

BLUEPRINT

Bachelor in Business Economics

Master in Business Economics

Faculty of Economics and Business



Blueprint Business Economics

This blueprint describes the cluster of Business Economics Bachelor's and Master's programmes in their different degree and language versions (Dutch and English) across the different campuses:

- Bachelor in Business Economics, campus Leuven
- Bachelor in Business Economics, campus Kortrijk
- Master in Business Economics, campus Leuven
- Master in Business Economics, campus Leuven

Part 1: Vision and profile

1A Programme goals

a. Programme objective

The programme in Business Economics aims on one hand the development of generic competences, and on the other hand a basic understanding in fundamental macro- and micro-economic thought patterns and the basic frameworks from all important business or functional domains. As a business economist, management and the organisation are being looked at from an integral vision (with a clear emphasis on the ability to choose between systems) and from a behavioural scientific point of view. During the master's programme, students continue to build on these basic insights and frameworks. Here the emphasis is on defining problems and searching for solutions, independently or in teams, with the main goal of developing multidisciplinary and analytical skills that are broadly applicable and relevant for management practice. At the end of the programme, the graduates master an understanding of the general operations and management of the various business domains (e.g. accounting, financial management, marketing, personnel policy, production and logistics), starting from the perspective of the (micro-)economy. Moreover, they are able to apply appropriate economic models and mathematical and statistical techniques to analyse and offer a solution for management issues in different business domains of a profit and/or non-profit organisation.

b. Programme-specific learning outcomes and educational goals

The programme-specific learning outcomes and the broad educational aims of the Bachelor's and Master's programme are included as an attachment. The Dutch and English-language equivalent of the Master's programme share the same objectives.

1B Vision on education

The Faculty of Economics and Business (FEB) offers high-quality degrees that are founded in research in the disciplines of economics and business. All the FEB programmes challenge students to envision a clear professional future, to articulate the professional expectations and aspirations they want to commit to, and to make curriculum choices that will help students to achieve these goals.

The following principles are central in the realisation of students' future self:

- education that is research-focused and research-based;
- balanced with development, immersion and employability;
- considerate of students' self-development;
- responsive to developments in a rapidly globalising society;
- that has specialisation, integration and expansion as its mission;
- and that operates from a framework that combines teaching with learning.

KU Leuven's vision on education and learning and the vision on education and students of the Faculty of Economics and Business (FEB) provides the foundation for the education vision for our business economics degree.

The Business Economics programme offers an in-depth training **in all areas of an organisation on an economic basis**. Attention is paid both to the constituent functional domains (marketing, finance, accounting, production and logistics, personnel and organisation, informatics) and to the entire operational management (strategic management, business economics). The Business Economics programme thus provides the knowledge and skills that are relevant in a wide variety of (international) professional situations. Towards the end of the programme, more and more space is provided to give the disciplinary future self of students shape. Due to a big variety of choices, students are able to specialise in a subdomain of their own choice.

Due to the increasing choice of options throughout the programme, students have the opportunity to receive a broad education. This gives them the opportunity to link the operational aspect (production and services) to the functional management domains of a company (financial, staff, organization, marketing and sales). This enables them to grow into strategic thinkers, who can detect disruptive factors and developments in the company's wide **social environment** (economic, political, demographic, ecological and social) and incorporate them in their thinking process when making long-term decisions. Within the programme, students also get in touch with human sciences (such as psychology, law and sociology), by which they are challenged to think critically about the actions of an organisation and encouraged to think in a problem-solving way.

The programme is **competence oriented**. Throughout the programme, students not only acquire (managerial) economic knowledge; they also learn to apply this knowledge and insights in various situations and in contact with organisations. The increasing choice of options within the programme challenges students to reflect on their disciplinary future self and gives them space to shape their individual interests and study career accordingly. In this way, students develop skills and attitudes that are (and remain) relevant for personal development and their later professional life, and are prepared for a society that is globalizing and evolving rapidly.

The programme is **research-driven and research-oriented**. The **research-driven** nature of the programme is expressed in the scientifically based content of the course units, for example by the use of academically based study material and by familiarising students with (recent) research results related to (business) economic sciences. The programme is also **research-oriented**. Throughout the programme, students acquire specific research skills that they use to analyse and design various research designs. In order to enable students to critically analyse (business) economic issues or problems and to offer a quantitatively substantiated solution, various **mathematical and statistical models and techniques** are also discussed within the programme. In the Master's programme, students independently carry out socially and/or practically relevant research on the basis of their

acquired knowledge, skills and attitudes, thereby contributing to the insights in a particular research and management domain.

1 C Content

The Business Economics programme is an academic programme that prepares students for various management positions in the business world.

The basis of the programme includes both a solid training in the **management of business domains** and the acquisition of extensive knowledge of **(business) economic analysis**. Students study and use basic concepts, models and techniques from business sciences to solve management issues. In this way, the students gain insight into the general business operations and the associated processes. In addition to the daily (operational) management, strategic long-term decisions are also discussed, which determine what the future of the organization will look like. The students underpin these decisions by taking into account the mutual relationships between the different business domains and external factors such as the global economic situation, legislation, labour market or environment.

From this economic basis, the Business Economics programme offers a thorough training in all domains of an organisation with attention to how this organisation is embedded in society. Attention is paid both to the constituent functional domains (marketing, finance, accounting, production and logistics, personnel and organisation, informatics) and to the entire operational management (strategic management, business economics). The Business Economics programme thus brings in the knowledge and skills that are relevant in a wide variety of (international) professional situations, both in the private and public sector and in the management of non-profit organisations.

In order to enable students to assess and critically analyse the consequences of the behaviour and activities of companies, governments, managers and employees for various social stakeholders, various disciplines from the **human sciences** (psychology, sociology, philosophy) are integrated into the programme. Conversely, students also gain insight into how social, psychological, philosophical, ethical and cultural factors influence the actions of companies.

The programme also devotes considerable attention to **mathematical and statistical models and techniques**. Students are confronted with a variety of models and techniques and acquire the necessary knowledge, skills and attitudes to apply them in business. This enables the students to critically analyse (business) economic issues or problems and to come up with a quantitatively or qualitatively based solution.

Managers and experts in the business world operate daily in the reality of a highly globalised economy. The Business Economics programme aims to prepare graduates for the **international dimension** of their assignment. This dimension is brought into the programme by education based on international scientific research, but also through international learning content. The programme actively stimulates and facilitates international experiences among students. In this way, students become aware of the added value and richness of an international and multicultural (study or professional) environment. An international experience is also a particularly valuable incubator for the personal development of the student.

In the Master of Business Economics the students acquire in-depth knowledge and skills in a business scientific **specialisation**. In addition, students are also expected to adopt an **entrepreneurial and innovative attitude** during the course. In combination with the specialization, this attitude ensures that students know how to distinguish themselves and can quickly progress to a managerial or expert

position. By combining the initial specialisation in the Bachelor's programme with the same or a different specialisation in the Master's programme, students achieve a differentiated profile that also includes in-depth specialised skills. Such profiles of course have many opportunities on the labour market.

1D Context

The Faculty of Economics and Business offers courses on four campuses: Antwerp, Brussels, Kortrijk and Leuven. The Bachelor's degree Business Economics is offered on campus Kortrijk and campus Leuven. The Master's programme is only offered at campus Leuven. The Bachelor's programme is only offered in Dutch. The master's programme is offered in both Dutch and English.

1E Incoming student profile

Business Economics students are interested in issues related to business and business management as well as broad socio-economic issues. Moreover, a position as a manager in a company does not deter them. They also have an affinity with entrepreneurship and want to know how a company or organization actually functions.

Mathematics is primarily a tool for economic analysis, but since students will need to gain insight into mathematical concepts and techniques and their applications in business economics, a preparatory training of four hours of mathematics per week is recommended. A pre-education in economics is not necessary as the basic economic concepts are covered in the first phase of the Bachelor's programme. In addition, the programme builds on the knowledge of French and English that the student has acquired during his secondary education.

1F Graduate profile and career prospects

A degree in Business Economics guarantees an interesting and challenging position in the management of companies. Thanks to the analytical and broad scientific training, students can respond flexibly to constantly changing circumstances. They also have a structured understanding of various phenomena. These are qualities that many institutions and companies greatly appreciate and that guarantees students a promising start on the labour market. This is confirmed by the alumni survey, which indicates that 83% of recent graduates in Business Economics took less than 3 months to find their first job.

As a business economist, the student can be deployed in various environments: from the smallest SME to the largest multinational. Students are eligible to hold a management or expert position in almost all departments of a company or organisation: purchasing, accounting, production, finance, insurance, marketing, personnel, consultancy etc. The graduate may even state that in our modern society few organisations can function without managers with a Business Economics education. Hospitals, public administrations, educational institutions and social profit organisations are also in need of them.

The Business Economics programme also offers students all the tools they need to start up their own organisation and work as an entrepreneur. They quickly find an interesting job and can quickly grow into a managerial position. Moreover, thanks to the many possibilities to follow a substantial part of the programme at foreign partner institutions, the students are well prepared for an international career.

Part 2: Realisation vision and goals

2A Programme structure

The Business Economics programme consists of a **Bachelor's programme of 180 ECTS (3 programme phases)** and a **Master's programme of 60 ECTS (1 programme phase)**.

The enterprise as an organization is the starting point for the construction of the programme in the direction of increasing complexity in the different functional domains of which a company is composed. In the Bachelor's programme, students receive a solid basis in both the economic and business economic domains and in the management of companies. In addition, the programme offers a general training (via social and behavioural science course units) that enables students to place entrepreneurship in its social and legal context. The methodological courses such as mathematics and statistics help the students to analyse their own business problems and to formulate a solution. A business game at the end of the second phase of the Bachelor's programme ensures that students learn to integrate information from domains such as marketing, financing and personnel policy from a strategic perspective.

A big variety of choices within the **Master's programme** allows students to specialise in a subdomain of their own choice, where they can demonstrate and further develop their already acquired knowledge, insights and attitudes of the bachelor. Students specialise in the Master's programme by means of the major choice and a corresponding Master's thesis. The discipline in which students specialise can then be deepened or broadened with the help of the minor choice.

Bachelor Business Economics, campus Leuven

The compulsory programme (147 ECTS) at campus Leuven is supplemented by two majors (24 ECTS) and free elective course units (9 ECTS). In this way, students are given the opportunity to design their programme according to their individual interests and professional vision of the future. As a first major, students can choose between accounting and financing, marketing, business economics and strategy, or personnel and organisation. For the second major, the following choices are provided: accounting and financing, marketing, business economics and strategy, personnel and organization, production and logistics, informatics for business economists, economics, government management, business administration and psychology, philosophical and ethical reflection, languages and education. In addition, a switchmajor will be set up for students who want to move on to a Master's degree in economics, law and business.

Bachelor Business Economics, campus Kortrijk

The Bachelor's programme at campus Kortrijk consists of a compulsory part (150 ECTS), 2 majors (24 ECTS) and free elective course units (6 ECTS). As a first major, students can choose between entrepreneurship & finance, accounting & finance and the bachelor experience trajectory. For the second major, entrepreneurship & finance, accounting & finance, and the bachelor experience trajectory as well as languages and education are provided. Identical to campus Leuven, students can use a switchmajor to move on to the Master's programme in economics, law and business.

Campus Kortrijk also offers students the opportunity to follow an option that allows them to move on to the Master of Business Engineering or the Master of Business and Information Systems Engineering

at Campus Leuven. Despite the emphasis on acquiring academic skills, students at campus Kortrijk always have the opportunity to acquire practical experience via the Bachelor experience trajectory.

Master toegepaste economische wetenschappen / Master Business Economics

The Master of Business Economics consists of a core course (6 ECTS) which ensures that students can steer their education according to their individual interests and their disciplinary future self.

Students choose a major (24 ECTS), a minor (12 ECTS) and they complete their trajectory with an elective (min. 3 ECTS). The major choice within the Master's programme is the specialization domain of the student. The choice may differ from the specialisation of the Bachelor's, which allows students to choose a highly specialised or versatile profile. Both in the Dutch and English language programmes, students have a choice between: accounting and financial management, financial economics, personnel and organization, marketing, international business, strategy and innovation and entrepreneurship. In the Dutch language programme, the major personnel and organization is an additional option. In the English language programme, students can, in addition to previous majors, also choose the major financial economics. Through the minor, students can further specialise in the domain of the major, or broaden their knowledge to other areas that are interesting for a business economist (such as informatics, economics, production and logistics etc.).

Extended Master of Business Economics

In the Business Economics programme, students have twice the opportunity to go on (international) exchange. First of all, they can submit an application to spend part of their final Bachelor's phase abroad. In addition, they have the possibility to extend the one-year Master's with an additional semester at one of the (international) partner universities. This means that students have to follow the regular programme in their first year (60 ECTS). In the first semester of the second year, they take additional courses at the chosen partner university (30 ECTS). When students pass all their chosen courses, they obtain their Master's degree at the end of the first semester.

2B Didactic course formats and assessment methods

2B.1 Didactic course formats

The programme uses a wide range of course formats, including lectures, talks, case studies, company visits, business games, team work, projects, seminars, laboratory sessions, and practical lectures. The standard course format is 6 ECTS, which allows for active course formats, practice sessions and seminars to be integrated into the lectures depending on the subject covered. Teaching formats are tailored to each individual programme and adapted to the course objectives, student characteristics and the learning process aspired by the lecturer.

The Business Economics programme focuses on the development of critical thinking as well as analytical and methodological skills. For this reason, there is a gradual progression in the teaching formats used. During the first stage of the Bachelor's programme, courses are generally taught in a traditional, interactive lecture format. During tutorials, the study coaches review the subject matter in small groups, focusing on the application of theoretical knowledge in practical exercises. In later stages, students are gradually expected to become more independent and encouraged to take responsibility for their own learning process.

Our Business Economics programme is an on-campus, full-time, core day programme, which uses innovative technology to complement and support its educational practice. The combination of

different teaching formats provides students with the opportunity to optimally process the learning contents, while simultaneously offering lecturers the chance to explore the course content in greater depth during one-to-one contacts. In this way, we seek to offer higher-quality teaching to a larger and geographically diverse student body.

2B.2 Assessment methods

The teachers take the validity and reliability of assessments into consideration by creating and using test matrices and answer keys. When creating a **test matrix**, teachers decide how the different course material components on the one hand and the target objectives on the other should be weighed in the assessment. An exam that was created based on a systematic plan will yield more useful and meaningful scores.

Answer keys identify the elements that the assessments will focus on. The different grades that will be given to the different levels of student performance are revealed based on these evaluation criteria, which are themselves based on the learning outcomes of the course tested. An answer key is a guideline that helps an assessor or a group of assessors grade student performance; it makes the assessment process more transparent and explicit, and makes it simpler to provide feedback.

By using curriculum mappings and test matrices, lecturers are expected to be able to explain how the used assessment methods contribute to realisation of the course objectives. Students are alerted to the objectives, contents and assessment method of each course through the ECTS course info.

2B.3 Quality control of course formats and assessment methods

The quality of the teaching course formats and assessment methods used in the programme is monitored in different ways. Students can give input on the courses through the student evaluation of teaching¹. The effectiveness of teaching methods in addition constitutes an important element of the programme evaluation², and it can also be a discussion topic in the COBRA 1 cycle. Programme education commission (POCs) and the education commissions (OCs) regularly review all the assignments, projects and internships in one programme so that the diversity of teaching formats and assessments methods can be monitored and, if necessary, adjusted. This also makes it possible for the deadlines of the different courses in a programme phase to be coordinated.

2C Support

In addition to the course-related support provided by teachers during the learning activities, the university's student services also have an extensive support offer in place.

Study coaches help students transition from secondary education to our university programmes. On the one hand, course-related support is offered for certain courses during the first phase of the (bachelor's and bridging) programme through introductory courses, course tutoring sessions and additional support. On the other hand, students can access on-campus, individual study advice and collective tutoring sessions focused on study methods.

¹Student evaluation of teaching:

<https://www.kuleuven.be/english/education/student/teachingevaluationstudents>

²Programme evaluation:

<https://www.kuleuven.be/onderwijs/onderwijskwaliteit/bevragingen/intranet/opleidingsevaluatie/opleidingsevaluatie>

Student career consultants help students reflect on who they are, where they currently are and where they want to go. They help students map out their optimal study career and they review their different options in the event of doubts about their choice of study and/or at pivotal times during their study career.

The ombudsperson helps to find solutions to student problems that are not directly related to the subject matter. He/she also mediates during the entire study track in case of problems between student and teacher and looks for a solution for both parties. If unexpected obstacles arise during exam periods, the ombudsperson looks for an appropriate arrangement.

However, students are ultimately the agents of their own student careers and hold ultimate responsibility. They decide to what extent they make use of the support provided, even if participation is highly recommended.

Attachments

Attachment 1: Learnings outcomes bachelor Business Economics

1. Economic analysis

The graduate knows and understands the key terms, theories and models of economic science and uses these to analyse business-economic problems.

2. Management of business domains

The graduate possesses the knowledge of and insight into the different domains of business management and their connections and is able to use these specifically in analysing and solving problems in a structured and simple business context.

3. Design of business processes

The graduate can approach simple business processes and the underlying decision-making in a conceptual, analytical and multidisciplinary way.

4. Mathematical and statistical techniques

The graduate is capable of using quantitative models for analysing and solving business-economic problems in a well-defined context.

5. Research skills

The graduate makes use of standard scientific methods and techniques in order to formulate and respond to a research question of a business-economic nature.

6. ICT skills and information management

The graduate knows and understands the techniques and strategies that are used by organisations for managing and analysing information, with a view to management and its use in a decision-making context.

The graduate is familiar with the principles of programming.

7. Behaviour and society

The graduate has a broad knowledge and understanding of related human sciences and can use them purposefully in the analysis of business economic problems, and in estimating the consequences of these problems for the society.

8. Law

The graduate has insight into the legal context in which the organisation enters.

9. International orientation

The graduate is able to analyse business-economic questions in an international framework.

10. Entrepreneurship and innovation

The graduate has the necessary knowledge, skills and attitudes in order to work out innovative ideas in a business and/or socio-economic context.

11. Languages

The graduate communicates in a correct, fluent and clear manner in written and oral form in the language of instruction, and in at least one other language in case the language of instruction is not English.

12. Professional skills and employability

The graduate develops professional skills in preparation of the transition to the job market (leadership skills, teamwork, communication skills...).

13. Ethics, responsibility and sustainability

The graduate recognises the social, ethical and environmental aspects of management and is able to critically reflect on that.

Attachment 2: Learnings outcomes master

1. Economic analysis

The graduate uses the economic framework as a background when analysing and solving business-economic problems.

2. Management of business domains

The graduate solves operational problems – linked to the specialisation – using advanced knowledge of and insights in the concepts, principles and reasoning typical of the specialisation, with special attention to the business context.

The graduate gives well-founded expert advice on questions using his/her specialised knowledge and insights, and acquaintance with the general functioning, processes and strategies of a business, with critical attention to the broad picture of the business community, environmental factors and relevant public stakeholders.

The graduate detects important evolutions and innovations within the specialisation field, observes these evolutions and innovations and assesses whether they are relevant for the business context at hand.

3. Design of business processes

The graduate plans, organises and assesses business processes, typical of the specialisation, taking into account the specific business context.

4. Research skills

The graduate is able to go through the different stages of research in order to analyse problems of business-economic and technical nature, to formulate and assess solutions, and to communicate about this.

5. Behaviour and society

The graduate has a broad knowledge and understanding of related human sciences and can use them purposefully in the analysis of business economic problems, and in estimating the consequences of these problems for the society.

6. International orientation

The graduate is able to analyse business-economic questions in an international framework.

7. Entrepreneurship and innovation

The graduate has the necessary knowledge, skills and attitudes in order to work out innovative ideas in a business and/or socio-economic context.

8. Languages

The graduate communicates in a professional and scientifically correct, fluent and clear manner in written and oral form in the language of instruction, and in at least one other language in case the language of instruction is not English.

9. Professional skills and employability

The graduate develops professional skills in preparation of the transition to the job market (leadership skills, teamwork, communication skills...).

10. Ethics, responsibility and sustainability

The graduate discerns the social, ethical and sustainability aspects of business management and is able to critically reflect on this.

Attachment 3: Personal development goals

The student develops a professional attitude and professional and academic skills that allow him/her to offer a meaningful contribution to society.

The student actively looks for situations to broaden and/or deepen his/her competences in line with his/her disciplinary future self.

The student discerns the importance of continuous education and shows a willingness for lifelong learning.

In his/her acting and thinking, the student pays attention to the environment, the human being and society and he/she develops a critical attitude in this context.

The student testifies to an ethical attitude in the approach of problems in a business or policy context.

The student has thought for international and intercultural dimensions of business and/or policy management.

The student recognises the surplus value of an international context for his/her own environment and the broader society.

The student develops a proactive mindset and an enterprising attitude that is characterised by creativity and a sense of innovation.

Attachment 4: Spearheads of the Faculty-wide framework of Intended Learning Outcomes

The Faculty of Economics and Business offers different programmes at four campuses (Leuven, Brussels, Antwerp and Kortrijk). To illustrate the differences and similarities between these programmes, a Faculty-wide framework of Intended Learning Outcomes (ILOs) has been developed. The ILO framework identifies fifteen spearheads that are to a greater or lesser extent present in each programme. The visualisation below shows for each programme how much emphasis is put on each of the key features. As such, it demonstrates where the programmes differ from one another, but also shows the characteristics that are shared by all programmes (with regard to the professional and personal development of students).

Business Economics blueprint

	CLUSTER 1: BUSINESS ECONOMICS							
	SPECIALISING PROGRAMMES				INTEGRATIVE PROGRAMMES		BROADENING PROGRAMMES	
	Business Administration	Business Economics	Information Management	Accounting and Auditing	Environment, Health and Safety Management	Economics, Law and Business Studies	Management	International Business Economics and Management
	Ba + Ma	Ba + Ma	Ma	Ma	Ba + Ma	Ma	Ma	Ma
ECONOMIC ANALYSIS								
DEVELOPMENT OF ECONOMIC POLICY								
MANAGEMENT OF BUSINESS DOMAINS								
DESIGN OF BUSINESS PROCESSES								
ICT-SKILLS AND INFORMATION MANAGEMENT								
MATHEMATICAL AND STATISTICAL TECHNIQUES								
RESEARCH SKILLS								
NATURAL AND APPLIED SCIENCES								
BEHAVIOR AND SOCIETY								
LAW								
LANGUAGES								
PROFESSIONAL SKILLS AND EMPLOYABILITY								
ETHICS, RESPONSABILITY AND SUSTAINABILITY								
INTERNATIONAL ORIENTATION								
ENTREPRENEURSHIP AND INNOVATION								

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	CLUSTER 2: ECONOMICS				CLUSTER 3: ENGINEERING FOR BUSINESS		
	SPECIALISING PROGRAMMES		INTEGRATIVE PROGRAMMES	BROADENING PROGRAMMES	SPECIALISING PROGRAMMES	INTEGRATIVE PROGRAMMES	
	Economics	MASE	Teaching	Economic Policy	Business Engineering	Business and Information Systems Engineering	Actuarial and Financial Engineering
	Ba + Ma	Adv. Ma	Ma	Ma	Ba + Ma	Ba + Ma	Ma
ECONOMIC ANALYSIS							
DEVELOPMENT OF ECONOMIC POLICY							
MANAGEMENT OF BUSINESS DOMAINS							
DESIGN OF BUSINESS PROCESSES							
ICT-SKILLS AND INFORMATION MANAGEMENT							
MATHEMATICAL AND STATISTICAL TECHNIQUES							
RESEARCH SKILLS							
NATURAL AND APPLIED SCIENCES							
BEHAVIOR AND SOCIETY							
LAW							
LANGUAGES							
PROFESSIONAL SKILLS AND EMPLOYABILITY							
ETHICS, RESPONSABILITY AND SUSTAINABILITY							
INTERNATIONAL ORIENTATION							
ENTREPRENEURSHIP AND INNOVATION							