

EACF - Academic Foundations in Entrepreneurship and Business Innovation - MWE1003

ECTS	3
Study language	English
Lecturer(s)	Dey Pascal, Müller Susan
Module responsibility	Susan Müller, Pascal Dey
Short description of the module	This foundational module offers students a comprehensive understanding of the phenomena of entrepreneurship and innovation. It provides an opportunity to explore key questions and concepts at the heart of entrepreneurship and innovation research and practice. Specifically, it deals with the 'why,' 'who,' 'what,' 'how,' 'when,' and 'where' of entrepreneurship and innovation. Exemplary topics covered are: Why do societies (mostly) welcome and depend on entrepreneurship and innovation? Who qualifies as an entrepreneur or innovator, and can entrepreneurship be taught? What are the fundamental concepts shaping entrepreneurship and innovation? Where and under which conditions do entrepreneurial and innovation activities take place? How do theories of entrepreneurship and innovation inform policy decisions? In exploring these questions and issues, we aim to examine both the benefits or 'bright sides' as well as the drawbacks or 'dark sides' of entrepreneurship and innovation; their productive and potentially destructive forms. A key goal of the module is to help students appreciate the practical relevance of academic research by exploring how it can support decision making and inform action.
Entry requirements	None

EACF - Academic Foundations in Entrepreneurship and Business Innovation - MWE1003

Competencies upon completion

Disciplinary competences

Students will be able to:

- Develop a comprehensive understanding of the phenomena of entrepreneurship and innovation and associated core concepts.
- Critically discuss selected fundamental questions and core concepts that drive entrepreneurship and innovation.
- Evaluate the current state of debate in the fields of entrepreneurship and innovation.
- Interpret and synthesize insights from cutting-edge research on key topics and concepts in entrepreneurship and innovation.
- Assess the specific context of entrepreneurship and innovation in Switzerland and in the country where they plan to launch their own entrepreneurial ideas.

Methodological competences

Students will be able to:

- Develop a conceptual vocabulary that helps understand and make sense of various elements and components of entrepreneurship and innovation, including their own entrepreneurial ideas.
- Understand how academic research can support analyzing and influencing entrepreneurial and innovation processes.
- Bridge research and practice by translating empirical findings and theoretical knowledge into actionable practical application.

Social competences

Students will be able to:

- Collaborate effectively with fellow students in diverse teams and interdisciplinary settings related to entrepreneurship and innovation.
- Debate concepts and issues around innovation and entrepreneurship in a constructive, respectful, and mutually beneficial manner.

Personal competences

Students will be able to:

- Develop a reflective understanding of their own preconceptions and biases related to entrepreneurship and innovation.
 - Reflect on and deepen their awareness of their personal role and activities as entrepreneurs and innovators.
 - Apply critical thinking skills to draw meaningful conclusions from entrepreneurship and innovation research and apply these insights to their own entrepreneurial ideas.
 - Become aware of their own abilities and resources.
 - Use their own resources to further develop their entrepreneurial ideas.
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EACF - Academic Foundations in Entrepreneurship and Business Innovation - MWE1003

Content

Learning Cycle 1: The '*why*' of entrepreneurship and innovation

- Key functions of entrepreneurship and innovation: wealth generation, job creation, addressing societal challenges.
- Potential downsides and 'dark sides' associated with entrepreneurship and innovation activities.
- Different motives of becoming an entrepreneur.

Learning Cycle 2: The '*who*' of entrepreneurship and innovation

- Entrepreneurial thinking and acting: nature versus nurture.
- The development of entrepreneurship as a field: from personality traits to entrepreneurs' actions.
- Self-assessment: how entrepreneurial are you?

Learning Cycle 3: The '*what*' of entrepreneurship and innovation

- The role and nature of opportunities in entrepreneurship.
- Uncertainty and risk in entrepreneurship and innovation.
- Having a plan, but remaining open to change: pivoting in the entrepreneurial process.
- Envisioning your own enterprise 10 years from now.

Learning Cycle 4: The '*how*' of entrepreneurship and innovation

- The actions and behaviors of entrepreneurs and innovators.
- Entrepreneurs' actions and venture success.
- Processes and stages of entrepreneurship and innovation.

Learning Cycle 5: The '*when*' and '*where*' of entrepreneurship and innovation

- Opportunity-driven versus necessity-driven entrepreneurship.
- Key enablers and framework conditions that foster entrepreneurial activity.
- The role of entrepreneurship and innovation ecosystems as support systems.
- Exploration of entrepreneurship and innovation systems.

Learning Cycle 6: Synthesis

- Synthesizing the module content through documentaries.

Teaching and learning methods

This module employs a diverse mix of learning approaches, including:

- Action-oriented and experience-based learning, where you apply insights to your own entrepreneurial idea
- Recorded video lectures
- Engagement with academic literature
- Guest speakers
- In-class debates and small-group work
- Documentaries as reflection tools
- Quizzes

EACF - Academic Foundations in Entrepreneurship and Business Innovation - MWE1003

Literature

Core literature sources:

- Global Entrepreneurship Monitor reports.
- Isenberg, D. (2014). What an entrepreneurship ecosystem actually is. *Harvard Business Review*, 5(1), 7.
- Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, 26(2), 243-263.
- Zellweger, T. & Zenger, T. (2023). Entrepreneurs as scientists: A pragmatist approach to producing value out of uncertainty. *Academy of Management Review*, 48(3), 379-408.

Additional readings will be provided on Moodle as part of the learning cycles.

Workload

As a 3 ECTS module, the estimated total workload is 90 hours.

- Contact lessons: 12h
- Guided self-study during learning cycles plus assignments: 60h
- Independent self-study: 18h

Contact lessons

On-campus sessions in CW38, CW41, CW45.

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations/written examinations will take place in the official exam period in calendar weeks 3/4. Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

EACF - Academic Foundations in Entrepreneurship and Business Innovation - MWE1003

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW38-39, Sunday 27.09.26, 11:59 p.m.
- CW40-41, Sunday 11.10.26, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, all partial assessments must be passed with a minimum grade of 4.0. If a (partial) assessment in the form of a written assignment is graded 3.5, the student has a one-time opportunity to revise the assessment. The lecturers will define the conditions and deadlines for the revision. The maximum grade that can be achieved after revision is 4.0.

Composition of the final grade:

- Essay (30 %).
- Interview on entrepreneurship/innovation ecosystem (30 %)
- Written Exam, 60 minutes, closed book (40 %), held during official exam period

Aids for written examination

Students may use dictionaries during the exam.

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree program.

Regarding the exam: An insufficient (partial) assessment in the form of a written examination held on the official examination date may be repeated once.

Follow-up modules

This foundational module provides essential knowledge on which a range of later modules will build.

Comment

For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.wirtschaft@bfh.ch.

Degree programme, semester

MSc Entrepreneurship & Business Innovation, 2026-2027, 1 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

EOP1 - My Own Project 1 - MWE1002

ECTS	3
Study language	English
Lecturer(s)	Braun Aron, Müller Susan, Pahwa Deepti
Module responsibility	Susan Müller, Aron Braun, Deepti Pahwa, Jeremias Jurt
Short description of the module	The core idea of this master's program is that students actively apply what they have learned to their own entrepreneurial projects. In the module "My Own Project 1," students receive support from a coach as they develop their individual ideas. Each student is paired with a dedicated coach who offers personalized feedback. Also, coaches may offer group coaching sessions. The coach will provide guidance in exploring and connecting with additional experts who can support the student in further developing their project. These experts may come from within our department, from other departments, or from external networks.
Entry requirements	None

EOP1 - My Own Project 1 - MWE1002

Competencies upon completion

Disciplinary competences

Students will be able to:

- Develop a value proposition for the potential customer group
- Identify critical moments that require adapting or pivoting their entrepreneurial idea
- Make informed decisions in situations of uncertainty by applying structured guided frameworks provided by coaches
- Analyze the specific context in which they plan to develop and launch their entrepreneurial idea

Methodological Competences

Students will be able to:

- Effectively use coaching sessions to support the development of their entrepreneurial idea
- Confidently pitch their business idea
- Initiate and manage purposeful engagement with stakeholders
- Conduct interviews to gather relevant feedback for refining their entrepreneurial idea
- Test, validate, and iteratively improve their business concept based on evidence and feedback
- Set clear, actionable goals for their entrepreneurial projects and monitor their progress effectively
- Demonstrate learning agility by rapidly adapting to new information and changing circumstances

Social competences

Students will be able to:

- Share insights and lessons learned with peers in a constructive manner
- Give and receive meaningful, respectful feedback
- Collaborate effectively with others to advance the project's goals
- Build connections with experts and supporters to access resources and opportunities for further developing their entrepreneurial idea
- Advocate for themselves and their ideas in interactions with stakeholders, mentors, and peers
- Build confidence in presenting and defending their entrepreneurial vision

Personal competences

Students will be able to:

- Reflect critically on their own entrepreneurial journey and personal development
 - Evaluate and challenge their own business idea with openness to change and improvement
 - Consider the social and ecological implications of their entrepreneurial activities
 - Recognize the potential negative and the positive aspects of being an entrepreneur or intrapreneur
 - Develop resilience by learning from setbacks and maintaining motivation through challenges
 - Reflect on and adjust their approaches to personal growth and project development with a growth mindset
 - Experience being the driving force behind an entrepreneurial project
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EOP1 - My Own Project 1 - MWE1002

Content

Coaching sessions

- Students will engage in one-on-one coaching sessions with an experienced coach. These sessions are scheduled individually between the coach and each student. The sessions provide a space for students to reflect on their progress, identify priorities, and set meaningful milestones tailored to the nature and current stage of their entrepreneurial idea. While coaches will provide guidance, support, and a sounding board for reflection, students are expected to take ownership of their learning, including bringing assignments from other modules that are relevant to their project. Please note that coaches may not be familiar with all frameworks used in other assignments, but they will help students think critically about how to apply and integrate these frameworks into their entrepreneurial journey.
- Students may also engage in peer-coaching sessions, giving them the opportunity to learn from the experiences, challenges, and successes of their peers.

On-campus sessions

The on-campus sessions provide an opportunity for students to get to know each other's ideas, learn how to pitch their ideas effectively, and gain insights from one another's entrepreneurial journeys. These sessions also serve as a team-building experience for the entire cohort.

Teaching and learning methods

- One-on-one coaching sessions for personalized guidance and support.
- Group coaching sessions or peer-coaching sessions may be provided to promote peer learning and experience sharing.
- Structured self-reflection activities designed to foster critical thinking and deepen personal insight into the entrepreneurial journey.

Literature

Relevant literature and resources may be made available on the Moodle course platform depending on the needs of the students.

Workload

As a 3 ECTS module, the estimated total workload is approximately 90 hours. However, because this module is directly connected to the student's own entrepreneurial idea, the actual time commitment may exceed this estimate if students choose to invest additional effort.

Contact lessons

The on-campus sessions for this module are scheduled as follows:

- On-campus session 1: CW38
- On-campus session 2: CW45
- On-campus session 3: CW48

EOP1 - My Own Project 1 - MWE1002

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

The module consists of five partial assessments. To pass the module, all partial assessments must be assessed with a "pass":

- Complete at least 3 coaching sessions, including answering preparation questions (at least 24 hours before each coaching session) and review questions (completed within 24 hours afterwards)
- Answer 2 sets of reflection questions, one at the beginning and one at the end of the semester

Late or sub-standard submissions will lead to failing the module.

Aids for written examination

No examination

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

Follow-up modules

The module "My own project" is a mandatory course in the first and second semesters and is offered as an elective in the third semester.

Comment

Each coach in this module brings a unique style and set of experiences, and therefore will guide students differently. While there is no single prescribed framework, all coaches are committed to supporting students' entrepreneurial development. Students may notice differences in how coaches provide feedback, structure sessions, or use tools and frameworks.

For questions regarding module content, please contact the responsible lecturers. For questions regarding the module enrollment, please contact master.wirtschaft@bfh.ch.

EOP1 - My Own Project 1 - MWE1002

Degree programme, semester	MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2026-2027, 1 HS, TZ, Bern
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ELC1 - Early-stage Development and Innovation - MWE1001

ECTS	6
Study language	English
Lecturer(s)	Gurtner Sebastian, Harder Deane
Module responsibility	Sebastian Gurtner, Deane Harder
Short description of the module	In this module, you will build a strong foundation for developing and refining an entrepreneurial or intrapreneurial idea and vision. You will learn to understand customer needs, uncover underlying problems, and apply proven methods to identify "Jobs-to-be-Done" for your future customers, whether in a start-up or within an existing organization. As you build these competencies, you will also reflect critically on the role of entrepreneurship and innovation in society, exploring how both can drive sustainable growth, innovation, and social impact. Throughout the module, you will explore and practice a range of techniques for ideation and validation, including qualitative interviews and ethnographic observations. You will also gain hands-on experience with creating mock-ups and prototypes, using early feedback to iterate and refine your ideas. In addition, you will learn to communicate your vision effectively. We will practice crafting compelling pitch presentations to secure buy-in and foster collaboration from the very early stages.
Entry requirements	None

ELC1 - Early-stage Development and Innovation - MWE1001

Competencies upon completion

Disciplinary Competences Students ...

- understand the role of entrepreneurship and innovation in addressing societal and market challenges.
- understand key concepts, methods, and frameworks of innovation management, including design thinking, prototyping, MVP development, customer validation, and pitching.
- analyze customer needs, feedback, and market opportunities to improve products, services, and business ideas.
- assess the feasibility, attractiveness, and potential impact of entrepreneurial opportunities based on evidence and validated learning.
- understand ethical and social implications associated with entrepreneurial activities and innovation processes.

Methodological Competences Students ...

- apply customer discovery methods such as interviews, personas, and jobs-to-be-done analyses to identify and understand customer problems.
- use prototyping and MVP approaches to test assumptions and validate business ideas.
- apply structured innovation processes and entrepreneurial frameworks to guide opportunity development.
- collect, interpret, and evaluate qualitative and quantitative feedback to support decision-making.
- develop and communicate entrepreneurial concepts through convincing pitch presentations and evidence-based arguments.

Social Competences Students ...

- develop empathy for customers and stakeholders by engaging with diverse perspectives and user needs.
- communicate entrepreneurial ideas clearly and persuasively to different audiences.
- engage in constructive discussions about opportunities, risks, and societal consequences of innovation.
- collaborate with peers in feedback, ideation, and validation activities to improve entrepreneurial outcomes.

Personal Competences Students ...

- develop an entrepreneurial mindset characterized by curiosity, initiative, and opportunity recognition.
- reflect critically on assumptions, feedback, and learning outcomes throughout the innovation process.
- demonstrate resilience and adaptability by refining ideas in response to evidence and changing circumstances.
- take responsibility for their own learning and decision-making in uncertain and dynamic entrepreneurial contexts.



ELC1 - Early-stage Development and Innovation - MWE1001

- develop confidence in transforming ideas into validated entrepreneurial opportunities.
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ELC1 - Early-stage Development and Innovation - MWE1001

Content

Why Entrepreneurship and Innovation?

- The role of entrepreneurship and innovation in society
- The motivations and mindset of entrepreneurs and intrapreneurs
- An introduction to grand challenges and global opportunities

What Do You Want to Do?

- Defining a vision and mission
- Identifying the target audience: Whom do you want to solve a problem for?
- Introduction to Design Thinking
- Understanding customer needs through empathy and the innovation process
- Introduction to customer research methods and persona development for problem definition
- Formulating a strong problem statement

What Is Your Solution?

- Introduction to creativity techniques (e.g.):
- **Brainstorming:** Rules, best practices, and ways to foster divergent thinking
- **SCAMPER Method:** Generating ideas by applying targeted questions (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse)
- **Mind Mapping:** Structuring and visualizing ideas to identify connections and new approaches
- Introduction to co-creation approaches:
- Involving customers, stakeholders, and team members in the creative process
- Methods for facilitating joint innovation (e.g., workshops, collaborative tools)
- Creative problem-solving strategies for approaching challenges from unconventional angles

How Can Your Solution Be Improved?

- Introduction to Lean Startup and Innovation Principles (Build-Measure-Learn):
- Emphasis on rapid iteration and learning through experimentation
- Avoiding waste by validating assumptions early
- Development of a **Minimum Viable Product (MVP)**: Reducing ideas to core features to test and gather customer feedback quickly
- Introduction to Prototyping Techniques:
- Low-fidelity vs. high-fidelity approaches
- Tools and methods for creating mock-ups, wireframes, and click-dummies for digital products
- Techniques such as paper prototyping and storyboards for visualizing ideas

ELC1 - Early-stage Development and Innovation - MWE1001

- Validation Methods:
- Conducting user and market testing (usability studies, feedback sessions, A/B testing)
- Defining and measuring success criteria for experiments
- Incorporating Feedback: Iteration and adaptation based on results

How to Present an Idea Convincingly?

- Key elements of a pitch: problem statement, proposed solution, target market, business model, competitive advantage, and call-to-action
- Structuring a presentation for clarity and impact: Introduction, main body, conclusion
- Effective use of visual aids and tools (e.g., Canva, PowerPoint, Figma)
- Storytelling techniques: Crafting a compelling narrative around your business or innovation
- Strategies for building self-confidence and presenting authentically
- Handling challenging questions and objections: Preparing for Q&A sessions

Teaching and learning methods

Blended Learning in Learning Cycles with On-Campus sessions using:

- Webcasts
- Case-studies
- Practitioner & scientific literature
- Instructional videos
- Learning Journals

Project-Oriented Learning: Work on your own project idea

Literature

Will be made available via Moodle.

Workload

6 ECTS = 180 h

Contact lessons

On-campus sessions in CW38, CW41, CW45, CW48

ELC1 - Early-stage Development and Innovation - MWE1001

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Written examinations will take place in calendar week(s) 3/4.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW38-39, Sunday 27.09.26, 11:59 p.m.
- CW40-41, Sunday 11.10.26, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, all partial assessments must be passed with a minimum grade of 4.0.

If a (partial) assessment in the form of a written assignment is graded 3.5, the student has a one-time opportunity to revise the assessment. The lecturers will define the conditions and deadlines for the revision. The maximum grade that can be achieved after revision is 4.0.

Composition of the final grade:

- Written assignment (30%)
- Final presentation (30%)
- Written examination (40%), duration: 90 min

Aids for written examination

none

ELC1 - Early-stage Development and Innovation - MWE1001

Mode of repetition	If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme. An insufficient (partial) assessment in the form of a written examination held on the official examination date may be repeated once.
Follow-up modules	ELC2
Comment	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.wirtschaft@bfh.ch .
Degree programme, semester	MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2026-2027, 1 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

EFIN - Entrepreneurial Finance: From Planning to Pitching - MWE1004

ECTS	6
Study language	English
Lecturer(s)	Deglmann Florian, Gutsche Robert
Module responsibility	Robert Gutsche, Florian Deglmann
Short description of the module	This module equips students with essential tools in entrepreneurial finance through a project-based approach. Participants develop a financial business plan, conduct valuations, assess funding options, and create a professional pitchbook preparing them to navigate financial decisions in start-ups and communicate effectively with investors. Students should work on their own project with the aim of generating their own funding.
Entry requirements	None.
Competencies upon completion	Disciplinary competences: Students ... - understand key concepts of entrepreneurial finance, including unit economics, cost behaviour, funding needs, financing rounds, valuation and investor expectations. - analyse business cases based on revenues, costs, cash flows, scalability and risk-return considerations. - assess start-up financing options, including bootstrapping, grants, bank financing, angel investors, venture capital, crowdfunding and financing in Switzerland. - apply pre- and post-money valuation, dilution logic, term sheet basics and exit considerations. - reflect on ethical, sustainability-related and stakeholder implications of entrepreneurial finance decisions. Methodological competences: Students ... - develop financial plans with revenue forecasts, unit economics, cost curves, cash flow projections, funding needs and scenarios. - apply DCF, pre- and post-money valuation, real options reasoning and effectuation. - prepare an investor-oriented pitchbook linking business model, financial plan, funding need and valuation. - critically assess assumptions, sensitivities, risks and valuation outputs. - use digital tools, data sources and, where appropriate, AI-supported applications for modelling, analysis and investor communication. Personal competences: Students ... - act with entrepreneurial initiative, ownership and a growth mindset. - manage deadlines, feedback loops and financial modelling tasks in a project setting. - deal with uncertainty, incomplete information and changing assumptions. - take responsibility for the consistency, credibility and quality of their financial plan, valuation and pitchbook. Social competences: Students ... - communicate business models, unit economics, financial plans, valuations and funding needs clearly. - collaborate effectively on developing an investable business case. - integrate feedback from peers, lecturers, practitioners and potential investors. - defend assumptions, financing choices and strategic decisions in presentations and Q&A.

EFIN - Entrepreneurial Finance: From Planning to Pitching - MWE1004

Content

This hands-on module provides students with critical skills in entrepreneurial finance, focusing on the practices required to launch and scale ventures. Through a project-based approach, students will develop their own financial business plan, integrating financial planning, competitor and pricing analysis, and company valuation (pre- and post-money). They will also determine funding needs and create a professional pitchbook tailored for investor presentations.

Important: Students should work on their own project with the aim of generating their own funding.

Core topics include venture capital, financing rounds, and funding sources such as angel investors, crowdfunding, and corporate venture capital. Students will explore methods for financial forecasting, risk assessment, and valuation, while applying frameworks like discounted cash flow, real options, and effectuation to navigate uncertainties.

By analyzing real-world case studies and engaging in peer feedback, students will gain insights into investor negotiations, exit strategies, tax and ethical considerations in entrepreneurial finance.

By the end of the module, students will have developed a comprehensive financial plan and pitchbook, gained an in-depth understanding of venture financing and financial strategies, and refined their presentation skills, enabling them to effectively communicate their business vision and financial plan.

Teaching and learning methods

Project-based learning: Students develop their own financial business plan and pitchbook.

Case study analysis: Real-world cases are used to explore entrepreneurial finance challenges.

Peer feedback and collaborative work: Students engage with each other to refine financial strategies and their pitchbook.

Presentation training: Emphasis on pitching and communication for investor audiences.

Literature

Rogers, S. (2020). *Entrepreneurial Finance: Finance and Business Strategies for the Serious Entrepreneur* (4th ed.). McGraw Hill.

Timmons, J. A., Spinelli, S., & Tan, Y. (2020). *New Venture Creation: Entrepreneurship for the 21st Century* (10th ed.). McGraw Hill.

Feld, B., & Mendelson, J. (2019). *Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist* (4th ed.). Wiley.

Berk, J., & DeMarzo, P. (2020). *Corporate Finance: The Core* (5th ed.). Pearson.

Workload

As this is a 6 ECTS module, the total expected workload is approximately 180 hours.

Contact lessons

On-campus sessions in CW38, CW41, CW45, CW48

EFIN - Entrepreneurial Finance: From Planning to Pitching - MWE1004

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations/written examinations will take place in calendar week(s) 45 (written exam) and 48 (presentation).

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

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Competency assessment

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In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

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- CW40-41, Sunday 11.10.26, 11:59 p.m.
- CW42-43, Sunday 25.10.26, 11:59 p.m.
- CW44-45, Sunday 08.11.26, 11:59 p.m.
- CW46-47, Sunday 22.11.26, 11:59 p.m.
- CW48-49, Sunday 06.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

Composition of the final grade:

- Written examination (30%) - duration: 60 min (CW45)
- Group presentation (70%) (CW48)

Aids for written examination

Calculator in line with university policy (t-30 series and similar).

Students may use dictionaries during the exam.

EFIN - Entrepreneurial Finance: From Planning to Pitching - MWE1004

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme. All examinations must be passed. If the module is not passed, it can be repeated in the following year.

Comment

For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.wirtschaft@bfh.ch.

Degree programme, semester

MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2026-2027, 1 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

EDIG - Digital Entrepreneurship - MWE3006

ECTS	3
Study language	English
Lecturer(s)	Thies Ferdinand
Module responsibility	Prof. Dr. Ferdinand Thies
Short description of the module	This course bridges the gap between digital business strategy and technical execution. Moving beyond basic startup ideation, students will learn how to design scalable multi-sided platforms, leverage AI-assisted development ("vibe-coding") to build functional Minimum Viable Products (MVPs), and prepare digital assets for venture capital investment. The course culminates in a live, interactive VC simulation where students pitch their startups and allocate virtual funds to their peers.
Entry requirements	None

EDIG - Digital Entrepreneurship - MWE3006

Competencies upon completion **Disciplinary competences:** Students...

- comprehend and critically evaluate the structural differences between traditional linear pipeline businesses and multi-sided digital platforms.
- can identify and analyze network effects, market friction, and strategies to overcome the platform "Chicken-and-Egg" problem.
- are able to design robust digital business models, define targeted pricing and traction strategies for the "hard side" of a market, and calculate core digital unit economics.

Methodological competences: Students...

- can translate abstract business logic into clear, structured technical requirements and user stories ("Prompt Blueprints").
- are equipped to utilize generative AI-assisted development tools (vibe-coding) to rapidly build, test, and iterate functional Minimum Viable Products (MVPs).
- can apply iterative testing methods and constraint analysis to evaluate the scalability of digital software operating in the physical world ("Atoms vs. Bits").

Social competences: Students...

- can deliver high-pressure, concise elevator pitches to communicate complex digital value propositions effectively.
- are able to confidently defend their business models and strategic decisions against simulated investor due diligence and peer critique.
- can engage constructively in peer-to-peer feedback loops (beta testing) and communicate actionable UX/technical feedback to their peers.

Personal competences: Students...

- demonstrate autonomy and self-directed learning by independently adopting and applying rapidly evolving AI technologies to realize their entrepreneurial vision.
- exhibit entrepreneurial resilience and a high tolerance for ambiguity by navigating technical roadblocks, incorporating critical feedback, and pivoting their ideas when necessary.
- critically reflect on their own decision-making processes and the real-world limitations of their digital platforms, demonstrating a mature approach to technological scalability.

EDIG - Digital Entrepreneurship - MWE3006

Content

This module bridges digital business strategy and technical execution. The core topics include:

- **Platform Economics:** Pipeline vs. Platform models, direct and indirect network effects, and solving multi-sided market friction.
- **Digital Product Management:** Translating business requirements into clear user stories and database logic ("Vibe PMing").
- **AI-Assisted Development:** Hands-on application of generative AI tools (e.g., Cursor, v0.dev, Claude) to code and deploy functional software prototypes without prior engineering experience.
- **Product Testing & Scalability:** Minimum Viable Product (MVP) iteration, peer beta testing, and analyzing the constraints of digital platforms operating in the physical world.
- **Venture Capital & Metrics:** Digital unit economics, Go-To-Market strategies, and startup valuation/pitching.

Module type

Blended Learning Seminar / Project-Based Module

Teaching and learning methods

The module is structured as a hybrid, flipped-classroom experience combining theoretical application with high-intensity practical execution:

- **Asynchronous E-Learning (Learning Cycles):** Self-directed research, business modeling, and AI-assisted building (solo or in pairs).
- **Interactive On-Campus Blocks:** Seminar-style lectures combined with live "Show & Tell" feedback rounds.
- **Hands-on Workshops:** A technical masterclass run by a guest expert demonstrating live "vibe-coding" and AI prompt engineering.
- **Peer-to-Peer Labs:** An interactive "App Swap" session for live beta testing and UX troubleshooting.
- **Gamified Simulation:** A "Virtual VC" pitching event utilizing live polling software to simulate a high-stakes startup funding environment.

Literature

- Cusumano, M. A., Yoffie, D. B., & Gawer, A. (2019). *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*. Harper Business.
- Belleflamme, P., & Neysen, N. (2023). *Platform Strategies: A Guidebook for Entrepreneurs*. Routledge.
- Torres, T. (2021). *Continuous Discovery Habits: Discover Products that Create Customer Value and Business Value*. Product Talk LLC.
- Gil, E. (2018). *High Growth Handbook: Scaling Startups from 10 to 10,000 People*. Stripe Press.
- Selected current articles and case studies provided via moodle on AI-assisted development workflows, "vibe-coding," and digital unit economics.

Workload

90 h

EDIG - Digital Entrepreneurship - MWE3006

Contact lessons

4 On-Campus sessions in CW 40, CW 43, CW 47 and CW 50

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations will take place in calendar week 50.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

EDIG - Digital Entrepreneurship - MWE3006

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled before the campus session:

- CW39-40, Sunday 04.10.26, 11:59 p.m.
- CW41-44, Sunday 18.10.26, 11:59 p.m.
- CW45-48, Sunday 15.11.26, 11:59 p.m.
- CW49-50, Thursday 10.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, the weighted average of all partial assessments must be 4.0 or higher. If the required weighted average grade of at least 4.0 across all partial assessments is not achieved, partial assessments in the form of written assignments that were graded 3.5 may be revised and resubmitted once. The lecturers will define the conditions and deadlines for the revision. The maximum grade achievable through the revision is 4.0.

Composition of the final grade:

- Friction Log; 04.10.26, 11:59 p.m. (5% ; Pass Fail)
- Blueprint; 18.10.26, 11:59 p.m. (20% ; Grade)
- Functional MVP, Sunday 15.11.26, 11:59 p.m. (25% ; Grade)
- Pitch Deck ; 10.12.26, 11:59 p.m. (25% ; Grade)
- Final Solo/Group Pitch; 11.12.26 (25% ; Grade)

Aids for written examination

None

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

Follow-up modules

None

Comment

For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern
MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern
MSc Business Administration, 2026-2027, 3 HS, TZ, Bern

ESUE - Succession and Exit - MWE3003

ECTS	3
Study language	English
Lecturer(s)	Schell Sabrina
Module responsibility	Sabrina Schell
Short description of the module	Every business reaches a turning point - whether passed on, sold, or transformed. This module prepares students to navigate these critical transitions strategically and confidently. Students explore the full spectrum of succession and exit options: from internal family handovers to external sales, mergers, and serial entrepreneurship exits. Drawing on real-world cases and practitioner insights, they learn to apply succession planning frameworks, assess financial and legal implications, and develop a grounded transition strategy for a concrete business case. The module runs across three learning cycles combining on-campus sessions with asynchronous virtual phases. Students work in teams on one case throughout, culminating in a professional presentation and defense of their recommendations. By the end of the module, students are able to identify opportunities, engage with relevant advisor networks, evaluate strategic options, and communicate their recommendations to a professional audience.
Entry requirements	None

ESUE - Succession and Exit - MWE3003

Competencies upon completion

Disciplinary competences: Students...

- will analyze the interdependencies between family dynamics, ownership structures, financial conditions, and market context in business transition processes.
- are required to frame succession and exit challenges as complex systems problems, identifying leverage points and potential unintended consequences of strategic choices.

Methodological competences : Students...

- will apply established succession planning frameworks and valuation methods to analyze a concrete business case.
- are required to work with both theoretical models and real-world data, developing evidence-based recommendations grounded in business and scientific reasoning.
- will develop and evaluate multiple succession and exit scenarios, applying creative thinking to identify the most viable strategic path for a given business context.
- are required to build a coherent transition strategy that balances short-term feasibility with long-term vision.

Social competences: Students...

- will collaborate in teams to develop and present a succession or exit strategy, practicing professional argumentation and structured decision-making.
- are required to defend their recommendations in a Q&A format, demonstrating clarity, confidence, and responsiveness to critical questions.
- will provide and receive structured peer feedback throughout the module, strengthening their capacity for constructive professional dialogue.
- will identify and assess the roles of key advisors, investors, and networks in real-world succession and exit processes.
- will engage with guest practitioners to understand how professional relationships shape the outcome of business transitions.

Personal competences: Students...

- will take responsibility for completing asynchronous learning tasks independently, managing their time and progress across virtual learning cycles.
- are required to submit an individual reflection paper, critically examining their own decision-making process and key learnings from the module.
- will approach succession and exit not as endpoints but as strategic opportunities, developing a proactive entrepreneurial mindset toward business transitions.
- are encouraged to challenge assumptions about business continuity and explore unconventional paths for long-term value creation.
- will reflect on the long-term responsibilities that come with business transitions, considering the impact on employees, families, and communities beyond financial returns.
- are encouraged to think across generations, exploring how legacy, innovation, and sustainability can be balanced in succession and exit decisions.

ESUE - Succession and Exit - MWE3003

Content	Format	Theme	Key Activity
Block 1	On campus	Why Succession & Exit Matter	Case introduction + first analysis
LC 1	Async	Family Business Dynamics	Succession Readiness Canvas
Block 2	On campus	Exit Strategies & Serial Entrepreneurship	Guest speaker (practitioner/advisor)
LC 2	Async	Financial & Legal Dimensions	Basic valuation + peer feedback
Block 3	On campus	Strategy, Stakeholders & the Human Side	Live Acting Role Play
LC 3	Async	Finalize & Prepare	Strategy document + office hour
Block 4	On campus	Final Presentations	Group presentation + Q&A + reflection
Teaching and learning methods	Mix: Case Study, Problem centred learning, expert talks		
Literature	Duetsch, S., & Oestreich, M. (2025). Linking entrepreneurship to external business successions: a semi-systematic review of the existing family-external business succession literature in the family firm and entrepreneurship research. <i>Journal of Small Business & Entrepreneurship</i>, 37, 891 - 912. https://doi.org/10.1080/08276331.2025.2478674. Kammerlander, N. (2016). 'I want this firm to be in good hands': emotional pricing of resigning entrepreneurs. <i>International Small Business Journal</i>, 34(2), 189-214. Nordqvist, M., Wennberg, K., Bau', M., & Hellerstedt, K. (2013). An entrepreneurial process perspective on succession in family firms. <i>Small Business Economics</i>, 40(4), 1087-1122		
Workload	3 ECTS = 90 h		
Contact lessons	On-campus sessions in CW40, CW43, CW47, CW50		

ESUE - Succession and Exit - MWE3003

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations will take place in calendar week 50.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-42, Sunday 18.10.26, 11:59 p.m.
- CW43-46, Sunday 15.11.26, 11:59 p.m.
- CW47-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

Groups work on **one case throughout the entire module** - real company or realistic scenario. Each block and virtual phase builds toward the final presentation.

Assessment

- **60%** Group presentation (CW50: 15 min + 10 min Q&A)
- **40%** Individual reflection (CW50: 5 pages)

To pass the module, all partial assessments must be passed with a minimum grade of 4.0.

If a (partial) assessment in the form of a written assignment is graded 3.5, the student has a one-time opportunity to revise the assessment. The lecturers will define the conditions and deadlines for the revision. The maximum grade that can be achieved after revision is 4.0.

Aids for written examination

None

ESUE - Succession and Exit - MWE3003

Mode of repetition	If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.
Follow-up modules	None
Comment	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch
Degree programme, semester	MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

ESOC - Entrepreneurship and Society - MWE3005

ECTS	3
Study language	English
Lecturer(s)	Gurtner Nadine, Sägesser Anais
Module responsibility	Nadine Gurtner, Anais Sägesser
Short description of the module	Entrepreneurship does not take place in a vacuum. Entrepreneurs and organizations both shape and are shaped by society, institutions, and broader socio-political transformations. This module explores the embedded relationship between entrepreneurship and society, focusing on how entrepreneurial action can or cannot contribute to societal transformation while also reproducing or challenging existing power structures. The module will begin by clarifying the role of organizations in society and by explaining the concept of societal transformation. It will then focus on the different levers of influence that entrepreneurs have on society, including their impact on institutional structures, norms, the political sphere, and societal goals. Finally, the module will critically reflect potential negative aspects of entrepreneurship in society, including the reproduction of structural inequalities such as the marginalization of certain groups. A central objective of the module is to help students situate their own entrepreneurial identity within broader processes of social practice change and societal transformation. Students critically reflect on dominant assumptions embedded in entrepreneurship and explore how entrepreneurial initiatives can disrupt existing patterns and contribute to more just and inclusive futures but also lead to the opposite.
Entry requirements	None

ESOC - Entrepreneurship and Society - MWE3005

Competencies upon completion

Disciplinary Competences:

Students can ...

- understand and critically reflect the relationship between entrepreneurship and societal transformation in general.
- analyze the roles and levers of companies and entrepreneurs in shaping social, political, and economic systems.
- explain relevant concepts in this context such as institutional entrepreneurship, social practice change, and spheres of influence.
- understand and assess how entrepreneurial activity can reinforce or challenge existing inequalities, marginalizations and power structures.
- apply the concepts to their own entrepreneurial project and define its opportunities for social practice change

Methodological competences:

Students can ...

- engage with and synthesize academic literature, integrate theoretical concepts into structured written reflections and oral presentations.
- analyze their own entrepreneurial ideas within broader societal and institutional contexts and apply frameworks of social practice change and systems thinking.
- critically examine assumptions underlying entrepreneurial strategies and business models.

Social competences:

Students can ...

- engage constructively in dialogue on controversial societal issues.
- recognize and appreciate different perspectives and lived experiences.
- contribute to collective reflection and peer learning.
- participate in dialogue with openness, respect, and critical curiosity.

Personal competences:

Students can...

- reflect on their own entrepreneurial intentions and societal responsibilities.
 - identify their sphere of influence as (future) entrepreneurs and professionals.
 - strengthen their capacity for critical self-reflection.
 - develop a more responsible and socially aware entrepreneurial mindset.
-

ESOC - Entrepreneurship and Society - MWE3005

Content

The module is structured into the following areas:

Foundations of the Role of Entrepreneurship in Society

- The role of the firm in society.
- The concepts of societal transformation and social practice change.
- Societal objectives of societal transformation.
- Levers entrepreneurs possess to influence society.

Influence of Entrepreneurship on Societal Transformation

- Influencing structures and patterns (e.g., decolonization).
- Influencing policy and politics (e.g., technopreneurs/ serial entrepreneurs, lobbying).
- Influencing societal trajectories (e.g., the impact of scaling through VC capital on societal goals).
- Influencing society through the strategic venture orientation (e.g., democratizing markets).

The Dark Side of Entrepreneurship in Society

- Marginalization and one-sided focus resulting from inequalities within entrepreneurship.
- Accountability for entrepreneurial orientation and the consequences of failure.
- The reproduction of structural inequalities and an overoptimistic view of transformative power.

Application and Reflection

- Situating one's entrepreneurial idea within social practice change.
- Mapping entrepreneurial ideas at the micro, meso, and landscape levels.
- Identifying opportunities to disrupt existing patterns.
- Spheres of influence and pathways to action.

Teaching and learning methods

- Blended learning through learning cycles (readings, video inputs, reflection tasks)
- Interactive lectures combined with guided discussions
- Reflective learning (structured individual reflection and self-assessment)
- Oral presentations (short pitches and final presentation)
- Application-oriented learning (integration of theory into own entrepreneurial project)

Literature

A selection of academic articles and book chapters will be provided during the semester.

Workload

90 hours (3 ECTS)

Contact lessons

- CW 40: On-Campus Session 1: Introductory sessions and conceptual inputs
- CW 43: On-Campus Session 2: Core concepts quiz (conducted on campus using Safe Exam Browser)
- CW 47: On-Campus Session 3: Reflection pitch sessions
- CW 50: On-Campus Session 4: Final presentations and discussions

ESOC - Entrepreneurship and Society - MWE3005

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations/written examinations will take place in calendar weeks 43, 47 and 50.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

ESOC - Entrepreneurship and Society - MWE3005

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10.26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, all partial assessments must be passed with a minimum grade of 4.0.

If a (partial) assessment in the form of a written assignment is graded 3.5, the student has a one-time opportunity to revise the assessment. The lecturers will define the conditions and deadlines for the revision. The maximum grade that can be achieved after revision is 4.0.

Distribution of assignments:

In **On-Campus Session 2**, a 20-minute on-campus quiz will be conducted using Safe Exam Browser to assess students' understanding of key concepts and terminology (individual grading, 20% of the module grade).

In **On-Campus Session 3**, students will give short oral presentations based on assigned readings and individual reflections (individual grading, 20% of the module grade).

In **On-Campus Session 4**, students will deliver a final presentation and discussion of their integrative analysis of their entrepreneurial idea and its societal implications. The presentation includes a facilitated discussion with peers and instructors (individual grading, 60% of the module grade).

Aids for written examination

None.

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

Follow-up modules

None

Comment

For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch.

Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern

EOP3 - My Own Project 3 - MWE3002

ECTS	3
Study language	English
Lecturer(s)	Braun Aron, Jurt Jeremias, Müller Susan, Pahwa Deepti
Module responsibility	Susan Müller, Aron Braun, Deepti Pahwa, Jeremias Jurt
Short description of the module	The core idea of this master's program is that students actively apply what they have learned to their own entrepreneurial projects. In the module "My Own Project 3", students receive support from a coach as they develop their individual ideas. Each student is paired with a dedicated coach who offers personalized feedback. Also, coaches may offer group coaching sessions. The coach will provide guidance in exploring and connecting with additional experts who can support the student in further developing their project. These experts may come from within our department, from other departments, or from external networks.
Entry requirements	None

EOP3 - My Own Project 3 - MWE3002

Competencies upon completion

Disciplinary competences

Students will be able to:

- Develop a value proposition for the potential customer group
- Identify critical moments that require adapting or pivoting their entrepreneurial idea
- Make informed decisions in situations of uncertainty by applying structured guided frameworks provided by coaches
- Analyze the specific context in which they plan to develop and launch their entrepreneurial idea

Methodological Competences

Students will be able to:

- Effectively use coaching sessions to support the development of their entrepreneurial idea
- Confidently pitch their business idea
- Initiate and manage purposeful engagement with stakeholders
- Conduct interviews to gather relevant feedback for refining their entrepreneurial idea
- Test, validate, and iteratively improve their business concept based on evidence and feedback
- Set clear, actionable goals for their entrepreneurial projects and monitor their progress effectively
- Demonstrate learning agility by rapidly adapting to new information and changing circumstances

Social competences

Students will be able to:

- Share insights and lessons learned with peers in a constructive manner
- Give and receive meaningful, respectful feedback
- Collaborate effectively with others to advance the project's goals
- Build connections with experts and supporters to access resources and opportunities for further developing their entrepreneurial idea
- Advocate for themselves and their ideas in interactions with stakeholders, mentors, and peers
- Build confidence in presenting and defending their entrepreneurial vision

Personal competences

Students will be able to:

- Reflect critically on their own entrepreneurial journey and personal development
 - Evaluate and challenge their own business idea with openness to change and improvement
 - Consider the social and ecological implications of their entrepreneurial activities
 - Recognize the potential negative and the positive aspects of being an entrepreneur or intrapreneur
 - Develop resilience by learning from setbacks and maintaining motivation through challenges
 - Reflect on and adjust their approaches to personal growth and project development with a growth mindset
 - Experience being the driving force behind an entrepreneurial project
-

EOP3 - My Own Project 3 - MWE3002

Content

Coaching sessions

- Students will engage in one-on-one coaching sessions with an experienced coach. These sessions are scheduled individually between the coach and each student. The sessions provide a space for students to reflect on their progress, identify priorities, and set meaningful milestones tailored to the nature and current stage of their entrepreneurial idea. While coaches will provide guidance, support, and a sounding board for reflection, students are expected to take ownership of their learning, including bringing assignments from other modules that are relevant to their project. Please note that coaches may not be familiar with all frameworks used in other assignments, but they will help students think critically about how to apply and integrate these frameworks into their entrepreneurial journey.
- Students may also engage in peer-coaching sessions, giving them the opportunity to learn from the experiences, challenges, and successes of their peers.

On-campus sessions

The on-campus sessions provide an opportunity for students to get to know each other's ideas, learn how to pitch their ideas effectively, and gain insights from one another's entrepreneurial journeys. These sessions also serve as a team-building experience for the entire cohort.

Teaching and learning methods

- One-on-one coaching sessions for personalized guidance and support.
- Group coaching sessions or peer-coaching sessions may be provided to promote peer learning and experience sharing.
- Structured self-reflection activities designed to foster critical thinking and deepen personal insight into the entrepreneurial journey.

Literature

Relevant literature and resources may be made available on the Moodle course platform depending on the needs of the students.

Workload

As a 3 ECTS module, the estimated total workload is approximately 90 hours. However, because this module is directly connected to the student's own entrepreneurial idea, the actual time commitment may exceed this estimate if students choose to invest additional effort.

Contact lessons

The on-campus sessions for this module are scheduled as follows:

- On-campus session 1: CW40
- On-campus session 2: CW43
- On-campus session 3: CW50

EOP3 - My Own Project 3 - MWE3002

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance.

Absences will be handled as follows:

- Serious reasons for absences: Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- Other absences: One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- Serious reason for absence: A compensation arrangement will be discussed with the module coordinator.
- Other absence: The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance.

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

The module consists of five partial assessments. To pass the module, all partial assessments must be assessed with a "pass":

- Complete at least 3 coaching sessions, including answering preparation questions (at least 24 hours before each coaching session) and review questions (completed within 24 hours afterwards)
- Answer 2 sets of reflection questions, one at the beginning and one at the end of the semester

Late or sub-standard submissions will lead to failing the module.

Aids for written examination

No examination

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

Follow-up modules

The module "My own project" is a mandatory course in the first and second semesters and is offered as an elective in the third semester.

Comment

Each coach in this module brings a unique style and set of experiences, and therefore will guide students differently. While there is no single prescribed framework, all coaches are committed to supporting students' entrepreneurial development. Students may notice differences in how coaches provide feedback, structure sessions, or use tools and frameworks.

For questions regarding module content, please contact the responsible lecturers. For questions regarding the module enrollment, please contact master.wirtschaft@bfh.ch.

EOP3 - My Own Project 3 - MWE3002

Degree programme, semester

MSc Entrepreneurship & Business Innovation, 2027-2028, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern

ELC3 - Continuation and Growth - MWE3001

ECTS	6
Study language	English
Lecturer(s)	Gurtner Nadine, Harder Deane, Winkler Dorothee Maria
Module responsibility	Nadine Gurtner, Deane Harder, Dorothee Winkler
Short description of the module	This module prepares students to strategically manage the transition from early-stage venture to scalable, resilient organization. Beginning with a stable operational foundation, students learn to optimize internal processes, define meaningful performance metrics, and design growth strategies. They also examine when growth may not be appropriate, critically evaluating alternatives such as stabilization and exit. Finally, students analyze internationalization strategies, including geopolitical risks. The module integrates analytical rigor with practical application, culminating in a pitch presentation that combines a scaling strategy, scenario analysis of external influences, and an internationalization plan into a coherent and defensible strategic vision.
Competencies upon completion	Disciplinary competences: - Students can explain and apply established scaling frameworks, including the Lean Scale-Up approach and agile scaling methods, to plan and manage venture growth. - Students can define relevant KPIs and design early warning systems that enable timely identification of growth-related risks. - Students can analyze international market entry options and adapt business models to diverse legal, cultural, political, and economic environments. - Students can evaluate the strategic trade-offs between growth, stabilization, and exit, and justify their recommendations with well-founded arguments. Methodological competences: - Students can structurally analyze internal processes and structures and define KPIs. - Students can apply relevant frameworks, such as lean start-up, to analyze growth options. - Students can perform scenario analyses of external influences, including geopolitical risks. - Students can develop a coherent growth and internationalization strategy. Social competences: - Students can present and defend strategic recommendations before a professional audience, responding constructively to critical questions. - Students can provide constructive feedback and receive targeted feedback in peer review settings. Personal competences: - Students can critically reflect on their entrepreneurial decisions, growth ambitions, and management in the context of scaling a venture. - Students can demonstrate resilience and adaptability when faced with strategic uncertainty, competing priorities, and growth-related pressure.

ELC3 - Continuation and Growth - MWE3001

Content

Learning cycles and on-campus sessions will focus on six key topics:

- *Stabilizing Processes and Structures:* Optimization of internal processes, cost structures (e.g. unit sales costs), product optimization, and development of scalable organizational structures.
- *KPIs and Early-Warning Systems:* Definition and implementation of key performance indicators (KPIs) and identification of early signals for growth-related risks.
- *Scaling Approaches and Strategies:* Application of the Lean Scale-Up framework, market and resource analysis, product portfolio, types of scaling, and introduction to agile scaling methods.
- *Growth Scenarios and Strategic Decisions:* Evaluation of growth vs. stabilization options, risk assessment, and exploration of exit strategies. Exploration of alternatives to growth.
- *International Expansion and Market Adaptation:* Development of strategies for entering international markets and adapting business models to local legal, cultural, political and economic conditions.
- *Implementation and Reflection:* Integration of module insights into a final scaling / growth strategy, scenario analysis and internationalization strategy into a pitch presentation, including personal reflection.

Teaching and learning methods

Asynchronous learning with webcasts and other material, individual reflections, peer feedback, written reports, presentations

Literature

Will be made available via Moodle

Workload

180 h

Contact lessons

On-campus sessions in CW40, CW43, CW47, CW50

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Presentations will take place in calendar week 50.

Absences will be handled as follows:

- **Serious reasons for absences:** Non-attendance is accepted for serious reasons as recognized under the Framework Study Regulations (FSR) of Bern University of Applied Sciences (e.g. illness, military service).
- **Other absences:** One absence may be permitted under exceptional circumstances, provided it is discussed and approved by the module coordinator in advance. Any further absence for reasons not recognized under the FSR will result in exclusion from the module; in this case, the module cannot be successfully completed.

If a competency assessment takes place on a day of absence, the following applies:

- **Serious reason for absence:** A compensation arrangement will be discussed with the module coordinator.
- **Other absence:** The competency assessment will be graded 1.0.

Any absence must be reported to the module coordinator and to master.wirtschaft@bfh.ch, including the reason for the absence in advance."

ELC3 - Continuation and Growth - MWE3001

Competency assessment

All proofs of competency need to be aligned with the Regulations on Scientific Integrity at BFH and the AI Policy (see BFH Campus App > about your studies > legal foundations).

In addition to the on-site sessions, the semester is divided into learning cycles. During the learning cycles, several assignments must be completed. These are mandatory competency assessments and must be submitted by the specified deadlines. Depending on the type of assessment, grading will either be based on a grade or on a pass/fail basis.

Submission deadlines are generally scheduled at the end of each learning cycle:

- CW39-40, Sunday 04.10.26, 11:59 p.m.
- CW41-42, Sunday 18.10.26, 11:59 p.m.
- CW43-44, Sunday 01.11.26, 11:59 p.m.
- CW45-46, Sunday 15.11.26, 11:59 p.m.
- CW47-48, Sunday 29.11.26, 11:59 p.m.
- CW49-50, Sunday 13.12.26, 11:59 p.m.

The detailed schedule for the learning cycles will be published on Moodle at the beginning of the semester.

To pass the module, all partial assessments must be passed with a minimum grade of 4.0. If a (partial) assessment in the form of a written assignment is graded 3.5, the student has a one-time opportunity to revise the assessment. The lecturers will define the conditions and deadlines for the revision. The maximum grade that can be achieved after revision is 4.0.

Composition of the final grade (all individual assignments):

- Written report on scaling strategy (LC3 graded assignment) - 30%
- Written report on scenario analysis of external influences (LC3 graded assignment) - 30%
- Presentation in pitch format On-Campus Session 4 - 40%

Aids for written examination

None

Mode of repetition

If the module is not passed, it may be repeated once. Failure of a compulsory module for the second time results in exclusion from the degree programme.

Follow-up modules

None

Comment

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Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Business Administration, 2026-2027, 3 HS, TZ, Bern
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