

ECONOMICS/LAW II

<p>Learning outcomes / competences</p>	<p>Professional Competence</p> <ul style="list-style-type: none"> - Theoretical and practical content: Students know the interrelationships on a macroeconomic level. Central topics include the origin and development of the gross domestic product, relevant factors for long-term economic growth, and the functioning of labor and financial markets. Students are also able to explain the bearers and objectives of monetary policy as well as the reasons for and potential intervention options in the event of short-term economic fluctuations. Students can name and understand the most important institutions and legal forms of the European Union. They understand the content and meaning of fundamental freedoms. They can explain the basic rules of competition law. - be able to apply theoretical and practical contents: Students can interpret key macroeconomic indicators. They can analyze problems and options for action from an economic policy perspective and can apply these to current problems in the economy. - ACADEMIC ENGLISH: Students are able to recognize, evaluate and write an academic summary of a subject-specific content in English <p>Methodological Competence</p> <ul style="list-style-type: none"> - scientific methods: Students can research economic data, analyze subject-specific texts and statistics. - Problem solving and critical thinking: Using exercises on economic challenges and potential solution strategies, students are able to apply and critically reflect on their problem-solving skills. - Working methods, techniques and procedures: ACADEMIC ENGLISH: Students have developed their critical reading and writing skills and are able to understand and evaluate texts related to the main focus of the course. They are able to summarize, paraphrase and synthesize academic texts while maintaining an appropriate writing style and written form. <p>Social Competence</p> <ul style="list-style-type: none"> - Communication (oral): Students can adequately present macroeconomic developments and justify economic policy interventions with arguments. <p>Self-competence</p> <ul style="list-style-type: none"> - Ethical and social responsibility: Students are familiar with ethical questions regarding different economic policy objectives in relation to overall economic growth.
<p>Contents</p>	<p>The module consists of the courses Macroeconomics, European Law and English - each with the following contents:</p> <p>Macroeconomics:</p> <ul style="list-style-type: none"> - Introduction to Macroeconomics / Macroeconomic Data - Long-term economic development - Long-term view of money and prices - Short-term economic fluctuations - Global trends <p>European law:</p> <ul style="list-style-type: none"> - History and Organization of the EU

	<ul style="list-style-type: none"> - Forms of EU law - Basic freedoms - Competition Law <p>Academic English</p> <ul style="list-style-type: none"> - The academic summary - Creating summaries, paraphrasing, quoting - Critical reading and writing
Exam methods	<p>Cumulative Module Exam</p> <p>The module grade is calculated weighted by the ECTS credits of the individual courses of the module and is calculated as follows:</p> <p>ILV "Fundamentals of Economics II - Macroeconomics" - 2.5 ECTS credits (Exam type: continuous assessment; examination form: written examination)</p> <p>ILV " European Law" - 2.5 ECTS Credits (Exam type: continuous assessment; examination form: written examination)</p> <p>ILV " English: Academic English" - 1 ECTS Credit (Exam type: continuous assessment; type of examination: Academic reading and writing assignments, including the academic abstract)</p>

PROJECTS

Learning outcomes / competencies	<p>Professional Competence</p> <ul style="list-style-type: none"> - Theoretical and practical content: Students understand the methods and instruments of project management; they can name the most important electronic tools for project management and are able to set up and use meaningful project reporting and controlling. - be able to apply theoretical and practical content: Students apply the methods and instruments learned by working on and handling projects for various organizations and planning and presenting them using selected IT tools; Students are able to carry out conflict analysis and can address and deal with conflicts in a de-escalating manner. They are able to professionally inform the client about the progress of the project and emerging risks and, if necessary, initiate appropriate corrective measures. <p>Methodological Competence</p> <ul style="list-style-type: none"> - Problem solving and critical thinking: Students are able to identify project risks and initiate appropriate corrections if necessary. - Working methods, techniques and procedures: Students use selected tools for project management and collaboration.
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	<p>- Presentation and moderation: Students will independently build up an effective project reporting system.</p> <p>Social Competence</p> <p>- Team and conflict management: Students work in small teams on concrete projects and learn how to deal with conflicts. When putting together project teams, they can use appropriate tools and assess their significance (DISG, Belbin, etc.)</p> <p>Self-competence</p> <p>- Self-management and self-reflection: Students can complete the project independently and on time.</p> <p>- Ethical and social responsibility: Students are able to consider social aspects by selecting the project content.</p> <p>- Learning and change: The following competencies will be the focus of this module: Students will learn to master their own time management. Through the group-dynamic approach of the module, they will not only gain team experience, but also the competence to work with external project clients.</p> <p>- Thus, students also learn how to deal with conflicts and resistance.</p>
Contents	<ul style="list-style-type: none"> • Basics of project management, What is a project, What does the project management approach mean? • Project organization, • project planning, • project controlling, • IT tools for project management, especially MS Project, • Conflict management, personal handling of conflicts, conflict dynamics, escalation stages, conflict management, team building and team development
Exam method	<p>Integrative module examination</p> <p>Exam type: continuous assessment</p> <p>Form of examination: Project sheet, presentation, self-assessment sheet, reflection paper, IT-supported use of project tools linked to practical examples</p>

INVESTMENT & FINANCING

Learning outcomes / competencies	<p>Professional Competence</p> <p>- Theoretical and practical content: This module serves to familiarize students with the basics of investment & financing as well as financial mathematics. Students are familiar with central decision areas of investment calculation (static investment calculation,</p>
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	<p>dynamic investment calculation), financing (internal, external, equity and debt financing with the respective characteristics) and economic and financial mathematics matrices, linear optimization, differential calculation, discounting...). You can explain and explain these areas of decision making. The theoretical knowledge is deepened by numerous example calculations in all sub-disciplines.</p> <p>- be able to apply theoretical and practical contents: The students are able to assess different investment alternatives on the basis of qualitative and quantitative criteria (costs, profit, amortization, capital value, annuity, internal rate of return). They also learn about different forms of financing and how to draw up repayment schedules for loans, whereby great importance is attached to an overall understanding in addition to the calculation process.</p> <p>Competence of Methods</p> <p>- scientific methods: Students are able to solve and explain problems mathematically.</p> <p>- Problem solving and critical thinking: Students develop an understanding of which criteria are used and which considerations can be applied when weighing up different alternatives.</p> <p>- Working methods, techniques and procedures: Students can independently calculate and compare investment and financing alternatives and derive the most advantageous one.</p> <p>- Use of data and information: Students are able to interpret data and results and create a quantitative basis for decision-making.</p> <p>- Presentation and moderation: Students are able to explain their results and provide and discuss decision parameters in a suitable form.</p> <p>Social Competence</p> <p>- Communication (written): Students develop the competence to present and comment on their calculations in a comprehensible way.</p> <p>- Communication (oral): Students develop their oral communication skills.</p> <p>Self-competence</p> <p>- Self-management and self-reflection: Students learn to coordinate their individual time management with the requirements.</p> <p>- Ethical and social responsibility: students reflect on the influence of investment and financing decisions from different perspectives.</p>
<p>Contents</p>	<p>Business Mathematics:</p> <ul style="list-style-type: none"> - Matrices - linear optimization - Sequences and series - Financial mathematics (interest, compound interest, discounting, pension calculation) - Differential Calculus <p>Investment and financing:</p>

	<p>Investment calculation procedure:</p> <ul style="list-style-type: none"> - Basics - static investment calculations: cost, profit, profitability, amortization comparison calculation, case studies) - dynamic investment calculations: net present value, annuity, internal rate of return method, case studies <p>forms of financing:</p> <ul style="list-style-type: none"> - Basics - Systematization and presentation of the forms of financing in terms of characteristics, application: duration, occasion, origin (internal, external financing), legal status (equity, debt financing) - Calculation on the preparation and interpretation of redemption schedules - Special forms of financing: Leasing, Sale-and-Lease-Back Leasing Factoring, Etc. - Comparison of advantages: discount vs. supplier credit, leasing vs. credit financing - Case studies for all financing areas <p>Sustainability: Reference to the sustainability aspect in the context of investment and procurement.</p>
Exam method	<p>Cumulative Module Exam</p> <p>The module grade is calculated weighted according to the ECTS credits of the course:</p> <p>Course "Investment & Financing I" - 3 ECTS</p> <ul style="list-style-type: none"> - Exam type: continuous assessment - Form of examination: participation, preparation of case studies, written final exam <p>LV "Business Mathematics" - 3 ECTS</p> <ul style="list-style-type: none"> - Exam type: continuous assessment - Form of examination: participation, preparation of calculation examples, written final exam

RESEARCH SKILLS II

Learning outcomes / competencies	<p>Professional and methodological competence</p> <ul style="list-style-type: none"> - The students know the characteristics, goals and procedures of scientific work. They know the relevance of correct scientific work for the quality of research results. They are able to use scientific resources for their own research process, to classify different scientific opinions. They are able to work by applying the rules of good scientific practice. They are familiar with scientific quality standards and their relation to fundamental positions in scientific theory.
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	<ul style="list-style-type: none"> - In accordance with the quality criteria of empirical social research, students are able to develop, conduct, evaluate and interpret their own qualitative or quantitative surveys, such as surveys, interviews, observations and content analyses, in a methodologically correct manner. According to the criteria of science, they can write a structured, formally correct research report. They are able to apply their knowledge of the methods of empirical social research, interpret qualitative or quantitative studies of third parties and subject them to methodological criticism. - With their in-depth knowledge of statistics, students are able to carry out not only basic but also complex statistical evaluations for the purpose of describing, presenting and analyzing economic facts. Students can evaluate the resulting data and interpret the results as well as assess their quality. <p>Self-competencies</p> <ul style="list-style-type: none"> - Critical thinking: The in-depth knowledge of scientific work and the quality criteria of research methods help students to assess the quality of studies, data and information. They learn to look at topics objectively from several perspectives and to question their own opinions and form reflective opinions. - Communication (oral/written): Students are enabled to express their opinions correctly in the scientific community both orally and in writing. Their competence of rhetorical, written and formally correct expression in a scientific context is deepened. - Self-responsibility: Through the criteria of science, students learn to deal responsibly with the writing of texts of academic standards and conscientiously indicate sources.
<p>Contents</p>	<p>Methods and techniques of scientific work II</p> <ul style="list-style-type: none"> - Development of research question, research goal - learning to narrow down topics correctly and sensibly - Literature types, literature research (online and print media) - Handling and correct reading of bibliographies - Correct citation and paraphrasing <p>ILV Fundamentals of Empirical Social Research II</p> <p>Quantitative research</p> <ul style="list-style-type: none"> - General, basics, criteria - Survey options - Creation of a questionnaire, good and bad questions, question formats, answer formats - Examples of questionnaires, introduction to Lime-Survey (creating an online survey) - Quant. Evaluation (Introduction to SPSS: data input, evaluation and graphical representation) <p>Qualitative research</p> <ul style="list-style-type: none"> - General, basics, criteria - Survey methods and examples - The correct interviewing with practice - Creating a guide - Qualitative research: group discussion, participant observation - Qualitative research: evaluation, practice with the software MAXQDA <p>ILV Statistics II</p> <ul style="list-style-type: none"> - Calculating with probabilities

	<ul style="list-style-type: none"> - Probability distributions - Treasure area, confidence interval, significance level - Hypothesis Test, t-Test - Practice and evaluation examples in SPSS
Exam methods	<p>Integrative module examination</p> <p>Exam method: continuous assessment</p> <p>Form of examination: Written examination/test (Statistics II) Own small research project (basics of empirical social research)</p> <p>Weighting of the submodule examinations: 30 % "Statistics II 70 % "Fundamentals of empirical social research</p>