

# Syllabus

for course at first level

**Bachelor's Degree Thesis in Business Administration**  
**Examensarbete i företagsekonomi för kandidatexamen**

**15.0 Higher Education**  
**Credits**  
**15.0 ECTS credits**

<b>Course code:</b>	FE3937
<b>Valid from:</b>	Autumn 2022
<b>Date of approval:</b>	2022-02-10
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G2E - First cycle, has at least 60 credits in first-cycle course/s as entry requirements, contains degree project for BA/BSc

## Decision

### Prerequisites and special admittance requirements

60 credits in the main field of Business Administration,

whereof 45 credits from Organization I, 7,5 credits, Marketing I, 7,5 credits, Accounting I, 7,5 credits, Finance I, 7,5 credits, Organization II, 7,5 credits, Marketing II, 7,5 credits, Accounting II, 7,5 credits, Finance II, 7,5 credits; or

45 credits from Principles of Management, 7,5 credits, Principles of Marketing, 7,5 credits, Principles of Accounting, 7,5 credits, Principles of Finance, 7,5 credits, Global Markets, 7,5 credits, Business, Politics and Culture, 7,5 credits, Consumption, Culture and Commerce, 7,5 credits, and Global Business Ethics, 7,5 credits;

or equivalent.

### Course structure

Examination code	Name	Higher Education Credits
3937	Bachelor's Degree Thesis in Business Administration	15

### Course content

A bachelor's degree thesis is an academic work based on scientific studies of a selected research area.

The course consists of the following main parts:

- theoretical and empirical research studies
- studies of methods, methodology and theories of social science
- writing and presenting preparatory assignments, peer reviews and a degree project

### Learning outcomes

The overall purpose of a bachelor's thesis is to give the student basic training in thinking, working and

writing scientifically – to apply scientific, methodological and theoretical concepts and perspectives on a problem based on previous research.

The intended learning outcomes are based on the requirements on knowledge, skills and approach drawn up for a Bachelor's Degree in the System of Qualifications of the Higher Education Ordinance, supplement 2.

After completion of the course, the student shall be able to:

#### Knowledge and Understanding

1. Independently identify, develop and formulate a problem firmly rooted in previous research within the main field of the study.

#### Competence and Skill

2. Critically discuss, evaluate and apply theories and concepts to a literature review, to the problematisation process and to the analysis of empirical data.

3. Discuss, account for and state the reasons for the choice of research approach and research method.

4. Demonstrate accuracy and rigor in terms of scientific accuracy, academic formalities and specified time frames.

#### Judgement and Approach

5. Make an attempt to produce a theoretically and empirically grounded contribution to knowledge.

6. Evaluate one's own work and its contribution to knowledge with respect to scientific, societal and ethical aspects.

7. Critically and constructively give and receive feedback on academic text in different stages of completion.

#### Education

The teaching consists of lectures, seminars, tutorials, field work, and the writing of a thesis. requires a significant portion of self-study on the part of students.

The course workload is 400 hours, equivalent to 15 credits.

As a rule, the thesis is written in a group of three. If specific and valid reasons exist, the course director decides whether an exception should be made to allow the thesis to be written in a group of two.

The thesis should in all areas (problematization, literature review, theoretical framework, analysis/interpretation, discussions and conclusions) be closely linked to research articles published in scholarly peer-reviewed academic journals.

The thesis may comprise a maximum of 15 000 words, excluding abstract/ summary, table of contents, notes, references and appendices.

The language of instruction is Swedish or English.

Teaching takes place on campus and online.

For more detailed course information, see the study guide, published on the learning platform no later than one month before the course commences.

#### Forms of examination

##### a) Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. The two assessment tasks are weighted in relation to their importance in the overall assessment of the course. The student's results from the two assessment tasks are added up to a total course score that will then translate into the final grade for the course.

#### Assessment tasks

The course contains two weighted assessment tasks:

1. Two individually written peer reviews and seminar oppositions: assess intended learning outcomes 1–7; constitutes 20% of total course points. The assessment task is evaluated by the supervisor.
2. A degree thesis written in groups: assesses intended learning outcomes 1–7; constitutes 80% of the total course points. The degree thesis is assessed by the examiner.

The examination is conducted in Swedish or English.

If the student has a certificate from Stockholm University with a recommendation for special support, the examiner has the opportunity to give an adapted test or let the student complete the test in an alternative way.

#### b) Grading scale

Grading takes place according to a criterion-referenced seven-point grading scale:

A = Excellent

B = Very good

C = Good

D = Satisfactory

E = Sufficient

Fx = Failed, some more work required

F = Failed, much more work required

#### c) Grading and assessment criteria

##### Grading criteria

The course's grading criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. A higher grade-level presupposes the abilities at lower levels.

##### A (Excellent)

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

##### B (Very Good) □

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

##### C (Good)

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

##### D (Satisfactory)

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

##### E (Sufficient)

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

##### Fx (Fail)

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

##### F (Fail)

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

#### d) Final grade

The course comprises 0–100 course points. A passing grade (A–E) in the course requires at least 50 course points, at least 50 points from assessment task 2, and completed written and oral peer reviews.

The scale for the final grade is tied to fixed score intervals: A: 90–100; B: 80–89; C: 70–79; D: 60–69; E: 50–59; Fx: 45–49; F: 0–44. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course. Current rounding rules are applied (0,5–0,9 course points are rounded up to the nearest higher, full course point).

Each assessment task is awarded 0–100 points. The points from an individual assessment task are multiplied by its percentage weight, constituting its course points. The course points for all assessment tasks are summed up to a total score between 0 and 100 course points. The total score is translated into a corresponding course grade A–F.

All assessment tasks are assessed on a 100-point scale.

The student is responsible for completing the course's assessment tasks, that a sufficient amount of course points is earned and a passing course grade is obtained. If a passing course grade is not obtained during the course's first scheduled occasion, the course's weightiest assessment task can be taken at the course's second scheduled occasion, with retained course points from the course's other assessment tasks. All other assessment tasks are offered once during the course.

If there are special reasons, the examiner may grant the student exemption from the obligation to participate in certain compulsory teaching or completion of compulsory parts. The student can then be assigned a compensation assignment.

If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade. If less than 45 course points are achieved, a grade F is obtained. The final grades Fx and F imply that the student must re-register for the course and that previously acquired course points are forfeited.

Exemption from an assessment task is granted if the student presents a written certificate (e.g. a medical certificate), whereupon the student may re-sit the assessment task at a later date decided by the head of course, and while maintaining previously acquired course points.

The application for exemption should be submitted to the director of studies immediately after, or during planned absences well before the date when the assessment task is carried out. A granted exemption expires at the end of the immediately following semester.

#### e) Failed grades

For each course instance, two examination opportunities are normally offered. If during an academic year, a course instance is missing, at least one examination instance is offered.

A student who has received the grade F on an examination twice in a row by one and the same examiner has the right to have another examiner appointed at the next examination, unless there are special reasons to the contrary. The request is made to the director of studies.

A student who has received a passing grade on an examination may not retake the examination or complete a previously not completed assessment task to achieve a higher grade. A passing grade cannot be changed to a failing grade at the student's request.

Assessment tasks which are not submitted on time are not assessed.

#### f) Supplementary assignments

The examiner provides a supplementary assignment for a student who receives the grade Fx. The following applies:

- Shortcomings of an understanding nature can only be assessed against the grade E.
- Simpler deficiencies of a formal nature can be assessed against the entire grading scale.

- As a rule, the assignment must be submitted no later than one week after the course results have been announced, unless otherwise agreed with the examiner.
- If a complementary task is not completed within this time limit, the course grade Fx is confirmed.

#### g) Tutorial time

First-time registered students are entitled to a total of one and a half hours of group supervision.

#### h) Assessment criteria

##### Individual Peer Reviews and Seminar Oppositions

The quality of the individual peer reviews and oppositions is assessed on the basis of one assessment area with one specified assessment criterion.

1. Assessment area: the student's ability to review thesis manuscripts written by one's peers.

Assessment criterion: the ability to on well-argued scientific grounds critically analyse and constructively reflect on the manuscripts' merits and shortcomings.

#### Degree Thesis

The quality of the degree thesis is assessed on the basis of six assessment areas, each with specified assessment criterion.

1. Problematization (20%): ability to rationalize, discuss, formulate and motivate a problem both theoretically and empirically to subsequently identify the research question and/or derive relevant hypotheses to finally formulate a purpose and a contribution to knowledge.
2. Theoretical understanding (20%): ability to critically pursue theoretical arguments and justifiably use theoretical concepts when problematizing, when evaluating previous research, and when developing a theoretical framework relevant to the research question underlying the thesis.
3. Methodological skills (20%): ability to systematically pursue scientific, methodological, research ethical and source critical reasoning; and to apply these in practical research as well as in writing.
4. Analytical skills (30%): ability to rely on relevant and appropriate methods of analysis to make sense of the data collected; to apply and engage theoretical ideas, concepts, and reasoning with the findings from the analysis of empirical data when discussing and concluding towards the production of and contribution to knowledge (argumentative ability included).
5. Structure and consistency (5%): ability to express oneself in writing, presenting a clear scientific text with all required parts included, be able to organize the text and to have a clear disposition.
6. Style, language and formalities (5%): ability to show stringency in the language, to use the correct formalities, (paragraph, citations, source references, literature list etc.), that spelling, grammar and syntax are correct and the be able to master scientific accuracy.

#### i) Change of supervisor and examiner

It is not possible to change supervisors during the course.

Student who has twice failed an examination by the same examiner has the right to have another examiner appointed at the next examination. The request is made to the director of studies.

#### j) Consequences

Students who during the current course instance do not finish on time with a commenced degree project are

not entitled to additional tutorial time. However, the students always have the right to have their degree project assessed at the subsequent examination session, but then loses the opportunity to have the completed work assessed for a grade other than a maximum of C.

**Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

**Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

**Misc**

The course is included in:

- Bachelor's Programme in Business Administration 180 credits
- Bachelor's Programme in Business, Ethics and Sustainability 180 credits
- Bachelor's Programme in International Business and Politics 180 credits
- Business Administration III Marketing, Course Module 30 credits

**Required reading**

Course literature and other teaching materials are specified on the course's webpage no later than two months prior to the course commences.