching &amp; (Peer-) Feedback Sessions: ~ 5 h</li><li>• Guided self-study: ~ 35 h</li><li>• Self-study &amp; Project execution (incl. LC-Assignments): 110 h</li></ul>
<b>Contact lessons</b>	On-campus sessions in CW38, CW41, CW45, CW48, CW3/4 (Live Case Presentations)
<b>Attendance requirement</b>	<b>All on-campus sessions of the module are subject to mandatory attendance. Live Case presentations will take place in calendar week 3.</b> <ul style="list-style-type: none"><li>• On-Campus Session 1: Contact Lesson (Delve into the subject matter without Live Case Partner) (CW38)</li><li>• On-Campus Session 2: Kick-off Event (Get to know the Live Case Partner &amp; the challenge) (CW41)</li><li>• On-Campus Session 3: Pitch to the Live Case Partner (incl. Questions &amp; Discussions) (CW45)</li><li>• On-Campus Session 4: On Campus Project Work Day (CW48)</li><li>• Final presentation with partners (CW3/4)</li></ul> <p>Absences will be handled as follows:</p> <ul style="list-style-type: none"><li>• Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).</li><li>• Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.</li></ul> <p>If a competency assessment takes place on a day of absence, the following applies:</p> <ul style="list-style-type: none"><li>• Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.</li><li>• Other absence: The competency assessment will be graded 1.0.</li></ul> <p>Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.</p>

## DL1 - Live Case: Business Engineering - MWD1103

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

**In addition to the on-site sessions, the semester is divided into learning cycles.**

During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW38-39, Sunday 27.09.26, 11:59 p.m.
- CW40-41, Sunday 11.10.26, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

**To pass the module**, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

**The competency assessment is done in 4 parts.  
Throughout the Semester**

- Business Analysis & Meet the Partner Preparation: 10%
- Midterm Presentation OCS 3: 20%
- Financial Feasibility: 10%

**Final Presentation in CW 3**

- Final Presentation & Report: 60%

### Aids for written examination

None

### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

### Follow-up modules

**Possible "Live Case Project" follow-up modules:**

- Module DL2: Innovation Management - Explore Strategic Opportunities (6 ECTS)
- Module DL3: AI in Businesses - Enhance Value Creation (3 ETCS)
- Module DL4: International Business - Study Trip (3 ETCS)

### Comment

For questions regarding module content, please contact the responsible lecturers.  
For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch)

## DL1 - Live Case: Business Engineering - MWD1103

<b>Degree programme, semester</b>	MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern MSc Digital Business Administration, 2026-2027, 1 HS, TZ, Bern MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
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## RM1 - Research Methods: Foundations - MWD1104

<b>ECTS</b>	3
<b>Study language</b>	English
<b>Lecturer(s)</b>	Hopp Christian, Matter Ulrich, Pruschak Gernot
<b>Module responsibility</b>	Gernot Pruschak, Christian Hopp, Ulrich Matter
<b>Short description of the module</b>	<p>In the course RM1 - Research Methods: Foundations students develop basic academic research skills and learn how to understand, conduct, and comprehend scientific research. The teaching and learning will be embedded in an open science environment/framework.</p> <p>The course provides students with an introduction to all steps of a scientific research process. This does not only enable them with crucial skills needed in the additional research courses of the Master program, including writing their Master Thesis, but also enhances their critical thinking and analytic skills needed for solving practitioners problems. The focus is on comprehending, applying, and learning-by-doing. The learning objective of the course is that students can disentangle high-quality research from scientifically questionable research, develop a precise research question and present their research ideas in an appealing way. To this end, students will read, analyze and assess high-quality and fraudulent research publications and develop their own research question. The research idea is developed over six learning cycles following the path of a standard research process with asynchronous virtual inputs and interactive on-campus discussions, presentations and coachings. The results will be presented in the last on-campus block in form of a science slam.</p>
<b>Entry requirements</b>	Knowledge of and skills in research methods on a Bachelor Thesis level.

## RM1 - Research Methods: Foundations - MWD1104

### Competencies upon completion      **Disciplinary competences: Students ...**

- Understand the scientific and practical importance of a research question and find relevant, high-quality, and state of the art literature.
- Can critically assess the validity of research publications.
- Know the value of theories, models, and hypotheses for science and practice.
- Present a research idea in the context of digital business
- Understand the value of open science practices

### **Methodological competences: Students ...**

- Focus on self-study and reflective learning
- Take on responsibility to work with the course material in the learning cycles and to understand, question and reflect on the course material
- Are required to actively participate and prepare for class and get familiar with tools and methods used in distance learning
- Are required to comment on, discuss and give feedback to other students in the on-campus sessions
- Are challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking
- Can use open research data sharing tools

### **Social competences: Students ...**

- Understand the influences and effects of technological, organizational, and social research trends for future work arrangements, conditions, and organizations
- Manage others and alleviate uncertainty and ambiguity in group work when group dynamics in the discussion of potential research questions and approaches unfold.
- Develop empathy and can take on different point of views and establish common ground
- Recognize difficult situations, develop an understanding for viable solutions, and translate them from the research context into the business context.

### **Personal competences: Students ...**

- Develop an awareness of opportunities for scientific and practical inquiry, and understand challenges in the context of work and digitalization
- Learn about the relevance of scientific inquiry for their future business careers
- Develop critical thinking through assessing different point of views (including personal biases)

## RM1 - Research Methods: Foundations - MWD1104

### Content

The module RM1 - Research Methods: Foundations teaches the basics for scientific work at the BFH W.

The comprehension and application are accomplished along different levels (1) foundation -- understand, (2) intermediate -- guided examples, (3) advanced -- apply independently and (4) highly specialized -- apply for new/rare cases. Levels one and two are done in online learning cycles, by self-paced learning, and by predefined exercises. Level three and four are achieved with self & group-studies as well as coaching sessions during the in-class sessions and online discussions.

The content input takes place in the first on-campus session and six learning cycles:

Learning Cycle 1: Literature Search & Analysis

Learning Cycle 2: Generating a Research Question

Learning Cycle 3: Theory in Business Research

Learning Cycle 4: Questionable Research Practices

Learning Cycle 5: Presenting a Research Idea/Project

Learning Cycle 6: Open Research Data

### Teaching and learning methods

Class & team-teaching, coachings, individual self-paced learning, online learning videos, online exercises, science slam

### Literature

Mandatory literature will be provided during the course in form of articles, book excerpts and course manuscripts. Furthermore, the online learning cycles comprise multiple online video presentations.

### Workload

The 3 ECTS 90 hours effort is divided into:

- approx. 16h face-to-face, coaching and presentation on-campus sessions
- approx. 18h of online group discussions and preparations
- approx. 40h of individual preparations of assignments
- approx. 16h of self-study

### Contact lessons

On-campus sessions in CW38, CW41, CW45, CW48

1<sup>st</sup> On-campus Session: Introduction to scientific research, Relevance of analytical thinking, Academic reading workshop

2<sup>nd</sup> On-campus Session: Presenting research topic to colleagues, Discussing and refining research question, Coaching on research question

3<sup>rd</sup> On-campus Session: Science Slam

## RM1 - Research Methods: Foundations - MWD1104

### Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations will take place in calendar week 48.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

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## RM1 - Research Methods: Foundations - MWD1104

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW38-39, Sunday 27.09.26, 11:59 p.m.
- CW40-41, Sunday 11.10.26, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

Graded Assignments:

LC1: First Scientific Literature Reading (Individual: 10%)

LC3: In-depth Literature Analysis (Individual: 30%)

LC4: Assessment of Questionable Research Practices (Individual: 15%)

LC5: Science Slam Presentation (Group: 25%)

LC6: Open Research Data Sharing Assignment (Individual: 20%)

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

### Aids for written examination

All aids for the written assignments must be acknowledged and transparently marked in the texts.

### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

### Follow-up modules

RM2, RM3 & RM4

### Comment

For questions regarding module content, please contact Gernot Pruschak ([gernot.pruschak@bfh.ch](mailto:gernot.pruschak@bfh.ch)).  
For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch)

### Degree programme, semester

MSc Digital Business Administration, 2026-2027, 1 HS, TZ, Bern  
MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern  
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern  
MSc Entrepreneurship & Business Innovation, 2026-2027, 1 HS, TZ, Bern

**RM1 - Research Methods: Foundations - MWD1104**

## DS3 - Cooperation, Culture & Leadership - MWD3101

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Pang Dandan
<b>Module responsibility</b>	Dandan Pang

**Short description of the module** The transformation of business and society is not an abstract vision of the future. It is already happening. Artificial intelligence is changing how we work, communicate, and make decisions. Climate change is fundamentally challenging existing business models. Geopolitical disruptions are shaking assumptions that long seemed stable. In this moment, organizations need leaders who do not merely react to change but actively shape it. This requires future-proof leaders who can lead themselves with awareness, empower others with clarity and empathy, foster communication and teamwork, and shape cultures of trust, learning, adaptability, and responsibility.

This module starts with the individual leader. Students explore self-leadership as the foundation for leading others. Build on self-leadership, students also examine how leaders can motivate others, give feedback, handle difficult conversations, deal with low performance, and create conditions in which people can take responsibility and contribute effectively.

From individuals to teams, the module then focuses on teamwork and discuss how teamwork can be fostered and maintained in practice. Students learn how communication, cooperation, trust, role clarity, shared responsibility, conflict management, feedback, and stakeholder interaction influence team effectiveness. They examine why teams sometimes fail to cooperate, how social loafing, internal politics, unclear expectations, or functional silos emerge, and how leaders and team members can address these challenges constructively.

The third focus of the module is culture. Particular attention is given to psychological safety as a key condition for learning, innovation, and sustainable performance. Students explore how leaders and teams can create environments in which people feel able to speak up, ask questions, admit mistakes, challenge assumptions, and contribute diverse perspectives without fear of embarrassment or punishment.

Through learning cycles, self-study, case studies, and on-campus workshops, students connect theoretical concepts from leadership, organizational behavior, and psychology with real-world business challenges. By the end of the module, they will be able to lead themselves and others with greater awareness, foster effective teamwork through communication and cooperation, and contribute to cultures that support psychological safety.

<b>Entry requirements</b>	None
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## DS3 - Cooperation, Culture & Leadership - MWD3101

### Competencies upon completion      **Disciplinary competences: Students ...**

- understand leadership, teamwork, and culture as success factors in organizations facing transformation, digitalization, AI adoption, and increasing uncertainty.
- acquire the ability to analyze leadership and teamwork challenges in different organizational contexts, including start-ups, scale-ups, SMEs, international companies, and public-sector organizations.
- understand self-leadership as the foundation for leading others and can explain the role of self-awareness and self-regulation in future-proof leadership.
- understand and apply key concepts of strengths-based leadership, including strengths spotting, strengths appreciation, appreciative feedback, and mindful communication.
- understand how communication, cooperation, trust, role clarity, shared responsibility, feedback, conflict management, and stakeholder interaction influence team effectiveness.
- can identify and analyze difficult team dynamics such as social loafing, internal politics, functional silos, unclear expectations, low contribution, conflict, and stakeholder tensions.
- understand culture as a system of shared assumptions, norms, behaviors, and communication patterns that shapes everyday collaboration and organizational performance.
- understand psychological safety as a key condition for learning, innovation, inclusion, experimentation, speaking up, and sustainable performance.
- can develop practical leadership, teamwork, and culture interventions for real or realistic business situations.

### **Methodological competences: Students ...**

- engage in self-study, reflective learning, and active application of theoretical concepts to practical leadership and teamwork challenges.
- take responsibility for working through the course material in iterative learning cycles and for critically questioning and reflecting on the concepts provided.
- apply methods for self-reflection, strengths analysis, mindfulness practice, strengths spotting, appreciative feedback, communication diagnosis, team analysis, culture mapping, and psychological safety assessment.
- work individually and in groups on assignments that connect academic concepts with real or realistic business situations.
- actively participate in on-campus sessions, practical exercises, peer dialogue, role plays, live case discussions, and reflection activities.
- give and receive constructive feedback and use it to further develop their own leadership, communication, and cooperation practice.
- integrate their existing knowledge and experience with new insights from leadership studies, organizational behavior, communication, positive psychology, and team research.

### **Social competences: Students ...**

- experience the complexity and unpredictability of group dynamics in interaction with peers, lecturers, and representatives of live cases.
- develop the ability to take different perspectives and establish common ground among people with different motives, values, strengths, roles, identities, and expectations.
- strengthen their ability to listen mindfully, communicate constructively, give appreciative and developmental feedback, and contribute to trustful working relationships.
- learn how to recognize difficult team and leadership situations, develop viable solutions, and support implementation in a business context.
- are able to assess team dynamics, identify collaboration problems, and address tensions, conflicts, and low contribution constructively.
- develop sensitivity for diversity, inclusion, fairness, emotions, informal power structures, and psychological safety in team and organizational settings.

### **Personal competences: Students ...**

- develop awareness of their own strengths, values, and motives.
- strengthen their capacity for self-regulation through mindfulness.
- reflect on their personal role as future leaders, team members, founders, managers, or change agents in organizations shaped by transformation and uncertainty.
- develop critical thinking by assessing different points of view, questioning assumptions, and reflecting on personal and organizational biases throughout the module.
- strengthen their ability to connect personal development with responsible leadership, effective teamwork, and constructive organizational culture.

## DS3 - Cooperation, Culture & Leadership - MWD3101

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### Teaching and learning methods

This module involves two formats of teaching and learning:

Classroom teaching and learning on campus, including:

- Lecturing by the instructors
- Case discussion in groups
- Practical group exercises
- Invited talks by practitioners/industry experts
- Panel discussion with practitioners/industry experts (structured, focused)
- Case study (in or after class)

Self-study after class using learning cycles, including:

- Reading (and video) assignments
  - Self-guided learning
  - Regular assignments with feedback
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### Literature

Mandatory literature will be provided on Moodle.

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### Workload

180h

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### Contact lessons

On-campus sessions in CW40, CW43, CW47, CW50

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### Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Case analysis will take place in calendar week 47 during the third on-campus session. A final presentation will take place in calendar week 50 during the final on-campus session.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

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## DS3 - Cooperation, Culture & Leadership - MWD3101

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10.26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

Composition of the final grade:

- Graded assignment(s) during LC (30%)
- Case analysis (30%, CW47)
- Final presentation (40%, CW50)

### Aids for written examination

None

### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

### Follow-up modules

None

### Comment

For questions regarding module content, please contact the responsible lecturers.  
For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch)

### Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern  
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

## DT3 - Emerging Technologies - MWD3102

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Obwegeser Nikolaus, Stoitschev Ivo, Stürmer Matthias, Wambsganss Thimo
<b>Module responsibility</b>	Coordinator: Nikolaus Obwegeser  Additional Lecturers: Matthias Stürmer, Thimo Wambsganss, Ivo Stoitschev
<b>Short description of the module</b>	<p>First, we discuss how to scope and identify new technologies. We introduce and use frameworks like the HypeCycle or technology radar to work on various real-life scenarios.</p> <p>Second, we work on how to evaluate and experiment with new technologies, including the development and maintenance of a portfolio of emerging technologies focused on potential value. This includes putting structures in place to support and encourage continuous experimentation.</p> <p>And third, we move beyond experimentation and discuss how real business value can be captured with emerging technologies, including for example how to scale experiments from lab settings to generate maximum impact.</p> <p>We utilize a range of different learning methods to develop a sound theoretical foundation as well as concrete techniques and practices that provide actionable support for decision making in organizations.</p>
<b>Entry requirements</b>	None

## DT3 - Emerging Technologies - MWD3102

### Competencies upon completion    **Subject Competence: Students...**

- develop systematic approaches to identify new technologies and assess their maturity using established frameworks
- analyse diverse application scenarios to evaluate the potential business benefits and risks of new technologies.
- understand how a portfolio of emerging technologies, prioritised by value potential, can support strategic investment decisions.
- reflect on different organizational models that foster continuous experimentation within organisations.
- examine methods for scaling experiments from the *lab* into operational practice to realise sustainable business value.
- reflect on success factors and pitfalls in the enterprise-wide implementation of emerging technologies, including change-management and governance aspects.

### **Method Competence: Students...**

- apply frameworks such as hype-cycles mapping and technology-radar to real case studies in order to scope technology trends systematically.
- practise technology evaluation through multi-criteria analyses, business-case calculations and rapid-experiment designs.
- develop organisation-specific portfolios for emerging technologies in project teams and present recommendations to stakeholders.
- understand scalable experimentation processes (e.g. stage-gate approaches or agile methods).
- combine academic literature with practice-oriented frameworks to provide well-founded decision support for management and IT.

### **Social Competence: Students...**

- work in interdisciplinary teams to integrate multiple perspectives (technology, business model, organisation) into scoping and evaluation processes.
- practise stakeholder engagement by communicating results appropriately to target audiences and iteratively integrating feedback.
- train negotiation skills when discussing digital value portfolios and priorities.
- develop the ability to make uncertainties transparent and collaboratively design viable risk-mitigation strategies.
- strengthen network thinking to disseminate knowledge about emerging technologies across the organisation.

### **Personal Competence: Students...**

## DT3 - Emerging Technologies - MWD3102

- cultivate curiosity and openness toward technological innovation and develop the capacity to handle ambiguity constructively.
- reflect on their individual learning progress in applying scoping, evaluation and scaling tools.
- strengthen self-efficacy by independently initiating pilot projects and critically analysing their results.
- develop a proactive attitude toward continuous experimentation and innovation in digital environments.
- recognise the ethical and societal implications of emerging technologies and integrate these into their decision-making behaviour.

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### Content

Focus question: how to stay on top of the continuously changing technology landscape?

Structure: 3 phases approach to manage emerging tech

- Scouting
- Experimenting
- Integrating & Scaling

Content: mix between General frameworks to manage tech innovation, e.g. hypecycle, techradar, etc.

- Concrete examples of currently hyped/emerging technologies, e.g. blockchain, crypto, AI/ML
- Cases presented by/with experts working on emerging tech in business context

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### Teaching and learning methods

Frontal teaching, individual and group work, discussions, guest lecture(s)

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### Literature

Will be made available via Moodle.

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### Workload

180 hours

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### Contact lessons

On-campus sessions in CW40, CW43, CW47, CW50

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## DT3 - Emerging Technologies - MWD3102

### Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Written examinations will take place in calendar week 47.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into online learning cycles. Assessment consists of assignments (group or individual work) during online learning cycles, written on-site exams, and presentations, which are completed during these learning cycles and face-to-face sessions. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Grading structure:

- Online assignment: CW 41-42 (Individual, Written, Graded, 30%)
- On Campus Exam: CW 47 (Individual, Written, Graded, 30 Minutes, 40%)
- Online assignment: CW 49-50 (Individual, Written, Graded, 30%)

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10.26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

## DT3 - Emerging Technologies - MWD3102

<b>Aids for written examination</b>	None
<b>Mode of repetition</b>	If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.
<b>Follow-up modules</b>	None
<b>Comment</b>	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact <a href="mailto:master.business@bfh.ch">master.business@bfh.ch</a>
<b>Degree programme, semester</b>	MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern MSc Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

## DL3 - Live Case: AI in Businesses - MWD3103

ECTS	3
Study language	English
Lecturer(s)	Gurtner Nadine, Ruf Julian
Module responsibility	Nadine Gurtner, Julian Ruf, Siddhartha Singh
Short description of the module	<p><b>Live Case Projects</b> are a core part of the Master in Digital Business Administration. Students tackle real-world digital transformation challenges from actual companies, applying their knowledge in a hands-on consulting setting. Working closely with company representatives and experts, they manage the project using professional tools and methods to deliver impactful results.</p> <p>Success requires more than tech skills - it demands a deep understanding of the business context, strong stakeholder management, and effective collaboration in diverse teams.</p> <p>The module <b>DL3: Live Case: AI in Businesses Enhance Value Creation</b> (3 ECTS) equips students to design, develop, and evaluate AI-based solutions that create tangible value for organizations. Students learn how to translate a real-world business problem into a working AI system, moving from problem analysis and requirements engineering to solution design, prototyping, testing, and deployment.</p> <p>Students work with an industrial partner selected by BFH and act as a project team responsible for delivering a functional AI prototype. They apply agile project management methods, use professional development and collaboration tools, and take on defined roles such as product owner, requirements engineer, developer, documentation lead, or process manager. The module emphasizes stakeholder interaction, solution architecture, iterative development, testing, and integration.</p> <p>The module challenges students to deliver a solution that addresses the partners problem statement, outperforms a provided baseline, and can be tested in a realistic setting. The prototype does not need to be production-grade, but students must show how it could be further developed, scaled, and implemented if required. The final grade reflects both the quality of the working AI solution and the students ability to manage the project professionally from planning to final delivery.</p>
Entry requirements	DL1

## DL3 - Live Case: AI in Businesses - MWD3103

### Competencies upon completion      **Disciplinary competences: Students ...**

- acquire the ability to approach and conduct AI-based business projects in real-world contexts.
- understand the industrial partner's case, including the business problem, technical challenges, expected outcomes, and value creation potential.
- apply requirements engineering methods to define functional, non-functional, and domain-specific requirements for AI solutions.
- analyze existing processes, data, technologies, and baseline solutions to derive feasible AI-supported concepts.
- plan and scope the project by defining clear goals, roles, deliverables, and development milestones.
- design, prototype, test, and evaluate an AI-based solution that can be demonstrated in a realistic setting.
- assess the business value, limitations, risks, and scalability potential of AI solutions.
- communicate project progress, technical decisions, and final solutions clearly to technical and non-technical stakeholders.

### **Methodological competences: Students ...**

- manage a real AI development project using professional processes, tools, and working methods.
- participate in lectures, coaching sessions, peer reviews, and feedback rounds to refine their solution.
- collaborate in diverse teams to develop, test, and improve a working AI prototype.
- integrate business, technology, data, and implementation perspectives into a feasible AI solution.

### **Social competences: Students ...**

- understand stakeholder perspectives and manage expectations throughout the project.
- collaborate with company representatives, coaches, and external experts.
- build consensus and foster cooperation in diverse, interdisciplinary teams.\*
- navigate group work under time pressure, technical uncertainty, and changing requirements.\*

### **Personal competences: Students ...**

- build confidence in managing complex AI-related business challenges.
- develop critical thinking by evaluating technical options, business assumptions, ethical implications, and implementation risks.
- enhance communication and decision-making skills in ambiguous, project-based settings.
- reflect on their role, contribution, and development process through feedback and self-assessment.

\*The formation of groups according to given specifications (e.g. group size and diversity) and the effective/efficient teamwork as well as a fair distribution of the workload is the responsibility of the individual students respectively their teams. New teams are formed for each live case or semester!

### Content

- How to approach and conduct an AI-based business project in a real-world context
- Understanding the partner's case, including the business challenge, technical context, and expected outputs
- Understanding and applying stakeholder management in AI development projects
- Requirements engineering for AI solutions, including functional, non-functional, and domain-specific requirements
- Analysis of existing processes, data, technologies, and baseline solutions
- Designing a feasible AI solution concept and translating it into a working prototype
- Iterative development, testing, validation, and improvement of the AI solution
- Evaluating the business value, limitations, risks, and scalability potential of the solution
- Planning further implementation and possible transition towards a production-grade solution
- Presenting progress, technical decisions, and final results to business stakeholders using clear storytelling techniques

## DL3 - Live Case: AI in Businesses - MWD3103

<b>Teaching and learning methods</b>	<b>Problem-based learning through a real-world AI live case:</b> <ul style="list-style-type: none"><li>• Contact lessons</li><li>• Events, including kick-off, pitches, hackathon formats, and final presentations</li><li>• Coaching and peer feedback sessions</li><li>• Guided self-study</li><li>• Self-study</li><li>• Group work</li></ul>
<b>Literature</b>	Will be made available via Moodle.
<b>Workload</b>	<b>Module time effort: 90 hours (3 ECTS):</b> <ul style="list-style-type: none"><li>• On-campus sessions - Contact lessons &amp; Events (Kick-off, Pitch &amp; Final Presentation): ~ 15 h</li><li>• Virtual sessions - Coaching &amp; (Peer-) Feedback Sessions: ~ 5 h</li><li>• Guided self-study: ~ 20 h</li><li>• Self-study &amp; Project execution (incl. LC-Assignments): 50 h</li></ul>
<b>Contact lessons</b>	On-campus sessions in CW40, CW43, CW47, CW50, CW3/4 (Live Case Presentations)
<b>Attendance requirement</b>	<b>All on-campus sessions of the module are subject to mandatory attendance. Presentations will take place in calendar week 4.</b> <ul style="list-style-type: none"><li>• On-Campus Session 1: internal kick-off (CW40)</li><li>• On-Campus Session 2: requirements engineering with partners (CW43)</li><li>• On-Campus Session 3: internal feedback (CW47)</li><li>• On-Campus Session 4: internal development phase / hackathon (CW50)</li><li>• Final presentation with partners (CW3/4)</li></ul> <p><b>Absences will be handled as follows:</b></p> <ul style="list-style-type: none"><li>• Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).</li><li>• Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.</li></ul> <p>If a competency assessment takes place on a day of absence, the following applies:</p> <ul style="list-style-type: none"><li>• Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.</li><li>• Other absence: The competency assessment will be graded 1.0.</li></ul> <p>Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.</p>

## DL3 - Live Case: AI in Businesses - MWD3103

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

**In addition to the on-site sessions, the semester is divided into learning cycles.**

During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10..26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

**To pass the module**, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

**The competency assessment is done in 3 parts. Throughout the Semester**

- Template Requirements Engineering: 20%
- Development Process: 30%

**Final Presentation in CW 4**

- Final Presentation, MVP and Documentation: 50%

### Aids for written examination

None

### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

### Follow-up modules

None

### Comment

For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch).

### Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern

## RM3 - Research Methods: Execution and Implications - MWD3104

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Gurtner Nadine, Pruschak Gernot, Zinn Isabelle
<b>Module responsibility</b>	Gernot Pruschak, Nadine Gurtner, Isabelle Zinn
<b>Short description of the module</b>	<p>The module Research Methods: Execution and Implications (RM3) continues the Scientific Research Journey by building on and deepening the topics introduced in Research Methods: Foundations (RM1) and Research Methods: Design and Planning (RM2).</p> <p>The module enables students to carry out scientific work independently by equipping them with a "scientific toolbox".</p> <ul style="list-style-type: none"><li>• Relevant steps of the research process, focusing on data analysis, implications, limitations and future research will be examined in detail.</li><li>• Students apply what they have learned directly in the context of an overarching research question.</li><li>• Students work on individual as well as group tasks.</li><li>• RM3 focuses in particular on the steps of qualitative and quantitative data analysis, presentation of results as well as theory development, reflection and science communication.</li></ul>
<b>Entry requirements</b>	Research Methods: Foundations (RM1), Research Methods: Design and Planning (RM2)

## RM3 - Research Methods: Execution and Implications - MWD3104

### Competencies upon completion

#### Subject competences: Students ...

- Can apply the appropriate research design to their research question
- Can apply appropriate research methods to collect data (quantitative and qualitative)
- Can analyze qualitative and quantitative data with adequate data analysis methods and tools
- Can interpret and discuss the theoretical and practical implications of their findings
- Can write a scientific research report following scientific standards

#### Methodological competences: Students ...

- Work in teams
- Responsibly and transparently conduct scientific research
- Deepen their knowledge through self-study (virtual learning cycles) and application to research projects
- Are required to take responsibility for their learning and their research
- Will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking

#### Social competences: Students ...

- Develop strategies to deal with the recursivity and unpredictability of scientific research
- Are able to establish working consensus among team members
- Are able to give (and receive) constructive feedback

#### Personal competences: Students ...

- Challenge themselves by trying out something new
- Understand which research methods they feel most comfortable with
- Develop their critical thinking skills by (re-)assessing empirical findings and their implications.

### Content

RM3 enables students to conduct their own empirical research by guiding them through the processes of quantitative and qualitative ...

- Data collection
- Data analysis and interpretation
- Presenting their findings
- Discussing their findings
- Explicating their practical and theoretical contributions
- Identify limitations in their research projects and provide recommendations for future research

In the learning cycles and the on-campus sessions, students carry out empirical research. In the learning cycles, students learn about alternative research designs and data collection methods and gain an understanding about how to analyze and interpret data and how to write-up and present their findings. In the on-campus sessions, students gain hands-on experience in analyzing quantitative and qualitative data, are trained to critically reflect on the impact data analysis has on the findings and learn how to derive theoretical and practical implications from their results as well as identify limitations and future research opportunities.

### Teaching and learning methods

- Individual preparation tasks (Individual assignments in LCs)
- Knowledge transfer and application in exercises in on-campus sessions
- Independent application, implementation and development in follow-up tasks (Group assignments in LCs)

### Literature

Provided electronically on Moodle

## RM3 - Research Methods: Execution and Implications - MWD3104

**Workload** 180 hours

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**Contact lessons**

On-campus sessions in CW40, CW43, CW47, CW50

1st On-Campus Session: Kick-Off and Finalization of Data Collection Instruments

2nd On-Campus Session: Quantitative Data Analysis

3rd On-Campus Session: Qualitative Data Analysis

4th On-Campus Session: Discussion (Implications, Limitations & Future Research)

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**Attendance requirement**

All on-campus sessions of the module are subject to mandatory attendance. Written examinations will take place during the official exam period in calendar weeks 3/4.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance."

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## RM3 - Research Methods: Execution and Implications - MWD3104

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10..26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module:

LC1: Feedback for data collection instruments (Group)

LC2: Self-Assessment-Moodle-Quiz for Quantitative Data Analysis (Individual)

LC3: Self-Assessment-Moodle-Quiz for Qualitative Data Analysis (Individual)

LC4: Quantitative Data Analysis Report (Group)

LC5: Self-Assessment-Moodle-Quiz for Discussion (Individual)

LC6: Qualitative Data Analysis Report (Group)

The final grade is composed of the individual exam taking place during the official exam period (50%, 45 minutes) and the group report (50%). To be eligible for participating in the individual exam, students must submit all three individual Self-Assessment-Moodle-Quizzes in the LCs. To be eligible for submitting the final group report, students must submit the three group assignments in the LCs. To pass the module, students must achieve passing grades for each, the individual exam as well as the group report.

To pass the module, all partial assessments must be passed with a minimum grade of 4.0. both competency assessments (individual exam and group report) must be positive. In case the group report is negative, students receive the opportunity to improve the group report within a set timeline. The best achievable grade in this case is a 4.0. In case the individual exam is negative, students can retake the exam in the second exam period of the semester.

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### Aids for written examination

Non-programmable calculator

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### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

An insufficient (partial) assessment in the form of a written examination held on the official examination date may be repeated once.

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### Follow-up modules

Master Thesis (RM4)

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## RM3 - Research Methods: Execution and Implications - MWD3104

### Comment

For questions regarding module content, please contact [gernot.pruschak@bfh.ch](mailto:gernot.pruschak@bfh.ch).  
For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch)

### Degree programme, semester

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MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern  
MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern

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## DPE - Prompt Engineering: Innovation Through Generative AI - MWD3105

<b>ECTS</b>	6
<b>Study language</b>	English
<b>Lecturer(s)</b>	Rietsche Roman, Wambsganss Thiemo
<b>Module responsibility</b>	Prof. Dr. Thiemo Wambsganss, Prof. Dr. Roman Rietsche
<b>Short description of the module</b>	<p>Businesses and organizations that fail to recognize and harness the potential of generative Artificial Intelligence (AI) will increasingly face competitive disadvantages. Understanding and deploying AI systems is crucial, but integrating them into products and services in an intelligent, user-centered manner to drive innovation and develop future-proof solutions is equally essential.</p> <p>"Prompt Engineering: Innovation Through Generative AI" bridges the gap between traditional machine learning and advanced generative AI techniques, particularly in natural language processing and large language models (LLMs). By strategically utilizing Prompt Engineering, specific AI outputs tailored to the needs and challenges of users, customers, and modern organizations can be generated.</p> <p>This course offers an in-depth introduction to the mechanisms and applications of Prompt Engineering, supported by practical examples and projects that students can directly apply to their ideas. The course starts with the basics of natural language processing, the structure of LLMs, and their deployment. Participants will learn how to effectively deploy these technologies through prompt techniques to create user-centric innovations.</p> <p>Participants will not only acquire theoretical knowledge but also develop practical skills enabling them to consciously and effectively utilize generative AI technologies. The goal is to empower students to fully exploit the opportunities and challenges of AI technologies for innovative business solutions through a combination of theoretical understanding and practical application.</p>
<b>Entry requirements</b>	Basic programming skills in Python and an understanding of machine learning are helpful but not mandatory.

## DPE - Prompt Engineering: Innovation Through Generative AI - MWD3105

### Competencies upon completion

#### Disciplinary competences: Students will be able to ...

- comprehend the evolution, core concepts, and technical workings of natural language processing (NLP) and large language models.
- understand how prompt engineering shapes generative-AI behaviour across diverse application areas.
- recognize the ethical, legal, and societal implications of generative AI and the need for responsible deployment.

#### Methodological competences: Students will be able to ...

- apply prompt-engineering techniques to configure generative-AI models for concrete tasks.
- design and iteratively refine creative prompts that generate innovative solutions.
- employ research methods to analyse, benchmark, and evaluate generative-AI outputs and their impacts. document AI-supported project workflows in a structured, ACM-compliant scientific paper.
- integrate prompt-engineering practices into existing organizational processes to boost efficiency and innovation

#### Social competences: Students will be able to ...

- collaborate in interdisciplinary teams to conceive, test, and refine AI-based solutions.
- practice critical peer review and provide constructive feedback on ethical and technical aspects of AI projects.
- advocate for responsible-AI principles that balance stakeholder needs with societal impact.

#### Personal competences: Students will be able to ...

- reflect on their digital responsibility when deploying generative AI.
- build confidence in experimenting with and mastering prompt-engineering tools.
- cultivate a proactive mindset for lifelong learning and innovation in the rapidly evolving AI landscape.

### Content

#### Course Content and Methodology

##### 1. Foundations and Principles of NLP and LLMs

- Understanding the technical foundations and evolutionary development of NLP and LLMs.
- Detailed examination of the architectures and functionalities of leading language models such as GPT and BERT.

##### 2. Introduction to Prompt Engineering

- Learning the principles and techniques for steering AI model performance through specific inputs (prompts).
- Analyzing use cases in which prompt engineering is effectively employed for business innovation.

##### 3. Scientific Application and Prototyping

- Developing prototypes that demonstrate the application of prompt engineering in real-world scenarios.
- Conducting scientific projects in teams to promote collaborative and practical experience.

##### 4. Legal, Ethical, and Social Aspects of AI Use

- Discussing data privacy, responsibility in AI deployment, and bias mitigation.

### Literature

#### Selected Papers

- Training Language Models to Follow Instructions with Human Feedback (2022), by Ouyang, Wu, Jiang, Almeida, Wainwright, Mishkin, Zhang, Agarwal, Slama, Ray, Schulman, Hilton, Kelton, Miller, Simens, Aspell, Welinder, Christiano, Leike, and Lowe. <https://arxiv.org/pdf/2203.02155.pdf>
- Fine-Tuning Language Models from Human Preferences (2020), by Ziegler, Stiennon, Wu, Brown, Radford, Amodei, Christiano, and Irving. <https://arxiv.org/abs/1909.08593>
- Learning to Summarize from Human Feedback (2022), by Stiennon, Ouyang, Wu, Ziegler, Lowe, Voss, Radford, Amodei, and Christiano. <https://arxiv.org/abs/2009.01325>
- How Close is ChatGPT to Human Experts? Comparison Corpus, Evaluation, and Detection by Biyang Guo, Xin Zhang, Ziyuan Wang, Minqi Jiang, Jinran Nie, Yuxuan Ding, Jianwei Yue, and Yupeng Wu. <https://arxiv.org/pdf/2301.07597v1.pdf>
- Language Models are Few-Shot Learners by Tom B. Brown et al. <https://arxiv.org/pdf/2005.14165.pdf>

## DPE - Prompt Engineering: Innovation Through Generative AI - MWD3105

**Workload** 180 hours

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**Contact lessons** On-campus sessions in CW40, CW43, CW47, CW50

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**Attendance requirement** All on-campus sessions of the module are subject to mandatory. During calendar weeks CW43 (scheduled for the intermediate pitch) and CW50 (scheduled for the final presentation), attendance is mandatory.

Absences will be handled as follows:

- **Serious reasons for absences:** Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- **Other absences:** One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- **Serious reason for absence:** A compensation arrangement will be discussed with the module coordinator.
- **Other absence:** The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to [master.wirtschaft@bfh.ch](mailto:master.wirtschaft@bfh.ch), including the reason for the absence in advance.

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## DPE - Prompt Engineering: Innovation Through Generative AI - MWD3105

### Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10.26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

#### **Part 1: User-Centered Prototype (30%), group assessment (individual assessment possible)**

- Development of a prototype based on prompt engineering addressing a user-centered innovation
- Evaluation of both technical and conceptual aspects (user-centered design, ease-of-use, technology acceptance, problem-solution fit, as well as prompting strategies, prompting evaluation, and methodology)

#### **Part 2: Presentations (40%), group assessment (individual assessment possible)**

- Final presentation and defense of the project (15 minutes) (30%)
- Intermediate pitch on user-centered innovation and methodology (5 minutes) (10%)
- Regular reflections on the group work, presentation, and learning process (pass/fail), individual assessment

#### **Part 3: Written Assignment (30%), group assessment (individual assessment possible)**

- Scientific paper (8-12 pages) describing the motivation, problem-solution-fit, related scientific work, methodology (transparency and reproducibility!), development process, technical implementation, and user testing/ evaluation, as well as discussion

To pass the module, the weighted average of all partial assessments must be 4.0 or higher.

If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision.

### Aids for written examination

None

### Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme

### Comment

For questions regarding module content, please contact the responsible lecturers.  
For questions regarding module enrollment, please contact [master.business@bfh.ch](mailto:master.business@bfh.ch)

### Degree programme, semester

MSc Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern  
MSc Digital Business Administration, 2027-2028, 3 HS, TZ, Bern