

EAIF - Artificial Intelligence for Finance - BWBh038

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Gomez Teijeiro Lucia, Hadji Misheva Branka, Matter Ulrich |
| Module responsibility | Hadji Misheva Branka |

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| Short description of the module | <p>Module Description:</p> <p>In this module, Artificial Intelligence for Finance, we will focus on how Artificial Intelligence (AI) is transforming the financial sector. You will be introduced to key AI concepts and explore their applications in risk assessment, compliance, asset management, and beyond. A special focus is placed on data science techniques and how they are applied in finance, including recent advancements in Generative AI (GenAI) and text analytics.</p> <p>You will learn how supervised and unsupervised learning models are applied in credit scoring, sustainable finance, and investment strategies. Additionally, the module explores how GenAI is enabling new forms of customer interaction, report generation, market sentiment analysis, etc. in financial services.</p> <p>As the module progresses, we will also introduce the emerging field of explainable AI (XAI), emphasizing its role in promoting transparency and accountability in financial decision-making. The module concludes with a review of current technological trends and regulatory developments shaping the future of digital banking and finance.</p> <p>Learning and Teaching Approach:</p> <p>This module combines teaching and hands-on practical sessions. You will not only learn the theoretical foundations of AI, Machine Learning, GenAI in finance, but also apply them directly through practical exercises. Together, we will implement analytics techniques on real-world financial tasks such as credit scoring, portfolio analysis, and sentiment extraction from financial news. In addition to lectures, in-class discussions will encourage analytical thinking and real-world application of the concepts.</p> |
| Entry requirements | <p>This is a data science-centric course, ideal for students who are curious about applying analytics and AI techniques to real-world financial problems. If you enjoy working with data, experimenting with models, and making sense of complex systems, this course is for you.</p> <p>To follow the module effectively, it is recommended that students have:</p> <ul style="list-style-type: none">• Basic coding skills, preferably in R or Python. We will use Google Colab for all practical work, so no local installation is needed.• Introductory knowledge of finance, a general understanding of financial principles such as risk, return, and asset classes will be helpful.• Foundational statistics, including concepts like probability, distributions, and regression. <p>This module is designed to bridge the gap between technical methods and financial applications. Students from both technical and business backgrounds are welcome, and additional resources will be provided to support diverse levels of prior experience.</p> |

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Competencies upon completion By the end of this module, students will be able to:

- Understand and explain the **key concepts of digital finance and how they differ from traditional finance models**.
- Demonstrate **foundational knowledge of artificial intelligence**, machine learning, and generative AI as they apply to the financial sector.
- Apply machine learning and data science techniques, such as supervised learning, unsupervised learning, and text analytics, to real-world financial use cases including **risk management, trading, and compliance**.
- Use tools like **Google Colab and Python/R** to implement and evaluate financial data models.
- Interpret and critique current developments and innovations in digital finance, including the **role of explainable AI** and regulatory frameworks.
- Collaborate effectively in teams, contributing constructively to group discussions, problem-solving, and peer feedback.
- Communicate insights and arguments clearly and respectfully, using evidence to support positions and critically evaluating alternative viewpoints.

Content

- AI-driven transformation of finance
 - Supervised learning for finance - I: linear and logistic regression; applications of regression models in finance; Introduction to financial risk management; **Role of AI in risk assessment**
 - Supervised learning for finance - II: decision trees, random forests, and gradient boosting. **Introduction to asset management**
 - Unsupervised learning for finance: **clustering techniques and financial applications**
 - Text analytics in finance: extracting insights from unstructured data; **Introduction to Generative AI (GenAI)** and its use cases in finance
 - **Explainable AI (XAI)** for finance: transparency, regulatory requirements, model interpretability
 - Emerging trends and future directions in digital finance and banking
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Teaching and learning methods

Teaching and Lectures

Lectures provide the foundational understanding of key concepts in AI, machine learning, and digital finance. They introduce theoretical frameworks, explain relevant models and methodologies, and highlight practical applications through real-world financial examples.

Exercises

Hands-on exercises are integrated throughout the module to reinforce learning. Students will implement analytical techniques in Google Colab, working with financial datasets to apply concepts such as regression, classification, clustering, and explainable AI.

Private Study

Students are expected to engage in independent study to deepen their understanding of the topics covered in lectures and exercises. This includes reviewing readings, exploring supplementary materials, and working through practice problems or code examples.

Group Work

Collaborative group tasks foster teamwork and peer learning. Students will analyze financial problems, apply data-driven methods, and discuss their findings, encouraging exchange of perspectives and co-construction of knowledge.

Presentations

Groups will present the results of selected tasks or case studies, developing their ability to communicate technical insights clearly and effectively. Presentations also provide an opportunity for critical feedback and reflection.

Literature

Lecture slides, notes & scripts. The lecturers will provide useful additional material via Moodle.

Workload

180 h

Contact lessons

14 x 4 Lessons (45 mins each): lectures, practicals, group work & coaching

Attendance requirement

Attendance is not compulsory for every class. However, we hope you will join us: this is not a course where all the learning happens by reading slides at home. Each week will include hands-on exploration, discussion and opportunities for you to develop your AI and finance skills step-by-step. It will be useful, interactive and, we hope, genuinely fun.

In two instances, attendance is compulsory, and those are:

- Group work presentations (SW13)
- Practical session exam (last class session, SW14)

Competency assessment

Assessment for this module is based on two components:

- **Group Work (60 %):** Students will collaborate on a group project that involves analyzing a financial problem using AI and data science methods. The group will submit a written report and deliver a short presentation summarizing their findings, methodology, and conclusions. The written report will be assessed as a group submission, while the presentation will evaluate individual understanding and contribution to the project. Assessment will focus on critical thinking, analytical depth, clarity of communication, and relevance to the module content.
- **Practical Session Exam (40 %):** At the last session, students will participate in a timed **in-class practical session** designed as a mini hackathon. Working individually, students will solve a real-world financial data challenge using the techniques covered in the module. This session assesses the ability to independently apply data science and AI skills under time constraints.

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| Aids for written examination | The practical session exam is an open book exam (all tools are allowed). |
| Mode of repetition | <ul style="list-style-type: none">• An unsatisfactory practical exam (the individual component of the assessment) can be repeated at the next official exam date.• An unsatisfactory Group work or Presentation can be repeated in a next module realization.• Grades for the individual assessments may be carried over to the next semester if a student fails this course. This is only possible if there is no change to the module description and the assessment format |
| Comment | Lectures are taught fully in English. All course material, documents are in English. Exam and presentations are in English. |
| Degree programme, semester | BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, VZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Business Administration, 2026-2027, 5 HS, TZ, Bern |

EAPM - Ambassador programme - BWBh015

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| ECTS | 3 |
| Study language | German |
| Module level additive | Advanced level |
| Lecturer(s) | Schüpbach Alain |
| Module responsibility | Buletti Patrizia, Schüpbach Alain |
| Short description of the module | Driving reputation management forward: you help to improve the reputation of the BFH Business School in Bern and the surrounding area. In doing so, you be integral to the success of the BFH Business School. Moreover, you will gain practical experience in the fundamentals of public relations and communication. At the beginning of the module, it is necessary to sign a consent form giving permission to use photos and video on social media. |
| Entry requirements | <p>Problem Solving / Design Thinking</p> <ul style="list-style-type: none"> - Willingness to acquire basic, theoretical and practical skills in reputation management and communication - Willingness to employ digital communication tools <p>Collaboration</p> <ul style="list-style-type: none"> - Willingness to collaborate with various stakeholders at the Business School. - Willingness and a strong intrinsic motivation to actively represent the Business School <p>Self Management</p> <ul style="list-style-type: none"> - Perseverance even in the face of difficulties - Curiosity and willingness to learn <p>Dealing with complexity</p> <ul style="list-style-type: none"> - Ability to handle multiple simultaneous tasks esp. relating to PR and promotional activities (information events, trade fairs, social media) <p>Creativity</p> <ul style="list-style-type: none"> - Willingness to develop improved and professional communication content esp. in Instagram <p>Social Media Experience</p> <ul style="list-style-type: none"> - Basic knowledge in video creation and editing, as well as a general understanding and instinct for creating suitable content. |
| Competencies upon completion | <p>Professional competence</p> <p>You are able to:</p> <ul style="list-style-type: none"> - present the Business School as a top-class education institution - represent the Business School and its strategy in a structured and persuasive way <p>Problem Solving / Design Thinking</p> <p>You can use digital tools appropriately and efficiently</p> <p>Collaboration</p> <p>You take responsibility (esp. for content and dates)</p> <p>Self-management</p> <p>You are able to:</p> <ul style="list-style-type: none"> - shape your job and tasks that you are responsible for. <p>Dealing with complexity</p> <p>You are able to:</p> <ul style="list-style-type: none"> - react with agility to a changing environment - implement changes while communicating them with colleagues and other stakeholders |

EAPM - Ambassador programme - BWBh015

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| Content | <p>Kick off</p> <ul style="list-style-type: none"> - Agreement on module assessment objectives - Define your own ambassador profile - Formulate and compile ideas for various info events, trade fairs - In consultation with the Communications Department and lecturers, the promotion of social media activities, especially Instagram. - Active role in film projects - Introduction of new Ambassadors - Reliable completion of tasks and projects. |
| Teaching and learning methods | <p>Didactic concept of the module Coaching, extensive self-organisation</p> <p>Attendance: lessons, coaching, self-study (per semester)</p> <ul style="list-style-type: none"> - Events approx. 8h - Coaching: approx. 8h - Independent work; individual: approx. 14h <p>Institution-wide regular communication and cooperation with module coordinator and communication</p> |
| Literature | <p>https://www.wissenschaftsmanagement.de/dateien/dateien/schwerpunkt/downloaddateien/wim_2011_05_patrick_honecker_image_and_reputation_management_as_strategic_process.pdf</p> <p>(only available in German)</p> |
| Workload | Approx. 90h over two consecutive semesters |
| Contact lessons | Approx. 48h |
| Attendance requirement | <p>Kick-off Event 29.10.2026 16:30 Uhr (alternative appointment 05.11.2025)</p> <p>Events according to individual agreement</p> |
| Competency assessment | <ul style="list-style-type: none"> - Fulfilment of 80 % of the targets set out in the target agreement set targets - Successful participation in presentations, fairs, etc. - Final reflection including activity report <p>Date Running, final reflection SS27</p> <p>Evaluation grid The criteria are derived from the targets agreed; this is jointly developed at the kick off. Typical targets may relate to</p> <ul style="list-style-type: none"> - number of events attended (trade fairs, open days, information evenings, etc.) - number of posts on social media |
| Aids for written examination | - |
| Follow-up modules | - |

EAPM - Ambassador programme - BWBh015

Comment

When you register, you commit yourself for two consecutive semesters. Start AS26/27 - End SS27

Degree programme, semester

BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern
BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, TZ, Bern

EBBK - Berufsbildungskurs - BWBh037

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| ECTS | 3 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Habegger Anja |
| Modulverantwortung | Leitung: Beatrix und Barbara Flury, lehrWERK GmbH Biel, diverse FachreferentInnen Organisation/Administration: Schüpbach Alain Modulverantwortung: Anja Habegger |
| Kurzbeschreibung des Moduls | <p>Berufsbildnerinnen und Berufsbildner sind für die Ausbildung der Lernenden in Betrieben verantwortlich. Sie übernehmen die Koordinations- und Organisationsaufgaben sowie meist auch die praktische Ausbildung.</p> <p>In diesem Kurs erwerben die Studierenden das nötige Know-How, um Lernende erfolgreich durch die Lehre zu begleiten.</p> |
| Kompetenz | <p>Fachkompetenz:</p> <ul style="list-style-type: none"> • Kenntnis der relevanten Gesetze und Vorschriften im Bereich der Berufsbildung sowie der Rechte und Pflichten von Berufsbildnerinnen und Berufsbildnern. • Kenntnis der wichtigsten Anlaufstellen für Suchtthemen, Arbeitsrecht und klassische Lernschwierigkeiten • Kenntnisse über Lehr- und Lernmethoden, die in der beruflichen Bildung angewendet werden. • Kenntnis von Grundlagen im Bereich der Psychologie des Jugendalters <p>Methodenkompetenz:</p> <ul style="list-style-type: none"> • Fähigkeit, Ausbildungspläne zu erstellen und den Ausbildungsprozess zu strukturieren. • Anwendung von Methoden zur Bewertung und Reflexion des Lernfortschritts der Auszubildenden. • Anwendung einer Methodenvielfalt für die Vermittlung von Fachwissen <p>Selbstkompetenz</p> <ul style="list-style-type: none"> • Selbstreflexion: Fähigkeit, das eigene Handeln und die eigene Rolle als Ausbilderin oder Ausbilder kritisch zu hinterfragen und weiterzuentwickeln. Erkennen der eigenen Grenzen • Zeitmanagement: Effektive Organisation der eigenen Arbeitszeit und Priorisierung von Aufgaben. • Stressbewältigung: Strategien zur Bewältigung von Stress und zur Erhaltung der eigenen Gesundheit. <p>Sozialkompetenz</p> <ul style="list-style-type: none"> • Kommunikationsfähigkeit: Klarer und respektvoller Austausch mit Lernenden Kolleginnen und Kollegen sowie anderen Stakeholdern. • Konfliktmanagement: Fähigkeit, Konflikte frühzeitig zu erkennen und konstruktiv zu lösen. • Empathie und Wertschätzung: Einfühlungsvermögen und respektvoller Umgang mit den individuellen Bedürfnissen und Hintergründen der Lernenden. |
| Inhalt | <ul style="list-style-type: none"> • Den Umgang mit Lernenden als Interaktionsprozess gestalten • Ausbildungseinheiten gemäss Bildungs- und Rahmenlehrplänen planen, durchführen und evaluieren • Lernende auswählen, fördern, Lern- und Arbeitsergebnisse beurteilen • Das rechtliche, soziale und beraterische Umfeld der beruflichen Grundbildung erfassen und mit ihm interagieren |
| Lehr- und Lernmethode | Gruppenarbeiten / Fachinputs / Selbststudium |

EBBK - Berufsbildungskurs - BWBh037

Fachliteratur

Pflichtliteratur:

Remo H. Largo/Monika Czernin (2011), Jugendjahre. Kinder durch die Pubertät begleiten Auflage 2017; ISBN 978-3-492-30192-3,

Wegweiser durch die Berufslehre:
<https://www.berufsbildung.ch/de/grundlagen/wegweiser-durch-die-berufslehre>

Handbuch beruflichen Grundbildung
<https://www.berufsbildung.ch/de/voraussetzungen/handbuch-betriebliche-grundbildung>

Workload

90 Stunden

Kontaktstudium

Durchführung y:
Vor Ort: 27.08.2026 / 01.09.2026 / 12.09.2026
Online: 28.08.2026 / 31.08.2026

Durchführung z:
Vor Ort: 02.09.2026 / 03.09.2026 / 19.09.2026
Online: 04.09.2026 / 05.09.2026

Präsenzpflicht

100 % Präsenzpflicht. Keine Kompensationsmöglichkeit für Abwesenheiten. Kein Wechsel zwischen den beiden Durchführungen möglich.

Kompetenznachweis

Schriftliche Arbeit inkl. Reflexionsbericht. Auftrag wird am Ende des Moduls bekanntgegeben. Abgabetermin jeweils 6 Wochen nach Auftragserteilung.

Verpasste Unterrichtseinheiten können bei der nächsten Moduldurchführung im folgenden Semester nachgeholt werden. Der Kompetenznachweis kann erst nach Abschluss des gesamten Kurses absolviert werden.

Wird der Kompetenznachweis mit nicht erfüllt bewertet, kann einmalig nachgebessert werden.

Wiederholungsmodalitäten

Wird der Kompetenznachweis auch nach einer Nachbesserung nicht erfüllt, erfolgt die Wiederholung im Rahmen der nächsten Moduldurchführung im folgenden Semester.

Bemerkung

Die Studierenden erwerben mit Bestehen des Moduls den offiziellen, schweizweit gültigen Ausweis für BerufsbildnerInnen des SBFJ.

EBBK - Berufsbildungskurs - BWBh037

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern

EBCS - Behavior Change & Sustainability: Understanding and Applying Social Marketing - BWBh040

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| ECTS | 6 |
| Study language | English |
| Module level additive | A - Advanced level course |
| Lecturer(s) | Perreten Michelle, Stöckli Sabrina |
| Module responsibility | Stöckli Sabrina |
| Short description of the module | This course offers an introduction to the psychology of behavior change and the principles of social marketing. The course explores key psychological predictors and mechanisms that drive sustainable behavior and behavioral change. Based on this, the course delves into systematic approaches for promoting sustainable behaviors, drawing on tools and insights from marketing. |
| Entry requirements | Consumer Behavior |
| Competencies upon completion | By the end of this course, students will be able to: <ul style="list-style-type: none"> • Define specific target behaviors and target groups for behavior change interventions (in the context of social marketing campaigns) • Explain key psychological predictors and mechanisms underlying behavior change • Apply central theories of behavior change and types of interventions to real-world case studies • Recognize the importance of pilot testing interventions prior to full implementation • Understand the significance of impact evaluation and know empirical and statistical methods to measure the effectiveness of interventions • Apply social marketing as a five-step integrative process model to practical cases |
| Content | <ul style="list-style-type: none"> • Introduction to social marketing • Foundations of behavior change psychology • Step 1: Identifying target behaviors/groups • Step 2: Understanding barriers and benefits • Step 3: Designing effective interventions • Step 4: Testing and piloting interventions • Step 5: Implementation and evaluation • Exploring alternative frameworks (e.g., nudging, behavior change wheel) • Social marketing challenge: Case study |
| Teaching and learning methods | <ul style="list-style-type: none"> • Lecturer input (lecture-based learning) • Case study (problem-based learning) • Group work • Coachings • Presentation/pitching |
| Literature | A list of recommended literature will be provided (there is no compulsory literature) |
| Workload | 6 ECTS: 180 hours |
| Contact lessons | 12 - 13 sessions of 4 lessons each |

EBCS - Behavior Change & Sustainability: Understanding and Applying Social Marketing - BWBh040

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| Attendance requirement | <p>16.09.2026: Kick-off and quiz 1 (week 38)</p> <p>23.09.2026: Quiz 2 (week 39)</p> <p>30.09.2026 (week 40)</p> <p>07.10.2026: Quiz 3 (week 41)</p> <p>04.11.2026 (week 45)</p> <p>09.12.2026 (week 50)</p> |
| Competency assessment | <ul style="list-style-type: none"> • Group grade: Case study development and presentation of the designed social marketing campaign (pitch), approx. 20 minutes, followed by a 10-minute plenary discussion (50% of the final grade). Note that group grades can be individually adapted for single students based on peer evaluation. • Individual grade: 3 individual closed book quizzes during the semester, consisting of multiple choice, true/false, and open-ended questions (50% of the final grade). |
| Aids for written examination | None |
| Mode of repetition | Can be repeated the next time the module is carried out. |
| Comment | Due to the live case, participation in the module is limited to 30 students per semester. |
| Degree programme, semester | <p>BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern</p> <p>BSc Business Administration, 2026-2027, 3 HS, VZ, Bern</p> <p>BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern</p> <p>BSc Business Administration, 2026-2027, 5 HS, VZ, Bern</p> <p>BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern</p> <p>BSc Business Administration, 2026-2027, 5 HS, TZ, Bern</p> <p>BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern</p> <p>BSc Business Administration, 2026-2027, 7 HS, TZ, Bern</p> |

EBDS - Basic Digital Skills - BWBh019

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| ECTS | 3 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Herath Savindu |
| Module responsibility | Herath Savindu |
| Short description of the module | <p>In this module, students, working in groups of 3-4 members, create a theory or practice project of their own choice. You choose your project after the "Start Event" (i.e., Semester Week 2 = Calendar Week 39). The "Start Event" attendance is compulsory.</p> <p>Selection of possible topics (other topics are also possible):</p> <ul style="list-style-type: none"> • Practical work: <ul style="list-style-type: none"> • Modeling processes, data, knowledge, and infrastructures. • Software tools and information concepts for companies, schools, associations, etc. • Predictive and generative AI applications • Websites, databases, multimedia, and mobile apps • Robotics and mechatronic applications • Familiarization with a programming language and application • Implementations to COBIT, CMMI... • Theoretical and literature reviews: • Technology research, artificial intelligence, digital transformation • Blockchain and related technologies • Security, ethics, politics, and economic efficiency |
| Entry requirements | none |
| Competencies upon completion | <ul style="list-style-type: none"> • Define and plan a group project on a self-selected topic related to digitalisation and emerging digital technologies. • Collaborate effectively in groups of 3-4 members, including distributing responsibilities, coordinating tasks, and integrating individual contributions into a coherent project. • Develop and apply appropriate digital skills (methods, tools, or technologies) to investigate, design, implement, or evaluate the chosen project topic. • Present and communicate project ideas and results clearly as a group, including the motivation, approach, findings, and practical implications. |
| Content | Working on your own topic with mentoring and coaching from the lecturer |
| Module type | Elective module |
| Teaching and learning methods | Mentoring and coaching, group work, and presentations |
| Literature | According to individual mentoring and coaching sessions with the lecturer |
| Workload | 3 ECTS / 90 hours |

EBDS - Basic Digital Skills - BWBh019

Contact lessons

Compulsory contact lessons:

- Calendar Week 39 (=Semester Week 2)
- Calendar Week 41 (=Semester Week 4)
- Calendar Week 49 (=Semester Week 12)

At least 1 coaching session will be provided to a team between calendar weeks 41 and 49 and should be arranged individually by the team.

Attendance requirement

Calendar Week 39 (=Semester Week 2)

Calendar Week 41 (=Semester Week 4)

Calendar Week 49 (=Semester Week 12)

At least 1 coaching session must be taken by a team between calendar weeks 41 and 49 and should be arranged individually by the team.

Competency assessment

The proof of competence includes the following three partial proofs:

- Presentation project topic: 10 % (group assessment) in Calendar Week 41 (=Semester Week 4)
- Presentation project result 30 % (group assessment) in Calendar Week 49 (=Semester Week 12)
- Project submission 60 % (individual contribution will be assessed) in Calendar Week 49 (=Semester Week 12)

The project topic presentations will take place in Calendar Week 41 (Semester Week 4), and project result presentations will take place in Calendar Week 49 (Semester Week 12).

Deadline for submission of work/documentation: the course day at 12:00 hrs in the last Semester Week (=Calendar Week 51) via Moodle.

An unsatisfactory work can be reworked at most once within 10 days.

Aids for written examination

No written exam

Mode of repetition

Repetition possible at the next module implementation

Degree programme, semester

BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern

ECAD - Career Day - BWBh014

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| ECTS | 3 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Marti Mathias |
| Modulverantwortung | Marti Mathias |

Kurzbeschreibung des Moduls

Die Career Services des Departements Wirtschaft sind als Bindeglied an der Schnittstelle zwischen Hochschule und Arbeitswelt zu verstehen. Die Career Services bieten Studierenden Informationen zum Berufseinstieg und zur Praktikumssuche. Die Studierenden können sich ausserdem persönlich beraten lassen. Als Abschluss des Zyklus' Career Services organisieren die Studierenden einen Career Day für ihre Mitstudierenden. So können die Studierenden des Departements W mit attraktiven Unternehmen ins Gespräch kommen, die sich an Informationsständen vorstellen. Mindestens eine gehaltvolle, themenbezogene Präsentation und andere Aktivitäten wie z. B. CV-Checks usw. bilden das Rahmenprogramm. Beim Rahmenprogramm können Dozierende aus den Career Services einbezogen werden. Unternehmen bietet der Career Day die Möglichkeit, sich bei Studierenden sowie Absolventinnen und Absolventen bekannt zu machen. Nicht zuletzt ergeben sich so auch interessante Kontakte für beide Seiten.

Eine Gruppe von maximal 8 Studierenden organisiert den Career Day weitgehend selbständig. Die Rollen werden im Organisationskomitee (OK) näher definiert, die Themen auf die einzelnen Projektmitglieder ausgewogen aufgeteilt und dem Modulverantwortlichen kommuniziert.

Damit die geknüpften Kontakte zu Firmen von einer zur nächsten Durchführung des Karrieretags nicht verloren gehen und auch Erfahrungswerte weitergegeben werden können, ist erwünscht, dass sich mind. ein Mitglied des OKs an zwei Durchführungen beteiligt. Die Funktion/Rolle darf jedoch nicht dieselbe sein, wie im vorangegangenen Jahr. Es können ECTS für höchstens zwei Durchführungen ausgerichtet werden.

Da der Career Day im Frühling stattfindet, werden die 3 ECTS für das Modul erst Ende FS gutgeschrieben. Das Modul kann an das Certificate of Engagement mit 80 Stunden angerechnet werden.

Eingangskompetenz

-

Kompetenz

Fachkompetenzen: Die Studierenden

- können ein komplexes Projekt selbstständig planen und durchführen
- Können die theoretisch erworbenen Projektmanagementkenntnisse in der Praxis anwenden
- können angemessene Schlussfolgerungen aus mündlichen und schriftlichen Rückmeldungen ziehen und daraus Verbesserungsmaßnahmen ergreifen

Methodenkompetenzen: Die Studierenden

- sammeln Projektleitungs-Erfahrungen
- eignen sich grundlegende praktische Kompetenzen der Projektorganisation, des Marketings und des Sales und Customer Service an und setzen um, was sie im Laufe des Studiums diesbezüglich gelernt haben

Sozialkompetenzen: Die Studierenden

- sammeln Erfahrung darin wie man ein (kleineres) Team führt
- lernen Kompromisse und individuelle Lösungen zu finden
- lernen Voraussetzungen für erfolgreiche, effiziente und befriedigende Zusammenarbeit kennen
- lernen auf Arbeitgeber und Projektpartner zuzugehen und mit ihnen die Modalitäten für den Verkauf der Ausstellungsstände und weiteren Messeprodukten auszuhandeln

Selbstkompetenzen: Die Studierenden

- erwerben erste Führungskompetenzen
- lernen sich selbstbewusst einzubringen und gegenüber Mitstudierenden, Partnern sowie Arbeitgebern angemessen aufzutreten
- lernen Aufgaben und Arbeitspakete fair aufzuteilen
- lernen eine Idee beharrlich zu verfolgen
- übernehmen bei der Durchführung Verantwortung gegenüber den Projektmitarbeitenden, dem Modulverantwortlichen, den Projektpartnern und den Ausstellern

ECAD - Career Day - BWBh014

| | |
|---|--|
| Inhalt | <ul style="list-style-type: none"> - Erstellen eines Tagesprogramms für den Career Day - Planung und Koordination der folgenden Aufgaben - Selbständige Suche und Akquisition von Unternehmen (z. B. KMUs) aus verschiedenen Branchen; Bestimmung Standkosten - Organisation und Bestätigung der Anmeldungen - Organisation Briefing der Unternehmen bezüglich Möglichkeiten, Erwartungen und Einschränkungen - Organisation eines Rahmenprogramms (Möglicher Einbezug Dozierende Career Services) - Organisation Briefing der Referenten und anderen am Rahmenprogramm Beteiligten (Inhalte, Erwartungen, Rahmen) - Organisation eines Lunchs - Raumorganisation und Einrichtung - Mitarbeit am Standaufbau- und am Career Day selber (Präsenz) - Koordination Marketing und Werbung bei Mitstudierenden aus dem Departement Wirtschaft - Durchführen von regelmässigen Statusmeetings / Projektteammeetings - Überwachung Finanzen (Budget CHF 5000.- plus Einnahmen Standplätze) - Auswertung der Teilnehmezahlen, Zufriedenheit der Unternehmen - Zusammenarbeit mit den Student Services (D. Minnig), dem Modulverantwortlichen (M. Marti); Bestimmung einer Ansprechperson seitens des OK |
| Lehr- und Lernmethode | Weitgehend autonome Gruppenarbeit mit aktiver Unterstützung durch die Student Services und dem Modulverantwortlichen |
| Fachliteratur | <p>Empfohlene Literatur:</p> <p>Unterlagen zu Projektmanagement und Marketing aus dem bisherigen Studium</p> |
| Workload | 90 Stunden / 3 ECTS |
| Kontaktstudium | <p>Koordinationsmeetings/ -telefonate mit Modulverantwortlichem und allenfalls weiteren Involvierten: ca. 18 h (ca. 20 %)</p> <p>Selbststudium individuell: ca. 72 h (ca. 80 %)</p> <p>Der gesamte Aufwand (ca. 90 h) entspricht 3 ECTS</p> |
| Präsenzpflicht | Kick-off-Sitzung am 30. September 2026, 16h30 bis 18h00, Career Day (festgelegt für Dienstag, 27. April 2027) |
| Kompetenznachweis | Erfolgreiche Durchführung des Events |
| Wiederholungsmodalitäten | keine |
| Weiterführende, vertiefende Module | Projektmanagement |

ECAD - Career Day - BWBh014

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 3 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern

ECOT - Computational Thinking & Artificial Intelligence - BWBh035

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|--|---|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Thies Ferdinand |
| Module responsibility | Prof. Dr. Thies Ferdinand |
| Short description of the module | <p>Computational thinking (CT) is a set of problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute.</p> <p>By decomposing a problem, identifying the variables involved using data representation, and creating algorithms, a generic solution results. The generic solution is a generalization or abstraction that can be used to solve a multitude of variations of the initial problem.</p> <p>AI, or Artificial Intelligence, refers to the ability of machines to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.</p> <p>Understanding AI is crucial as it has the potential to revolutionize industries, improve our lives, and raise important ethical and societal questions that need to be addressed.</p> |
| Competencies upon completion | <p>Understand and apply computational thinking in different contexts.</p> <p>Asses and solve problems involving decomposition, pattern recognition and algorithms.</p> <p>Create and design their own algorithms.</p> <p>Create a running smartphone/browser app via No-Code Enviromnents.</p> <p>Understand basic AI terminology, concepts, and the implications of Generative AI.</p> |
| Content | <p>CT involves the following aspects:</p> <p>Decomposition: Break down Data and problems into smaller parts</p> <p>Pattern Recognition: Observe Patterns and Trends in Data</p> <p>Algorithms: Determine what seps are needed solve a problem</p> <p>Abstraction: Remove details and extract relevant information</p> <p>AI involves the following:</p> <p>Understanding AI</p> <p>Applications of AI</p> <p>Ethics of AI</p> <p>Generative AI</p> <p>Economic impact of AI</p> |

ECOT - Computational Thinking & Artificial Intelligence - BWBh035

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|--------------------------------------|--|
| Teaching and learning methods | Weekly classes with interactive sessions, group tasks, theoretical input and flipped classrooms |
| Literature | Maeda, John. How to speak machine: Computational thinking for the rest of us. Penguin, 2019. Different and up-to-date AI related articles will be made available via Moodle. |
| Workload | 180 h |
| Contact lessons | 14 Session; 48h |
| Attendance requirement | Attendance in the last session is mandatory for everyone (KW 51). Attendance for the individual exercises during the lecture (Presentation) is also mandatory and can be booked from session 2 to 13. |
| Competency assessment | 30 % Presentation during the lecture (1 Presentation during the semester). 20 % Weekly quizzes: <ul style="list-style-type: none">• In class quizzes will be offered every week• Highest scoring quizzes will define the grade (Your top 3 scores)• Bonus points for 9 or more completions 50 % Individually graded Group Task to be presented at the end of the semester. Bonus points can be earned throughout the semester in the lecture. |
| Degree programme, semester | BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc Business Administration, 2026-2027, 5 HS, TZ, Bern |

SAC3 - Controlling & Digitalization - BWBh223

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|------------------------------------|--|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Zihlmann Christian |
| Modulverantwortung | Längin Thomas, Zihlmann Christian |
| Kurzbeschreibung des Moduls | <ul style="list-style-type: none"> • Controlling Konzeptionen (inkl. Digitalisierung des Controllings); • Three-legged-stool: Anreize, Leistungsmessung mittels Datenanalyse, Allokation von Entscheidungsrechten • Planungsrechnungen; • Behavioral Controlling - wie wirkt Controlling auf den Menschen? |
| Eingangskompetenz | <p>Bestandenes Modul BREW oder IACC.</p> <p>(Anmerkung: Die Inhalte des Moduls SAC3 sind unabhängig von den Inhalten der Module SAC1 und SAC2, d. h., Sie können SAC3 besuchen, auch wenn Sie SAC1 und SAC2 noch nicht besucht haben bzw. nicht besuchen werden.)</p> |
| Kompetenz | <p>Die Studierenden:</p> <ul style="list-style-type: none"> • Sind in der Lage, einfache Controllingkonzepte zu erstellen und bestehende Controllingkonzepte zu beurteilen; • erstellen konsistente Finanzpläne (Plan-Bilanzen, Plan-Erfolgsrechnungen und Plan-Geldflussrechnungen) und beurteilen diese im Kontext der finanziellen Unternehmensziele; • können Daten analysieren, Resultate interpretieren und quantitativ argumentieren; • kennen die grundlegende Vor- und Nachteile von Anreizsystemen; • kennen die Wirkung von Controlling auf das Verhalten von Mitarbeitenden von Unternehmen. |
| Inhalt | <ol style="list-style-type: none"> 1. Einführung ins Controlling (1 Woche) 2. Prinzip des three-legged-stool (4-5 Wochen) <ul style="list-style-type: none"> • Leistungsmessung mittels Datenanalyse • Gastvortrag: Prediction mittels Machine Learning von Credit Suisse • Anreize und Vergütungssysteme • Allokation von Entscheidungsrechten 3. Unternehmensfinanzplanung (6 Wochen) <ul style="list-style-type: none"> • Einführung • Unternehmens-Finanzpläne erstellen (bestehend aus Plan-Bilanzen, Plan-Erfolgsrechnungen und Plan-Geldflussrechnungen) und beurteilen, Plankostenrechnung 4. Behavioral Controlling (2-3 Wochen) <ul style="list-style-type: none"> • Wie wirkt Controlling auf die Mitarbeitenden? |
| Lehr- und Lernmethode | Inputreferate durch die Dozenten, Gastvorträge von Praktikern, durch die Dozenten betreutes Üben an Fallbeispielen, informelle Gruppenarbeiten, angeleitetes und autonomes Selbststudium. |
| Fachliteratur | Die von den Dozenten zur Verfügung gestellten Unterlagen. |
| Workload | ca. 180 Stunden |

SAC3 - Controlling & Digitalization - BWBh223

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|--|--|
| Kontaktstudium | Wöchentlich 4 Lektionen, d.h. 14 Wochen zu 4 Unterrichtslektionen = 56 Lektionen |
| Präsenzpflicht | Keine, aber Unterrichtspräsenz empfohlen |
| Kompetenznachweis | Schriftliche Prüfung mit Moodle, Dauer 90 Minuten, zählt 100 %. Durchführung am Ende des Semesters während den offiziellen Prüfungswochen (KW3 / KW4). |
| Hilfsmittel bei schriftlicher Prüfung | <ul style="list-style-type: none">• Open Book (Unterlagen auf Papier und/oder in Moodle von den Stud. abgelegte pdf, weil die Moodle-Prüfung mit dem Lernstick durchgeführt wird)• Ein gedrucktes Wörterbuch Muttersprache - Sprache Kompetenznachweis• Taschenrechner (Modell TI-30) |
| Wiederholungsmodalitäten | Schriftliche Prüfung mit Moodle, Dauer: 90 Minuten, zählt 100 %. |
| Weiterführende, vertiefende Module | SAC1 Höhere Rechnungslegung, SAC2 Life-Cycle-Accounting & Tax, EMIS Management-Informationssysteme und Portfolio-Modul SP01 Auditing |
| Studiengang, Semester | BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern |

SDG1 - Public Sector Trends - BWBh281

| | |
|------------------------------------|---|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Fivaz Jan, Geiger Christian, Gygli Marcel, Haller Stephan, Koch Rika, Schwarz Badertscher Daniel, Stirnemann Julia Mia |
| Modulverantwortung | Geiger Christian |
| Kurzbeschreibung des Moduls | <p>Der öffentliche Sektor ist im Umbruch. Im privaten Gebrauch wachsen unsere Ansprüche an die Qualität und Service digitaler Leistungen. Dies ist auch im Bereich der Behördendiensten so. - die Nachvollziehbarkeit, das Tempo sowie die Transparenz haben bei Behördenentscheiden und der politischen Willensbildung zugenommen. Doch was kann ein guter öffentlicher Sektor leisten? Welche Dienstleistungen gehören zu einem Service Public von morgen? Wie ist der föderale Staat in Zukunft organisiert? Welche Auswirkungen hat die Digitale Transformation im öffentlichen Sektor? Welche zukunftsfähigen Alternativen gibt es?</p> <p>Anwendungsorientierte und forschungsnahe Dienstleistungen aus dem Institut Public Sector Transformation geben Insights in aktuelle Transformationsprojekte. Das Modul bietet die Chance, sich in 1-2 Themen zu vertiefen und Ideen für die bevorstehende Bachelorarbeiten zu entwickeln. Vorgesehene Themen und Trends werden je nach Verfügbarkeit der Expert*innen und der Aktualität bestimmt.</p> |
| Eingangskompetenz | Die Studierenden verfügen über Basiskenntnisse aus den Pflichtmodulen BPGS und Academic Skills. |

SDG1 - Public Sector Trends - BWBh281

Kompetenz

Fachkompetenzen

Die Studierenden

- kennen aktuelle Herausforderungen der Transformation des öffentlichen Sektors.
- erkennen den Nutzen digitaler Techniken für den öffentlichen Sektor und wissen diese einzusetzen.
- verfügen über Kenntnisse auf den Gebieten der digitalen Serviceleistungen, Bürger*innenpartizipation, Smart City, E-Government, kollaborativer Führung, moderner Verwaltungsführung nach den Tallin-Prinzipien sowie rechtlicher Herausforderungen bei der öffentlichen Beschaffung
- können die Verbindung zwischen Forschung und Praxis erkennen.

Problem Solving

Die Studierenden

- beschaffen sich selbständig zusätzliche Informationen und Literatur, um ihr Wissen zu erweitern.
- bekommen Einblick, wie Problemstellungen und Lösungsansätze methodisch aufbereitet werden und welche Lösungsansätze Praxis und Wissenschaft verfolgen.

Kollaboration

Die Studierenden

- lernen in kleinen Gruppen den Austausch zu aktuellen Themen und Problemstellungen.
- Arbeiten mit den jeweiligen Spezialisten zusammen und entwickeln und lösen gemeinsam eine relevante Fragestellungen.

Selbstmanagement

Die Studierenden

- bringen sich selber in den Lernprozess ein, indem sie die vorgegebene Thematik selbständig unter Anleitung vertiefen.
- entwickeln selbständig Lösungsansätze in den aktuellen Themen der öffentlichen Verwaltung.

Umgang mit Komplexität

Die Studierenden

- lernen den Staat als komplexes System in der Transformation zu begreifen und mit daraus resultierenden Herausforderungen umzugehen.
 - werden mit ungelösten und offenen Herausforderungen konfrontiert und entwickeln Lösungsansätze.
 - sehen in den einzelnen Themen die Bezüge zu weiteren Fragestellungen.
 - werden angeleitet, die Themen abzugrenzen und die Komplexität zu reduzieren.
-

SDG1 - Public Sector Trends - BWBh281

Inhalt

Die Reihenfolge der Themen kann variieren.

1. Einführung
2. Innovation und digitale Transformation
3. Open Data, Datenmanagement, Digitale Zwillinge und Smart City
4. Digitale Inklusion und digitale Nachhaltigkeit
5. Kollaborative und inklusive Führung (sektorübergreifendes Arbeiten)
6. Digitale Demokratie und Partizipationsformen im öffentlichen Sektor
7. Öffentliche Beschaffung / Public Procurement
8. Künstliche Intelligenz
9. Abschlussveranstaltung und Feedback

Lehr- und Lernmethode

- Präsenzveranstaltungen
- Coaching
- Forschungsorientiertes Lernen
- Präsentation
- Policy Paper verfassen

Fachliteratur

Abhängig von den einzelnen Inputs (wird bereitgestellt)

Workload

6 ECTS

Kontaktstudium

- 9 x 4 Lektionen (Inputs) (KW38-KW45 & KW51)
- 2 x individuelles Coaching mit Input-Geber*innen (2 h) möglich; (KW46-KW48)
- 2 x Präsentationstermine; (KW49 & KW50)

Präsenzpflicht

- 6 x 4 Lektionen (Inputs)
- 1 x 4 Lektionen Präsentationen (eigene Präsentation)

Kompetenznachweis

- KW49 oder KW50: **Präsentation** mündlich (40 %) - Die Präsentation erfolgt individuell oder in einer Gruppe zu zweit. Die Benotung erfolgt individuell. Die Präsentation erfolgt je nach Thema in einem der beiden letzten regulären Präsenztermine.
- KW03: **Policy-Paper** schriftlich (60 %) (individuell), Abgabe erfolgt bis ca. zwei Wochen nach dem letzten Seminartermin zum Stichtag: 15.01.2027.

Wiederholungsmodalitäten

- **Präsentation:** Wird die Präsentation nicht bestanden, erfolgt eine Wiederholung in Form einer mündlichen Präsentation in KW3/2027.
- **Policy-Paper:**
- Wird das Policy-Paper mit einer 3.5 bewertet, ist innerhalb von zwei Wochen (bis zum 29.01.2027) eine Nachbesserung möglich.
- Gilt das Policy-Paper mit einer Note 3.0 oder schlechter als nicht bestanden, so ist das Schreiben eines neuen Policy-Papers bis 05.04.2027 möglich.

SDG1 - Public Sector Trends - BWBh281

Weiterführende, vertiefende
Module

SDG2 , SDG3

Studiengang, Semester

BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern

SDG2 - Digital Government - Grundlagen - BWBh282

| | |
|------------------------------------|---|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Gees Thomas, Neumann Oliver |
| Modulverantwortung | Dr. Neumann Oliver, Assistant Professor IDHEAP Institut de hautes études en administration publique Swiss Graduate School of Public Administration Université de Lausanne |
| Kurzbeschreibung des Moduls | <p>Wie verändert die Digitalisierung den Arbeitsplatz, die Aufgaben, das Zusammenarbeiten in der Verwaltung? Digital Government stellt öffentliche Organisationen vor grosse Herausforderungen, bietet aber auch Chancen, dass der Staat seine Aufgaben für das Wohl der Gesellschaft und der Wirtschaft effektiver und effizienter erbringen kann. Allerdings erfordert die Digitalisierung von der Verwaltung neue (digitale) Skills, neue Formen der Zusammenarbeit (über Abteilungen hinaus), und stärker agile Ansätze. Neben den strategischen, organisatorischen und kulturellen Herausforderungen bilden neue Technologien einen Schwerpunkt. Das Potenzial einer digitalen Verwaltung ist noch wenig genutzt, aber schon heute ist z.B. erkennbar, dass die Verfügbarkeit staatlicher Daten (Open Government Data) zu mehr Transparenz führen und auch die Partizipation zwischen Gesellschaft und Staat fördern kann. In diesem Modul werden wir entsprechend die Grundlagen des öffentlichen Sektors im Lichte der Digitalisierung kennenlernen.</p> |
| Eingangskompetenz | <p>Die Studierenden verfügen aus dem Modul BGPS die grundlegenden Kenntnisse, wozu es den Staat braucht, welche Leistungen er für Gesellschaft und Wirtschaft erbringt. Es werden keine weiteren spezifischen Kenntnisse vorausgesetzt.</p> |

SDG2 - Digital Government - Grundlagen - BWBh282

Kompetenz

Fachkompetenzen

Die Studierenden

- erlernen die Grundlagen staatlichen Handelns in der Schweiz und international, insbesondere die Grundlagen des Managements öffentlicher Organisationen (Public Management) im Kontext der Digitalisierung;
- verstehen die Vielschichtigkeit und Grösse des öffentlichen Sektors (besonders in Bern sowie im Vergleich mit dem Privatsektor), welcher weit über Politik und Verwaltung hinausgeht und auch Unternehmen wie die SBB, Post oder Swisscom umfasst;
- verstehen das Zusammenspiel zwischen Politik und Verwaltung sowie die Bedeutung öffentlicher Politiken und deren Umsetzung;
- erkennen die Rolle öffentlicher Organisationen in der Bereitstellung digitaler und nicht-digitaler öffentlicher Dienstleistungen sowie in der Generierung von Public Value;
- erlernen wichtige Entwicklungen und Transformationen des öffentlichen Sektors und verstehen die Funktion und Rolle von Innovationen in diesem Kontext;
- verstehen das veränderte Zusammenspiel zwischen Staat und Bürgerinnen und Bürgern im Kontext der Digitalisierung;
- entwickeln Fähigkeiten zur Diskussion und Analyse aktueller politischer Ereignisse im Kontext der Digitalisierung sowie komplexer gesellschaftlicher Herausforderungen wie dem Klimawandel im Kontext der Digitalisierung und können komplexe gesellschaftliche Herausforderung analysieren und Lösungsvorschläge formulieren.

Problem Solving

Die Studierenden

- beschaffen sich selbständig zusätzliche Informationen, um ihr Wissen zu erweitern;
- bekommen Einblick, wie internationale Studien das Thema Digital Government betrachten und analysieren;
- erlangen die Kompetenz, eine Studie auf den wesentlichen Inhalt zu reduzieren und vorzutragen;
- lernen mit Problemen und Lösungsansätzen kritisch umzugehen;
- verbessern ihre Kompetenz, kritische Streitgespräche sachlich zu führen.

Kollaboration

Die Studierenden

- erweitern die Fähigkeiten, mit unterschiedlichen Ansichten seitens der Mitstudenten und Mitstudentinnen fruchtbar umzugehen;
- erlernen, wie man die Ansichten oder Analysen anderer kritisch und zugleich konstruktiv bewertet und diskutiert;
- erfahren durch Kommunikation, wie unterschiedlich die einzelnen "Welten" der Mitstudierenden sein können.

Selbstmanagement

Die Studierenden

- bringen sich aktiv in die Diskussionen ein;
- bringen sich generell aktiv und konstruktiv in die Lehrveranstaltungen ein;
- erkennen, dass eine kritische Haltung zugleich als Ausgangspunkt für Erkenntnisgewinn gesehen werden darf;
- eignen sich diverse Fähigkeiten, Fertigkeiten und Kenntnisse, insbesondere betreffend akademisches Arbeiten, selbständig an und übernehmen damit Selbstverantwortung für ihren Lernprozess.

Umgang mit Komplexität

Die Studierenden

- können komplexe gesellschaftliche Herausforderung analysieren;
- verstehen den öffentlichen Sektor und insbesondere öffentliche Organisationen im Kontext der Digitalisierung;
- sind bereit, andere Meinungen, Perspektiven und Werte zu reflektieren und zu respektieren;
- können Theorien hinterfragen und für die Praxis nutzbar machen;
- können den Beitrag und die Grenzen der eigenen Fachrichtung deutlich machen;

SDG2 - Digital Government - Grundlagen - BWBh282

- erkennen den Wert von interdisziplinären Zugängen;
- kennen, akzeptieren und nutzen die Kompetenz und den Beitrag anderer Fachrichtungen;
- sind fähig die gelesene Literatur konstruktiv-kritisch zu erörtern.

Inhalt

Inhalt (stichwortartige Auflistung der einzelnen Inhalte)

- Einführung ins Public Management: Kontext, Geschichte und digitale Transformation im öffentlichen Sektor
- Strategische Dimension des Public Managements in der digitalen Transformation
- Organisatorische Dimension des Public Managements und Kulturwandel in der digitalen Transformation
- Innovations- und Technologiemanagement im öffentlichen Sektor
- Motivation und Leadership in einer agilen Verwaltung
- Politik-Implementierung im Schweizer System
- Compliance mit öffentlichen Politiken
- Evaluation von öffentlichen Politiken und Programmen
- Öffentliche Kommunikation im digitalen Zeitalter
- Behavioral Public Administration und Nudging

Lehr- und Lernmethode

Methoden

- 10 Unterrichtseinheiten als Vorlesung
- 10 vertiefende Auseinandersetzungen bzw. Übungen
- 5 Präsentationsblöcke der Studierenden zu ausgewählten Themen
- 2 Gastvorträge und Diskussion mit Studierenden
- 1 Exkursion

Im Detail:

- Präsenz: 13 x 4 = 52 Std. (30 %)
- Begleitetes Selbststudium: 50 Std (28 %)
- Selbststudium: 80 Std. Selbststudium (42 %)

Fachliteratur

Wird zu Beginn des Kurses digital bereitgestellt. Ein Kauf von Büchern ist nicht notwendig.

Workload

6 ECTS

Kontaktstudium

Präsenz: 13 x 4 = 52 Std. (30 %)

Präsenzpflicht

Bei Gastreferaten und der Exkursion
KW 42 (Gastreferat)
KW 49 (Exkursion) und KW 50 (Gastreferat)

Kompetenznachweis

Mündlicher KPN:
- Präsentation (zu zweit oder alleine) mit anschliessender Fragerunde / - - Gewichtung 60 %, gegebenenfalls Gruppenbewertung
- während des Semesters gemäss individuellem Plan (wird am ersten Präsenztermin erstellt)

Schriftlicher KPN:
- Thesenpapier (Einzelarbeit) mit Bezug zu mindestens 2 Unterrichtseinheiten (ausserhalb des Themas aus der Präsentation)
- Gewichtung 40 % (am Ende des Semesters)

SDG2 - Digital Government - Grundlagen - BWBh282

| | |
|---|--|
| Wiederholungsmodalitäten | Bei einer Note 3.5 kann das Thesenpaper innerhalb von 10 Tagen überarbeitet werden. Bei einem definitiv ungenügendem Projekt sowie bei der mündlichen Prüfung kann der nächste offizielle Prüfungstermin für die Eingabe der Arbeit genutzt werden. |
| Weiterführende, vertiefende Module | SDG3, SDG1 |
| Bemerkung | Rückfragen an thomas.gees@bfh.ch , Verantwortlicher Dozent für die Vertiefung Digital Government, für Fragen zum Terminplan direkt an Oliver Neumann < oliver.neumann@unil.ch > |
| Studiengang, Semester | BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern |

SHR1 - Inklusives HRM - BWBh206

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|---------------------------|--------------------|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Sapegina Anastasia |
| Modulverantwortung | Mormann Hannah |

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|------------------------------------|---|
| Kurzbeschreibung des Moduls | <p>Das Modul vermittelt theoretische Grundlagen und praxisorientierte Strategien für eine vielfältige und diskriminierungsfreie Personalpolitik. Die Studierenden erarbeiten gemeinsam, wie inklusive Ansätze in den Bereichen Personalgewinnung, -entwicklung und -bindung wirksam umgesetzt werden können. Besonderes Augenmerk liegt auf der Förderung von Chancengleichheit, Vielfalt (in Bezug auf Geschlecht, Alter, Sprache, Herkunft, Beeinträchtigung, Neurodiversität etc.) und einer inklusiven Unternehmenskultur. Anhand eigener Praxisbeispiele und aktueller Forschungsergebnisse reflektieren die Studierenden Herausforderungen und Best Practices im inklusiven HRM für Unternehmen in der Schweiz und anderswo.</p> <p>Inklusives HRM hilft Organisationen dem Fachkräftemangel zu begegnen und Mitarbeitende zu binden. Das Modul führt die Studierenden in die DEI-Dimensionen auf verschiedenen gesellschaftlichen Ebenen (MIKRO: psychologische Aspekte; MAKRO: rechtliche Aspekte und MESO-Ebene: Organisationsperspektive) ein und gibt ihnen konkrete Tools für ein zukunftsorientiertes, sozial verantwortliches Personalmanagement.</p> |
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| Eingangskompetenz | <p>BHRM, IHRM</p> <ul style="list-style-type: none"> • Grundlegende Personalprozesse, arbeitspsychologische und arbeitsrechtliche Grundlagen sind bekannt (Modul BHRM oder IHRM im Grundstudium, bzw. entsprechende Grundlagen des HRM (zentrale Personalprozesse, Basis A&O Psychologie, Arbeitsrecht). • Praktische Einblicke in aktuelle Herausforderungen im HR und im Führungsalltag wurden bereits gewonnen (bspw. WPM "Herausforderungen des HRM in der Praxis" / "Managing People Globally" und "Leadership" • wurden auch entsprechende eigene berufliche Erfahrungen (aktiv, passiv) gemacht. |
|--------------------------|--|

SHR1 - Inklusives HRM - BWBh206

Kompetenz

Fachkompetenzen: Die Studierenden...

- verfügen über systematisches Wissen zum inklusives HRM / inklusive Personalpolitik und können im Berner HRM-Modell inklusive Praktiken verorten.
- können Konzepte wie Diversity, Equity & Inclusion (DEI), Diversity Management und -Monitoring, Intersektionalität sowie Diversitätskategorien wie Geschlecht, Alter, Sprache, Herkunft, Beeinträchtigung, Neurodiversität etc im HRM anwenden.
- können zentrale Herausforderungen eines aktuellen, strategischen und zukunftsgerichteten Diversity Management und -Monitoring und der Rolle des HRM dabei benennen.
- kennen die relevanten psychologischen, rechtlichen und organisationalen Grundlagen im Bezug auf inklusives HRM.
- kennen in HRM Prozessen die Herausforderungen und Chancen (etwa Mitarbeitendenbindung etc.) von DEI, sowie Tools und Lösungsansätze um diese anzugehen.
- können mögliche soziale und rechtliche Implikationen von DEI und datensensiblen HRM abschätzen.

Methodenkompetenzen: Die Studierenden

- können in den HRM Prozessen DEI Fragestellungen und Lösungsansätze erkennen, entwickeln und anwenden, resp. kennen inklusive Personalpolitik.
- können zielgerichtet und lösungsorientiert eine praktische Fragestellung im Bereich DEI identifizieren, abgrenzen und inhaltlich vertiefen.
- können die eigene HR-Praxis reflektieren, oder ein Interview mit einer HR-Person durchführen und/oder Informationen und Literatur zu einer praktischen Fragestellung im Bereich inklusives HRM identifizieren, recherchieren, beschaffen und im Plenum präsentieren und in innovativer Weise anwenden.
- Können dabei auch auf die Wichtigkeit und Vorteile von DEI verweisen und erklären, wie inklusives HRM mit ganz konkreten Tools angewendet werden kann.

Sozialkompetenzen: Die Studierenden

- üben den unvoreingenommenen und diskriminierungsfreien Umgang mit Vielfalt und die wertschätzende Kommunikation in einer diversen Gruppe.
- verstehen inklusives HRM als Gewinn und können entsprechende Argumente vorbringen.
- können ihre eigene oder fremde HRM-Praxis, sowie Studien zum inklusiven HRM basierend auf Theorien reflektieren.
- können die Ergebnisse allgemein verständlich aufbereiten, diskutieren, reflektieren, präsentieren und mit den Mitstudierenden gemeinsam anwenden.
- können ihre eigenen Resultate und die ihrer Mitstudierenden kritisch reflektieren.

Selbstkompetenzen: Die Studierenden

- sind fähig zur Selbstreflexion, insbesondere in Bezug auf Diversity-Dimensionen.
- zeigen persönliche Beweglichkeit und Ambiguitätstoleranz.
- setzen sich kritisch mit gesellschaftlichen und organisationalen Werten und Normen auseinander.
- lernen für inklusives HRM einzustehen.
- können Verantwortung für den eigenen und den gemeinsamen Lernprozess übernehmen.

Inhalt

Vorbereitung für eine Arbeits- und Organisationswelt, die zunehmend diverser und digitaler wird. Erlernen des Umgangs und des Nutzens von Vielfalt, sowie die Rolle und konkrete Tools des inklusivem HRM. Kurz: Theoretische Grundlagen und praxisorientierte Strategien für eine vielfältige und diskriminierungsfreie Personalpolitik.

Lehr- und Lernmethode

Asynchrones Lernen durch Lern-Podcast, Flipped Classroom; Inputs & Übungen welche durch Studierende geleitet werden (1mal), Lehrgespräche, Filmsequenzen, Fachinputs, Praktische Tipps, Tools und Übungen.

Die Studierenden setzen sich aktiv mit aktuellen Herausforderungen auseinander und lernen, wie und wo inklusives HRM konkret eingelöst werden kann. In zwei Kompetenznachweisen setzen sie sich mit eigenen und fremden Erfahrungen auseinander und erarbeiten und vertiefen ein Aspekt/ eine Praxis vom inklusivem HRM im Berner HRM-Modell.

Fachliteratur

Zu Beginn des Semesters wird auf Moodle Literatur und Material zur Verfügung gestellt bzw. für die Kompetenznachweise durch die Studierenden recherchiert.

SHR1 - Inklusives HRM - BWBh206

Workload

Ein KN 1 wird während des Semesters abgeschlossen.

KN 2 ist eine Wissensprüfung und findet am letzten Tag vom Semester statt.

Gesamtaufwand: 6 ECTS, 180 h. Kontaktstudium: 42 h (4 h Asynchron), verteilt auf 14 Halbtage à 4 Lektionen (56 Lektionen).

Präsenzpflicht

Wir erwarten aktive Teilnahme im Unterricht und Präsenz in der ersten Kontaktstunde (17.09.2026) sowie an den während der ersten Kontaktstunde vereinbarten Präsentationstagen (5.11., 12.11., 26.11. und 03.12.2026) und bei der Wissensprüfung während der offiziellen Prüfungswoche. Bei Gastreferaten und Exkursionen wird Anwesenheit vorausgesetzt.

Kompetenznachweis

Der Kompetenznachweis setzt sich aus zwei Teilen zusammen: Ein aktiver Input zum inklusiven HRM in einer HRM-Dimension, 40 % (basierend auf Selbstreflexion, einem HR-Interview & Literaturrecherche (=KN 1) & einer Wissensprüfung, 60 % in den offiziellen Prüfungswochen, 60 Min. (=KN 2).

Hilfsmittel bei schriftlicher Prüfung

- Wörterbuch Muttersprache - Sprache Kompetenznachweis
- Taschenrechner des Modells TI-30

Wiederholungsmodalitäten

Nicht bestandene KN können in der selben- oder in der nächsten Durchführung wiederholt werden.

Weiterführende, vertiefende Module

SHR2, SHR3, SHR4

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern

SHR2 - Strategisches HRM - BWBh207

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|------------------------------------|--|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Sapegina Anastasia |
| Modulverantwortung | Sapegina Anastasia |
| Kurzbeschreibung des Moduls | Das Modul vermittelt einen strategischen Blick auf das Human Resource Management (HRM) und zeigt, wie HR gezielt zum Unternehmenserfolg beitragen kann. Im Zentrum steht die kritische Auseinandersetzung mit traditionellen und aktuellen HR-Trends sowie deren strategischer Relevanz, fundiert durch wissenschaftliche Erkenntnisse und praxisorientierte Einblicke. |
| Eingangskompetenz | BHRM |
| Kompetenz | <p>Fachkompetenzen: Die Studierenden</p> <ul style="list-style-type: none"> kennen und verstehen die Schlüsselkonzepte sowie traditionelle und moderne Ansätze des strategischen HRM. entwickeln fundiertes Wissen zu den Auswirkungen strategisch ausgerichteter HR-Massnahmen und HR-Instrumente, ihren Möglichkeiten und ihren Grenzen. <p>Methodenkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> lernen, den Beitrag des strategischen HRM für Organisationen und Mitarbeitende zu bewerten. lernen, verschiedene HR-Ansätze einzeln oder in Kombination auf ihre Wirksamkeit zu überprüfen. lernen, den strategischen Mehrwert von HR-Instrumenten kritisch zu hinterfragen. <p>Sozialkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> lernen, miteinander in den Diskurs zu treten und auszutauschen. lernen, unterschiedliche Perspektiven zu integrieren und gemeinsam Lösungen zu entwickeln. <p>Selbstkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> stärken ihre eigenständigen Analysefähigkeiten durch die Verbindung von Wissenschaft und Praxis auf verschiedenen Ebenen (Organisation, Team und Individuum). entwickeln ein besseres Verständnis für das Zusammenspiel unterschiedlicher Einflussfaktoren bei strategischen Personalentscheidungen in Organisationen. |

SHR2 - Strategisches HRM - BWBh207

Inhalt

In diesem Modul entwickeln Studierende einen strategisch ausgerichteten Blick auf das Human Resource Management (HRM). Sie lernen, wie strategisch ausgerichtete Personalarbeit mit unterschiedlichen HR-Ansätzen und -Prozessen einen Mehrwert in Organisationen schaffen kann. Denn häufig übernehmen Unternehmen einfach die sogenannten "##Best Practices" erfolgreicher Firmen -## doch nicht jede HR-Lösung passt zu jeder Organisation. In einer zunehmend schnelllebigen und komplexen Umwelt sind "Best Practices"-Ansätze nicht immer die beste Wahl.

Gemeinsam mit den Studierenden analysieren, diskutieren und erarbeiten wir, wie strategisches HR gestaltet werden kann. Wir vertiefen und erweitern bestehendes Wissen des strategischen HRM durch neue Perspektiven und Ansätze mit verstärktem Blick in die Zukunft, die dazu beitragen, dass strategisches HR den steigenden Anforderungen an Flexibilität und die wachsende Unvorhersehbarkeit der Umwelt gerecht wird. Welche Rolle spielt strategisches HR in Unternehmen? Wie lässt sich strategisches HRM wirksam umsetzen? Und wie verändert sich die Rolle von HR angesichts aktueller Herausforderungen? Diesen und weiteren Fragen gehen wir gemeinsam mit den Studierenden nach.

Dabei gehen wir evidenzbasiert vor und hinterfragen bestehende Praxistrends kritisch und auf Grundlage wissenschaftlicher Evidenz. Diese kritische Perspektive wird durch einen Praxisbezug angereichert, in kleinen Projekten mit selbst gesammelter Evidenz angewendet und vertieft. Durch Fallstudien, Mini-Projekte und Gastvorträge erhalten die Studierenden fundierte Einblicke in die Umsetzung traditioneller und moderner HR-Ansätze im strategischen Kontext. Diese Auseinandersetzung bereitet gezielt auf strategische HR-Aufgaben vor.

Wenn Ihr Euch für eine Verbindung von Forschung und Praxis begeistert und fundierte Erkenntnisse im Bereich strategisches HRM gewinnen möchtet, seid ihr in diesem Modul genau richtig!

Lehr- und Lernmethode

Das Modul besteht aus **Präsenzveranstaltungen**, gegebenenfalls (synchronen oder asynchronen) **Onlineveranstaltungen** und -aufträgen und **Gastvorträgen**.

Fachliteratur

Pflichtliteratur wird rechtzeitig themenspezifisch auf Moodle hochgeladen.

Einige Literatur ist auf Englisch. Dies ist der Tatsache geschuldet, dass die neuesten wissenschaftlichen Erkenntnisse meist in englischsprachigen Fachartikeln und -büchern veröffentlicht werden.

Workload

6 ECTS

Kontaktstudium

Wöchentlich während des Semesters bestehend aus Präsenzeinheiten, Blended Learning und Gastvorträgen. Die genaue Aufteilung wird auf Moodle bekanntgegeben.

Präsenzpflicht

Bitte blockieren Sie sich vorsichtshalber folgende Sitzungen aufgrund **der Präsenzpflicht: KW 44, 45, 47, 48 und 50**

Diese Präsenzpflicht gilt für Sitzungen mit Gastvorträgen. Sie wird auf Moodle und im Seminarplan endgültig bekanntgegeben.

An diesen Terminen sind 4 bis 5 Gastvorträge vor Ort oder online in Planung. Falls Sie einmal nicht teilnehmen können, ist das kein Problem: Sie dürfen **eine Sitzung verpassen** und dafür eine **Wildcard** einsetzen.

Als **Ausgleich für die Präsenzpflicht** steht Ihnen eine zusätzliche Sitzung für das Selbststudium zur Verfügung, die Sie zur Vorbereitung Ihres Mini-Projekts nutzen können. In dieser Zeit findet keine Lehrveranstaltung statt. Voraussichtliches Datum dafür ist KW 46; es wird noch in der ersten Sitzung bekannt gegeben.

SHR2 - Strategisches HRM - BWBh207

Kompetenznachweis

Der Kompetenznachweis besteht aus zwei Teilkompetenznachweisen.

Teilkompetenznachweis 1 (40 %): Reflexion "Lessons Learned Mini-Projekte"

Teilkompetenznachweis 2 (60 %): Schriftliche Prüfung (MC-Fragen und Fallstudie mit offenen Fragen). Die Prüfung dauert 90 Minuten und findet am Ende des Semesters (in der offiziellen Prüfungswoche) statt.

Um das Modul zu bestehen, müssen **beide Teilkompetenznachweise** erfolgreich abgelegt werden.

Hilfsmittel bei schriftlicher Prüfung

Wörterbuch Muttersprache - Sprache Kompetenznachweis, sonst keine

Wiederholungsmodalitäten

Teilkompetenznachweis 1: "Lessons Learned Mini-Projekte" kann mit einem nachgebesserten Konzept wiederholt werden.

Teilkompetenznachweis 2: Die schriftliche Prüfung kann während dem 2. Prüfungstermin erneut geschrieben werden.

Weiterführende, vertiefende Module

SHR1, SHR3, SHR4

Studiengang, Semester

BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern

SMM2 - Consumer Behavior - BWBh362

| | |
|------------------------------------|---|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Feurer Sven, Knutti Anna |
| Modulverantwortung | Knutti Anna |
| Kurzbeschreibung des Moduls | <p>Das Gebiet der Konsument*innenforschung ist verhältnismässig jung. Es ist geprägt von Interdisziplinarität und betrifft jede und jeden von uns. Die Student*innen des Moduls Consumer Behavior (CB) beschäftigen sich fokussiert mit den aktuellen Ansätzen des Konsument*innenverhaltens und setzen dieses in Beziehung mit eigenen Erfahrungen und Verhaltensweisen ihrer selbst und ihres (beruflichen) Umfelds. Die Unterrichtssprache ist deutsch, es werden aber englischsprachige Fachartikel behandelt.</p> |
| Eingangskompetenz | Grundlagen des Marketings (IMAR/BMAR) |
| Kompetenz | <p>Fachkompetenzen: Die Studierenden</p> <ul style="list-style-type: none">• sind in der Lage, die grundlegenden Begriffe und Konzepte von CB zu erläutern,• verstehen die verschiedenen Arten der Entscheidungsfindung,• sind sensibilisiert für kulturelle Unterschiede im CB• können die Folgen von unternehmerischem und kund*innenseitigem Handeln hinsichtlich ethischer und nachhaltiger Fragestellungen bewerten.• können interne und externe Einflüsse auf CB erläutern und auf die eigene Praxis anwenden,• können anhand verschiedener Modelle CB beobachten, beschreiben und ggf. erklären. <p>Methodenkompetenzen: Die Studierenden</p> <ul style="list-style-type: none">• verstehen Aufbau, methodisches Vorgehen und Interpretierbarkeit von experimenteller Konsumforschung• können sich kritisch mit wissenschaftlichen Quellen im Forschungsgebiet CB auseinandersetzen• sind in der Lage, verschiedene Modelle/Konzepte zu bewerten,• verbinden Theorie und Praxis• können eine Unterrichtssequenz konzipieren und in einem aktivierenden Stil durchführen <p>Sozialkompetenzen: Die Studierenden</p> <ul style="list-style-type: none">• sind fähig, allein und in der Gruppe die Lerninhalte auf aktuelle Ereignisse in der Wirtschaft zu übertragen und eigene Verhaltensweisen zu hinterfragen,• nutzen persönliche Ressourcen sowie Ressourcen der Gruppe,• organisieren sich selbstständig in Bezug auf den Teilkompetenznachweis (Gestaltung der gemeinsamen Unterrichtssequenz) <p>Selbstkompetenzen: Die Studierenden</p> <ul style="list-style-type: none">• vertiefen das persönliche Analyse-, Urteils- und Entscheidungsvermögen,• organisieren sich vorausschauend in Bezug auf die Teilkompetenznachweise• decken eigenständig und selbstverantwortlich Wissensdefizite auf und gleichen diese durch Selbststudium aus. |

SMM2 - Consumer Behavior - BWBh362

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|---|--|
| Inhalt | <ul style="list-style-type: none">• Theoretische Grundlagen des CB• Vertiefungsstudien aus aktueller Forschung• Beispiele aus der Praxis |
| Lehr- und Lernmethode | <ul style="list-style-type: none">• Flipped-Classroom-Konzept (Gestaltung einer gemeinschaftlichen Unterrichtssequenz)• Lehrvortrag und Diskussion• Gastreferate (geplant)• Selbststudium• Coachings |
| Fachliteratur | <p>Pflichtliteratur: Solomon, Michael R. (2016): Konsumentenverhalten, 11. aktualisierte Auflage, Pearson: Hallbergmoos Weiterführende Literatur wird fortlaufend angegeben.</p> |
| Workload | 180 Stunden |
| Kontaktstudium | wöchentlich je 4 Lektionen |
| Präsenzpflicht | <p>Präsenzpflicht besteht in KW38 (Kick-off) und KW39 (Methodenworkshop). Anwesenheit ist weiterhin erforderlich bei der eigenen Gruppenpräsentation (Zuteilung zu Beginn des Semesters) und wird ansonsten im Hinblick auf die Kompetenznachweise und aus Respekt vor den präsentierenden anderen Studierenden nachdrücklich empfohlen.</p> <p>Es besteht Präsenzpflicht während aller Gastreferate. Diese finden an folgenden Tagen statt:</p> <p>15. Oktober 2026</p> <p>29. Oktober 2026</p> <p>19. November 2026</p> <p>26. November 2026</p> |
| Kompetenznachweis | <ul style="list-style-type: none">• Gestaltung einer gemeinschaftlichen Unterrichtssequenz zu einem ausgewählten Kapitel der Pflichtliteratur (inkl. Vorstellung eines wissenschaftlichen Fachartikels und dessen Praxisimplikationen). Während des Semesters, Einzelbewertung; Gewichtung 50 %.• Erstellen von Consumer Diary Videos auf Basis der Veranstaltungsinhalte. Während des Semesters, Einzelbewertung; Gewichtung 50 %. <p>Die beiden Teilkompetenznachweise müssen jeweils einzeln bestanden werden.</p> |
| Weiterführende, vertiefende Module | Bachelorthesis |
| Bemerkung | Es gilt ein Limit für die Teilnehmezahl an diesem Modul von maximal 60 Studierenden. |

SMM2 - Consumer Behavior - BWBh362

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

SMM4 - Services Marketing - BWBh364

| | |
|------------------------------------|---|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Fuhrer Urs, Konya-Baumbach Elisa |
| Modulverantwortung | Konya-Baumbach Elisa |
| Kurzbeschreibung des Moduls | <p>Klassische Dienstleistungsunternehmen wie Banken, Versicherungen, Fluggesellschaften und Hotels prägen die Wirtschaft nicht nur der Schweiz. Gleichzeitig steigt der Stellenwert innovativer digitaler Dienstleistungen immer weiter. Im Vergleich zur Vermarktung tangibler Produkte gibt es jedoch einige Besonderheiten zu beachten, mit wichtigen Implikationen für die Marketingpraxis.</p> <p>Zielsetzungen: Die Studierenden</p> <ul style="list-style-type: none"> • Kennen und verstehen die Grundlagen des Dienstleistungsmarketings und die Ausgestaltung des erweiterten Marketing Mix • Kennen und verstehen die Besonderheiten von klassischen und digitalen Dienstleistungen • Sind sicher im Umgang mit Konzepten des Dienstleistungsmarketings, bspw. Dienstleistungsqualität; Service Failure, Service Recovery • Verstehen die Wichtigkeit eines professionellen Beschwerdemanagements • Können Kundenreaktionen auf digitale und KI-basierte Dienstleistungen verstehen und antizipieren • Kennen und verstehen wichtige Ansätze zur Wahl einer Preisstrategie und zur tatsächlichen Preisbestimmung • Wissen auch um die Wichtigkeit von Dienstleistungen im B2B-Bereich |
| Eingangskompetenz | Grundlagen des Marketing |
| Kompetenz | <p>Fachkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> • Kennen die Besonderheiten des Dienstleistungsmarketings • Hinterfragen und beurteilen tatsächliche Entscheidungen ausgewählter operierender Dienstleistungsunternehmen <p>Methodenkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> • lernen, sich in der Gruppe zu organisieren • erarbeiten Analysen und Lösungen unter Zeitdruck • adaptieren und revidieren ihr Wissen konsequent auf die Aufgabenstellungen • erweitern ihre Kompetenz im Bereich Problemlösungen • verknüpfen theoretische Grundlagen mit praxisbezogenen, realen Umsetzungen <p>Sozialkompetenz: Die Studierenden</p> <ul style="list-style-type: none"> • sind in der Lage, ihre eigenen Reaktionen auf Herausforderungen im Dienstleistungsmarketing kritisch zu hinterfragen und zu reflektieren • setzen sich aktiv mit unternehmerischen Realisierungen auseinander • setzen sich konstruktiv mit Ansichten Anderer auseinander |
| Inhalt | <ul style="list-style-type: none"> • Theoretische Grundlagen zum Thema klassisches und digitales Dienstleistungsmarketing; Einsetzbarkeit und Wahrnehmung von künstlicher Intelligenz • Transferleistungen auf die Unternehmenspraxis • Beispiele aus der Praxis |

SMM4 - Services Marketing - BWBh364

Lehr- und Lernmethode

- Vorlesung und Diskussion
- Gastvorträge (geplant)
- Gruppenarbeit (Fallstudie)
- Prüfung
- Selbststudium
- Nutzung eines generativen KI-Tools
- Hinweis: von den Studierenden wird ein hohes Mass an Eigeninitiative erwartet.

Fachliteratur

Empfohlene Literatur:

- Homburg, Christian (2020), Marketingmanagement, 7. Auflage, Springer Gabler.
- Meffert, Heribert, Bruhn, Manfred, & Hadwich, Karsten (2026), Dienstleistungsmarketing, 10. Auflage, Springer Gabler.

Workload

180 Stunden

Kontaktstudium

36 - 40 Stunden Kontaktstudium

140 - 144 Stunden Selbststudium und Reflexion

Präsenzpflicht

ja, bei Gastvorträgen (KW 40 & KW 46) und Präsentationen (KW 42 & 51)

Kompetenznachweis

Gruppenarbeit: 50 %

Während des Semesters, Bearbeiten einer Fallstudie mit einem generativen KI-Tool, Gruppenbewertung mit gleicher Note für jedes Teammitglied vorbehaltlich individueller Abweichungen auf Basis einer Peer-Evaluation, Präsentationen in KW 42 und KW 51.

Prüfung: 50 %

Semesterende, Einzelbewertung, elektronisch, 60 Minuten Bearbeitungszeit.

Die beiden Teilkompetenznachweise müssen einzeln bestanden werden.

Hilfsmittel bei schriftlicher Prüfung

- Taschenrechner Modell TI-30

Bemerkung

Das Modul ist teilnahmebeschränkt, es gilt eine maximale Studierendenzahl von 60.

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
 BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

SP01 - Auditing - BWBh381

| | |
|--------------------|----------------------------------|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Frecè Jan Thomas, Gutsche Robert |
| Modulverantwortung | Robert Gutsche |

Kurzbeschreibung des Moduls

Dieses Modul vermittelt vertiefte Fach- und Methodenkompetenz im Bereich Audit. Der Fokus liegt auf dem risikoorientierten Prüfungsansatz, ergänzt durch relevante Entwicklungen in ESG, Digitalisierung und Regulierung. Die Studierenden lernen, den gesamten Auditprozess - von der Auftragsannahme über die Planung bis zur Beurteilung und Berichterstattung - strukturiert und praxisnah zu verstehen und anzuwenden.

Ein zentrales Element bildet die **obligatorische Audit Week in Lugano, Ho(s)telMontarina** (Stand heute). Während drei intensiver Tage erarbeiten die Studierenden in internationalen Teams reale Fallstudien, besuchen Unternehmen und präsentieren ihre Lösungen im Rahmen eines strukturierten Peer-Review-Verfahrens.

Die Audit Week ist **integraler Bestandteil des Moduls und prüfungsrelevant. Die Kosten für Unterkunft und Verpflegung betragen rund CHF 400.- pro Person**, Anreise 25.10. und Abreise 29.10. (Stand heute). Die Anreise erfolgt individuell; eine Gruppenkoordination wird durch die BFH unterstützt.

Eingangskompetenz

- Gute Kenntnisse im Accounting / Rechnungswesen
- Interesse am Audit und regulatorischen Themen
- Bereitschaft zur aktiven Teilnahme (deutsch/englisch)
- Fähigkeit zur strukturierten Fallbearbeitung im Team

Kompetenz

Fachkompetenz

- Die Studierenden kennen Zielsetzung, Aufbau und Funktion von Audits im Unternehmenskontext.
- Sie wenden risikoorientierte Prüfungsstrategien auf Basis der Risiko- und Wesentlichkeitsbeurteilung an.
- Sie verfügen über fundierte Kenntnisse der regulatorischen Anforderungen (CH/EU) sowie zu prüfungsrelevanten ESG- und IT-Aspekten.

Methodenkompetenz

- Die Studierenden analysieren interne Kontrollsysteme (IKS), Prüfungsnachweise und beurteilen prüfungsrelevante Risiken systematisch.
- Sie prüfen finanzielle und nichtfinanzielle Unternehmensangaben im Hinblick auf Prüfungsrelevanz, Assurance und Aussagekraft..

Sozial- & Selbstkompetenz

- Die Studierenden übernehmen Verantwortung in der Teamarbeit, insbesondere im Rahmen der internationalen Audit Week.
- Sie präsentieren komplexe Prüfungsergebnisse adressatengerecht und sicher gegenüber internen und externen Anspruchsgruppen.

Digitale Kompetenz

- Die Studierenden verstehen den gezielten Einsatz digitaler Prüfmethoden sowie die Bedeutung von IT-Systemen im Auditprozess.
- Sie nutzen gängige digitale Tools (z.â#B. Excel, Word, Statistiksoftware) zur Prüfung, Analyse und strukturierten Dokumentation von Prüfungsergebnissen..

SP01 - Auditing - BWBh381

Inhalt

1. Einführung in Audit: Ziel, Funktion, rechtliche Grundlagen
2. Prüfungsarten, Auftragsannahme, Unabhängigkeit
3. Prüfungsplanung: Risikoanalyse, Wesentlichkeit, Strategie
4. Internes Kontrollsystem und Durchführung
5. Prüfungsnachweise, Stichproben, IT-Systeme
6. ESG-Reporting und Assurance
7. Digitalisierung und Prüfungstechnologien
8. Internationale Entwicklungen & Fallstudien
9. Präsentationen und Peer-Review in der Audit Week

Lehr- und Lernmethode

- Interaktive Vorlesungen in **8 Blöcken**
- Fallstudienarbeit in Gruppen im **Selbststudium**
- Blockwoche in Präsenz (**Audit Week**)

Fachliteratur

Die von den Dozierenden und Vortragenden zur Verfügung gestellten Materialien (Skripten, Präsentationen, Fachartikel usw.).

Workload

6 ECTS, d. h. ca. 180 Stunden.

Kontaktstudium

Wöchentliche Lektionen während des Semesters, Total 56 Lektionen Kontaktstudium

Präsenzpflicht

Präsenzpflicht besteht während der International Audit Week

Kompetenznachweis

- **Schriftliche Prüfung, 60 min (70 %)** während den Prüfungswochen in KW3/4
- **Gruppenpräsentation & Peer-Review (30 %)** während der Audit Week

Hilfsmittel bei schriftlicher Prüfung

- Vorlesungsslides über Moodle, ohne eigene Notizen
- Taschenrechner Modell TI-30
- 1 gedrucktes Wörterbuch Muttersprache - Sprache Kompetenznachweis

Wiederholungsmodalitäten

Nachprüfung in der offiziellen Nachprüfungswoche.

Weiterführende, vertiefende Module

Die Module der Vertiefung Accounting & Controlling, d. h.: Höhere Rechnungslegung (SAC1), Life-Cycle Accounting & Tax (SAC2) und Controlling & Digitalization (SAC3).

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
 BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

SP02 - Sportmanagement und Sportmarketing - BWBh382

| | |
|--------------------|--|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Anderegg Urs |
| Modulverantwortung | Anderegg Urs (BFH) und Weber Ariane (EHSM) |

Kurzbeschreibung des Moduls Das Modul besteht aus den gleichberechtigten Themen "Sportmanagement" und "Sportmarketing"

Sportmanagement: Um einen Sportevent professionell und effizient zu gestalten und durchzuführen, braucht der Sportmanager solide Planungs- und Organisations-Kenntnisse, die sich in den letzten Jahren im Bereich des Strategischen Managements stark weiterentwickelt haben. Nach einem einführenden Einblick in die sozialen und sportlichen Transformationen der Gesellschaft, die neue Herausforderungen für den Sportmanager mitbringen (z.B. Individualisierung, Ökonomisierung, Legacy), erwerben die Studierenden fachliche Kenntnisse über die strategische Führung eines Sportevents (z.B. Vision, Mission, strategische Ziele, Werte, Organisationsstruktur, Governance, Governance).

Hauptdozierender: Salome Weber

Sportmarketing: Das Sportmarketing unterliegt eigenständigen Regelwerken und Mechanismen, die sich grundlegend vom klassischen Marketing unterscheiden. Eine erfolgreiche Eventvermarktung erfordert die systematische Berücksichtigung spezifischer Charakteristika des Sportmarketings sowie der interdependenten Beziehungen zwischen Sport, Wirtschaft und Medien, welche im magischen Dreieck abgebildet sind. Das Modul ist zweigeteilt: Der erste Teil behandelt die konzeptionellen Grundlagen dieser Besonderheiten. Der zweite Teil untersucht die Mechanismen und die Instrumente der Sportvermarktung (z.B. Sponsoring), deren Funktionsweisen und Potenziale. Neben Athleten, Mannschaften und Sportveranstaltungen werden auch Sportstätten und Sportverbände als Vermarktungsobjekte analysiert.

Hauptdozierende: Ariane Weber.

Eingangskompetenz Grundlagen BWL und Marketing aus dem Grundstudium BBA/IBA

SP02 - Sportmanagement und Sportmarketing - BWBh382

Kompetenz

Fach- und Handlungskompetenzen: Die Studierenden

- können die Grundlagen des Sportmanagements formulieren.
- können ausgewählte Instrumente am Beispiel eines Sportevents anwenden (z.B. Risikomatrix)
- können die optimale Durchführung einer Veranstaltung erläutern.
- können komplexe Phänomene aus einer Management-Perspektive heraus bearbeiten.
- begreifen die Besonderheiten des Sportmarketings.
- kennen die Grundlagen der Vermarktung im Sport im Allgemeinen und für einen Sportevent oder eine Sportstätte im Besonderen.
- entwickeln ein strategisches, sportmarketing- und eventorientiertes Denken.
- können Bedürfnisse und Erwartungen von wichtigen Stakeholdern im Sport bestimmen.

Problemsolving/Umgang mit Komplexität: Die Studierenden

- können komplexe Phänomene aus einer Management-Perspektive heraus bearbeiten.
- entwickeln ein strategisches und eventorientiertes Denken.
- können ausgewählte sportmarketing-spezifische Tools anwenden (Sportmarketing-Modell).
- entwickeln ein sportmarketing- und event-orientiertes Denken.
- können Bedürfnisse und Erwartungen von wichtigen Stakeholdern im Sport bestimmen.

Kollaboration: Die Studierenden

- sind in der Lage eigenverantwortlich und im Team zu arbeiten.
- verbessern ihr professionelles und zielgruppengerechtes Auftreten und ihre Kommunikation.
- können als Team/Gruppe Lösungen für konkrete Praxissituationen entwickeln.

Selbstmanagement: Die Studierenden

- erkennen die Bedürfnisse und Erwartungen der wichtigsten Stakeholder aus dem Sport
- bieten dar, tragen vor, präsentieren.
- erarbeiten im Dialog, wenden an, analysieren, vernetzen, beurteilen.

Inhalt

- Management und Sportmanagement
- Eigenschaften und Beispiele von Sportevents
- Strategisches Sportmanagement
- Risikomanagement
- Planung und Organisation
- Stakeholdermanagement
- Volunteermanagement
- Besonderheiten des Sports und Sportmarketings
- Vermarktung im Sport
- Sportstättenmanagement
- Sport-Sponsoring
- Event-Marketing

Lehr- und Lernmethode

Vorlesungen, Referate, Übungen, Diskussionen, Gruppen- und Plenumsarbeiten, Selbststudium

SP02 - Sportmanagement und Sportmarketing - BWBh382

Fachliteratur

Für den Kompetenznachweis unerlässliche Literatur:

Unterlagen der Dozierenden

Empfohlene Literatur:

- Parent, M. M., & Ruetsch, A. (2021). Managing major sports events: Theory and practice. Routledge.
- Nufer, G., Bühler, A. (2013). Marketing im Sport - Grundlagen und Trends des modernen Sportmarketings (3. Auflage). Berlin: Erich Schmidt Verlag

Zusätzliche, weiterführende Literatur:

- Bruhn, M., & Rohlmann, P. (2022). Sportmarketing: Grundlagen -## Strategien - Instrumente. Wiesbaden: Springer Gabler
- Bruhn, M., & Rohlmann, P. (2024). Voraussetzungen und Praxisbeispiele für erfolgreiche Partnerschaften. Wiesbaden: Springer Gabler

Literaturhinweise werden zu Modulbeginn abgegeben.

Workload

180 h

Kontaktstudium

56 (inklusive Blockhalbtage).

Präsenzpflicht

Der Blocktag findet am Samstag, 24. Oktobe 2026 nachmittags in Luzern statt (Event-Besuch)

Kompetenznachweis

PC-Prüfung in Form einer Multiple-Choice-Prüfung (25 %, digitale Prüfung, 60 Min.) und Gruppenpräsentation (75 %, mündlich Prüfung, 40 Min.). Beide Teile finden während den offiziellen Prüfungswochen statt.

Hilfsmittel bei schriftlicher Prüfung

- Multiple Choice Prüfung: Keine Hilfsmittel

- Gruppenpräsentation: open book

Wiederholungsmodalitäten

Eine ungenügende schriftliche Prüfung kann am 2. Prüfungstermin wiederholt werden.

Weiterführende, vertiefende Module

- Modul SP03 - Ressourcenmanagement im Sport und Sportsystem Schweiz.
- Master Spitzensport an der EHSM in Magglingen
- CAS EHSM Strategie und Governance in Sportorganisationen (SGOV)
- CAS ESHM Strategische und nachhaltige Sportsystementwicklung (SNS)
- Executive Master of Business Administration (EMBA) in «Excellence in Sportmanagement»

Bemerkung

- Am 30. Oktober findet der Kurs in Magglingen statt (09:00-11:30 Uhr): Backstage-Besuch der temporären Event-Infrastruktur einer grösseren Anlass-Serie. Detaillierter Informationen folgen zu Kursbeginn.

- Der Blocktag findet am Samstag, 24. Oktober 2026 in Luzern statt. Detaillierte Angaben zum Programm des Blocktags (Kosten, Programm, etc.) folgen zu Kursbeginn. Wer am Blocktag nicht teilnehmen kann, erhält einen Kompensationsauftrag. Transport und Verpflegung gehen zulasten der Studierenden.

Maximale Studierendenzahl: 40

SP02 - Sportmanagement und Sportmarketing - BWBh382

Studiengang, Semester

BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern

SRE3 - Real Estate Valuation - BWBh403

| | |
|--|---|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Gutsche Robert, Rascón Alberto |
| Module responsibility | Rascón Alberto |
| Short description of the module | <p>In the Real Estate Valuation module, the perspective of the buyer and seller is taken. Analysis and report on the market value of a property is elaborated in detail. The conditions on the real estate market are analysed. Analogue and digital valuation methods are taught and the value levers are explained. Principle of negotiation are reviewed. International and national valuation accounting standards are important as a basis in financial management (basic studies/main studies: financial management and ac-counting).</p> |
| Entry requirements | <p>The students have completed the basic studies.</p> <p>Students have completed the accounting module.</p> <p>Students have completed/or enrolled at the financial management module and accounting module.</p> |

SRE3 - Real Estate Valuation - BWBh403

Competencies upon completion **Specialist skills**

At the completion of the module students will

- understand the structure and players of the Swiss real estate market
- will apply the theoretical models of the market mechanism.
- be able to obtain, analyse and interpret market data according to location and property.
- form conclusive scenarios for market development and derive the consequences for a property or a location.
- know the different valuation methods and the relevant value levers.
- make plausible valuation assumptions and model them sensibly.
- be able to set up, carry out and check the plausibility of the calculation of an income-oriented valuation.
- acquire some negotiations skills

Methodological skills

At the completion of the module students will

- be able to apply and evaluate the various concepts of capital budgeting in the context of business cases.
- be able to select the appropriate methods.
- make the calculations and present the findings and solutions in an adequate way

Social skills

At the completion of the module students will

- enhance their ability to analyze and discuss problems in working groups, taking into account, evaluating, justifying and refuting different arguments.
- enhance their ability to constructively lead argumentative discussions and clearly separate them from subjective attitudes.

Self-competence

At the completion of the module students will

- enhance their capabilities to critically reflect on themselves within the framework of various topics and possibly derive individual consequences.
- enhance their ability to deal with autonomy and self-organization and can critically examine and sharpen their personal judgement.
- enhance their analysis skills to cope with stress and to reflect on their strengths and weaknesses.

Digital skills

At the completion of the module students will

- be able to ensure access and use of digital tools and use them efficiently.
- strength their skills in online learning and digital communication with teachers.

Content

- Technical terms
- Value theory
- Rent, rental value, tenancy law
- Interest rate and capitalised earnings value
- Reproduction costs and technical devaluation
- Financial mathematics / Present value and location class
- Land register and easements
- Negotiation
- Real Estate for financial Reporting
- Real Estate and Firm Valuation

SRE3 - Real Estate Valuation - BWBh403

| | |
|--------------------------------------|---|
| Teaching and learning methods | <p>The module will be taught in English (100%).</p> <p>Lectures, Exercises, Presentations, Case studies</p> <hr/> |
| Literature | <p>Several Papers and documents will be provided in class</p> <p>Recommended Literature:</p> <p>Hartzell, D., & Baum, A. E. (2021). Real Estate Investment and Finance: Strategies, Structures, Decisions. Wiley. 978-1119-526155</p> <p>Archer, W., & Ling, D. C. (2023). ISE Real Estate Principles: A Value Approach. McGraw-Hill Education. 978-1266284960</p> <hr/> |
| Workload | <p>180 hr.</p> <hr/> |
| Contact lessons | <p>14 x 4 lessons of 45 minutes.</p> <hr/> |
| Attendance requirement | <p>Two tests take place in CW 44 and 49.</p> <p>Presentations dates that will be announced in the first week of the semester.</p> <p>In case of a guest speaker the presence is compulsory. Students will be informed with enough time.</p> <hr/> |
| Competency assessment | <p>(i) 2x tests in Moodle (45 minutes) (70 %) (Weighted average of the tests: the best will be 60 % of the grade and the other 40 %), in class.</p> <p>Test a, Test b; If grade $a > b$ --> grade $i = 60 \% a + 40 \% b$ otherwise $i = 40 \% a + 60 \% b$</p> <p>Test a: Week (44)</p> <p>Test b: Week (49)</p> <p>(ii) 1x Presentation presentation of cases studies in group. (30 %) (group proof of competence => collectively evaluated)</p> <p>Given the complexity of the tasks the cases presentations must be done in groups, following what it happens in real life.</p> <p>Each member of the team will evaluate their peers.</p> <p>Final Grade = 70 % (i) + 30 % (ii)</p> <hr/> |

SRE3 - Real Estate Valuation - BWBh403

Aids for written examination

The written exams will be done in Moodle under Lernstick.

The test will be completed at the school.

- Print dictionary (mother tongue - examination language)
- Summary - Number of A4 sheets/pages: 2 (2 sheet/page double-sided)
- Any Pocket calculator can be accepted (No 2nd laptop is allowed)

For details to the aids allowed during written exams see "written examination regulations" on the Campus App.

Mode of repetition

- If the overall grade is unsatisfactory (< 4.0) only because of the poor grade on the written tests, the tests that the student has failed may be repeated during the second official examination period of the same semester.
- If both (i) and (ii) grades are insufficient (< 4.0), tests may NOT be repeated and the entire module with all proofs of competence must be taken again one year later in the next course.

Follow-up modules

-

Degree programme, semester

BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern

SSB1 - Angewandte Unternehmensethik - BWBh321

| | |
|---------------------------|--------------|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Risi David |
| Modulverantwortung | Risi David |

Kurzbeschreibung des Moduls Der Zusammenbruch der Credit Suisse, Kinderarbeit in der Textilindustrie, die Ölkatastrophe im Golf von Mexiko, Greenwashing sowie die Debatte um faire Managementlöhne rütteln die Öffentlichkeit regelmässig auf und rücken ethische Unternehmensverantwortung ins Zentrum der Betrachtung.

Die Folge daraus ist, dass in der Öffentlichkeit und in der Wirtschaft die Forderung immer lauter wird, dass Unternehmen aktiv(er) Verantwortung übernehmen müssen. Vor diesem Hintergrund übernehmen Unternehmen vermehrt auch ökologische, soziale und ethische Aspekte in ihre Geschäftspraxis. Unternehmensethische Konzepte zur Integration von sozialen, ökologischen und ethischen Belangen in die Unternehmenspraxis in Verbindung mit Stakeholdern wie etwa Corporate Social Responsibility (CSR) haben sich dabei weithin als Best Practice etabliert.

CSR als Managementansatz und die konkrete Anwendung in der Betriebswirtschaftslehre geben einen Ausblick, wie ethische Kompetenzen in der Praxis umgesetzt werden können.

In diesem Modul sollen die Teilnehmenden die Möglichkeiten und Grenzen einer angewandten Ethik in Unternehmen beurteilen können, dabei die wichtigsten Ansätze der Ethik kennen lernen und auf verschiedene Probleme, Dilemmata und Risiken, die im beruflichen Alltag auftauchen, anwenden.

Darüber hinaus erfahren sie, wie Ethik mit den anderen Dimensionen der Unternehmensverantwortung zusammenhängt. Nach dem Absolvieren des Kurses können die Teilnehmer ihre unternehmerischen Entscheidungen ethisch vertretbarer gestalten, besser gegenüber dritten argumentativ vertreten und vor der Öffentlichkeit verantworten.

Zudem können die Studierenden ethische Zusammenhänge auf betriebswirtschaftliche Ansätze übertragen, und so CSR in betriebswirtschaftliche Fragestellungen integrieren.

Eingangskompetenz Die Studierenden bringen ein moralisches Verständnis und Interesse für gesellschaftlich relevante Probleme mit und sind mit den wesentlichen betriebswirtschaftlichen Konzepten vertraut.

Kompetenz Im Rahmen dieses Moduls entwickeln die Studierenden eine Vielzahl an verschiedenen Kompetenzen:

- Sie werden für moralisch relevante Situationen in der Wirtschaftspraxis sensibilisiert.
- Sie erhalten einen Überblick über die wichtigsten ethischen und wirtschaftsethischen Theorien und können diese auf konkrete Situationen anwenden.
- Sie kennen verschiedene Ansätze und wissen, wie wirtschaftsethische Ansätze implementiert werden.
- Sie entwickeln ihr analytisches Denkvermögen systematisch weiter.
- Sie erlernen die Anwendung ethischer Reflexion auf betriebswirtschaftliche Fragestellungen

Inhalt

- Was ist Wirtschaftsethik und braucht es sie überhaupt?
- Wirtschaftliche und ethische Werte und ihre Anwendung in der Praxis
- Überzeugend argumentieren: Fehlschlüsse erkennen und vermeiden
- Die grossen Theorien der Ethik
- Begründung und Implementierung wirtschaftsethischer Ansätze
- Ansätze der CSR und ethische Reflexion betriebswirtschaftlicher Konzeptionen
- Fallbeispiele (z. B. Greenwashing, Korruption, Diskriminierung, Managerlöhne, Medikamentenpreise, Konsumverhalten)

SSB1 - Angewandte Unternehmensethik - BWBh321

Lehr- und Lernmethode

FLIPPED CLASS-ROOM:

Alle relevanten Materialien/Filme/Podcasts, die zur Verfügung gestellt werden, müssen vor dem Unterricht aktiv reflektiert werden. Bitte machen Sie sich auch Notizen und bereiten Sie sich immer vor, bevor Sie in den Unterricht kommen. Im Klassenzimmer liegt der Schwerpunkt auf interaktiver Reflexion, Diskussion und Gruppenarbeit.

Projektbasiertes Lernen:

Die Studierenden verfassen in Gruppen einen kurzen Dokumentarfilm. Es geht um die teambasierte Erarbeitung einer Greenwashing-Video-Dokumentation.

Ebenfalls erarbeiten die Studierenden Gruppenarbeiten zu einem CSR-relevanten Fall und präsentieren diese.

[siehe auch weiteführende Informationen unter «Kompetenznachweis»]

Fachliteratur

- Schüz, M. (2016). Angewandte Unternehmensethik - Grundlagen für Lehre und Praxis. Pearson Studium.
- Wickert, C. W., & Risi, D. (2019). Corporate social responsibility (Elements in Business Strategy). Cambridge: Cambridge University Press.

Weitführende Literatur wird auf Moodle zur Verfügung gestellt.

Workload

ECTS credits: 6

Kontaktstudium

[siehe unter Lehr- und Lernmethode]

Präsenzpflicht

Präsenz generell empfohlen.

Präsenzpflicht:

KW38 - Administratives und Einführung

KW42 - Präsentation Dokumentarfilme: "Film Festival"

KW46 - Multiple-Choice-Prüfung

KW50-51 - Präsentationen CSR Cases

SSB1 - Angewandte Unternehmensethik - BWBh321

Kompetenznachweis

Einzelleistung: Multiple-Choice-Prüfung

Gewichtung: 60 %

Greenwashing-Video-Dokumentation (Gruppenbenotung): Die Studierenden finden in ihrem Team einen Fall von Greenwashing und erstellen eine 5-minütige Videodokumentation (+/- 1 Minute). Das Video könnte zum Beispiel eine kritische Analyse eines Verbraucherprodukts oder einer Dienstleistung sein, die Sie in den Strassen von Bern (oder anderswo) finden.

Gewichtung: 15 %

Präsentationen CSR Cases (Gruppenbenotung):

Gewichtung: 25 %

Hilfsmittel bei schriftlicher Prüfung

keine

Wiederholungsmodalitäten

Das Modul kann bei der nächsten Durchführung wiederholt werden.

Studiengang, Semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern

SSB3 - Sustainable Start-up Challenge - BWBh323

| | |
|------------------------------|------------------------------|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Pahwa Deepti, Sägesser Anaïs |
| Module responsibility | Sägesser Anaïs, Pahwa Deepti |

Short description of the module Sustainability startups are impact-oriented startups that implement ideas desirable not only from a customer perspective but also from a societal one. They thus address eco-social issues, such as the climate crisis and biodiversity loss. As with any startup, the idea needs to be both feasible and viable. Many of the eco-social issues can be traced to market failure, e.g., not pricing externalities. Viability is a particular challenge, since sustainability startups aim to address market failures by bringing new products or services to market and scaling them through the market economy.

The goal of the course is to help a sustainability startup with its scaling strategy. Specifically, the students will (1) develop a (social) business model canvas, (2) identify and describe three new revenue streams, (3) develop a theory of change to unlock impact investment, (4) develop a market expansion strategy, and (5) create an investor pitch deck. The lecturers are responsible for securing startup partners. However, students who have founded a sustainability startup themselves, or who know a sustainability startup that might be a suitable partner, are encouraged to contact the lecturers to discuss the suitability of their cases (at least one month before the start of the semester).

Students will work in small teams, each partnering with a sustainability startup. The module includes six mandatory meetings: a kick-off event, a site visit to the startup partner, an input session, a coaching session with one of the lecturers, a rehearsal for the final presentation, and a final presentation. In addition to these events, teams organize their collaboration independently, both among group members and with the startup partner. To allow for an intensive learning experience, it is expected that the teams work side by side with their startup partner and meet at least 3 times outside of mandatory events (in person or online). At the final presentations, the teams present their results and their work process.

Important note: Please note that although this module has a different focus (i.e., students work with sustainability startups), it is structured similarly to the 'Refining Business Models' module (of the 'Innovation and Entrepreneurship' specialization). Therefore, we strongly recommend taking either one of the two modules based on your interest.

SSB3 - Sustainable Start-up Challenge - BWBh323

Competencies upon completion

Subject:

Students ...

- know the characteristics and specifics of sustainability startups (from here on "startup").
- develop an understanding of possible success factors for startups.
- develop and verify recommendations for and with the startup they are working on.
- can understand the context of a startup and analyze it with appropriate methods.
- know the overall situation of a startup and the different roles that founders take on.

Method:

Students ...

- apply tools and procedures for business modeling and business planning.
- select and combine different entrepreneurship and management tools.
- can develop individual work skills ranging from understanding a startup's context and situation to solving a specific problem and recommending adequate strategies for the startup.
- assess and analyze the work of fellow students.

Social:

Students ...

- work with clients and convince them of their ideas, proposals, and approaches.
- practice working and collaborating in teams, including resolving team conflicts.
- recognize and accept different perspectives and approaches.

Self:

Students ...

- strengthen their communication and presentation skills when working with representatives of the startup partner.
- work on important steps of the startup process proactively, engaged, self-organized, and collaboratively.
- recognize and strengthen their own teamwork skills.
- reflect on their entrepreneurial intentions.
- can develop an entrepreneurial mindset.

Content

Coordination and, if necessary, adaptation of the task with the startup partner

- Develop specific deliverables for a startup:
 - (Social) Business model canvas
 - Three new revenue streams
 - Market expansion strategy
 - Investor pitch deck
 - Theory of change (pitch ready for impact investment)
 - Use of techniques based on startup needs (e.g., Minimum Viable Product, prototype, qualitative interviews, target group survey, etc.)
 - Site visit to the startup partner's location (in Switzerland)
 - Presentation of the results
 - Application of entrepreneurship and strategic management methods
 - Continuous communication with a startup company

Teaching and learning methods

- Experience-based learning in small groups (3 to 5 persons)
- Development of solutions in collaboration with the startup
- Field visit at the startup partner's location
- Coaching sessions with the lecturers
- Presentations and discussions

SSB3 - Sustainable Start-up Challenge - BWBh323

Literature

Optional readings:

Neck, H. M., Neck, C. P., & Murray, E. (2019). *Entrepreneurship: The Practice and Mindset*. Thousand Oaks: SAGE Publications. 2. Edition. ISBN 9781544354651

Carlson, E., & Koch, J. (2018). *Building a Successful Social Venture: A Guide for Social Entrepreneurs*. Berrett-Koehler Publishers.

Examples of (former) sustainability startups can be found on this platform:

- Ashoka: www.ashoka.org
- Skoll Foundation: <https://skoll.org/>
- Social Entrepreneurship Network Switzerland: <https://sens-suisse.ch>

Workload

180 h (6 ECTS)

Contact lessons

20 contact lessons (incl. plenary sessions and coaching sessions)

Attendance requirement

Attendance is compulsory for all of the following 6 sessions:

- **Session 1: Kickoff (plenary sessions with startup partners):** September 25, 2026, 8.15 am to 11.40 am
- **Session 2: Input session (team activity):** October 2, 2026, between 8.15 am and 11.40 am
- **Session 3: Field visit to the startup partner's location, if possible (team activity):** This activity should be completed before October 20, 2026, through individual time arrangements.
- **Session 4: Coaching sessions (team activity):** online or in person with your coach - October 23, 2026, between 8.15 am and 11.40 am
- **Session 5: Rehearsal session (plenary session, split in two groups):** November 27, 2026, 8.15 am to 11.40 am
- **Session 6: Final presentations (plenary session):** December 11, 2026, **8.00 am to 1.00 pm** (detailed arrangements will be discussed with the presenting groups since there might be time conflicts for some students)

However, you are required to reserve all weekly time slots of the module for meetings with your group or startup partner or for individual work on your project.

Competency assessment

- Field visit report (pass/fail, group work)
- Pre-coaching report (pass/fail, group work)
- Final slide deck with deliverables - includes index and data supporting the key presentation (40 %, group work)
- Final presentation (40 %, group work) - Attendance is mandatory to qualify for the grade.
- Peer analysis of another team's rehearsal presentation - live in-class grading (20 %, individual grade). Attendance is mandatory to qualify for the grade.

To pass the course, the overall grade must be 4.0 or better. Students can pass the course if one or more partial proofs of competences are 4.0 or lower as long as the overall grade is 4.0 or better. Students who do not receive a "pass" on the field visit report and the pre-coaching report fail the module.

At the end of the course, there will be a peer evaluation to rate each group member's collaboration and contribution within each team. If an individual team member receives a low evaluation in a group, their grade may be individualized. To avoid this outcome, we recommend early interventions in case of collaboration issues within a group.

AI Policy: Although we allow the use of AI for structuring and rephrasing deliverables, we require physical proof of (group) ideation sessions demonstrating that the outcomes presented are based on the students' individual ideas and understanding of concepts. Examples of such demonstrations include pictures of physical whiteboard sessions, mind maps, and interview transcripts.

SSB3 - Sustainable Start-up Challenge - BWBh323

Mode of repetition

In case of failing, the module will be repeated. Because the course is project-based, all partial proofs of competences need to be repeated.

Degree programme, semester

BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern
BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern

SWD2 - Öffentliches Wirtschaftsrecht - BWBh422

| | |
|------------------------------------|---|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Burkhalter Lara, Koch Rika, Steiner Marc Daniel, Stillhart Michael |
| Modulverantwortung | Dozent: Steiner Marc Daniel, Richter am Bundesverwaltungsgericht Modulverantwortlich: Prof. Dr. Koch Rika |
| Kurzbeschreibung des Moduls | Aufbauend auf dem SWD1 (Law for Business) BWBh421 wird die Frage, wie Juristinnen und Juristen ticken, weiter vertieft. Das mit besonderem Fokus auf dem öffentlichen Recht, das das Verhältnis von Staat einerseits und Unternehmen (und Individuen) andererseits regelt. Die Studierenden sollen in die Lage versetzt werden, im Businesskontext ein Gespür dafür zu entwickeln, warum sich der Rechtsdienst des Unternehmens für eine Frage aus dem Bereich des öffentlichen Rechts und insbesondere des öffentlichen Wirtschaftsrechts interessiert oder interessieren sollte. |
| Eingangskompetenz | Für das Modul SWD2 - öffentliches Wirtschaftsrecht - wird der Besuch von SWD1 - Law for Business - oder eines gleichwertigen Einstiegsmoduls (z.B. Module Wirtschaftsrecht oder Informatikrecht) vorausgesetzt. Dabei geht es vor allem um eine gewisse Erfahrung mit dem Lesen juristischer Texte. Wenn sonst vergleichbare Vorkenntnisse nachgewiesen werden, kann der Modulbesuch in Absprache mit dem Dozierenden trotzdem - allenfalls unter Auflagen - bewilligt werden. |
| Kompetenz | <ul style="list-style-type: none">• Generelle Argumentationsfähigkeit zum juristischen Kontext, in welchem Unternehmen unterwegs sind• Vertrautheit mit Aufbau und Interpretationsmöglichkeiten juristischer Texte• Vertrautheit mit der Rechtsordnung (Gesetze, Urteile, Behördeninformationen, Fachliteratur): Wissen, wie die relevanten Informationen beschafft werden können, um in einen juristischen Fall einzusteigen• Voraussetzungen für den Umgang mit Behörden (möglichst auf Augenhöhe) aus unternehmerischer Sicht werden geschaffen, insbesondere auch aufgrund des Bewusstseins, wie der öffentliche Sektor tickt• Gespür erarbeitet für die Fragen, die den Rechtsdienst des eigenen Unternehmens (oder eine Anwältin, die die Interessen des Unternehmens vertreten soll) interessieren oder interessieren sollten• Rechtsmittelsystem ist gedanklich so operationalisiert, dass es als Instrumentarium wahrgenommen wird, mit dessen Hilfe sich ein Unternehmen wenn nötig gegen den Staat wehren kann• schriftliche und mündliche Kommunikationsfähigkeit: Schulung der Auftretenskompetenz und des juristischen Schreibens• passive und aktive Kritikfähigkeit: Entgegennehmen und Abgeben von konstruktivem Feedback |

SWD2 - Öffentliches Wirtschaftsrecht - BWBh422

| | |
|------------------------------|--|
| Inhalt | <p>Seit Corona, dem Ukrainekrieg (und neuerdings Irankrieg) mitsamt den damit verbundenen Energiethemen, dem Untergang der CS und dem Beginn der zweiten Amtszeit von Donald Trump ist der politische Claim, dass möglichst wenig Regulierung der Wirtschaft am besten dient, zum Mythos geworden. Es gilt folgende Arbeitshypothese: Je mehr Risiken mit dem Verhalten von Wirtschaftsakteuren verbunden sind und je dringender die Businessmodelle neu ausgerichtet werden müssen, desto mehr Regulierung braucht es. Das zieht sich von Kernkraftwerken bis zur Energiewende (Stromgesetz) über die Finanzmarktregulierung bis zum Thema «künstliche Intelligenz» durch.</p> <p>Aufbauend auf dem SWD1 (Law for Business) BWBh421 wird die Frage, wie Juristinnen und Juristen ticken, weiter vertieft. Das mit besonderem Fokus auf dem öffentlichen Recht, das das Verhältnis von Staat einerseits und Unternehmen und Individuen andererseits regelt.</p> <p>Darauf aufbauend diskutieren wir den Systementscheid: Wo steht eigentlich, dass wir in einem marktwirtschaftlichen System leben wollen, und wie soll dieses ausgestaltet sein? Aufbauend auf der Darstellung des Systementscheids zugunsten der Marktwirtschaft sollen einzelne Regulierungsbereiche, namentlich das Kartellrecht, vertieft behandelt werden.</p> <p>Und schliesslich wird die Frage behandelt, wie sich Unternehmen gegen staatliche Anordnungen wehren kann. Was passiert bis zum Erlass einer sogenannten "Verfügung", mit welcher der Staat im Sinne einer hoheitlichen Anordnung festhält, dass er von einem Unternehmen ein bestimmtes Verhalten erwartet? Und was kann ein Unternehmen tun, wenn es mit einer solchen Verfügung nicht einverstanden ist?</p> <p>Wir wollen aber auch die Kunst des Argumentierens wie auch die soziale Interaktion beleuchten, generell darüber reden, wie juristische Texte aufgebaut und zu lesen sind, und die Auftrittskompetenz verbessern.</p> |
| Lehr- und Lernmethode | <p>Im Rahmen des Moduls werden verschiedene Lernformen kombiniert. Die Anteile an Vorlesungen (Freitagnachmittag), Selbststudium und Gruppenarbeiten werden vor Semesterbeginn oder laufend bekannt gegeben.</p> |
| Fachliteratur | <p>Ralph Trümpler / Fanny de Weck: Repetitorium öffentliches Wirtschaftsrecht, orell füssli Verlag, Zürich 2016 (Hauptlehrmittel)</p> <p>Nicolas Diebold / Bernhard Rütsche, Wettbewerbsrecht und Marktregulierung, Band 1: Grundlagen, Schulthess Verlag, Zürich 2023 (nur auszugsweise herangezogen)</p> <p>Giovanni Biagini / Andreas Lienhard / Markus Schott / Felix Uhlmann / Markus Kern, Wirtschaftsverwaltungsrecht des Bundes, 7. Auflage, Verlag Helbing Lichtenhahn, Basel 2023 (nur auszugsweise herangezogen)</p> |
| Workload | <p>4 Stunden pro Woche (Freitagnachmittag) nebst Präsentation und moderaten Hausaufgaben</p> |
| Kontaktstudium | <p>KW 38 - 51</p> |
| Präsenzpflicht | <p>Der Unterrichtsbesuch ist für das erfolgreiche Absolvieren des Moduls unerlässlich. Damit besteht Präsenzpflicht (mit der Möglichkeit der Entschuldigung mit triftiger Begründung) und die Präsenz wird auch kontrolliert.</p> |
| Kompetenznachweis | <p>Präsentation während des Semesters (Thema in Absprache mit Dozent, 50 %) und mündliche Prüfung (50 %). Wird keine Präsentation gehalten, zählt die mündliche Prüfung 100%. Die Studierenden werden im Vorfeld auf die Prüfung vorbereitet. Die mündlichen Prüfungen finden in der KW 5 des Jahres 2027 statt. Die Präsentationen finden während dem Semester in der Unterrichtszeit statt. Hinweis: Aus der Präsenzpflicht ergibt sich selbstverständlich, dass die Studierenden am Tag ihrer Präsentation zwingend anwesend sein müssen.</p> |

SWD2 - Öffentliches Wirtschaftsrecht - BWBh422

Hilfsmittel bei schriftlicher Prüfung

Es ist keine schriftliche Prüfung vorgesehen.

Weiterführende, vertiefende Module

Keine

Studiengang, Semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern

SWD3 - Digitalrecht - BWBh423

| | |
|---------------------------|---|
| ECTS | 6 |
| Unterrichtssprache | Deutsch |
| Modulniveau Zusatz | Hauptstudium |
| Dozierende | Burkhalter Lara, Hostettler Sarah, Koch Rika, Sahli Matthias, Stillhart Michael |
| Modulverantwortung | Prof. Dr. Rika Koch |

Kurzbeschreibung des Moduls Modul 3 legt den Fokus auf die Digitalisierung und die Immaterialgüterrechte. Die Studierenden werden darauf sensibilisiert wie mit Firmendaten umzugehen ist, die Mitarbeiter*innen und Kund*innen betreffen (Personendaten). Vor allem im Hinblick auf die Revision 2023 des Schweizer Datenschutzgesetzes ist dies von grosser Relevanz. Vermittelt wird den Studierenden zudem, wie sie ihre Ideen und Geschäftsgeheimnisse schützen und allenfalls verwerten können. Zuletzt wird das Modul den Zusammenhang zwischen der Künstlichen Intelligenz und dem Recht erläutern. Vermittelt wird den Studierenden nicht nur der Stand der Regulierung für KI, sondern auch rechtliche Fragestellungen im Zusammenhang mit der Benutzung von KI.

Voraussichtlich werden wir mit der Klasse das Bundesverwaltungsgericht besuchen.

Eingangskompetenz Der Besuch von SWD1 "Law for Business", ODER eines der Module Wirtschaftsrecht oder Informatikrecht ODER eine ähnliche Ausbildung (durch welche man juristische Vorkenntnisse erwerben konnte) wird für das Modul SWD3 vorausgesetzt.

Wird diese Voraussetzung nicht erfüllt, kann der Modulbesuch in Absprache mit den Dozierenden (allenfalls unter Auflagen) trotzdem erlaubt werden.

Kompetenz Vermittelte Fachkompetenz:

- Grundkenntnisse in den folgenden Rechtsgebieten
- Öffentliches und privates Datenschutzrecht
- Urheberrecht
- Markenrecht
- Lizenzrecht
- Einführung in das Patentrecht
- Immaterialgüterrechtliche Tatsachen identifizieren und einordnen (handelt es sich um eine Marke, ein urheberrechtliches Werk oder um eine patentrechtliche Erfindung?).
- Die Studierenden wissen, was die Schutzvoraussetzungen für die jeweiligen Immaterialgüterrechte sind und wie dieser Schutz gewahrt wird.
- Sie wissen, was der immaterialgüterrechtliche Schutz beinhaltet und welche Ausnahmen und Grenzen bestehen.
- Die Studierenden wissen, welche Arten von Lizenzen es gibt und wie man Immaterialgüterrechte verwerten kann.
- Sie erkennen, wann Personendaten vorliegen und ob diese gemäss der Definition des schweizerischen Datenschutzgesetzes bearbeitet werden.
- Sie kennen die Pflichten und Rechte, die aus der Bearbeitung von Personendaten entstehen.
- Es werden Grundkenntnisse über KI, dessen Regulierung und dessen Zusammenhang mit den oben genannten Rechtsgebieten vermittelt.
- Die Studierenden lernen offene, interdisziplinäre Fragestellungen im Zusammenhang mit den oben genannten Rechtsgebieten zu erkennen und kollaborative Lösungsansätze zu erarbeiten.

Lehr- und Lernmethode Das Modul wird verschiedene Lernformen kombinieren. Die Anteile an Vorlesungen, Selbststudium und Coachings werden vor Semesterbeginn oder laufend bekannt gegeben.

SWD3 - Digitalrecht - BWBh423

Fachliteratur

Vorlesung basiert auf der folgenden Literatur

- Abegg Barbara, Marmy-Brändli Sandra, Repetitorium Immaterialgüterrecht, 4. Auflage, 2023 Zürich
 - Hausi-Stämpfli Sandra, Morand Anna-Sophie, Sury Ursula, Datenschutzrecht, 2026 Zürich/Genf
- Weitere Literatur wird vor Semesterbeginn bekannt gegeben und Pflichtlektüren werden vor der jeweiligen Vorlesung hochgeladen.

Workload

6 ECTS, also 180 h.

Kontaktstudium

Das Modul ist mit 14 x 4 Wochenlektionen geplant. Davon erfolgt ca. 2/3 im Kontaktstudium (also durchschnittlich 2-3 Lektionen x Woche). Der Rest ist Selbststudium, das je nach Präferenz in Gruppen oder individuell absolviert werden kann. Genaueres wird in der ersten Stunde bekannt gegeben.

Präsenzpflicht

Um sich die juristische Denkweise und insbesondere konkrete Fähigkeiten im Lösen von Fällen aneignen zu können ist der Unterrichtsbesuch für das erfolgreiche Absolvieren des Moduls unerlässlich. Absenzen im Modul sind möglich, sind aber gegenüber den Dozierenden schriftlich zu begründen (per E-Mail) und bedingen eine Kompensationsleistung.

Kompetenznachweis

Elektronische Prüfung während den offiziellen BFH-Prüfungswochen (2h). Es handelt sich um eine Einzelbewertung.

Hilfsmittel bei schriftlicher Prüfung

Gesetzestexte ausgedruckt. Weiteres wird in der ersten Vorlesung kommuniziert.

Wiederholungsmodalitäten

Eine Wiederholung ist beim nächsten Prüfungstermin des Moduls möglich.

Weiterführende, vertiefende Module

Die Module 2 ("Öffentliches Wirtschaftsrecht") und 3 ("Digitalrecht") der Vertiefungsrichtung "Wirtschaft und Digitalrecht" sind die weiterführenden und vertiefenden Module zum Modul 1 ("Law for Business").

Studiengang, Semester

BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 5 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 5 HS, VZ, Bern
 BSc Wirtschaftsinformatik, 2026-2027, 7 HS, TZ, Bern
 BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
 BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
 BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
 BSc Wirtschaftsinformatik, 2026-2027, 5 HS, VZ, Bern
 BSc Betriebsökonomie, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc Betriebsökonomie, 2026-2027, 3 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

EAWE - Academic Writing in English - BWBh007

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| ECTS | 3 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Sichtmann Christina |
| Module responsibility | Sichtmann Christina |
| Short description of the module | Students who decide to study or work in international environments require the ability to conduct research in English and write academic papers and reports using standard stylistic and formal conventions. In this course, students will learn how to read and write academic papers. In addition, they will get to know and apply basic writing techniques that help them to better write and structure academic texts in English. |
| Entry requirements | This optional module is targeted at and designed for students with a minimum C1 level. There are only a limited number of places available. |
| Competencies upon completion | <p>Subject: Students</p> <ul style="list-style-type: none"> - can use their own research to write academic papers in English at a C1 level of competence and above <p>Method: Students</p> <ul style="list-style-type: none"> - can plan and execute an academic writing project to a fixed deadline - can transform raw data and the research of others into standard academic prose - can apply formal and stylistic conventions to their own written texts - can reflect critically on their own writing and the writing of others - can apply creative writing techniques such as freewriting and clustering <p>Social: Students</p> <ul style="list-style-type: none"> - can give and receive feedback in an appropriate manner - can participate in the discourse community of English-language study programmes <p>Self: Students</p> <ul style="list-style-type: none"> - can manage the temporal and intellectual demands of an academic writing project - can apply their own critical reflection and that of others towards improving their English-language competence - can perform confidently and successfully in English-language academic context |
| Content | The course has been designed with the aims to provide students with the skills and knowledge to write a paper in the context of university systems |
| Teaching and learning methods | The course combines theory and practice. Writing, peer review, and revising takes place in almost every class to create a collaborative learning environment. Outside of class, students will be required to read in preparation for class discussions and work on an academic paper. Scripts will be provided by the lecturer and uploaded to Moodle. |
| Literature | There is no specific literature required for this class. Students search and read literature for their writing project. |
| Workload | 90 hours |
| Contact lessons | 24 lessons |

EAWE - Academic Writing in English - BWBh007

Attendance requirement

There is no mandatory attendance for this module except for the presentations in weeks 45/2026 and 46/2026.

Competency assessment

- 1-page proposal about project (individual work, due week 44): 25 %
- in-class oral presentation (individual work, due week 45): 25 %
- writing project (individual work, due week 52): 50 %

Mode of repetition

If the module is not passed (grade 3.5 or worse), the entire module must be repeated.

Proofs of competence cannot be improved once they have been submitted for grading.

Degree programme, semester

BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern
BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc Business Administration, 2026-2027, 3 HS, VZ, Bern

EBIP - Business & International Policymaking - BWIh018

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|------------------------------|---|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Gees Thomas |
| Module responsibility | Dr. Thomas Gees (Lecturer Institute Public Sector Transformation) |

Short description of the module

Economics depend on regulations, societal values and political restrictions. The European Union is creating important frameworks of relevance to the public as well as the business sector. Legislation at the European level is often the product of multistakeholder deliberation processes, in which corporate interests can play an important role. The module is a cooperation with University of Applied Sciences and Arts Karel de Grote (KdG) Antwerp. Teaching together with Students from KdG, virtual and 4 days during the study trip to Antwerp, students are going to develop strategies to shape new business opportunities facing the European Challenge of the Green Deal Program. In order to achieve the ambition set by the European Green Deal, both the private and public sector have to work together.

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| Entry requirements | Environment of the International Firm |
|---------------------------|---------------------------------------|

EBIP - Business & International Policymaking - BWIh018

Competencies upon completion Learning Goals

- The students know the theoretical basis of the policymaking process, specifically within the EU. They also understand the functions and influence of key EU institutions and corporate stakeholders.
- Taking the example of the Green Deal, the students know how to map stakeholders and their interests and can evaluate their impact factor.
- The students understand what challenges stakeholders face in the implementation of regulations and how they communicate about it.
- The students can reflect on what they have learned in Blocks 1-3 and can draw comparisons between Switzerland and Belgium.
- The Global Citizen is in touch with worldwide business values and trends. He/she respects ethical and cross-cultural standards and acts accordingly.

Problem Solving

- The Critical Explorer unwaveringly sinks his/her teeth into a topic until his/her curiosity and hunger for accurate and relevant information is satisfied, thereby separating essentials from side-issues. He/she critically analyses this information and uses it as the basis for well-founded recommendations.
- The student autonomously collects, analyses, interprets and evaluates data.

Collaboration

- The student recognizes and values diversity, and functions and performs in a intercultural and international environment

Self-Management

- The Student performs every task in a systematic and accurate way with an eye for detail.
- The Student demonstrates a critical inclusive attitude
- The students work in a team consisting of students from different countries and they continuously and reflect on their personal development in that team

Complexity

- The student follows international business trends and current affairs, and applies these new insights.
- The student acts as a dealmaker using knowledge, experience emotional intelligence and negotiating skills.

EBIP - Business & International Policymaking - BWIh018

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| Content | <ul style="list-style-type: none">- Block 1: Green Deal: action plan and theoretical framework- Study Trip, including 2 Assignments / Preparation Work / Excursion (including Block 1, 2, and 3)- Block 2: Stakeholders impact in the creation of the <u>Green Deal</u>- Block 3: Interview businesses on the way they implement Green Deal in their company |
| Teaching and learning methods | <ul style="list-style-type: none">• Presentations• Teamwork• Research and analysis• Visiting international institutions• Stakeholder Map |
| Literature | <p>Kenealy, Daniel; Peterson, John; Corbett, Richard (Eds.) (2018): The European Union. How does it work? Fifth edition. Oxford, New York: Oxford University Press (The new European Union series).</p> <p>(The lecturers will provide a list during the module)</p> |
| Workload | <p>The 6 ECTS 180h effort is divided into:</p> <ul style="list-style-type: none">• approx. Input sessions / study trip 55 h• approx. Coaching self Study 55h• individual preparations of assignments 70 h |
| Contact lessons | <p>Detailed:</p> <ul style="list-style-type: none">- Presence: 3 x 3 h at Thursdays- Presence 1 Week October 12 to October 16 (At Antwerpe) Study Trip <p>-Total 55 h</p> |
| Attendance requirement | <p>Study Trip Antwerpe / Bruxelles (12.-16.10.2026 ; starting time 2 p.m. at KDG Antwerpe on the 12th, end at 3 p.m. at Bruxelles) Please note: travel day recommended the day before (11.10.2026).</p> <p>Travel and accommodation costs on your own.</p> <p>This module counts for the international exposure experience.</p> <p>Please note that taking part in the study trip is mandatory.</p> |

EBIP - Business & International Policymaking - BWIh018

Competency assessment 3 Presentations Group work, group grade (80%) (2 presentations take place during study trip)
1 Personal reflection paper (20%)

The group work is a specific learning method - the only individual assignment will be the personal reflection paper

Mode of repetition Repetition of the module.

Comment Max. Number of Students: 24

The module is a cooperation with KDG University Antwerp (COIL)

Degree programme, semester BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern

EG4B - German for Beginners - BWBh011

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| ECTS | 2 |
| Study language | German |
| Module level additive | Advanced level |
| Lecturer(s) | Wehrli Andrea |
| Module responsibility | Wehrli Andrea |
| Short description of the module | <p>Knowledge of German is explicitly not a requirement for this course. This module is designed as a "survival kit" for incoming students to feel more comfortable in a new University context and to actively participate in everyday and student life in a diglossic German-speaking environment as the city of Bern. It addresses topics such as making contact and friends, studies and work, travel and countries, shopping, home living as well as cultural experiences when living in a multilingual environment. The course content focuses on the development of the necessary vocabulary and its communicative use as a door opener for initial oral and written contacts. The diglossic challenge (coexistence of Swiss German and Standard German) in the real living environment of the city is an integral part of the discussion.</p> |
| Entry requirements | Openness and curiosity |
| Competencies upon completion | <p>Subject: Students At the end of the course students will be able to</p> <ul style="list-style-type: none"> - take the first steps in interacting with German speakers and communicating on a basic level in German in some everyday situations at university, at work, in the supermarket, in a restaurant, at public authority offices, when looking for accommodation and when travelling - use sentences and expressions to satisfy specific needs of daily life at university and at work - be able to describe themselves, their preferences and the area in which they work - ask others about themselves and answer questions on where they live, their hobbies, tastes and interests <p>- know how to get support from digital tools.</p> <p>Method: Students - Develop personal learning methods (including the use of AI and digital tools)</p> <p>Social: Students - Command active oral communication in everyday situations - Ask and answer open and closed questions - Actively initiate and engage in small-talk</p> <p>Self: Students - Learn grammar, pronunciation and conversation situations on their own - Implement and expand on what they have learned outside the classroom</p> |
| Content | <p>Pronunciation Basic grammar Greeting and small-talk Hobbies and sport Studies and work Eating, drinking and shopping Visiting a restaurant Telling the time The weather Home living and household Dealing with public authorities Looking for accommodation Travel as well as aspects of languages and cultures in the lives of incoming students in a multilingual environment</p> |

EG4B - German for Beginners - BWBh011

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| Teaching and learning methods | Input explanations, conversations in groups and pairs, role play, exercises also with online tools and AI. In classroom and online (vital classroom) |
| Literature | Indispensable literature: - will be discussed in the first session Recommended literature: - Dictionary (online) |
| Workload | 60 hours |
| Contact lessons | 12 lessons (+ 5 online self-study lessons) |
| Competency assessment | CW43: Written test (20 %), oral test (20 %) and presentation (60 %) of the individual or group project. Group formation by students. |
| Mode of repetition | If the module as a whole is not passed, an Individual work can be submitted (to be submitted in the last semester week). |
| Comment | This course (A.0) is exclusively for exchange students (Incoming-Students) and for students of the BSc International Business Administration without any prior knowledge of German nor Swiss German. If language competences are too high, participants may be excluded from the course. |
| Degree programme, semester | BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern BSc International Business Administration, 2026-2027, 1 HS, TZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern |

EGEC - The Economics of Gender - BWIh017

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| ECTS | 3 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Fernandes Ana |
| Module responsibility | Fernandes Ana |
| Short description of the module | <p>Men and women follow very different labor market paths on average: men earn higher wages than women, even though women attain higher levels of education, and they concentrate in different occupations. Further, females are under-represented in the political sphere and high-powered occupations, and they also take on a higher share of household chores and childcare. Why do these differences materialize? Are they a problem? Should families or governments do something to change these outcomes? This course provides an overview of the recent literature in economics documenting gender gaps in a range of domains, as well as the factors driving those gaps, and further evaluating the effectiveness of different policies in mitigating them.</p> <p>The literature followed will have mostly an empirical focus (rather than theoretical), giving the course a very applied understanding of real-world problems. It will nonetheless bring the students in contact with state-of-the-art research on the topics of the course.</p> <p>Although the topics will be presented from an international perspective (i.e. cross-country trends), there will be frequent connections to the Swiss economic reality.</p> <p>The course aims to broaden the understanding of sustainable development practices in relation to gender equality (Sustainable Development Goal #7).</p> |
| Entry requirements | IEFI (or other introductory economics courses) |

EGEC - The Economics of Gender - BWIh017

Competencies upon completion

Subject:

Students:

- Gain a scientific understanding of gender issues from an economics perspective
- Become aware of gender issues in societal discourse
- Are able to critically analyse those issues through a scientific lens
- Gain a deeper understanding of the complexity and multidimensionality of gender problems in an economic context
- Can identify suitable policies to address gender issues as well as the expected results of those policies
- Are able to relate gender issues to the broader question of gender equality and its role in sustainable development practices

Method:

Students

- Learn to systematize events into their main components along the subject lines corresponding to course content
- Acquire problem-solving skills

Social:

Students

- Gain social competences through peer interaction and discussion of course related topics and study cases with colleagues

Self:

Students

- Become aware of one's own biases concerning gender and diversity
- Understand the implications of their own actions as future leaders/decision makers/workers/individuals in the areas of gender and diversity
- Develop their own self-knowledge in terms of how to position themselves personally and socially concerning gender issues

Content

The topics covered include:

- What is the economics of gender and why do we need such a subject?
 - Gender gaps in the labor market (wages, occupational segregation, the "glass ceiling," ...) -- cross-country evidence
 - Economics of the household and trends in labor market participation
 - (Some) explanations for wage variation across individuals and jobs
 - Labor market discrimination
 - Gender differences in psychological traits (such as competitiveness and risk-aversion)
 - The role of children, gender roles and culture
 - Economic policy (public policies and corporate measures)
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EGEC - The Economics of Gender - BWIh017

Teaching and learning methods Lectures, student presentations, padlets, group discussions and in-class debate.

Literature

Readings:

1. Textbook: Blau, Francine D. and Anne E. Winkler (2022) *The Economics of Women, Men and Work* (Ninth Edition), Oxford University Press.
2. Textbook: Jacobsen, Joyce P. *The Economics of Gender* (Third Edition), Blackwell Publishing
3. Papers for presentations made available in the Moodle course page.

Two copies of each text-book will be available from the library. One copy is a "resident" copy, due to be returned on the same day of consultation. The other copy can be borrowed and taken home. Textbooks complement the class notes in Moodle. This form of book access (through the library), allowing you to photocopy parts or chapters that you believe are important, should be sufficient for the course.

Workload

90 hours

Contact lessons

28 lessons (double weekly lessons during 14 weeks)

Attendance requirement

There will be two in-class tests/essays written in Moodle, for which attendance is compulsory. Those will take place in calendar weeks 44 and 51. Out of respect for class mates and to enhance comprehension of the topics, attendance of all presentations/classes is highly recommended.

Competency assessment

The proof of competence will be based on a presentation and two essays, the latter taken in the form of in-class tests. The presentations will take place during the entire semester. A calendar will be made available at the beginning of the semester and students will be able to select a date for their presentation. Presentations can be individual or in groups of two. If in a group, each student will be independently evaluated for their performance. The presentation will account for 30% of the grade and the tests for the remainder 70% as follows: the highest essay grade will receive a weight of 40% and the lowest essay grade will receive a weight of 30%.

Final grade = $0.3 \times \text{grade}(\text{presentation}) + 0.4 \times \max(\text{essay 1}, \text{essay 2}) + 0.3 \times \min(\text{essay 1}, \text{essay 2})$

Aids for written examination

None (closed book exams/essays).

EGEC - The Economics of Gender - BWIh017

Mode of repetition

The two essays can be repeated in a 90-minute exam (in the form of two essays) which will receive a weight of 70%. The grade for the presentation will be kept. Please contact the lecturer for information about the retake exam.

Follow-up modules

Leadership (EILE):

In the Leadership module students reflect on "What makes an effective leader? What drives leaders? Who becomes a leader? How do we evaluate leadership? How do leaders exercise influence?".... among other questions. The overall objective of the module is to explore various aspects of leadership with the goal of developing a unique leadership model suitable to our times.

Managing People Globally (EMPG):

In Managing People Globally, students deepen their understanding of international HRM in the context of societal and global developments. They build the competencies to navigate global challenges and lead responsibly in diverse environments. A short Collaboration Online International Learning (COIL) module with an international partner university strengthens their skills in virtual collaboration and cross-cultural problem-solving.

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

EILE - Leadership - BWIh009

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| ECTS | 3 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Straub Caroline |
| Module responsibility | Prof. Dr. Caroline Straub |
| Short description of the module | <p>Leadership captures the attention of movie makers, historians, politicians, organizational scholars and practitioners, to name but a few. The crux of our curiosity centers on questions like: What makes an effective leader? What drives leaders? Who becomes a leader? How do we evaluate leadership? How do leaders exercise influence?...among others. For the past 50+ years scholars of organizational behaviour have invested considerable thought and research energy into answering these questions in the form of models, theories and paradigms of leadership. As our world becomes increasingly complex and dynamic, it is difficult for any one theory to truly address our questions and provide the insights we seek. Instead today's leadership theorists are taking a radically different approach to understanding leadership. It is person specific and requires individual ownership for deciding "what works" and "how to do it". The overall objective of this course is to explore various aspects of leadership with the goal of developing a unique leadership model suitable to our times.</p> |
| Entry requirements | - None |
| Competencies upon completion | <p>Subject: Students</p> <ul style="list-style-type: none"> - explain tasks, roles, and processes in organizational knowledge management - explain the basics of artificial intelligence - explain the use of decision support systems - explain the major activities und work products in building and managing systems <p>Method: Students</p> <ul style="list-style-type: none"> - analyze and visualize business data <p>Social: Students</p> <ul style="list-style-type: none"> - engage in computer-based collaboration - cooperate effectively in case studies <p>Self: Students</p> <ul style="list-style-type: none"> - reflect their different roles and activities |
| Content | Theories of leadership, motivation, ethics, bad leadership, culture, exercising influence |
| Teaching and learning methods | Each week students receive a 45min podcast lecture (asynchron at home) followed by a 45min discussion and application lecture (via Teams). |
| Literature | <p>Literature will be provided for each session on moodle.</p> <p>A text book that covers the course content: Peter G., Leadership, Theory and Practice, SAGE Publications Ltd., ISBN 978-1-4833-1753-3</p> |
| Workload | 90 hours |
| Contact lessons | <p>28 lessons</p> <p>Start of the course is the first lecture week (CW38).</p> |

EILE - Leadership - BWIh009

Attendance requirement

In the first session and for your group presentation.

Competency assessment

The proof of competence takes place during the semester through:

- Group work: a presentation during the semester - starting second half of the term, weight 80% (group grade)
- Individual work: Five equally weighted self-reflection exercises in the first half of the semester - weight 20% in total.

To the group work: The proof of competence checks whether students can apply leadership knowledge in a practice-oriented manner or to a specific case. Since in practice solutions are often not developed alone but in a team, this proof of competence is based on group work. The didactic concept, which is in line with the SDGs, supports the promotion of 21st Century Skills: Communication, Collaboration, Creativity, Critical Thinking. The proof of competence checks these abilities by evaluating exactly these skills.

Mode of repetition

Repetition of the module.

Degree programme, semester

BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern

EPR3 - Supervised Professional Experience - BWIh994

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| ECTS | 3 |
| Study language | English |
| Module level additive | Advanced level |
| Module responsibility | Alain Schüpbach |
| Short description of the module | <p>The "Supervised Professional Experience" module serves the goal of promoting application-oriented thinking and action as well as the development of professional competencies. This is achieved by linking professional knowledge with thematically related study content.</p> <p>"Practice activity" is a professional activity that is thematically related to the course of study. This is usually carried out within the framework of a formal employment relationship, self-employed professional work or non-profit voluntary work.</p> |
| Entry requirements | <p>The practical activity is performed while the student is enrolled in the corresponding degree program. The practical activity must have been completed in a profession related to the field of study, in accordance with the list that is also valid for admission to the degree program</p> <p>The practical activity has not already been credited to the study program in another context or qualified twice with "unfulfilled".</p> <p>A third party (employer, project partner, customer, etc.) confirms the performance of the practical activity. The practical activity is accompanied by (auto-)didactic transfer achievements.</p> |
| Competencies upon completion | In the transfer performance, the knowledge acquired in the context of the practical activity is linked to thematically related study content. |
| Content | individually |
| Teaching and learning methods | 1 - 3 coachings |
| Literature | individually |
| Workload | <p>The practical activity and the transfer performance together form the basis of the credit for practical activity. The transfer performance can be provided, for example, by a learning report, a presentation, a workshop, a case study, a publication, etc.</p> <p>The extent of the transfer performance is measured by the ECTS credits. The transfer performance effort is about 18 hours for 3 ECTS credits or 36 hours for 6 ECTS credits.</p> |
| Contact lessons | 1 - 3 coaching sessions with supervisor. |
| Attendance requirement | none |

EPR3 - Supervised Professional Experience - BWIh994

Competency assessment

Transfer Work:

The transfer work creates a link between the work experience of the students and their selected elective group.

The form in which the transfer work is presented is decided individually by the student and their supervisor and can therefore vary from case to case. The transfer work could be in the form of a structured learning report, a presentation, or a workshop. It could also be in the frame of a case study, a publication, the creation of a digital or analogue artefact, etc.

The time required for the transfer work is 18 hours for 3 ECTS credits and 36 hours for 6 ECTS credits. There are no fixed specifications for the extent of the transfer work, only guidelines. The actual extent is determined individually by the respective supervisor.

Guidelines: For a transfer work with an effort of:

18 hours (3 ECTS credits):

Extent of written work: approx. 5 - 10 pages.

Length of presentation: approx. 8 - 12 minutes.

36 hours (6 ECTS credits):

Extent of written work: approx. 10 - 15 pages.

Length of presentation approx. 15 - 20 minutes.

Aids for written examination

no written exam

Mode of repetition

Transfer performance that is rejected for rework must be reworked and resubmitted within 20 working days of receipt of the notice.

If the transfer performance for a practice activity is assessed as "not fulfilled", the credit for the work performance can be applied for once again.
In case of repetition, a new thematic focus for the transfer performance must be agreed.

Follow-up modules

none

Degree programme, semester

, 2026-2027, 1 HS, ,

EPR6 - Supervised Professional Experience - BWIh999

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Module responsibility | Alain Schüpbach |
| Short description of the module | <p>The "Supervised Professional Experience" module serves the goal of promoting application-oriented thinking and action as well as the development of professional competencies. This is achieved by linking professional knowledge with thematically related study content.</p> <p>"Practice activity" is a professional activity that is thematically related to the course of study. This is usually carried out within the framework of a formal employment relationship, self-employed professional work or non-profit voluntary work.</p> |
| Entry requirements | <p>The practical activity is performed while the student is enrolled in the corresponding degree program. The practical activity must have been completed in a profession related to the field of study, in accordance with the list that is also valid for admission to the degree program</p> <p>The practical activity has not already been credited to the study program in another context or qualified twice with "unfulfilled".</p> <p>A third party (employer, project partner, customer, etc.) confirms the performance of the practical activity. The practical activity is accompanied by (auto-)didactic transfer achievements.</p> |
| Competencies upon completion | In the transfer performance, the knowledge acquired in the context of the practical activity is linked to thematically related study content. |
| Content | individually |
| Teaching and learning methods | 1 - 3 coachings |
| Literature | individually |
| Workload | <p>The practical activity and the transfer performance together form the basis of the credit for practical activity. The transfer performance can be provided, for example, by a learning report, a presentation, a workshop, a case study, a publication, etc.</p> <p>The extent of the transfer performance is measured by the ECTS credits. The transfer performance effort is about 18 hours for 3 ECTS credits or 36 hours for 6 ECTS credits.</p> |
| Contact lessons | 1 - 3 coaching sessions with supervisor. |
| Attendance requirement | none |

EPR6 - Supervised Professional Experience - BWIh999

Competency assessment

Transfer Work:

The transfer work creates a link between the work experience of the students and their selected elective group.

The form in which the transfer work is presented is decided individually by the student and their supervisor and can therefore vary from case to case. The transfer work could be in the form of a structured learning report, a presentation, or a workshop. It could also be in the frame of a case study, a publication, the creation of a digital or analogue artefact, etc.

The time required for the transfer work is 18 hours for 3 ECTS credits and 36 hours for 6 ECTS credits. There are no fixed specifications for the extent of the transfer work, only guidelines. The actual extent is determined individually by the respective supervisor.

Guidelines: For a transfer work with an effort of:

18 hours (3 ECTS credits):

Extent of written work: approx. 5 - 10 pages.

Length of presentation: approx. 8 - 12 minutes.

36 hours (6 ECTS credits):

Extent of written work: approx. 10 - 15 pages.

Length of presentation approx. 15 - 20 minutes.

Aids for written examination

no written exam

Mode of repetition

Transfer performance that is rejected for rework must be reworked and resubmitted within 20 working days of receipt of the notice.

If the transfer performance for a practice activity is assessed as "not fulfilled", the credit for the work performance can be applied for once again.
In case of repetition, a new thematic focus for the transfer performance must be agreed.

Follow-up modules

none

Degree programme, semester

, 2026-2027, 1 HS, ,

ETAX - International Taxation - BWIh008

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| ECTS | 3 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Fankhauser Daniel, Rascón Alberto |
| Module responsibility | Rascón Alberto |
| Short description of the module | <p>Introduction to general concepts of taxation (Personal, Corporate and Value Added Tax) based on Swiss Law. Introduction to International Taxation problems like Double Taxation and Transfer Pricing.</p> <p>The module introduces the basic concepts of taxation:</p> <ul style="list-style-type: none">- What is a tax?- Who can tax?- Why do we tax people?- Introduction to Income Tax- Introduction to Corporate Tax in Switzerland- Introduction to Value Added Tax- OECD double taxation Treaties- Rules for Transfer Pricing. <p>While the module is oriented to international taxation most examples and rules will be based on Swiss Law.</p> |
| Entry requirements | <ul style="list-style-type: none">- BBA: Rechnungswesen / Economics- IBA: Accounting / Environment of the International Firm |

ETAX - International Taxation - BWIh008

Competencies upon completion **Specialised skills:** Students

- will understand the Swiss and international tax frameworks
- will understand the International tax framework
- will analyse and evaluate Taxation Risks of their firms
- are able to execute a tax optimization
- are able to judge management activities related to international Taxation

Problem solving/design thinking: Students

- are able to criticise tax structures
- will foster their problem-solving skills.
- will relate their other business problems (topics) to tax decisions.
- will formulate propositions to reconcile stakeholders' positions when taking a tax decision.

Collaboration skills: Students

- will foster the collaboration skills by working in multidisciplinary groups
- will develop their multicultural skills by working in an international framework
- will increase their leaderships' skills.

Self-management: Students

- will develop their reasoning's on law concepts
- will identify practical application of tax issues
- will learn to deliver work group under stress situations

Dealing with complexity: Students

- will be confronted with a case where no "correct" solution exists.
 - will be confronted with different and diverse stakeholders
 - will be confronted with multicultural groups of different backgrounds and mentalities
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ETAX - International Taxation - BWIh008

Content

- Week 1) Introduction to Tax. Traditional lecture with debate about the role of the state
- Week 2) Characteristics of a Tax Traditional Lecture
- Week 3) Personal Income Tax. Basic Concepts. Traditional Lecture, complemented with a simple case of a Taxation optional for the students.
- Week 4) Principles of Corporate Taxation. Traditional Lecture. Focus on Tax Planning. (Exercises)
- Week 5) Principles of Corporate Taxation. Traditional Lecture. Focus on requalification of taxable dividends into tax-free capital gains, (Exercises)
- Week 6) VAT 1 (Structure of the tax). Traditional Lecture
- Week 7) VAT 2 (Special rulings and practical issues)
- Week 8) VAT 3 (Practical Exercises)
- Week 9) OECD double treaty. Analysis of the Model Tax Convention on Income and on Capital from the OECD. Debate.
- Week 10) Introduction to Transfer Prices. Associated enterprises and the arm's length principle.
- International Tax Week. (**Week 48**) During this week the students will make a field trip to participate at the International Tax Week (ITW).

Teaching and learning methods

- Didactic concept of module
- Traditional Lectures.
- Practical exercises in class
- Case Resolution (ITW)
- Proportions assigned to self-study/classroom sessions/online study
- For example: lectures, exercises, coaching

Literature

- Required:
- Federal Tax Administration: "The Swiss Tax System" 2nd edition (<https://www.efd.admin.ch/efd/en/home/steuern/steuern-national/the-swiss-tax-system.html>)
 - OECD "Model Tax Convention on Income and on Capital" Condensed VERSION 2017
 - OECD "Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations" 2017
 - Pasquale Pistone et al. "Fundamentals of Taxation. An Introduction to Tax Policy, Tax Law and Tax Administration" July 2019 ISBN: 978-90-8722-537-7
 - Federal Act on Value Added Tax

ETAX - International Taxation - BWIh008

Workload

90 hr.:

Direct contact sessions: 20 x 45 min. = 15 hr.

Exercises: 10 hr.

Self Study including exam preparation: 33.5 hr.

Final Exam: 1.5hr.

ITW Lectures: 6 hr.

ITW supervised work: 15hr.

ITW Self-study including preparation: 9hr.

Contact lessons

Direct contact sessions: 20 x 45 min. = 15 hr. +ITW Lectures: 6 hr.

Attendance requirement

Attendance to the **International Tax Week (ITW) is compulsory on week 48**. Students will be required to pay accomodation fee for this week.

The cost will be 375.- EUR Including:

- 4x overnight stay
- 4x breakfast
- 3x lunch
- 3x dinner
- Tea/coffee/filtered water + biscuits and cookies refreshed throughout the day

The booking of the accomodation will be done by the BFH.

This year the ITW will be organised by Saxion University of Applied Sciences in the city of Amsterdam, NL, BE from:

Monday 23rd to Friday 27th November 2026

Students must be at the venue on Monday 23rd November 2026 before 16:00

(Travel cost is not included. Students have to book/pay their own trip to Amsterdam)

This module counts for the international exposure experience which is mandatory for regular IBA students (please note that taking part in the study trip is mandatory).

Competency assessment

Written exam: End of semester (CW3 / 4), Duration 90 minutes. 2/3 of GRADE

International Tax Week: Individual grade based on performance of the group. (resolution of a case) 1/3 GRADE.

The lecturers keep the right to give extra points during the class or for special homeworks to the students with the main propose to encourage learning.

ETAX - International Taxation - BWIh008

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| Aids for written examination | <p>Learnstick will be implemented with access to Excel.</p> <p>BFH calculator</p> <p>printed dictionary (mother tongue - examination language)</p> <p>Open Book exam</p> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p> |
| Mode of repetition | <p>If the weighted average of the ITW (1/3) and the test (2/3) is lower than 3.75 the module will be failed.</p> <p>The student can choose to:</p> <ol style="list-style-type: none">1. retake the exam in the second round of examinations, keeping the grade of the ITW or;2. retake the whole course in the following implementation of the module. |
| Comment | <p>Please notice that the module has a limit of 25 students</p> |
| Degree programme, semester | <p>BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, VZ, Bern BSc Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern</p> |

IACC - Accounting - BWI001

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| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Deglmann Florian, Gossner Stephan, Gutsche Robert |
| Module responsibility | Gutsche Robert |

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| Short description of the module | <p>Effective corporate management, value creation and sound financial decision-making require a thorough understanding of financial accounting, managerial accounting and financial analysis.</p> <p>This module provides a comprehensive introduction to the principles and applications of financial and managerial accounting within a corporate decision-making context. Students develop the ability to prepare, interpret and critically analyse financial information in accordance with the Swiss Code of Obligations (CO), IFRS and Swiss GAAP FER. In addition, they learn how accounting information is used to evaluate performance, support planning and control processes, and guide managerial decisions.</p> <p>The course integrates financial reporting, financial statement analysis, cost accounting and performance measurement, enabling students to understand how financial information is generated, communicated and used to create value. Emphasis is placed on developing analytical, quantitative and decision-oriented skills that are essential for professionals in finance, controlling, accounting and corporate management.</p> <p>By the end of the module, students are able to apply accounting concepts and analytical tools to assess corporate performance, evaluate business decisions and support effective financial management in a dynamic business environment.</p> |
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| Entry requirements | An interest in business, financial decision-making and corporate performance, as well as a willingness to work with numerical information and analytical concepts, will support successful completion of the course. |
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IACC - Accounting - BWIlg001

Competencies upon completion **Business & Business IT**

Students are able to:

- apply financial and managerial accounting concepts to analyze and support business decisions;
- prepare, interpret and critically evaluate financial statements prepared under CO, IFRS and Swiss GAAP FER;
- assess a firm's financial performance, profitability, liquidity, solvency and value creation using accounting information and key financial indicators;
- apply product costing, cost allocation, contribution margin analysis, break-even analysis and budgeting techniques to managerial decision-making;
- evaluate the impact of operational, investment and financing decisions on corporate performance, cash flows and shareholder value;
- use accounting information to support planning, control and performance management within organizations.

Business & Scientific Methods

Students are able to:

- apply structured problem-solving approaches to accounting, finance and business-related decision situations;
- use quantitative methods and analytical techniques to evaluate business performance and support managerial decision-making;
- formulate, solve and interpret numerical models, including ratio analyses, budgeting models, break-even analyses and systems of equations used in cost allocation and transfer pricing contexts;
- apply deductive reasoning to analyze accounting, legal and taxation cases and derive conclusions based on relevant standards, regulations and principles;
- critically evaluate alternative solutions and justify recommendations using quantitative and qualitative evidence;
- formulate evidence-based conclusions and communicate them in a structured and coherent manner.

Critical Thinking & Adaptive Exploration

Students are able to:

- critically evaluate financial information, accounting assumptions and performance measures in different decision-making contexts;
- assess the strengths, limitations and potential biases of alternative accounting treatments, valuation approaches and reporting standards;
- analyze the implications of managerial, accounting and financing decisions for stakeholders, corporate performance and value creation;
- recognize uncertainty, estimation risk and professional judgment in financial reporting and business decision-making;
- compare alternative solutions to accounting and business problems and justify decisions based on evidence and sound reasoning;
- adapt their analysis and recommendations when confronted with new information, changing assumptions or alternative perspectives.

Data Application

Students are able to:

- collect, structure and analyze financial and managerial accounting data to support business decision-making;
- apply digital tools, including Excel and financial information platforms such as Bloomberg and LSEG Workspace (Refinitiv), to perform financial analyses and evaluate corporate performance;
- use quantitative data to assess profitability, liquidity, solvency, cost structures and value creation;
- apply data-driven techniques such as budgeting, variance analysis, contribution margin analysis and break-even analysis;
- interpret financial and operational data and translate analytical results into actionable business insights and recommendations;

IACC - Accounting - BWlg001

- use accounting, market and performance data to support planning, control, valuation and decision-making processes.

Data Communication & Collaboration in Digital Teams

Students are able to:

- communicate financial and managerial accounting information using data, quantitative analyses and key performance indicators;
 - interpret and explain financial information obtained from digital tools and financial information platforms such as Bloomberg and LSEG Workspace;
 - present data-driven insights and recommendations to support managerial and investment decisions;
 - collaborate in the analysis and discussion of financial information and business cases;
 - use digital information sources effectively to support evidence-based decision-making and stakeholder communication.
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IACC - Accounting - BWlg001

Content

Lecture 1: Introduction to Accounting

- Financial versus managerial accounting
- Role of accounting in corporate management and capital markets
- Overview of CO, IFRS, Swiss GAAP FER and tax accounting
- Elements and objectives of financial reporting

Lecture 2: Principles of Accounting

- Accounting frameworks under CO, IFRS and Swiss GAAP FER
- Similarities and differences between accounting standards
- Double-entry bookkeeping
- Fundamental accounting principles

Lecture 3: Recognition and Measurement of Assets

- Recognition and measurement concepts
- Inventories, receivables and intangible assets
- Acquisition cost, production cost and fair value approaches

Lecture 4: Income Statement and Accrual Accounting

- Revenue recognition and matching principle
- Accruals and deferrals
- Depreciation methods and their impact on financial reporting

Lecture 5: Income Statement Presentation

- Nature of Expense Method
- Function of Expense (Cost of Sales) Method
- Comparison and implications for performance measurement

Lecture 6: Liabilities, Equity and Earnings Distribution

- Debt versus equity financing
- Recognition and measurement of liabilities and equity
- Profit appropriation, reserves and dividend policy

Lecture 7: Cash Flow Statement

- Structure and preparation of cash flow statements
- Operating, investing and financing cash flows
- Working capital management and liquidity analysis

Lecture 8: Profitability and Shareholder Value

- Profitability measures (ROE, ROA, ROS)
- Economic Value Added (EVA)
- Value creation and shareholder value concepts

Lecture 9: Advanced Financial Statement Analysis

IACC - Accounting - BWlg001

- Profitability drivers
- Capital structure analysis
- Liquidity, solvency and cash conversion cycle analysis

Lecture 10: Introduction to Managerial Accounting

- Direct and indirect costs
- Fixed and variable costs
- Imputed costs and cost of capital
- Cost information for planning and control

Lecture 11: Cost Allocation and Internal Services

- Cost centers and overhead allocation
- Internal service allocation methods
- Transfer pricing and organizational cost structures

Lecture 12: Product Costing Methods

- Job-order and markup costing
- Process costing
- Equivalent-unit costing
- Costing for pricing and decision-making

Lecture 13: Contribution Margin Analysis and Short-Term Decisions

- Contribution margin accounting
- Break-even analysis
- Pricing decisions and bottleneck management
- Product and sales mix decisions

Lecture 14: Flexible Budgeting and Variance Analysis

- Flexible budgeting concepts
- Volume and spending variances
- Performance evaluation
- Managerial implications and corrective actions

Module type

compulsory

Teaching and learning methods

The module combines **lecture-based instruction** with **interactive, application-oriented learning methods**. Conceptual foundations are introduced through lectures and reinforced through practical exercises, problem-solving activities and class discussions. Real-world company data, annual reports and business cases are used to connect accounting concepts to managerial decision-making and value creation. Students apply accounting and analytical techniques to financial statement analysis, profitability assessment, product costing, transfer pricing, break-even analysis, budgeting and variance analysis. Independent and collaborative learning activities encourage students to develop analytical, quantitative and critical thinking skills. Digital tools, including **Excel** and **LSEG Workspace**, are used to support financial analysis, data interpretation and evidence-based decision-making.

IACC - Accounting - BWlg001

Literature

Required Reading

- Lecture materials and slide decks provided on Moodle.
- Exercises, case studies and supplementary learning materials provided on Moodle.
- Supplementary readings as specified on Moodle.
- Annual reports and financial statements of selected companies used for case analyses and class discussions.

Workload

180 hours

Contact lessons

56 lessons (14 weeks x 4 lessons per week)

Competency assessment

Electronic examination conducted via Moodle (90 minutes, 100% of the final grade), held at the end of the semester during the official examination period (CW3/4).

Aids for written examination

None, except:

- Calculator in line with university policy (TI-30 model)
- Dictionary mother tongue - examination language

Mode of repetition

Electronic exam on moodle, 90 minutes, 100 %

Follow-up modules

This course provides the foundation for advanced studies in financial accounting, managerial accounting, finance, valuation and taxation. It further develops analytical, quantitative and decision-oriented competencies that are essential for effective business management, corporate decision-making and value creation.

Degree programme, semester

BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern

IASF - Academic Skills Foundations - BWlg013

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| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Ramon Meike, Sichtmann Christina, Winkler Dorothee Maria |
| Module responsibility | RAMON, Meike |
| Short description of the module | IASF (Academic Skills: Foundations) is the first of two sequential modules in the Academic Skills series (Module 1: IASF - Foundations; Module 2: IASA - Application). The module introduces students to the relevance of academic and scientific thinking - for their studies and thesis work, and in a broader business and professional context. A core focus is placed on evidence-based argumentation and the foundational competencies of scientific work: literature research and evaluation, academic writing and referencing, empirical research methods (qualitative and quantitative), and introductory data analysis using R. |
| Entry requirements | Vocational baccalaureate diploma or equivalent knowledge. |

IASF - Academic Skills Foundations - BWlg013

Competencies upon completion **Business & Scientific Methods**

Students are able to:

- work with scientific literature and sources: search, evaluate, read, and reference sources correctly (APA).
- develop research questions and hypotheses; select and justify appropriate empirical research designs.
- apply qualitative and quantitative research methods; understand the strengths and limitations of different methodological approaches, from research question to the communication of results.
- conduct applied data analysis using R; visualize, interpret, and report results with adequate scientific terminology.
- use an iterative, problem-solving approach to adapt research designs and address emerging challenges.
- learn to use Artificial Intelligence (AI) tools in a meaningful way compliant with BFH regulations.

Communication & Collaboration

Students are able to:

- communicate academic findings clearly and in a structured way in both written and oral formats.
- build evidence-based arguments using empirical data and scientific sources; distinguish between evidence and opinion.
- collaborate effectively in a group exercise: coordinate tasks, manage contributions, and interact appropriately in teams, including constructive peer feedback.

Digital Ethics & Responsibility

Students are able to:

- identify and apply core principles of research ethics and good research practices (GRPs), including informed consent, anonymity, and data protection.
- Critically reflect on the use of AI tools in academic work: transparency, accountability, bias, hallucination, and copyright.
- independently test and question their own work and competencies; engage in critical thinking about methods, sources, and results.
- handle research data and AI-generated outputs responsibly and within applicable legal and ethical boundaries.

Data Communication & Collaboration in Digital Teams

Students are able to:

- use digital tools (Moodle, R, AI-supported tools) effectively and in line with shared academic norms.
 - produce clear, audience-appropriate summaries and visualizations of data and research findings.
 - apply iterative problem-solving strategies to manage complexity in research and data work.
 - independently organize and carry out research and study work, applying effective planning and self-management strategies.
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IASF - Academic Skills Foundations - BWlg013

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| Content | <p>IASF introduces the foundational knowledge and methods required for scientific work at BFH W. The module covers the following areas:</p> <p>Introduction</p> <p>The module opens with a discussion of the purpose and value of scientific thinking illustrated with examples from business practice and everyday life. Students assess their own starting point in terms of literature work, reading, and referencing, and explore reasoning and arguing on the basis of evidence rather than belief.</p> <p>Literature Work & Source Evaluation</p> <p>Students develop skills in reading scientific texts, practice summarizing, paraphrasing, and referencing, and learn to distinguish these from plagiarism. Academic writing is introduced through common structural elements (e.g., abstract, introduction). The module also covers systematic literature search using academic databases, Boolean search logic, keyword derivation, snowballing, and the evaluation of source quality. AI tools for literature support are introduced alongside their limitations and the ethical and legal requirements for transparent use.</p> <p>Research Methods</p> <p>Students gain an overview of empirical research: the contrast between inductive and deductive approaches, qualitative and quantitative methods, and mixed methods designs. Core quality criteria (objectivity, reliability, and validity) are introduced. Students learn to formulate research questions (exploratory, descriptive, explanatory) and hypotheses, and understand that method selection follows from the research question, not the reverse. Students explore quantitative and qualitative data types and different analytical and statistical approaches, and how they can be used to report and interpret results in a business context.</p> <p>Research Ethics & Good Research Practices</p> <p>The module addresses research ethics and good research practices, including the R3 principles and reflection on questionable or fraudulent research behavior.</p> <p>AI in Research</p> <p>A dedicated session provides a meta-level reflection on the AI tools encountered throughout the module. Students examine key issues including hallucination, bias, copyright and IP, and questions of resource access and equity, developing an informed and critical stance toward AI use in academic and professional contexts.</p> |
| Module type | Compulsory |
| Teaching and learning methods | <p>The module combines various didactic approaches to ensure a varied and practice-oriented learning experience:</p> <ul style="list-style-type: none">• Lectures and exercises: In person sessions are used to deepen and discuss theoretical foundations together• Individual work: This includes independent literature research, in-depth study of relevant academic sources, and engagement with scientific methods |
| Literature | All course materials (slides, videos, readings, templates) are made available via Moodle. |
| Workload | <p>6 ECTS credits (equivalent to 180 hours of workload), distributed approximately as follows:</p> <ul style="list-style-type: none">• In-person sessions: approx. 35-40 hours (12 sessions)• Independent study, literature work, and exercises: approx. 120 hours• Participation in a BFH research lab experiment (further details will follow in the Kick-Off Session) |

IASF - Academic Skills Foundations - BWlg013

Contact lessons

12 in-person sessions per semester, combining theoretical input, practical exercises, and individual work:

- Session 1: 18.09.2026 (CW 38)
- Session 2: 25.09.2026 (CW 39)
- Session 3: 02.10.2026 (CW 40)
- Session 4: 09.10.2026 (CW 41)
- Session 5: 16.10.2026 (CW 42)
- Session 6: 23.10.2026 (CW 43)
- Session 7: 30.10.2026 (CW 44)
- Session 8: 06.11.2026 (CW 45)
- Session 9: 13.11.2026 (CW 46)
- Session 10: 20.11.2026 (CW 47)
- Session 11: 27.11.2026 (CW 48)
- Session 12: 04.12.2026 (CW 49)

Attendance requirement

There is no formal mandatory attendance requirement in IASF. However, all exercises and solutions are conducted exclusively in person and are not made available in other formats. Participation in the internal BFH research lab experiment is mandatory.

Competency assessment

Competency assessment comprises 2 components, which must each be successfully passed.

1. Participation in an Internal BFH Research Lab Experiment

- Active participation and subsequent critical reflection component on individual experience from a research participant view (which will be peer-reviewed).
- Details regarding enrollment and date are communicated at the kick-off session.
- Weight: 10%

2. Written Exam (during the exam weeks at the end of the semester, CW3/4)

- Weight: 90%

Aids for written examination

Print dictionary (English - Student's mother tongue). For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

Mode of repetition

The written exam can be retaken at the next available examination date. Participation in the BFH research lab experiment can be repeated at the next offering of the module.

Follow-up modules

IASA (International Academic Skills: Application); all courses @BFH & thesis.

Degree programme, semester

BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern

IBAN - Business Analytics - BWIh003

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Krebs Michel, Kwuida Léonard |
| Module responsibility | Krebs Michel |
| Short description of the module | The module Business Analytics provides an introduction to statistics, data exploration & visualization and machine learning. |
| Entry requirements | Mathematics (IMAT) |
| Competencies upon completion | <p>Business & Scientific Methods</p> <p>Students independently apply statistical and analytical methods to structured business data problems.</p> <p>Self-Management & Reflection</p> <p>Students manage regular preparation, homework, review tests, and repeated mid-term assessments.</p> <p>Critical Thinking & Adaptive Exploration</p> <p>Students evaluate assumptions, uncertainty, model limitations, and the interpretation of statistical evidence.</p> <p>Data Application</p> <p>Students use statistical software to analyse, visualize, model, and interpret data.</p> <p>Data Communication & Collaboration in Digital Teams</p> <p>Students communicate data-based insights in exercises and, optionally, in a group project presentation.</p> |
| Content | <ul style="list-style-type: none">• Descriptive statistics• Probabilites• Inductive statistics• Data exploration• Data visualization• Supervised and unsupervised machine learning• Simple and multiple regression |
| Module type | Compulsory |

IBAN - Business Analytics - BWIh003

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| Teaching and learning methods | <p>Four lessons weekly with built in exercise classes. We follow an interpretation of the flipped classroom method.</p> <p>Every week, a new concept is introduced with a hands-on case study. Real economic data is used to illustrate the topic. Students prepare in advance to the weekly case. Short tests check the reading assignments.</p> <p>In class, we find the solutions together by manipulating the data with their statistical software tool.</p> <p>Regular chapter review test and homework throughout the semester.</p> |
| Literature | <p>The Practice of Statistics for Business and Economics 5th Edition, Layth C. Alwan and Bruce A. Craig, Macmillan</p> <p>The ebook is part of the Achieve-learning software and is available to the students for free.</p> |
| Workload | <p>6 ECTS correspond to about 180 working hours.</p> |
| Contact lessons | <p>4 contact lessons per week</p> |
| Attendance requirement | <p>Attendance during the first week of the semester is strongly recommended.</p> <p>Mid-term tests require attendance at the BFH. Regulations for this will be announced during the first week.</p> <p>Mid-term tests will be held in calendar weeks 41, 44, 48 and 51.</p> |
| Competency assessment | <p>90-minute electronic exam at the end of the semester (week 3 or 4), weighted 2/3.</p> <p>Four mid-term tests are held during the semester. The average of the best three results from these tests is weighted 1/3 in the final grade.</p> <p>If, for excused reasons, fewer than 3 mid-term tests are taken, the weighting of the final exam increases by 1/9 for each missing test. The weighting of the average of the interim tests is reduced accordingly by 1/9 for each missing test.</p> <p>Option: Students present a voluntary data analysis project in groups (maximum 3 students per team). The presentation is made available to lecturers as a video sequence. The group defends its results in class in an oral presentation.</p> <p>The project work grade is weighted at 1/9 and reduces the weighting of the final exam to 5/9.</p> <p>Further details will be published on Moodle at the beginning of the semester.</p> <p>Own laptop is mandatory.</p> |

IBAN - Business Analytics - BWIh003

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| Aids for written examination | <p>The exam is closed book</p> <p>Allowed are: Summary of 14 A4-pages, double sided, RStudio</p> <p>Pocket calculator (only TI-30 models are permitted)</p> <p>Printed dictionary (mother tongue - examination language)</p> <p>Not allowed are:</p> <p>Pre-made RStudio templates are not allowed.</p> <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p> <hr/> |
| Mode of repetition | <p>The mean of midterm tests can be repeated at the next module implementation. The examination can be repeated at the next possible examination date of the module.</p> <hr/> |
| Follow-up modules | <p>Any quantitative and data driven modules</p> <hr/> |
| Degree programme, semester | <p>BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern</p> <hr/> |

IBIT - Business IT - BWIg007

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| ECTS | 3 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Tumbas Sanja |
| Module responsibility | Sanja Tumbas |
| Short description of the module | <p>The module introduces information systems as socio-technical systems that create business value through the interaction of data, processes, people, and technology. Students develop foundational knowledge of digital technologies, data and information management, databases, business analytics, cybersecurity, privacy, information systems development, artificial intelligence, and the strategic role of information systems in organizations.</p> <p>The module combines conceptual foundations with business applications through short cases, guided exercises, debates, and reflective activities. It focuses on enabling students to recognize, explain, compare, and critically evaluate information systems and digital technologies in business contexts, while developing the ability to apply core concepts and frameworks to simple organizational challenges.</p> |
| Entry requirements | None. |
| Competencies upon completion | <p>Business & Business IT</p> <ul style="list-style-type: none"> Participants are able to explain the role of information systems, data, and digital technologies in creating business value. <p>Self-Management & Reflection</p> <ul style="list-style-type: none"> Participants engage and acquire abilities to plan, reflect and iteratively improve their assignments. In addition, they are able to document data sources, perform quality checks, and descriptive interpretation. <p>Digital Technologies</p> <ul style="list-style-type: none"> Participants are able to analyze how information systems support business processes and organizational decision-making. <p>Data Application</p> <ul style="list-style-type: none"> Participants perform basic analysis and interpret data. <p>Digital Ethics & Responsibility</p> <ul style="list-style-type: none"> In addition, participants are able to evaluate opportunities and risks associated with digital technologies, including artificial intelligence, cybersecurity, and data privacy. |

IBIT - Business IT - BWIg007

Content

- The Value of Information
- Understanding and Creating Information with Generative AI
- Introduction to Information Systems
- Storing and Organizing Information
- Analyzing Information for Business Decision-Making
- Information and Knowledge for Business Decision-making
- Securing Information
- Protecting the Confidentiality and Privacy of Information
- Developing Information Systems
- Business Processes
- Enterprise Information Systems
- Gaining Strategic Value from Information

Module type

Compulsory

Teaching and learning methods

Lecture, group discussion, individual reflection, and exercises.

Literature

Bélangier, F., Van Slyke, C., & Crossler, R. E. (2025).
Information systems for business: An experiential approach.

Workload

90 hours

Contact lessons

2 lessons per week for 14 weeks.

Attendance requirement

In-presence assignment discussion:

CW 39
CW 42
CW 46
CW 49

Competency assessment

- Part 1: Individual assignments 30%
- Part 2: Written exam at the end of the semester during the official exam period (CW3/4). Combining MC and open-ended questions 70%

Mode of repetition

Part 1 can be repeated the next time the module is offered.

Part 2 can be repeated on the 2nd exam date

Follow-up modules

Specialization: Digital Business Management

Degree programme, semester

BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern

IBLW - International Business Law - BWIh004

| | |
|--|---|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Suppa Giovanni |
| Module responsibility | Giovanni Suppa |
| Short description of the module | <p>The Module gives an overview of the organization of the federal state / confederation; the module will focus within the first part on fundamental rights and the organization of federal state, cantons and communes. Further, in the second part, the module provides students with an introduction to the law of contracts, torts and unjust enrichment. It deals with the general legal principles governing these areas of private law as well as with a variety of specific types of contracts. The course is based on Swiss law and these principles are best demonstrated by the teaching of Swiss law and are recognizable outside of Switzerland with very little effort. In the third part, a particular focus is placed on contracts used in the business world such as e.g. the purchase contract. Using practical materials, it will focus on a range of legal topics and associated business risks arising in the national/international context, such as typical risks within a contract, international sales transactions, the protection and licensing of intellectual property, international dispute resolution and typical clauses for specific risks.</p> |
| Entry requirements | none |
| Competencies upon completion | <p>Subject: Students will gain an understanding of the legal principles governing the laws of contracts, torts and unjust enrichment. They will get a sense of the national as well as of the international aspects of these fields of law.</p> <p>Method: Students will learn how to read and interpret legal codes, court decisions and specific contracts. They will read selected material from legal literature.</p> <p>Social: Students will discuss problems and cases in class, work in groups in class, and react properly to the arguments of their fellow students.</p> |
| Content | - |
| Teaching and learning methods | <ul style="list-style-type: none"> - Presentations by the lecturer - Discussion of cases in class - Self-study (weekly preparatory reading expected from the students) in preparation of the short tests - Short tests in class |
| Literature | <ul style="list-style-type: none"> - Legal codes to be found in the internet - Introduction to Business Law, Volume 1: Contract Law, by Markus Müller Chen (collective purchase order to be organized by the students themselves on the first day of class) - Cases, model contracts, excerpts from books and articles posted on Moodle |
| Workload | 180 hours |
| Contact lessons | 56 lessons |

IBLW - International Business Law - BWIh004

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|-------------------------------------|--|
| Attendance requirement | Students have to attend 12 out of 14 classes Free choice of the skipped classes (without any excuse) See on moodle, where at 3-4 dates there is self-study |
| Competency assessment | 6 Short tests (weekly, starting after an introduction phase), written in class (100%). Poor scores in individual short tests can be compensated for with better scores in the other short tests The date of each short test is displayed in Moodle at the beginning of the semester. |
| Aids for written examination | none |
| Mode of repetition | If a student fails the modul, he/she may retake four short tests at once. The two-best results of the initial 6 tests will be kept in favor of the student. |
| Follow-up modules | - |
| Degree programme, semester | BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern |

IBTH - Bachelor-Thesis - BWIh993

| | |
|--|--|
| ECTS | 15 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Anderegg Urs |
| Module responsibility | Anderegg Urs |
| Short description of the module | Candidates are required to compile a written dissertation (Bachelor thesis) to provide proof of the academic and methodical skills they have acquired at Bachelor level. |
| Entry requirements | Academic Skills, Attendance in an area of specialization, attendance at the kickoff event |
| Competencies upon completion | <p>Subject: Students</p> <ul style="list-style-type: none"> • may write the Bachelor thesis (diploma thesis) alone or as a pair. • must be able to deal with a problem in an appropriate academic and methodological manner. • must be able to understand and critically assess business administration theories and models. • must be able to understand theoretical and empirical contributions to business administration-related topics, outline their limitations and possibilities and present their findings in a comprehensible way in written form <p>Problemsolving/Complexity: Students</p> <ul style="list-style-type: none"> • must be able to analyse a problem appropriately from the academic/methodological point of view, select (a) suitable method(s) and apply it/these. • must be able to express the problem, the procedures they use and the results they obtain correctly. They will also be required to defend the conclusions of their Bachelor thesis in an oral presentation and provide well-founded responses to questions. • must be able to conduct literature research on the selected topic independently and be able, where necessary, to compile their own data and evaluate this in an academically appropriate manner <p>Collaboration: Students</p> <ul style="list-style-type: none"> • must be able to prepare the thesis, if appropriate, as part of a team, taking into account the requirements of the various interest groups (co-author, supervisor, sponsor). <p>Selfmanagement: Students</p> <ul style="list-style-type: none"> • must be able to plan and complete the written thesis on time, taking into account their various study and internship obligations and the time available. |

IBTH - Bachelor-Thesis - BWIh993

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|--------------------------------------|--|
| Content | <p>Students are to independently work on a personally selected or given topic.</p> <p>They must formulate the problem and situation in a comprehensible manner, conduct an in-depth analysis of the case and derive recommendations from this.</p> <p>In the course of the above, they must demonstrate their ability to use the knowledge acquired during their studies and to independently acquire further, more specialised knowledge.</p> <p>The Bachelor thesis must be correct in terms of comprehensibility, style, form and orthography.</p> |
| Teaching and learning methods | <p>1 Lecture (Kickoff), 1 Presentation / Defens, 5 Workshops, 2 Colloquia, Selfstudy, Coachings</p> <p>Students must be able to restrict a topic from the field of business administration or public sector to its relevant aspects and contribute new theoretical, empirical or practice-relevant input.</p> <p>The Bachelor thesis affords the opportunity to deal at length with a freely selected or sponsor-specified (internal/external) topic, using the professional knowledge acquired, over a period of one semesters.</p> |
| Literature | <p>on moodle</p> <p>Balzer H., Schröder, C., 2017. Wissenschaftliches Arbeiten. Ethik, Inhalt und Form, wiss. Arbeiten, Handwerk, Quellen, Projektmanagement, Präsentation, Quellen, Artefakte, Organisation, Präsentation, 2. Edition., W3L GmbH</p> |
| Workload | <p>450 hours</p> |
| Contact lessons | <p>17 hours (1 Kickoff, 2h / Coachings 2h/ 4 Workshops 2h each / 2 Colloquia 2h each / 1 final Presentation/Defense 1h)</p> |
| Attendance requirement | <ul style="list-style-type: none">• 1 Kickoff (CW 21, 19.05.26, 06:05-7.40, hybrid)• 4 Workshop: (Workshop 1: CW 23, 02.06.26 / WS 2: CW 38, 17.09.26 / WS 3: CW 39, 24.09. or WS 04: CW 39, 24.09.26 and WS 5: CW 40, 30.09.26)• 2 Colloquia (online) CW 42 and 47• oral part (presentation and defense): CW 04/05 (04.02.2027 - 09.02.27)• Coachings (depending on supervisors) <p>Non-participation in workshops and colloquia requires a substitute assignment in each case in order to achieve the intended learning objectives. Non insufficient completion of any work assignments will be taken into account in the module assessment.</p> |

IBTH - Bachelor-Thesis - BWIh993

Competency assessment

Written work: 70 % (submission via moodle by 03 January 2027)

Oral part (presentation and defense) : 30% (max. 35 min, shared thesis max. 45 min)
Details can be found on Moodle in the module Bachelor Thesis, Documents: Study Guide

Even if the Bachelor Thesis is written as a group work the assessment will be individual.

To pass the module both parts (written part and the oral part) of the Bachelor Thesis have to receive a passing grade.

Both parts (written work & oral part) have to be in English.

Aids for written examination

none

Mode of repetition

If the written work is graded 3.5, the assessors may allow the possibility of rectification within 20 working days. After that, a maximum grade of 4 can be achieved. In case of successful rectification, the date of the oral part will be rescheduled.

If the oral part (presentation and defence) does not receive a passing grade, it is possible to repeat the oral part one more time.

To pass the module, both the written part and the oral part must be sufficient.

If the BT is insufficient, the module can be repeated once. A new topic entry is made according to the "2nd attempt" schedule. This will be communicated to the students by the Stud. Admin on 18.01.27 by e-mail.

Follow-up modules

none

Comment

none

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern

ICCO - Intercult. Competence & Communication - BWIg004

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|--|--|
| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Bürki Jacqueline, Gaibrois Claudine |
| Module responsibility | Jacqueline Bürki |
| Short description of the module | <p>This module allows students to develop an understanding of how to work with people from different cultural backgrounds, thus developing an increased awareness of their own cultural background and of other cultural backgrounds.</p> <p>An intercultural online tool in the form of a questionnaire forms part of this intercultural development and allows for students to grow in and reflect on their intercultural competence. It, furthermore trains students' business communications skills and provides an introduction to communication and a variety of communication tools and strategies required to communicate effectively in organizations and across cultures.</p> <p>By familiarizing themselves with the foundations of communication and practicing intercultural competence, students will develop a greater tolerance and understanding of cross-cultural differences in personal and professional interactions. Developing independent and critical thinking is a key element of this module.</p> |
| Entry requirements | Vocational baccalaureate diploma or equivalent knowledge |
| Competencies upon completion | <p>Business & Scientific Methods</p> <p>Students conduct a guided research project using basic methodological tools.</p> <p>Self-Management & Reflection</p> <p>Students practice structured reflection on intercultural and communicative experiences, and self management through deadlines, feedback, and reflective tasks.</p> <p>Communication & Collaboration</p> <p>Students develop foundational communication skills and begin applying them independently in intercultural contexts, conflict navigation and collaborative project work.</p> <p>Critical Thinking & Adaptive Exploration</p> <p>Students analyze intercultural and communications cases, apply theoretical frameworks, evaluate communication behaviors, and develop adaptive strategies.</p> |
| Content | <ul style="list-style-type: none"> • Students will be introduced to cultural, communication and reflective skills topics. These topics will enable students to reflect on their level of intercultural competence, behaviour and intercultural sensitivity. • In order to develop their competences for communicating in intercultural contexts, students will be familiarized with various communication frameworks. They will also discuss the role of language and language diversity as well as organizational and societal factors on communication. This will enable them to develop their capacities for successfully communicating in culturally and linguistically diverse contexts. |

ICCO - Intercult. Competence & Communication - BWIg004

Module type compulsory

Teaching and learning methods The pedagogy for this module will be student applied learning. There will be lectures and project coaching sessions, but the emphasis will be on student responsibility for learning through active application of course content in case studies, exercises, and through active participation in class discussions. Active participation and preparation for class are requirements for this module. The coaching sessions require that students are well prepared to benefit from the learning experience.

Contact lessons

- Discussion of theories, both communication and cultural frameworks
- Action-learning and related reflective tasks
- Case studies
- Observation and application exercises
- Group discussions
- Coaching sessions
- Guest lectures

Literature Slides and the Intercultural Reflective Reader, supported by articles and selected chapters from various sources provided by lecturers via Moodle.

Workload 180 hours (2x 90 in half classes)

Contact lessons lessons in full and half classes

Attendance requirement There is mandatory attendance for the following:

- CW38: Joint kickoff, introduction to ICCO, assessment, deadlines and team building
- CW39: Introduction to group project and Intercultural Development Inventory assessment
- CW40: external excursion to Communications Museum sponsored by BFH Business School
- CW43: Culture & Identity, reflective essay exam preparation
- CW44: Guest speaker
- CW45: Group poster presentations (status update)
- CW 49 to 50 final presentations (any absences in these weeks will be carried over to CW51)

ICCO - Intercult. Competence & Communication - BWI004

Competency assessment

We acknowledge the use of AI tools in our lessons as well as in the final assessment components in accordance with the BFH Business School AI Policy. This policy stipulates the use and declaration of AI-supported tools in studies. Students will receive a copy of the policy on commencement of studies.

These are the assessment components in this module

1. Research project in groups (60% - all given the same grade) during the semester.
During the semester, students will work on developing their research group project, bringing together the culture and the communication aspect of this module. The research process will be supported by input and coaching sessions. They will present their final results at the end of the semester during the lecture contact time. It is mandatory to complete this project in groups so that students experience intercultural group work.
2. Two mandatory reflective assignments (non-graded) as a pre-requisite to complete the final exam:
The first assignment is an individual reflective assignment due 23 October and students will provide peer feedback by 26 October. The second reflective assignment is completed as a group and is due 9 November.
These assignments serve as exam preparation and are mandatory for students to be eligible for the final exam. No grades will be given, however students will receive both peer feedback as well as lecturer feedback.
3. Written individual reflective essay (40%) during formal exam period in CW3/4, 90 minutes (Lernstick, no access to additional aides such as the internet etc. are permitted). In preparation of this final assessment, students will complete a questionnaire (intercultural tool) related to their cultural mindset at the beginning of the semester, it is mandatory to complete this questionnaire as well as take part in the debriefing session. If students do not complete these, they will not pass the module.

During the course of the semester, students will complete reflective written and spoken tasks in class which aid in the preparation of the final reflective assessment at the end of the semester. Completing these assessments is mandatory in order to pass the module. Grades for the individual assessments may be carried over to the next semester if a student fails this module. This is only possible if there is no change to the module description and the assessment format. Only failed components may be repeated where the format remains unchanged.

Aids for written examination

none

Mode of repetition

Grades for the individual assessments may be carried over to the next semester if a student fails this module. This is only possible if there is no change to the module description and the assessment format. Students may only carry over the assessments they passed if the module description and assessment formats remain unchanged. Only failed components are repeated where the format remains unchanged.

Follow-up modules

International Management & Business Ethics, Global Management specialization modules, but in general all the modules in the IBA program such as HR, management etc. as well as elective modules such as YEEP or modules taken during their exchange semesters or double-degree programs.

Degree programme, semester

BSc International Business Administration, 2026-2027, 1 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern

IECO - Economics - BWih005

| | |
|--|--|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Fernandes Ana, Foord Daniel, Gimeno Raúl Diego |
| Module responsibility | Prof. Dr. Ana Fernandes |
| Short description of the module | <p>This course builds on The Environment of the International Firm and provides an overview of basic and intermediate economic concepts, market instruments for regulatory intervention, problems as well as solutions, both at the micro and macroeconomic levels.</p> <p>At the microeconomic level, we will first study the foundations of the familiar "laws" of demand and supply and learn about firm costs and profit-maximizing behaviour in a competitive environment. We will then learn how firms modify their strategic positioning in response to the competitiveness of the market in which they operate. Through the economics of labor markets, we will gain an understanding of reasons why wages vary across individuals. We will get an introduction to the economics of gender and, more generally, to the topic of diversity & inclusion in the international firm. We will wrap up the microeconomics part of the course by opening a window into the areas of information and behavioural economics, topics which the interested student may pursue in the future.</p> <p>At the macroeconomic level, some core concepts are discussed: How to measure the GDP and what are the shortcomings of GDP. How to measure the inflation rate and what is the resulting inflation bias. How to measure the unemployment rate and what are the possible causes? What is the purpose of monetary policy? What is the aggregate supply and demand and why they play an important role in macroeconomics.</p> |
| Entry requirements | Having taken IEFI preferred but not compulsory |
| Competencies upon completion | <p>Business & Scientific Methods</p> <p>Students are able to apply the models and frameworks learned in class to investigate and address organizational challenges in micro and macroeconomic contexts. Case studies and assignments foster these outcomes.</p> <p>Self-Management & Reflection</p> <p>Students are able to manage the breadth and extent of topics covered in the course throughout the semester; they make connections among those topics to arrive at a global understanding of micro and macro perspectives.</p> <p>Communication & Collaboration</p> <p>Students are able to debate and argue their points of view in relation to applications to real world phenomena and group work.</p> <p>Collaborative Sustainability Strategies</p> <p>Students explore collective decision-making dynamics and evaluate strategies that promote sustainability - such as addressing gender inequality - within organizational and societal contexts.</p> |

IECO - Economics - BWIh005

Content

- Consumer Choices
- Cost of Production
- Firms in Competitive Markets
- Market Structures:
 - Monopoly
 - Monopolistic Competition
 - Oligopoly
 - Contestable Markets
 - Labor Markets
 - Information and Behavioral Economics
 - Gross Domestic Product
 - Inflation
 - Unemployment
 - Finance, Saving and Investment
 - Monetary Policy
 - Aggregate Supply and Demand
 - Money Growth and Inflation

Module type

Compulsory

Teaching and learning methods

Individual, independent study using conventional or digital learning materials
Lectures
Seminars
Guest lectures
Case studies
Regular assignments for self-study and in-class discussion

Literature

Gregory N. Mankiw and Mark P. Taylor Economics (6th edition), Cengage Learning EMEA, ISBN-13: 978-1473786981

Other tools used:
- Learning materials (case studies, videos, websites)
- Digital platforms such as Moodle, MS Teams

Workload

180 hours

Contact lessons

Weekly, 180 minutes

Attendance requirement

Attendance is generally optional.

Competency assessment

Final exam on Moodle at the end of the semester (CW3/4), 90 minutes, weighted 100 %

Aids for written examination

Any non-programmable pocket calculator (only TI-30 models are permitted)
Printed dictionary (mother tongue - English)
Summary - number of A4 pages: 1 (2 sheets/pages single-sided or 1 sheet/page double-sided)

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

IECO - Economics - BWIh005

Mode of repetition

Written examination on Moodle, 90 minutes. The written examination can be repeated at the next possible examination date in which it is offered.

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern

IEFI - Environment of the international firm - BWIg012

| | |
|--|---|
| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Foord Daniel, Frecè Jan Thomas, Rascón Alberto |
| Module responsibility | Daniel Foord |
| Short description of the module | <p>Today, more than ever before, the environment of an internationally active company is complex, changing and ambiguous. It is also becoming increasingly clear that the enormous development of the global economy over the last hundred years was only possible at great environmental and social cost.</p> <p>This module gives students a first insight into the basic micro economics, global economy and the major environmental and social challenges facing global society.</p> <p>The module will also examine the idea of corporate sustainability through the bfh sustainability reader, carbon consumption tracking examination of international companies' sustainability reports.</p> <p>The class will involve both standard lectures, reading, group work, discussions and one or two "serious games".</p> |
| Entry requirements | There are no special requirements for this module |

IEFI - Environment of the international firm - BWIg012

Competencies upon completion

Communication & Collaboration

Students are able to:

- present complex information clearly.
- work in groups to create a coherent presentation and work together to support each other in a high-pressure question and answer situation.

Systems Thinking & Problem Framing

Students are able to:

- understand a basic model of the market.
- calculate the impacts of price changes (elasticities) in simple market models.
- explain how history has influenced different economies positions in global supply chains.
- understand alternative models of the economy based on the planetary boundaries.

Critical Thinking & Adaptive Exploration

Students are able to:

- understand the limitations of the basic market model and learn where its weaknesses are
- present and evaluate global companies sustainability efforts.
- interpret different ways of presenting and framing corporate sustainability data.
- develop their own critiques of corporate social responsibility reports.
- critically assess the advantages of globalisation with its benefits and unintended consequences.

Sustainability Reflection & Futures Literacy

Students are able to:

- interpret their CO2 footprint and develop steps to reduce it.
- create alternative scenarios for consumption and how this will impact CO2 emissions.

Collaborative Sustainability Strategies

Students are able to:

- identify the stakeholders in various industries and how the industry impacts or benefits them.

Content

The Module IEFI introduces students primarily to two topics international economics and sustainable development. Among other things, it covers topics including current global ecological, social and economic challenges (e.g. planetary boundaries, doughnut economics), globalization, concepts of sustainable development, basic microeconomics, trade history and developments in globalisation.

Module type

compulsory

IEFI - Environment of the international firm - BWIg012

Teaching and learning methods

- Individual independent study using conventional or digital learning materials
- Lectures
- Seminars
- Case studies
- Serious games

Individual and group tasks

Literature

Reader Sustainable Business (*available on moodle*)

Mankiw, G. (2020) Economics, Cengage (*this book will also be used in the module IECO*)

Additional literature will be given throughout the semester.

Workload

180 h (6 ECTS)

Contact lessons

56 h (ca. 30%)

Attendance requirement

Introduction lecture (CW 38), For the other lectures attendance is highly recommended.

Competency assessment

4 short (35 min) individual written online exams during the semester in CW (calendar weeks) 42, 45, 48 and 51 (70% of final grade).

A group presentation and following up discussion (30% of the final grade). The presentation will take place during the official BFH exam weeks CW 3, 4 and 5. The content of the presentation will be assessed as a group. The student's individual presentation craft will be individually. Appointments will be published during the semester.

The passing grade is the average of the two components (tests and presentation). A pass in one component of the grade can compensate for a failed grade in the other component.

Aids for written examination

No aids permitted for the written short exams

Mode of repetition

If the module is not passed, it must be repeated the next time it is offered.

The tests count as one grade - therefore if the module is repeated all tests need to be retaken.

If a student retakes the presentation, they will need to join a group the next time the module is offered.

Follow-up modules

- Real World Economics,
 - Social Innovation
 - Economics
 - BFHdiagonal Modules: Lernen und Gestalten für eine nachhaltige Zukunft, Nachhaltigkeitsdialog
 - all Modules of the specialisation Sustainable Business
-

Comment

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IEFI - Environment of the international firm - BWIg012

| | |
|-----------------------------------|--|
| Degree programme, semester | BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern |
| | BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern |
| | BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern |
| | BSc International Business Administration, 2026-2027, 1 HS, TZ, Bern |
| | BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern |

IEN1 - Business English 1 - BWIlg002

| | |
|--|---|
| ECTS | 3 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Bennie Ross |
| Module responsibility | Bennie Ross, Faminoff Mangold Valerie |
| Short description of the module | The IEN1 course: - develops CEFR B2+ level English communication skills in advanced business vocabulary and speaking - uses English as a medium of instruction to develop essential study skills |
| Entry requirements | - Vocational baccalaureate diploma or equivalent knowledge - CEFR B2 level of English |
| Competencies upon completion | Business & Scientific Methods <ul style="list-style-type: none">• Students are able to identify, understand, analyse, and apply various note-taking methods.• Students are able to structure information, select appropriate language strategies, justify choices and produce coherent output. Self-Management & Reflection <ul style="list-style-type: none">• Students are able to study independently, prepare regularly, reflect on feedback and sustain their performance across the semester. Communication & Collaboration <ul style="list-style-type: none">• Students are able to recognise, understand, choose, and apply appropriate business English vocabulary• Students are able to develop spoken communication, make arguments, discuss and collaborate. Data Communication & Collaboration in Digital Teams <ul style="list-style-type: none">• Students are able to design, edit, and create a group video presentation.• Students are able to structure digital communication, present and collaborate through Moodle and BYOD workflows. |

IEN1 - Business English 1 - BWlg002

| | |
|--------------------------------------|---|
| Content | <p>14 x 90-minute weekly classes; attendance optional, apart from:</p> <ul style="list-style-type: none"> two Moodle tests of vocabulary, during class time one Moodle test of note taking (theory and practice), during class time <p>see Teaching and Learning method below for typical learning cycle in class</p> <ul style="list-style-type: none"> lecturer input and/or student self-study on reading strategies and note-taking theory 10-minute videos prepared by pairs of students and played during class time, for teacher assessment and student feedback vocabulary themes: working environment, quality, intercultural issues, logistics, the internet, sustainability |
| Module type | compulsory |
| Teaching and learning methods | <p>The course exercises all six levels of Bloom's taxonomy; for example:</p> <ul style="list-style-type: none"> identify and recall business English vocabulary rewrite and paraphrase vocabulary in required course literature exercises activate and apply learned vocabulary in discussion and use it to solve problems compare and contrast different business approaches set up talking points for informal presentations and create a video on an aspect of business evaluate and critique what peers say in informal discussion and prepared video presentation <p>A typical learning cycle would be:</p> <ul style="list-style-type: none"> individual self-study: learn the vocabulary of management styles in the required literature - guided self study: prepare a three-minute informal presentation on a theorist of your choice, e.g. McGregor Theories X & Y in class the following week: activate the prepared vocabulary in group discussion and problem solving additional lecturer input or practice of reading strategies, note-taking, critical thinking, etc. identify vocabulary to be prepared and topic to research for the next class |
| Literature | <p>Required:</p> <ul style="list-style-type: none"> Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition (with answers) Cambridge University Press, ISBN: 978-1-316-62823-2 <p>OR</p> <ul style="list-style-type: none"> print and ebook version for Android & iOS tablet users: Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition (with answers & enhanced ebook, including audio) Cambridge University Press, ISBN: 978-1-316-62822-5 |
| Workload | 90 hours |
| Contact lessons | <p>2 x 45 minutes, weekly during semester = 28 x 45-minute lessons</p> <p>half classes in groups mixing full-time and part-time students</p> |

IEN1 - Business English 1 - BWIlg002

Attendance requirement

There is no obligatory attendance requirement for IEN1 but students are recommended to attend at least 50% of classes to familiarise themselves with the techniques required if they wish to complete the course successfully.

While there is no obligatory attendance requirement, the two vocabulary tests and student presentations take place during class time, so no student should plan not to attend any classes.

Absences covered under Art. 22 of the "Rahmenreglement für Kompetenznachweise an der Berner Fachhochschule (KNR)" e.g. military, accidents, illness, funerals, etc. will be exempted from this ruling. However, you must give proof of the validity of your absence (doctor's certificate, military orders etc.) to your lecturer in the first class after the absence. Note that absences related to work or problems with transport are not covered by this article.

Competency assessment

speaking

- 15-minute individual oral exam in evaluation period at end of semester (CW5), **in person**

presentation

- Short group video presentation, prepared for entrepreneurship week (during CW41)

vocabulary

- Two 15-minute Moodle vocabulary tests (multiple-choice cloze) in class time during the semester (CW43 & CW49), **bring your own device (Lernstick must be used)**

note taking

- Moodle test in class time near the end of the semester (CW50), **bring your own device (Lernstick must be used)**. Students watch a short video one week before the test, during which they take notes. Between the video and the test they review their notes; collaboration with other students is recommended. Students use their notes during the test.

reading

- Not assessed until written exam at the end of IEN2, but practised by students continually as they read course materials across the entire degree programme.

oral exam (50%)

group video (20%)

vocabulary tests (10% + 10% = 20%)

note taking test (10%)

Aids for written examination

- No aids of any kind allowed for the oral exam or vocabulary tests.
- One single-sided A4 sheet of notes allowed for the note-taking test. This may be individual, or identical to that used by other students.
- Lernstick & Campla must be used for the vocabulary and note-taking tests.

Mode of repetition

- Repeat students **must** repeat the oral exam.
- Repeat students may not repeat class-time assessments (vocabulary & note-taking) for which they already received a grade of 4 or more.
- Repeat students who scored <4 for the two vocabulary tests together may: a) transfer **both** previous vocabulary test grades, **or** b) retake **both** vocabulary tests. Partial transfer of a single score or retaking a single test is not possible.
- Repeat students who scored <4 for the note-taking test may: a) transfer the previous note-taking test grade, **or** b) retake the note-taking test.

IENT1 - Business English 1 - BWlg002

Follow-up modules

IENT2 - BUSINESS ENGLISH 2, in spring semester immediately following IEN1

Comment

-

Degree programme, semester

BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 1 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern

IFMA - Financial Management - BWIh001

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Bächli Sandro, Kwuida Léonard, Rascón Alberto |
| Module responsibility | Bächli Sandro |
| Short description of the module | The module Financial Management (Finanzmanagement) provides an introduction to the theory, the methods, and the concerns of corporate finance. The focus of this course is how to make optimal corporate financial decisions. |
| Entry requirements | <ul style="list-style-type: none"> • Basic knowledge of accounting and math. • Other required skills: Excel, analytical skills, dealing with complexity and self-management. |
| Competencies upon completion | <p>Business & Business IT</p> <ul style="list-style-type: none"> • Students are able to analyze and apply fundamental financial concepts and valuation models to support investment, financing, and valuation decisions in a business context. • Students are able to evaluate financial instruments and projects by applying techniques such as discounting, compounding, and risk-return analysis to enhance organizational efficiency and create business value. <p>Business & Scientific Methods</p> <ul style="list-style-type: none"> • Students are able to select, apply, and integrate appropriate financial methods, such as NPV, IRR, CAPM, WACC and DCF, to structure financial problems and evaluate investment opportunities. • Students are able to interpret the quantitative results and use evidence-based insights to support business decisions, thereby increasing corporate value. <p>Strategic Resource Management</p> <ul style="list-style-type: none"> • Students are able to apply investment evaluation methods to align resource allocation with growth strategies and market opportunities, thereby promoting sustainable value creation. <p>Data Application</p> <ul style="list-style-type: none"> • Students are able to use financial data sets from MyLabFinance to calculate key financial metrics such as returns, risk metrics, betas and weighted average costs of capital in Excel. • Students then apply these results to investment evaluation methods in order to make informed financial decisions for business purposes. |

IFMA - Financial Management - BWIh001

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| Content | <p>The students are able to master the fundamental concepts of capital budgeting. They know and understand the various methods used to evaluate investment projects. The following content is covered:</p> <ul style="list-style-type: none"> • Financial Decision Making and the Law of One Price • The Time Value of Money • Interest Rates • Valuing Bonds • Investment Decision Rules • Fundamentals of Capital Budgeting • Valuing Stocks • Capital Markets and the Pricing of Risk • Optimal Portfolio Choice and the Capital Asset Pricing Model • Estimating the Cost of Capital |
| Module type | compulsory |
| Teaching and learning methods | <p>Input by the lecturers, practice on examples/cases. Guided and autonomous self-study via pearsons MyLab Finance. Thus, it will be a combination between lectures and flipped classroom:</p> <ul style="list-style-type: none"> • Weekly meetings with lectures, exercise briefings, coaching, assignments and discussions. • The students prepare short content on their own using the provided resources. |
| Literature | <ul style="list-style-type: none"> • Jonathan Berk, Peter DeMarzo: "Corporate Finance, The Core" E5 (own book or e-book accessible via pearsons MyLab Finance) • The materials (presentations, texts, exercises, etc.) provided by the lecturers on Moodle and Pearsons MyLab Finance |
| Workload | 180 hours |
| Contact lessons | 56 lessons |
| Attendance requirement | None |
| Competency assessment | <ul style="list-style-type: none"> • Partial proof of competence 1 (weight: 34 %): Two graded homework assignments during the semester, midterm (CW44) and towards the end (CW50). => Individual Assessment • Partial proof of competence 2 (weight: 66 %): 70-minute written exam (60-minute exam plus an additional 10 minutes because of the "learnstick"); during the official exam period (CW3/4). => Individual Assessment • The two homework assignments and the exam will be done digital via Pearsons MyLab Finance with your own laptop. |
| Aids for written examination | <ul style="list-style-type: none"> • Laptop (you have to bring your own laptop to the exam) • Excel (on the "learnstick": empty i.e. no content) • Pocket calculator (only TI-30 models are permitted) • Print dictionary (mother tongue - examination language) / A link to leo.org, dict.cc and DeepL are on the "learnstick" (=> As these are third-party providers, the school cannot guarantee 100% that they will work.) • Three A4-sheet double-sided or six A4-sheet single-sided (formula collection and notes) => must be in printed form • ChatGPT is not allowed! <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p> |

IFMA - Financial Management - BWIh001

Mode of repetition

- The two graded homework assignments can be repeated during the next module implementation.
 - The 70-minute written exam can be repeated at the next examination date in which it is offered.
 - Sufficient "partial proofs of competence" are taken into account when repeating the module, provided that the type and composition of the partial proofs of competence have not changed.
-

Follow-up modules

- Modules of the elective group "Finance, Accounting, Tax"
 - Modules of the specializations "Banking & Finance" and "Accounting & Controlling"
-

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern



IHRM - Human Resource Management - BWlg011

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| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Sonderegger Andreas, Straub Caroline |
| Module responsibility | Straub Caroline |
| Short description of the module | <p>The module IHRM explains how successful companies manage human resources in order to compete effectively in a dynamic, global environment. It combines the relevant aspects from work and organizational psychology and human resource management.</p> |
| Entry requirements | <p>Problem-solving competences: Students - bring initial problem-solving skills and can carry out a situation analysis.</p> <p>Social skills: Students - bring basics of teamwork skills</p> <p>Self-management: Students - bring basics of time management skills</p> <p>Dealing with complexity: Students - bring the basics to work on cross-topics.</p> |

IHRM - Human Resource Management - BWIg011

Competencies upon completion

Business & Business IT

- Students know the main topics within the areas of work and organizational psychology and HRM, as well as understand that managing people involves country specific labor laws, can explain the interplay of concepts and instruments from work and organizational psychology and HRM.
- Students precisely reproduce technical terms from the two subject areas and can apply them to analyse work-related situations (hereby using the case study).

Business & Scientific Methods

- Students recognize employees in the company as a competitive resource and the strategic importance of personnel-related activities consequently; can use their theoretical knowledge to solve concrete practical situations; know how to research additional information to expand their knowledge.

Self-Management & Reflection

- Students plan their knowledge development independently through a weekly assignment of a case study, develop personal judgment, analysis and decision-making skills.

Communication & Collaboration

- Students get to the bottom of things by asking lecturers and / or colleagues through discussions in class; can discuss constructive solutions in the group, learn to work in a cross-cultural team, learn to prepare and present an HRM topic in front of an audience. Students learn to coordinate a group work.

Systems Thinking & Problem Framing

- Students understand that employees need to be managed in ways that are in line with sustainable development goals such as equal opportunity, health and safety; students can show how organizations through sustainable HRM can provide advantages to employees, communities, and the broader macro economy of a country.

Content

Drawing on HR and work and organizational psychology literature, students gain a comprehensive understanding of core HR processes, including workforce planning, recruitment, deployment, training and development, performance management, reward systems, as well as employee retention and termination. To understand the rationale behind the design of HRM practices and policies, the module builds on key themes and theories from work and organizational psychology, including emotions and motivation, group dynamics, organizational culture, leadership, and organizational structure among others.

Module type

Compulsory

Teaching and learning methods

- 1h video podcast (asynchron) plus 3h contact lectures (synchron) onsite per week.
- Self-study and case study to prepare for exam over the term
- Coaching during lectures on topics related to personality / motivation, interviewing etc.
- One group presentation on topic provided by lecturers. Presentations should prepare students to explore, prepare and present an HR or OB subject from an international respectively cross cultural perspective.

IHRM - Human Resource Management - BWlg011

Literature

Required readings will be posted on Moodle for each session.

Suggested text book for review in BFH library:

Work and organizational psychology

- Robbins & Judge (2018) Essentials of Organizational Behavior, 14th Edition, global edition. Pearson (can be found in BFH library)

Human resource management

- Jackson & Schuler (2018) Managing human resources, 12 th Edition, New York : Oxford University Press (can be found in BFH library including older versions)

Workload

6 ECTS credits (180 hours)

Contact lessons

Weekly - 14 times, regular semester time (Each week students receive a 45min podcast lecture (asynchron at home) followed by 3h of lessons at school)

Attendance requirement

First lecture and on the day of your group presentation.

Competency assessment

- 80% (individual): an online exam of 60 minutes during regular exam period (CW3/4). Grade assess whether students understand the basic concepts at of HR and OB knowledge.
- 20% (group): group presentation on topic provided by lecturers (starting in 2nd week of semester). Presentations should prepare students to explore, prepare and present an HR or OB subject from an international respectively cross cultural perspective

Aids for written examination

Printed dictionary mother tongue - English.

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

Mode of repetition

The online exam can be repeated at the next exam date.

The group presentation can be repeated the next time the module takes place.

IHRM - Human Resource Management - BWIg011

Follow-up modules

The students can choose a set of electives after the IHRM module that complement their knowledge on people management.

- Economics of Gender
- Managing people globally
- Leadership

A short description is given here:

- The Economics of Gender equips future HRM leaders with the contextual understanding and evidence-based knowledge needed to analyze gender gaps in the world of work. Students develop an awareness of the multifaceted nature of gender differences in the labor market, as well as an understanding of their causes and of potential policy options for reducing them.
- In Managing People Globally students deepen their understanding of international HRM in the context of societal and global developments. They build the competencies to navigate global challenges and lead responsibly in diverse environments. A short Collaboration Online International Learning (COIL) module with an international partner university strengthens their skills in virtual collaboration and cross-cultural problem-solving.
- In the Leadership module students reflect on "What makes an effective leader? What drives leaders? Who becomes a leader? How do we evaluate leadership? How do leaders exercise influence?....among others. The overall objective of the module is to explore various aspects of leadership with the goal of developing a unique leadership model suitable to our times.

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern

IIFI - Inside the international firm - BWIg009

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| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Braun Aron, Vogel Claudia |
| Module responsibility | Claudia Vogel |
| Short description of the module | The module serves as a basic overview of relevant topics in business administration. Guided by the St. Gallen Management Model, students will learn basic principles, goals and types of companies, the company in the context of its environment, corporate strategy and structure, management concepts and the diverse business and support processes. The module also gives an introduction into the topic of entrepreneurship and entrepreneurial thinking. Basic concepts are introduced and during the entrepreneurship week, students have the opportunity to implement their first own project in this area. |
| Entry requirements | none |
| Competencies upon completion | <p>Business & Business IT</p> <p>Students are able to define and accurately use key business and technical terminology, explain foundational concepts, analyse interrelationships within firms, and apply this knowledge to structured case-based problem settings.</p> <p>Strategic Resource Management</p> <p>Students test their ability to reach an entrepreneurial goal with given limited resources.</p> <p>Creative Innovation & Strategic Vision</p> <p>Students develop and test a business idea.</p> <p>Entrepreneurial Initiative & Growth Mindset</p> <p>Students practice iterative search for a viable value proposition.</p> |
| Content | <p>Guided by the St. Gallen Management Model, the following topics are covered:</p> <ul style="list-style-type: none"> • Fundamentals • Business Environment and Stakeholders • Strategy, Structure, Culture • Management, Business and Support Processes • Entrepreneurship & Entrepreneurial Thinking |
| Module type | Compulsory |
| Teaching and learning methods | The module consists of 50% input (asynchron online) and 50% class-room discussion of practical cases and exercises. |

IIFI - Inside the international firm - BWIg009

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|-------------------------------------|--|
| Literature | Capaul, Roman & Steingruber Daniel (2020): Business Studies - An Introduction to the St. Gallen Management Model, Berlin: Cornelsen |
| Workload | 6 ECTS |
| Contact lessons | per week 90 minutes lecture (asynchron online) and 90 minutes practice and exercise (in class) |
| Attendance requirement | none, attendance in the first week is strongly recommended |
| Competency assessment | Written exam, online (bring your own device), 90min, at the end of the semester (CW3 or 4), 100% 20% of the written examination can be replaced by participation in the Entrepreneurship Week (group project with collective grading). More details follow in the first lecture. |
| Aids for written examination | Pocket calculator (only TI-30 models are permitted) printed dictionary (mother tongue - examination language) For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App. |
| Mode of repetition | Repetition of the exam. If the module is repeated, results from the Entrepreneurship Week can be carried over. |
| Follow-up modules | Electives and Specialization in Innovation and Entrepreneurship |
| Degree programme, semester | BSc International Business Administration, 2026-2027, 1 HS, VZ, Bern BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 1 HS, TZ, Bern |

IMAR - Marketing - BWlg005

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| ECTS | 6 |
| Study language | English |
| Module level additive | Foundation level |
| Lecturer(s) | Feurer Sven, Stöckli Sabrina |
| Module responsibility | Stöckli Sabrina |
| Short description of the module | <p>This module will provide you with a fundamental understanding of how firms develop marketing strategies for their products/services and how they implement these strategies through specific marketing instruments. In addition, you will be enabled to consider the client as the centre of all marketing activities and to provide value and benefits in a way that customer acquisition and retention can be built within the digital age. You will learn to manage marketing challenges within fast-changing trends and topics. Moreover, the course will also cover special topics such as B2B marketing and sustainable/responsible marketing. We will also consider how each of these challenges might play out differently in international contexts.</p> <p>Complementary to the transfer of theoretical knowledge, you will benefit from guest lecturers who will enrich the module with vivid insights into their daily professional practice.</p> |
| Entry requirements | Basic business know-how, solid command of English language |

IMAR - Marketing - BWI005

Competencies upon completion

Business & Business IT

- Students are able to analyze and apply marketing strategies, basic marketing principles, customer data, and digital technologies to identify market opportunities, enhance customer experiences, and contribute to market success.
- Students are able to analyze and apply the marketing mix (4Ps) alongside B2B marketing and e-commerce principles to develop effective marketing solutions and assess their impact on organizational objectives.
- Students are able to connect marketing theory with professional practice by critically reflecting on insights from guest lectures and applying practitioner perspectives to real-world marketing challenges and opportunities.

Business & Scientific Methods

- Students are able to select, apply, and integrate appropriate marketing research, business, and analytical methods to investigate market dynamics, generate customer insights, and support evidence-based decision-making.
- Students are able to assess, compare, and justify the use of different research methods by critically examining their strengths, limitations, and suitability for addressing specific research questions and generating reliable insights.

Self-Management & Reflection

- Students are able to reflect on their learning experiences, identify areas for improvement, and adapt their approaches to marketing challenges in changing market environments.
- Students are able to communicate and argue clearly, collaborate effectively in diverse teams, navigate conflicts, and contribute constructively to marketing-related projects and team dynamics.

Creative Innovation & Strategic Vision

- Students develop creative solutions to marketing challenges and apply strategic thinking to position products, services, ideas, brands, and organizations in dynamic market environments.
- Students feel encouraged to take initiative in identifying marketing opportunities, develop and test ideas, and apply a growth mindset to improve and scale customer-focused solutions.
- Students recognize the importance of building and leveraging networks with customers, partners, and other stakeholders to co-create value and support marketing objectives.

Systems Thinking & Problem Framing

- Students analyze marketing challenges within interconnected market systems and identify key factors influencing customer behavior, competitive dynamics, and marketing performance.
 - Students explore complex marketing challenges, critically assess customer and market insights, and develop adaptive solutions to address evolving market conditions.
 - Students critically reflect on sustainability in marketing, explore future-oriented scenarios, and assess their implications for responsible and long-term value creation.
-

IMAR - Marketing - BWI005

Content

Shaping Marketing Strategies:

- Key aspects of a successful marketing strategy
- Analysis of the initial strategic situation
- Formulation, evaluation, and selection of marketing strategies
- Managing marketing information to gain customer insights

The Marketing Mix:

- Product and brand decisions & innovation management
- Pricing decisions
- Place/ Sales decisions (including retailing and e-commerce)
- Promotion (Communication) decisions & engaging consumers

Special Topics:

- Business-to-Business marketing
- Sustainable and responsible marketing

Module type

compulsory

Teaching and learning methods

Video-lectures
Exercises
Discussions
Self-study
Group work
Guest lectures

Literature

The module is based on: Homburg, C., Kuester, S., Krohmer, H., (2013): Marketing Management: A Contemporary Perspective, 2nd edition. UK, McGraw-Hill

Workload

180 hours

Contact lessons

12-13 Video-lectures discussing the relevant principles and concepts of marketing
12-13 Live sessions to elaborate on the content of the lectures through exercises, discussions and case studies

Attendance requirement

Mandatory attendance for kick-off session (CW38)

Competency assessment

Written exam, online, multiple choice and open questions, 90 minutes, 100% (during official exam period at the end of the semester, CW 3/4)

Aids for written examination

Pocket calculator (only TI-30 models are permitted)
Dictionary in mother tongue - examination language

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

Mode of repetition

Retake of the exam

IMAR - Marketing - BWlg005

Follow-up modules

- Digital Marketing Strategy
- International Marketing
- Consumer Behavior
- Service Marketing
- Brand Management
- Behavior Change & Sustainability

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, TZ, Bern

IMBE - International Management and Business Ethics - BWIh002

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Risi David, Serrano Omar Ramon |
| Module responsibility | Risi David |
| Short description of the module | This module provides students an understanding of the global context of business and management issues. Students learn important approaches to ethics and apply them to various problems, dilemmas, and risks that arise in a globalized economy. It is designed to help students learn the fundamentals of international management and business ethics. |
| Competencies upon completion | <p>Business & Business IT</p> <p>Students independently apply concepts from international management and business ethics to structured but non-trivial cases.</p> <p>Business & Scientific Methods</p> <p>Students select and apply appropriate theoretical frameworks to analyze case studies and develop coherent arguments.</p> <p>Communication & Collaboration</p> <p>Students collaborate in international groups, engage in evidence-based discussions, and present joint outputs</p> <p>Systems Thinking & Problem Framing</p> <p>Students frame ethical and CSR-related issues within global economic, social, and political systems and identify stakeholder tensions.</p> <p>Critical Thinking & Adaptive Exploration</p> <p>Students critically assess ethical dilemmas, compare competing interpretations, and justify managerial decisions.</p> |
| Content | <ul style="list-style-type: none"> • Acculturation strategies • The political, social, economic environments /Cultural environment • Reasons to go international • Managing across cultures • Corporate Social Responsibility (CSR) in a global context • Applied business ethics • Virtue ethics, Duty ethics , Utility ethics |
| Module type | Compulsory |

IMBE - International Management and Business Ethics - BWIh002

Teaching and learning methods

- Lectures
- Group discussions
- Case-studies
- Online discussion forum
- Coaching

Literature

Literature is provided by lecturers in electronic form via Moodle

Workload

6 ECTS

Contact lessons

The module is composed of 28 lessons

Attendance requirement

Attendance is mandatory in the case of the presentation of the Final Group Project and the Online Midterm test, which both take place on Campus.

Attendance at the first meeting of the semester is also mandatory when the group allocation is carried out on-site. It is not possible to register for the group work at a later date.

The above-mentioned dates on site fall in the following calendar weeks: CW38; CW45; CW48-50.

Please note, however, that changes cannot be ruled out. Please check the program on Moodle to be up to date.

Competency assessment

Individual grading:

- Online Midterm test (electronic format) as per schedule on Moodle: 30 %
- Online activities participation during the course: 10 %

Collective grading:

- Final Group Project as per schedule on Moodle: 60 % (s. also under "Attendance requirement" regarding the timely registration for the group work)

In justified cases an unsatisfactory individual grade may be awarded for group work (e.g. in the case of obviously inadequate performance or poor commitment on the part of individuals).

Aids for written examination

Print dictionary (English - Student's mother tongue)

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

Mode of repetition

The following rules apply to students who repeat the module (on condition that the assessment components remain the same in the semester in which the student is repeating the module):

Repeat students have to repeat those assessment component which they failed. The grades they got for the assessment component they passed will be carried over.

IMBE - International Management and Business Ethics - BWIh002

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

SAD2 - From Chaos to Insights: Working with Unstructured Data - BWBh442

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|--|--|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Krebs Michel, Zangger Christoph |
| Module responsibility | Krebs Michel |
| Short description of the module | How can we automatically extract key themes and sentiments from thousands of customer reviews, survey responses, or support tickets? Can we identify groups of firms or financial assets with similar risk-return profiles without predefined classifications? How can we summarize large and complex datasets into a few meaningful indicators that support managerial decision-making? In this module, we will get to know basic techniques to extract meaning from chaos, a.k.a. from complex, unstructured or unlabeled data, such as text or just huge collections of information. Focusing on direct application, students will work on small real-world cases to apply different techniques of unsupervised machine learning to support data-driven decision-making across a variety of business and related contexts. |
| Entry requirements | You have a basic understanding of statistical inference (e.g., you understand the reasoning behind significance testing and confidence intervals) and feel comfortable working with probabilities and uncertainty. Beyond that, all you need is curiosity : a willingness to explore large datasets, uncover hidden patterns, and think about how these insights can create value in business and beyond. |
| Competencies upon completion | Upon successful completion of this module, students will be able to: <ul style="list-style-type: none"> Identify business problems that can be addressed using unsupervised machine learning techniques. Apply and differentiate between common unsupervised learning methods to explore, summarize, and analyze large datasets. Discover and characterize meaningful patterns, groups, and relationships in unlabeled data. Extract actionable insights from unstructured data such as customer reviews, survey responses, or other textual sources. Reduce complex datasets to a smaller set of informative features or indicators for analysis and decision-making. Evaluate and interpret the results of unsupervised learning models and communicate their implications to non-technical stakeholders. Critically assess the opportunities and limitations of unsupervised learning techniques in business contexts. |
| Content | In this course, we will cover: <ul style="list-style-type: none"> An introduction to unsupervised learning methods How to implement them using R Approaches to dimensionality reduction Techniques to identify hidden groups (clustering, association rules) Extracting relevant information from text at scale How to communicate results to different stakeholders |
| Module type | Attendance is only mandatory on presentation dates (which will be communicated in the first week of class). Otherwise, we strongly recommend taking part in the weekly classes: This is a hands-on course and most of the learning happens when working together on small problems. |

SAD2 - From Chaos to Insights: Working with Unstructured Data - BWBh442

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| Teaching and learning methods | <p>This is a hands-on course. We combine</p> <ul style="list-style-type: none"> • short inputs, focusing on overall concepts and the critical evaluation of the methods used rather than an in-depth treatment of statistical foundations, • with a direct practical application of the different approaches to research / business cases • and coaching sessions on your own work where you apply these concepts to a business / research case of your choosing • as well as peer-to-peer learning by means of reviewing and evaluating other's work. |
| Workload | 180h |
| Contact lessons | 14 x 4 Lessons (45 mins each): Inputs (some of which in blended learning), practical applications, coaching, presentations |
| Attendance requirement | Attendance is only mandatory on presentation dates (which will be communicated in the first week of class). Otherwise, we strongly recommend taking part in the weekly classes. |
| Competency assessment | You will work individually on a case of your choosing throughout the semester. To this end, you will first come up with brief case description and pitch (15%; until week 4), a written outline of the analyses and data (15%) in the middle of the semester as well as feedback for one of your peers on this second assignment (10%), and a final proof of concept and presentation (40% PoC, 20% presentation). All these parts are building up on each other towards your final product, distributing the overall workload throughout the semester. |
| Mode of repetition | If the grade for the case description (first assignment) or the outline of the analyses and data (second assignment) is insufficient (< 4.0), students can revise their submissions during the semester but only achieve a pass (4.0). If the final PoC is insufficient (< 4.0), students can revise their submission during 2 weeks after the deadline, with the maximum grade for the revision being a pass (4.0). The oral presentations cannot be revised. If the overall grade after revision is below a 4.0, students will need to retake this course in the next year. |
| Follow-up modules | SAD1 SAD3 |
| Degree programme, semester | BSc Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, VZ, Bern |

SBF1 - Security Markets & Behavioral Finance - BWBh241

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|------------------------------|-------------------------------|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Bächli Sandro, Rascón Alberto |
| Module responsibility | Sandro Bächli |

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| Short description of the module | <p>Students will work in investment teams and simulate the investment process of a bank:</p> <ul style="list-style-type: none">• Finding suitable financial data• Write investment research papers• Implement the investment decision (TAA)• Measure the performance of the portfolio (Excel)• Presenting the investment decision and performance to the client (coach) <p>The module is a mix between traditional- and flipped classroom teaching: The course consists of lectures, tasks and coaching/client meetings.</p> |
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|---------------------------|--|
| Entry requirements | <p>BFMA or IFMA</p> <p>For this course, it is essential to have attended a financial management module beforehand! Knowledge of the following topics is essential:</p> <ul style="list-style-type: none">• Macroeconomics, Interest Rates, Forex• Fundamentals of Financial Markets• Basics of Portfolio Management & Risk vs. Return• Exchange Traded Funds (ETFs)• Excel (performance calculations are carried out with Excel) |
|---------------------------|--|

SBF1 - Security Markets & Behavioral Finance - BWBh241

Competencies upon completion

Subject: Students

- are familiar with the most important financial markets (currency, bond and equity markets)
- are familiar with the investment process, strategic asset allocation and tactical asset allocation.
- are familiar with the difference between standard finance and behavioral finance.

Method: Students

- are able to explain changes in financial markets based on the expertise they have acquired.
- are able to manage a portfolio (SAA/TAA) and are able to measure its performance.
- will understand how people take financial (and everyday) decisions through **heuristics** and the impact of **biases** on those decisions.

Social: Students

- apply their personal and individual resources in teams.
- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments.
- critically and appreciatively evaluate working results of peers.
- argue in a constructive and factual way.
- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way.

Self: Students

- learn and work independently, recognize gaps in their knowledge and fill these gaps independently.
- critically reflect work and thought processes and develop possible courses of action.
- reflect and challenge personal and external judgments and develop these with regard to the assignment and in debate with the client.
- draw conclusions from their experiences for their further studies and professional life and document these in their individual portfolio.
- evidence stamina when confronted with problems during their studies and in their professions.

Content

The module "Security Markets & Behavioral Finance" covers the following topics:

- Overview Financial Markets
- Investment Process - Top-Down (only Asset Allocation)
- Strategic and Tactical Asset Allocation
- Efficient Market Hypothesis and Financial Crisis 2008
- Behavioral Finance I and II and/or Sustainable Finance

Teaching and learning methods

- Lectures
- Coaching
- Private study
- Group work / tasks
- Client Meetings / Presentations

Literature

-

Workload

180h

Contact lessons

- 7 x 4 Lessons: lectures, coaching and client meetings (on site)
- 7 x 4 Lessons: tasks and coaching (group work and/or via MS-Teams)

SBF1 - Security Markets & Behavioral Finance - BWBh241

Attendance requirement

- **Week 44 and 48:** client meetings
- **Week 50:** the lecture with the quiz

Competency assessment

- The client meetings (presentations), the entire investment documentation and the performance calculation (during the semester): weight = 70% (group proof of competence => collectively evaluated)
- Quiz: 30 minutes, on site, via Moodle (**week 50**): weight = 30% (individual proof of competence => Individually evaluated)

Mode of repetition

- If the overall grade is unsatisfactory (< 4.0) only because of the poor grade on the quiz, the quiz may be repeated during the second official examination period of the same semester (please contact the lecturer for this).
- If both the overall grade and the grade of the investment team output (client meetings, the entire investment documentation and the performance calculation) are insufficient (< 4.0), the quiz may not be repeated and the entire module with all proofs of competence must be taken again one year later in the next course implementation.

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc Business Administration, 2026-2027, 7 HS, TZ, Bern

SBF2 - Financial Instruments - BWBh242

| | |
|--|---|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Gimeno Raúl Diego, Rascón Alberto |
| Module responsibility | Gimeno Raúl Diego, Rascón Alberto |
| Short description of the module | <p>This module gives a sound introduction to fixed income and derivative instruments. Security analysis gives you a sound introduction to the different fixed income instruments. You'll learn the pricing of these instruments and the methodology of how to analyse those instruments. Pricing and strategies of financial derivatives: SWAPs, Options and other Derivatives.</p> |
| Entry requirements | Knowledge in Statistics, Maths, Excel, English |

SBF2 - Financial Instruments - BWBh242

Competencies upon completion **Subject:** Students know

- the different fixed income instruments
- how to price fixed income instruments
- how to assess risk for fixed income instruments
- how to interpret the yield curve and how to use it for pricing purposes
- will be able to price financial instruments such as options and SWAPs
- will be able to create/use models in Excel to price derivatives
- will understand the basic institutional framework of the principal derivatives markets

Method: Students

- will be able to analyse and price a wide range of fixed income instruments
- will make use of Excel to price financial assets
- will be able to analyse derivative instruments
- will work out strategies to hedge financial risks

Social: Students

- apply their personal and individual resources in teams
- analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting a variety of different arguments
- argue in a constructive and factual way
- analyze the source of potential conflicts, perceive conflicts and solve them in a constructive way
- will foster their critical competences
- will be able to provide creative and innovative solutions in finance
- will be able to identify common misconceptions about financial derivatives
- will foster their team competences
- will be able to analyze and discuss problems, in teams, by considering, evaluating, substantiating and refuting variety of different arguments

Self: Students

- learn and work independently, recognize gaps in your knowledge and fill these gaps independently
 - critically reflect work and thought processes and develop possible courses of action
 - reflect and challenge personal and external judgments and develop these with regard to the assignment
 - draw conclusions from your experiences for your further studies and professional life and document these in your individual portfolio
 - evidence stamina when confronted with problems during your studies and in your profession
 - will learn to better exploit one of the most common IT tools (Excel)
 - will learn and work independently, recognize gaps in their knowledge and fill these gaps independently
 - will learn to critically reflect work and thought processes and develop possible courses of action
 - will learn to structure and give effective solutions to complex problems
 - will learn to abstract a concrete situation to a mathematical model
-

SBF2 - Financial Instruments - BWBh242

Content

Fixed Income Analysis

- Bond pricing
- Measuring yield
- The yield term structure
- Convertibles bonds

Derivatives

- Options and option strategies
- SWAPs

Special attention will be put in the use of Excel for the derivative part

Teaching and learning methods

- guided self-study with multiple choice questions and videos
 - A combination of guided self-study, contact lessons and multiple choice exercises will ensure an optimal learning mix.
 - homework
 - class exercises
-

Literature

Recommended literature:

Fixed Income:

Bond Markets, Analysis, and Strategies, Frank Fabozzi, Pearson, eight Edition, ISBN: 0-273-76613-1

Derivatives:

Hull, John C, "Options, Futures and Other Derivatives", 11th Edition, Global Edition (17 June 2021), Pearson; 11th edition ; ISBN-Nr.: 978-1292410654

Workload

180 hours

Contact lessons

14x4 lessons

Attendance requirement

No compulsory attendance.

SBF2 - Financial Instruments - BWBh242

| | |
|-------------------------------------|---|
| Competency assessment | <p>End of semester (CW3 or 4)</p> <p>Digital examination on Moodle.</p> <p>Learning Stick will be implemented for the test including access to Excel (only empty Excels are allowed).</p> <p>Formulary will be provided by the lectures on the day of the exam (Paper).</p> <p>Weight: 100% Duration: 110 minutes</p> <p>Laptop: bring your own device</p> <p>The professors keeps the right to award points to specific homework or written work during the semester.</p> |
| Aids for written examination | <ul style="list-style-type: none"> • any pocket calculator • Print dictionary (mother tongue - examination language) • A formulary will be provided at the examination date <p>For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.</p> |
| Mode of repetition | <p>2nd exam on repetition weeks (CW12/13)</p> |
| Follow-up modules | <p>SBF3</p> |
| Degree programme, semester | <p>BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, TZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern</p> |

SDB1 - Digital Technology Management - BWBh261

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|---------------------------------|--|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Raff-Heinen Stefan |
| Module responsibility | Stefan Raff-Heinen |
| Short description of the module | <p>Important Information for Participants - Please read before signing up! All students who choose to take this module should be aware that it involves a level of engagement, self-organization, and group collaboration that may go beyond a traditional lecture format. This is important for ensuring a meaningful learning experience and successful completion of the module. That said, students often find the hands-on approach and peer interaction both rewarding and enriching.</p> <p>Content description: The Digital Technology Management module introduces key concepts such as smart products, digital servitization, smart services, self-service technologies, AI-driven business models, digital ecosystems and customer experience in digital business models. It focuses on understanding the unique features of business models based on these technologies compared to traditional non-digital products, the challenges faced by manufacturing and service companies, and strategies for designing, implementing, and successfully commercializing businesses in the digital age.</p> |
| Entry requirements | - |
| Competencies upon completion | The course aims to train students' digitalization competencies, applied methodological skills as well as communication, collaboration, self-management and presentation skills. |
| Content | <p>The module "Digital Technology Management" consists of two main components that together support both theoretical understanding and practical application:</p> <ol style="list-style-type: none">1) Lecture Component: This part of the course introduces students to the fundamentals of technology-based business models in the digital age. Topics include smart products, digital servitization, smart services, self-service technologies, AI-driven business models, digital ecosystems, and customer experience management. The lectures focus on the strategic, operational, social, and ethical dimensions involved in managing these technologies.2) Applied Group Project: At the same time, students work in groups on practice-oriented consulting projects with real companies, which they will have to recruit according to their preferences/interests. These projects are designed to help students apply the concepts and frameworks introduced in the lecture. Using established tools such as SERVQUAL, E-SERVQUAL, or AICSQ, student teams analyze companies with digitally enabled service models and develop evidence-based improvement recommendations. Project results are presented in a final pitch session at the end of the semester. |
| Teaching and learning methods | Classes and interactive coaching sessions, group tasks, theoretical input and online sessions. |

SDB1 - Digital Technology Management - BWBh261

Literature

Selected Literature:

- Allmendinger, G., & Lombreglia, R. (2005). Four strategies for the age of smart services. *Harvard Business Review*, 83(10), 131.
- Beverungen, D., Müller, O., Matzner, M., Mendling, J., & Vom Brocke, J. (2019). Conceptualizing smart service systems. *Electronic Markets*, 29(1), 7-18.
- Chen, Q., Gong, Y., Lu, Y., & Tang, J. (2022). Classifying and measuring the service quality of AI chatbot in frontline service. *Journal of Business Research*, 145, 552-568.
- Hermann, E., & Puntoni, S. (2024). Artificial intelligence and consumer behavior: From predictive to generative AI. *Journal of Business Research*, 180, 114720.
- Huang, M.-H., & Rust, R. T. (2018). Artificial Intelligence in Service. *Journal of Service Research*, 21(2), 155-172.
- Meuter, M. L., Ostrom, A. L., Roundtree, R. I., & Bitner, M. J. (2000). Self-Service Technologies: Understanding Customer Satisfaction with Technology-Based Service Encounters. *Journal of Marketing*, 64(3), 50-64.
- Mori, M., MacDorman, K., & Kageki, N. (2012). The Uncanny Valley [From the Field]. *IEEE Robotics & Automation Magazine*, 19(2), 98-100.
- Raff, S., Rose, S., & Huynh, T. (2024). Perceived creepiness in response to smart home assistants: A multi-method study. *International Journal of Information Management*, 74, 102720.
- Raff, S., Wentzel, D., & Obwegeser, N. (2020). Smart Products: Conceptual Review, Synthesis, and Research Directions. *Journal of Product Innovation Management*, 37(5), 379-404
- Raff, S., von Walter, B., & Wentzel, D. (2021). KI-basierte Beratungsleistungen, Ausgestaltungsformen, Herausforderungen und Implikationen. In *Künstliche Intelligenz im Dienstleistungsmanagement* (pp. 341-362). Springer Gabler, Wiesbaden.
- Rodriguez, B. (2018). Putting Customer Experience at the Center of Digital Transformation. *MIT Sloan management review (online)*
- Ross, J. W., Beath, C. M., & Mocker, M. (2019). Creating digital offerings customers will buy. *MIT Sloan management review*, 61(1).
- Von Walter, B., Wentzel, D., & Raff, S. (2023). Should service firms introduce algorithmic advice to their existing customers? The moderating effect of service relationships. *Journal of Retailing*, 99(2), 280-296.

Workload

180 h

Important Information for Participants:

All students who choose to take this module should be aware that it involves a level of engagement, self-organization, and group collaboration that may go beyond a traditional lecture format. This is important for ensuring a meaningful learning experience and successful completion of the module. That said, students often find the hands-on approach and peer interaction both rewarding and enriching.

Contact lessons

14 Sessions

Attendance requirement

Compulsory attendance at the kick-off event (CW38), methods and coaching sessions for group work, guest lecture and final graded presentation of group work (For all CWs, see the final schedule on Moodle)

Competency assessment

40 % - Group project presentation in class (collectively graded); Note: In justified cases an unsatisfactory individual grade may be awarded for group work (e.g. in the case of obviously inadequate performance or poor commitment on the part of individuals)

60 % - Individual written assignment, Cw3 / Cw4 (60 min, PC exam without Safe Exam Browser)

SDB1 - Digital Technology Management - BWBh261

- Aids for written examination**
- Open book PC exam (access to previously uploaded documents, link lists or written notes are allowed; however, **generative AI tools like ChatGPT, the use of websites, and search engines like Google are not permitted**).
 - Printed dictionary (native language - language of the proof of competence)
 - Pocket calculator (only TI-30 models are permitted)

For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

Mode of repetition

The written examination can be repeated on the second examination date.

The group work can be repeated at the next implementation of the module.

Degree programme, semester

BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern

SGM3 - Global Supply Chains - BWBh343

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|--|--|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Bürki Jacqueline, Serrano Omar Ramon |
| Module responsibility | Bürki Jacqueline |
| Short description of the module | <p>In an increasingly interconnected world, the management of global supply chains is vital for organizational success. Through a real case, this module offers a comprehensive applied exploration of the key drivers, challenges, and transformation shaping modern supply chain operations, with a focus on sustainability and strategic alignment.</p> |
| Entry requirements | <p>This module is open to all students who have had an introduction to Business Management and or Strategic Management. Since this module is taught entirely in English, a solid B2 level is expected at minimum.</p> |

SGM3 - Global Supply Chains - BWBh343

Competencies upon completion **Subject:** Students

- understand the key drivers, challenges, and transformations affecting global supply chains. This includes critical success factors, pitfalls, risks, and the role of sustainability.
- analyze the interactions between macro, industry, and firm levels across the entire supply chain (strategy, planning, sourcing, production, delivery, and returns).
- integrate environmental and social sustainability considerations into supply chain design and operations.

Method: Students engage with

- **Data Analysis:** analyzing data from various sources to understand the current status and interactions within the supply chain.
- **Problem-Solving:** proposing solutions for supply chain challenges based on analysis and understanding of the macro, industry, and firm levels.
- **Strategic Planning:** aligning the design of the supply chain network with the strategic goals of the organization at different levels (macro, industry, and firm).
- **Virtual & Multicultural Team Management:** Developing and applying strategies for effective communication, collaboration, and conflict resolution within diverse virtual project teams. This encompasses understanding cultural norms and communication styles, utilizing communication tools effectively, setting clear expectations, fostering team building activities, leveraging the strengths of each team member, and maintaining motivation and accountability in a remote setting.

Self-Competence : Students focus on

- **Critical Thinking:** Analyzing complex information, identifying key issues, and making informed decisions about supply chain design and operations.
- **Adaptability:** Being flexible and adjusting to changing circumstances in the global supply chain environment.
- **Autonomy:** Working independently and taking ownership of tasks within virtual project teams.
- **Initiative:** Proactively identifying opportunities for improvement and suggesting solutions in the supply chain network.

Social: Students develop these skills

- **Intercultural Communication:** Effectively communicating within multicultural virtual project teams, utilizing appropriate strategies to overcome cultural barriers.
 - **Collaboration:** Fostering collaboration and teamwork across diverse backgrounds, promoting a collaborative environment for successful project execution. Students will peer review and critique each other's collaboration in the group project, providing constructive feedback.
 - **Leadership:** Contributing to the success of virtual teams by providing direction, motivation, and resolving conflicts within a multicultural setting.
-

SGM3 - Global Supply Chains - BWBh343

Content

Students will look into the critical success factors driving global supply chains, gaining insights into the intricacies of managing complex networks spanning continents. Through analysis of current challenges, including pitfalls and risks, students will develop a nuanced understanding of the dynamic environment in which supply chains operate and the imperative for adaptation and innovation.

A central theme of the course is the role of sustainability in global supply chain operations. Students will examine the environmental and business sustainability considerations inherent in supply chain management, exploring strategies for promoting responsible practices and mitigating environmental impact.

The course also delves into the interactions between the macro environment, industry-level dynamics, and firm-level operations within supply chains. By considering factors such as strategy formulation, planning, sourcing, production, distribution, and product returns, students will gain insight into the complex interplay shaping supply chain networks. Emphasis will be placed on aligning supply chain strategies with broader macroeconomic trends, industry dynamics, and organizational objectives.

Through a combination of theoretical frameworks, case studies, and practical exercises, students will develop the analytical skills necessary to propose supply chain networks that are strategically aligned with macro, industry, and firm-level considerations.

Upon successful completion of this module, students will be able to:

- identify the key drivers associated with the management of global supply chains.
- understand the current challenges (critical success factors, pitfalls, and risks) supply chains are facing and the transformation they are undergoing.
- understand the role of sustainability in global supply chain operations.
- analyze the current status and interactions between the macro environment, industry level and firm level (strategy, planning, sourcing, producing, delivering, and returning of products), taking environmental and business sustainability into account.
- propose supply chain networks that are aligned with the macro, industry and firm level.
- effectively contribute to the success of multicultural virtual project teams by utilizing and practicing effective communication strategies.
- apply strategies to foster collaboration across diverse backgrounds.

Teaching and learning methods

Problem-based learning with input, coaching and self-directed work. Students will be assigned tasks and readings which will support them in completing the live case assignments. This is an applied course, students will be expected to apply their prior acquired knowledge and experience in analyzing and providing solutions to the live case.

All sessions are mandatory, students are expected to be prepared for their coaching sessions and to contribute to their virtual classroom discussions.

Literature

Slides, articles, and cases will be provided on Moodle

Workload

6 ECTS-Credits 180 hours

SGM3 - Global Supply Chains - BWBh343

Contact lessons

This module is in collaboration with Tec de Monterrey Mexico. It takes place weekly during the semester through virtual exchange, so all lessons are online

Fridays:

BFH: 15h00 to 18h00 (commencing 25 September up to 23 October) and then 14h00 to 17h00 (from 06 November to 04 December)

Tec: 07h00 to 10h45 (time remains the same throughout the semester)

Weeks

BFH: Commencing 25 September (CW39) through to 04 December (CW49)

Tec: Commencing 25 September (CW39) through to 04 December (CW49)

Attendance requirement

Please note, this is a virtual exchange cooperation with Tec de Monterrey Mexico. Due to the intense nature of this course, that is input sessions, status update presentations and final presentations taking place in 10 weeks, dedicated commitment is expected. Peer evaluations will be conducted.

Therefore, all sessions are mandatory (CW39 - 43 and 45 - 49) this is a total of 10 sessions including the final presentation assessments. CW38 and CW44 are study free weeks. CW50 will be used for course evaluation and feedback, attendance is optional.

Competency assessment

It is mandatory to complete all assessments to pass the module.

Since one of the learning outcomes is to successfully collaborate in multicultural virtual project teams, there will be two group assignments based on the live-case:

1. written group report 40% of final grade (group grade)
2. defense of the group report in the form of a presentation, 60% of final grade (group grade). Students (1 - 2 team members) have 20 minutes to present this defense, the whole group needs to be present to answer questions. This will be followed by a 5min Q&A.

Aids for written examination

none

Mode of repetition

Student teams who do not achieve the minimum pass grade for the group assignments will have the opportunity to resubmit based on directives from the lecturing team within a 10-day period. The max. grade for resubmission is a pass.

Follow-up modules

none - this is a specialisation module

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, TZ, Bern

SGM4 - Geopolitics and the Green Economy Transition - BWBh344

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|------------------------------|--|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Al-Azm Ivan, Serrano Omar Ramon, Uraguchi Zenebe, Winkler Dorothee Maria |
| Module responsibility | Omar Serrano |

Short description of the module Developing competences in international, intercultural, and interdisciplinary management in the current business environment requires learning and adopting a geopolitical stance, i.e., understanding "the interaction between power relations and geography" or that between politics, geography, and geographical entities, including the concepts of "place, space, scale, region, territory and network" (Flint, 2022), while fully taking into account the responsibility managers and leaders have at the global level to respect and protect people and the planet. Understanding geopolitics is also essential to anticipate harm to immaterial and material "resources" impacted by business activities at the global level. This module seeks to develop such competences by bringing together insights from international management and international relations. Students will work - in groups - on a real case anchored in the field of the electric mobility and the challenges arising from the growing demand for lithium, cobalt and other minerals.

Entry requirements Foundation in business, international business, intercultural communication and management, natural resource management, interdisciplinarity, strategy, and academic skills.

Competencies upon completion Participants will experience, reflect, and thus learn how to

- identify and assess critical challenges/risks arising from geopolitical competition and international resource dependence (e.g., how do such competition and dependence impact the procurement and management of material and immaterial resources, relationships, negotiation, strategy elaboration, and decision taking),
- propose responsible and sustainable solutions to reduce such dependences and geopolitical challenges, while critically analyzing the bigger picture (geographic, historical, environmental, social, cultural, political, and economic factors) and anticipating risks of harm at all levels (local, regional, national, global).

They will further develop their skills in an international, multilayered (geographic, political, economic and social impact) analysis as well as in international, -cultural, and -disciplinary communication and collaboration by engaging with colleagues in Kenya.

Content This module addresses current geopolitical challenges by looking at the impact of the green economy transition in business, with a specific focus on the African continent, a major arena for renewed economic power competition. The module is taught in collaboration with lecturers from different departments of BFH (School of Business; School of Agriculture, Forest, and Food Sciences) and from Kenyatta University, Nairobi (UNESCO Chair on Higher Education Development for a Green Economy and Sustainability, HEDGES).

The module consists of:

- lecture series by experts from different institutions and from practitioners working for private and public sectors in Europe and in Africa,
- assignment and analysis - in groups - of a real case of green economy transition in the field of electric mobility where the geopolitical stance and the responsible global management competences are at stake for success.

SGM4 - Geopolitics and the Green Economy Transition - BWBh344

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|--------------------------------------|--|
| Teaching and learning methods | <p>Problem-based learning with input, coaching and self-directed work. Students will be assigned tasks and readings which will support them in completing the assignments.</p> <p>This is an applied course, students will be expected to apply their prior acquired knowledge and experience in analyzing and providing solutions to the assignment.</p> <p>All coaching sessions are mandatory, students are expected to be prepared for these coaching sessions, that is the coach is only able to support in so far as the team being prepared with questions they require support with.</p> |
| Literature | Videos, slides, articles and selected chapters from various sources provided by lecturers via Moodle. |
| Workload | 180 hours |
| Contact lessons | <p>The course schedule will be uploaded on Moodle at the beginning of the semester with relevant dates and deadlines. However, there is mandatory attendance for the following sessions:</p> <ul style="list-style-type: none">• CW38 (18 September) Course kick off• CW41 (9 October) Real Case introduction & team building• CW42 (16 October) Guest lecturer• CW44 (30 October) Mandatory coaching• CW45 (6 November) Q&A session• CW47 (20 November) Guest lecturer• CW50 (11 December) Mandatory coaching |
| Attendance requirement | <p>There is mandatory attendance for the following:</p> <ul style="list-style-type: none">• CW38 (18 September) Course kick off• CW41 (9 October) Real Case introduction & team building• CW42 (16 October) Guest lecturer• CW44 (30 October) Mandatory coaching• CW45 (6 November) Q&A session• CW47 (20 November) Guest lecturer• CW50 (11 December) Mandatory coaching |
| Competency assessment | <p>There are two group assessment (collective grading) components in this course.</p> <ul style="list-style-type: none">• One written assignment (60% of final grade). The report length is max. 10 pages (excluding title pages, bibliography and the appendix). All relevant and important conclusions are in the 10 pages, the appendix includes supporting information.• One video (40% of final grade) pitch of the strategic solution developed in the written assignment. The video is max. 5 minutes. Coaching will be provided. <p>Both assessment components have to be passed in order to pass the module.</p> |
| Aids for written examination | none |

SGM4 - Geopolitics and the Green Economy Transition - BWBh344

Mode of repetition

Student teams who do not achieve the minimum pass grade for each assignment will have the opportunity to resubmit based on directives from the lecturing team within a 10-day period. The max. grade for resubmission is a "4".

If the overall grade is still unsatisfactory, the module (including all partial proofs of competence) can be repeated at the next module implementation.

Degree programme, semester

BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern

SIE2 - Refining Business Models - BWBh302

| | |
|------------------------------|------------------------------|
| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Noppeney Claus, Pahwa Deepti |
| Module responsibility | Noppeney Claus, Pahwa Deepti |

Short description of the module

The idea is only the beginning! For an idea to mature into a successful company, many aspects must come together. A functioning business model and business planning activities play an important role. In this module, students can dive deep into the world of startups. The goal of the module is to practice business modeling and business planning activities in collaboration with selected startup partners.

Students will work in small teams and each team will work for a startup partner. The seminar includes a kick-off event and input sessions, a site visit to the startup partner, a rehearsal for the final presentation, and at least two coaching sessions with one of the lecturers. The input sessions will require the students to individually read and prepare written material (e.g. case study). In addition to these events, teams organize their collaboration independently. To allow for an intensive learning experience it is expected that the teams work side by side with their startup partner. At the final presentations, the teams present their results and their work process. The results of the teamwork are discussed and challenged in an open Q&A with the startup partner, students, and lecturers. Throughout the semester the students work on individual reflection tasks.

The lecturers are responsible for the acquisition of the startup partners. However, students who have founded a startup themselves or students who know a startup that might be suitable as a startup partner are encouraged to contact the lecturers to discuss the suitability of their cases (at least one month before the start of the semester).

Important note: Please note that although this module has a different focus (i.e., students work with commercial start-ups), it is structured similarly to the "SSB3 Sustainable Startup Challenge" module (of the "Sustainable Business" specialization). Therefore, we strongly recommend taking only one of the two modules based on your interest.

Entry requirements

We strongly recommend that you have completed the module "Innovation & Entrepreneurship" (EIIE, EBIE, EWIE) before choosing this module.

SIE2 - Refining Business Models - BWBh302

Competencies upon completion

Subject:

Students...

- are able to define the relevant business environment of a startup.
- are able to analyze business models, business plans, revenue streams and other key challenges startups face.
- identify and develop alternative evidence based business models, business plans, expansion strategies and revenue streams for startups.
- develop an understanding of possible success factors for startups.
- develop and verify recommendations for and with the startup they are working on.

Method:

Students...

- apply tools and procedures for business modeling and business planning.
- select and combine different entrepreneurship and management tools.
- can develop individual work skills ranging from understanding a startup's context and situation to solving a specific problem and recommending adequate strategies for the startup.
- are able to analyze a startup and its respective context.

Social:

Students...

- practice working and cooperating in teams, including resolving team conflicts.
- recognize and accept different points of view and approaches.
- work with clients and convince them of their ideas, proposals, and approaches.

Self:

Students...

- develop their tolerance for ambiguity.
- can develop an entrepreneurial mindset.
- strengthen their communication and presentation skills.
- work on important steps of the startup process proactively, engaged, and independently.
- recognize and strengthen their own teamwork skills.
- reflect on their personal development, entrepreneurial intentions and their work process in response to the module.

Content

- Understand and deep dive of the tasks in consultation with the startup partner and the lecturers
- Depending on the startup partner, the tasks may include, for example: the development, refinement and validation of alternative business models (e.g., with the help of a Minimum Viable Product or a prototype, qualitative or quantitative interviews or surveys, or a target group survey, desk research, stakeholder analysis, competition analysis, market & technological forecasts, sourcing & supply chain analysis etc.), or business planning activities (e.g. revenue streams, timing, cost structures, financial modelling & planning)
- Site visit to the startup partner's location (including preparation and reflection / documentation in form of a field visit report)
- Application of entrepreneurship and strategic management methods
- Continuous communication with a startup company
- Project management
- Presentation of the results
- Evaluating the work of another team
- Reflection of the process

SIE2 - Refining Business Models - BWBh302

Teaching and learning methods

- Experience-based learning in small groups (3 to 5 persons)
- Development of solutions in collaboration with the startup
- Field visit at the startup partner's location
- Input sessions (including case study work)
- Coaching sessions with the instructors
- Presentations and discussions
- Ongoing individual reflection tasks during the semester (minimum 2)

Literature

- Neck, H. M., Neck, C. P., & Murray, E. (2019). *Entrepreneurship: The Practice and Mindset*. Thousand Oaks: SAGE Publications. 2. Edition.
- Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation. A Handbook for Visionaries, Game Changers and Challengers*. Hoboken: John Wiley.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value Proposition Design: How to Create Products and Services Customers Want*. Hoboken: John Wiley.
- Ries, E. (2017). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Currency.

Workload

180h (6 ECTS)

Contact lessons

22 contact lessons (incl. plenary sessions and coaching sessions)

Attendance requirement

- Attendance is compulsory for all of the following sessions:
- **Session 1 | Kickoff (plenary session with startup partners):** September 16, 2026, 12:30 to 16:00
- **Session 2 | Input Session** September 23, 2026, 12:30 to 16.00
- **Session 3 | Input Session:** October 21, 2026, 12:30 to 16.00
- **Session 4 - Coaching sessions (team activity):** November 4, 2026, 12:30 to 16.00 (group-specific time slots)
- **Session 5 | Final presentation rehearsal session (plenary session):** December 2, 2026, 12:30 to 17:00
- **Session 6 | Final presentations (plenary session with startup partners):** December 16, 2026, 12:30 to 16:00

Any non-attendance of Session 1, Session 5, and Session 6 leads automatically to the exclusion of the module. Here, a doctor's certificate and military/civil service attendance will also not be allowed as valid reasons to miss the session.

If a doctor's note is provided, the absence from one of the remaining three sessions on-site can be made up.

- **Field visit to the startup partner's location (team activity):** This activity (including the report) should be completed until October 16, 2026 through individual time arrangements. In addition, a minimum of 3 meetings with the startup are required.

However, please reserve all weekly time slots of the module for meetings with your group or startup partner or for individual work on your project.

SIE2 - Refining Business Models - BWBh302

Competency assessment

Competency assessment

- 40% content of the final presentation (group work)
- 20% quality of the final presentation (group work)
- 20% peer analysis of another team's project (individual grade) - grading is done live in-class on session 5
- 20% individual Q&A (final presentation) (individual grade)
- Report of field visit (pass/fail, group work)
- 2 individual reflection exercises at the designated submission dates (pass/fail, individual work)
- If any of the pass/fail assignments is not passed, the student is excluded from the module.

To pass the course, the overall grade must be 4.0 or better. Students can pass the course if one or more partial proofs of competences are lower than 4.0 as long as the overall grade is 4.0 or better.

In justified cases, an unsatisfactory individual grade may be awarded for group work (e.g., for obviously inadequate performance or poor commitment by individuals).

Mode of repetition

In case of failing, the module has to be repeated. Because the course is project-based, all partial proofs of competences need to be repeated.

Degree programme, semester

BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
 BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
 BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
 BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
 BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
 BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
 BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
 BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern

SIE3 - Entrepreneurial and Managerial Decision-Making - BWBh304

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Murmann Martin, Risi David |
| Module responsibility | Risi David |
| Short description of the module | Making the right decisions is the foundation for a company's success. Based on current issues, students in this module analyze entrepreneurial and managerial decision-making processes, as well as those of consumers and other stakeholders, including startup employees and investors. |
| Entry requirements | Fundamentals of Business Administration and Marketing |
| Competencies upon completion | <p>The module aims to help students understand the decision criteria of actors (e.g., environmental aspects, price), individual decision styles (e.g., rational, intuitive), frameworks for entrepreneurial acting and decision-making (i.e., effectuation and causation), managerial decision theories, and cognitive biases in decision-making under uncertainty.</p> <p>Students learn to grasp complex issues and present them in a clear and understandable manner by developing and presenting their scientific posters in teams. By providing and receiving interim feedback on the projects, students develop the ability to give constructive feedback and implement feedback on their own scientific posters. Developing these skills will be helpful concerning the conduction of research projects for bachelor theses.</p> |
| Content | <p>The decision-making processes and actual decisions of internal and external stakeholders are crucial for determining whether a company is successful in the market or lags behind the competition. This module provides an in-depth analysis of current issues in entrepreneurial and managerial decision-making, as well as key stakeholders' decisions, including those of employees, consumers, investors, and suppliers.</p> <p>This module will cover managerial and entrepreneurial decision-making processes, including strategic firm positioning, new product development decisions, internationalization, and vertical or horizontal integration. We will also examine stakeholder decision-making processes, such as consumption decisions for products and services or investors' decisions to finance a venture. The module will address specific current decision-making issues, such as the role of emotions in decision-making, the relationship between neuroscience and decision-making, ethical decision-making, group decision-making approaches, political voting decisions, and heuristics and biases.</p> |
| Teaching and learning methods | <p>As part of the module, students will analyze and answer a scientific and practice-relevant question in small teams and create a scientific poster.</p> <p>The course will primarily use a flipped classroom setting. In this setting, students will learn concepts based on input material, become experts, conduct their own research project in teams, and present their research findings in a poster session. Students will also present the state of their scientific posters in intermediate recorded presentations and provide and receive constructive feedback in a peer-review process. Students will receive continuous support through coaching sessions.</p> |
| Literature | Literature and materials for the module will be provided on Moodle. |

SIE3 - Entrepreneurial and Managerial Decision-Making - BWBh304

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| Workload | 6 ECTS (i.e., 180 hours per student). The full workload will be during the period between CW38 and CW51, as there will be no exam in January. |
| Contact lessons | The kick-off event, the coaching and input sessions, and the final presentation of the scientific poster will take place on-site. Further online coaching appointments may be arranged. |
| Attendance requirement | Attendance in the kick-off event (CW 38) and the final presentations of the scientific poster (CWs 49-52) is mandatory. We also highly recommend attending all on-site events to successfully complete the course. |
| Competency assessment | The scientific poster accounts for 50% of the module grade and is graded collectively for the team. The presentation of the scientific poster accounts for 30% of the module grade and is graded individually. The quality of feedback accounts for 20% of the module grade and is graded individually. Timely submission of an intermediary recorded presentation is mandatory to complete the module. |
| Mode of repetition | In the event of failure, the module can be repeated the following year. If a student repeats the module, they must repeat it in its entirety (i.e., all three parts mentioned under "proof of competence" must be repeated) |
| Comment | Maximum number of participants is 36 |
| Degree programme, semester | BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern BSc Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern BSc Business Administration, 2026-2027, 3 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern |

SP06 - CFA Challenge - BWBh386

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| ECTS | 6 |
| Study language | English |
| Module level additive | Advanced level |
| Lecturer(s) | Deglmann Florian, Gimeno Raúl Diego, Gossner Stephan, Gutsche Robert |
| Module responsibility | Raul Gimeno |
| Short description of the module | <p>The CFA Institute Research Challenge is an annual global competition that provides students with hands-on mentoring and intensive training in the financial analysis and valuation of a Swiss company.</p> <p>This module develops in the context of this CFA challenge and provides intense training in company analysis and valuation. Presentation skills are also trained.</p> <p>Groups of 4 to 5 students carry out an in-depth analysis of a Swiss company as if they were practicing equity analysts.</p> <p>Each group writes an equity research report and do a short presentation of their valuation case. Each group is mentored by an industry professional who gives feedback during the preparation of the report and the oral presentation.</p> |
| Entry requirements | No requirements but the module financial management would be an advantage. |
| Competencies upon completion | <p>Students are able to</p> <ul style="list-style-type: none"> - analyse the business model of a company - apply valuation tools in Excel - present the results in a convincing form - discuss complex issues and interactions - work in group |
| Content | <ul style="list-style-type: none"> - Several company valuation techniques will be presented with a particular focus on DCF method. - Free-cash flow derivation is explained - SWOT-analysis - Competition analysis - Risk-free discount rate - Business model analysis |
| Teaching and learning methods | The teaching includes contact lessons, workshops, guest presentations, events, discussion meetings and coaching |
| Literature | <p>Valuation: measuring and managing the value of companies Koller/Goedhart/Wessels Wiley 7th edition ISBN 1119611865</p> |
| Workload | 180 hours |

SP06 - CFA Challenge - BWBh386

Contact lessons

14x4 lessons

Attendance requirement

Attendance required for the presentations on cw48

Competency assessment

60% written group report (group assessment)
40% oral group presentation (group assessment) in week 48.

Mode of repetition

If the written report is not passed, it can be improved. After improvement, the maximum grade that can be obtained for the written report is grade 4.0.

Degree programme, semester

BSc International Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc Business Administration, 2026-2027, 3 HS, VZ, Bern
BSc International Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, VZ, Bern
BSc Business Administration, 2026-2027, 5 HS, TZ, Bern
BSc International Business Administration, 2026-2027, 7 HS, TZ, Bern
BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
