

EG4B - German for Beginners - BWBh011

ECTS	2
Study language	German
Module level additive	Advanced level
Lecturer(s)	Wehrli Andrea
Module responsibility	Wehrli Andrea
Short description of the module	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.
Entry requirements	Openness and curiosity
Competencies upon completion	Subject: Students At the end of the course students will be able to - 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 - know how to get support from digital tools. Method: Students - Develop personal learning methods (including the use of AI and digital tools) Social: Students - Command active oral communication in everyday situations - Ask and answer open and closed questions - Actively initiate and engage in small-talk Self: Students - Learn grammar, pronunciation and conversation situations on their own - Implement and expand on what they have learned outside the classroom
Content	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

EG4B - German for Beginners - BWBh011

Teaching and learning methods	Input explanations, conversations in groups and pairs, role play, exercises also with online tools and AI.
	In classroom and online (virtual 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

IACC - Accounting - BWlg001

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

Short description of the module

Effective corporate management, value creation and sound financial decision-making require a thorough understanding of financial accounting, managerial accounting and financial analysis. 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. 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.

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.

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.

IACC - Accounting - BWlg001

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

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- 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

IEN1 - Business English 1 - BWlg002

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 • 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 • Students are able to study independently, prepare regularly, reflect on feedback and sustain their performance across the semester. Communication & Collaboration • 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 • 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	14 x 90-minute weekly classes; attendance optional, apart from: - two Moodle tests of vocabulary, during class time - one Moodle test of note taking (theory and practice), during class time see Teaching and Learning method below for typical learning cycle in class - 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	The course exercises all six levels of Bloom's taxonomy; for example: - 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 A typical learning cycle would be: - 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	Required: Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition (with answers) Cambridge University Press, ISBN: 978-1-316-62823-2 OR 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	2 x 45 minutes, weekly during semester = 28 x 45-minute lessons half classes in groups mixing full-time and part-time students

IEN1 - Business English 1 - BWlg002

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.

IEN1 - Business English 1 - BWlg002

Follow-up modules

IEN2 - BUSINESS ENGLISH 2, in spring semester immediately following IEN1

Comment

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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

IBIT - Business IT - BWIg007

ECTS	3
Study language	English
Module level additive	Foundation level
Lecturer(s)	Tumbas Sanja
Module responsibility	Sanja Tumbas
Short description of the module	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. 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.
Entry requirements	None.
Competencies upon completion	Business & Business IT - Participants are able to explain the role of information systems, data, and digital technologies in creating business value. Self-Management & Reflection - 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. Digital Technologies - Participants are able to analyze how information systems support business processes and organizational decision-making. Data Application - Participants perform basic analysis and interpret data. Digital Ethics & Responsibility - 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

Bélanger, 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

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	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. This module gives students a first insight into the basic micro economics, global economy and the major environmental and social challenges facing global society. The module will also examine the idea of corporate sustainability through the bfh sustainability reader, carbon consumption tracking examination of international companies' sustainability reports. The class will involve both standard lectures, reading, group work, discussions and one or two "serious games".
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

IHRM - Human Resource Management - BWlg011

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	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.
Entry requirements	Problem-solving competences: Students - bring initial problem-solving skills and can carry out a situation analysis. Social skills: Students - bring basics of teamwork skills Self-management: Students - bring basics of time management skills Dealing with complexity: Students - bring the basics to work on cross-topics.

IHRM - Human Resource Management - BWlg011

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 - BWlg011

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

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	Business & Business IT 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. Strategic Resource Management Students test their ability to reach an entrepreneurial goal with given limited resources. Creative Innovation & Strategic Vision Students develop and test a business idea. Entrepreneurial Initiative & Growth Mindset Students practice iterative search for a viable value proposition.
Content	Guided by the St. Gallen Management Model, the following topics are covered: • 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

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

ICCO - Intercult. Competence & Communication - BWIg004

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	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. 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. 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.
Entry requirements	Vocational baccalaureate diploma or equivalent knowledge
Competencies upon completion	Business & Scientific Methods Students conduct a guided research project using basic methodological tools. Self-Management & Reflection Students practice structured reflection on intercultural and communicative experiences, and self management through deadlines, feedback, and reflective tasks. Communication & Collaboration Students develop foundational communication skills and begin applying them independently in intercultural contexts, conflict navigation and collaborative project work. Critical Thinking & Adaptive Exploration Students analyze intercultural and communications cases, apply theoretical frameworks, evaluate communication behaviors, and develop adaptive strategies.
Content	- 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 - BWIg004

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 YEPP 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

IMAR - Marketing - BWlg005

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	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. 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.
Entry requirements	Basic business know-how, solid command of English language

IMAR - Marketing - BWlg005

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.
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IMAR - Marketing - BWlg005

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

BSBU - Sustainable Business - BWBg011

ECTS	3
Study language	English
Module level additive	Foundation level
Lecturer(s)	Blum Nicola Ursina, Risi David, Schlindwein Eva
Module responsibility	Schlindwein Eva
Short description of the module	"In ten years there won't be a large entity anywhere on the planet that does not have a handle on its climate risk. Consumers, shareholders and employees won't stand for it." (The Economist 2020). In this module, we will discuss the global challenges and the different steering parameters of sustainability.
Entry requirements	None, as this is a foundation-level module.
Competencies upon completion	Subject: Students... - understand the most relevant basic terms, concepts and models related to sustainable business and apply them to real-world scenarios - recognise (current and future) global ecological, social and economic problems and challenges and can assess their significance and their interaction with the economy - improve their understanding of the complex interactions between different parameters of sustainability (i.e., individuals, policy, society, financial system, companies) - know economic and corporate concepts and approaches linked to sustainable development and can assess these in real-world examples Method: Students... - learn to use data to analyse sustainability topics in an evidence-based and critically reflected way - adopt an open-minded approach to sustainability issues - practice self-learning Social: Students... - practice discussing and presenting arguments with lecturers and classmates in order to benefit from their experience and enlarge their own knowledge and perspective Self: Students... - learn to reflect about economic, environmental and social impacts of their individual (consumer) behaviour - are sensitized for the need for sustainable development
Content	Subject content: - The global ecological, social and economic challenges - Policy instruments: How can policy improve sustainability? - Collective action: What can the society do to improve sustainability? - Corporate sustainability: What can companies do to improve sustainability? - Sustainable Consumption: What can we as individuals do to improve sustainability?
Teaching and learning methods	Flipped classroom: Flipped classroom is a blended learning teaching model where students need to get acquainted with some literature or watch a video on their own. During the class, the focus is primarily on case-based practical work (alone and in groups), where the new knowledge can be applied.

BSBU - Sustainable Business - BWBg011

Literature	Reader Sustainable Business (available online at semester start)
Workload	90 hours
Contact lessons	14 x 2 lectures - 1.5 hours per week
Attendance requirement	• Presence in the first week of the module • autumn semester: calendar week 38 • spring semester: calendar week 8 • Presence for the class tests • Presence desired at guests lecture (exact date varies each semester and will be communicated via Moodle) • Presence at final presentation (exact dates vary, but are in the oral exam week, and will be communicated via Moodle)
Competency assessment	60 % of the final grade: two electronic exams • Two 30-minute written electronic exams during the semester of 30 % each • Test 1 in semester week 6 (assessment 1) • Test 2 in semester week 13 (assessment 2) 40 % of final grade: group presentation • 15-minute group presentation + 5 minutes Q&A (assessment 3) • 50 % of this grade will be based on individual performance, 50 % on the group performance • Presentations will take place in the official oral exam week: - in the spring semester: calendar week 25 - in the autumn semester: calendar week 5 To pass the module, each of the three assessments ("Teilkompetenznachweis") needs to be have been attempted. Students have the option to complete an individual reflection essay based on the <i>Me & My Planet</i> tool. This assignment encourages critical self-reflection on personal sustainability practices and their broader societal implications. The reflection essay can be used to improve the score of one written test by up to 5 additional points. Students need to decide whether they want to use that option after receiving the mark for test 1.
Aids for written examination	None.

BSBU - Sustainable Business - BWBg011

Mode of repetition

Short tests during the semester

Students who miss the in class tests will be required to submit a doctor's certificate.
For these students it is possible to sit class test towards the end of the semester on an alternative date.

Repetition of the module

When repeating students **only** repeat **those assessments which did not receive a passing grade**. Repetition is possible the next time the module is offered.

If there has been a change in the type or weighting of an assessment then that assessment must be retaken as well, even it has been passed before.
The newest attempt and weightings are used to calculate the repetition grade.

Please inform your lecturer before the tests.
Since the presentation requires group work, students repeating the presentation will need to keep track of dates to register in groups and presentation appointments.

Follow-up modules

This module provides the foundations for the Business School's specialisation in sustainability.

Comment

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Degree programme, semester

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

WBAI - Basics of Artificial Intelligence - BWWg015

ECTS	6
Study language	English
Module level additive	Foundation level
Lecturer(s)	Bennie Ross, Herath Savindu
Module responsibility	Bennie Ross, Herath Savindu
Short description of the module	In this module, students are introduced to artificial intelligence (AI) from both a technical and a human-centred sociotechnical perspective. Students learn the fundamental concepts behind AI systems, including data, machine learning (ML), natural language processing (NLP), computer vision, and generative AI, while also considering ethical, organisational, and business aspects of AI development and implementation. The course provides an overview of how AI is applied in practice with a specific focus on business applications. The course is designed as a general introduction and does not require prior coding experience or advanced mathematics.
Entry requirements	No specific requirements. The course is not heavily mathematics-based, but we recommend revising the concept of vectors and statistics.
Competencies upon completion	Upon completion of the module, students will have developed a sociotechnical understanding of AI, including the technical, business, and human factors in contexts in which they are applied. They will be familiar with core AI concepts such as data collection and processing, ML, NLP, computer vision, generative AI, AI implementation workflows as well as their domains of application. They have a conceptual understanding of the functioning of these methods, of their limits, and potential pitfalls that they present. Students will be able to evaluate AI use cases, assess their potential business value, and critically reflect on the conditions required for successful AI adoption in organisations.

WBAI - Basics of Artificial Intelligence - BWG015

Content

The module introduces key AI methods, including ML, NLP, computer vision, and generative AI, while also discussing their technical foundations, business relevance, ethical implications, and human factors. Students explore how AI is used in practice across domains with particular emphasis on business applications.

The course is designed for students without a strong coding background. Whenever possible, AI methods are explored through interactive toy models, online demos, Hugging Face tools, or Google Colab notebooks that do not require advanced programming knowledge. The course combines short lectures, article discussions, practical demonstrations, group exercises, and student presentations.

The module covers both conceptual and applied questions: What are the key technical ideas behind an AI method? What types of data are needed? How can AI be implemented in organisations? What ethical, social, and human challenges arise when AI systems are used in practice?

Examples of Covered Topics:

Overview of AI:

Students learn how the concept of AI has developed over time. The course discusses why AI has become increasingly important in the past decade, advances in data availability, computing power, and (deep) learning methods.

Introduction to Data:

Students are introduced to the role of data as the foundation of AI systems. The course covers basic definitions, types of data, data sources, data collection methods, data processing, data representation, and the importance of data quality so that AI models can use it effectively.

Theory and Machine Learning Concepts:

The course introduces the basic logic of ML, including how models learn from data and make predictions. Starting from regression and classification, students explore key concepts such as training and testing data, overfitting, model evaluation, neural networks, and deep learning.

Tools and MLOps:

Students gain an overview of practical AI tools and the workflows needed to move from model development to deployment. This includes basic ideas behind ML operations (MLOps), model monitoring, and responsible deployment processes in real-world contexts.

Human Factors of AI:

The course examines AI not only as a technical system but also as part of a wider human and organisational environment. Students discuss issues such as user trust, explainability, bias, fairness, accountability, privacy, and the risks of poorly designed AI applications. The course highlights why successful AI adoption depends on both technical performance and human-centred design.

AI Business Models:

Students explore how AI creates value in business contexts. The course discusses AI-enabled products, services, platforms, automation, decision support, personalisation, and data-driven business models. Students also examine how companies can identify viable AI use cases and what challenges arise.

Natural Language Processing:

Students are introduced to AI methods for working with language, including text classification, translation, summarisation, chatbots, and information retrieval. The course explains key ideas such as tokens, embeddings, and language representations.

Computer Vision:

Students learn about essential building blocks such as image data, convolutional layers, object detection, and image classification, while exploring practical applications in areas such as healthcare, manufacturing, mobility, and retail.

Generative AI:

The course introduces recent developments in generative AI, including large language models, image generation, and multimodal systems. Students learn the key ideas behind tools such as ChatGPT, including embeddings, attention, prompting, and the opportunities and limitations of generative AI in practice.

Module type

Compulsory module

WBAI - Basics of Artificial Intelligence - BWWg015

Teaching and learning methods	The course is a mix of presentations by the lecturers, applied demonstrations, interactive exploration, and article discussions.
Literature	As the range of topics covered during the course is wide, there is no single book or resource recommended. Presentation slides as well as articles read for the course are provided on Moodle. Mandatory and optional reading materials will be stated on the presentation slides.
Workload	180 hours
Contact lessons	4 lessons every week
Attendance requirement	Attendance to Module Weeks 10 (=Calendar Week 47) and 13 (=Calendar Week 50) is compulsory due to continuous assessment components happening in these 2 weeks.
Competency assessment	Week 10: Poster presentation and Q&A in class, 25% Week 13: Creation and Presentation of an ML Canvas in groups (3-4 members), 25% Official examination weeks: 90 minutes digital (PC) exam, 50%
Aids for written examination	Open book Dictionary (mother tongue <-> English) BFH pocket calculator
Mode of repetition	Repetition possible in the following semester
Degree programme, semester	BSc Digital Business & AI, 2026-2027, 1 HS, VZ, Bern

WDEN - Digital Enterprise - BWG006

ECTS	6
Study language	English
Module level additive	Foundation level
Lecturer(s)	Al-Azm Ivan, Rietsche Roman
Module responsibility	Prof. Dr. Roman Rietsche

Short description of the module	In today's world, continuously shaped by the unstoppable force of digitalization, various aspects of life, such as how we consume, work, communicate, and live, are experiencing significant shifts. These changes signal the rise of a new generation of startups at the forefront of digital innovation, catering to the changing demands of digital consumers and exploring previously uncharted market opportunities. At the same time, well-established companies must develop a solid digital foundation to keep up with this rapidly evolving digital landscape. This course, 'Digital Enterprise,' is strategically designed for the next generation of Information Systems professionals. It delves into the pivotal transition to a digital-centric society, a transition that challenges traditional business models and necessitates reimagining value chains, organizational structures, and professional roles in digitalization. We focus on fostering a comprehensive understanding of how digital user needs shape organizational strategies, processes, and IT architecture. We will explore model-based design theories and their practical application in crafting innovative business solutions crucial for steering companies through their digital transformation journey. As a participant in this course, you will acquire theoretical insights and practical skills essential for designing and shaping the digital core of enterprises.
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Entry requirements	Knowledge of the fundamental principles of business administration and information systems (as they are taught in "Grundlagen BWL" and "Grundlagen WI")
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Competencies upon completion	- Insight into Digitalization and Organizational Impact: Students will develop a comprehensive understanding of the influence of digitalization on businesses. They'll learn to identify the pivotal role of information technology in this shift and grasp various strategies for generating value in a digital environment. - Proficiency in Digital Enterprise Frameworks: They will cultivate a digital mindset and skills necessary to implement the 'Engineering the Enterprises Digital Core' framework in practical scenarios. This includes reshaping organizational structures to enhance their digital core. - Expertise in User-Centric Design and Value Propositions: The course will equip students to design business solutions for user needs. They will master crafting persuasive value propositions and demonstrate their concepts through prototyping. - Analysis and Modeling of Evolving Value Chains: Students will become skilled in examining and depicting the transformation of value chains due to digital advancements. They will distinguish between value creation and value capturing in digital markets. - Understanding of Digital Core and Digitized Services: The course will provide insights into the architectural makeup of a digital core in businesses and the role of IT-enabled services in creating value across various operational facets. - Critical Evaluation of Modern Work Methodologies: They will learn to critically assess and distinguish among various contemporary work methodologies (like Scrum, Less, Safe) and their implementation in a digital context. - Knowledge of Enterprise Architecture and Change Management: The course will offer an understanding of the interplay between enterprise and IT architecture and change management principles to create a digital strateg.
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WDEN - Digital Enterprise - BWWg006

Content	LU00 - Introduction & LU01 - Business Innovation, and Digital Economy LU02 User is King/Queen Coaching: Giving Feedback & Amazon Press Release, Visuals LU03 Create and Capture Value LU04 Everything Becomes a Digital Service LU05 Implementing Digital Services LU06 Embedding in Enterprise Architecture Coaching: How to present I Coaching: How to present II Coaching: Final Presentations Backup Final Presentations Slot 1 Final Presentations Slot 2
Teaching and learning methods	Parallel to the lecture, students apply the methods they have learned in a running case (self-study). In addition to their own work, students assess and evaluate the solutions of their fellow students (peer review). This is intended to promote action and transfer skills. Practical presentations by decision-makers from the business also offer exciting insights into the practical relevance of the course content. Innovative, IT-supported online tools are used to promote the review of learning objectives, increase interactivity, and promote self-assessment skills during and after the lecture. The content, procedure, components, and assessment criteria of the examinations are explained in detail in the lecture.
Literature	1.Optional: Brenner et (2014). "User, Use & Utility Research", Wirtschaftsinformatik (56:1): pp. 65-71. Fließ & Kleinaltenkamp (2004). "Blueprinting the service company: Managing service processes " Journal of Business Research (57:4): pp. 392-404. Gordijn (2002). "E3-Value in a Nutshell", Krcmar (2015). " Informationsmanagement". Springer Berlin Leimeister (2020). "Dienstleistungsmanagement und -engineering", Berlin: Springer Gabler Leimeister (2015). "Einführung in die Wirtschaftsinformatik (12. Auflage)", Berlin: Springer Gabler Osterle, Höning & Osl (2011). Methodenkern des Business Engineering.
Workload	180 hours (6 ECTS)
Contact lessons	6 learning units with each 4*45-minute lecture or video. 4 learning units include presentation skills training, writing business messages and coaching Final presentation at the end of the semester.
Attendance requirement	Attendance is mandatory for the final presentations

WDEN - Digital Enterprise - BWWg006

Competency assessment

The module includes two integrated assessments:

20 points: Exercises & Reflections

- Pass or fail

80 points: Final Project

- Group grading
- Individual grading

Overall 100 points

The final presentations will take place on 26.11, 03.12, and 10.12.

Attendance is mandatory.

Aids for written examination

No written exam

Degree programme, semester

BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, TZ, Bern

WENG - English - BWWg002

ECTS	6
Study language	English
Module level additive	Foundation level
Lecturer(s)	Bennie Ross, Bürki Jacqueline
Module responsibility	Bennie Ross, Bürki Jacqueline
Short description of the module	This module aims to: - to develop your oral Business English language skills as well as your research skills - to expand on your business vocabulary - to develop an understanding of how to work with people from different cultural backgrounds
Entry requirements	- Vocational baccalaureate diploma - CEFR B2+ level of English
Competencies upon completion	Students - can reflect on and develop their intercultural competence development - can discuss and present theoretical foundations and practical applications from the field of culture and business topics applicable in a corporate environment. - can conduct academic research and develop an annotated bibliography - can give effective mini and longer presentations in English (structure, business vocabulary, signposts, etc) - can work efficiently and effectively in groups.
Content	This course will introduce a variety of themes from today's business working environment such as: understanding the role of culture, communicating across cultures, businesses expanding abroad, expansion strategy, looking at the 'environmental' factors, managing projects, and motivating and leading people. Skills: - preparing and developing an annotated bibliography - preparing and participating in a longer presentation - undertaking reflective writing tasks - reading and understanding business case studies Vocabulary building, grammar revision, presentations skills. Reflective writing skills will be introduced and practised.

WENG - English - BWG002

Teaching and learning methods

The course exercises all six levels of Bloom's taxonomy; for example:

- identify and recall business English vocabulary
- rewrite and paraphrase vocabulary in required course literature exercises
- activate and apply learned vocabulary in discussion, use it to solve problems, and give presentations
- compare and contrast different business approaches
- set up talking points for informal presentations

Time proportions (6 ECTS, 180 hours):

- 30% contact lessons
- 35% research and annotated bibliography
- 10% guided self study tasks
- 15% vocabulary development
- 10% presentation preparation

Literature

Course material will be found on Moodle.

Mandatory coursebook:

Bill Mascull (2017) Business Vocabulary in Use Advanced, Third Edition (with answers) Cambridge University Press, ISBN 978-1-316-62823-2

OR

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

180 hours (6 ECTS points)

Contact lessons

14 x 180-minute weekly classes; attendance optional, apart from:

- first week of semester
- two Moodle-based vocabulary tests (see **Attendance requirement**)
- pre-presentation coaching (see **Attendance requirement**)
- final presentation (see **Attendance requirement**)

WENG - English - BWWg002

Attendance requirement

- first class in **second** week of semester CW39
- two Moodle-based vocabulary tests (see timetable: CW42 & 46)
- pre-presentation coaching (see timetable: CW47)
- final presentation (see timetable: CW49/50)

Any organised excursions/guest lectures (as per course timetable) as well as for all assessments and the final presentations.

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

1. Annotated bibliography of presentation sources, mid-term, submitted a few weeks in advance of the presentation (see below). If this document is not completed to the satisfaction of the lecturer, the group will not be permitted to make its presentation (CW46).
2. One 25-30-minute group presentation, based on research, **integrating** cultural aspects, business topics, and presentation language (**70%** group/individual grade). In class time, towards the end of the semester (CW49/50). **To complete the module successfully, a student must achieve a grade of at least 4 for the presentation.**
3. Two 20-minute Moodle vocabulary tests (multiple-choice cloze) in class time (CW42 & 46) during the semester (2 x 15% = **30%**, individual grade).

Evaluation matrix and criteria will be available to students; assessment criteria will be discussed in class.

Aids for written examination

- No aids of any kind allowed for the vocabulary tests.
- Lernstick & Campla must be used.

Mode of repetition

- Repeat students may only repeat the presentation if they previously received a grade < 4 for it.
- Repeat students may only repeat **both** vocabulary tests if they previously received a combined grade < 4.
- 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.

All of these restrictions are only possible if there is no change to the module description and the assessment format.

Follow-up modules

As the course is offered in English and is designed to foster active student engagement, it should provide students with the confidence to actively engage in further modules taught in English. The course also lays the basis for further intercultural competency development in Foundation Level modules and Advanced levels.

English language communication skills, presentation skills, academic research skills, and cultural awareness sensitivity can also be transferred to further modules.

Specialised and method modules:

YEEP summer school, which is conducted in English allows students to further develop their intercultural competency and apply the insight gained in this module.

Students interested in doing an exchange semester or doing a double degree program will benefit from this course.

Degree programme, semester

BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 1 HS, VZ, Bern

IBAN - Business Analytics - BWIh003

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	Business & Scientific Methods Students independently apply statistical and analytical methods to structured business data problems. Self-Management & Reflection Students manage regular preparation, homework, review tests, and repeated mid-term assessments. Critical Thinking & Adaptive Exploration Students evaluate assumptions, uncertainty, model limitations, and the interpretation of statistical evidence. Data Application Students use statistical software to analyse, visualize, model, and interpret data. Data Communication & Collaboration in Digital Teams Students communicate data-based insights in exercises and, optionally, in a group project presentation.
Content	• 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

Teaching and learning methods	Four lessons weekly with built in exercise classes. We follow an interpretation of the flipped classroom method.
	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.
	In class, we find the solutions together by manipulating the data with their statistical software tool.
	Regular chapter review test and homework throughout the semester.
Literature	The Practice of Statistics for Business and Economics 5th Edition, Layth C. Alwan and Bruce A. Craig, Macmillan
	The ebook is part of the Achieve-learning software and is available to the students for free.
Workload	6 ECTS correspond to about 180 working hours.
Contact lessons	4 contact lessons per week
Attendance requirement	Attendance during the first week of the semester is strongly recommended.
	Mid-term tests require attendance at the BFH. Regulations for this will be announced during the first week.
	Mid-term tests will be held in calendar weeks 41, 44, 48 and 51.
Competency assessment	90-minute electronic exam at the end of the semester (week 3 or 4), weighted 2/3.
	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.
	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.
	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.
	The project work grade is weighted at 1/9 and reduces the weighting of the final exam to 5/9.
	Further details will be published on Moodle at the beginning of the semester.
	Own laptop is mandatory.

IBAN - Business Analytics - BWIh003

Aids for written examination

The exam is closed book

Allowed are:

Summary of 14 A4-pages, double sided, RStudio

Pocket calculator (only TI-30 models are permitted)

Printed dictionary (mother tongue - examination language)

Not allowed are:

Pre-made RStudio templates are not allowed.

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

Mode of repetition

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.

Follow-up modules

Any quantitative and data driven modules

Degree programme, semester

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

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	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. 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. 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.
Entry requirements	Having taken IEFI preferred but not compulsory
Competencies upon completion	Business & Scientific Methods 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. Self-Management & Reflection 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. Communication & Collaboration Students are able to debate and argue their points of view in relation to applications to real world phenomena and group work. Collaborative Sustainability Strategies Students explore collective decision-making dynamics and evaluate strategies that promote sustainability - such as addressing gender inequality - within organizational and societal contexts.

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

IFMA - Financial Management - BWIh001

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	- Basic knowledge of accounting and math. - Other required skills: Excel, analytical skills, dealing with complexity and self-management.
Competencies upon completion	Business & Business IT - 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. Business & Scientific Methods - 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. Strategic Resource Management - Students are able to apply investment evaluation methods to align resource allocation with growth strategies and market opportunities, thereby promoting sustainable value creation. Data Application - 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

Content	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: • 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	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: • Weekly meetings with lectures, exercise briefings, coaching, assignments and discussions. • The students prepare short content on their own using the provided resources.
Literature	• 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	• 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	• 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! For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.

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

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	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.
Entry requirements	none
Competencies upon completion	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. Method: Students will learn how to read and interpret legal codes, court decisions and specific contracts. They will read selected material from legal literature. Social: Students will discuss problems and cases in class, work in groups in class, and react properly to the arguments of their fellow students.
Content	-
Teaching and learning methods	- 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	- 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

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

IMBE - International Management and Business Ethics - BWIh002

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	Business & Business IT Students independently apply concepts from international management and business ethics to structured but non-trivial cases. Business & Scientific Methods Students select and apply appropriate theoretical frameworks to analyze case studies and develop coherent arguments. Communication & Collaboration Students collaborate in international groups, engage in evidence-based discussions, and present joint outputs Systems Thinking & Problem Framing Students frame ethical and CSR-related issues within global economic, social, and political systems and identify stakeholder tensions. Critical Thinking & Adaptive Exploration Students critically assess ethical dilemmas, compare competing interpretations, and justify managerial decisions.
Content	• 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

EAIF - Artificial Intelligence for Finance - BWBh038

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

Short description of the module	Module Description: 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. 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. 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. Learning and Teaching Approach: 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.
Entry requirements	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. To follow the module effectively, it is recommended that students have: • 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. 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.

EAIF - Artificial Intelligence for Finance - BWBh038

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

EAIF - Artificial Intelligence for Finance - BWBh038

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.

EAIF - Artificial Intelligence for Finance - BWBh038

Aids for written examination	The practical session exam is an open book exam (all tools are allowed).
Mode of repetition	• 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

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

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: • 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	• 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	• 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

Attendance requirement	16.09.2026: Kick-off and quiz 1 (week 38) 23.09.2026: Quiz 2 (week 39) 30.09.2026 (week 40) 07.10.2026: Quiz 3 (week 41) 04.11.2026 (week 45) 09.12.2026 (week 50)
Competency assessment	• 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	BSc International 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 BSc Business Administration, 2026-2027, 5 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, 5 HS, VZ, Bern BSc Business Administration, 2026-2027, 7 HS, TZ, Bern

ECOT - Computational Thinking & Artificial Intelligence - BWBh035

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	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. 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. 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. 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.
Competencies upon completion	Understand and apply computational thinking in different contexts. Asses and solve problems involving decomposition, pattern recognition and algorithms. Create and design their own algorithms. Create a running smartphone/browser app via No-Code Enviromnents. Understand basic AI terminology, concepts, and the implications of Generative AI.
Content	CT involves the following aspects: Decomposition: Break down Data and problems into smaller parts Pattern Recognition: Observe Patterns and Trends in Data Algorithms: Determine what seps are needed solve a problem Abstraction: Remove details and extract relevant information AI involves the following: Understanding AI Applications of AI Ethics of AI Generative AI Economic impact of AI

ECOT - Computational Thinking & Artificial Intelligence - BWBh035

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: - 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

EILE - Leadership - BWIh009

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	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.
Entry requirements	- None
Competencies upon completion	Subject: Students - 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 Method: Students - analyze and visualize business data Social: Students - engage in computer-based collaboration - cooperate effectively in case studies Self: Students - 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	Literature will be provided for each session on moodle. A text book that covers the course content: Peter G., Leadership, Theory and Practice, SAGE Publications Ltd., ISBN 978-1-4833-1753-3
Workload	90 hours
Contact lessons	28 lessons Start of the course is the first lecture week (CW38).

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

EGEC - The Economics of Gender - BWIh017

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Fernandes Ana
Module responsibility	Fernandes Ana
Short description of the module	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. 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. 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. The course aims to broaden the understanding of sustainable development practices in relation to gender equality (Sustainable Development Goal #7).
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)

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

EAWC - Academic Writing in English - BWBh007

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	Subject: Students - can use their own research to write academic papers in English at a C1 level of competence and above Method: Students - 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 Social: Students - can give and receive feedback in an appropriate manner - can participate in the discourse community of English-language study programmes Self: Students - 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

EABE - Advanced Business English - BWBh036

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Al-Azm Ivan
Module responsibility	Al-Azm Ivan
Short description of the module	This module is designed to improve your business English language skills to an advanced level by developing your reading, speaking, listening and business vocabulary, as well as reviewing essential grammar so you can communicate effectively and confidently in English in professional business situations. Although this is a stand-alone module, it provides you with the first step towards advanced English proficiency. You can demonstrate C1 English ability if you score a total of 80 % or more on both the professional communication assessment and the written exam.
Entry requirements	Suitable for students from all degree programmes, including incoming students as well as students from other departments. You cannot enroll in the EABE module if: • you are exempt from English, for example iEN1 or iEN2 • have a Cambridge C1, equivalent or higher

EABE - Advanced Business English - BWBh036

Competencies upon completion	Specialised skills Students • can read and discuss a variety of business related texts including financial news • can listen to and understand a variety of business related texts including financial news • can develop, structure and present information clearly • can speak about different business topics confidently • can express and support their opinions • can use specific business English vocabulary correctly Collaboration and social skills Students • can work as team members in discussion, presentation and negotiation groups • can effectively and efficiently collaborate online • can work within a team to solve problems such as group dynamics and interaction, as well as problem-solving oriented tasks Self-management and personal skills Students • are open to new ideas • can critically assess business ideas or theories Dealing with complexity Students • can critically reflect on own work and thought processes as well as that of others to develop possible courses of action
Content	• reading a variety of business topics and themes • discussing business related topics • working on short case-studies • short presentations including communicating findings, data and recommendations • listening to a variety of short business texts • delivering business related information and concepts in a digital format • developing subject relevant business vocabulary • developing professional communication skills • reviewing and practicing grammar • practicing exam related tasks
Teaching and learning methods	This module follows a more traditional language class mode of instruction and learning. (1) Class discussions will address a variety of business topics in the form of business workshops. The input for these workshops is based on class scripts. (2) Short grammar review sessions. (3) Exam skills will also be presented and practiced both in class and as part of homework. (4) Professional communication skills will be practiced in class.
Literature	Scripts and/or set texts, and podcasts
Workload	90 hours

EABE - Advanced Business English - BWBh036

Contact lessons

28 lessons

Attendance requirement

Although there is no attendance policy, it is recommended that you attend at least 70% of all classes if you wish to improve your English, benefit from this module and complete the module successfully.

You must be present for the professional communication assessment which takes place during class time in semester week 14.

You must be present for the written exam which takes place during the official exam period.

Competency assessment

Your final grade is based on the following:

1. Podcast or short video (25% of final grade - Note 1-6). This project must be uploaded to Moodle no later than Sunday 29 November at 23:55. Note that Q&As based on the podcast are part of the oral exam. Failing to provide a podcast can affect the results of the oral exam.
2. Professional communication assessment (oral) (Note 1-6) which takes place in class on Tuesday 15 December (25% of final grade - Note 1-6). Note that this assessment will include questions relating to your podcast. Failing to provide a podcast, can affect the results of t.
3. Moodle based written exam (50% of final grade - Note 1-6) during the official exam period (approx. 90 min.).

You must be present for the professional communication assessment on 15 December, and the written exam during the official exam period. If you are absent on any of the assessment days, you will need to provide a doctor's certificate no later than three days from the date of the missed assessment for the absence to be considered excused. A *Note 1* will be given to each unexcused absence.

See Mode of Repetition below for details on repeating exams.

Aids for written examination

- Closed book.
- No dictionaries allowed - paper or digital, including online dictionaries.

Mode of repetition

The final written exam can be repeated at the next examination date of the module. The professional communication assessment can only be repeated when the next module takes place. The oral exam will be in semester week 14 when the module takes place the following semester. Note that you will need to re-upload your podcast if you are repeating the professional communication assessment.

Comment

You **cannot** enroll in this module **(1)** if you have been exempt from English, for example iEN1 or iEN2, or **(2)** if you have a Cambridge C1, equivalent or higher

You can receive a letter which states you level of English is:

- B2 if the final result of both the professional communication assesment and written exam is between 60%-79%
- C1 if the final result of both the professional communication assessment and written exam is 80% or higher

Note that this letter does not replace an official B2 or C1 certification such as Cambridge B2 First or Cambridge C1 Advanced.

EABE - Advanced Business English - BWBh036

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

BFMA - Financial Management - BWBh001

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Bächli Sandro, Foord Daniel, Krebs Michel, 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	- Basic knowledge of accounting, math and english. - Other required skills: Excel, analytical skills, dealing with complexity and self-management.
Competencies upon completion	Specialist skills: - Students learn the basic concepts of corporate finance and are able to apply them. - They understand the concepts of time value of money and the trade-off between risk and return. - Students are able to apply the various methods learned in the area of capital budgeting. - They are able to value bonds, stocks, projects and entire firms. Methodological skills: - Students are able to apply and evaluate the various concepts of capital budgeting in the context of business cases. - They are able to select the appropriate methods, make the calculations and present the findings and solutions in an adequate way. - They are able to come to the correct conclusion and therefore should be able to make the correct investment decision Social skills: - Students are able to analyze and discuss problems in working groups, taking into account, evaluating, justifying and refuting different arguments. - They can constructively lead argumentative discussions and clearly separate them from subjective attitudes. Self-competence: - Students can critically reflect on themselves within the framework of various topics and possibly derive individual consequences. - They can deal with autonomy and self-organization and can critically examine and sharpen their personal judgement. - They analyze their ability to cope with stress and know their strengths and weaknesses. Digital skills: - Students can ensure access and use of a task processing tool and use it efficiently for homework and the tests. - The skills in online learning and digital communication with teachers are strengthened.

BFMA - Financial Management - BWBh001

Content	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: • 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
Teaching and learning methods	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: • Weekly meetings with lectures, exercise briefings, coaching, assignments and discussions. • The students prepare short content on their own using the provided resources.
Literature	• 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	• 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 "lernstick"); during the official exam period. => 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	• Laptop (you have to bring your own laptop to the exam) • Excel (on the "lernstick": 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 "lernstick" (=> As these are third-party providers, the school cannot guarantee 100 % that they will work.) • Three A4-sheet double-sided or six A4-single pages (formula collection and notes) => must be in printed form • ChatGPT is not allowed! For details to the aids allowed during written exams see "written examination regulations" on BFH Campus App.
Mode of repetition	• The two graded homework assignments can be repeated during the next module implementation in the specified time slots. • The 70-minute written exam can be repeated at the next examination. • 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.

BFMA - Financial Management - BWBh001

Follow-up modules

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

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 Business Administration, 2026-2027, 7 HS, TZ, Bern

BIBM - International Business Management - BWBh002

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Al-Azm Ivan, Foord Daniel, Winkler Dorothee Maria
Module responsibility	Foord Daniel
Short description of the module	This is a course focusing on international business and intercultural reflection. In this course you will learn about key topics in international business. Including: • the history of globalisation • trade policy • theories of trade • emerging markets • strategy • franchising, licensing • to develop an understanding of how to work with people from different cultural backgrounds • to reflect on your intercultural competence development
Entry requirements	Students should have completed introductory courses focusing on: • business or strategic management • oral communication skills • research methods
Competencies upon completion	Students will • develop their communicative and team management skills throughout the course • develop knowledge related to international business and intercultural management through lectures (remember) • engage in discussions in class on set topics of the course (understand) • identify key concepts related international business and intercultural management through multiple choice quizzes (understand) • apply their knowledge in international business on set case studies (apply) • apply their knowledge on set intercultural management tasks (apply) • discuss and reflect, individually and in groups, on set intercultural management tasks in order to develop critical thinking skills (analyse) • read and analyse case studies which are relevant to their professional field. They apply their knowledge and understanding when developing their responses. (analyse)

BIBM - International Business Management - BWBh002

Content

According to the Analysis of Swiss Foreign Trade in 2021 performed by the Federal Customs Administration (FCA), by ranking, Germany, the United States, China, the United Kingdom, Italy, France and India are Switzerland's primary trading partners; Asia and South America are becoming increasingly important. Not to be underestimated is the Arab world and its start-up scene as well as the African continent and its growing political and economic importance.

Yet billions are potentially lost every year because we ignore the expectations of people in foreign cultures, and the way that they do business. What is the secret to success in international business? We will address this challenge by providing a framework for understanding cross cultural differences and using such knowledge in developing country specific management practices and policies. Moreover, students will learn to deal with strategic issues associated with cross national environments, organizational design, and adaptation, as well as those concerns of social responsibility and ethical behavior in a global environment.

Students will learn

- about key concepts related to International Business.
- to understand key opportunities and challenges when doing business in Emerging Economies: The most relevant growth markets in International Business.
- to develop an understanding of how to work with people from different cultural backgrounds, by completing the Intercultural Development Inventory (IDI) assessment as well as related reflection tasks.
- how to manage a multinational enterprise in a technology-based environment.
- to develop an awareness of how to incorporate ethical principles, personal and organizational values and socially responsible practices in global management.
- to reflect on their intercultural competence development.

Teaching and learning methods

There will be lectures but the emphasis will be on student responsibility for learning through active application of course content in case studies, exercises, etc. and through active participation in class discussions. Active participation and preparation for class are requirements for this course. The lecturing team will use a range of methods during the semester which include videos, business cases, assessment tools, lectures and coaching sessions.

Literature

International Business, New Realities (Cavusgil, Knight, Riesenberger) Global Edition published by Pearson

It is available in paperback or as an ebook

https://www.pearson.ch/catalogsearch/result/index/?_q=Cavusgil&o=Cavusgil&q=cavusgil

There will be additional reading which will be posted on moodle.

Workload

6 ECTS credit course = 180 hours

Contact lessons

We will have contact lessons every week

Attendance requirement

16 December 2026 Intercultural development competence exam

Students should be aware, attending lessons will help with completing the proofs of competence.

BIBM - International Business Management - BWBh002

Competency assessment

- Intercultural Competence Development (40 % of final grade)**
 (1) At the beginning of the semester, each student will complete the Intercultural Development Inventory (IDI) Assessment followed by an Individual Profile Review (an automated online debriefing). Inform your culture lecturer by **12 noon on Friday 18 September 2026** if you have not received an email from IDI inviting you to participate in the Intercultural Development Inventory (IDI) Assessment. **Check your spam folder before contacting your lecturer** in case the email lands there. The assessment takes approximately 15 minutes. You will also need to complete the Individual Profile Review (IPR) which consists of a two-part profile review. **It is mandatory to complete both the assessment and the two-part profile review (debriefing). Students who do not complete the assessment and the Individual Profile Review by 23:59 Sunday 20 September 2026 will not pass the course. No extensions will be given. You will not receive any reminders from IDI. It is your responsibility to complete the task by the deadline.**
 (2) During the semester students will work on different tasks related to their IDI ePortfolio and Gibbs' Reflective Framework to help them develop their intercultural skills. All tasks are set as individual tasks although some may require group work before they are individually completed. These tasks are not assessed but you will receive feedback on the reflection that you submit. You have the possibility of uploading four reflections for feedback: **Reflection 1 is due 4 October 2026 by 23:55. (2) Reflection 2 is due 18 October 2026 by 23:55. (3) Reflections 3 & 4 are due 22 November 2026 by 23:55.** Late reflections will not be considered..
 (3) The **Intercultural Competence Development exam (40 %)** will take place in class on **Wednesday 16 December 2026**. This is an official assessment and attendance is mandatory. You must provide a doctor's certificate no later than three days if you are ill and cannot take the exam. You must provide your military orders if you cannot be present for the exam. This is a written exam on intercultural competence development relevant material covered in class including the India Challenge.

- International Business (60 % of final grade)**
 - 2-week international business challenge (15 %): This is a short project with students from Symbiosis, Delhi NCT, India. BFH students will identify a Swiss company which could expand its operations to India based on interviews with Symbiosis students. The students from Symbiosis will provide BFH students with information on the Indian market and the characteristics of India consumers to help identify a suitable Swiss company. The assessment will be a short video presentation to be submitted by **midnight Sunday 25th October** by BFH students. The best submission will receive an enhanced grade. The challenge will start with an **online kick-off session on Monday 28th September**.
 - Individual final exam: 90 minutes (45 %) individual grade.
 The exam will include a combination of multiple choice, and short answer questions based on the content of the book. This will be held during the standard examination weeks, on Moodle at the BFH.

Passed 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.

Aids for written examination

For International Business (45 % of final grade)

- one sided A4 sheets/pages or two single sided A4 sheets/pages of summaries/notes from the textbook or class material
- 1 printed (not electronic) bilingual dictionary in mother tongue - examination language
- a calculator (model TI-30)

Mode of repetition

Passed 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.

Follow-up modules

BIBM provides a basis for the specialisation Global Management

Degree programme, semester

BSc Business Administration, 2026-2027, 7 HS, TZ, Bern
 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

EBDS - Basic Digital Skills - BWBh019

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Herath Savindu
Module responsibility	Herath Savindu
Short description of the module	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. Selection of possible topics (other topics are also possible): • Practical work: • 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	• 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

WWWL - Economics - BWWh027

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Foord Daniel
Module responsibility	Daniel Foord
Short description of the module	This module will introduce you to some of the key concepts in economics. We will explore a few of the main models in economic thinking and give you an analytical basis with which you can apply to the economy, society and politics. We will look at the micro economic foundations of "the market", market failure and consumer behaviour as well as macro economic topics including economic growth, inflation, unemployment and how they are measured. Underpinning all of this, is an examination of fiscal and monetary policy and the tools available to governments and central banks when intervening in the economy. Moreover this module will constantly touch upon many other current topics.
Entry requirements	Berufsmatura - Federal Vocational Baccalaureate

WWWL - Economics - BWWh027

Competencies upon completion

Subject specific
Students should be able to

understand and explain the basis of standard economic models and thought
depict how a simple market is formed and functions using basic economic models
apply economic thought and models to current affairs
understand the logic behind government interventions in markets
identify market failure and the need for intervention
explain the implications of various government policies (price floors, ceilings, subsidies, taxes etc.)
name the macro economic objectives of a state
explain what each of these objectives are
interpret the indicators measuring these objectives
manipulate some of the real world data that Switzerland publishes
critique some of the weaknesses of these objective and indicators
postulate on the implications of digital change for the economy
identify and explain the key structural changes for the Swiss and global economy

Problem solving/critical thinking: You

are able to apply basic economic models to news and current affairs
understand the data and data collection that has gone on behind the statistics in the news.
critique some of the basic assumptions of standard economic models
identify weakness in certain economic data
interpret data in the news and start to determine its validity/veracity

Collaboration (social competences): You

can contribute to objective discussions with colleagues
can assist colleagues in understanding economic news
can evaluate and weigh up various lines of argument

self-management (self-competences): You

learn to deal with autonomy and self-organisation
learn and work independently, recognise gaps in knowledge at an early stage and fill them independently
can critically question their own and others' judgements, can discuss them and develop them further in the pursuit of knowledge

Dealing with complexity: You

learn how to deal with complexity in the context of the interconnected subject matter of economics
learn about interdependencies between different economic variables
are able to estimate the complexity of so-called spillover effects between economic sub-markets such as the goods, labour, capital, money and foreign exchange markets.

WWWL - Economics - BWWh027

Content

The module is essentially divided into two themes:

Microeconomics
Macroeconomics

Subject content taught:

Price and market mechanisms
Market failure and government intervention
Behavioural economics
Measurement of economic activity and economic well being (GDP)
Equality/Poverty
Unemployment
Inflation
Monetary policy
Fiscal policy

Teaching and learning methods

The course will be taught in essentially in a standard lecture style.
It incorporates classroom simulation/games/experiments.
Moreover it explores real economic data that can be downloaded from the BFS, SECO and the SNB.

We will make considerable use of podcasts and short videos

Literature

Literature

Mankiw, Gregory N: Volkswirtschaftslehre, 7. Auflage 2017, Schäffer-Poeschel Verlag Stuttgart, ISBN 978-3-7910-4142-1
Mankiw, Gregory N: Economics, 5th Edition 2020, Cengage, ISBN: 9781473768543 (Used for lecture slides)
Mankiw, Gregory N: Economics, 6th Edition 2023, Cengage, ISBN: 9781473786981

I also publish a list of reading, watching & listening which covers the same content of the book - however it is a little harder to keep track of these but they are "free". It is up to you.
Earlier editions of Mankiw are also available, these will contain much of the same information but the chapter and structure of the book might differ.

Workload

90 Hours

Contact lessons

14 lectures @ 90 minutes

Attendance requirement

Attendance for tests on test day is obligatory.
For normal lectures there is no attendance requirement - although it's highly recommended

WWL - Economics - BWWh027

Competency assessment

Short tests and a final exam

Short tests (30%)

3 short 15 minute tests (calendar weeks 41,46, 50) on basic terms in economics and topics that we have covered in class and in self-study in the preceding weeks. (10% each, total 30%)
The short tests must be done on-site and may not be done remotely.
Grading follows standar BFH regulations each test is graded separately.

Final exam (70%)

A final exam of 90 minutes in the official exam weeks. Consisting of a mix of multiple choice and short answer questions covering the whole semester. (70%)
Both assessments are online using Moodle.

Aids for written examination

Dictionary (mother tongue <-> English)

BFH pocket calculator

For details, see the current rules on assessments and exams in the Campus App

Mode of repetition

Short tests during the semester

Students who miss the in class tests will be required to submit a doctor's certificate.
It may be possible to catch-up the test within the same week as the test.

Final exam: Moodle exam in the standard exam window.

Repetition of the module:

Students may carry over the classroom tests that they passed from the previous semester.
The failed class tests can be resat.
Passed assessments cannot be resat.
Please inform your lecturer before the class tests if you are a resit student.
The newest class test always counts.

The final exam (70% exam) is always resat.

The final grade is the calculated using the most recent grades.

Follow-up modules

Elective modules:
Real world economics
Social innovation

Degree programme, semester

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

WSBU - Sustainable Business - BWWh005

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Frecè Jan Thomas, Loumeau Nicole
Module responsibility	Frecè Jan Thomas
Short description of the module	Introduction into the sustainability perspective with focus on corporations and corporate sustainability, corporate values, sustainable management, sustainability in the digital domain. The acquired theoretical knowledge is applied practically during the semester.
Entry requirements	None, this is a foundation level module
Competencies upon completion	Subject: Students - understand the most relevant basic terms, concepts, and models related to sustainable business and apply them to real-world scenarios. - recognize (current and future) global ecological, social, and economic problems and challenges and can assess their significance and their interaction with the economy. - improve their understanding of the complex interactions between different parameters of sustainability (i.e., individuals, policy, society, financial system, companies). - know economic and corporate concepts and approaches linked to sustainable development and can assess these in real-world examples. Method: Students - learn to use data to analyze sustainability topics in an evidence-based and critically reflected way - adopt an open-minded approach to sustainability issues - practice self-learning Social: Students - practice discussing and presenting arguments with lecturers and classmates to benefit from their experience and enlarge their knowledge and perspective. Self: Students - learn to reflect on the economic, environmental, and social impacts of their individual (consumer) behavior - are sensitized to the need for sustainable development
Content	- The Concept of Sustainability - Sustainable Development vs. Corporate Sustainability - Pitfalls of Sustainable Resource Management - Functional Corporate Values and Corporate Sustainability - Circular Economy and Sustainability - Social Innovation - Sustainability in the Digital Realm

WSBU - Sustainable Business - BWWh005

Teaching and learning methods	Methods: • Theoretical input • Case-based practical work (alone and in groups) • Group presentation
Literature	Reader "Sustainable Business": https://link.springer.com/book/10.1007/978-3-031-25397-3
Workload	90 hours in total per week: • 1.5h of presence time (total: 21) • 4.9h of self-learning, presentation group work
Contact lessons	14x2 lectures - 1.5 hours per week
Attendance requirement	• Presence in the first week of the module • Presence at guest presentation (date will be communicated, when available) • Presence at the final presentation (official oral exam week)
Competency assessment	50% - Group presentation, official oral exam week (individual marking) 50% - Individual, written, electronic test during the last week of the semester using an exam stick (45 minutes, closed book, except reader in Moodle) The students are expected to answer the exam questions with self-formulated sentences. Copy/paste of an entire sentence or another part from the reader is NOT considered a valid answer. Both, the exam and the group presentation are graded individually with 0.5 steps.
Aids for written examination	BFH-provided reader
Mode of repetition	In the event of an unsatisfactory overall grade (<4), students have the opportunity to repeat the unsatisfactory sub grade(s) (<4) in order to improve the overall grade to 4.0
Degree programme, semester	BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern

EAAI - Applied Artificial Intelligence - BWWh021

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Gygli Marcel, Minder Matthias
Module responsibility	Marcel Gygli
Short description of the module	In this module, students get an insight into the fields where artificial intelligence is used practically (e.g. self-driving cars, large language models) and what business considerations need to be made when developing an AI solution. Students also learn the fundamental concepts in deep learning powering these applications. The course is a general introduction to the topic and does not rely on coding.
Entry requirements	No specific requirements. The course is not heavily mathematics based but we recommend revising the concept of vectors.
Competencies upon completion	Students know the major methods of AI in Natural Language Processing, Computer Vision, Reinforcement Learning as well as their domains of application. They have a conceptual understanding of the functioning of these methods, of their limits and potential pitfalls that they present. Students have the ability to evaluate practical AI cases and their business impacts.
Content	In the Applied Artificial Intelligence module, students discover practical examples of usage of AI across various domains such as the car industry, biotechnology, advertisement, online commerce etc. The course covers different AI methods in Natural Language Processing, Computer Vision etc. and focuses on multiple aspects, both technical and conceptual: what are key technical points behind a method? In what domains does that technology have greatest impact? Are there ethical questions when using this technology? Whenever possible, methods are explored through interactive toy models available online e.g. on HuggingFace or as GoogleColab notebooks and not requiring coding knowledge. The course will be a mix between presentations, article lectures and discussions and demos. Examples of covered topics - Overview of AI: When was the concept of AI developed, and how has it evolved through until today? Why has AI emerged as an important method in the past decade? - Basics of Deep Learning: using a very simple networks example, we explore basic Deep Learning concepts such as layers, backpropagation, optimization etc. - Computer vision: this is one of the main domains where Deep Learning has revolutionized entire industries and research areas. We will learn about essential building blocks of computer vision networks such as convolutional layers and discover practical applications in industry. - Large language models: in the past few years, large deep learning methods have shown astonishing results in many areas such as translation, text summarizing, code completion etc. We will introduce key ideas such as embeddings, attention etc. powering modern tools like ChatGPT and looks at some of the many applications of these models. - Other Deep Learning networks: while computer vision and natural language processing represent the majority of applications in AI, we will also explore other types of approaches such as reinforcement learning (robotics, game development) and Graph neural Networks (used in various fields such as social network analysis, protein folding research etc.) - Ethics of AI: The power of modern AI tools and the way they are designed and trained pose a multitude of ethical questions.

EAAI - Applied Artificial Intelligence - BWWh021

Teaching and learning methods	The course is a mix between presentations by the teacher, applied demonstrations, interactive exploration, and articles discussions.
Literature	As the range of topics covered during the course is wide, there is no single book or resource recommended. Presentation slides as well as articles read for the course are provided on Moodle.
Workload	90 Hours
Contact lessons	4 lessons every 2 weeks
Attendance requirement	No requirement.
Competency assessment	Creation and Presentation of an ML Canvas in groups, group assessment 30% (KW 50/51) 90 minutes, digital (pc) exam during the official examination weeks, assessment 70%
Aids for written examination	Open Book Dictionary (mother tongue <-> English) BFH pocket calculator For details, see the current directive on proof of competence in Moodle
Degree programme, semester	BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern BSc Business Information Technology, 2026-2027, 5 HS, VZ, 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, 3 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern

EDRS - Digital Responsibility & Sustainability - BWWh030

ECTS	3
Study language	English
Module level additive	Advanced level
Lecturer(s)	Bieser Jan, Obwegeser Nikolaus, Stürmer Matthias
Module responsibility	Coordinator: Prof. Dr. Jan Bieser Lecturers: Prof. Dr. Jan Bieser, Prof. Dr. Nikolaus Obwegeser, Prof. Dr. Matthias Stürmer
Short description of the module	The use of digital products and services has accelerated rapidly in both work and personal life in the last ten years. The digital transformation presents new opportunities and risks for creating green, socially-just, and economically prosperous societies and businesses. Students in this course will become familiar with the concept of sustainable development and its interrelation with digitalization. They will acquire the competencies needed to critically assess the societal and environmental opportunities and risks associated with digitalization, and to derive measures for aligning digital transformation with sustainable development.
Entry requirements	Technical competences - Basic knowledge in the areas of digitalization, information technology, and business IT Social competences - Ability to collaborate and work as a team - Communication skills, both written and oral Method competence - Ability to critically analyze and evaluate information - Problem-solving skills and creative thinking
Competencies upon completion	After completing the module, students will be able to: - explain the positive and negative impacts of digitalization on sustainable development and the Sustainable Development Goals (SDGs) and know current research and initiatives from the industry. - comprehend the theoretical background and know practical examples of how innovative digital applications pose opportunities and threats for environmentally friendly and socially just societies. - explain the challenges of the privatization of the digital space, know how to promote digital sovereignty, provide access to digital knowledge through open-source software, open data, and open content. - comprehend the concept of digital responsibility and apply frameworks for the ethical management of digital technologies. - Critically reflect and engage in meaningful group discussions about the broader implications of digital technologies on society and the environment.

EDRS - Digital Responsibility & Sustainability - BWWh030

Content

The use of digital products and services offers unique opportunities to create greener and more just societies. For example, streaming platforms replace the production and transport of physical media, and working from home reduces CO₂-intensive commuting. However, digital technologies are no silver bullet for achieving the Sustainable Development Goals. Their potential to contribute to greener and more just societies must be systematically exploited.

Students of this course will acquire the competencies required to critically assess the impact of innovative digital technologies (e.g. Generative AI tools, Internet of Things) on the environment and society and derive measures to align digitization with sustainable development. In particular, we will address three topics:

- *Sustainable digitalization*: The environmental and social impacts of digitalization.
- *Digital sustainability*: The long-term oriented development of digital artifacts to maximize its benefits for society.
- *Digital responsibility*: The ethical, legal, and societal obligations associated with the use and management of digital technologies.

Throughout the course, students work in teams on an applied problem in the field. Students can develop the applied problem themselves (e.g., based on their own work experience) in consultation with the lecturers or select a problem from a provided list.

Exemplary topics could be:

Sustainable digitalization:

- How much electricity is required to develop and train ChatGPT or other Generative AI models?
- Is online shopping more or less sustainable than conventional shopping?
- Will self-driving vehicles reduce or increase car travel and CO₂ emissions?

Digital sustainability:

- How can we design software tools to maximize their benefits for society?
- What are the dangers of digital platforms monopolies and how can they be remedied?
- How can open-source projects be financed?

Digital responsibility

- What are the ethical challenges in the use of AI in different domains (e.g., healthcare)?
- How can companies govern ethical practices with digital technologies?
- How can different frameworks be integrated with common software engineering practices (e.g., Scrum)?

At two lecture dates, the students present their intermediate results to each other in the form of so-called ConverStations. During ConverStations, students learn about the work of other groups and receive feedback on their work. Students of the course will also have the option to participate in the annual conference DINAc on digital sustainability (optional).

Teaching and learning methods

The competencies will be acquired through a combination of the following methods:

- Contact teaching (on-site) to learn about the theoretical background and real-life examples
- Group work and report writing to apply the content to a concrete case example
- ConverStations to present, share, and discuss the findings among students

EDRS - Digital Responsibility & Sustainability - BWWh030

Literature

Required literature

- Hilty, L.M. & Aebischer, B. (2015): ICT for Sustainability: An Emerging Research Field, Advances in Intelligent Systems and Computing. Springer International Publishing. <https://doi.org/10.5167/uzh-110001>
- Stürmer, M., Abu-Tayeh, G. & Myrach, T. (2017): Digital sustainability: basic conditions for sustainable digital artifacts and their ecosystems. Sustainability Science 12, 247â##262. <https://doi.org/10.1007/s11625-016-0412-2>

Recommended literature

- Hilty, L. & Bieser, J. (2017): Opportunities and risks of digitalization for climate protection in Switzerland. University of Zurich, Swisscom, WWF. <https://doi.org/10.5167/uzh-141128>
- Freitag, C., Berners-Lee, M., Widdicks, K., Knowles, B., Blair, G. S. & Friday, A. (2021): The real climate and transformative impact of ICT: A critique of estimates, trends, and regulations. Patterns, 2(9), 100340. <https://doi.org/10.1016/j.patter.100340>
- Stürmer, M., Tiede, M., Nussbaumer, J., & Waespi, F. (2023): On digital sustainability and digital public goods. In: Shaping digital transformation for a sustainable society. Contributions from Bits & Baeume. Technische Universitaet Berlin. <https://arxiv.org/abs/2306.09204v1>
- Digitale Gesellschaft (2021): Digitale Nachhaltigkeit - Nachhaltige Digitalisierung. <https://www.digitale-gesellschaft.ch/nachhaltigkeit/>

Workload

90 hours

- 15 hours contact teaching (weekly during the semester, 5 lectures of 4 lessons each, on-site)
- 6 hours ConverStations (2 lectures of 4 lessons each, on-site) - mandatory participation
- 10 hours ConverStation preparation (in groups)
- 54 hours group work and report writing (in groups and individually)
- 5 hours reading (individually)

Contact lessons

Contact teaching (15h) and ConverStations (6h) are on-site. All other activities are location- and time-independent self-study and group work.

Attendance requirement

The attendance at ConverStations is mandatory for successful module completion. The ConverStations take place during the calendar week 48 and 50.

Competency assessment

Grading is based on the report. The final grade is based on two components:

- Coherence and content of the whole group report: one grade per group (30%)
- Individual report sections: one grade per student (70%)

Mode of repetition

If a student receives a 3.5, in special cases, the module coordinator may provide the option for report revisions according to the coordinator's feedback within 10 working days. In this case, the maximum grade that can be obtained with the improvement is 4.0.

Follow-up modules

Practical Project, Bachelor Thesis

Degree programme, semester

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

EUID - Hands-on UI Design - BWWh026

ECTS	3
Study language	German
Module level additive	Advanced level
Lecturer(s)	Stirnemann Julia Mia
Module responsibility	Stirnemann Julia Mia
Short description of the module	The "Hands-On UI Design" module is a deep dive into user interface design. Through a practical approach, you will gain a solid foundation in visual design principles and how they relate to the laws of usability. With hands-on projects and real-world examples.
Entry requirements	Basic knowledge of a design tool like Figma is helpful.
Competencies upon completion	You will be able to judge the quality of a user interface based on established design principles, rather than just opinions. You will be able to plan, design and validate user interfaces that follow the rules of aesthetics, usability and scalability.
Content	01 Intro Project assignment Introduction and UI fundamentals (on site, highly recommended) 02 Project process, ideation & Figma I (online) 03 Style guide, corporate identity and "look and feel" & Figma II (online) 04 Imagery and icons, vector vs. pixels & Figma III (online) 05 Visual hierarchy, colour and typography selection (online) 06 Presentation and feedback Group work (on site, mandatory) 07 Presentation and feedback Individual work (on site, mandatory)
Teaching and learning methods	This module will be taught over seven mornings, 50% online, 50% on site (3 on site, 4 online). The on-site classes will not be hybrid. There will be a mix of inputs, workshop-like group work and individual coaching while you are working on a practical project.
Literature	Literature Materials will be given as necessary throughout the course.
Workload	90 Stunden / 3 ECTS
Contact lessons	As published in the schedule.

EUID - Hands-on UI Design - BWWh026

Attendance requirement

Cours A: KW 48, 50 on site, mandatory

Cours B: KW 49, 51 on site, mandatory

Competency assessment

Project Assignment: group work, 40%, Kalenderwoche 48, 49

Project Assignment: individual grade, 60%, Kalenderwoche 50, 51

Aids for written examination

No written examination.

Mode of repetition

Repetition or rework in case of insufficient project assignment

Degree programme, semester

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, 3 HS, VZ, Bern

BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern

BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern

BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern

EMPR - Modern Programming in R - BWWh024

ECTS	3
Study language	German
Module level additive	Advanced level
Lecturer(s)	Krebs Michel, Kwuida Léonard
Module responsibility	Michel Krebs, Kwuida Léonard
Short description of the module	The module is also suitable for students without prior programming knowledge and enables them to apply data science techniques in practice as quickly as possible. Students will learn how R can be used to gain knowledge and insights from raw data. The module introduces R and RStudio as well as Tidyverse, a collection of R packages that work together to solve data science problems quickly and effectively.
Entry requirements	Mathematics and statistics modules from the BSc BBA, IBA and Digital & AI degree programmes
Competencies upon completion	The module provides the skills required for the Business Analytics specialisation in the programming language R. Students will be able to analyse data exploratively and create models for forecasts. The quality of the models is checked using statistics and plots.
Content	Topics of the module are: Exploring: Exploring data, generating hypotheses and testing them quickly Preparing: Transforming data sets into a form suitable for analysis Programming: Get to know powerful R tools to solve data problems more efficiently Modelling: Create a summary of a dataset that captures real "signals" in your dataset Communicating: Learn R Markdown (aka Quarto) to present text, code and results together
Teaching and learning methods	Two face-to-face lessons per week with integrated exercises.
Literature	R for Data Science, Hadley Wickham, O'Reilly (available for free download) Moderne Datenanalyse mit R, Sebastian Sauer, FOM-Edition
Workload	90h
Attendance requirement	-

EMPR - Modern Programming in R - BWWh024

Competency assessment	Homework during the semester, weighted 100%
Follow-up modules	Specialisation in Business Analytics
Degree programme, semester	BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern

EOSS - Open Source Software Management - BWWh022

ECTS	3
Study language	English
Module level additive	Advanced level
Module responsibility	Markus Tiede
Short description of the module	This module covers the foundation and concepts for building effective open source practices in companies and organizations. The focus is on the following phases: - Using open source software - Contribute to existing open source projects - Starting new open source projects and building welcoming communities These three key stages are embedded in strategic considerations, governance processes and implementation.
Entry requirements	Professional skills - Basic know how of software engineering principles - Basic business concepts BFH-W competency model: - Competencies of vocational baccalaureate «Engineering, Architecture, Life Sciences» or - «Business and Services»
Competencies upon completion	Professional skills Establish OSPOs: an open source program office (OSPO) is designed to (1) be the center of competency for an organization's open source operations and structure and (2) put a strategy and set of policies on top of an organization's open source efforts. BFH-W competency model - Problemsolving / Design Thinking Agile methods - Definition of Ready - Definition of Done Collaboration - Continuous Integration - Code Review Self Organization - Retrospectives - Shared Principles Handling complexity - Test Automation - Test Driven Development - Everything-as-Code - Docs As Code

EOSS - Open Source Software Management - BWWh022

Content

In the **first section**, you will learn the basic components of open source and open standards. You will also learn about the differences between open source and closed source software, the reasons for the use of each, and how the combination of standards and open source provides increased value to an organization.

The **second section** discusses the various open source business models and how to develop practical strategies and policies for your organization's chosen model. It also explains the value and importance of an Open Source Program Office (OSPO) as well as how the OSPO helps provide assistance in defining ROI and other open source metrics.

In the **third section**, you will learn how to build an effective OSPO and articulate the different types of roles and responsibilities needed to run it successfully.

Section 4 talks about the role of continuous integration and testing in a healthy open source project, and how you can apply open source development principles to internal projects within your organization to take best advantage of the value these principles bring.

In the **fifth section** you will learn about the importance of effective open source license compliance and how to build programs and processes to ensure safe and effective consumption of open source in the enterprise. You will also get familiar with the most common open source license types, and their major characteristics, as well as how to choose the most appropriate license for a given situation.

Section 6 discusses how to work most effectively with upstream open source projects and how to build sound contribution strategies in organizations to get the maximum benefit from working with project communities. It also describes multiple common upstream project governance models, and explains how these governance practices affect an organization's ability to make effective contributions.

Finally, the **last section** discusses the rationale and value for creating new open source projects as well as the required legal, business and development processes needed to launch new projects.

Teaching and learning methods

Language: Teaching; content, literature & material: **English**

7 On-site, hybrid and remote lectures combined with ~30+ tasks

Self study: literature, videos

Literature

<https://digital-sustainability.github.io/module-eoss-ospo101/>
<https://ospobook.todogroup.org>

<https://ospo101.org>
<https://todogroup.org>
<https://openpracticelibrary.com>
<https://ossbenchmark.com>

Workload

90h

Contact lessons

-

Attendance requirement

-

EOSS - Open Source Software Management - BWWh022

Competency assessment

(individual) **Exam** (60%) at the end of the module in the official exam week

- (electronic) PC exam using Safe Exam Browser / Lernstick EXAM

- 90 minutes

Tasks (40%) finished by the end of the module

- (individual) ongoing (~ 6 x 5) tasks during semester

- (small) Teamwork research, collaboration and presentation (possible from week 7 to 11)

Aids for written examination

- Summary (max 10 single or 5 double pages)
- Dictionary (printed) mother tongue <> english

-

Follow-up modules

- module/wseg - Software Engineering
- CAS - Public Sector Transformation
- SDG1 - Public Sector Trends

Comment

All contents are available here <https://github.com/digital-sustainability/module-eoss> licensed under CC-BY 4.0 as OER.

Degree programme, semester

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

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

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: • 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: • 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

Teaching and learning methods	This is a hands-on course. We combine • 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

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Bächli Sandro, Rascón Alberto
Module responsibility	Sandro Bächli
Short description of the module	Students will work in investment teams and simulate the investment process of a bank: • 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) The module is a mix between traditional- and flipped classroom teaching: The course consists of lectures, tasks and coaching/client meetings.
Entry requirements	BFMA or IFMA For this course, it is essential to have attended a financial management module beforehand! Knowledge of the following topics is essential: • 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	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.
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

End of semester (CW3 or 4)

Digital examination on Moodle.

Learning Stick will be implemented for the test including access to Excel (only empty Excels are allowed).

Formulary will be provided by the lectures on the day of the exam (Paper).

Weight: 100%

Duration: 110 minutes

Laptop: bring your own device

The professors keeps the right to award points to specific homework or written work during the semester.

Aids for written examination

- any pocket calculator
- Print dictionary (mother tongue - examination language)
- A formulary will be provided at the examination date

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

Mode of repetition

2nd exam on repetition weeks (CW12/13)

Follow-up modules

SBF3

Degree programme, semester

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

SDB1 - Digital Technology Management - BWBh261

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	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. 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.
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Entry requirements	-
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Competencies upon completion	The course aims to train students' digitalization competencies, applied methodological skills as well as communication, collaboration, self-management and presentation skills.
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Content	The module "Digital Technology Management" consists of two main components that together support both theoretical understanding and practical application: 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.
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Teaching and learning methods	Classes and interactive coaching sessions, group tasks, theoretical input and online sessions.
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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

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	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.
Entry requirements	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.

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

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

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 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 assignment. 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.
Literature	Videos, slides, articles and selected chapters from various sources provided by lecturers via Moodle.
Workload	180 hours
Contact lessons	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: • 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	There is mandatory attendance for the following: • 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	There are two group assessment (collective grading) components in this course. • 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. Both assessment components have to be passed in order to pass the module.
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

SIE3 - Entrepreneurial and Managerial Decision-Making - BWBh304

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	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. 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.
Content	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. 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.
Teaching and learning methods	As part of the module, students will analyze and answer a scientific and practice-relevant question in small teams and create a scientific poster. 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.
Literature	Literature and materials for the module will be provided on Moodle.

SIE3 - Entrepreneurial and Managerial Decision-Making - BWBh304

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

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

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	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 accounting).
Entry requirements	The students have completed the basic studies. Students have completed the accounting module. Students have completed/or enrolled at the financial management module and accounting module.

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

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

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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

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.
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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

SAI1 - AI Applications in Industry - BWWh261

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

Short description of the module	In the <i>AI Applications in Industry</i> module, students acquire and act on the set of capabilities needed to design and critically evaluate AI-driven solutions to open world problems. The course is structured around three complementary components: (i) foundational concepts and methods in modern AI (including supervised and unsupervised learning, explainable AI, generative AI, agentic AI, and deployment), (ii) the analysis of how existing business have leveraged AI to generate value, and (iii) continuously coached both by technical and business experts, the conceptualization, development and deployment of a team-based AI-driven minimum viable product (MVP) for their AI-driven business idea. Course evaluation considers both student individual learning (on fundamentals covered in dedicated lecture blocks), soft skills, and team-work production. This course adopts an innovative, mainly hands-on format that emphasizes learning from real-world AI-business case studies, and encourages students to creatively apply AI technologies to address societal needs. Throughout the semester, student groups design their MVP, continuously supported by two dedicated coaching teams who guide them in both technology development and entrepreneurial thinking. The module culminates in a final pitching session, where each team presents their MVP and defend their technical and business decisions in a critical discussion format.
Entry requirements	It is required to understand, speak and write in English, as all lectures, materials, communications, and course outputs will be in this language. Students are expected to arrive with an initial idea for a potential AI application, or to be able to contribute to ideation during the first session, as course opens with an ideation hackathon. It is advisable, though not required, to have followed other data science, AI, and business-oriented courses before. Specifically, (i) it will be necessary to navigate the universe of data technologies and write R and/or Python code, the use of AI code assistants will be encouraged; and (ii) the course project requires familiarity with the identification of societal needs and the formulation of innovative business value propositions around them. The envisioned format, counting with personalized coaching coupled with group work, ensures that students will get the support and complementarity in skills needed to go from value proposition to MVP.
Competencies upon completion	Upon completion, the students will be equipped with the transversal skillset to be able to integrate foundational AI knowledge in applied problem-solving with a business mindset (create value with AI). This includes: - Identify a societal need (challenge) that can benefit from an AI-driven solution and formulate a business value proposition around it. - Demonstrate conceptual understanding of AI core paradigms and techniques, capability for making an informed selection of an appropriate paradigm and technique for the group project challenge, and apply it generating a functional MVP generating value around the identified challenge. - Design, implement, and iteratively refine a functional MVP leveraging AI to deliver its core value proposition. - Explore and question the ethical, legal, and implementation aspects relevant to the feasibility of their MVPs and deployment solutions in real world settings. - Collaborate effectively in multidisciplinary teams, engage with colleagues from other teams for P2P feedback, and communicate in a compelling manner business models and MVPs to sharks.

SAI1 - AI Applications in Industry - BWWh261

Content

The module is organized in two main phases, combining a structured introduction to core AI paradigms and methods, with iterative, project-based application of these.

Phase 1: From idea to Project and Foundations.

- Ideation hackathon towards identification of social need, group formation and narrowing down MVP project.
- Traditional lectures on AI paradigms and methods, data management, app deployment. See it in case-studies.

Phase 2: Project development, iterative improvement, and critical reflection on applicability.

- Hands-on, self-paced, group work on project.
- Coaching sessions: technical and business aspects.
- Pitching and communicating business ideas and products.

Teaching and learning methods

- Lectures (theoretical and applied through case studies).
- Training formative assessments on fundamentals followed by an integrated individual test.
- Pitch sessions and coaching / feedback rounds.
- Group work and peer learning.
- Expert coaching.
- Project-based learning.

Literature

Readings, case studies, and online resources will be provided via the course platform.

Optional resources (for inspiration):

- Khamis, R., & Buallay, A. (Eds.). (2024). *AI in Business: Opportunities and Limitations*. Springer. <https://doi.org/10.1007/978-3-031-48479-7> (access provided by Bern University of Applied Sciences)
- MITOpenCourseWare: <https://ocw.mit.edu/>
- <https://huggingface.co/learn>

Workload

180h

Contact lessons

14 weekly sessions of 3 hours and 30 minutes each (equivalent to 14x4 classes of 45min each including teaching + exercise sessions).

Attendance requirement

Onsite attendance is not required for all sessions. However, for sessions of ideation and team formation (n=2), attendance is highly recommended. For sessions of group project pitching and individual formative assessment (n=3), attendance is mandatory.

Competency assessment

- Individual assessment (40%):
- 30% - Evaluation of foundational knowledge (ML, AI, genAI, agenticAI, data management, deployment). Quiz in calendar week 42.
- 10% - Evaluation of soft skills (P2P engagement, communication, critical thinking, motivation, proactivity and ability to reply questions during pitches). Continuous grading across the semester.
- Group assessment (60%): evaluation of the team-based AI MVP project (technical and business aspects). Project hand-out material + presentation -> calendar week 51.

SAI1 - AI Applications in Industry - BWWh261

Aids for written examination

For the group work output, all types of aids are allowed, even AI (the evaluation will emphasize aspects that cannot be merely AI generated).

For the individual foundational knowledge evaluation, all types of aids are allowed but it will be designed to require human skills.

Mode of repetition

The module can be repeated in the next available semester.

Degree programme, semester

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

SAI2 - Innovation through Generative AI - BWWh262

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Rietsche Roman, Wambsganss Thiemo
Module responsibility	Prof. Dr. Thiemo Wambsganss, Prof. Dr. Roman Rietsche
Short description of the module	Businesses and organizations that fail to recognize and harness the potentials of generative Artificial Intelligence (AI) will increasingly face competitive disadvantages. Understanding and deploying AI systems is crucial, but integrating these systems into products and services in an intelligent and user-centered manner to drive innovation and develop future-proof solutions is equally essential. "Innovation Through Generative AI" bridges the gap between traditional machine learning and advanced generative AI techniques, particularly in natural language processing and large language models (LLMs). By strategically utilizing Prompt Engineering, specific AI outputs tailored to the needs and challenges of users, customers, and modern organizations can be generated. This course offers an in-depth introduction to the mechanisms and applications of Prompt Engineering, supported by practical examples and projects that students can directly apply to their ideas. The course starts with the basics of natural language processing, the structure, and deployment of LLMs. Participants will learn how to effectively deploy these technologies through prompt techniques to create user-centric innovations. Participants will not only acquire theoretical knowledge but also develop practical skills, enabling them to consciously and effectively utilize generative AI technologies. The goal is to empower students to fully exploit the opportunities and challenges of AI technologies for innovative business solutions through a combination of theoretical understanding and practical application.
Entry requirements	Basic programming skills in Python and an understanding of machine learning are helpful but not mandatory.
Competencies upon completion	At the end of this course... ... students will be able to explain the fundamentals of Natural Language Processing and Large Language Models. ... students will be able to apply, analyze, and evaluate methods and mechanisms of prompt engineering for business innovation. ... students will be able to explain the opportunities and risks of generative AI for different business use cases.
Content	Course Content and Methodology: Foundations and Principles of NLP and LLMs: Prompt Engineering: Application and Prototyping: Legal, Ethical, and Social Aspects of AI Use:

SAI2 - Innovation through Generative AI - BWWh262

Literature

Selected Papers:

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

Workload

180h

Contact lessons

Every Friday (scheduled time according to study planer)

Attendance requirement

Required mandatory attendance will be during the following events and scheduled calendar weeks:

- KW42 (scheduled for the intermediate pitch)
- KW46 (schedule for user-centered design workshop + coaching)
- KW49 (scheduled for the final presentation)

Competency assessment

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

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

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

- Final presentation and defense of the project (15 minutes) (30%), CW49/50
- Intermediate pitch on user-centered innovation and methodology (5 minutes) (10%) CW42
- Regular reflections on the group work, presentation, and learning process (pass/fail), individual assessment

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

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

Degree programme, semester

BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
BSc Digital Business & AI, 2026-2027, 7 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

SDA2 - Software Architecture - BWWh222

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Höhn Sebastian
Module responsibility	Höhn Sebastian

Short description of the module	Being a successful software architect is more than just possessing technical knowledge. Its about thinking like an architect, being a leader, and understanding the architectural elements, patterns, and styles necessary to create effective software architectures. Neil Ford Software architecture is where technical design, business context, constraints, and long-term change meet. In this module, students learn how architects reason about software systems: how they identify quality requirements, make trade-offs explicit, choose suitable architectural styles, and document decisions so that teams can build, evaluate, and evolve systems over time. The module connects architecture fundamentals with concrete engineering practice. Students work with concepts such as modularity, coupling and cohesion, architecture characteristics, APIs, domain boundaries, distributed systems, microservices, event-driven architectures, serverless computing, and data-intensive systems. They also learn that architecture rarely starts on a blank page: existing systems, legacy constraints, organizational structures, technology choices, and operational realities must be understood before meaningful design decisions can be made. A central part of the module is a set of architecture labs and applied exercised. In these labs, students design, prototype, document, and evaluate architectural solutions for realistic scenarios. Contemporary software engineering toolchains, including AI-assisted development tools, may be used where they help with exploration, implementation, documentation, or evaluation. The focus is not on using a particular tool, but on making architectural reasoning visible, testable, and defensible.
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Competencies upon completion	After successfully completing the module, students can: • explain the role of software architecture in the lifecycle of modern software systems, including, where relevant, systems that use AI components or are developed with AI-assisted toolchains, and distinguish architecture decisions from implementation or technology decisions • identify and formulate relevant architecture characteristics and quality requirements such as scalability, adaptability, maintainability, reliability, security, deployability, and the specific requirements that may arise when AI-based functionality is part of a system • analyse a given system context, including business goals, domain boundaries, legacy systems, organizational constraints, technology constraints, and opportunities or risks created by AI-assisted development and AI-enabled system capabilities • design modular software architectures using principles such as separation of concerns, information hiding, coupling and cohesion, and clear component responsibilities • compare architectural styles and patterns, including layered architectures, modular monoliths, microservices, event-driven architectures, serverless approaches, and integration patterns • design and evaluate APIs, service boundaries, data ownership, and integration strategies for distributed and data-intensive systems • apply selected Domain-Driven Design concepts to reason about domains, bounded contexts, context maps, and service boundaries • document architecture decisions using appropriate views, models, diagrams, and Architecture Decision Records (ADRs) • justify architectural trade-offs and evaluate proposed solutions against explicit scenarios, constraints, and quality requirements • use contemporary development and AI-assisted toolchains transparently and critically as part of architecture exploration, prototyping, documentation, and evaluation • communicate architecture decisions effectively in teams and reflect on the social, organizational, and leadership aspects of architecture work
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SDA2 - Software Architecture - BWWh222

Content

The following topics are planned. The exact depth and examples may vary depending on the lab scenarios and current developments in software engineering practice.

- The role of software architecture: responsibilities, architecture thinking, stakeholders, constraints, and trade-offs
- Architecture characteristics and quality attribute scenarios: scalability, adaptability, maintainability, reliability, security, performance, and deployability
- Modularity and design principles: components, cohesion, coupling, encapsulation, dependencies, and fitness for change
- Architecture documentation: views, diagrams, models, communication, and Architecture Decision Records (ADRs)
- System design and architecture evaluation: analysing scenarios, comparing alternatives, and reasoning about consequences
- Architectural styles and patterns: layered architectures, modular monoliths, microservices, event-driven architectures, serverless computing, and integration patterns
- API design and integration: service contracts, interface design, versioning, synchronous and asynchronous communication, and integration with existing systems
- Domain-Driven Design: domains, subdomains, bounded contexts, context mapping, aggregates, and domain events
- Distributed and data-intensive systems: service granularity, data ownership, consistency, transactions, messaging, and operational complexity
- Evolutionary architecture and modern delivery practices: continuous delivery, observability, architecture fitness functions, and change over time
- Architecture labs: design, prototype, document, and evaluate architecture solutions using contemporary software engineering and AI-assisted development tools where appropriate

Teaching and learning methods

The module combines structured input, guided self-study, and applied architecture labs. Lectures and online materials introduce the conceptual foundations, terminology, and methods needed for architectural reasoning. The accompanying readings and video lessons support self-paced preparation and allow students to revisit core concepts when working on the labs.

On-premise sessions are used primarily for discussion, workshops, design critique, lab work, and feedback. Students work individually and in groups on realistic architecture scenarios, develop solution proposals, document decisions, and evaluate their designs against explicit quality requirements. The labs are designed to connect theory with practice without prescribing one fixed solution path.

Contemporary software engineering toolchains, including AI-assisted development tools, may be used in the labs and assignments. Their use must be transparent and appropriate to the task. Students are expected to understand, review, and justify the architectural consequences of any generated artefacts, prototypes, diagrams, or documentation.

The module is planned as a blended-learning format. Approximately half of the learning activities take place in on-premise lectures, workshops, and lab sessions. The other half is organized as asynchronous online learning, self-study, readings, video lessons, and preparation or follow-up work for the labs.

SDA2 - Software Architecture - BWWh222

Literature

Main literature:

- Richards, M., & Ford, N. (2025). *Fundamentals of Software Architecture: An Engineering Approach* (2nd ed.). O'Reilly.
<https://learning.oreilly.com/library/view/fundamentals-of-software/9781098175504/>
- Bass, L., Clements, P., & Kazman, R. (2021). *Software Architecture in Practice* (4th ed.). Addison-Wesley. <https://learning.oreilly.com/library/view/software-architecture-in/9780136885979/>

Recommended further reading:

- Ford, N., Richards, M., Sadalage, P., & Dehghani, Z. (2021). *Software Architecture: The Hard Parts*. O'Reilly. <https://learning.oreilly.com/library/view/software-architecture-the/9781492086888/>
- Kleppmann, M., & Riccomini, C. (2026). *Designing Data-Intensive Applications* (2nd ed.). O'Reilly. <https://learning.oreilly.com/library/view/designing-data-intensive-applications/9781098119058/>
- Vernon, V. (2013). *Implementing Domain-Driven Design*. Addison-Wesley. <https://learning.oreilly.com/library/view/implementing-domain-driven-design/9780133039900/>

Selected article:

- Tyree, J., & Akerman, A. (2005). Architecture decisions: Demystifying architecture. *IEEE Software*, 22(2), 19-27. <https://doi.org/10.1109/MS.2005.27>

Workload

6 ECTS

Contact lessons

Contact lessons will be taught on premise. Video lessons will be organized as asynchronous and remote sessions. We aim to balance these two to be about 50% each.

Attendance requirement

Workshops and guest lectures will require attendance. Schedule will be published at the start of the semester.

Competency assessment

The competency assessment consists of three graded assignments during the semester.

Two assignments are completed as group work and together account for 40% of the final grade. These assignments may include architecture labs in which students design, document, prototype, and evaluate software architectures for given scenarios. Contemporary software engineering toolchains, including AI-assisted development tools, may be used as part of the assignments. The exact scope, scenarios, toolchain requirements, deliverables, and assessment criteria will be published on Moodle.

One assignment is completed individually and accounts for 60% of the final grade. The individual assignment assesses each student's ability to apply, analyse, justify, and evaluate software architecture decisions independently. It may build on the group assignments, for example through an individual analysis, comparison, integration, measurement, or extension of the architectural solutions developed during the semester.

Generic assessment criteria may include:

- clarity and completeness of architecture documentation and project deliverables
- appropriate application of software architecture concepts, patterns, and methods
- quality of architecture decisions, including justification of trade-offs and constraints
- modularity, coupling, cohesion, and maintainability of the proposed solution
- effective and transparent use of contemporary development toolchains
- evaluation of the solution against the given scenario and quality requirements

The exact assessment criteria will vary for each assignment and will be available on Moodle.

SDA2 - Software Architecture - BWWh222

Degree programme, semester	BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
	BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern
	BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
	BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern
	BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern
	BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern

SDA4 - Hands-on Architecture - BWWh224

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Höhn Sebastian
Module responsibility	Höhn Sebastian
Short description of the module	SDA4 is the hands-on integration module of the Software Design and Architecture specialization. It brings together software architecture, enterprise architecture, and UX strategy in realistic architecture labs and case studies. Students work on practical architecture challenges where technical systems, business capabilities, user needs, organizational constraints, and existing application landscapes must be considered together. The module focuses on applying architectural thinking in situations that resemble professional practice: incomplete information, competing goals, legacy constraints, stakeholder perspectives, and the need to make decisions explicit and defensible. The module builds on themes from the other SDA modules without requiring them as strict prerequisites. Theoretical foundations, methods, and tools are introduced or refreshed where needed. The focus is on applying concepts in context: analysing a situation, developing architecture options, documenting decisions, evaluating trade-offs, and communicating recommendations. A central part of the module is applied architecture lab work. In these labs, students work individually and in groups on realistic scenarios. Depending on the lab, they may analyse an enterprise context, define architecture-relevant user and stakeholder concerns, design or evaluate software and integration architectures, prototype selected aspects, and formulate architecture recommendations. Contemporary software engineering and AI-assisted tools may be used where appropriate, but the emphasis is on architectural reasoning, not on a specific toolchain.
Entry requirements	The knowledge and skills acquired so far during the bachelor programme are presupposed. The module can be taken independently of the other SDA modules; relevant foundations from software architecture, enterprise architecture, and UX strategy will be introduced or refreshed where needed.
Competencies upon completion	After successfully completing the module, students can: - analyse realistic architecture problems by considering business goals, user and stakeholder needs, organizational constraints, existing application landscapes, and technical constraints - integrate concepts from software architecture, enterprise architecture, and UX strategy when developing architecture options and recommendations - identify architecture-relevant concerns across different levels, including enterprise capabilities, business processes, user journeys, application components, interfaces, data flows, and technology platforms - develop and compare architecture options for realistic scenarios and justify choices based on explicit trade-offs and constraints - apply selected methods, models, and notations from enterprise architecture, software architecture, and UX strategy to structure and communicate analysis results - document architecture decisions, assumptions, risks, and recommendations in a clear and traceable way - evaluate proposed solutions against business, user, technical, and organizational requirements - use contemporary digital and AI-assisted toolchains transparently and critically as part of analysis, modelling, prototyping, documentation, and evaluation - collaborate effectively in architecture labs, including peer review, feedback, and constructive critique - communicate architecture recommendations to different stakeholder groups and defend them based on evidence, reasoning, and trade-offs - reflect on their own working process and improve their solution based on feedback, evaluation results, and changing assumptions

SDA4 - Hands-on Architecture - BWWh224

Content

The following topics are planned. The exact depth, tools, and examples may vary depending on the lab scenarios and current developments in architecture practice.

- Integrated architecture work: connecting enterprise architecture, software architecture, and UX strategy in realistic problem settings
- Architecture problem framing: stakeholders, business goals, user needs, constraints, assumptions, risks, and decision drivers
- Enterprise context analysis: capabilities, business processes, application landscapes, information flows, technology platforms, and organizational constraints
- UX strategy at architecture level: user groups, journeys, pain points, service touchpoints, accessibility and usability concerns, and their implications for architecture decisions
- Software architecture in context: components, interfaces, APIs, integration patterns, data ownership, deployment options, and quality requirements
- Architecture modelling and documentation: selected models, views, diagrams, decision records, roadmaps, and recommendation documents
- Trade-off analysis and architecture evaluation: comparing solution options against business, user, technical, and organizational criteria
- Prototyping and validation where appropriate: using lightweight artefacts, experiments, simulations, or technical prototypes to reduce uncertainty
- Tool-supported architecture work: selected digital tools for modelling, documentation, prototyping, collaboration, and AI-assisted analysis or development
- Architecture labs: group and individual work on realistic case studies, including analysis, solution design, documentation, peer review, feedback, and presentation of recommendations

Teaching and learning methods

The module combines short conceptual inputs, guided self-study, and applied architecture labs. Lectures and online materials introduce or refresh the methods, terminology, and examples needed for the current lab work. Readings, videos, and selected resources support preparation and allow students to deepen specific topics where needed.

On-premise sessions are used primarily for lab work, workshops, coaching, design critique, peer review, and presentations. Students work on realistic architecture scenarios in groups and individually. They analyse the given context, develop solution options, document decisions, evaluate trade-offs, and communicate recommendations.

The labs are designed to connect theory with practice without prescribing one fixed solution path. Depending on the scenario, students may work with artefacts such as stakeholder analyses, capability maps, process or journey models, application landscape views, architecture diagrams, interface sketches, Architecture Decision Records, prototypes, evaluation criteria, and recommendation documents.

Contemporary digital toolchains, including AI-assisted tools, may be used in the labs and assignments where appropriate. Their use must be transparent and critically reflected. Students are expected to understand, review, and justify the architectural consequences of generated artefacts, models, prototypes, or documentation.

The module is planned as a blended-learning format. Approximately half of the learning activities take place in on-premise lectures, workshops, coaching, and lab sessions. The other half is organized as asynchronous online learning, self-study, readings, video lessons, and preparation or follow-up work for the labs.

SDA4 - Hands-on Architecture - BWWh224

Literature

Main literature

- Ross, J. W., Weill, P., & Robertson, D. C. (2006). *Enterprise Architecture as Strategy: Creating a Foundation for Business Execution*. Harvard Business Review Press.
URL for verification: <https://www.oreilly.com/library/view/enterprise-architecture-as/9781422148174/>
- Kalbach, J. (2020). *Mapping Experiences: A Complete Guide to Customer Alignment Through Journeys, Blueprints, and Diagrams* (2nd ed.). O'Reilly.
URL for verification: <https://www.oreilly.com/library/view/mapping-experiences-2nd/9781492076629/>
- van Kelle, E., Verschatse, G., Baas-Schwegler, K., & Yao, X. (to verify). *Collaborative Software Design: How to Facilitate Domain Modeling Decisions*. Manning.
URL for verification: <https://www.manning.com/books/collaborative-software-design>

Recommended further reading

- Levy, J. (2021). *UX Strategy: Product Strategy Techniques for Devising Innovative Digital Solutions* (2nd ed.). O'Reilly.
URL for verification: <https://www.oreilly.com/library/view/ux-strategy-2nd/9781492052425/>
- Skelton, M., & Pais, M. (2019). *Team Topologies: Organizing Business and Technology Teams for Fast Flow*. IT Revolution.
URL for verification: <https://teamtopologies.com/book>
- Selected readings from the literature of SDA1, SDA2, and SDA3 may be used depending on the lab scenarios.

Workload

6 ECTS require 180h effort:

- 26-32h face-to-face lessons
- 26-32h online lessons
- 100-120h group and self-study

Contact lessons

Contact lessons will be taught on premise.

Video lessons will be organized as asynchronous and remote sessions.

We aim to balance these two to be about 50% each.

Attendance requirement

Guest lectures will require attendance.

The schedule will be published at the start of the semester.

Competency assessment

Three graded assignments through the course of the semester.

Two assignments are graded as a competency assessment as group grade, 40% (due dates CW 44 and 51). One assignment is graded as an individual grade, 60% (due data CW 1/2027).

Generic assessment criteria might include:

- Clarity and completeness of the project deliverables
- Application of theoretical concepts to practical scenarios
- Quality of collaboration and peer feedback
- Effectiveness of solutions and recommendations

The exact assessment criteria will vary for each assignment and will be available on moodle.

Aids for written examination

There is no written exam.

SDA4 - Hands-on Architecture - BWWh224

Degree programme, semester	BSc Business Information Technology, 2026-2027, 5 HS, VZ, Bern
	BSc Digital Business & AI, 2026-2027, 5 HS, VZ, Bern
	BSc Digital Business & AI, 2026-2027, 3 HS, VZ, Bern
	BSc Digital Business & AI, 2026-2027, 7 HS, TZ, Bern
	BSc Business Information Technology, 2026-2027, 7 HS, TZ, Bern
	BSc Digital Business & AI, 2026-2027, 5 HS, TZ, Bern

SBD2 - Data-driven visualization for decision-making - BWWh206

ECTS	6
Study language	English
Module level additive	Advanced level
Lecturer(s)	Gomez Teijeiro Lucia, Hadji Misheva Branka, Zangger Christoph
Module responsibility	Zangger Christoph
Short description of the module	Can you confidently read and interpret the message behind a complex, data-rich graphic? And just as importantly, can you create clear and compelling visualizations that communicate data-driven stories effectively? If your answer is "no" or "I'm not sure," then this module is for you. AI can help generate code, suggest a chart, summarise data or produce a first draft of a presentation. But recognizing whether the data are credible, deciding what the evidence truly means, and telling a story that leads to the right decision remain deeply human responsibilities. In a world overflowing with dashboards, charts, maps, social-media graphics and AI-generated analyses, the ability to read, question and communicate data visually has become an essential business skill. Human perception is remarkably responsive to visual patterns: we can often notice differences in colour, position, size or movement almost instantly. However, this also makes us vulnerable to misleading scales, inappropriate chart choices, missing context and compelling stories built on poor-quality data. This hands-on module invites students to become critical and creative data storytellers. Using real-world datasets and contemporary tools, students will learn how to find and assess data, identify quality problems, design meaningful, interactive visualisations, explore change over time, and communicate evidence to support sound decisions. Particular attention is given to distinguishing visualisations that inform from those that manipulate, and to presenting argument effectively. By the end of the module, students will not simply be able to produce attractive charts. They will be able to ask: <i>Is the data trustworthy? Is this visualisation honest? What story does the evidence actually support? What decision should follow?</i>
Entry requirements	Students should bring curiosity about data and a motivation to develop critical thinking and effective communication skills around data, visualisations and evidence-based decision-making. No prior knowledge of R or data visualisation is required, although previous experience with R can be an advantage.

SBD2 - Data-driven visualization for decision-making - BWWH206

Competencies upon completion Upon successful completion of the module, students will be able to:

- **Question data before trusting it** by assessing its source, quality, completeness, consistency and relevance for a given question or decision.
- **Prepare data for visual analysis** by detecting and addressing common quality problems
- Recognise when a visualisation informs, misleads or manipulates and explain how design choices can shape interpretation.
- **Apply quantitative visualisation skills** to represent distributions, comparisons, relationships and developments over time.
- **Create advanced and interactive visualisations**, including maps and network visualisations, that help audiences explore complex data, identify geographic patterns and understand relationships and connections.
- **Use R and relevant visualisation tools** to produce reproducible, well-designed analytical outputs and presentations.
- **Communicate data findings with impact and integrity** by selecting visual forms that are clear, engaging and appropriate for different audiences.
- **Build an evidence-based data story** that connects trustworthy data, meaningful visual insights and relevant context without overstating conclusions.
- **Translate visual evidence into justified decisions** and defend recommendations in business or societal contexts.
- **Use AI-supported tools critically and responsibly**, while retaining human judgement over the validity, meaning and consequences of the analysis.

Content

- Introduction to R for data visualisation.
- The role of data, visualisations and stories in decision-making.
- Finding and working with data responsibly; open-data portals, APIs, reproducibility.
- Data quality assessment including accuracy, completeness, consistency, timeliness, validity, representativeness, missing data, duplicates, invalid values and mitigation of quality issues.
- Visualising univariate and multivariate categorical and numerical data, including comparisons, rankings, proportions, distributions.
- Visualizing change. Time-series data; line charts, index charts, rolling summaries, seasonal patterns.
- Spatial and network visualisation, including maps, geographic patterns, networks, flows and relationships between connected entities.
- Coaching and practical application in data quality, preprocessing and visualisation design.
- Data storytelling for decision-making, including constructing engaging narratives.

SBD2 - Data-driven visualization for decision-making - BWWh206

Teaching and learning methods

Lectures

Lectures introduce the principles of data visualisation, data quality and data storytelling for decision-making. Students learn how to critically assess the credibility of data, select appropriate visual representations and understand how design choices can reveal, obscure or distort a message. Real-world examples of effective and misleading visualisations are used throughout the module to connect theory with practice.

Exercises

Hands-on exercises are integrated throughout the module to develop practical visualisation skills. Using R and relevant visualisation tools, students work with real datasets to assess data quality, prepare data for analysis and create visualisations for categorical, numerical, multivariate, time-series, spatial and network data. Exercises also include the development of advanced and interactive visualisations.

Continuous data storytelling project

The central assignment runs throughout the module and allows students to apply each stage of the course to a data-centric question of their own choice. Students identify a meaningful question, search for suitable data, assess its origin and quality, prepare it for analysis, explore it through appropriate visualisations and progressively develop an evidence-based data story. The project culminates in a visual narrative that communicates the findings clearly and supports a justified decision or recommendation.

Coaching sessions

Dedicated coaching sessions provide students with opportunities to receive formative feedback on data preparation, visualisation choices and the development of their data story. These sessions support students in refining both the analytical quality and communicative effectiveness of their work.

Presentations

Students present a final evidence-based data story in which visual insights are translated into a clear and justified decision or recommendation. Presentations develop students' ability to communicate findings effectively to an audience, defend their visual and analytical choices.

Literature

Slides, scripts, notes. All material will be made available via Moodle.

Additional useful material:

- Kabacoff, R. 2020. Data Visualization in R.
- Wickham, H. and Grolemund, G. 2017. R for Data Science
- Empirical research articles to be communicated during the course
- Online video tutorials on R and R markdown

Workload

180h

Contact lessons

14 x 4 Lessons (45 mins each): lectures & practicals & interactive sessions, coaching, presentations of data storytelling project

Attendance requirement

Attendance is not compulsory. 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 to build your own data story step by step. It will be useful, interactive and, we hope, genuinely fun.

SBD2 - Data-driven visualization for decision-making - BWWh206

Competency assessment

Individual data storytelling project (100%). Students investigate a data-centric question and develop an evidence-based visual story:

- **Written report (60%).** The assignment is divided into three small submissions delivered throughout the semester, enabling continuous feedback and improvement. Together, these submissions form the final report (Quatro report + html file), including the reproducible data analysis and visualisation scripts, and account for 60% of the grade.
- **Presentation of the work (40%).** In KW 51, students present their completed project; the final presentation accounts for 40% of the grade.

Mode of repetition

Written report: The report consists of three equally weighted parts; the combined score determines the written report grade. If a student receives a grade below 3.5 for Part 1 or Part 2, the respective part may be improved during the module; in this case, the maximum achievable grade for that part is 4.0. An unsatisfactory grade for Part 3, or an overall unsatisfactory written report grade, may be repeated at the next official examination date.

Oral presentation: An unsatisfactory grade for the final presentation may be repeated at the next official examination date.

Degree programme, semester

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