



BA SCHOOL OF
BUSINESS AND FINANCE

Prof. Bachelor Study Programme ``Business process management``

DESCRIPTION OF A STUDY COURSE

Course unit title	Business/Innovation Plan			
Programme	Business process management			
Year of study	2			
Academic year	2022./2023.			
Level of course unit	Bachelor			
Course unit code	BP023			
Name of lecturer(s)	Lecturers			
Credit points	2			
Number of ECTS credits allocated	3			
Language of instruction	Latvian or English			
Type of course unit (compulsory, optional)	Compulsory			
Semester when the course unit is delivered	3			
Mode of delivery	full-time education			
Aim of Course	Student should be able to demonstrate the use of theoretical knowledge relevant to the study course in identifying and addressing problems, as well as the ability to develop a business/innovation plan and to prepare a final presentation.			
Preliminary knowledge	Management	Marketing	Research Work Methodoly	

Course contents	No	Title
	1	Goals, Role, Content of the Business/Innovation Plan.
	2	The potential for business/innovation ideas and the direction of organisation development.
	3	Industry/sector analysis, target market and customer segment identification.
	4	Organisational structure, management and staff, determination and calculation of remuneration.
	5	Production or service delivery process, planning the necessary resources and costs.
	6	Product prices and sales planning.
	7	Developing a marketing plan.
	8	Estimated financial statements (Profit/Loss calculation. Cash flow and balance) and calculation of financial indicators.
	9	Identification of the necessary investments and the funding sources for the implementation of the business idea.
	10	Risks identification and development of their management plan.
11	Preparing a Business/Innovation Plan final presentation.	

Planned learning activities and teaching methods	Assessment of learning outcomes		Distribution (%)			
	Individual/group work and the presentation		20%			
	Practice sessions (tasks, case analysis, etc.)		80%			
	Total (%):		100%			
	Teaching methods		Student workload (h)			
	Classes in the auditorium		8			
	Practice sessions (tasks, case analysis, simulation game, role games, brain storm, experiment, etc.)		6			
	Lecturer-led class discussion		2			
	Literature review/analysis		6			
	Case study		6			
	Development of the plan (individual/group work) and the preparation of the presentation		32			
	Individual consultations		14			
	Work in a library		4			
	Lecturer-led group assignments		2			
Total (h):		80				
Planned learning outcomes	No	Learning outcomes			No of progr. study results applicable	
	1	The ability to describe a business idea and planned products, the organization's main manufacturing or service delivery processes, to develop a			1, 3	
	2	The ability to identify the resources and investments needed for the development, to identify risks and to carry out planned financial calculations.			5, 7	
	3	The skills of working with representatives of multidisciplinary areas, making data-based decisions, demonstrating the vision of a socially responsible			6, 10	
	4	Student should be able independently develop a business innovation plan and prepare its presentation.			9, 11	
Assessment methods and criteria	Learning outcomes		1	2	3	4
	Assessment methods					
	Individual/group work and the presentation		•	•	•	•
Practice sessions (tasks, case analysis, etc.)		•	•	•	•	
Mandatory and supplementary literature	Mandatory literature					
	<p>1. Studies.ba.lv prepared sample study materials (case studies, presentations, video, audio etc.).</p> <p>2. Guidelines for the development and defence of independent study/research works at the BA School of Business and Finance</p>					
	Supplementary literature					
	1. Barringer Bruce R., Ireland R. Duane, (2018), „Entrepreneurship: successfully launching new ventures. 6th Edition. What’s new in management.”, Pearson Education, Inc., publishing as Prentice Hall					

Evaluation criteria of learning outcomes.	
Grade	Explanation
<i>10 (outstanding)</i>	Knowledge, exceeding curriculum requirements, attests independent research and deep understanding of a problem
<i>9 (excellent)</i>	Complete acquaintance with curriculum requirements, ability to apply gained knowledge independently
<i>8 (very good)</i>	Complete acquaintance with curriculum requirements, though at times lacks deeper understanding and ability to affiliate gained knowledge with more complicated issues.
<i>7 (good)</i>	Curriculum requirements mastered, although less important knowledge gaps can be detected
<i>6 (above average)</i>	Acquaintance with curriculum requirements, though lack of problem understanding in detail can sometimes be detected
<i>5 (average)</i>	General knowledge of curriculum requirements although lacks understanding of several problems in general
<i>4 (below average)</i>	General knowledge of curriculum requirements, competence corresponds to minimum of curriculum requirements, problematic application of gained knowledge in practice
<i>3 (weak)</i>	General knowledge of a curriculum gained, though a complete lack of orientation in other relevant issues is detected. Additional studies required to get an assessment.
<i>2 (very weak)</i>	General knowledge on certain relevant issues in a curriculum gained, curricula requirements are not completed on average
<i>1 (extremely weak)</i>	A complete lack of basic curricula requirements is detected, almost no knowledge on a basic curriculum

