



Bachelor of Science in Business

Handbook

April 2026

Introduction

Bachelor of Science in Business

The course is suited for undergraduate students considering a career in business or the innovation (start-up) economy. The overall programme is designed for those with little or no background in business and at least an EQF 4 level mathematical knowledge is required. The target group should be prepared to pursue substantial academic studies fitting to the EQF 5-6 level.

Entry requirements

Education Requirements

Candidates who enrol in this course must have an EQF 4 level education; or cases of exceptional talent, indicated by a letter of recommendation from their teacher and/or portfolio of evidence, in EQF 3 level education, with a clear prospect of successful engagement at the EQF 5-6 level; or an EQF 3 level education and at least 3 years of industry experience. Students with relevant experience or other forms of learning may apply for Recognition of Prior Learning at the time of admission.

Language Requirements

The courses will be taught in English or Spanish provided that students demonstrate linguistic competency at an IELTS 5 or equivalent (such as DELE or SIELE for Spanish).

Instructional design

Teaching: The BSc in Business programme combines asynchronous components (lecture videos, readings, and assignments) and synchronous meetings attended by students and a teacher during a video call. Students engage in synchronous sessions in which questions and answers about asynchronous study materials are addressed. Students submit assignments in which teachers provide direct feedback. Students remain connected at all times to the module's group chat, where they can pose questions and teachers can respond. Contact hours include not only intensive synchronous engagement between students and teachers, but also extends beyond the synchronous session to include ongoing supervisory support on an ad hoc basis, typically by chat, email, or brief virtual meeting.

Assessment: Assessment is of two kinds: regular and cumulative. Regular assessment applies to the continuous evaluation of student progress, concentrating on the proficiency of submitted assignments and the ability of the student to respond to issues raised by the instructor. Cumulative assessment applies to the final project assignment, requiring students to deepen and extend their scholarly engagements. Each taught module is internally weighted as follows: 50% of the mark derives from the average of the assignments, and 50% derives from the cumulative examination. Cumulative assessment may consist of a final project, written examination, or oral examination.

Degree structure

The degree consists of 3 tiers totalling 180 ECTS. Students must complete 60 ECTS from each tier. All compulsory modules must be included.

Module	ECTS	Level
Tier 1		
Principles of Management	3	EQF 5
Organisational Behaviour	3	EQF 5
Business Writing	3	EQF 5
Public Speaking	3	EQF 5
Business and Society	6	EQF 5
Entrepreneurship	6	EQF 5
Fundamentals of Finance	6	EQF 5
Management Communication	6	EQF 5
Mathematics for Business Analysis	6	EQF 5
Microeconomics I	6	EQF 5
Macroeconomics I	6	EQF 5
Fundamentals of Statistics	6	EQF 5
Industry Experience I	12	EQF 5
Tier 2		
Microeconomics II	6	EQF 6

Macroeconomics II	6	EQF 6
Intermediate Statistics	6	EQF 6
Technology for Business	6	EQF 6
Programming for Data Science	6	EQF 6
Marketing	6	EQF 6
Financial Accounting	6	EQF 6
Global Supply Chain Operations	6	EQF 6
Financial Risk Management	6	EQF 6
Industry Experience II	12	EQF 6
Tier 3		
Business Networking Foundations	3	EQF 6
Leadership for Innovation	3	EQF 6
Business Operations and Planning	6	EQF 6
Competitive Strategy	6	EQF 6
Entrepreneurship	6	EQF 6
Communicating with Data	6	EQF 6
Business Law and Ethics	6	EQF 6
Human Resource Management	6	EQF 6

Economic Analysis for Business Decisions	6	EQF 6
Capstone Research Methods	6	EQF 6
Capstone Project	15	EQF 6

Module Descriptions

Tier 1 modules

Principles of Management

In this introductory module, students will be introduced to the field of business administration and its various sub-disciplines. The interdisciplinary components of business will be a focus of this module as viewed through context-based study that is informed by organisational structures and market environments. Because business is a problem-oriented discipline focusing on issues within organisations (how does an organisation set different goals and objectives?) and the interaction and relationship of the business with its surrounding (how do political factors affect the business?), this module will be context-based, using cases and examples presenting current developments and challenges faced by businesses. Topics may include: the global context of business (business environments and business types); the business of managing; people in organisations (Human Resource Management, leadership and teams); managing information (IT); principles of marketing and finance; and political, social, economic, technological and ethical considerations affecting business. This module will provide basic knowledge on business preparing students for more specialised modules.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business operations.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of business.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of current business environments.
4. Evaluate their own learning and identify the learning deficits to address in further learning.

Organisational Behaviour

In this introductory module, students will learn about human behaviour in organisations. These behaviours are mainly explained in reference to psychological mechanisms, situational factors, individual differences, and group phenomena that influence the way people interact. As such, Organisational Behaviour is an applied science that builds on contributions from a number of different disciplines, particularly psychology, social psychology, sociology, and anthropology. The module will especially emphasise the psychological and social psychological factors that influence behaviour in organisations. Additionally, students will gain an understanding of factors that affect employee satisfaction and performance. Topics may include: motivation; rewarding behaviour; stress; individual and group

behaviour; conflict; power and politics; leadership; job design; organisational structures; decision making; communication; and organisational change and development.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to organisational behaviour.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the fields of business and behavioural psychology.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of organisational behaviour.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Business Writing

In this module, students will practise the skills needed to communicate about business with different types of audiences through effective writing. Students will develop their understanding of rhetoric, audience, and conventions to improve business communication skills. The module will focus on the practical uses of clear and effective writing that can be applied to a variety of fields and disciplines. Focus will be placed on the types of documents necessary to make decisions and take action in a business setting, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Students will also gain practice in individual and collaborative processes involved in the creation of ethical and efficient documents.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to communicating through writing.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of business communications.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of rhetoric, tone, and audience.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Public Speaking

This module is an introduction to speech communication that emphasises the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Topics in the module will extend beyond academic settings to include public speaking in community and corporate settings. Civility and ethical speech-making are the foundations of this module. Throughout the module, students will prepare for success in typical public speaking situations and to provide them with the basic principles of organisation and research needed for effective speeches. Additional emphasis will be placed on organisational structures, use of formalised language, and methods of delivery.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues of public speaking.
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration.
3. Expresses an appropriate level of vocabulary reflecting engagement with speech communication.

4. Demonstrates a basic understanding of methodologies pertaining to real-world communication in a variety of contexts.

Business and Society

In this module, students will learn about the evolving role business plays in society. Additionally, students will explore how businesses are able to create value for society. Through the perspective of various stakeholders, students will analyse important business issues and develop a nuanced understanding of the many relationships between corporations, governments, NGOs, market economies and civil society. Moreover, students will begin the process of developing professional ethics in harmony with their own personal values and learn how to articulate, defend, and reflect critically on a point of view.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to a business's role in society.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of business and sociology.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to business and society.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Entrepreneurship

This module provides an overview of entrepreneurship and the process of starting, building, and managing a new business venture. Students will learn the fundamental concepts of entrepreneurship, including identifying and evaluating business opportunities, creating a business plan, understanding legal and financial aspects of entrepreneurship, marketing strategies, and managing growth. The module will also explore the mindset and characteristics of successful entrepreneurs, emphasising creativity, innovation, risk-taking, and resilience. By the end of the course, students will have a solid understanding of the entrepreneurial process and the tools needed to launch and manage a successful venture.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business opportunities.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of entrepreneurship.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of the entrepreneurial process.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Fundamentals of Finance

This module will introduce students to fundamental concepts in corporate finance and provide an understanding of basic financial calculations. The module also aims to provide a basis for further studies related to managerial responsibilities and financial markets. Students enrolled in this module will expand

their confidence in performing financial calculations, communication, team-work, and presentation skills to support their activity during the course. Topics in the module may include issues such as financial markets and systems, investment decisions, debt financing, and capital structure.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business finances.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of finance.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to corporate finance.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Management Communication

In this module, students will gain the capacity to appropriately apply a broad repertoire of communication skills in business, professional, and social contexts. Throughout the module, students will develop managerial communication skills required for leadership in a wide variety of industries. Focus will be placed on speaking, calling, motivation techniques, problem solving, negotiating, and general aspects of professionalism. The communication requirements of different contexts are studied, including informational, persuasive, and relational forms of communication.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to communicating in a business setting.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of business management.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to communicating with others.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Mathematics for Business Analysis

This module serves as a basic introduction to the properties and applications of functions, linear systems, and probability for students in business and the social sciences. Topics covered throughout the module are derived from algebra (linear equations, quadratic equations, functions and graphs, inequalities), mathematics of finance (simple and compound interest, annuities), linear programming, matrices, systems of linear equations. The modules will focus on mathematical applications to management, economics, and business.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to functions and linear systems.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of business analysis.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to the application of mathematics to business, management, and economics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Microeconomics I

This introductory module provides a general understanding of basic microeconomic concepts. Specifically, it introduces students with the study of individual consumers, groups of consumers, and firms. The module will focus on how individuals make decisions that affect their income and wealth, how firms make decisions that affect profits and production, and how government regulation affects individuals and firms. Topics addressed in the module include: supply and demand; price controls; public policy; the theory of the firm; cost and revenue concepts; forms of competition; elasticity; and efficient resource allocation.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to microeconomics.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of microeconomics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to microeconomics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Macroeconomics I

This introductory module introduces principles of economic analysis related to aggregate employment, income, and prices. Fundamental economic ideas and the operation of the economy on a large scale are addressed. Students will also analyse various monetary policies, including banking systems and the government systems like the U.S. Federal Reserve. Topics addressed in the module include: production, distribution and consumption of goods and services, the exchange process, the role of government, the national income and its distribution, GDP, consumption function, savings function, investment spending, the multiplier principle and the influence of government spending on income and output.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to macroeconomics.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of economics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to macroeconomics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Fundamentals of Statistics

In this module, students will learn to use statistics within a quantitative framework to utilise data for describing, summarising and modelling issues within a business setting. The module provides students with fundamental concepts of probability, random variables and their distributions, and then applies them to provide the theoretical foundation for data analysis through statistical modelling, estimation and

hypothesis testing. These concepts are introduced through case studies to emphasise real-world applications. Topics include: design of experiments, descriptive statistics, mean and standard deviation, the normal distribution, the binomial distribution, correlation and regression, sampling, estimation, and testing of hypotheses.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to statistics within a business setting.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of statistics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of descriptive statistics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Industry Experience I

Industry Experience I is a form of experiential learning that enables students to apply their academic knowledge in a professional context. Students engage with real-world issues related to business by completing an approved internship. During the internship, students work on tasks that meet the needs of the organisation, guided by an on-site supervisor. Internships must entail significant leadership opportunities. Students complete online modules under the supervision of a faculty advisor. Pre-work includes instruction in communication, goal-setting, and professional development. During the industry experience, students submit bi-weekly written reflections on their personal goals and challenges. At the end of the term, students obtain written feedback from their organisation supervisor. They also submit a final report which describes the problem statement, approaches/methods used, deliverables, and skills gained. Industry Experience culminates in a final presentation which is shared as a public blog post.

Learning Outcomes

1. Demonstrates administrative planning, resource management, and team management as well as handling unpredictable and complex issues in a professional setting.
2. Show creativity and initiative to develop projects with effective communication.
3. Possess the academic competences to undertake further studies in professional development with a high degree of autonomy.

Tier 2 modules

Microeconomics II

This advanced module provides a more focused approach to microeconomic theory. Students will study individual markets and the behaviour of individual economic agents more rigorously. The module will begin with an advanced treatment of consumer behaviour and the theory of demand, followed by the theory of the firm, and will end with an advanced treatment of specific market structures. Topics addressed in the module include: theory of consumer behaviour; production and cost analysis; perfect competition; monopoly; oligopoly; game theory; and externalities.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to microeconomic theory.

2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of microeconomics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to microeconomics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Macroeconomics II

In this advanced module, students will engage with professional, technical literature, to provide a more focused analysis of macroeconomic problems. Students will analyse open economy models and the role of macroeconomic policy in response to business cycles, inflation, unemployment, and economic growth. Topics addressed in the module include: aggregate supply and demand; the consumption function; investment and savings; open economy macroeconomics; monetary and fiscal policy; economic growth; and business cycles.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to macroeconomic analysis.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of macroeconomics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to macroeconomics and economic policy.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Intermediate Statistics

In this advanced module, students will refine their skills using statistics within a quantitative framework to utilise data for describing, summarising and modelling issues within a business setting. The module will develop students' knowledge and skills in statistical inference, regression and time series analysis, and provide the theoretical foundations for more advanced statistical modelling. These concepts are introduced through case studies to emphasise real-world applications. Topics include: multiple regression analysis, time series analysis, non-parametric methods, logistic regression, introduction to Bayesian statistics, and analysis of variance.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to statistics within a business setting.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of statistics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of intermediate statistics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Technology for Business

The focus of this module is to provide an overview of major technology trends and emerging technologies for business in the digital era. Topics may include: the role of technology in business strategy; digital transformation; cloud computing; cybersecurity; artificial intelligence and machine learning; blockchain;

the internet of things; data analytics; e-commerce; and the impact of technology on business models, operations and society. Students will gain a practical understanding of how to use and manage key technologies in a business context.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to technology in business.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of technology and business.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to digital transformation.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Programming for Data Science

Data science is applicable to a myriad of professions, and analysing large amounts of data is a common task in the business world. This module introduces students to the foundational skills needed to work with data using a programming language. Students will apply programming skills to a range of data science tasks, including data cleaning, analysis, and visualisation. Students will be expected to perform analysis using real-world datasets and present their findings in a clear and effective way.

Learning Outcomes

1. Solve problems involving data, including preparation, presentation, analysis, and products.
2. Show creativity and initiative while working with real datasets (e.g., economic data) and provide clear communication of results.
3. Possess the academic competences to undertake further studies in data science with a high degree of autonomy.

Marketing

In this module, students will examine the business function of marketing. It presents both the practice of marketing and the broader social and economic impact of marketing on societies. Students will develop competences to apply core marketing principles and frameworks in a variety of business contexts. Topics addressed in the module include: market research; consumer behaviour; segmentation, targeting, and positioning; the marketing mix; branding; digital marketing; and marketing strategy.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to marketing.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of marketing.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to marketing strategy.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Financial Accounting

In general terms, financial accounting is the measurement of economic activity for decision-making. Accounting is the process of identifying, measuring, and communicating economic information to permit informed judgements and decisions by users of the information. This module will introduce students to the analysis and recording of financial transactions, the preparation of financial statements, and the interpretation of accounting data. Topics may include: accounting concepts and conventions; double-entry bookkeeping; preparation of income statements and balance sheets; cash flow statements; and analysis and interpretation of financial statements.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to accounting and financial statements.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of financial accounting.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to financial reporting.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Global Supply Chain Operations

This module introduces students to supply chain operations in a global environment from a managerial perspective. Students will gain an understanding of the key concepts, principles, and practices involved in managing global supply chains. Topics addressed in the module include: supply chain strategy; procurement and sourcing; logistics and transportation; inventory management; demand forecasting; risk management; sustainability; and the role of technology in supply chain management.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to supply chain management.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of operations management.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to global supply chains.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Financial Risk Management

Throughout this module, students will develop the analytical tools necessary to understand crisis prevention and management strategies related to financial risks. Students will gain a solid understanding of the different types of financial risks and the tools used to manage them. Topics may include: market risk; credit risk; liquidity risk; operational risk; risk measurement and modelling; derivatives and hedging; regulatory frameworks; and risk management in different financial institutions.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to risk management.

2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of finance.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of financial risk.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Industry Experience II

Industry Experience II is a form of experiential learning that enables students to apply their academic knowledge in a professional context. Students engage with real-world issues related to business by completing an approved internship. During the internship, students work on tasks that meet the needs of the organisation, guided by an on-site supervisor. Students complete online modules under the supervision of a faculty advisor, submitting bi-weekly written reflections on their personal goals and challenges. At the end of the term, students obtain written feedback from their organisation supervisor and submit a final report which describes the problem statement, approaches/methods used, deliverables, and skills gained. Industry Experience culminates in a final presentation which is shared as a public blog post.

Learning Outcomes

1. Demonstrates administrative planning, resource management, and team management as well as handling unpredictable and complex issues in a professional setting.
2. Show creativity and initiative to develop projects with effective communication.
3. Possess the academic competences to undertake further studies in professional development with a high degree of autonomy.

Tier 3 modules

Business Networking Foundations

In this information age, business networking has become a vital part of every organization. Throughout this module, students will study the principles and strategies for building and maintaining professional relationships. Topics may include: the importance of networking; building a personal brand; online and offline networking strategies; effective communication and interpersonal skills; networking etiquette; and leveraging networks for career and business development.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business networking.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of professional networking.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to building and maintaining professional relationships.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Leadership for Innovation

In this module, students will develop specialised and multidisciplinary capacities to generate creative and effective approaches to problems. The module integrates concepts from leadership theory, innovation

management, and organisational behaviour to develop students' capacity to lead innovative projects and teams. Topics may include: theories of leadership; creativity and innovation; design thinking; leading change; building innovative teams; and the role of culture in fostering innovation.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to innovation in the workplace.
2. Apply a professional and scholarly approach to research problems pertaining to innovation.
3. Efficiently manage interdisciplinary aspects of assessing templates and plans for fostering innovation in professional settings.

Business Operations and Planning

Throughout this module, students will learn the concepts, skills and knowledge required to develop and execute a business plan. Students will develop an integrated view of business operations and learn how to plan and manage business activities across different functional areas. Topics may include: business model design; operational planning; project management; process improvement; quality management; capacity planning; and performance measurement.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to operational planning.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of business operations.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of business planning.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Competitive Strategy

Students will learn the causes and consequences of industry structure and firm profitability, and the strategies available to firms to improve their competitive position. Topics may include: competitive analysis; industry analysis using frameworks such as Porter's Five Forces; resource-based view of the firm; competitive dynamics; strategic positioning; diversification; mergers and acquisitions; and global strategy.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business strategy.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of strategic management.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of competitive dynamics.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Entrepreneurship

Throughout this module, students will learn how to identify potential business opportunities, determine what constitutes a good business model, and to strategically implement a business proposal. Additionally, students will explore the financing and financial management of a new venture. This module will introduce students to new venture financing, revenue and cost concepts, entrepreneurial accounting, debt and equity financing options, and other topics related to the financial planning of a new venture. Students will use financial modelling to develop their own financial projections for their business proposals.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business opportunities and new venture finance.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of entrepreneurship.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of the entrepreneurial process.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Communicating with Data

Throughout this module, students will develop skills related to fact-based communication. Students will explore how to use data and evidence to convey insights, tell stories, and persuade audiences. Topics may include: principles of data visualisation; choosing the right chart types; storytelling with data; designing effective presentations; communicating uncertainty; and using data to support decision-making in a business context.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to information and data communication.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of data communication.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to data presentation and storytelling.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Business Law and Ethics

In this module, students will gain experience with both ethical and legal issues related to business. Students will develop an understanding of the legal framework within which businesses operate and the ethical considerations that arise in a business context. Topics may include: contract law; employment law; intellectual property; business ethics; corporate social responsibility; regulatory compliance; and dispute resolution.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to business law and ethics.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of law and ethics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to legal and ethical considerations in business.

4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Human Resource Management

This module is designed to develop a thorough knowledge and understanding of the effective management of people. Students will learn the theoretical origins of human resource management, the emergence of HR strategy and the relationship between business strategy and HR management strategy. The module will focus on discussing and analysing important HR management activities such as planning, recruitment and selection, training and development, absence and retention management, reward and performance and exit management. Students will develop the knowledge and skills required for the integration of HR policies into an effective HR management strategy.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to HR management.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of human resources.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of managing diverse groups of people.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Economic Analysis for Business Decisions

This module focuses on the principal methods of economic analysis, as applied to production activities of a variety of businesses. Students will develop skills related to production technologies, individual choice, and market-based systems. Real-world applications of the methods are presented to help students supplement their knowledge of microeconomics. Additionally, students will develop a deeper understanding of economic principles that are essential to effective managerial decision making and informed analysis of any economic issue.

Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to economic analysis.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions in the field of economics.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems of market-based systems.
4. Evaluate their own learning and identifies the learning deficits to address in further learning.

Capstone Research Methods

The Capstone Research Methods module supports students in developing critical research skills that are needed for the successful completion of their capstone project. The course provides students with an overview of the research process and types of capstone projects that they can undertake, and includes a detailed exploration of relevant quantitative and qualitative research methods. Students will develop skills in data gathering and analysis, researching and writing an effective literature review, creating a research proposal, and managing ethical considerations with regards intellectual property rights and research with human subjects. At the conclusion of the course, students will be required to submit their formal capstone

project proposal which should include details of their project scope, research question, hypothesis, and project plan. Their proposal must receive a passing mark before they are allowed to undertake the capstone course in the final term of the degree program.

Learning Outcomes

1. Demonstrates administrative planning, resource management, and team management as well as handling unpredictable and complex issues.
2. Show creativity and initiative to develop projects with effective research skills.
3. Possess the academic competences to plan a research project, evaluating the types of capstone projects that can be undertaken.

Capstone Project

This capstone course enables students to demonstrate their proficiency in the technical and human skills that they have acquired throughout their undergraduate studies. The capstone requires students to conceptualise, plan, and implement a typical project they may encounter in actual employment. The capstone builds on the initial project scoping work that was carried out in Capstone Research Methods, which culminated in students submitting a project proposal, and gaining formal approval for their Capstone Project Proposal. In this course, students will implement their proposed project with the support of a supervisor. Students with a common supervisor will be put into capstone advisory peer groups and will be required to meet with their group and supervisor regularly to update each other on their capstone progress and to provide feedback. Students will also have regular meetings with their capstone supervisor to provide additional support and guidance throughout the module. Upon completion of their capstone projects, all students will be required to participate in a capstone symposium at the end of the term, where they will present their working projects to internal and external stakeholders.

Learning Outcomes

1. Demonstrates administrative planning, resource management, and team management as well as handling unpredictable and complex issues in a capstone project.
2. Show creativity and initiative to develop projects with effective research skills.
3. Possess the academic competences to undertake further research studies with a high degree of autonomy.

Internships policy

Internships must be a genuine extension of the student's academic programme, providing opportunity to apply theoretical knowledge to substantive projects directly related to their field of study. Internships consisting primarily of administrative or routine tasks will not be approved.

Every internship must have a defined start date, end date, and formal learning plan with objectives agreed in advance by the student, the host organisation, and the relevant college. Responsibilities and task complexity should increase over time. Each student must be assigned a named supervisor within the host organisation who holds relevant expertise and is responsible for providing regular guidance and feedback.

Woolf prioritises paid internships to ensure equitable access regardless of socioeconomic background. Unpaid internships may only be approved where they constitute a genuine learning opportunity and do not displace the work of a paid employee.

Programmatic standards

Day-to-day management sits with the relevant college. Each college must have a designated Woolf contact responsible for vetting and approving all host organisations and placements before any internship may proceed. Colleges are responsible for matching students to approved positions.

Students must complete pre-internship preparation before commencing a placement, which may include CV writing, interview support, and other instruction as necessary. Virtual internships are encouraged to widen access beyond geographical constraints; support systems must address the challenges of remote work, including cross-timezone communication and fostering professional belonging.

Programme effectiveness must be evaluated on an ongoing basis. Formal evaluations will be collected from students, host supervisors, and academic advisors, and will inform curriculum design and programme improvement.

Grading Scheme

General Marking Criteria and Classification

Marking of student work keeps in view the scale of work that the student can reasonably be expected to have undertaken in order to complete the task.

The assessment of work for the course is defined according to the following rubric of general criteria:

1. **Engagement:**
 - Directness of engagement with the question or task
 - Range of issues addressed or problems solved
 - Depth, complexity, and sophistication of comprehension of issues and implications of the questions or task
 - Effective and appropriate use of imagination and intellectual curiosity
2. **Argument or solution:**
 - Coherence, mastery, control, and independence of work
 - Conceptual and analytical precision
 - Flexibility, i.e., discussion of a variety of views, ability to navigate through challenges in creative ways
 - Completion leading to a conclusion or outcome
 - Performance and success of the solution, where relevant
3. **Evidence (as relevant):**
 - Depth, precision, detail, range and relevance of evidence cited
 - Accuracy of facts
 - Knowledge of first principles and demonstrated ability to reason from them
 - Understanding of theoretical principles and/or historical debate
 - Critical engagement with primary and/or secondary sources
4. **Organisation & Presentation:**
 - Clarity and coherence of structure
 - Clarity and fluency of writing, code, prose, or presentation (as relevant)

- Correctness of conformity to conventions (code, grammar, spelling, punctuation, or similar relevant conventions)

Definition of marks

97-100

Work will be so outstanding that it could not be better within the scope of the assignment. These grades will be used for work that shows exceptional excellence in the relevant domain; including (as relevant): remarkable sophistication and mastery, originality or creativity, persuasive and well-grounded new methods or ideas, or making unexpected connections or solutions to problems.

94-96

Work will excel against each of the General Criteria. In at least one area, the work will be merely highly competent.

90-93

Work will excel in more than one area, and be at least highly competent in other respects. It must be excellent and contain: a combination of sophisticated engagement with the issues; analytical precision and independence of solution; go beyond paraphrasing or boilerplate code techniques; demonstrating quality of awareness and analysis of both first principles or primary evidence and scholarly debate or practical tradeoffs; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.

87-89

Work will be at least very highly competent across the board, and excel in at least one group of the General Criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

84-86

Work will demonstrate considerable competence across the General Criteria. They must exhibit some essential features of addressing the issue directly and relevantly across a good range of aspects; offer a coherent solution or argument involving (where relevant) consideration of alternative approaches; be substantiated with accurate use of resources (including if relevant, primary evidence) and contextualisation in debate (if relevant); and be clearly presented. Nevertheless, additional strengths (for instance, the range of problems addressed, the sophistication of the arguments or solutions, or the use of first principles) may compensate for other weaknesses.

80-83

Work will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.

77-79

Work will show solid competence in solving problems or providing analysis. But it will be marred by weakness under one or more criteria: failure to fully solve the problem or discuss the question directly; some irrelevant use of technologies or citing of information; factual error, or error in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting.

74-76

Work will show evidence of some competence in solving problems or providing analysis. It will also be clearly marred by weakness in multiple General Criteria, including: failure to solve the problem or discuss the question directly; irrelevant use of technologies or citing of information; factual errors or multiple errors in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; significant technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting. They may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument or solution.

70-73

Work will show evidence of competence in solving problems or providing analysis, but this evidence will be limited. It will be clearly marred by weakness in multiple General Criteria. It will still make substantive progress in addressing the primary task or question, but the work will lack a full solution or directly address the task; the work will contain irrelevant material; the work will show multiple errors of fact or judgment; and the work may fail to conform to conventions.

67-69

Work will fall down on a number of criteria, but will exhibit some of the qualities required, such as the ability to grasp the purpose of the assignment, to deploy substantive information or solutions in an effort to complete the assignment; or to offer some coherent analysis or work towards the assignment. Such qualities will not be displayed at a high level, and may be marred by irrelevance, incoherence, major technical performance issues, error and poor organisation and presentation.

64-66

Work will fall down on a multiple General Criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent work. Such qualities will be substantially marred by irrelevance, incoherence, error and poor organisation and presentation.

60-63

Work will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual or technology error and irrelevance, generalisation or boilerplate code and lack of information, and poor organisation and presentation.

0-60

Written work and the oral examination will both be failed if the oral examination clearly demonstrates that the work was plagiarised. The student is unfamiliar with the arguments of the assignment or the sources used for those arguments.

Plagiarism

Plagiarism is the use of someone else's work without correct referencing. The consequence of plagiarism is the presentation of someone else's work as your own work. Plagiarism violates Woolf policy and will result in disciplinary action, but the context and seriousness of plagiarism varies widely. Intentional or reckless plagiarism will result in a penalty grade of zero, and may also entail disciplinary penalties.

Plagiarism can be avoided by citing the works that inform or that are quoted in a written submission. Many students find that it is essential to keep their notes organised in relation to the sources which they summarise or quote. Course instructors will help you to cultivate professional scholarly habits in your academic writing.

Depending on the course, short assignment essays may not require students to submit a bibliography or to use extensive footnotes, and students are encouraged to write their assignments entirely in their own words. However, all essays must acknowledge the sources on which they rely and must provide quotation marks and citation information for verbatim quotes.

There are several forms of plagiarism. They all result in the presentation of someone's prior work as your new creation. Examples include:

- Cutting and pasting (verbatim copying)
- Paraphrasing or rewording
- Unauthorised Collaboration
- Collaboration with other students can result in pervasive similarities – it is important to determine in advance whether group collaboration is allowed, and to acknowledge the contributions or influence of the group members.
- False Authorship (Essay Mills, Friends, and Language Help)
- Paying an essay writing service, or allowing a generous friend to compose your essay, is cheating. Assistance that contributes substantially to the ideas or content of your work must be acknowledged.

Complaints and appeals

Students and faculty should always seek an amicable resolution to matters arising by addressing the issue with the person immediately related to the issue. Students should handle minor misunderstandings or disagreements within a regular teaching session or by direct message, or with their College. If a simple resolution is not possible, or the matter remains unresolved for one party, the steps outlined in this section apply to all groups, colleges, and units of Woolf.

The Red Flag system

An issue with a red flag should be submitted in the case that a member of Woolf seeks to make an allegation of serious misconduct about another member, including matters of cheating, plagiarism, and unfair discrimination or intolerance.

Any member of Woolf, seeking to raise a matter of serious concern, should submit a red flag by emailing redflag@woolf.education. Provide a short, clear description of the issue.

If a student submits an issue with a red flag, or if a faculty member submits an issue about a student, it will trigger a meeting with the student's College Advisor. If the issue is not resolved, the matter will be escalated to the College Dean, or to a committee designated by the College Dean, which will have the power to clear the flag.

If an issue is submitted with a red flag by a faculty member about another faculty member, then the issue is reported directly to the College Dean.

For both students and faculty members, after the Dean's decision, the one who submits the complaint is provided the opportunity to accept or appeal the decision; if the one submitting the issue appeals the decision, it will be assigned to the Quality Assurance, Enhancement, and Technology Alignment Committee, which is a subcommittee of the Faculty Council.

Mitigating circumstances

When serious circumstances ('Mitigating Circumstances'), beyond the control of a student or faculty member, adversely affect academic performance or teaching support, a Mitigating Circumstances report must be submitted using Woolf's red flagging system. Mitigating Circumstances may include but are not limited to serious medical problems, domestic and personal circumstances, major accidents or interruptions of public services, disturbances during examination, or serious administrative or procedural errors with a material effect on outcomes.

Mitigating circumstances do not normally include a member's personal technology problems, including software, hardware, or personal internet connection failures; employment obligations or changes in employment obligations; permanent or sustained medical conditions (unless there is a sudden change of condition); or circumstances where no official evidence has been submitted.

Mitigating circumstances are normally only considered when a red flag has been submitted for the issue before the deadline of an affected written project or assignment, or within one week of a cumulative examination. Proof of mitigating circumstances may result in an extended deadline or examination period, or the possibility to retake an examination; it will not result in any regrading of existing submissions or exams.

Grade appeals

Students who dissent from the grades they have received should follow the normal procedure for submitting a red flag.