

WHY? BACHELOR OF BUSINESS (ENTREPRENEURSHIP)

SydneyMet proposes to offer the Bachelor of Business (Entrepreneurship) degree to local and international students. The values that underpin the creation of this Course are to equip students with the enterprise behaviours, skills, competencies and attributes necessary for socially responsible entrepreneurship that lead to the creation of cultural, social or economic value¹. Students are provided with skills needed to succeed in either a start-up environment, or within an organisation embarking on significant change. They will be able to investigate, and test out for themselves business behavior like creativity, risk taking and sustainability, in a range of contexts and environments, and will develop a solid grounding in business theories and processes through use in practical settings. The course provides a strong base of critical and creative thinking and cognitive flexibility for problem solving and opportunity taking. This Course is not only linked to employment, but to creating competencies that can lead a rewarding, self-determined professional life so that students will be well placed to add significant social, cultural and economic value to society through entrepreneurial activities².

This Course is an undergraduate degree targeted at students who are engaged or deeply interested in entrepreneurship within a diverse social and economic context. The overarching aim of the program is to produce graduates who can either take the challenge of becoming socially responsible entrepreneurs, or proactively engage in the expanding field of entrepreneurial business careers. Specifically, BBus (Entr) aims to develop knowledge, skills and self-awareness with a global perspective for the development and management of an entrepreneurial venture, along with a practical understanding of business ethics and social responsibility. In addition, students will learn to identify, mobilise and manage the resources of an organisation, and critically self-reflect upon their learning to set and achieve its desired goals and strategies.

Contemporary business theories and entrepreneurship practices are covered in this Course to provide students with an education for developing and operating innovative enterprises and businesses. It will engage students in the latest advancements of knowledge in the field and build their capability for independent thought, autonomous action, critical analysis and lifelong learning. An underlying principle is that entrepreneurship education, as in this Course, is about the development of an enterprising mindset, one from which students can initiate and develop new opportunities, through creativity, and innovative thinking, engagement with others, action, and reflective attention to action.

The main aim of the Course is to build within each student an essential entrepreneurial mindset and to facilitate and pre-test possible projects that the student(s) can continue to develop beyond their College years.

To these ends, students participating in every entrepreneurship Unit will be required to collaborate in activities that conceive, create, and capture value. They will also be provided with opportunities to critique their effort and performance, and in doing so, allow themselves to be positioned correctly at the intersection of theory, practice and personal knowledge gained. Collectively this approach will facilitate individual and College determination of entrepreneurial capabilities and action oriented learning.

The Course embeds a method of learning and teaching that is student-centric rather than teacher-centric. Students will gain theoretical knowledge from the learning materials available both within

¹ QAA (2018), *Enterprise and Entrepreneurship Education*, Guideline for UK Higher Education Providers.

² QAA (2018), *Enterprise and Entrepreneurship Education*, Guideline for UK Higher Education Providers.

and external to the classroom setting. Students will have ample opportunity to apply this theoretical knowledge in entrepreneurial project works, field trip(s) and engagement with industry stakeholders. This experiential learning strategy of practice and reflection is designed to encourage curiosity, innovative thinking and risk-taking behavior, which is supported by discussion on the merits and demerits of the theories and practices under consideration.

Guided project work with start-up ventures is a critical experiential learning component for this Course, and has been identified as the main feature of modern entrepreneurship education.³ These projects will enable students to apply their knowledge and skills gained to conduct their independent critical analysis of, and insightful diagnosis for issues and challenges confronting entrepreneurs and innovators operating in highly dynamic and uncertain environments. This learning approach is designed to prompt students to develop their own start-up ideas within local, regional or global contexts, having been guided by academic staff and industry mentors. These processes will meet expectations that this Course delivers on learning about, learning for, and learning through entrepreneurship⁴.

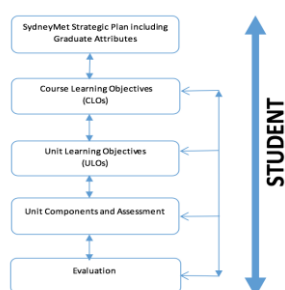
The rationale for the BBus (Entr) has two fundamental facets. Firstly, the present foundational and globalised context requires entrepreneurs who can innovate and create job opportunities on their own, or help organisations towards these ends. Secondly, the multicultural basis many countries and societies such as Australia presents a set of opportunities for thinking about and developing new businesses in different social contexts. Understanding culturally diverse markets and utilising one's cultural capital are underdeveloped skills in much of business education in Australia. This context demands of graduates a blend of critical knowledge and the practical skills to use that knowledge (as outlined in AQF Level 7) in different facets of entrepreneurship.

What is the SydneyMet Curriculum Framework?

SydneyMet employs an integrated curriculum framework as highlighted in Figure 1 below. This enables constructive alignment among important elements of SydneyMet. The starting point is our Strategic Plan which includes Graduate Attributes (GA) - the broad set of qualities, skills and understandings which SydneyMet aspires to enable in its students. Course Learning Outcomes (CLOs) for BBus (Entr) prescribe knowledge, skills and their application by incorporating and expanding the Strategic Plan and GAs, in alignment with AQF Level 7 requirements. The Unit Learning Outcomes (ULOs) within each ULO articulate clear links with one or more CLOs and GAs. Unit components, learning activities and assessments are then developed, with clear links between components, mode of delivery and alignment to ULOs and CLOs. Once Units are taught and students assessed, an evaluation process is undertaken to gauge the effectiveness of the Unit of Study and Course of Study, highlight areas for improvement and enable these improvements to be made.

Students are at the centre of this curriculum framework. The overarching goal will be to provide a positive learning environment for students and maximise their learning opportunities and outcomes. This involves engaging with students at different stages of curriculum development to continuously evaluate, refine and improve the framework.

Figure 1: The SydneyMet Integrated Curriculum Framework



³ As identified in QAA (2018) cited above

⁴ QAA (2018)

What is Course Philosophy?

The Vision of SydneyMet is as a leading provider of socially responsible, entrepreneurship-oriented higher education that positively influences students, staff, alumni and stakeholders in the pursuit of entrepreneurial thinking and action.

The Mission of SydneyMet is to shape the future of our students by nurturing and developing their knowledge, skills and capabilities in entrepreneurial thinking and inspiring them to advance entrepreneurship ideas and actions for positive social impacts. SydneyMet strives to deliver personal and professional success for its students and staff always remaining true to its motto – *Education for Change* (Latin – ‘*educationem mutationi*’).

SydneyMet has three interconnected strategic goals: *Academic Quality*, *Equitable Practice* and *Social Impact*. We regard the interplay of these goals as the hallmarks of a progressive private higher education institution. The College will be distinguished by its vision of culturally relevant and entrepreneurship-oriented higher education in Australia that will advance ideas and actions for progressive social change of indigenous and disadvantaged communities in Australia, the Asia Pacific and further afield.

SydneyMet’s overall philosophy is outlined in its Strategic Plan. As a College we are committed to maintaining standards of educational excellence appropriate to the hopes and needs of each of our students. With our commitment to social justice in a multicultural context, we have a student-centered approach geared to provide value for international students who are making a large life-investment in education. This means creating a nurturing environment in which international as well as domestic students can flourish. Success for us means students achieving not only qualifications, but competence and job-readiness which will enable them to move into the future they are seeking and have a positive impact in society. Similarly, SydneyMet will provide an environment where a culture of social justice, fairness, cultural sensitivity and social responsibility is fostered. This philosophy of excellent education for positive change in society is reflected in the Course of Study.

The philosophy underpinning this Course of study is that our students will be the future agents of change in our globalised world. To function as entrepreneurs, students need to gain more than just theoretical knowledge: they must be inspired and motivated towards creativity and innovation and be exposed to the ideas, thinking and practice of leading entrepreneurs. This Course will therefore develop essential entrepreneurial capabilities: enquiry, critical thinking and analysis, innovation, problem solving, selling ideas, generating value and resource management to name a few.

Our students will be able to undertake autonomous learning and self-evaluation⁵, and graduate equipped to face the challenges of their chosen careers with a keen awareness of civic and social responsibility.

The design of this Course has been informed by different perspectives presented by at least three respected groups who view the present educational landscape in Australia does not serve to develop *entrepreneurial skills in international students*. These groups are:

- University academics who came to Australia to study,
- Academics who have taught in and managed business schools, and
- Industry representatives who have not found graduates with the entrepreneurial knowledge, skills and capabilities required in the changing global economic environment.

The Course of Study, incorporating practical experience through work-integrated learning, gives students the confidence, self-awareness and entrepreneurial knowledge and skills to launch and manage their own new business ventures.

⁵ QAA (2018) cited above.

The overall Course has been designed in such a way that students gain critical foundational as well as advance business skills to start their ventures across a range of sectors and succeed as entrepreneurs in a competitive global market. As an entrepreneurial educator, SydneyMet provides pathways for students towards a designated outcome, be it starting a business or a social enterprise or by creating added value for others.

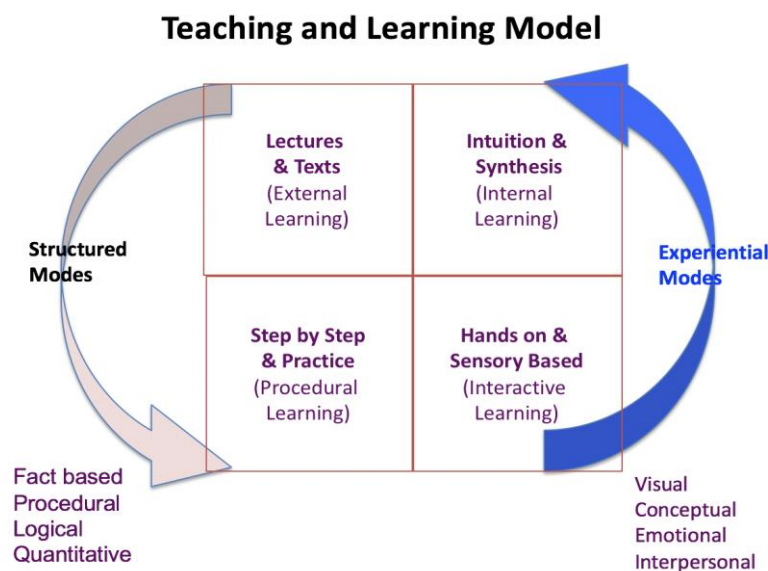
Students will become equipped to work in various organisations - corporate environments, small to medium enterprises, government, and not-for-profit organisations. The Course will also create pathways for students to a broad area of postgraduate studies and to study further in the areas of entrepreneurship, business management, business administration, development studies, financial management, and marketing.

The teaching and learning environment at SydneyMet will enable students to test their ideas in practice, gain experiential knowledge, build self-confidence and autonomy.

To this end, course unit delivery incorporates flexible, action-oriented, cross-disciplinary and contextualised approaches that enable students to progressively develop their entrepreneurial capabilities within each subject or discipline.

The mix of teaching and learning approaches is depicted in Figure 2.

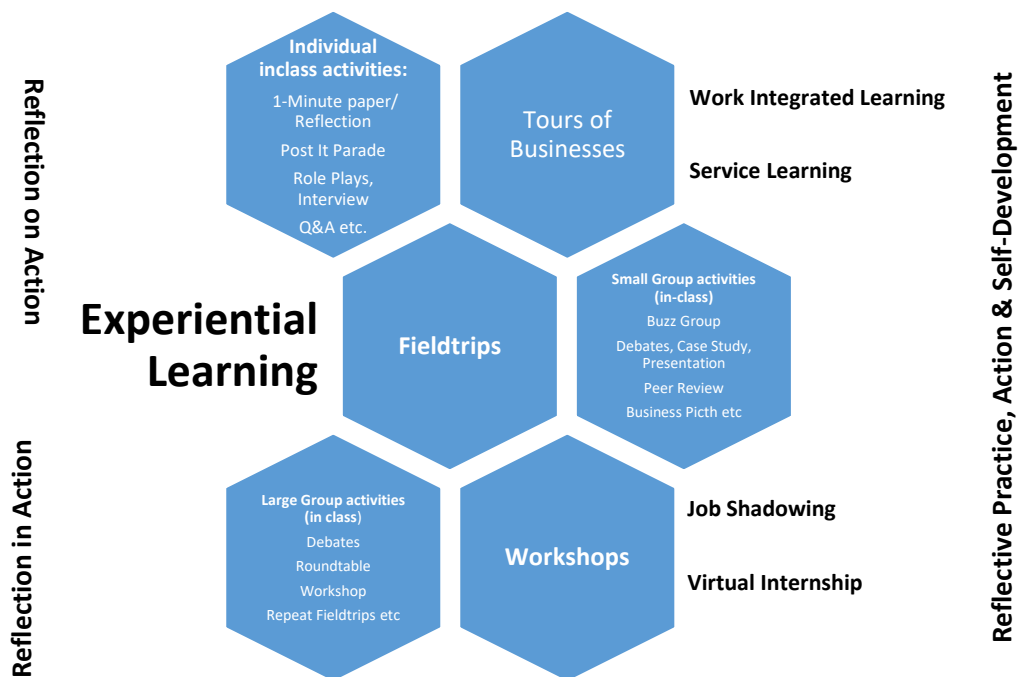
Figure 2: Teaching and learning model at SydneyMet



The model aims for students to ‘do’ their Units in a way that enables them to identify and solve problems in action-based practical activities and learning, adhering to the concept of ‘learning about’, ‘learning for’, and ‘learning through’⁶. This is depicted in Figure 3. The delivery method takes contextualised, flexible, action-based and cross-disciplinary approaches that enable students to enhance their entrepreneurial capabilities within their Unit or discipline. It aims to allow students to ‘do’ their subject in a way that enables them to identify and solve problems. SydneyMet and its stakeholders aim to bring practical projects where students will be engaged for action-based practical activities and learning.

Figure 3: Learning activities at SydneyMet

⁶ QAA (2018) (above cited), p.12.



SydneyMet's approach to experiential learning generally follows the influential four-step model developed by David Kolb in 1984⁷. The model has the first step as a 'concrete experience stage' in which the learner physically experiences action which forms the basis for observation and reflection. The learner has then the opportunity to consider what is working or failing, which forms the next step - reflective observation stage. The learner then has the opportunity to think about ways to improve on the next attempt of doing things that forms the third step - abstract conceptualisation. Every new attempt to act is informed by a cyclical pattern of previous experience, thought, and reflection which is the fourth step - active experimentation. The learner actively pursues the process of learning through experience, and simply, learning through reflection on doing. In implementing this model, students are supported and encouraged to take self-initiative for thinking, action, and reflection.

Since experiential learning is fundamental to success in undertaking this course, a student-centred approach empowers students to take learning into their own hands and apply it in an engaging context. Our experiential learning activities will help students to:

- Remain focused - students who are engaged and are less likely to become disinterested;
- Learn differently - when students are involved in the learning process they are more engaged emotionally, helping them experience learning in dynamic new ways, and
- Learn faster - learning firsthand requires critical thinking and rapid synthesis of ideas

Students are most excited about learning when they are an active part of the process: it's not always *what* your students are taught, but *how* they're taught that can make all the difference. The learning activities include a range of experiential learning such as field trips, tours, workshops, reflection, debates, discussions, group work, buzz group, fish bowls, and hands-on participation, to develop initiative leadership and teamworking. Following David Schon (1983)⁸, SydneyMet adopts the model of learning, reflection, and change; of reflection on action (that is, reflection on the experience of action for innovative thinking, action, and self-development), and reflection in action (that is, reflection while at working and experiencing problems of action so as to think creatively, innovatively and to develop the self).

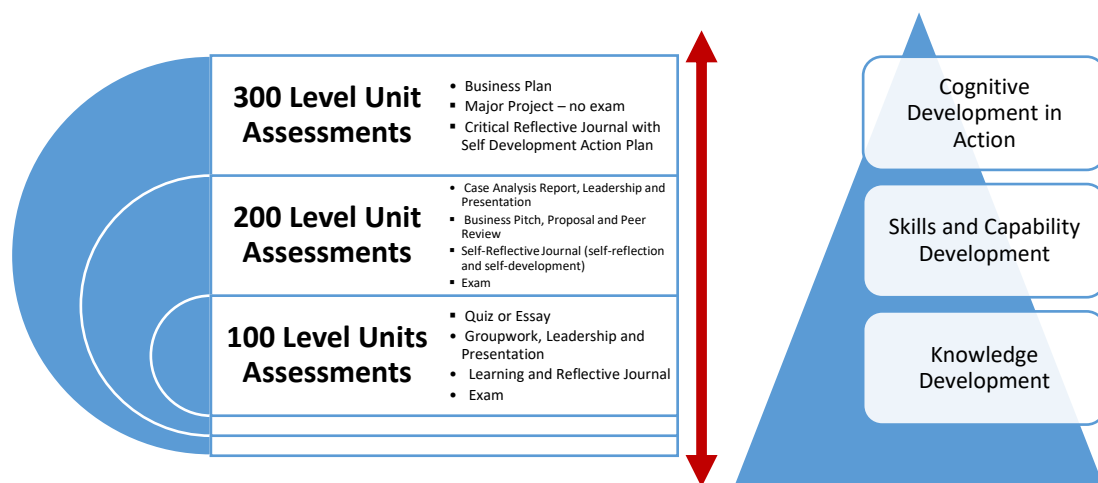
⁷ Kolb, D. (1984), *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

⁸ Schön, Donald A. (1983), *The reflective practitioner: how professionals think in action*. New York: Basic Books.

SydneyMet's systemic approach to assessment is tailored to the concept of the entrepreneurship learning system⁶.

Basic student assessment is through knowledge expression such as critical analytical texts essays, reports, projects, exercises, group work, and examinations. At higher levels of skills and capability development assessment will include the students' active participation in practical activities and projects such as case analysis, ideas development and reporting and whether they demonstrate learning 'for' entrepreneurship', and reflection for personal and professional development. At the highest levels of assessment, students will be able to reflect on the process of engagement in entrepreneurial activities and map their own learning progression, to assist in assessing 'learning through'. The assessment system in Entrepreneurship related Units follow this concept of assessment (as depicted in Figure 4).

Figure 4: Scaffolding of assessment of 100, 200 and 300 levels in SydneyMet



As illustrated in Figure 4, the assessment system is crafted in such a way that student's development in cognitive, knowledge, and skill aspects are assessed from the foundational level for the 100 level units. Building on these elements, assessments will test students in higher-level thinking, reflection, skills, and knowledge in the 200 level Units. Building on the level 100 and 200 unit assessments, the 300 level Unit assessments will ultimately assess the matured level metacognitive, cognitive, knowledge, and skills. By this stage, students will be required to demonstrate an ability and drive to take autonomous action and to lead. Assessment of students learning progress will be focussed on the degree of development in student capability and agency to think, act, and function as an entrepreneur in the changing global business environment.

SydneyMet Graduate Attributes (GAs):

Included in SydneyMet's Strategic Plan are our Graduate Attributes (GA): the broad qualities, skills and understandings which the College aspires to enable in its students. The proposed Course of Study [BBus (Entr)] will produce graduates with six important Graduate Attributes that underpin its basic philosophy of socially responsible entrepreneurship. These attributes are informed by SydneyMet's vision, philosophy and the Bachelor level AQF specifications.

SydneyMet Graduate Attributes (GAs):	
GA 1	Disciplinary Knowledge: Ability to engage, integrate and apply disciplinary knowledge as well as familiarity with evolving practice of the discipline
GA 2	Critical Thinking and Problem Solving: Ability to think critically and solve existing and emerging problems

GA 3 <i>Creativity and Innovation:</i> Ability to develop new and creative responses to societal problems, challenges and opportunities
GA 4 <i>Engagement and Leadership:</i> Ability to engage others in lifelong learning and influence action
GA 5 <i>Communication and Information Literacy:</i> Ability to locate, evaluate and communicate information effectively at the professional level
GA 6 <i>Social Responsibility and Ethical Conduct:</i> Ability to act with social responsibility and work in culturally diverse settings, and be committed to ethical practice

SydneyMet Course Learning Outcomes (CLOs)

Bachelor of Business (Entrepreneurship) will have the following Course Learning Outcomes (CLOs). By the completion of BBus (Entr), students will be able to:

Course Learning Outcomes (CLOs)	
CLO 1	Possess comprehensive knowledge in business and entrepreneurship disciplines and be able to apply that knowledge effectively
CLO 2	Work pro-actively and creatively to generate, analyse and interpret different types of information to inform and support enterprising decision-making processes
CLO 3	Think critically and analytically to identify business and entrepreneurship problems and possibilities, evaluate risks and limitations, explore ways to manage people and resources, and propose feasible solutions
CLO 4	Reflect on actions and experiences, including critical self-reflection, and lead the development of new and creative responses to existing and emerging business and entrepreneurial challenges and opportunities
CLO 5	Engage with others proactively and inclusively in a process, idea or vision for influencing new value creation, and for continued personal and professional development
CLO 6	Act ethically and in engagement with diverse cultural and social settings to develop entrepreneurial opportunities
CLO 7	Communicate effectively in both oral and written form, with individuals, within teams and in other business and community settings

Rationale for Course Learning Outcomes (CLOs)

The CLOs have been designed to meet the requirements of SydneyMet's Graduate Attributes (GAs). This is not a matter of simple one-to-one equivalence, but of a complex interrelating and cross-pollination in which CLOs express more than one GA, and GAs are expressed in multiple CLOs. Some GAs will be reflected in all of our CLOs. However, the following table indicates the strongest of these relationships.

GA	related CLOs
GA 1 Disciplinary Knowledge: Ability to engage, integrate and apply disciplinary knowledge as well as familiarity with evolving practice of the discipline	CLO 1 CLO 2 CLO 3
GA 2 Critical Thinking and Problem Solving: Ability to think critically and solve existing and emerging problems	CLO 3 CLO 4
GA 3 Creativity and Innovation: Ability to develop new and creative responses to societal problems, challenges and opportunities	CLO 3 CLO 4 CLO 6
GA 4 Engagement and Leadership: Ability to engage others in lifelong learning and influence action	CLO 4 CLO 5 CLO 7
GA 5 Communication and Information Literacy: Ability to locate, evaluate and communicate information effectively at the professional level	CLO 1 CLO 2 CLO 7
GA 6 Social Responsibility and Ethical Conduct: Ability to act with social responsibility and work in culturally diverse settings, and be committed to ethical practice	CLO 5 CLO 6 CLO 7

Alignment of GAs and CLOs with AQF Level 7

The BBUS (ENTR) is an AQF level 7 Course. The above Graduate Attributes (GAs) and Course Learning Outcomes (CLOs) are informed by the principles of the AQF Level 7. Table 1 below shows how the AQF level 7 principles are aligned with SydneyMet's GAs and ULOs.

Table 1: AQF Learning Outcomes for the Bachelor degree (AQF Level 7) and its alignment with SydneyMet's GAs and CLOs

Summary	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Align ment with GAs	Align ment with CLOs	
Knowl edge	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice	GA 1 GA 2 GA 6	CLO 1 CLO 2 CLO 3	
Skills	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to: <ol style="list-style-type: none"> 1. analyse and evaluate information to complete a range of activities 2. analyse, generate and transmit solutions to unpredictable and sometimes complex problems 3. transmit knowledge, skills and ideas to others 	GA 2 GA 3 GA 4 GA 5	CLO 2 CLO 3 CLO 4 CLO 5 CLO 7	
Applic ation of Knowl edge and Skill	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility: <ol style="list-style-type: none"> 1. in contexts that require self-directed work and learning 2. within broad parameters to provide specialist advice and functions 	GA 2 GA 3 GA 4 GA 6	CLO 3 CLO 4 CLO 5 CLO 6	

Volume and Duration of Study

To attain the BBus (Entr) degree, students must successfully complete 144 credit points, made up of 24 Units of Study. Each Unit is weighted at 6 credit points.

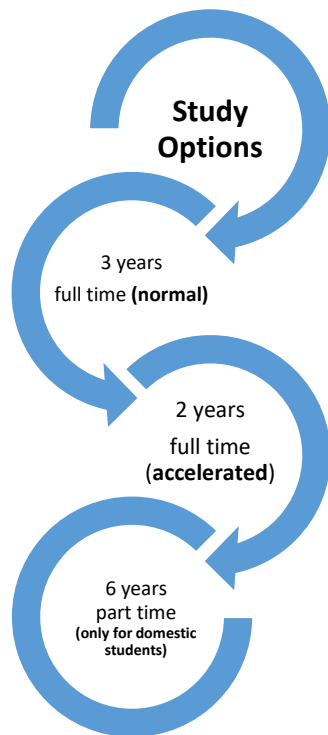
- 29 Units of Study will be offered, of which twenty (20) are core Units, and nine (9) elective Units. Students will have to complete all core Units and 4 electives Units (out of 9) to obtain the degree.
- Each Unit of Study is numbered according to its degree of complexity and its sequence within the Course of Study. Lower numbers indicate Units to be taken earlier in the Course.
- For this course the academic year is divided into Trimesters. One trimester will involve 12 weeks of study, 1 Exam Preparation Week (i.e. Week 13) and 1 Exam Week (i.e. Week 14). Each break between trimesters is about 10 days in duration.
- Generally, the full study load is 4 Units per Trimester (i.e. 24 Credit Points). Each 6-credit-point 'Unit of Course' involves 3 hours of class time (2 hours lecture and 1 hour tutorial), plus 7 hours of self-study per week (that is, 10 hours per Unit each week).

A fulltime student could complete the degree in the following ways:

- *Category A:* Undertaking 4 Units per Trimester for 6 consecutive Trimesters, a student could complete the degree in 2 years of full time study. This is called Accelerated Program (A).
- *Category B:* Undertaking 4 Units per Trimester for 2 Trimesters in a year (with a one-Trimester break), a student could complete the degree in 3 years.
- *Category C:* Undertaking 3 Units per Trimester for 2 Trimesters plus 2 Units for the third Trimester (= 8 Units/year) each year, the student could complete the degree in 3 years.
- *Category D* (only available to domestic students): Undertaking the Course on a part-time basis with an average of 4 Units in a year, a student could complete the degree in 6 years.

The study options are illustrated below in Figure 5.

Figure 5: Study options at SydneyMet



The above scenarios are important because all international students are required to study fulltime, which is defined as undertaking at least 8 Units in a calendar year. Local students can undertake part-time study and structure the Course to suit their needs.

The College expects that students can commence their studies at the beginning of any of the Trimesters, provided that the Units they enrol fulfil the pre-requisites, if any, and other requirements. Trimester dates are shown in Table 2.

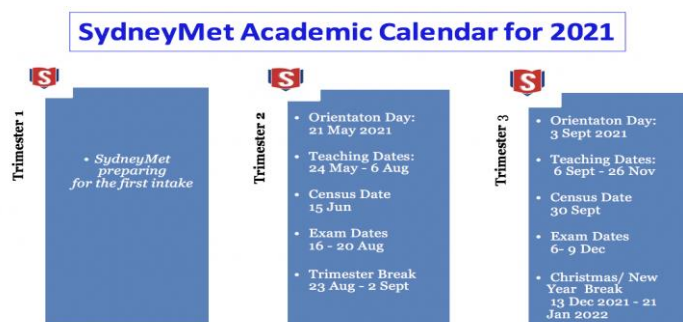
Table 2: Trimester dates for the BBus (Entr)

Trimester	Orientation date	Trimester starts	Trimester ends	Exam	Trimester break	Census Date
T1	Jan	Feb	Apr	May	May	Feb
T2	May	May	Aug	Aug	Aug	Jun
T3	Sept	Sept	Nov	Dec	Dec - Jan	Oct

D. Academic calendar for 2021

The key dates for Trimester 1, 2 and 3 study periods for 2021 are shown below in Figure 6. These include the Trimester teaching dates, examination dates, final dates for new enrolments, and census dates. This calendar is for all students and teaching staff.

Figure 6: SydneyMet academic calendar for 2021



Sydney Met Academic Calendar: A Typical Trimester Dates



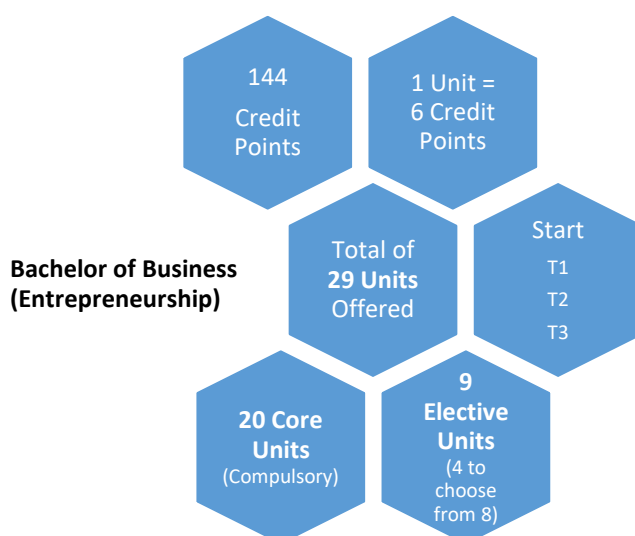
E. Structure and flow of the Course of Study

SydneyMet's BBus (Entr) involves 20 core and 9 elective course units (i.e., total of 29 Units). Students must choose 4 out of 9 elective Units to complete the degree requirements. The electives are offered from the end of Year 2 to provide students with a solid base of knowledge and skills prior to their progression into the electives.

- 100 level Units (8 Units) provide an introduction to the theory and practice of business and entrepreneurship. Students study foundation of entrepreneurship, accounting for entrepreneurs, ethics, social entrepreneurship, global business, economics, business communication, business information systems and accounting are introduced to the principles and practices of entrepreneurship in a business context.
- 200 level Units (8 Units) provide opportunities to broaden and deepen their understanding of business and entrepreneurship and what is involved in managing resources and others, and creating and marketing a business. These units are complemented through studies in finance, leadership, human resource management, e-Business, creativity and innovation. Students study marketing principles and can select from electives in business statistics, business research and financial accounting to broaden their understanding of the local and global business environment.
- 300 level Units (8 Units) of the course aims to consolidate and further deepen the students' knowledge and understanding of risk management and become familiar with the business law that governs entrepreneurial activity. Students will engage in work integrated learning experience and reflect on the host, self-reflection and action. Students can select from electives in global entrepreneurship, cost and management accounting, project management, business and sustainability, organisational change and supply chain management, to advance their understanding and become ready to think, act and function as a locally and globally informed entrepreneur.
- The final part of the Course culminates with students completing the WIL Capstone units, WIL301 and WIL 311 in which students are placed in a business and mentored through a business incubation process in which they research, plan, launch and grow a new business venture.

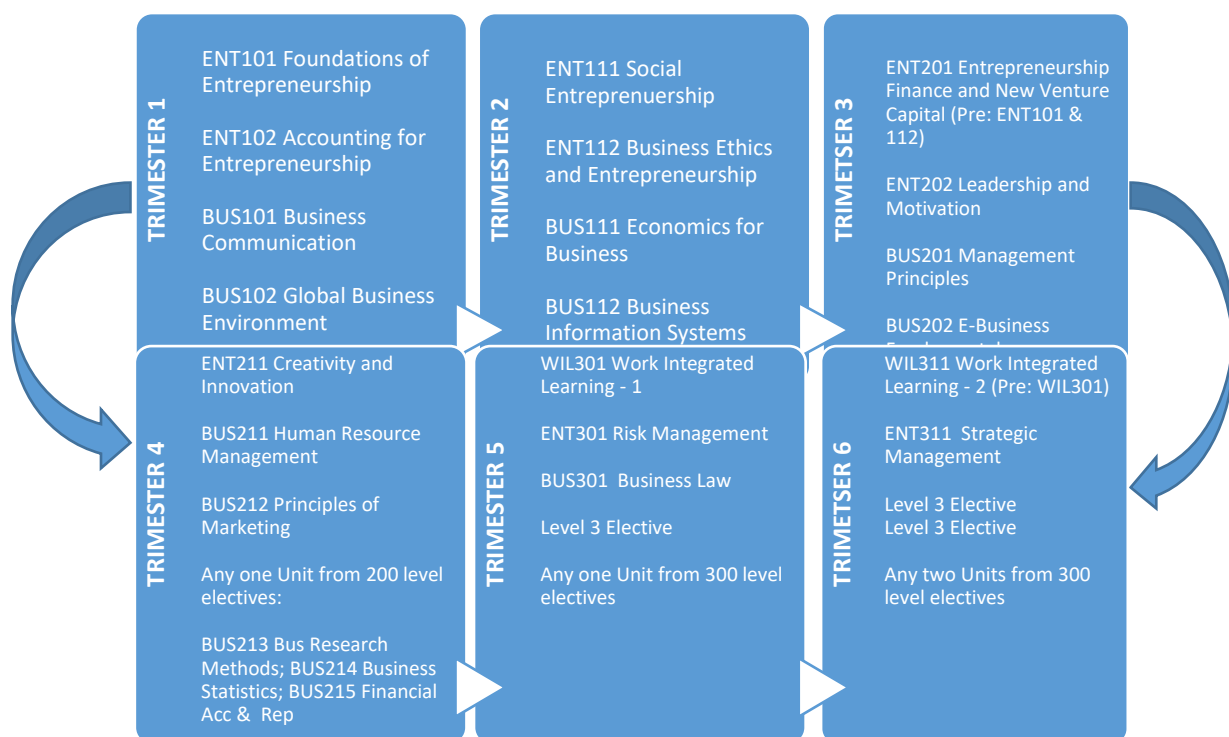
The following Figure 7 below summarises key components of BBus (Entr).

Figure 7: Key components of BBus (Entr)



A typical flow for the 2-year full time (Accelerated) program of Units is outlined below in Figure 7: [Figure 4. BBus (Entr) – 2 year accelerated program]

Figure 8: Sequencing of Units



The following table shows a structure and simple flow of the Units for completing the BBus (Entr). It is, however, possible that students may design their own study plan. The majority of Units have no pre-requisites, enabling students to enrol flexibly and commence studies in the Trimester of their choice.

Table 3: Structure and flow of Units in BBus (Entr)

BACHELOR OF BUSINESS (ENTREPRENEURSHIP)		
24 Units (Total Credit Points = 144); 20 Core and 4 electives out of 29 Units		
SN	Unit Code	Unit Name

Trimester 1		
1	ENT101	Foundations of Entrepreneurship
2	ENT102	Accounting for Entrepreneurs
3	BUS101	Business Communication
4	BUS102	Global Business Environment
Trimester 2		
5	ENT111	Social Entrepreneurship (Pre: ENT101)
6	ENT112	Business Ethics and Entrepreneurship (Pre: ENT101)
7	BUS111	Economics for Business
8	BUS112	Business Information Systems
Trimester 3		
9	ENT201	Entrepreneurship Finance and New Venture Capital (Pre: ENT101 & 112)
10	ENT202	Leadership and Motivation
11	BUS201	Management Principles
12	BUS202	E-Business Fundamentals (Pre: BUS112)
Trimester 4		
13	ENT211	Creativity and Innovation
14	BUS211	Human Resource Management
15	BUS212	Principles of Marketing
16	200 Elective	Any one unit from Level 2 Electives (listed below)
Trimester 5		
17	WIL301	Work Integrated Learning - 1
18	ENT301	Risk Management
19	BUS301	Business Law
20	300 Elective	Any one Unit from Level 3 Electives (listed below)
Trimester 6		
21	WIL311	Work Integrated Learning - 2 (Capstone)
22	ENT311	Strategic Management
23	300 Elective	Any one Unit from Level 3 Electives (listed below)
24	300 Elective	Any one Unit from Level 3 Electives (listed below)
ELECTIVES		
E1	BUS213	Business Research Methods
E2	BUS214	Business Statistics
E3	BUS215	Financial Accounting and Reporting
E4	ENT312	Global Entrepreneurship
E5	BUS302	Cost and Management Accounting
E6	BUS303	Supply Chain Management
E7	BUS311	Organisational Change
E8	BUS312	Project Management
E9	BUS313	Business and Sustainability