

BLUEPRINT

Bachelor and Master handelswetenschappen
Bachelor and Master of Business Administration

Faculty of Economics and Business



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Blueprint handelswetenschappen/Business Administration

This blueprint describes the cluster of Handelswetenschappen and Business Administration bachelor's and master's programmes in their different degree versions and language versions across the different campuses:

- Bachelor in de handelswetenschappen, Antwerp campus
- Bachelor in de handelswetenschappen, Brussels campus
- Bachelor of Business Administration, Brussels campus
- Master in de handelswetenschappen, Brussels campus
- Master in de handelswetenschappen, Antwerp campus
- Master of Business Administration, Antwerp campus
- Master of Business Administration, Brussels campus

The handelswetenschappen/Business Administration programme consists of a **bachelor's programme of 180 ECTS (three programme phases) and a master's degree of 60 ECTS (one programme phase)**. After a comprehensive bachelor's programme that covers the different areas of management, students select a specialisation/track in the master's programme.

The programmes offered at both campuses are largely identical, albeit with some differences that are, for instance in accordance with the **regional positioning** and the offered specialisations/tracks. The proximity of the Antwerp port allows campus Antwerp to devote more attention to manufacturing, (port) logistics and the international dimension of management. The Brussels campus, because of its proximity to multiple European and international institutions, more deeply covers international relations and policymaking. A number of language immersion options are offered. These allow students to take a number of courses in French at Université Saint-Louis, or join their fellow students in a number of courses offered in the English/Dutch-language equivalent of their programme.

The Business Administration programme attracts a more diverse and international cohort than the Handelswetenschappen programme, its Dutch-language equivalent. This student cohort comprises both EEA and non-EEA students, therefore the Handelswetenschappen and Business Administration students study in an international and multicultural environment at their own campus.

Part 1: Vision and profile

1A Programme goals

a. Programme objective

The handelswetenschappen/Business Administration programme is focused on **business**, while devoting extensive **attention to relevant subdisciplines in the humanities** (e.g., law, psychology, sociology, philosophy) **and their application in various areas of management** (for instance, finance, accountancy, tax, personnel and organisation, ICT, marketing, production and logistics). The **bachelor's programme** covers a **wide** range of subjects, while the **master's programme** offers students the **opportunity to pursue specialisations** in line with their interests. The programme aims to train **dynamic** graduates with a **critical mind** who apply scientific conceptual frameworks and insights to a **concrete organisational context**, and who respond to changing situations and (international) contextual factors.

Graduates of the programme are able to take **operational and strategic decisions across various areas of management after a thorough analysis** of the relevant business processes and the organisational context. They **critically reflect** on both their own work and the work of others, as well as take action to improve both. We expect graduates to be **enterprising**, to be able to **work independently and in team** in both international and multicultural environments, to take **initiative**, to act in a **socially responsible way** and to be capable of **lifelong learning**.

To realise the before mentioned objectives, the programme **prioritises knowledge and understanding of the management of the various business areas** and their economic foundations by way of an **inductive didactic approach**. The programme, in addition, places great emphasis on the development of **management and career skills** such as teamwork, spirit of enterprise and self-reflection, through **project assignments** that are **completed in close partnership with companies**. Communication is a skill that receives extra attention, with a focus on for instance **presentation skills and comprehensive and business-focused language skills**. Finally, students learn to think academically and analytically, through subject-focused learning trajectories as well as through the learning trajectory regarding **research methods and research skills**.

b. Programme-specific learning outcomes and personal development goals (see appendix)

The programme-specific learning outcomes of the Bachelor's and Master's programmes in handelswetenschappen/Business Administration are included in the appendix. The Dutch and English-language equivalent of the Bachelor's and 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 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 operates from a framework that combines teaching with learning;
- Has a future-oriented approach which is supported by digital learning;
- within a strong learning network.

The handelswetenschappen/Business Administration programme honours these principles through their educational philosophy, but also through their focus and programme structures. The educational philosophy is supported by **four main foundations** that are gradually developed throughout the curriculum.

I. The programme is both research-focused and research-based. The **research-driven quality** of the programme is reflected in the **science-based content** of the courses, e.g. through the use of science-based study materials and by familiarising students with (new) research results in the area of business. Additionally, the programme is **research-focused**. Through a rigorously implemented learning path which focuses on research methods on the one hand and the completion of assignments as part of courses on the other hand, students acquire specific **research skills** such as critical reflection and analytical thinking abilities throughout the bachelor programme. The bachelor's programme concludes with a practice-oriented research project in which students contribute to an organisations' knowledge development process. Students **independently** complete social and/or industry-relevant **research**, by which they contribute to new insights in a particular research and management area.

II. The programme furthermore is competency-based. Students not only acquire **business knowledge** throughout the programme; they also learn to apply this knowledge and insights to various contexts, and in their interactions with organisations. As such, students develop **skills and attitudes** that are and will continue to be relevant to their work life and self-development, and are simultaneously prepared for a fast-globalising and fast-developing society. While the teaching activities/teaching modules offered in the first two phases of the bachelor's programme are primarily focused on acquiring and applying knowledge and skills, the third phase of the bachelor's programme and the master's programme stimulates students to integrate the acquired knowledge and skills into specific cases, and to critically reflect on their learning process, behaviour, employability and attitudes.

III. Thirdly, the programme is practice-oriented. Students are familiarised with and immersed in a **realistic context of business management**, for instance through the learning trajectory of management projects in the bachelor's programme. The first two phases of this bachelor's programme focus on industry-oriented insights and skills by way of inviting guest speakers for lectures, visiting different organisations and, in the context of certain assignments, giving students the possibility to interact with organisations. As the students advance throughout their programme and progress to the third bachelor's phase and the master's programme, they are increasingly expected to integrate and (creatively) apply the acquired knowledge and skills to independently solve concrete organisational problems. Additionally, they are also expected to offer a contribution to the knowledge development process in the

management areas in their master's thesis and to take a critical stance when approaching organisations. Extracurricular internships are offered to students, by which they can accomplish their first working experience.

IV. The programme expects students to show an increasing responsibility and desire to engage in lifelong learning. Through a strong focus on study support, both at the intracurricular and extracurricular level, students receive extensive support in the learning process at the start of the programme. Students are gradually encouraged to increasingly take responsibility for their own learning process and competency development. This is achieved in a gradual manner throughout the bachelor's and master's curriculum, for instance, by an increase in activating learning formats, the growing complexity of the assignments and study materials, the creation of a personal development plan and a decrease in the support offered during assignments.

1C Contents

The programme handelswetenschappen/Business Administration is a specialising programme and is located in the cluster Business Economics. A profiling of all FEB programmes can be found in the appendix.

a) Programme specific content

The handelswetenschappen/Business Administration programme represents a **comprehensive business training bachelor's degree** that covers the areas of management, while considering the application of relevant subdisciplines. The **master's programme** continues this focus and **allows for specialisation within a certain area of management.**

- *Bachelor's programme*

The handelswetenschappen/Business Administration programme is built around five subject areas that have a business-oriented reflection as their focus and devotes attention to the international and intercultural dimension of the business environment.

Management of business domains

Students acquire insight into the general business operations and the associated processes. Attention is paid to the interaction between commercial, operational, financial and organisational activities through courses on the various business areas such as accountancy, tax, financial management, HRM, ICT and marketing.

Economic analysis - Behaviour and society - Law

Organisations, managers and individuals are part of a larger unity, and their behaviour and actions have important consequences for various stakeholders. Social, economic, legal, psychological, ideological, ethical and cultural factors in turn influence the actions of organisations, managers and individuals. Students gain insight into these dynamics through for instance courses about socially relevant subdisciplines, such as economics, law, philosophy, psychology and sociology.

Entrepreneurship and innovation - Professional skills and employability

Students acquire professional competencies and a sense of entrepreneurship, for instance through a series of industry-oriented management projects and a business project in which business-oriented

and science-based problems play a central role. In addition, they learn to reflect on their learning, behaviour, employability and attitudes in a course on career development.

Languages

The handelswetenschappen bachelor's programme actively teaches students to use French and English in a business environment and focuses on both writing and speaking skills. Students can moreover opt to take a number of courses taught in a foreign language within a group of international students. Students also have the opportunity to choose German or Spanish as an elective course. The Bachelor of Business Administration is taught in English, and students can focus on two foreign languages of their choice (French, Dutch, German or Spanish).

Mathematical and statistical techniques - Research skills

Each phase of the bachelor's programme introduces students to the different phases and methods of scientific research, and teaches them to analyse and solve concrete business problems in a scientific way, while relying on the disciplines of mathematics and statistics for support.

- *Master's programme*

In the Handelswetenschappen master's programme, students choose a **specialisation**. This specialisation addresses **management as part of one or more areas of business**. Each specialisation also reviews the ethical dimension of these areas of business. Depending on the specialisation, varying levels of attention are paid to other subject areas, such as international outlook or behaviour, society and law.

In the Business Administration master's degree, students complete a compulsory curriculum and also choose a **track**. The compulsory courses cover leadership skills, as well as ethics and corporate social responsibility. The offered tracks focus either on **general management or a specific functional domain**.

Continuing the foundation laid in the bachelor's programme, the master's programme focuses on the development of research skills through research methodology and the master's thesis, with ample elective opportunities.

b) Transversal learning pathways

In addition to the domain-specific curriculum, this programme also includes **transversal learning pathways** (which can be found in all programmes at FEB and have a strong focus on transferable skills that reinforce the domain knowledge). It concerns the learning pathways of 'professional skills and employability', 'international orientation', 'research and information skills', and 'ethics, responsibility and sustainability'.

The Faculty of Economics and Business wants to support its students in developing the competences needed on the labour market by defining a transversal learning pathway of 'professional skills and employability'. Based on their own strengths and work points, students develop **professional skills** that enable them to make a meaningful contribution to society. The student will develop a professional attitude, including skills related to problem solving, cooperation, communication, personal development and adaptability as well as leadership skills and academic skills. Furthermore, students are encouraged to actively seek out situations to broaden and deepen their competences in accordance with

their disciplinary future selves. The student acknowledges the importance of continuous education and demonstrates a willingness for **lifelong learning**. With these skills and the willingness to engage in lifelong learning, the student is optimally prepared for the labour market.

- To be more precise, these aspects are covered in the learning trajectory of the management projects and courses that cover integrative subjects such as business planning, entrepreneurship or business strategies, with the business project and the master's thesis as the final projects. Finally, self-insight and critical self-reflection on one's competencies are addressed in a separate course. Students can take professional workshops focused on management skills (e.g. leadership) and subject-specific trajectories (e.g. meet & greets with professionals) in accordance with their individual interests. Students have to create a personal development and career plan as a final step.

The Faculty of Economics and Business aims to equip its students with the skills, knowledge and attitudes required to function in an increasingly diverse and complex labour market that demands intercultural skills and an international outlook from its graduates. The learning pathway of **international orientation** aims to train students in global competences, i.e. the ability to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to interact openly, appropriately and effectively with people from different cultures, and to act for the common good and sustainable development.

- For the handelswetenschappen/Business Administration programme, this internationalisation comes to the fore in the course curriculum with internationally-oriented course content and case studies, the attention paid to foreign languages and the possibility of going on an exchange. The Brussels campus also has a large number of international students, so students in Business Administration often take classes together with international students (mixed classroom).

The Faculty of Economics and Business Administration strives to familiarize its students with the various phases and methods of scientific research. This goal is achieved in the learning pathway of research and information skills. **Information skills** are defined as all skills related to searching, evaluating, selecting, managing and processing scientifically relevant information (including the correct referencing of sources), with the aid of ICT technologies. By **research skills**, we mean all skills that are important for conducting high-quality and scientifically sound quantitative and/or qualitative research. Students learn to make a reasoned decision on which research method to use to solve a relevant (practical) management or (business) economic problem. They gradually learn - with a sufficient degree of autonomy and in constructive dialogue with their supervisors - to acquire, analyse and interpret data in a correct manner, and thereby remaining a critical attitude towards the research results.

- In each phase of the handelswetenschappen/Business Administration programme, this learning pathway is worked on explicitly by means of courses specifically aimed at information and research skills. In this way, the student gradually learns more advanced methods, continuously building on the knowledge and methods that were taught during the previous training phase. In the management projects and the bachelor's thesis (Business Project), the students always apply the acquired knowledge and methods and they independently carry out research commissioned by a company, individually or in team. Also in courses that do not specifically focus on research skills, an investigative and critical attitude is used and taught.

In all programmes of the Faculty of Economics and Business, attention is given to "**Ethics, responsibility and sustainability**" as it offers a critical perspective to explore and deepen (business) economic themes with respect to the environment, people and society. Every programme contains courses related to ethics and philosophy (of life) and/or contains courses that link elements of ethics, responsibility and sustainability to business domain(s). In doing so, the faculty strives for students to develop into engaged and responsible citizens who recognise the complexity of the economic, social, political and environmental contexts in which they will work as entrepreneurs, managers, consultants, researchers, policy-makers or decision-makers.

- The handelswetenschappen/Business Administration programme implicitly covers the aspects of ethics, responsibility and sustainability throughout the bachelor's curriculum via the human sciences learning line (e.g. philosophy and sociology) and via integrative courses in which students reflect on these elements when solving (business) issues. In the Master's programme in handelswetenschappen, the link with socially responsible entrepreneurship is implicitly made through the content of the management courses, and this on the basis of practical cases and examples. In the Master's programme in Business Administration, a general course (not linked to the tracks) is offered that explicitly deals with the application of ethics, socially responsible entrepreneurship and sustainability in various management domains.

1D Incoming student profile

Handelwetenschappen/Business Administration students share a **strong interest in (international) business environments and economic developments**. They also share a **preference for an industry-oriented approach** that is **science-based**, and that inductively uses concrete and real industry examples to transition to more abstract and general theories. An **interest in improving one's communication skills (in foreign languages)** in a business environment is an asset. Students' **prior training ideally** comprises at least **four hours of maths**, and they have a **basic command of French and English**. Incoming bachelor of Business Administration students are not expected to have prior knowledge of French.

Students who wish to further develop their academic skills and their expertise in management of business areas following completion of a professional bachelor's programme in business administration and management¹ can also access the Handelwetenschappen/Business Administration master's programme through the bridging programme. Students who completed an academic bachelor's or master's programme who wish to enter the Handelwetenschappen/Business Administration programmes can do so after completion of a preparatory programme.

1E Graduate profile and career prospects

Handelwetenschappen/Business Administration students are prepared to serve in coordinating and leadership roles across various areas of management, whether as part of a local or international team. They serve in various positions in areas that include **financial management, accounting, consultancy, sales, HRM, ICT and internet, logistics and distribution, and marketing and communications** immediately after graduation. Graduates join **SMEs, (multinational) corporations, government departments, non-profit and social profit organisations**, which may or may not operate internationally. Their responsibilities include analysing, implementing and monitoring business processes, and they can go on to fill expert or leadership roles after initially working in a team. Some graduates also become self-employed **and launch their own companies**, or take over the reins of a family business. Six months

after graduation, 91% of the graduates of the master's programme in handelswetenschappen/Business Administration are active on the job market, and 49% signed their first employment agreement prior to or immediately after graduation (FEB Young Alumni Survey, 2011-2015).

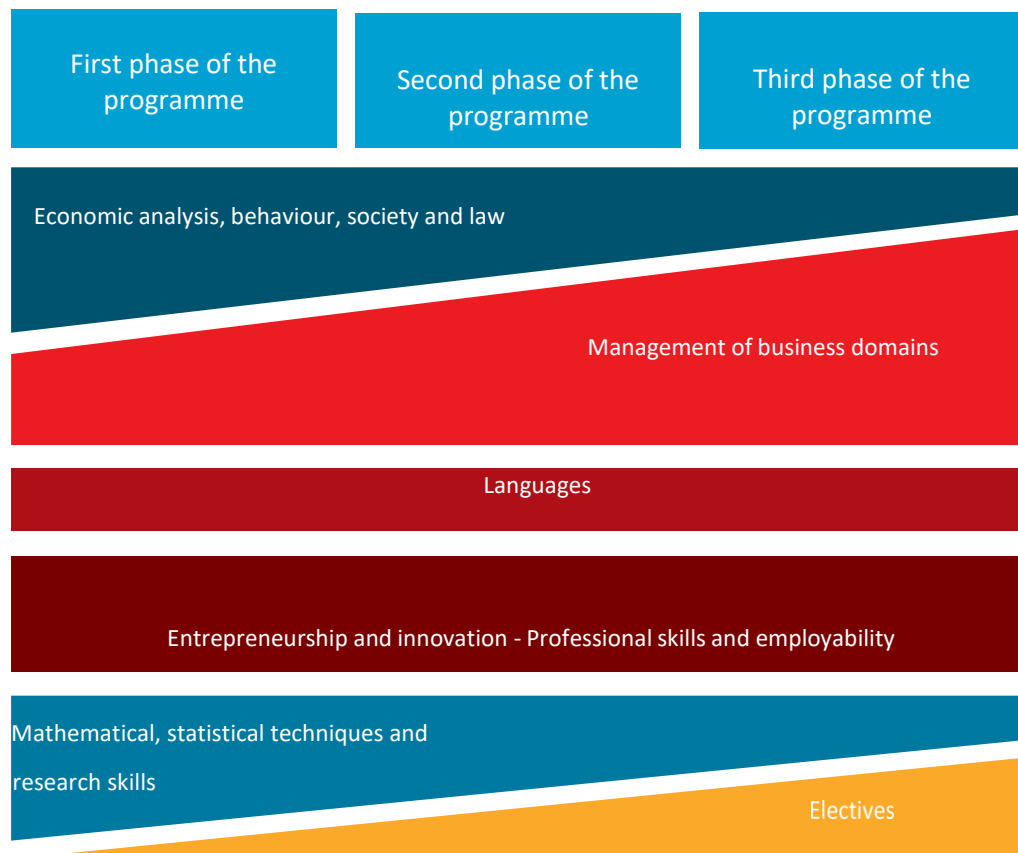
Part 2: Realisation of vision and goals

2A Programme structure

The handelswetenschappen/Business Administration programme consists of a **bachelor's programme of 180 ECTS (three programme phases)** and a **master's degree of 60 ECTS (one programme phase)**. After a comprehensive bachelor's programme that covers the different areas of management, students select a specialisation/track in the master's programme.

Both campuses offer a **bridging programme and a (limited) preparatory programme** for students who wish to enter the handelswetenschappen/Business Administration master's programme following their completion of a professional bachelor's programme in the field of business administration and management/ the field of education (secondary education – mathematics and economics) or following their completion of an academic bachelor's or master's programme respectively.

The diagram below illustrates how the different **subject areas** (see 1. C), that provide the foundation for the bachelor's programme, extend throughout the bachelor's programme.



2B Didactic course formats and assessment methods

2B.1 Didactic course formats and learning activities

A wide range of course formats and learning activities are used in the programme, such as face-to-face and online lectures, presentations, case studies, business games, group work, exercises via online adaptive learning paths, projects, seminars, lab sessions and practical sessions. Course formats and learning activities are aligned with the profile of the programme and its learning objectives, student characteristics and the learning process intended by the lecturer. The goal-oriented, coherent combination of different course formats offers students the possibility to develop an appropriate learning behaviour to acquire the learning results. The blend of contact moments and distance learning (supported by innovative educational technology) makes it necessary to be present on campus in order to participate in the learning activities and to acquire all learning objectives of the courses and the programme.

Due to the organisation of the learning outcomes and contents, starting with basic knowledge in the first bachelor year and working towards complex analytical and methodological skills and critical thinking in the master, the structure of course formats and learning activities also progresses from a focus on acquisition and application, with the support of study supervisors and/or didactic team, to a focus on more independent research, cooperation and production. This scaffolding, starting with much guidance and structure, towards more self-direction within the learning activities, stimulates students to be increasingly responsible actors in their own learning process.

The standard course format is either 3 or 6 ECTS, which allows for active course formats, practicals and seminars to be integrated into the lectures depending on the subject covered. The course formats are tailored to each individual programme and adapted to the programme's learning objectives, the characteristics of the student cohort and the learning process aspired by the lecturer. The choice and use of the course formats and assessment methods moreover reflects the educational philosophy that provides the foundation for the programme (see above).

Science-based – the instruction provided is **research-based**. The transfer of knowledge is based on relevant research in the discipline throughout the entire curriculum of the bachelor's and master's programme. The syllabuses and manuals used are based on research results, and research findings are used to illustrate the materials covered during the initial phase of the programme. Students gradually start using scientific articles, not just as an illustration of the course contents, but also as an important part of the course material. In addition, the instruction offered is **research-focused**. Both in the bachelor's and master's programme, students conduct their own research via the business project and the master's thesis, and they learn to place the business-economic and social relevance of their own work into context. The research methods and skills learning trajectory prepares them for such research by introducing them to the research process, relevant research skills and by instilling an inquisitive attitude. Assignments given as part of the area-specific courses as well as the management projects also teach them how to apply these skills and attitudes in a practice-oriented way.

Competency-focused – The courses offered in the bachelor's programme allow students to acquire **knowledge**, as well as **skills and attitudes** important to the different management areas and supporting disciplines. In addition to the lectures, the programme increasingly offers practice sessions, practical lectures, (group) assignments and seminars that teach students to **apply the acquired knowledge and insights**, and allows them to refine key skills and attitudes. The later phases of the programme also

include course modules that allow students to integrate knowledge, skills and attitudes they have mastered. To be more precise, these aspects are covered in the learning trajectory of the management projects and courses that cover umbrella subjects such as business planning, entrepreneurship or business strategies, with the business project and the master's thesis as the concluding projects. Finally, self-insight and critical self-reflection on one's competencies are addressed in a separate course. Students can take professional workshops focused on management skills (e.g. leadership) and subject-specific tracks (e.g. meet & greets with professionals) in accordance with their individual interests. Students have to create a personal development and career plan as a final step. Because of the competency-based nature of the instruction, the used assessment methods vary throughout the programme. The relative importance of written and oral exams consequently decreases as the programme proceeds, while the weight of individual and group assignments as well as presentations increases.

Practice-oriented – Students are familiarised with the real context of the management process. Students initially are introduced to the business environment through the transfer of practice-oriented knowledge and insights (e.g. through guest speakers, articles in professional journals), by practising their practice-oriented skills (e.g. through simple, practice-oriented applications) and through concrete experiences (e.g. company visits). The targeted use of speakers from the corporate world, the use of business cases, company visits and management projects repeatedly brings students into contact with the workings and context of organisations in an increasingly concrete way. As students advance in the programme – throughout the management projects learning trajectory – they are expected to integrate and (creatively) apply the acquired knowledge and skills to independently solve concrete business problems (e.g. working out a strategic plan, auditing a company or business project) and critically look at the business environment. In the master's programme, the practice orientation more specifically focuses on students' chosen specialisation. Practice-oriented knowledge, skills and attitudes are assessed through business case tests/questions, project evaluations and portfolio evaluations.

Growing responsibility - Students receive extensive support in their learning at the start of the programme through e.g. study support, teaching formats that are characterised by a large degree of teacher guidance (for instance, lectures), through assistance with exercises and assignments, and through heavily structured learning materials such as courses and manuals. Students are gradually encouraged to increasingly take responsibility for their learning and to take their competency development into their own hands. Lectures are thus balanced with more active learning formats such as team work, assignments that must be completed individually or in a group, discussion-based lectures, projects, feedback sessions and student presentations. Students are expected to independently review literature, complete exercises and meet for group assignments in the later phases of the programme. The assignments students are given are characterised by an increasing degree of complexity and freedom in terms of their completion (for instance in the subject choice, time management). The programme also gradually embraces more complex learning materials (e.g. scientific papers, complex/integrated business cases and assignments) that require students to select themselves and critically evaluate the relevant information (e.g. relevant scientific articles or manuals). Formative assessments (assessments focused on adjustments to the learning process) are used in addition to summative assessments (assessments focused on producing an evaluation) so as to allow students to take responsibility for their own learning. For example, explicit expectations are given as part of assignment instructions that can serve as a self-assessment tool; students are taught to assess each other's work through peer evaluation, and formative assessment formats are offered that include example and test exams, feedback and exercises with an answer key. During the first phase of the programme, the teacher directs the formative assessments (e.g. through a test exam corrected during a tutoring session), while in the later stages the formative assessment proceeds at students' own initiative (e.g. peer feedback or students' use of digital platforms (discussion board) to solve tasks).

2B.2 Assessment methods

Teachers use a (combination of) evaluation forms that help achieve the intended learning outcomes in the best possible way (formative evaluation) or that help assess them (summative evaluation). In doing so, they pay attention to the transparency, validity and reliability of the evaluation.

Formative evaluation generates feedback for both student and teacher about where the student stands regarding the learning objectives. This allows students to adjust their learning activities and behaviour, and the instructor can also adjust his/her didactic approach where necessary. This continually optimises the learning process. Formative assessment is dealt with in this programme in the form of exam questions with solution key, integrated into lessons through quizzes, teaching conversation,; online practice system with feedback, peer evaluation etc.

Summative evaluation assesses whether the learning objectives have been achieved by the student. Summative evaluation is dealt with in this programme in the form of (a combination of) oral or written exams with open questions or multiple choice questions, (group) assignments, (group) presentations, etc.

Transparency about the assessment is obtained by adequately informing the students about the (parts of the) evaluation through the ECTS, Toledo and by explanations of the teacher.

To ensure the **validity** of assessment, FEB encourages the use of test matrices, making the alignment between the evaluation and the learning outcomes explicit. Considering the diversity of learning outcomes, both in content domains and in knowledge, skills and attitudes, a suitable diversity of evaluation forms is aimed for.

Evaluation **reliability** is guaranteed by careful assessment of the evaluations, provided with appropriate support tools such as correction keys, rubrics and evaluation forms.

2B.3 Quality assurance at programme level

The POC, chaired by the programme director, and consisting of lecturers, teaching assistants, student representatives, staff members and study career counsellors, monitors the programme's educational quality. The POC does this by implementing a systematic policy within the programme by means of this blueprint and the programme plan, and in line with faculty and university policy. To monitor quality, the POC uses various surveys and instruments. Additionally, student representatives are present at each POC, giving voice to the concerns of students in the various topics. Based on the input of its members and systematic reflection, the POC makes adjustments where necessary to the curriculum, courses and their didactic formats as well as the evaluation, or the synchronisation between various elements. When necessary, the POC scales up themes to the faculty level for further follow-up or support.

The Faculty of Economics and Business uses a version of the university-wide quality assurance system [COBRA](#) for internal quality assurance, and also participates in the external quality review [EQUIS](#).

The faculty also focuses on quality by developing a supportive offer for lecturers and didactic teams, such as organising onboarding trajectories for new lecturers, lunch seminars on education, educational seminars for starting teaching assistants, and by supporting lecturers in obtaining their basic teaching qualification.

2C guidance

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

Student counsellors offer support in the transition from secondary education to our university programmes. In addition, they provide subject support as well as learning process guidance to students from the first stage of their education, both in groups and individually.

Study career counsellors help students reflect on who they are, where they are and where they want to go. They support students in outlining their optimal study career. They also help students to consider various possibilities in case of doubts about their study choice and/or at pivotal moments in their study career.

Students can also call on the **university-wide services of KU Leuven Stuvo**.

The faculty considers teaching and learning to be a partnership between lecturers and students. Therefore, a large part of the (final) responsibility for a study career is placed on the student himself, and students are also called to account for this by the student services. The student himself determines to what extent he makes use of the guidance services offered. The faculty, for its part, will inform students of its efforts in this respect and strongly recommends the initiatives taken.

Appendix 1: Learning outcomes of the bachelor's programme

Economic analysis

The student has knowledge of and insight into economics and is able to assess the relevance of it for a business policy, also on an international scale.

Management of business domains

The student has thorough knowledge of and insight into business administration and is able to apply those when analysing and solving business problems.

The student has knowledge of and insight into the different domains of business management and the coherence between them.

Design of business processes

This bachelor does not aim to design business processes. It does, however, analyse, execute and observe business processes according to the learning results of 'Management of Business Domains'.

ICT skills and information management

The student has ICT-skills and knowledge to help support solving economic problems.

Mathematical and statistical techniques

The student is proficient in the supporting sciences (e.g. mathematics, statistics...) and in applying them within the relevant domains and can employ these, meticulously reading the numbers.

Research skills

The student can formulate a research question under supervision and can apply research methods critically to solve economic problems.

The student can conduct targeted research on scientific information, assess and process it and refer to it correctly.

The student exhibits an inquisitive attitude: accuracy, critical reflection, scientific curiosity, accountability for choices.

Behavior and society and Law

The student is proficient in related human sciences and is able to apply those in both quantitative and qualitative analysis of business problems.

Languages

The student is able to communicate and report in a fluent and clear manner in the language of the courses. The student masters at least two other foreign languages in a business context on a spoken and written level. The student uses the taught techniques and skills for an efficient and effective business communication.

Professional skills and employability

The student can act as different functioning members in a team.

The student exhibits management and entrepreneurship skills and, most importantly, has concrete and operational problem-solving skills.

Among the learning outcomes are specified learning outcomes which focus on professional skills (such as substantiating decisions, taking alternative statements into account, following and reacting to recent events in society, assessing one's own behaviour and approaches, and communicating).

Ethics, responsibility and sustainability

The student recognizes the social and ethical aspects of business management and can evaluate in a critical manner.

International orientation

International orientation is an omnipresent pillar in Business Administration, which means that is found in various sub-aims of the learning results focussing on internationality.

Entrepreneurship and innovation

Entrepreneurship is taught through the attention to entrepreneurship skills and – together with innovation – is found in various sub-aims of the learning results focussing on those aspects within the different management domains.

Appendix 2: Learning outcomes of the master's programme

Economic analysis

The student assesses the potential influence of social, international and organisational developments on the business community and business life and handles these professionally and appropriately.

Management of business domains

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

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

Research skills

The student selects and uses sources, data and research methods and techniques in a scientifically sound manner to solve management problems (with special attention to the applicability in the specific business context) or to answer social questions.

The student conceives, plans and independently performs a business-oriented or society-oriented research project, at the level of a young researcher.

Languages

The student communicates effectively and convincingly with a public (both peers and others).

Professional skills and employability

The student acknowledges the importance of life-long learning and the need for constant development.

The student performs project-based work on interdisciplinary problems as a member of a team.

Ethics, responsibility and sustainability

The student shows management and entrepreneurial skills, and translates these into a business context, whilst also incorporating the social, ethical and sustainability aspects of management.

Entrepreneurship and innovation

The student 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.

Appendix 2: 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).

