

## DESCRIPTION OF ELECTIVE COURSE

<b>Name of the school :</b> <b>Haute école de gestion de Genève</b>	<b>Academic Year:</b> <b>2025-2026</b>
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FIRST PART: DESCRIPTION OF MODULE	
<b>1. Domain</b>	Business and Services
<b>2. Department</b>	International Business Management
<b>3. Course name</b>	<b>The Energy Transition</b>
<b>4. Code</b>	31015
<b>5. Type of education</b>	<input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> MAS <input type="checkbox"/> <input type="checkbox"/> DAS / CAS / single days
<b>6. Number of ECTS Credits</b>	<b>5</b>
<b>7. Prerequisites</b>	<input checked="" type="checkbox"/> Validation of the modules in semesters 1 and 2 <input checked="" type="checkbox"/> Attendance of the modules in semesters 3 and 4 for full-time students, and semesters 5 and 6 for part-time students <input type="checkbox"/> .....
<b>8. Teaching language</b>	<input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> English <input type="checkbox"/> Other: .....
<b>9. Objectives</b>	<p>“Carbon Neutral”, “Net Zero Emissions” and “Climate Positive” are some of the terms being used and promised in relation to the current Energy Transition. What does this significant structural change in the energy system mean for Commodity Trading in the future?</p> <p>This course aims to introduce students to the impact of the transition away from fossil fuel-based energy on Commodity Trading. What are the different strategies of Commodity Trading companies in relation to their decarbonization goals?</p> <p>Regulation is driving a large proportion of the advances in decreasing emissions. This course examines the different policies, taxes, and subsidizes being used, in addition to the market-based approach of Emission trading schemes.</p> <p>Students will learn how to assess and propose methods to develop a lower carbon approach to energy and carbon intensive businesses. This capability will include how to determine an internal carbon price, which trading instruments and other tools can be used to meet targets and reporting / accounting requirements to implement targets.</p>

<b>10. Contents</b> <i>(General themes and descriptions, the accurate content may change)</i>	<ul style="list-style-type: none"> <li>• Historic Energy Transitions</li> <li>• Global Electricity Markets</li> <li>• New Technologies</li> <li>• Storage</li> <li>• Global Emissions Trading Markets             <ul style="list-style-type: none"> <li>◦ Regulatory &amp; Compliance Markets</li> <li>◦ Voluntary Carbon Market</li> </ul> </li> <li>• The role of Hydrogen</li> <li>• The role of Environmental, Social &amp; Governance (ESG).</li> <li>• Guidelines and Standards for Targets (SBTi, VCMI, GHG Protocol)</li> <li>• Instruments &amp; Tools for meeting emission targets (PPAs, GoG, RECs)</li> <li>• An internal Carbon Price.</li> </ul>
<b>11. Evaluation</b>	<p>The grading of the module shall be based on:</p> <ul style="list-style-type: none"> <li>• A written exam in week 15 of the semester; <b>and/or</b></li> <li>• Mid-term assessments during weeks 1 to 14 according to the decision of the instructor.</li> </ul> <p>(The methods &amp; weightings are communicated by the instructor before the evaluations).</p>
<b>12. Remediation/repetition</b>	<input checked="" type="checkbox"/> Compulsory remediation if the module grade is between 3.5 and 3.9 / 6. When subject to a remediation, only the grade of the remedial exam will be taken into account (maximum grade 4.0). A repeated module cannot benefit from a remedial exam. <input type="checkbox"/> No remediation
<b>13. Coordinator / main instructor</b>	Julie Noller & Michael Hamilton
<b>SECOND PART: LOCATION OF THE MODULE IN THE STUDY PLAN</b>	
<b>14. Level</b>	<input type="checkbox"/> Basic module <input type="checkbox"/> Advanced module <input checked="" type="checkbox"/> Specialized module <input type="checkbox"/> Other: .....
<b>15. Characteristics</b>	<input checked="" type="checkbox"/> Module is mandatory (which could lead to final dismissal from the program, cf. art.15, al.1, « Statut des étudiant-e-s bachelor »)
<b>16. Type</b>	<input checked="" type="checkbox"/> Main module <input type="checkbox"/> Module linked to main module <input type="checkbox"/> Optional module <input type="checkbox"/> Other: .....
<b>17. Time organization</b>	<input checked="" type="checkbox"/> Module over 1 semester <input type="checkbox"/> Module over 2 semesters <input type="checkbox"/> Spring semester <input type="checkbox"/> Fall semester <input type="checkbox"/> Other