



**EURMOST**

European University of  
Research & Modern Studies

## **EUROPEAN INSTITUTE OF RESEARCH AND MODERN STUDIES**

REF : Eurmost/Acads/2022/09/03

Date : 15<sup>th</sup> Sep 2022

### **PROGRAMME DOCUMENT**

## **BACHELOR OF BUSINESS ADMINISTRATION**

Organisations and the nature of leadership are changing rapidly in today's complex business environment. While there are many theoretical models proposed by experts to predict management outcomes, organisations are in need of professionals who can tangibly demonstrate these principles. A good leader enables teams and workforces to reach their full potential.

Bachelor of Business Administration students are in high demand in companies of all sizes, from start-ups to globally operating large companies or even social, cultural or public institutions. While many graduates go on to complete a master's or MBA, the skills learned during your studies in business administration are the perfect foundation to start a career running, optimising, or innovating businesses across the world.

With Eurmost's Bachelor of Business Administration you'll gain key expertise in managing organisations, finances, the supply chain and more, as well as strengthening your leadership and decision making. With this degree in hand, you'll demonstrate to employers that you have the analytical mindset, communicative abilities, and managerial capabilities to drive their company success. Want to start a project of your own? This degree is the ideal foundation for the next generation of entrepreneurs and business makers.

This programme empowers you to learn about the challenges of management and leadership. With the guidance of Eurmost expert professionals, you will build a solid foundation of business acumen. The knowledge and skills gained from this degree are highly

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valued by employers, and its broad grounding will bring diverse career opportunities in business management.

The BBA will prepare you for further study, or for professional and managerial careers, particularly in areas requiring the application of Business administration and Management skills. The programme also allows you to choose to study a specialist area according to your developing interests and career plans.

### **COURSE LEARNING OUTCOMES**

The learning outcomes described in Annex 1 of the Higher Education Standard have been completely achieved in the curriculum. The curriculum development and adoption is an on-going process that shall continue for many study cycles to come. Evolving, experimenting and developing a curriculum is the primary goal of a progressive 21<sup>st</sup> century Higher Education Institution, yet it has to adhere to the learning outcomes described in Annex 1 of the Higher Education Standard.

As a student on the BBA, you'll gain practical skills, theoretical knowledge and contextual information that will be excellent preparation to business careers in a range of industries.

By the end of the programme Bachelor of Business Administration students will:

- Have a broad range of knowledge useful in business contexts, including topics at an intermediate or advanced level in economics and finance. Depending on your course choices you could also acquire knowledge of advanced topics in Marketing, Logistics and Human Resource Management.
- Develop tactical business capabilities, including analysis and interpretation of data, critical evaluation of management theories, selection and synthesis, reasoned argument, and research and decision-making skills.
- Enhance problem-solving, critical thinking and reasoning skills in a business environment by applying theory and theoretical models to practical situations.

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- Develop effective management, technical, numerical and communication skills to apply to organisations.
- Analyse different domains of business and the varying perspectives applied in the study and practice of management. This includes an appreciation of the management and leadership theories that underpin best practices.
- Prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, practical and transferable skills
- Be able to think in a critical manner.
- Be skilled in making formal and informal inferences on the basis of statistical data.
- Be able to understand, formulate and use quantitative models arising in the social sciences.
- Be skilled in acquiring new understanding and expertise.
- Acquire transferable skills in some or all of: presentations, library and internet research, report writing, information technology (IT) expertise and the use of statistical software.

### CURRICULUM OUTLINE (180 ECTS)

- **General Education** - provides basic knowledge and skills required for understanding and managing Business and Management specific subjects.
- **Core studies** - includes courses about macroeconomics, business mathematics, Supply Chain Management, statistics, logistics, international business and ethics, etc.
- **Specialized Courses** - consist of courses divided into specialisations such as marketing, Social Media Management, HRM, entrepreneurship and management, accounting and business intelligence.
- **Elective courses** - student can freely choose any courses offered by the university without any restrictions.

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- **Graduation thesis** - classical thesis (formulation of a practical problem with corresponding analysis and solution) related to Business Administration or Management.
- **General studies (18 ECTS)** - cover compulsory courses such as IT foundations, and working environment and ergonomics, as well as elective courses - business English, Estonian language and culture, contemporary international relations, philosophy, personal finance, etc.
- **DEGREE**  
Bachelor of Business Administration

- **COMMENCEMENT OF SESSION**  
January 2023 (then 4 times a year; Oct, Jan, Apr or Jul)

- **STUDY MODEL**  
Online studies

- **APPROVAL**  
To be approved by the Ministry of Education and Research, Estonia.
- **DURATION**  
36 months
- **CREDITS**  
180 ECTS



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### ASSESSMENT METHODOLOGIES / TOOLS

1. AWB : Advanced Workbook,
2. BWB : Basic Workbook,
3. BSG : Business Game
4. CWB : Creative Workbook,
5. ORA : Oral Assignment,
6. CSS : Case Study,
7. WRA : Written Assignment,
8. EXM : Exam

### PROGRAMME STRUCTURE

SNO	COURSE CODE	COURSE	SEMESTER	EAP	HOURS / WEEK	L	P	E	MODE
1	UBAM0101	Business Mathematics	1	5	4	3	0	1	E-Learning
2	UBAM0102	Organizational Behavior	1	5	4	4	0	0	E-Learning
3	UBAM0103	Management Accounting	1	5	4	3	0	1	E-Learning
4	UBAM0104	Supply Chain Management I	1	5	4	0	4	0	E-Learning
5	UBAM0105	International Marketing	1	5	4	3	0	1	E-Learning
6	UBAM0106	Statistics – Probability and Descriptive Statistics	1	5	4	3	0	1	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>24</b>	<b>16</b>	<b>4</b>	<b>4</b>	
7	UBAM0201	Business Basics	2	5	4	1	3	0	E-Learning
8	UBAM0202	Principles of Management	2	5	4	3	0	1	E-Learning

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9	UBAM0203	Academic Integrity and Writing for Business	2	5	4	3	0	1	E-Learning
10	UBAM0204	Intercultural and Ethical Decision-Making	2	5	4	4	0	0	E-Learning
11	UBAM0205	Collaborative Work	2	5	4	0	4	0	E-Learning
12	UBAM0206	Introduction to Academic Work	2	5	4	2	1	1	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>24</b>	<b>13</b>	<b>8</b>	<b>3</b>	
13	UBAM0301	Managerial Economics	3	5	4	2	2	0	E-Learning
14	UBAM0302	Global Corporations and Globalization	3	5	4	1	3	0	E-Learning
15	UBAM0303	Entrepreneurship and Innovation	3	5	4	1	3	0	E-Learning
16	UBAM0304	Service Operations Management	3	5	4	1	3	0	E-Learning
17	UBAM0305	International Brand Management	3	5	4	1	3	0	E-Learning
18	UBAM0306	Leadership 4.0	3	5	4	1	3	0	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>24</b>	<b>7</b>	<b>17</b>	<b>0</b>	
19	UBAM0401	Sustainability	4	5	4	4	0	0	E-Learning
20	UBAM0402	International HR Management	4	5	4	0	4	0	E-Learning
21	UBAM0403	International Accounting	4	5	4	2	1	1	E-Learning
22	UBAM0404	Corporate Finance and Investment	4	5	4	2	1	1	E-Learning
23	UBAM0405	Research Methods	4	5	4	2	1	1	E-Learning
24	UBAM0406	Corporate Governance and Strategy	4	5	4	2	1	1	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>24</b>	<b>12</b>	<b>8</b>	<b>4</b>	
25	UBAM0501	Digital Business Models	5	5	4	2	1	1	E-Learning
26	UBAM0502	Agile Project Management	5	5	4	2	1	1	E-Learning
27	UBAM0503	Supply Chain Management II	5	5	4	1	3	0	E-Learning

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28	UBAM0504	Seminar: Current Issues in International Management	5	5	4	1	3	0	E-Learning
29	UBAM0505	Elective 1	5	10	8	2	6	0	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>24</b>	<b>8</b>	<b>14</b>	<b>2</b>	
30	UBAM0601	Electives 2	6	10	4	0	4	0	E-Learning
31	UBAM0602	Electives 3	6	10	4	2	2	0	E-Learning
32	UBAM0603	Bachelor Thesis	6	10	16	0	16	0	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>24</b>	<b>2</b>	<b>22</b>	<b>0</b>	
<b>TOTAL FOR THE DEGREE</b>				<b>180</b>					

**L : Lectures, P : Practicals / Practice, E : Exercises / Tutorials**

### ELECTIVES

The study programme offers a wide selection of industry-focused elective courses to choose from. The elective courses that are a part of this study programme, are a cluster of courses dedicated to diving deep into a specific topic related to the programme. When choosing an elective, a student would get to explore a potential future career path, or just develop a strong knowledge base about a topic that particularly interests him / her.

In semesters 5 and 6 of this programme, the student will choose three electives, amounting to 30 EAP/ ECTS.

Some of the electives offered are:

- **MANAGING PEOPLE AND BUSINESS PSYCHOLOGY**

In this specialisation, you'll be introduced to the modern-day working environment, its features and challenges. Learn about the structure of markets and global companies, and about the ways in which trends such as digitalisation influence industries. Examine

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how agile organisational structures and advanced human resources professionals adapt to new patterns in the work market. Lastly, focus on economic psychology and its uses in personnel and business management.

- **BUSINESS INTELLIGENCE**

The Business Intelligence (BI) specialisation offers a selection of topics discussing how companies generate business data, and use it to improve and optimize operations. You'll be introduced to models and processes retaining to data analysis, generation and storing, and learn how these types of data are used across a company's different departments.

- **ONLINE AND SOCIAL MEDIA MARKETING**

Online marketing is a crucial component of business operations, as a growing number of transactions take place in a digital space. Enhance your career prospects by mastering the different active and interactive aspects of online marketing: strategic planning, content distribution, customer and lead targeting and inquiry response and monitoring. Develop a strong understanding of the sustainable competitive edge that a well-executed online marketing plan offers. As for social media marketing, this module covers different approaches to active social media marketing and community creation and management. A major focus is placed on targeted campaigns for different social media channels, and the fundamentals of sustaining a global network.

- **APPLIED SALES**

Focus your studies on sales, and take a close look at the relationship between marketing, business strategy and after-sales activities. Learn what tools companies use to increase sales, the different sales channels and distribution systems they use, and analyse negotiation, telephone and digital sales tactics.

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### Comparison of curriculum(s) and learning outcomes of the higher education standard

<p><b>The learning outcomes for an apprenticeship, a bachelor's degree, a master's degree or a doctorate.</b></p> <p><i>[Please add in this column the descriptions of the learning outcomes of the higher education levels in the corresponding higher education studies, as described in Annex 1 of the <a href="#">Higher Education Standard</a>]</i></p>	<p><b>Name of the study programme:</b> Bachelor of Business Administration</p> <hr/> <p><b>Proof/explanation of how the learning outcomes described in Annex 1 of the Higher Education Standard have been achieved in the curriculum.</b></p>
<p><b>1.1. To obtain a bachelor's degree, a bachelor's student must:</b></p> <p>1.1.1. have a systematic overview of the basic concepts, theoretical principles and research methods of the field of study;</p> <p>1.1.2. be able to recognize interdisciplinary connections;</p> <p>1.1.3. to understand the fields of application of the various specialties of the field of study;</p> <p>1.1.4. get to know the theoretical schools of the profession, development trends and current problems;</p> <p>1.1.5. be able to formulate problems related to the profession and analyze and evaluate different solutions;</p> <p>1.1.6. be able to collect information independently using appropriate methods and tools and interpret it critically and creatively;</p> <p>1.1.7. be able to choose and use appropriate technologies and methods when solving the tasks of the specialty, among other</p>	<p><b>The learning outcomes described in Annex 1 of the Higher Education Standard have been completely achieved in the curriculum. This is an on-going process that shall continue for many study cycles to come. Evolving, experimenting and developing a curriculum is the primary goal of a progressive 21<sup>st</sup> century Higher Education Institution, yet it has to adhere to the learning outcomes described in Annex 1 of the Higher Education Standard.</b></p> <p>The learning outcomes of the curriculum, modules and subjects are defined based on the expected learning outcomes of the respective study level described in the Higher Education Standard, school goals, employers' expectations and labor market needs, sectoral strategies and global trends. Learning outcomes describe the competencies that a student has acquired after completing</p>

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<p>things, be ready to participate in and lead teamwork;</p> <p>1.1.8. master communication skills and information and communication technologies necessary for work;</p> <p>1.1.9. be able to explain problems related to the specialty orally and in writing and participate in professional discussions in your language of study and at least one foreign language;</p> <p>1.1.10. be ready to actively participate in civil society and be tolerant of the diversity of attitudes and values;</p> <p>1.1.11. be able to evaluate the role of knowledge and the role and consequences of one's professional activity in society, taking into account scientific, social and ethical aspects;</p> <p>1.1.12. to be able to apply acquired knowledge and skills at work, to continue studies and to continuously improve oneself professionally and professionally.</p>	<p>the curriculum or its part(s).</p> <p>One of the measures used for ensuring the compliance of study programmes and learning outcomes implements two types of matrices that provide, on the basis of learning outcomes, a systemic semester- by-semester overview of obtained competences and the compliance of learning outcomes with applicable requirements and needs:</p> <ul style="list-style-type: none"><li>• correspondence matrices - coherence of learning outcomes with the Higher Education Act</li><li>• competence matrices, which describe the development of professional and general competencies through the acquisition of subjects.</li></ul>
<p><b>1.2. The learning outcomes that can be achieved upon completion of the bachelor's study program are in line with the general requirements described in the sixth level of the qualification framework.</b></p>	<p>Our priorities regarding general and future competences are set out on the basis of the Eurmost Mission, Vision and Institutional Objectives. Eurmost supports study courses that foster innovation, expertise and entrepreneurship with the aim of encouraging our students to adopt and develop an entrepreneurial frame of mind in an open civil society.</p>
<p><b>1.3. To obtain a bachelor's degree, a bachelor's student must:</b></p> <p>1.3.1. have a systematic overview of the basic concepts, theoretical principles and research methods of the field of study;</p>	<p>In order to find out the most important general competencies, we have carried out several studies, a working group for the study of general competencies is operating, on the basis of whose work the categories of general competencies have also been developed. Our group organization careerera.com has been working in the field on providing meaningful higher education to the students for the past 12 years.</p>



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<p>1.3.2. be able to recognize interdisciplinary connections; – to understand the fields of application of the various specialties of the field of study;</p> <p>1.3.3. get to know the theoretical schools of the profession, development trends and current problems;</p> <p>1.3.4. be able to formulate problems related to the profession and analyze and evaluate different solutions;</p> <p>1.3.5. be able to collect information independently using appropriate methods and tools and interpret it critically and creatively;</p> <p>1.3.6. be able to choose and use appropriate technologies and methods when solving the tasks of the specialty, among other things, be ready to participate in and lead teamwork;</p> <p>1.3.7. master communication skills and information and communication technologies necessary for work;</p> <p>1.3.8. be able to explain problems related to the specialty orally and in writing and participate in professional discussions in your language of study and at least one foreign language;</p> <p>1.3.9. be ready to actively participate in civil society and be tolerant of the diversity of attitudes and values;</p> <p>1.3.10. be able to evaluate the role of knowledge and the role and consequences of one's professional activity in society, taking into account scientific, social and ethical aspects;</p>	<p>In order to assess the importance of selected general competencies in learning, we have included relevant questions in feedback surveys of various stakeholders (alumni, employers, students) and have relied on other surveys.</p> <p>When opening new study programmes, the supervisory board of EURMOST receives, among other documents, a comparative analysis of similar study programmes in other (foreign) higher education institutions and a description of the qualifications, the standard of research activities and the specialist competences, which are specific to the branch of study, of the teaching staff implementing the study programme, to emphasise that the study programme is based on current know-how and research in the field.</p> <p>While designing and developing curricula, we consider the vertical and horizontal rationality of the curriculum and learning outcomes important to ensure that the completion of the curriculum enables the learner to acquire the competencies described in the curriculum objective and learning outcomes.</p> <p>The vertical and horizontal cohesion of the study programmes will be monitored throughout the academic year and the standard period of study of the study programme.</p> <ul style="list-style-type: none"><li>• Vertical rationality. To support the acquisition of the contents of a specialisation, study programmes have been divided into substantive modules in which study courses or topics are united</li></ul>
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<p>1.3.11. to be able to apply acquired knowledge and skills at work, to continue studies and to continuously improve oneself professionally and professionally.</p>	
<p>1.4. The learning outcomes that can be achieved upon completion of the bachelor's study program are in line with the general requirements described in the sixth level of the qualification framework.</p>	
<p><b>2.1 In order to obtain a bachelor's degree, a student of applied higher education must:</b></p>	
<p>2.1.1. have a systematic overview of the basic concepts, theoretical principles and research methods of the specialty;</p>	
<p>2.1.2. be able to recognize interdisciplinary connections in the fields of application of different specialties;</p>	<ul style="list-style-type: none"><li>• Horizontal rationality. The study courses available in the modules allow to acquire the necessary learning outcomes and may also become input for study courses in other modules. Thus, when planning the order of study courses, the chronological cohesion of study courses, the alternation and balance between theoretical and practical study and between independent work and practical training, which are necessary for achieving the goals of the study programme, are observed when planning the order of study courses to achieve horizontal cohesion between modules.</li></ul>
<p>2.1.3. get to know the current problems and application possibilities of the specialty; – be able to formulate problems related to the profession and analyze and evaluate different solutions;</p>	
<p>2.1.4. be able to collect information independently using appropriate methods and tools and interpret it critically and creatively;</p>	
<p>2.1.5. to be able to choose and use suitable methods and technologies within the given framework and to model and/or evaluate possible</p>	<p>The development of study programmes is led by the vice rector / CEO – Prof. Shailendra Naresh Kulkarni together with the heads of specialisations and modules and the</p>





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<p>consequences based on the given information;</p> <p>2.1.6. show initiative in starting projects and a sense of responsibility, management and teamwork skills in their implementation;</p> <p>2.1.7. master communication skills and information and communication technologies necessary for work;</p> <p>2.1.8. be able to explain problems related to the specialty orally and in writing and participate in professional discussions in your language of study and in at least one foreign language of the Estonian curriculum;</p> <p>2.1.9. be ready to actively participate in civil society and be tolerant of the diversity of attitudes and values;</p> <p>2.1.10. be able to evaluate the role and consequences of professional activity for society, taking into account social and ethical aspects;</p> <p>2.1.11. be able to apply acquired knowledge and skills at work, being ready to act as a specialist or entrepreneur in your profession;</p> <p><b>2.2. to be able to continuously improve oneself professionally and professionally independently.</b></p>	<p>study designer. As experts in their respective fields, heads of specialisations are open to proposals with respect to developing study programmes and monitor the satisfaction and needs of labour-market, students and teaching staff as an ongoing process for the purposes of collecting input for the study programme council, which is required for preparing the study programme development plan and the improvement and approval of study programme versions.</p> <p>The changes, study programme development plans and study programme versions for fall semester admissions, which are approved by the study programme council, are submitted by the head of specialisation to the vice rector for academic affairs, who must also evaluate and analyse these and forward them to the academic council for approval. The changes and study programme versions approved by the academic council shall be duly entered in the EHIS.</p> <p>The owners of the Institution provide their approval for opening new study programmes, support the development of new study programmes and the improvement of existing study programmes and monitor their cohesion with the goals set out in the development plan through regular meetings of the supervisory board of EURMOST.</p>
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### **CAREERS**

With our approach to learning, our students will gain the expertise, knowledge, and soft skills to become a valuable employee in any team or company. Whether managing accounts, developing new markets, or managing people, the student shall find an exciting career across the globe.

After completing your Bachelor's in Business Administration, you can take on demanding specialist and management positions in companies all over the world. Your expert knowledge can be applied to various fields of work. Depending on your main interests, you will work in accounting, marketing, sales, human resources or administration.

- **BUSINESS MANAGER**

As a Business Manager, you would be responsible for monitoring all departments within a company and developing industry-specific solutions to increase sales and acquire new customers. You will draw up financial plans from an economic point of view and review projects regarding efficiency. As a Business Manager in a large company, you might present directly to the board of directors and convince them with your high level of consulting competence.

In smaller companies, you can often make decisions independently and report to the management.

- **ASSISTANT ACCOUNTANT**

As an Assistant Accountant, you could work in finance and accounting—typically at a bank, an auditing company or in the finance department of a company. You will be responsible for bookkeeping, the preparation of financial plans and reports, and the performance of administrative tasks.

You are familiar with the company's internal guidelines and keep an eye on fluctuating government regulations regarding the recording of financial data. You maintain databases accordingly and ensure smooth overall operations of the business.

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- **BUSINESS DEVELOPER**

In your position as Business Developer you are responsible for the further development and expansion of a company's business areas. As a central driver of growth and innovation, you are committed to the future-oriented alignment of your organisation. In doing so, you pursue central growth strategies within the framework of market development, product development and diversification. You're always on the hunt to bring in new business and optimise the status quo.

### **FUTURE AND TARGET GROUP**

Business administration has always been a popular discipline to study across the globe and would continue to be so. Organisations and the nature of leadership are changing rapidly in today's complex business environment. While there are many theoretical models proposed by experts to predict management outcomes, organisations are in need of professionals who can tangibly demonstrate these principles.

Bachelor of Business Administration students are in high demand in companies of all sizes, from start-ups to globally operating large companies or even social, cultural or public institutions.

Management education (BBA / MBA) and its students have been growing continuously over the years. **Recently, interest in full-time residential Management programs has declined/decreased**, forcing the re-emergence of online / E-learning Management programs. That's why Eurmost proposes to introduce an online BBA / MBA program with an unique and focused curriculum.

Here are the top three trends shaping the future of BBA / MBAs today:

1. **More women are pursuing BBA / MBAs than ever before:** Over the past decade, we have seen a steady increase in the percentage of women in BBA / MBA programs. In 2011, a survey found that women make up only 32% of students at some of the top business schools. On the other hand, today the number has been increased to 50%.

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2. Educational organizations contribute to the fight for gender equality in the classroom by creating programs that are flexible, inclusive and supportive. The increase in the number of female applicants can also be attributed to the fact that women see themselves as strong runners, who do not hesitate for their qualifications. That's why Eurmost is also offering BBA / MBA program in online mode so that women also takes education as their priority across the globe.
3. Female BBA / MBA graduates see their earnings increase by 55-65% over pre-BBA / MBA salaries within five years of graduation. Companies with a high representation of women in management control, on average, higher compensation in equity, sales and investment. 85% of female BBA / MBA graduates attribute their career success to their degree.
4. **Entrepreneurs are also giving second thought to BBA / MBA Degree:** For years, there was a stigma around entrepreneurs pursuing an BBA / MBA - citing successful entrepreneurs who failed/dropout (eg Mark Zuckerberg and Bill Gates). The perception that BBA / MBA programs are not useful for entrepreneurs is changing. Business schools are also a good place for entrepreneurs to analyze market trends, create business plans, manage finances, and learn how to grow a business. Pursuing an BBA / MBA can help you build credibility, gain business partners, and reach investors. It's no secret that BBA / MBA alumni networks can be powerful and influential. Eurmost is also offering the unique curriculum to bring more value to entrepreneurs, with innovative ideas, approaches and specializations focusing on entrepreneurship and innovation.
5. **Residencies are revolutionizing online BBA / MBA programs:** Online education is in demand and universities strive to create programs that provide the most benefit to their students. One aspect of online BBA / MBA programs that boosts the reputation of online education is the concept of residency. In fact, they continue to be common in online BBA / MBA programs. We know that revolutionary, virtual BBA / MBA programs have helped thousands of busy professionals continue their education without

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compromising their current careers or family time. Adding residences has helped enhance the BBA / MBA education experience for these students.

Residencies may require BBA / MBA students to meet, from one day to one week, and attend seminars, lectures, and/or participate in group projects. This is the only opportunity these online students have to interact and network with each other - an aspect of the BBA / MBA program that not all online students can benefit from and which has huge long-term benefits.

This concept of "online, but not only" helps you to create personal and professional contacts, gives you the opportunity to get hands-on experience outside of classroom instruction, and makes important soft skills that do not have ability to develop online.

### **BBA / MBA programs are constantly changing**

As business evolves, so will our education. At Eurmost, we always say "always, relevant, always moving forward". Maintaining the highest standards ensures that our BBA / MBA is worth the time and money it takes to get it.

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