

Study Programme Description for the Field of Study: Management second-cycle studies in English

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Basic information on the field of study and the study programme

Organisational unit responsible for the field of study	Faculty of Management
Field of study	Management
Level of study	Second-cycle studies
Education profile	Practical profile of studies
Type of study	full-time
Academic discipline(s) to which the field of study is assigned	Management and Quality Studies – 100 %
Academic year	2026/2027
Number of semesters	4
Language of instruction	English
Degree Awarded	Master's Degree
To complete the programme and obtain a degree, students are required to receive a passing grade for their diploma thesis and successfully pass the diploma examination	

Number of contact hours and ECTS credits for individual study pathways

Specialisation: Global Management and Strategy	full-time studies
Total number of contact hours	1 260
Physical education hours	-
Vocational apprenticeship hours	480
ECTS credits:	
Total number of ECTS credits required to complete the degree	90
ECTS credits obtained through courses involving direct participation of academic staff or other instructors	50 (55 %)
ECTS credits obtained through courses in the humanities or social sciences	5
ECTS credits awarded for practical skills-oriented courses	48 (53%)
ECTS credits obtained through elective courses	36 (40%)
Specialisation: Health and Social Care Management	full-time studies
Total number of contact hours	1 269
Physical education hours	-
Vocational apprenticeship hours	480
ECTS credits:	

Total number of ECTS credits required to complete the degree	90
ECTS credits obtained through courses involving direct participation of academic staff or other instructors	50 (56 %)
ECTS credits obtained through courses in the humanities or social sciences	5
ECTS credits awarded for practical skills-oriented courses	48 (53 %)
ECTS credits obtained through elective courses	36 (40 %)
Specialisation: Global Aviation Management full-time studies	
Total number of contact hours	1 263
Physical education hours	-
Vocational apprenticeship hours	480
ECTS credits:	
Total number of ECTS credits required to complete the degree	90
ECTS credits obtained through courses involving direct participation of academic staff or other instructors	50 (56 %)
ECTS credits obtained through courses in the humanities or social sciences	5
ECTS credits awarded for practical skills-oriented courses	47 (52 %)
ECTS credits obtained through elective courses	36 (40 %)

Educational concept and learning objectives

The educational concept for the Management program is directly linked to the University's mission and strategy, which were approved by a resolution of the WSliZ Senate, in the following areas:

1. Educating students to meet the needs of the information society and the knowledge economy, equipping them to create new economic, social, and cultural value.
2. Fostering in students the aptitudes necessary for life in a society of permanent transformation, enabling them to maintain openness to change, innovation, and intellectual mobility throughout their professional lives.
3. To create conditions for the development and promotion of innovative and entrepreneurial attitudes.
4. To conduct scientific and research activities and to develop the faculty.
5. To undertake activities aimed at the economic and civilizational advancement of the region.

Closely linked to the University's mission is a strategy that identifies three key priorities:

1. Conducting an educational process that ensures graduates possess high-level competencies.
2. Developing scientific research through the effective utilization of the academic community's potential and scientific and research infrastructure.
3. Developing cooperation with the social and economic environment.

The educational concept for the second-cycle management refers in particular to the achieving of an important objective of the University, which is to conduct an educational process that ensures high of the graduates. The extensive use of active didactic methods (e.g. case study, so-called situational methods) in the study programme makes the educational process more practical, provides environment for the development of students' competence and creativity. What is more, a large part of didactic classes (in particular specialty courses) are conducted by business practitioners. The specialty on offer meet the current needs of the labor market and are in line with the University's basic educational goals, i.e. to provide students with specialised

knowledge and to shape in them the ability to function in the work environment, and their offer is updated on an ongoing basis.

The general objectives of management education focus on:

- 1) imparting in-depth knowledge in the field of social sciences, in particular the discipline of management and quality sciences, concerning the knowledge of the conditions and principles of functioning of the entities forming the economic system, with particular emphasis on the methodology of strategic management and management in individual functional areas of the organisation,
- 2) providing detailed and in-depth knowledge concerning decision-making related to various functional areas of an organisation and specific areas of its activity, including: operational and strategic management, financial investments or human resources management in contemporary organisations,
- 3) shaping the ability to forecast and model complex social processes covering phenomena from various areas of social life with the use of advanced methods and tools, including advanced information and communication techniques,
- 4) shaping the ability to solve complex and untypical problems appearing in organisational management and predicting their consequences, as well as making operational and strategic decisions with the use of tools supporting decision-making processes,
- 5) preparing graduates to undertake practical - professional activities, as well as to perform specialised tasks at various positions in enterprises, entities, institutions and organisations, related to the studied specialty,
- 6) shaping attitudes of responsibility, openness, readiness to cooperate, innovative approach to problem solving, independent planning and lifelong learning, and understanding the need for continuous improvement of one's qualifications and professional competence.

The achievement of the above objectives is possible thanks to close cooperation with internal and external stakeholders, who have an impact on the educational programme (especially as regards the offer of specialty courses) and, consequently, on the shaping of the desired graduate profile.

An analysis of the alignment of intended learning outcomes with labor market needs is conducted based on:

- 1) Employers' opinions on the study program's design. The University operates the WSliZ Convention, whose tasks include assessing the alignment of the adopted educational strategy with labor market requirements and facilitating contacts between associate deans and employers' "program councils" (advisory bodies consisting of 3–5 members). The associate dean's collaboration with the "program council" involves an annual evaluation of the content of the study program, with particular emphasis on the extent to which learning outcomes align with the needs of the labor market.

- 2) Reports on labor market needs, which include:

- a) a report based on an analysis of job postings submitted to the university's Career Office in terms of requirements for job candidates,
- b) a report defining the profile of job candidates based on the contents of the Career Office's database of job seekers,
- c) publicly available reports on the labor market.

The key program-specific learning outcomes for master's degree programs are related to the educational philosophy and program profile, as well as current practices in professional and economic fields and the labor market. They also respond to the needs of the socio-economic environment. They concern, for example, skills in: identifying, analyzing, and interpreting the causes and course of social processes and phenomena (economic, financial, legal, and others) (K_U01), the ability to forecast and model complex social processes covering phenomena from various areas of social (economic, financial, legal and other) life using advanced methods and tools from the discipline of management studies and the disciplines of: economics, finance, law and public policy studies (K_U02), as well as the ability to solve problems related to managing an organization (K_U05) and to apply theoretical and practical knowledge in the processes of making operational and strategic decisions using tools supporting decision-making processes, as well as critically analyse the effectiveness and usefulness of the acquired knowledge (K_U06), as well as the ability to organize and plan activities on an organizational and regional scale, cooperating with other individuals in teamwork and taking a leading role in teams (K_U11), or engaging in teamwork, taking on various roles in the development of economic and social projects, and to think and act in an entrepreneurial manner (K_K03).

In many cases, the content of the course corresponds to the active teaching methods used in the study program and the use of specialized software (example of a program-specific learning outcome: applying theoretical and practical knowledge in the processes of making operational and strategic decisions using tools

supporting decision-making processes, as well as critically analyse the effectiveness and usefulness of the acquired knowledge (K_U06). The key program-specific learning outcomes are also aligned with the student's professional career profile – as they develop the ability to apply analytical techniques and tools that support decision-making under conditions of limited information resources and foster entrepreneurial attitudes among students, thereby preparing graduates to engage in practical and professional activities.

All learning outcomes have been assigned to the academic discipline of management and quality science; thus, they deepen and supplement the management-related outcomes acquired during the first-cycle studies.

Graduate profile

Graduates of the master's program in management demonstrate an in-depth understanding of management sciences and complementary disciplines, as well as relevant specialized knowledge.

Graduates possess the skills to apply their knowledge in practice: critical analysis, formulating judgments, interpreting and evaluating management phenomena and processes on various scales, assessing the impact of the environment on these phenomena, and preparing and making managerial and strategic decisions. Graduates are prepared to actively participate in economic and social life in both local and global markets. They are prepared to pursue third-cycle (doctoral) studies and to engage in lifelong learning (postgraduate studies, courses, internships).

Each of the specializations offered in the master's program in management provides students with the opportunity to acquire additional knowledge, skills, and social competencies specific to that specialization.

Graduates of the "Global Management and Strategy" specialization are equipped with the knowledge, skills, and competencies needed to work in: companies collaborating with foreign partners; subsidiaries of transnational corporations; and various organizations involved in international business. They may also run their own businesses in the international market.

Graduates of the "Global Aviation Management" program, upon completion of their studies, possess the knowledge, skills, and competencies necessary to work in the aviation industry in the following positions: airline network manager (for selected airline route networks); airport operations manager and manager at aircraft charter companies; airline sales manager; employee in the control department of an airline or airport; specialist in aviation strategy or market development.

Graduates of the "Health and Social Care Management" will gain knowledge about how the health and social care system works and how to manage it. They will be prepared to work as healthcare administrators, social care coordinators, or public health specialists.

These objectives can be achieved through close cooperation with internal and external stakeholders who influence the curriculum (particularly with regard to the specializations offered) and, consequently, the development of the desired graduate profile.

The degree program not only provides knowledge but, above all, is practical in nature and equips students with a set of skills sought after by employers, resulting in faster career advancement. The program prepares students for multifaceted challenges through in-class analysis and problem-solving based on real-world case studies and collaboration with various companies.

Rules and organization of vocational apprenticeships

Students are required to complete a vocational apprenticeship in accordance with the requirements and number of hours specified in the study programme for a given field, level and profile of studies. The rules governing the organisation and completion of vocational apprenticeships are specified in the Regulations for Student Vocational Apprenticeships, constituting an attachment to the Rector's Order.

The organisational unit of the University supporting the organisation of vocational apprenticeships is the Vocational Apprenticeships Office, headed by the University Coordinator for Vocational Apprenticeships. Students are assigned to vocational apprenticeships by the coordinator responsible for vocational apprenticeships within a given field of study, hereinafter referred to as the "Coordinator" (such a person must hold qualifications in the relevant field of study or have at least three years of experience as an academic teacher in the given field of study). Students may independently find a place to complete their vocational apprenticeship or use the database of employers cooperating with the University, maintained by the Vocational Apprenticeships Office and the Careers Service.

A student wishing to commence a vocational apprenticeship receives a Vocational Apprenticeship Record Sheet from the Coordinator, which is submitted to the employer together with the apprenticeship card. The employer confirms whether the nature, scope of activity and workplace equipment will enable the student to achieve the intended learning outcomes. The decision regarding the possibility of completing the vocational apprenticeship at a given workplace is made by the Coordinator. The student completes the vocational apprenticeship under a tripartite agreement concluded among the University, the employer, and the student. The vocational apprenticeship takes place during the summer break or during the academic year, provided that it does not prevent the student from attending classes. During the vocational apprenticeship, the Coordinator conducts visits at workplaces in order to verify the proper course of the apprenticeship. Student attendance during the vocational apprenticeship is obligatory. No more than five days of justified absence during a given stage of the apprenticeship are permitted. The apprenticeship may be extended by the duration of the justified absence. Absence during the apprenticeship is justified by the Coordinator.

During the apprenticeship, the student keeps a Vocational Apprenticeship Logbook. The apprenticeship is completed and assessed by the Coordinator based on the Vocational Apprenticeship Logbook and the Evaluation Sheet, in which the workplace supervisor evaluates the extent to which the student has achieved the learning outcomes during the apprenticeship.

The Regulations for Vocational Apprenticeships specify the cases and conditions under which the University may, upon the student's request, recognise activities performed by the student as part of employment, traineeship or voluntary work as equivalent to the vocational apprenticeship (provided that these activities enabled the achievement of the learning outcomes specified in the study programme for vocational apprenticeships).

Within the field of study Management, students may complete vocational apprenticeships, among others, at businesses (companies in various industries, banks, investment funds and leasing companies, brokerage firms, insurance companies, as well as government and local government agencies). Additionally, students in the Global Aviation Management program may complete vocational apprenticeships in departments of companies operating in the aviation market (airlines, airports, consulting firms). Internship placements for students in the Health and Social Care Management program may include NGOs and charitable organizations, as well as government offices and public institutions operating in the healthcare sector.

Vocational Apprenticeship, part 1

No.	Description of Learning Outcomes	Reference to learning outcomes for the program
Upon completing the internship, the student, in terms of SKILLS		
P_U01	can use theoretical knowledge from the discipline of management studies and the disciplines of: economics, finance, law and public policy studies to identify, analyse and interpret the causes and course of social (economic, financial, legal and other) processes and phenomena;	K_U01
Upon completing the internship, the student, in terms of SOCIAL COMPETENCES		

P_K01	is ready to engage in teamwork, taking on various roles in the development of economic and social projects, and to think and act in an entrepreneurial manner	K_K03
P_K02	is ready to systematically improve their qualifications and professional competences	K_K04

Vocational Apprenticeship, part 2

No.	Description of Learning Outcomes	Reference to learning outcomes for the program
Upon completing the internship, the student, in terms of SKILLS		
P_U01	can properly select sources and apply appropriate methods in order to generate solutions to complex and unusual problems arising in the management of an organisation, forecast the course of their resolution and predict the effects of planned actions	K_U03
P_U02	can use theoretical and practical knowledge in the processes of making operational and strategic decisions using tools supporting decision-making processes, as well as critically analyse the effectiveness and usefulness of the acquired knowledge	K_U06
Upon completing the internship, the student, in terms of SOCIAL COMPETENCES		
P_K01	is ready to recognise the importance of knowledge in problem-solving and in analysing the causes, course and effects of processes taking place within the organisation	K_K02

Methods of verifying and assessing the learning outcomes achieved throughout the programme of study

The University's system for verifying and assessing the extent to which students have achieved the learning outcomes consists of:

- ongoing verification and assessment of the learning outcomes achieved by students during assessments and examinations in individual courses undertaken during the semester,
- ongoing verification and assessment of the student's learning outcomes during vocational apprenticeships,
- final verification and assessment of the student's learning outcomes during the preparation of their dissertation and during the final examination.

The choice of methods for verifying and assessing learning outcomes is determined by the nature of the learning outcomes intended to be achieved within a given course. The aim of the various forms of teaching delivered as part of a course is for the student to achieve specified learning outcomes in knowledge, skills, and social competencies. Depending on the nature (category) of the learning outcome being assessed, the following methods, amongst others, are used during the ongoing assessment and evaluation of the student's learning outcomes:

- 'knowledge' category – written assessment methods (tests comprising closed or open-ended questions), oral assessment methods based on open-ended questions,
- 'skills' category – workshops (including laboratory work) based on carrying out practical tasks or problem-solving (problem-based learning), the project method, the case study method, educational simulation games, the observation method,
- 'social competencies' category – the project-based method, educational simulation games.

When preparing tools for assessing learning outcomes, academic staff and other course leaders draw on the provisions of the course outlines (which include, amongst other things, information on the course objectives, course-specific learning outcomes, course content, assessment methods and criteria for evaluating the degree to which individual learning outcomes have been achieved) and on the guidelines set out in the Rector's Regulation on the Preparation of Evaluation Tools for the Learning Outcomes.

The key method used during the ongoing monitoring and assessment of students' learning outcomes whilst undertaking vocational apprenticeships is observation in real-life settings, which involves analysing students' performance as they carry out tasks arising from the learning outcomes. The outcome of the task is assessed in terms of its quality and the correctness of the procedure used to solve or complete it.

The final verification and assessment of the student's learning outcomes takes place during the preparation of the student's dissertation and during the final examination. Given the practical nature of the education

profile, students are required to undertake practical dissertations in line with their field of study and chosen specialisation. The aim of the dissertation is to solve a practical problem (for first-cycle studies) or a research problem based on applied research methodology (for second-cycle studies). The assessment criteria for the dissertation relate to its substantive content and editorial quality. Both these aspects are defined by the learning outcomes set out in the course outline for the Diploma Seminar. A detailed elaboration of the rules can be found in the Rector's regulation on Diploma Theses and Diploma Examinations, which is updated annually. The thesis supervisor and the examiner assess the thesis independently of one another. The assessment covers, amongst other things, the relevance of the content to the thesis title, mastery of thesis-writing techniques and stylistic and linguistic correctness, an original approach to the problem or topic, and the selection and use of sources. To ensure the practical nature of theses, selected assessment criteria are treated as 'critical'; that is, if a negative mark is awarded for any of these aspects of the thesis, the review (assessment) cannot be positive – these are: the assessment of the practical character of the thesis and the substantive assessment of its content.

The second stage of the final assessment is the oral thesis examination, which comprises the student's presentation of their thesis, a discussion of a selected topic related to the thesis, and the student's response to a problem-based question aligned with the field of study's learning outcomes.

The primary methods of documenting students' learning outcomes at various stages of the educational process are: examination and assessment papers, completed projects, work placement logs, and dissertations. To safeguard this documentation, course lecturers are required to submit students' stage-based work to the University's designated organisational units, where it is retained for 2 years. Documentation related to vocational apprenticeships is retained by the Vocational Apprenticeship Office, whilst dissertations are stored in the University's IT system.

Course catalogue

This chapter contains information on the courses included in the study programme for the field of study in Management, second-cycle studies, together with the learning outcomes assigned to them (see Attachment: Learning Outcomes Matrix) and the course content ensuring the achievement of these outcomes. In accordance with Interpretative Opinion No. 10/2022 of the Presidium of the Polish Accreditation Committee of 9 June 2022, this fulfils the requirement specified in § 3(1)(3) of the Regulation of the Minister of Science and Higher Education of 27 September 2018 on studies, which states that: "The study programme shall specify (...) courses or groups of courses, regardless of the form in which they are delivered, together with the assignment of learning outcomes and course content ensuring the achievement of those outcomes."

All-University Courses

English for Specific Purposes

Prerequisites (resulting from the sequence of courses):

- Language level – B1+ according to the Common European Framework of Reference for Languages

Course content:

- Developing vocabulary resources in accordance with the textbook applicable to the level, taking into account the vocabulary of the area of study.
- Grammatical structures in accordance with the textbook applicable to the level.
- Practice of reading comprehension in accordance with the textbook in effect at the given level, taking into account topics from the area of study.
- Practice listening comprehension in accordance with the textbook applicable to the level.
- Developing the ability to prepare oral statements (e.g., presentations) in accordance with the textbook applicable at the given level, taking into account the subject matter from the area of study.
- Developing the ability to prepare written statements in accordance with the textbook applicable at a given level, taking into account the subject matter from the area of the field of study.

Philosophy

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Introduction to philosophical thinking. Philosophy and science. The pursuit of truth in science. The role of perspective and the social construction of knowledge.
- Philosophy and different viewpoints and perspectives, historically and today. Racism and discrimination in Eurocentric philosophy.
- Feminist philosophy; philosophical understandings of sex and gender.
- Issues in philosophical anthropology, social and political philosophy, and selected topics in the philosophy of culture.
- Fundamental issues in contemporary philosophy, with particular emphasis on feminist, postcolonial and multicultural philosophy.

Contemporary European Culture

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Europe's cultural heritage and contemporary European identity
- European integration as a cultural project
- Globalisation and its impact on European culture
- Migration and cultural transformations in Europe
- Religion and secularisation in contemporary Europe
- Cultures of memory in Europe after 1945
- Digital media and transformations in cultural communication
- National identity versus European identity
- Youth culture and new social movements in Europe
- Contemporary art as a reflection of social and cultural change

Research Methodology

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Characteristics of the scientific method
- Research process design – fundamental concepts
- Characteristics of the most commonly used research methods
- Data analysis and inference

Health and Safety while Studying

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Selected legal regulations concerning occupational health and safety, including the rights and responsibilities of students and university staff.
- Ergonomic guidelines for setting up a safe study workstation with a computer and other equipment. Psychological guidance on learning and organising work (the Pareto principle in learning, the primacy and recency effects, study breaks, the forgetting curve, the role of repetition, daily intellectual rhythms, conditions for effective mental work, and overcoming memory blocks). Applying effective mental work techniques, including mnemonic techniques. Opportunities and risks associated with remote education.
- Hazards arising from dangerous, harmful and burdensome factors present in work and learning processes, and methods of protection against them. The nature and types of cybersecurity and mental health risks (the model of psychological well-being).

- Procedures to follow in the event of accidents and emergencies (including fires and equipment failures), as well as the principles of providing first aid in the event of an accident.

Basic Courses

Sustainable Enterprise Management

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- The emergence and development of the concept of sustainable development. The 17 Sustainable Development Goals
- Levels of sustainable development—global, local, and corporate perspectives
- Planning, organizing, directing, and controlling based on the concept of sustainable development
- The concept of corporate social responsibility
- SD reporting tools
- ESG—reporting standards for companies
- Sustainable supply chain
- Trends and best practices in corporate SD—case studies

Contemporary International Relations

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- The dynamics of internationalization, globalization and the dispersion of activities - how global interconnections affect state sovereignty, cultural identity and economic development.
- The concept of the Westphalian nation-state, the basis of international institutional arrangements.
- Conflict management and resolution - how nations seeking to achieve their various national goals manage/resolve conflicts of interest, including kinetic and non-kinetic (hybrid) warfare.
- Environmental issues - international cooperation and conflict over environmental issues such as climate change, natural resource management and sustainable development.

Decision-Making Theories

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Basic concepts of game decision theory: sequential decision-making and cooperative decision-making by two or more people.
- Decision models, including statistical models. Decision matrix
- Individual and group decision-making. Social choice theory
- Decision making under conditions of uncertainty and incomplete information
- Decision models - elements, stages of construction, examples
- Individual and group decision making
- Statistical methods and decision-making - the importance of descriptive methods and methods of statistical inference in the decision-making process

Competition and Consumer Protection

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Basic concepts of competition and consumer law: competition, unfair competition, consumer, relevant market, unfair market practices. Objectives of competition and consumer protection. System of enforcement of competition and consumer protection rules.

- Practices of entrepreneurs limiting competition (anti-competitive agreements, abuse of dominant position)
- Mergers and acquisitions and competition protection. Obligation to notify concentrations of entrepreneurs
- Acts of unfair competition. Unfair use of contractual advantage.
- Anti-consumer practices. Practices violating the collective interests of consumers; abusive clauses.
- Anti-competitive and anti-consumer behavior resulting from violations of industrial and intellectual property law
- Compliance programs in the area of competition and consumer protection
- Analysis of examples of anticompetitive practices of a horizontal nature (cartels, including bidding cartels)
- Analysis of examples of anti-competitive practices in the distribution of goods and services
- Analysis of examples of abuse of dominant position
- A business owner's strategy in the event of anti-competitive and anti-consumer practices
- The unique nature of competition in digital markets.

Managerial Economics

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Problems and scope of economic decisions in commercial and non-commercial organizations. The essence of the decision-making process and its stages. Types of economic decisions. Making optimal decisions on the basis of marginal analysis. Market and industry/technology perspective.
- Pricing strategies of commercial companies. Importance of market analysis for enterprise pricing policy. Market research. Factors determining demand and its elasticity. Assessment of demand. Sources of information. Applications of regression analysis. Elements of econometric forecasting.
- Production. Expenditures versus production volume. Types of technology. Production in the short and long term. Costs of production. Advantages (and disadvantages) of scale and scope of production. Average costs versus marginal costs. Cost analysis as the basis of the optimization process.
- Decisions of an enterprise operating in different market structures. Competition. Forms of monopoly and monopsony. Monopolistic competition. Stabilized and unstabilized oligopoly. Ce n leadership in an oligopoly.
- Decision-making processes under conditions of uncertainty and information asymmetry. Uncertainty versus risk. Decision trees and sequential decisions. Risk aversion and risk propensity. Value of information and information asymmetry. Moral hazard.
- Strategic decisions. Bidding. Applications of game theory elements in competitive analysis.

International Trade

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Foreign trade theories
- Analysis of the functioning of the world economy
- Balance of payments analysis
- Management of the organization in the conditions of international trade, taking into account different types of organizational structures
- Analysis of the operation of various trade and financial policy instruments

Major-Related and Specialty Courses

Operational Management

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- The essence of operations management. Operations management versus production management. Capacity planning. Operational functions in business. Scope of operations management.
- The role of operations in shaping competitiveness. Measures of competitiveness in the operational sphere. Building competitive advantage.
- Operational strategy versus corporate strategy. Components of the operational strategy model. Evolution of operational priorities. Models of operational management.
- The role of forecasting in operations management. Object scope of forecasting. Quantitative and qualitative methods.
- Product design. Contemporary challenges in the sphere of design. Stages of product design. Customer- and production-oriented design.
- Process design. Attributes and measures of the process. Process analysis tools.
- Location design. Location models. Supply/distribution system. Location of service points.
- Ongoing control and operational control of implemented processes. Functions of operational control in operational management.

Strategic Management 2

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Concepts of strategic management (genesis of strategic management, determinants of strategic management system, schools and currents in strategic management)
- Strategic analysis (areas of strategic analysis, selected methods of planning and analysis in strategic management)
- The process of formulating corporate strategy (strategy planning, entrepreneurial approach - based on vision, emergent approach)
- Types of organizational strategies (competitive strategies, diversification strategies, cooperative strategies, strategic alliances, mergers and acquisitions, functional strategies)
- Implementation and control of organizational strategies

Business Process Modelling

Prerequisites (resulting from the sequence of courses):

- Operational Management

Course content:

- Enterprise process orientation - essence, goals and benefits
- Introduction to business modeling
- Business process characteristics and modeling standards
- Modeling activities, gateways and control flows
- Modeling of data objects
- Modeling of cooperation between process participants
- Event modeling
- Business process analysis and optimization

Marketing Management

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Segmentation, targeting and positioning: assessing market potential, understanding customer behavior, customer segments, strategies for changing consumer behavior, brand equity
- Marketing communication: effective ways of marketing communication
- Company pricing policy
- Strategic branding: effective strategic brand management

Finance in SAP ERP

Prerequisites (resulting from the sequence of courses):

- Management Accounting

Course content:

- Introduction to the system, basic concepts. Structure of the financial accounting (FI) module in SAP ERP. Navigation in SAP ERP
- General Ledger (GL) - posting on synthetic accounts.
- Financial statements. Chart of accounts. Statement of turnover and balances of General Ledger accounts.
- Creation of master data in the Account Receivables ledger. Posting in the Accounts Receivables (AR) ledger of invoices for sales, acceptance of payments.
- Other postings in the Receivables Ledger - adjustments, interest on late payments
- Analysis of receivables, monitoring and management of receivables
- Posting in the book of Suppliers (AP) - cost invoices. Analysis of payables to suppliers. Repayment of liabilities to suppliers VAT settlements

Management Accounting

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Managerial accounting in the accounting system of enterprises. Financial vs. managerial accounting. The concept of costs and their classification for management accounting purposes.
- Cost accounting - traditional approach in costing
- Cost accounting - process approach in costing
- Sensitivity analysis. Determination of critical points of profit, price, cost. Break-even analysis
- Budgeting in a company
- Modern costing methods (accounts: activity-based costing, target costing, pro-product life cycle)
- Costing calculus
- Application of variable costing in managerial decision-making
- Determination of the break-even point of the enterprise
- Sensitivity analysis of the enterprise to changes in: revenues, prices, costs, etc.
- Budgeting in an enterprise. Analysis of deviations from the budget

Financial Investments

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Investment strategy
- Practical aspects of investing. Using the chosen platform to implement one's own investing strategy.
- Making investment decisions based on fundamental analysis
- Making investment decisions based on technical analysis
- Analysis and evaluation of investment decisions made

Quality Management Systems and Audit Process

Prerequisites (resulting from the sequence of courses):

- Modern Organisation and Management Conceptions
- Operational management

Course content:

- Practical interpretation of TQM philosophy and ISO 9001 requirements with examples
- Methods techniques and tools of quality management in the organization
- Review of commonly used quality management norms and standards
- Methodology of mapping processes and creating procedures in QMS
- Practical application of selected quality management techniques and tools
- Practical interpretation of ISO 9001 requirements on the example of specific activities and organizations

- Methods techniques and tools of quality management in the organization
- Methods of auditing quality management systems

Ethics in International Relations

Prerequisites (resulting from the sequence of courses):

- Cultural Context of International Business

Course content:

- The role of values in the modern world. Morality, ethics and business. Ethics as an element of organizational culture. Cultural differences in the international business environment
- Business ethics and normative theories. Ethics at work. Formation of ethical attitudes in enterprises. Ethical management in the international environment
- The global economy in ethical terms. Controversies over the scope of corporate responsibility. R. E. Freeman's stakeholder concept versus M. Friedman's stakeholder concept. Business and ecology. Hans Jonas' principle of ecological responsibility
- The political sphere and the legal aspects of ethics
- Human rights, including gender equality issues vs. ethics in international relations. The actions of the international community

Social Communication and Sociotechnics

Prerequisites (resulting from the sequence of courses):

- HR Management in Modern Organisations

Course content:

- The Role of Communication in Society
- Concepts of the Network Society
- Communication and Reputation Risks in the Network Society
- Social Engineering as a Leadership Tool – Personality Types
- Social Engineering as a Criminal Tool – Phishing
- Building Public Awareness

Diploma Seminar

Part 1

Prerequisites (resulting from the sequence of courses):

- Research Methodology

Course content:

- Development of a substantive plan for the thesis, which consists of: analysis of the initial situation (current state, infirmity, target state); formulation of the problem; definition of the goal and scope of activities; characterization of the solution concept; formulation of research problems and hypotheses (main and specific); characterization of the adopted research methodology, (methods, procedures, techniques and research tools); review and development of an inventory of literature, information databases and other resources
- Development of a schedule of activities

Part 2

Prerequisites (resulting from the sequence of courses):

- Diploma Seminar part 1

Course content:

- Document the activities carried out in the form of a thesis consisting of the following parts: Introduction, including the purpose of the thesis; The main part of the thesis, divided into chapters (possibly sub-chapters), adapted to the specifics and subject of the problem (issue) solved, consisting of theoretical and practical-research parts; Conclusion; Literature; Abstract; Appendices.

Specialty: Global Management and Strategy (GMS)Cultural Conditions of International Business

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Culture - definitions, features, elements
- Models of culture classification
- Religion, values and attitudes and their impact on business activities
- Language and its impact on communication. Non-verbal communication
- Mutual determinism of climate and social life. Ecocultural models
- Education and enrollment rates as determinants of international business
- Problems of multicultural environment (gender role, political correctness, stereotypes and prejudices, COE, NIH syndrome)

HR Management in Modern Organisations

Prerequisites (resulting from the sequence of courses):

- Modern Organization and Management Conceptions
- Managerial Economics

Course content:

- Standards and trends in recruitment and selection processes and employee evaluation processes
- Training systems and personnel development
- Management styles in manufacturing, service and public service organizations
- Coaching in human resource management
- Globalization processes and modern technologies and human resource management
- Technologies supporting personnel selection processes, implementation of KPIs and SLA quality indicators
- Identifying and interpreting employee needs, individual, team and systemic motivation techniques
- Effective planning, implementation and evaluation of training, talent management in the organization
- Managing the change process, motivation and self-motivation for change
- Managing employee comfort and discomfort zones, listening and questioning skills

Consumer Behaviour

Prerequisites (resulting from the sequence of courses):

- Marketing management

Course content:

- Consumer behavior and management, branding, marketing and advertising
- Consumer behavior in a cultural context
- The phenomenon of perception
- Motivations and values
- Attitudes and memory
- Reference groups
- Personality and lifestyle

Marketing Strategies on the International Markets

Prerequisites (resulting from the sequence of courses):

- Marketing Management

Course content:

- Marketing strategy and consumer culture - consumer motivation, consumer experience vs. Company strategy
- Marketing strategy and business models
- Marketing strategy and advertising
- Marketing strategy and profit maximization

Organizational Leadership and Building Effective Teams

Prerequisites (resulting from the sequence of courses):

- HR Management in Modern Organisations

Course content:

- Psychological mechanisms underlying effective and ineffective management and leadership of group work within an organizational context
- Possibilities and contexts for using psychological assessment methods in a leadership role
- Processes of group decision-making, solution-generation, and creativity in the workplace
- Conflict resolution, selection of team roles (e.g., Belbin test)

Specialty: Health and Social Care Management (HSC)

Health and Social Care Systems, Policy and Governance

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Structure and organisation of health and social care systems
- National and international health and social care policies
- Governance, regulation, and accountability in care services
- Public, private, and third-sector provision of services
- Health inequalities and social determinants of health
- Integrated care systems and inter-agency cooperation
- Contemporary challenges in health and social care governance

Communication and Interprofessional Collaboration

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Principles of effective communication in health and social care settings
- Interprofessional roles, responsibilities, and team dynamics
- Communication with service users, families, and carers
- Conflict resolution strategies and negotiation in multidisciplinary teams
- Cultural sensitivity and inclusive communication practices
- Practical simulations and case studies in interprofessional collaboration

Legal and Ethical Frameworks in Health and Social Care

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Legal foundations of health and social care practice
- Professional accountability and regulatory frameworks
- Ethics and ethical decision-making in care settings
- Consent, confidentiality, and data protection
- Safeguarding vulnerable individuals and human rights
- Mental capacity, autonomy, and advocacy
- Ethical dilemmas in management and service delivery

Health and Social Care Economics and Resource Allocation

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Principles of health and social care economics
- Financing models in health and social care systems

- Budgeting and financial planning in care organisations
- Resource allocation and priority setting
- Cost-effectiveness and economic evaluation of services
- Economic impact of demographic and social change

Leadership and Quality Improvement in Health and Social Care

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Leadership styles and approaches in health and social care
- Team leadership and multidisciplinary collaboration
- Communication, motivation, and organisational culture in care settings
- Quality improvement methods and service-user-centred practice
- Managing change and resistance in health and social care organisations
- Applied case studies in leadership and quality improvement

Quality, Safety and Risk Management in Health and Social Care Services

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Principles of quality and safety in care services
- Risk identification and risk assessment tools
- Incident reporting and learning from adverse events
- Safeguarding and protection of vulnerable service users
- Quality standards, audits, and compliance requirements
- Developing a culture of safety in organisations
- Practical case studies in risk and quality management

Specialty: Global Aviation Management (GAM)

New Strategies, Vision and Challenges of Airport Management

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Types of airports and types of airport development strategies
- The business environment and its impact on the selection and implementation of airport strategies
- Strategic management and business continuity at airports in the face of global crises
- Global trends in airport development
- Examples of unique airport specializations around the world
- Technological innovations and the digital transformation of airports

Aviation Data Analysis

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Methodology for collecting and preparing aviation data (ICAO, Eurocontrol, and CAA databases)
- Air traffic forecasting for an airport
- Identification and analysis of comparable routes for a new, projected flight route
- Development of an air traffic growth model for the new route

Airspace Management and Navigation

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- An introduction to the basic concepts and elements of airspace. Entities responsible for airspace management
- Slot coordination. Analysis of the slot database and identification of opportunities for new air routes in the context of slot coordination
- Global trends in airspace management—challenges and opportunities. Aviation taxes and navigation charges—different approaches in different markets
- Defining IT systems in airspace management. The impact of the human factor on airspace safety
- Trend analysis—effective methods of airspace management and environmental protection
- Developing recommendations to reduce the negative environmental impact in airspace

Air Transport of Specialised Cargo

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- International legal frameworks and standardization in cargo transport (ICAO regulations, IATA DGR, LAR, PCR) and the role of regulatory bodies.
- Supply chain management and cargo handling in air transport
- Internal and external audit requirements in air transport. Implementation of programs to improve standards
- Quality management in specialized air transport
- Development trends and environmental protection in specialized air transport

Aircraft Maintenance Management

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Types of Aircraft Maintenance – General Concepts
- Aircraft Fleet Life Cycle Management
- Types of Aircraft Maintenance Based on Aircraft Type
- Maintenance Planning on a Daily, Weekly, Monthly, Annual, and Seasonal Basis
- New Technologies in Aviation and Their Impact on Environmental Protection
- Converting passenger aircraft to cargo aircraft: giving aircraft a second life
- Optimizing maintenance costs and managing the spare parts supply chain (rotating parts, LLPs)

Financial Management in Airports and Airlines

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- Analysis of financial statements of airlines and airports
- Net working capital management
- Estimating cash flows generated by a company (FCFE, FCFF)
- Financing strategies for the purchase and leasing of aircraft and airport infrastructure

Transport Policy

Prerequisites (resulting from the sequence of courses):

- None

Course content:

- The concept and classification of transportation. Objectives and principles of transportation policy. Management of the transportation process
- Directions for the development of transportation policy
- International regulations governing the operation of transportation

- The origins and treaty basis of the EU's common transportation policy
- Sustainable transport policy: the European Green Deal, aviation decarbonization (SAF fuels, ETS/CORSIA emissions trading systems), and the "Fit for 55" package.

Attachment to the Course Catalogue – Learning Outcomes Matrix

[illegible]