

B Tourism Management
35524

TER 23-24 Bachelor
CRB

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1 PART 1. INTRODUCTION

1. Contents of the TER

These Teaching and Examination Regulations provide students with information about teaching and testing of the B Tourism Management (CROHO-number: 35524). In this document, we refer to the Teaching and Examination Regulations as 'the TER'.

The TER also contains the rules that apply to teaching and testing.

The TER concerns teaching in the programme in all forms and variants, for both the September and February intakes.

As well as regular students (further referred to simply as 'students'), higher education programmes can include external students. Enrolment as an external student only entitles the student to take tests, not to attend classes. The TER only applies to students. The provisions relating to testing and examinations also apply to external students.

2. Organisation of this document

We expect students to be familiar with the contents of the TER. That does not mean that everyone has to learn the text by heart, but students who have general questions or problems should first check to see whether the TER can clarify the matter. Students can do a quick check for information by using the table of contents or the index. Note: the index does not indicate every single place where a word or concept is mentioned, but it does point to the place where the definition or key information can be found.

The TER applies to all students, regardless of when they first enrolled. This means that what was written in last year's TER does not automatically apply this year. Changes may have been made. Students who have to repeat or make up a component from a previous year therefore cannot assume that everything will still be the same. It is important to check the content, procedures and rules for this year in good time.

As much as possible, we explain the concepts that we use in this TER within the part of the text that deals with that concept. But we sometimes need to use a concept that we haven't already explained. In that case, you can use the index to find the definition of the concept.

The TER consists of ten parts. Most of these are further divided into chapters. All topics covered by the chapters have a heading in bold. These headings appear in the table of contents. These components (articles) are numbered sequentially, from Article [1](#) to Article [185](#).

2 PART 2. THE EXAMINATION BOARD AND THE TER

3. The Examination Board

The programme has an Examination Board. More information on the Examination Board can be found on at Iris.

Chapter 2 of the Education Guide contains a comprehensive explanation of the duties and powers of the Examination Board.

The university believes it is important to have professionally run Examination Boards which:

/ are conscious of their independent and expert task of keeping a 'watchful eye' over the programmes, to ensure they are at an appropriate level of higher professional education;

/ perform their work in accordance with the applicable laws and regulations; and

/ occupy a strong position as an independent advisory body for the faculty director and programme management.

The TER describes the duties and powers of the Examination Board just as they are described in the Dutch Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek, or WHW).

In individual cases, the Examination Board may decide to deviate from a rule in this TER.

Students must always submit a request for a deviation. Via this [link](#) students can read how and to whom they can submit requests. If there are special or personal circumstances, students should mention these as soon as possible to the student counselor.

The Examination Board handles requests only if they are submitted within the specified timeframe. If no timeframe is specified, students may submit requests at any time. Requests should be submitted as soon as possible. The Examination Board needs time to properly consider requests.

The Examination Board will specify the requirements that requests must meet and the supporting documents that must be included with requests.

For some matters, the TER specifies a timeframe within which an Examination Board will make its decision. The timeframe is expressed in working days. 'Working day' means any day from Monday up to and including Friday. The following days are not working days:

- public holidays set by the government;
- days on which the university is closed, as specified in the annual calendar.

For other requests and complaints, the decision-making timeframe is specified in the digital form which students must use to submit their request or complaint.

If a request is incomplete or was not submitted in the correct manner, the timeframe will start to run only when:

- the request has been correctly submitted;
- and the student has supplied all necessary information.

4. Disagreeing with a decision made under the TER

In Chapter 2 of this Education Guide and on Iris, under Knowing & Arranging, [Objection and Appeal](#), students can find a list of decisions by the Examination Board, an examiner or the faculty director, against which a student can lodge an appeal or objection. It is also explained what 'objection' and 'appeal' mean and what the procedure is.

For all decisions that are subject to objection or appeal, the process and timeframes for submitting an objection or appeal are specified.

3 PART 3. TEACHING

Chapter 1. Objectives and professions for which students are trained

5. Objectives, professional requirements and degree

The programme trains students to develop initial ability into professionalism. The programme has been set up in such a manner that the students can achieve the objectives with regard to knowledge, attitude, understanding and skills. Hereinafter, we refer to these four attributes as 'final qualifications'.

On receipt of the degree certificate, the degree for the Bachelor of Arts programme will be awarded to the student.

The appendix Profile Tourism Management contains the goals and professional requirements. The core tasks were renewed in September 2021 and added in a separate appendix.

Chapter 2. Form and structure of the programme

6. Study load

The study load of a programme is expressed in credits. Each credit represents an average of 28 hours of study. These credits are equivalent to the European Credits (ECTS) used in European higher education institutions.

The study load is:

Bachelor's programme: 240 credits (foundation phase 60 credits, main phase 180 credits).

7. Foundation phase and main phase

The Bachelor's programme is divided into a foundation phase and a main phase.

In the foundation phase, students discover the content of the programme, the profession and what final qualifications are necessary for the programme. The purpose of the foundation phase is orientation, referral and selection. The foundation phase ends with the foundation examination. Students pass the foundation examination if they have completed all units of study of the foundation phase successfully. See also Article [9. Units of study](#).

The main phase follows after the foundation phase. The main phase ends with the final examination. Students pass the final examination if they have successfully completed all units of study in the main phase.

8. Joint foundation year

The programme does not have a joint foundation examination.

9. Units of study

The programme is divided into units of study. Each unit of study consists of educational activities that:

- aim to help students acquire knowledge, skills, understanding, attitudes and reflection;
- relate to each other and form one entity.

The study load of a unit of study is expressed in whole credits.

A unit of study may be further divided into modules.

A module is a part of a unit of study for which a test applies.

Students complete each unit of study with one or more tests. See also Articles [93. Oral tests](#) and [94. Other types of tests](#).

Chapter 3. Basic curriculum, specialisation, main subject,

10. Basic curriculum

Every programme has a basic curriculum. This consists of the units of study that are mandatory for all students. In addition to the basic curriculum, students are presented with a range of additional optional subjects.

A Bachelor's programme can have specialisations or main subjects, or both. Programmes can also have different forms and variants.

11. Specialisation

The programme has no specialisation.

12. Main subject

The programme does not have main subjects.

13. Optional subjects

The Tourism Management program offers elective courses (Tracks) in year 3 and year 4.

Admission requirements participation:

For the elective education, the same admission requirements apply for each Track (with the exception of the final track).

Admission year 3: 105 ECs from year 1 and 2.

It is not allowed to follow the same track 2 times.

Students from cohort 2021 are required to follow at least 1x a TM Track.

For more information about the offer: see appendix study guide electives Faculty of Creative Business 2023-2024.

Please note:

Only Tracks offered in English are allowed for students Tourism Management fulltime (TME).

14. Form: full-time, part-time, dual

Programmes are offered in full-time form, in part-time form and/or in dual form.

- With a **full-time programme**, the teaching is arranged so that students spend 1,680 hours per year on their studies, spread over 42 weeks.
- A **part-time programme** is set up so that the studies can fit in with a job, in the evenings or for a few hours in the daytime. Sometimes requirements apply to the job. Students cannot follow a part-time programme if they do not meet these requirements.
- With a **dual programme**, students work during their studies, or during parts of their studies. Their work is part of the programme, the 'professional component'. Students get credits for this part, provided they get a good evaluation.

The structure of the curriculum and the content of the units of study may differ between the various forms. But the final qualifications (learning outcomes) that students ultimately achieve and the total study load are the same for all forms.

The Bachelor programme Tourism Management is only offered as a full time programme.

15. Programme variants

Programmes can have different variants. The variants for the B Tourism Management programme are:

The Bachelor programme Tourism Management is also offered as a Dutch variant. This variant has its own TER (OER)

The structure of the curriculum and the content of the units of study may differ between the variants, but the final qualifications (learning outcomes) that students ultimately achieve are the same for all variants.

16. Honours programme

The programme does not offer an honours programme.

17. Additional programmes

The programme does not offer an additional programme.

18. Transition from Bachelor's to Master's programmes

Does the Bachelor's programme have a transition programme for moving on to its own Master's programme, or to a Master's associated with another programme or at another institution?

The Bachelor's programme does not have a transition programme for moving on to its own Master's programme, or to a Master's associated with another programme or at another institution.

19. Transition from Ad to Bachelor's programmes (not applicable to Bachelor's programme)

This Article is not applicable to the Bachelor's programme. The Ad programme has a separate TER.

Chapter 4. Programme structure, content and evaluation

20. Terms and calendar

The academic year comprises four terms, each approximately ten weeks long. There may also be a fifth term, which then runs from mid-July to the end of August.

See appendix: Description study units

21. Curriculum obsolescence and updating

The programme curriculum is updated regularly. The changes may be minor or major. Minor changes do not result in units of study or modules being renamed.

This year there will be minor changes in the units of study. These are changes that will not result in an expiry date or a new name of the unit of study or module.

An overview of **changes to the study programme** can be found in the appendix.

22. Expiry dates of units of study and modules

Major changes result in the setting of an expiry date. The expiry date is the last date on which the unit of study or module, with the associated test(s), will form part of the programme curriculum.

If a module has an expiry date, the entire unit of study will expire on that date. Modules that are part of that unit of study but are not scheduled to expire will be incorporated into other units of study. The same applies to any test results or exemptions associated with the module. That other unit of study may be an existing unit of study or a new unit of study.

If a module is incorporated into another unit of study, a new weighting of its test will be set for the purpose of determining the final grade for that unit of study. See also Article [127. Grade for a unit of study](#).

This academic year, the programme has units of study with an expiry date. An overview of these units of study can be found in the appendix **Changes to the study programme**.

23. Expiry date, transition period and validity period

The expiry date will be the last day of an academic year. We will announce the expiry date by no later than the first day of the next academic year. Depending on the timing of the announcement, a transition period may be added to the expiry date, by adding '+1 yr' or '+2 yrs'.

If students have already attended some of the classes for the unit of study that is going to expire, they are entitled to education based on the old programme as preparation for the associated tests, for the duration of the transition period. During that period,

they are also entitled to sit the associated tests.

If they do not complete the entire unit of study within the transition period, they will have to attend the replacement classes instead, and sit the replacement tests.

An overview of these units of study can be found in the appendix "Phasing out programme and exams TM".

If an expiry date has an associated transition period, the tested knowledge, understanding or skills may be demonstrably obsolete. If this is the case, it will be stated under the module or unit of study in question.

Students who had already completed this component of the unit of study must bear in mind that their test results will have limited validity. See also Article [146. Limited validity period for tests and exemptions](#) and following.

If students do not succeed in completing the entire programme within the validity period applicable to them, they will have to attend the replacement classes instead, and sit the replacement tests.

24. Evaluation of the programme

How is the curriculum evaluated?

Our education is measured in many different ways. This can be divided into three levels:

- At the teacher-/student level
- At the location level
- At the croho level (transcending location)

Below is explained how these evaluations take place:

Lecturer/student: tips and tops

The teacher evaluates the teaching during the period together with students in the classroom with tips and tops. This is done for each teaching unit. These tips and tops include how the students evaluate the education and the teacher, and where possible improvements can be made. The teacher brings this to the 'ingesprekscyclus'.

CROHO: digital student evaluations

A digital evaluation is administered each term. Per term these are different questions that are composed by the year coordinators on different areas. The results of the evaluations are shared with the team and students through Moodle. The evaluations are also discussed qualitatively during the KVOs.

Location: class representatives' consultation

The first-year and second-year classes have one or two class representatives who are elected by the class at the beginning of the program. After each teaching term, the students discuss in class their experiences of the past period. These discussions build on the digital evaluation. This information is discussed by the class representatives in the class representative consultation (KVO) that they conduct with the year coordinator and learning coach of year 1-2. The information retrieved from the locations is also discussed in the steering meeting of year 1-2 where the three locations are represented through the year coordinators as well as the curriculum coordinator and team leader of year 1-2. The input for this evaluation comes from the signals that the teachers receive in the classes and which are determined in the steering group of year 1-2. Based on this information, the team leader decides what the appropriate actions are if points for improvement are suggested for a location or the croho.

In the third and fourth year of the study, an oral evaluation is carried out with a select group of students from the relevant years. The topics of this interview are linked to the track in which the student participates, the Field Track (internship), Lab and TM tracks (elective education) and the Final Track (graduation).

CROHO: chair meeting

A CROHO evaluation for all locations is then prepared on the basis of the education evaluations and class representatives' consultations. This evaluation is discussed with representatives of the management team, program committee, examinations board, assessment committee, graduation committee and curriculum committee to ensure that all stakeholders feel involved in any necessary changes. These consultations are referred to as the chair meeting.

Program committee

The Program Committee (PC) advises the degree program on its curricular structure. The Program Committee is made up of lecturers and students who are free to offer advice on any proposed changes and issue independent recommendations to the program. The Program Committee members have the right of endorsement, and are entitled to reject any proposed changes. These procedures are described in detail in the *Education Guide - Inholland Details*

NSE

Inholland University of Applied Sciences participates in the National Student Survey (NSE), which evaluates students' opinions on education. The management team takes action on this if necessary.

Advisory Board

The program is supported by an advisory board from the tourism field, the Advisory Board. They advise the program on proposed changes, and can also make proposals on their own initiative. Twice a year meetings take place to exchange information.

Furthermore, a lot of information comes through the informal circuit formed by the contacts that the teachers and students have with the field. This information is also processed by the program to keep the education up to date.

Participation

In addition to the participation options described above, participation is also possible at the domain and university level. In the Education Guide - Information Inholland you can read how this is organized by Inholland.

4 PART 4. ADMISSION

Chapter 1. Admission to the foundation phase

25. General rules of admission

The rules on admission to the foundation phase are set out in the [Rules on enrolment and deregistration](#) of Inholland University of Applied Sciences. This document can be found on the website and on Iris and is briefly discussed in Chapter 2 of this Education Guide. If prescribed by the WHW, these rules are included in the Rules on enrolment and deregistration. This applies at any rate to:

- the entrance examination;
- the examination for persons aged 21 years or older who do not meet the admission requirements (21+ examination);
- the prior education and entrance requirements for students who do not come from a country in the European Economic Area (EEA);
- the requirements for enrolling in a programme that will be partly or entirely taught in the English language.

26. Admission following an interruption in enrolment

Students whose programme was interrupted by deregistration and who wish to re-enrol must ask the programme upon re-enrolment which results they have already achieved and to what extent these fit in with the programme as it applies at the time of re-enrolment.

The programme will let these students know in writing what additional classes and tests they must take to match up with the tests they have passed and which exemptions they have. The students must also comply with the other rules for enrolment and deregistration.

Enrolment for a programme that is being phased out is not possible.

27. Admission to a part-time programme

The programme has no part-time form.

28. Admission to a dual programme and work-study agreements

The programme has no dual form.

Chapter 2. Admission to the main phase

29. Admission to classes and tests in the main phase with a foundation certificate awarded by Inholland

To be admitted to the main phase, students need either a foundation certificate from the programme or a joint foundation phase exam that also applies to the programme. The faculty director may determine in this respect that a student will not be admitted to one or more specialisations or main subjects. More information is provided in Article [38. Exclusion from main subjects or specialisations](#).

Generally speaking, admission to the main phase means that students are admitted to all units of study and tests. However, for some units of study additional conditions apply before students can take classes or sit tests. More information is provided in [article 31a](#). Students must meet these conditions before they can take part in those units of study.

Careful thought has been given to the structure of the curriculum and the order of the units of study. However, students are not required to follow this order.

30. Admission to the main phase with a foundation certificate awarded by another institution of higher professional education

If students have a foundation certificate from another institution of higher professional education, the Examination Board will assess for which units of study they may be offered an exemption or whether they can start the main phase straight away.

The Examination Board will make its decision within 30 working days after receiving a complete request.

31. Admission to main phase classes and tests without a foundation certificate

If the student does not yet have a foundation certificate and has also not met the binding study recommendation standard, they can still attend the units of study in the main phase/the second year. If special conditions apply to participation in a unit of study, students can only attend the unit of study if they meet these conditions.

31.a Entry and transfer requirements for units of study from the second year

If the student wants to change between TME and TMN (Tourism Management Dutch) the student must submit a motivated request to the Examination Board. Additional admission requirements may apply.

Chapter 3. Switching

32. Switching between forms and variants

Switching between forms and variants within a programme is allowed. Students must comply with the conditions for admission and enrolment that apply to the form or variant to which they wish to switch.

The Examination Board will determine how students' test results and exemptions will be incorporated into the form or variant to which they are switching.

33. Switching between programmes with a joint foundation examination

With a joint foundation exam, students are enrolled in one specific programme, and their results are recorded towards that programme.

If students switch to another programme with the same joint foundation exam before completing their foundation phase, they retain their results and exemptions from the foundation programme. These are transferred to the new programme, with the dates on which the results were achieved being maintained.

If students switch programmes after receiving a foundation certificate, no new foundation certificate will be awarded for the new programme.

Any warnings issued as part of the binding study recommendation remain applicable after a switch.

If students have received a binding study recommendation for one of the programmes with a joint foundation exam, they cannot switch to another programme with the same joint foundation exam.

34. Switching between Ad and Bachelor's programmes

Students cannot switch from an Ad programme to the Bachelor's programme.

Chapter 4. Admission to work placements and graduation programmes

35. Work placements

Students require permission from the programme to be able to start a unit of study that includes a work placement component. Permission is granted through the signing of a placement contract by or on behalf of the faculty director.

If other conditions apply to participation in the unit of study, students must meet these as well before they can participate. The programme deals with these conditions with leniency.

Entry requirements year 3: 105 EC (year 1 + 2)

Students who wish to participate in the internship and do not meet the requirements of year 3 may submit a request to the Examination Board.

The internship must meet a number of criteria. The current overview is published on the internship portal TM on Sharepoint [Placement information Tourism management \(sharepoint.com\)](#)

For internships abroad, the same guidelines and criteria apply as an internship in the Netherlands. For the internship return day there will be an alternative assignment and the student and host company abroad will not be visited by the teacher.

36. Graduation programmes

Students require permission from the programme to be able to take a unit of study that is part of a graduation programme. The graduation programme consists of units of study with one or more graduation products.

The graduation program for the program Tourism Management is called the 'Final Track' (FT). The student participates in the FT as the final part of the program and the students works on this during a full semester.

The description and content of this Track can be found in the appendix 'description of study units year 3 & 4'.

The student can start the Final Track if he/she/they meets the following requirements:

- 60 EC from year 1
- 45 EC from year 2
- At least 60 EC within Tracks from year 3 and 4

Chapter 5. Admission to optional subjects, main subjects and specialisations

37. Optional subjects

In addition to the elective courses offered from the CRB domain, students can also study abroad, choose a Track within Inholland or register for 'Kies op Maat' (KOM).

Admission Study Abroad, Inholland Track or KOM: 105 ECs from year 1 and 2.

Study abroad:

If the student does not reach the 30EC standard during the study abroad period, the student will have to obtain the missing ECs. Depending on the number of outstanding credits the student can make one or two of the replacement assignments, or is required to follow a complete Track (within Inholland).

For additional information on Study Abroad: see Moodle.

Inholland Track or KOM:

Student submits a reasoned request to the examination board to be allowed to take the module in question.

38. Exclusion from main subjects or specialisations

Students select a main subject and specialisation from the range offered by their programme. However, the faculty director may decide not to allow a student to take a main subject or specialisation, if differences in the nature and content of that main subject or specialisation justify such a decision.

In making the decision, the faculty director takes into consideration the study results, the programme as followed by the student, or both, and the relationship between these and the content of the main subject or specialisation.

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39. Participation in more than one main subject or specialisation

If students wish to participate in more than one main subject or specialisation, they must indicate in advance to the Examination Board for which main subject or specialisation they wish to take the final examination. The choice for one particular graduation track is specified on the certificate. The other choice is extracurricular. This means that this choice is not part of the programme itself. Specialisations are not reported on the certificate. All units of study that the students have successfully completed will be included in the list of grades and the diploma supplement.

Chapter 6. Admission to optional subjects

40. Optional subjects

See article 37

41. Optional subjects package

Optional subjects will be offered as a package because this is necessary to achieve the final qualifications (learning objectives) for the programme. The students are required to select the entire package.

The name of the package only appears on the list of grades and the diploma supplement, if students have completed the entire package.

42. Exemption and substitution of optional subjects

Students can request an exemption from the Examination Board if they have taken certain tests as part of another programme. In this case, they must choose an optional subject first and then apply for an exemption. [Chapter 18. Exemptions](#), particularly Article [160. Exemptions procedure and evidence](#), contains more information about how students can apply for exemptions and the requirement that they must state the reasons why they need an exemption.

Students can also request the Examination Board to grant them permission to take other units of study that allow for national and international mobility. These are known as 'substitute units of study', as explained in Article [167. Request for substitution](#) and following Articles.

43. Permission by the Examination Board for optional subjects

If students choose an optional subject that is not offered by their own programme, they must first discuss the choice with their study counsellor.

They must then submit a request to the Examination Board. In the request, they must indicate:

- how the choice aligns with the profile of their programme in terms of final qualifications (learning objectives) and level;
- how the choice relates to the phase of the programme in which they are making the choice;
- how the choice fits in with their personal goals.

The Examination Board will make a decision within fifteen working days.

44. Changing a selected optional subject

Students can change their choice of optional subject at any time up until five weeks at the latest before the start of term. To do so, they must repeat the procedure set out in Articles [42. Exemption and substitution of optional subjects](#) and [43. Permission by the Examination Board for optional subjects](#).

45. Extra optional subjects

Students can obtain extra credits by taking more optional subjects than provided for in the graduation programme. In this case, they must let the Examination Board know which units of study are extracurricular. These units of study do not form part of the final examination.

Students who choose to take extra optional subjects are recommended to take note of the provisions of Articles [175. Degree certificate](#) and [177. Deferral of awarding of the degree certificate](#) when deciding on the order in which to complete the optional

subjects. These articles determine when a degree certificate will be awarded and when the awarding of the certificate will be postponed.

5 PART 5. APPLYING FOR UNITS OF STUDY

Chapter 1. Applying for units of study in the basic curriculum

46. Applying for units of study

Students do not need to apply to take units of study in the basic curriculum. However, applications are sometimes necessary for the organisation of the programme, for instance in the case of field trips. Where an application is required, it will be stated in the unit of study description.

Students will be informed as quickly as possible as to whether they can take the units of study for which they have applied. They will receive this information at least two weeks before the unit of study is due to start.

If there are more applicants than places, students will be placed in the order in which they applied. Students for whom the unit of study is an integral part of their basic curriculum will be given preference ahead of students for whom this is not the case.

Students who cannot be placed will be offered an alternative option.

Chapter 2. Applications and placement for optional subject

47. Applying

Students must apply in good time to take optional subjects.

The information provided on optional subjects will specify how and when students can apply.

If a minimum number of students is necessary in order for an optional subject to go ahead, this will be announced in advance. Students will also be notified in advance if there is a cap on student numbers for an optional subject.

Students who were previously admitted to an optional subject but did not start it must apply again, stating 'previously admitted' as their reason.

48. Placement

Students who apply for optional subjects in good time and according to the correct procedure will be placed in those optional subjects, unless there are too many or too few applications. For Study Abroad, other guidelines apply for the placement. For more information, check the student handbook Study Abroad, [31.a Entry and transfer requirements for units of study from the second year](#), [37. Optional subjects](#) or article [40. Optional subjects](#).

At least six weeks before the start of term, students will be notified whether they have been placed in their optional subjects. If they have not been given a place, they will be notified of the reasons for this, and also how and within what timeframe they can make a new choice.

Note: Placement alone is not always in itself sufficient for a student to be able to take a unit of study. If other conditions apply for participation in the unit of study, students must meet these too.

49. Too few applications

If fewer than the minimum number of applications are received, the faculty director responsible for that optional subject may decide not to allow the unit of study to go ahead. In that case, the faculty director will offer the students who applied for the optional subject one or more alternative options. Where possible, this will include the option of taking the same or a similar optional subject at another location.

50. Too many applications

If too many applications are received, students will be placed in the order in which they applied. Applications for optional subjects that are not extracurricular will be given priority. See also Article [45. Extra optional subjects](#). The faculty director will offer students who are not given a place one or more alternative options. This may include the option of taking the same or a similar optional subject at another location.

For Study Abroad, other guidelines apply for the placement. For more information, check the student handbook Study Abroad, [31.a Entry and transfer requirements for units of study from the second year](#), [37. Optional subjects](#) or article [40. Optional subjects](#).

6 PART 6. STUDY COUNSELLING

Chapter 1. Study counselling

51. Mandatory component of the programme for all students

Every student will receive study counselling and have a study counsellor.

Study counselling is a mandatory component of the programme. It is related to the student's academic phase. It is also possible to receive advice and counselling regarding personal circumstances – see the [Student Counsellor page](#) on Iris.

52. Content of study counselling

At a minimum, study counselling includes:

- guidance on choices during students' studies;
- academic progress;
- the study recommendation.

Students can view their own academic progress electronically.

Each student is assigned a learning coach. The learning coach will advise the student as they progress through their coursework each term. Together the learning coach and student assesses the strengths and weaknesses of the student to identify a starting point and concrete goals for improvement. The learning coach guides the student in achieving the goals and the study progress.

A learning coach is linked to about fifteen students. The learning coach coaches the student in his/her (individual) professional and personal development as part of a program custom tailored to each individual student's needs. He/she coaches the student in his/her learning process, facilitating the student's development in all core tasks and sustainable skills.

The learning coach stimulates active participation from the student based on his/her personal qualities, preferences, and future goals. The learning coach is one of the stakeholders who gives the student feedback. A learning coach is not leading, but mentoring and coaching.

Chapter 2. Recording data as part of study counselling

53. Recording data in study counselling

For each student, the study counsellor will record the agreements made during study counselling sessions. For disabled students, the study counsellor will also record the relevant agreements they have made. The same applies to agreements with students enrolled as elite athletes.

Students will be given a copy of these agreements on request. For disabled students, more information is given in Article [107. Disability](#) and for elite athletes in Article [66. Adjusted standards for elite athletes](#) and Chapter 2 of this Education Guide.

Students are entitled to view the information recorded about them.

7 PART 7. STUDY RECOMMENDATION AND BINDING

STUDY RECOMMENDATION

Chapter 1. Study recommendation

54. Content of study recommendation

At the end of the first year of enrolment in the foundation phase of the Bachelor's programme or the Ad programme, students receive a positive or deferred study recommendation in writing from the faculty director relating to the continuation of their studies within the programme or elsewhere. This study recommendation is based on the test results recorded in the PeopleSoft academic monitoring system.

Where necessary, the study recommendation will include a warning or a rejection. More information on a warning is given in [77. Warning](#), and more information about rejections is contained in Articles [56. Quantitative academic performance standard](#) to 63.

The study recommendation applies to all forms and variants of the programme. If a student switches from one form or variant to another and the programmes are different, the faculty director will adjust the study recommendation after the switch if necessary.

55. When study recommendations will be issued

The student who enrolled in September will receive the study recommendation by 31 July at the latest. The student who enrolled in February will receive the study recommendation at the latest by the first of March of the second year of enrollment.

The study recommendation contains a recommendation of the first twelve months of the study, to and including 31 January.

Students who enroll on any other date than 1 September or 1 Februari will receive their study recommendations:

- at the latest on 31 July 2023 for cohort 21-22 and cohort 22-23 if they started in the September intake;
- at the latest on 1 March 2024 for cohort 20-21 and cohort 22-23 if they started in the February intake.

The standards for the study recommendation are set out in Article [67. Different standard for interim entrants](#).

Chapter 2. Binding study recommendation in the first year of enrolment

56. Quantitative academic performance standard

a. Level of the quantitative academic performance standard

At the end of the first year of enrolment in the programme, students must have obtained at least 45 of the 60 available credits in the foundation phase. Note: this is a pilot, specific for Tourism Management.

b. Quantitative academic performance standard where exemptions have been granted

If students have been granted exemptions from the tests for one or more units of study, the quantitative academic performance standard will be 84% (50/60) of the remaining number of credits in the foundation phase. This rule also applies to the accelerated curriculum for students with a pre-university education.

If the programme has a quantitative academic performance standard of less than 50 credits, the remaining number of credits will be multiplied by $n/60$, where n is the number of credits in the standard.

57. Qualitative academic performance standard

The programme has no qualitative standard for the binding study recommendation.

58. Issuing of binding study recommendation

Students must meet the quantitative academic performance standard by the end of the first year of enrolment. If the programme has set a qualitative academic performance standard, students must also meet that standard. If students meet the academic performance standard by the end of the first year of enrolment, they will receive a positive binding study recommendation. If students do not meet the academic performance standard by the end of the first year of study, the binding study recommendation will be postponed. Students from cohort 2021-2022 will have the opportunity until 31 July 2023 (September intake) or 1 March 2024 (February intake) to meet the academic performance standard as set out in article 61. No advice from the student counsellor is required in this respect.

59. Binding study recommendation and personal circumstances

The faculty director will not issue binding study recommendations where students have not been able to comply with the standards for binding study recommendations due to personal circumstances. The procedure for providing evidence of personal circumstances is set out in Articles [82. Personal circumstances](#) and [85. Definition of personal circumstances](#).

If the programme has set a qualitative academic performance standard and the student has not achieved that standard, and if the personal circumstances which prevented the student from achieving the quantitative academic performance standard did not present an obstacle to meeting the qualitative standard, the faculty director will always issue a negative binding study recommendation.

60. Binding study recommendation and switching out of the accelerated variant

This article does not apply to the programme B Tourism Management.

Chapter 3. Binding study recommendation after the first year of enrolment

61. Standard for a binding study recommendation after the first year

If a student did not meet the minimum standard (quantitative and possibly qualitative) at the end of the first year and the faculty director could not provide a binding study advice, then they must pass the entire first-year program during or by the end of the second year of enrollment or within the given deadline.

This applies to students:

- For whom a binding study advice could not be given due to personal circumstances;
- Who did not receive a binding study advice because their enrollment was interrupted. See also article [69. Binding study recommendation following an interruption in enrollment](#);
- Who had a significant backlog for the first time at the end of the fourth educational period, and it became apparent that there was a backlog. See also article [77. Warning](#);
- Whose examination results after the first year clearly indicate the student's suitability. See also article [62. When a binding study recommendation will be issued after the first year](#).

62. When a binding study recommendation will be issued after the first year

The faculty director will issue a binding study recommendation upon determination that the student cannot successfully complete the remainder of the first-year programme within the timeframe granted to the student.

The faculty director will not give a negative binding study recommendation if there are personal circumstances; see also Article [82. Personal circumstances](#). It is necessary that the student counsellor issues advice.

The faculty director will give a positive recommendation if the test results for the programme after the first year clearly indicate the student's suitability.

63. Extending the timeframe

It is possible that, due to personal circumstances, a student may not receive a binding study recommendation during or at the end of the second year of enrolment but will instead receive a warning stating a timeframe. If it subsequently becomes apparent that the student is unable to meet the standard within that timeframe, the faculty director will issue a binding study recommendation at the end of the timeframe specified in the letter. If relevant personal circumstances still exist, the faculty director will again take the severity of these circumstances into account. See also Article [82. Personal circumstances](#).

Chapter 4. Consequences of a binding study recommendation and when enrolment will end

64. Termination of enrolment

Students who have received a binding study recommendation from Inholland cannot continue with the programme. Their enrolment will be terminated.

65. When the enrolment will end

If a binding study recommendation is issued after 1 June, the enrolment will end on 31 August.

If a binding study recommendation is issued earlier in the academic year, the enrolment will be terminated at the time immediately after the end of the last day of the month in which the binding study recommendation was issued. If there are only a few days remaining between the issuing of the recommendation and the last day of the month, the student's enrolment will be terminated one month later.

Chapter 5. Special cases and binding study recommendation

66. Adjusted standards for elite athletes

An elite athlete is a student who meets the conditions set out in the Profile Fund Regulations. These regulations can be found in this Education Guide in Chapter 3.3.

In addition to the provisions of Article [85 h](#), the faculty director may make an agreement with an elite athlete setting adjusted standards for the first year of enrolment. This will be done as soon as possible after enrolment. The faculty director will send the student a letter setting out the agreements. The faculty director may appoint someone else to make the agreements and send them to the student.

67. Different standard for interim entrants

Not applicable

Quantitative academic performance standard

The faculty director will determine which credits the student will be unable to achieve upon entering in the interim, in light of the scheduling of the classes and tests. This number will be deducted from the first-year study load. (The first-year study load is 60 credits for the regular programme and 45 for the accelerated variant.) The student must achieve 84% of the difference in the first year of enrolment. This number will be rounded up.

If the student has exemptions, the percentage will be applied on the total number of credits minus the number of credits for the units of study for which the student has exemptions, and minus the number of credits that the student will be unable to achieve due to the scheduling of classes and tests. This number will be rounded up as well.

Qualitative academic performance standard

If there is a qualitative academic performance standard, the number of credits for the units of study that form part of the standard and that the student cannot achieve due to entering in the interim will be deducted from that standard.

Soon after the intake, the faculty director will determine what the quantitative and qualitative academic performance standards will be. The faculty director will consult the student first, and then send the student a letter setting out the standards.

68. Binding study recommendation and switching to another programme

If students switch to another Bachelor's programme or Ad programme, the rules of the binding study recommendation will again apply to the new programme.

Important note: After receiving a binding study recommendation, students cannot switch to a programme with the same foundation exam. It is also not possible, after having received a binding study recommendation, to switch from an Ad programme to a Bachelor's programme (or vice versa) with the same foundation exam. The standards for binding study recommendations are set out in Article [56. Quantitative academic performance standard](#) and [57. Qualitative academic performance standard](#).

After receiving a binding study recommendation, students cannot transfer credits that they obtained in the old programme to the new programme. However, they can apply to the Examination Board for an exemption from tests if they meet the applicable conditions. See also Articles [155. Exemptions from tests](#) to [162. Waiving further investigation](#).

69. Binding study recommendation following an interruption in enrolment

Students who are deregistered less than two months after enrolment and re-enrol in the same programme in a subsequent academic year will be subject to the same rules around warnings and binding study recommendations as students enrolling in the programme for the first time.

If a student from the September intake terminates their enrolment before receiving a binding study recommendation and then re-enrols in a subsequent academic year, the binding study recommendation standard entails that they must pass the foundation examination in that year. When they enrol, the student will receive a warning notifying them of this fact.

If a student from the February intake terminates their enrolment before September of that year and then re-enrols in the same programme on 1 September, generally speaking the same rules will remain applicable to them regarding warnings and binding study recommendations. The quantitative academic performance standard may be adjusted in individual cases. If this is the case, it will be stated in the warning that the student receives at the time of re-enrolment.

If a student deregisters before the end of the academic year, and they could not have met the BSA standard anymore even if they hadn't deregistered, and if there are no personal circumstances as referred to in Article [85. Definition of personal circumstances](#), then a binding study recommendation will be issued.

The rules in this Article also apply if a student re-enrols for a programme with the same foundation exam as the programme in which they were previously enrolled.

Chapter 6. Academic progress and international students

70. Students to whom these rules apply

The rules in the following Articles (up to and including Article 75) concerning academic progress apply to students who:

1. do not come from a member state of the [EEA](#) or from Switzerland (these are students who require a residency permit); and
2. are covered by the 'Code of Conduct for International Students in Dutch Higher Education'.

These rules are in addition to:

- the rules on academic progress, study recommendations and binding study recommendations in this TER; and
- the academic progress requirements for students who receive a knowledge grant from the university under the Profile Fund Regulations.

71. Criteria

According to the Code of Conduct, students have made satisfactory academic progress if, in each academic year, they have achieved:

- at least 15 credits by participating in tests in the first two terms;
- at least 30 credits over the entire academic year.

72. Procedure at the end of Term 2 and Term 4

The faculty director determines students' academic progress twice each year:

- at the end of Term 2;
- and at the end of Term 4.

If a student is deemed to have made unsatisfactory academic progress after Term 2 and at the end of the academic year, their study counsellor will discuss this with them. If there are any special circumstances as referred to in Article [86. Other special circumstances](#), the study counsellor will make a reasonable agreement with the student to ensure that their academic progress is restored to the required level as quickly as possible. The student is required to comply with this agreement.

73. Procedure at the end of the academic year

If at the end of the academic year the faculty director finds that a student is no longer attending any classes at all, or their abilities are insufficient for the level of the programme, the university will report the student to the Immigration and Naturalisation Service (IND) within one month. The 'end of the academic year' is always the end of July/August, even for students from the February intake. If a student is failing to meet the progress standard that applies to them, this will be sufficient reason for determining that their abilities are insufficient for the level of the programme. This does not apply if the study counsellor has made an agreement with the student as described in Article [72](#). The faculty director will inform the student in a letter of his decision regarding the special circumstances relating to their failure to meet the required standard. This letter will include the faculty director's reasons, as well as information on how the student can appeal against the decision.

74. The university will refrain only once from reporting a student

Where the same set of special circumstances is involved, reporting an international student to the IND for unsatisfactory academic progress can be refrained from only once during the entire period in which the international student is enrolled at the university. The Central Student Administration makes the report on behalf of the faculty director.

75. Records

The faculty director makes a record of:

- the unsatisfactory academic progress;
- the personal circumstances; and
- the fact that no report was made.

Chapter 7. Procedure for issuing binding study recommendations

76. No binding study recommendations without prior warning

The faculty director must first give the student a written warning before issuing a binding study recommendation.

77. Warning

If a student's academic progress has been unsatisfactory during their first or second year of enrolment in the foundation phase, and as a consequence they are in danger of receiving a binding study recommendation, the student will receive a warning from the faculty director. The warning will be given in writing.

78. When the warning will be sent

The faculty director sends the warning in the first year during the term in which the students' poor academic progress is first noted, or as soon as possible after the end of that term.

If the faculty director only notices students' poor academic progress in Term 4, and is unable to issue a warning due to the resits at the end of that term, the students will receive a warning that they must successfully complete the full first-year curriculum in the second year of enrolment. The warning will form part of the study recommendation.

If a student cannot meet the standard for avoiding a binding study recommendation due to personal circumstances, they will receive a warning that the foundation phase must be successfully completed during or by the end of the second year. The warning will form part of the study recommendation.

79. Content of the warning

The warning will indicate the total number of credits that the student must obtain. The warning will also indicate the date by which the student must have obtained these credits.

The terms in which classes for the units of study in question will be run, and the timing of the tests, are taken into account upon setting this date. The rule is that there should be two test opportunities per academic year, unless one of the exceptions in [96. Number of test opportunities per academic year](#)

If the student is subsequently given a new deadline due to personal circumstances, this applies only to the two test opportunities for the remaining units of study.

80. Scope of the warning

The warning applies to all forms and variants of the programme.

In the case of a joint foundation exam, the warning applies to all programmes with the same foundation exam.

If the programme is run in multiple locations, the warning applies to all locations.

However, if students switch from one form, variant or location to another, and the curriculum is different, the warning may be adjusted if necessary. If such an adjustment is made during the first year of enrolment, only the standard will be adjusted.

81. Warning in the case of re-enrolment following deregistration

If a student does not receive a warning because they have already deregistered, and if they re-enrol in the same programme, or in a programme with the same foundation examination, they will receive the warning as soon as possible after re-enrolment.

The standards for a 'Binding study recommendation following an interruption in enrolment', as described in Article [69. Binding study recommendation following an interruption in enrolment](#), will apply to the warning.

82. Personal circumstances

Students may fall behind in their studies due to personal circumstances. Article [85](#) outlines what those personal circumstances might be. The faculty director takes any personal circumstances into account when deciding whether to issue a binding study recommendation. The faculty director can only do this if he or she is aware of the personal circumstances. Accordingly, students must report personal circumstances to the student counsellor. The faculty director will always seek advice from the student counselling service before issuing a binding study recommendation. The student counsellor will provide written advice. In the advice, the student counsellor will address:

- whether the student has reported personal circumstances as defined in article [85. Definition of personal circumstances](#);
- if so, whether the student has delivered proof of the personal circumstances;
- whether the student counsellor can establish a connection between the personal circumstances and the study credit deficit of the student;
- if possible, for how many study credits the student has fallen behind due to the personal circumstances and/or which period or courses the deficit relates to.

The student counsellor will send the advice to the faculty director and to the student. The faculty director will also consult the

study counsellor about students' academic progress and its connection to their personal circumstances.

83. Meeting

Before a binding study recommendation is issued, students will be offered the opportunity to explain their side of the story to the faculty director or to someone else assigned to meet with students on behalf of the faculty director. Among other things, this meeting will include a discussion of whether the overview of academic results achieved is accurate. The participants of the meeting will also look at whether the personal circumstances should be taken into account.

If a student fails to take up an invitation to attend such a meeting, this will be noted in their student file.

Chapter 8 Request for lifting a binding study recommendation

84. Lifting

Students who have received a binding study recommendation may submit a request to the faculty director to review the rejection.

Such review by the faculty director can take place no earlier than twelve months after the date on which the enrolment was terminated due to the binding study recommendation. In their request, students must provide plausible arguments to show that they will now be capable of successfully completing the programme. These arguments can be based by the students on activities, which may include studies, that the students have engaged in since leaving the programme.

The faculty director will not review the rejection if the programme is being phased out or has been discontinued.

Chapter 9. Special and personal circumstances and academic progress

85. Definition of personal circumstances

The personal circumstances that can play a role in the decision of whether to issue a binding study recommendation as described in Article [82. Personal circumstances](#) are:

- a. student illness;
- b. physical, sensory or other disabilities;
- c. pregnancy of the student;
- d. special family circumstances;
- e. membership of a representative advisory council, faculty representative advisory council, student committee or programme committee at the university;
- f. membership of an accreditation committee, as specified in Chapter 5a of the WHW;
- g. membership of the board of a student organisation or other administrative activity, as explained in Article 2(3) of the Profile Fund Regulations, which can be found in the Education Guide;
- h. competing as an elite athlete (see also Article [66. Adjusted standards for elite athletes](#));
- i. personal circumstances not listed in (a) to (h) above, which, if the board of the university did not take them into consideration, would lead to a significant and unfair disadvantage.

86. Other special circumstances

In addition, the following provisions concerning the academic progress of international students (Articles [70. Students to whom these rules apply](#) to [75. Records](#)) and the validity period of results (Articles [146. Limited validity period for tests and exemptions](#) to [148. End of validity period](#)) apply:

1. a programme cannot be completed within the nominal time;

2. activities in the social sphere.

Students may also fall behind in their studies in a way that makes them eligible for financial assistance under one of the student financial support schemes as outlined in Chapter 3 of this Education Guide.

87. Procedure for establishing special and personal circumstances

a. Notify the student counsellor as soon as possible

If any of the circumstances set out in Articles [85. Definition of personal circumstances](#) or [68. Binding study recommendation and switching to another programme](#) arise and cause a student to fall behind with their studies, they should notify the student counsellor as soon as possible, stating:

- the period of time for which the circumstances applied or will apply;
- what the circumstances are and how serious they are;
- the student must provide evidence; the extent to which the student was or will be unable to participate in classes or tests.

All contacts with students are recorded in the student counselling information system. If students so wish, they can obtain a copy of everything recorded in the system about these contacts.

b. Student Counsellor's Declaration

The student counsellor will draw up a 'Student Counsellor's Declaration' if:

- a student has proven that personal or special circumstances are applicable; and
- the student counsellor has determined that the student has fallen behind or is likely to fall behind in their studies due to these circumstances.

This declaration will specify the date of the first meeting about the circumstances and all matters listed under (a) above. The student counsellor may also include comments, advice and arrangements for the student or for discussion with the study counsellor.

Some circumstances are confidential. If so, the student counsellor will discuss with the student what will be included in the declaration.

c. Discussion with study counsellor and adjustment to study plan

The student will show the Student Counsellor's Declaration to their study counsellor and discuss with the study counsellor the inability to keep up with their studies and any advice they have been given. The student will then adjust their study plan. The discussion and adjustment to the study plan will take place as soon as possible after the meeting with the student counsellor.

If the student involved is an international student, the study counsellor will also talk about the IND's progress requirements. See also Article [73. Procedure at the end of the academic year](#).

d. Request for special arrangement

Based on special circumstances, a student in possession of a Student Counsellor's Declaration or advice from the student counsellor, may request special arrangements at the Examination Board, the programme or the service organisation.

88. Confidentiality of personal circumstances

Everyone who is aware of a notification of personal circumstances:

- will handle the information in a confidential manner; and
- will use the information only as part of their duties and for the purpose of implementing the regulations in the Education Guide.

The student counsellor complies with the code of conduct for student counsellors and will give information to the programme only:

- within the scope of the student counsellor's role;
- within the parameters of the agreements the student counsellor made with the student about the confidentiality of the information.

8 PART 8. TESTS

Chapter 1. Content and administration of tests and publication of test standards

89. Connection to unit of study

The final qualifications or learning outcomes and the goals for each test are connected to the unit of study described in the appendix Description Study Programme Year 1-4, or to a module within that unit of study.

The project task or test questions will clearly and precisely state how students are expected to answer them.

90. Test duration

Students will be given sufficient time to complete the test, according to reasonable benchmarks.

91. Test standards

Test standards for practical work and group assignments are published prior to commencement of these assignments.

The test standards are published prior to publishing the test results.

Chapter 2. Types of tests

92. Types of tests

[11 Appendix: Annual Programmes](#) of the TER specifies the types of tests. There are three types of tests, which can be detailed in various ways:

1. Written
Students answer test questions on paper or electronically, or they complete projects on paper or electronically.
2. Oral
Students answer test questions in a meeting (online or physical) with one or more examiner(s).
3. Other
For the test or project, students perform tasks that will be described clearly by the programme. Possibly a written, digital or oral component, or a combination of these, must also be completed.

If necessary, the type of test can be changed during the academic year, with due regard to the participation in the decision-making process. Students will be informed of this in a timely manner.

93. Oral tests

a. One student examined orally at a time.

In an oral test (online or physical), one student is examined at a time, unless the Examination Board decides otherwise or if testing is conducted in a different manner. If so, this will be announced before the start of the unit of study.

b. Examiners and public access

Oral tests are conducted by two examiners. This may not be the case if it is not feasible from an organisational point of view, or if the test is administered online. In that case, the oral test must be recorded.

This will not be the case for the parts of a degree programme. These will be administered by two examiners. An oral test is open to the public, because that ensures transparency and allows for monitoring of the conduct of the test. This does not apply if the Examination Board decides otherwise.

All tests are other method tests.

c. Rules for conducting tests

Oral tests are conducted by two internal examiners, or by one internal and one external examiner. An external examiner is an independent expert from the professional field.

If an oral test (online or physical) is conducted by a single examiner, an audio or video recording is always made.

d. Protocol

For every oral test, a protocol will be drawn up. The examiners will sign the protocol. If an external examiner was involved in the test, he or she will also sign the protocol. The protocol will be preserved as specified in the university's regulations on retention periods.

If an audio recording of an oral test is made, it will be preserved as specified in the university's regulations on retention periods.

94. Other types of tests

Grounds

Disabled students can ask the Examination Board if they can complete tests in a way that accommodates their disability as much as possible. They can also request any additional or adapted materials they may need to be able to complete the test.

Students can also ask to complete tests in another form for other reasons. The Examination Board will only grant such requests in exceptional, individual cases.

Adjustments are possible only if they do not change the test goals or the level of the test.

Procedure

Students must request an alternative form of test by the start of term at the latest. They should submit their requests in writing to the Examination Board. The letter should set out the reasons for the request and enclose a copy of the advice received from the student counsellor ([Click here](#) for more information about advice from the student counsellor).

The Examination Board will make a decision as soon as possible, at any rate no later than fifteen working days after receiving the complete request.

Chapter 3. Timing and frequency of tests

95. Timing of tests

Each unit of study will, if possible, end with one or more tests in the term in which the teaching was delivered. If the teaching was delivered over a whole semester, the test will, if possible, take place in that semester.

If a unit of study is composed of modules, the modules will likewise be completed, if possible, within the term or semester in which the unit of study was delivered.

The year programme states when the tests take place.

96. Number of test opportunities per academic year

For all tests of the programme in the form or variant as followed by the student, they will have two test opportunities per academic year, within normal term time. There are a number of exceptions to this rule. If there is an exemption, this will be set out in Schedule 1 of this TER.

- There may be only one test opportunity per academic year for tests *after the first year*, for which no resit can be scheduled in the same academic year due to the nature of the study unit. This applies, for example, to work placements in the fourth term.
- For some tests, the programme may indicate that students will be given more than two opportunities to complete them.

- The programme may also indicate that it will offer only one test opportunity in each academic year.

Chapter 4. Resits

97. Timing of resits

The final resit opportunity in the first year will be scheduled before the end of Term 4. This is due to the fact that study recommendations need to be issued in time.

For tests which form part of the curriculum from the second year onwards (see the proviso in Part 7), resits can also be scheduled before the start of the new academic year. in other words, in Term 5.

98. Resit when test passed at first opportunity

Students who have passed a test are not entitled to a resit.

However, a student may want to resit a test in an exceptional situation. In this case, they must submit a request to the Examination Board, which will make a decision within thirty working days. If the Examination Board grants the request, the highest result that the student achieves will apply.

99. Additional opportunity due to special circumstances

In exceptional cases, the Examination Board may decide to provide an additional test opportunity.

This will only occur if personal circumstances exist as described in Article [85. Definition of personal circumstances](#), or in other extremely exceptional cases.

Students must submit a request to the Examination Board and state the reasons for their request. The Examination Board will seek advice from the student counsellor, if the Board deems this to be necessary. The Examination Board will make a decision within fifteen working days.

The programme offers no extra resits after 1 July for students in their first year. This is because these students will receive their study recommendation by 31 July 2024 at the latest.

100. Resits in the context of curriculum obsolescence and updating

Special rules apply to resits if a curriculum is obsolete or being updated. See Articles [21. Curriculum obsolescence and updating](#) to [24. Evaluation of the programme](#).

Chapter 5. Bringing forward test opportunities

101. Bringing forward

An Examination Board may permit a student, on a one-off basis, to take one or more tests earlier, so that the student can pass the final examination without a disproportionate delay.

This is subject to the condition that bringing forward the test opportunity is reasonably possible.

If both test opportunities in the academic year have already passed, the student will be given a third test opportunity. The student must submit a request to the Examination Board and state the reasons for the request.

The Examination Board will make its decision within fifteen working days after receiving the complete request. The Examination Board deals with these requests with leniency.

102. Conditions for bringing forward test opportunities

For a test opportunity to be brought forward, the student must meet the following conditions:

1. They must have a maximum of 10 credits left to obtain for a 240 credits programme, or a maximum of 7 credits for a 180

credits programme before completing the final examination.

2. For the obtaining of the remaining credits, the student is not subject to any attendance requirement for classes, nor is there any obligation to execute group projects.
3. The student cannot attend any classes or complete any tests in the next term or terms, due to the university's timetabling. This is based on the four ordinary terms of the academic year.
4. The student has:
 - attended the classes associated with the tests;
 - taken the tests concerned; and
 - tried to pass the tests with adequate preparation.

If the student has obtained less than 230 credits for a 240 credits programme or less than 173 credits for a 180 credits programme, but did obtain at least 200 credits or 150 credits, respectively, and has not yet completed any, or a limited number, of the units of study in the graduation programme, it is possible in the programme to invoke this provision. The student can submit a request to that effect to the Examination Board.

Chapter 6. Time, place and duration of tests

103. Test timetable, testing room, materials

In the first two weeks of each term, the Service Point will publish the **test timetable** that the programme has set on Iris. If there are any changes to **testing rooms**, these will be announced at least two working days before the test date.

The programme arranges test dates so that they are spaced in an optimal way for students. The period of time in which a written or oral or test is taken is called a **test session**.

In the first two weeks of term, the examiner will publish a list of the **materials** that students may use in the test.

Students must also comply with:

- the rules concerning materials set out for the unit of study;
- the provisions regarding these rules in the test session instructions; and
- the instructions given by the Examination Board.

104. Deadline for submitting work

The test timetable will state the deadline for submitting work by the student other than in a test session. If this date is not stated in the test timetable, it will be announced in good time in another manner.

It will also be announced in advance what the consequences are if students do not submit work or do not submit it in a timely manner. This does not apply if this information is already included in the appendix Description Study Programme Year 1-4.

105. Length of the test session

Written test

A written test session lasts a maximum of 180 minutes, unless the Examination Board has set a longer timeframe for a particular student.

Oral test

An individual oral test session will last a minimum of 15 and a maximum of 60 minutes. This does not apply if the nature of the test session makes a longer timeframe necessary. the appendix Description Study Programme Year 1-4 indicates the length of each test session. If necessary, it also states the reason for the length of a particular test session.

Chapter 7. Special test arrangements

106. Language deficiency

A student with a language deficiency who is following a Dutch-language programme can submit a request to the examination board for extra examination time and/or permission to use a dictionary during examinations. The examination committee can extend the test session by a maximum of 25% or 30 minutes. Tests lasting 60 minutes or less can be extended by a maximum of 15 minutes. More information about this is given in Chapter 2 of the Education Guide.

107. Disability

The Examination Board may decide to extend a test session for students with a disability by up to 60 minutes. They may also offer students additional auxiliary materials, or they may do both. Students must personally submit a request to this effect. Before the student submit a request, the student counselor must be asked for advice. The student counselor may draw up an advice per request by the student. The advice will be sent to the Examination Board. More information about the student counsellor can be found [here](#).

108. Alternative test time or location

In very exceptional circumstances, the Examination Board may allow students to sit a test at another time or in another location. A disability is an example of exceptional circumstances.

109. Submitting a request for special arrangements

Students must submit their requests for special arrangements in writing to the Examination Board at the start of term. If the exceptional situation does not arise until later, students must submit their request as soon as possible after the situation arises. Ideally, the Examination Board would then put the special arrangements in place for the current term. If that is not possible because a student has submitted their request too late, the Examination Board will put the special arrangements in place for the next term.

In their letters, students must explain the reasons for their request.

If a student has a disability, they must include an electronic or written opinion from the student counsellor. If the student counsellor has accepted a statement from an external expert, the student counsellor must state this in the opinion.

The Examination Board will inform students of its decision in writing at the latest within fifteen working days after the submission of a complete request.

Chapter 8. Registering for tests

110. Which tests to register for

Students must register for tests each term within the designated registration period. Registration is necessary for:

- written test sessions; and
- tests for which students must submit work that will be submitted and assessed via the digital environment. This does not apply to situations where the programme does this on behalf of the students.

111. What happens if students do not register in time

Students who fail to register in time can still register at the Service Point in the week following the registration period. They will then be entered through the Service Point.

Without registration, students cannot participate. If students failed to register due to circumstances beyond their control, they must submit a request to the Examination Board as soon as possible, seeking permission to participate. Such requests must be in writing and must explain the reasons for the request.

The Examination Board will inform students of its decision in writing at the latest within fifteen working days after the submission of a complete request.

112. Identical tests

If students are enrolled for more than one programme at the university, and these programmes offer the same test, the registration will apply to both programmes. However, there will still be only two test opportunities per year. The result will be recorded under both programmes.

113. Confirmation of registration

Students will receive confirmation of registration. Such confirmation does not always mean that students may participate. They may participate only if they meet all of the conditions for taking part in the test. These include both the general conditions in this TER and the conditions set out in the appendix Description Study Programme Year 1-4.

Chapter 9. Participation and attendance requirement

114. Participation in group work

Students are required to actively participate in group work.

If a lecturer notices that a student is not cooperating and does not see any improvement despite encouraging the student to cooperate, the lecturer may tell the student that they can no longer participate in the unit of study or module. The lecturer must then report the student to the Examination Board as soon as possible. The Examination Board will make an official decision about whether the student may continue to take part in the unit of study or module.

Before the Examination Board makes its decision, it will give the student an opportunity to tell their side of the story. A report of this meeting will be drawn up.

If the teaching group, tutorial group or lecturer in question has not made sufficient effort to ensure that the student cooperates, the Examination Board can decide that the student may continue to participate. The Examination Board will make a decision within thirty working days.

115. Attendance, active participation and/or preparation requirements

If it is a requirement for a unit of study that students be present, actively participate and prepare in advance, the Examination Board may decide, on a proposal from the lecturer concerned, that a student may no longer participate. This may happen only if this is included in the description for the unit of study in the the appendix Description Study Programme Year 1-4.

Before the Examination Board makes its decision, it will give the student an opportunity to tell their side of the story. A report of this meeting will be drawn up.

In exceptional cases, the Examination Board may determine that students are not required to be present for all or for certain classes or are not required to prepare all or part of the work. If so, it will set substitute requirements for these students. In such cases, students must submit a request to the Examination Board, which will make a decision within thirty working days.

116. Consequences of a decision to exclude

A decision by the Examination Board to exclude a student will prevent the student from participating in the next test for the unit of study in question, unless a different penalty is specified in the unit of study description.

Chapter 10. Assessment

117. Examiner(s)

Every test will be graded by one or more examiners. The Examination Board determines who the examiners will be.

If a test is graded by more than one examiner, the Examination Board will designate one to be the primarily responsible examiner. The primarily responsible examiner consults with the other examiner(s) to decide on the grades and associated feedback. The primarily responsible examiner then communicates the grades and feedback to the students. This is always the case when grading units of study that are part of a graduation programme or of a component of a graduation programme.

118. Grading procedure

The examiner grades the work against the test standards published in writing prior to the test. Students have passed a test if the examiner determines that their written or oral work meets the requirements.

119. Grading transparency

Students must be able to see from the test standards and the grading procedure how their results were determined.

120. Assessing work placements and graduation products

The procedure for assessing work placements and the graduation programme parts will be documented in writing in a test protocol, together with the associated test forms.

Assessment of a unit of study that is part of a graduation programme or of a component thereof will be done by at least two examiners, unless the the appendix Description Study Programme Year 1-4 states otherwise. The Examination Board may appoint an internal supervisor as an examiner, but not as the primarily responsible examiner.

The examiner, or where there are multiple examiners, the primarily responsible examiner, is responsible for the final grade awarded for the work placement and for the unit of study that is part of the graduation programme or a part thereof.

When assessing the work, the opinion of an external supervisor serves as advice to the examiner.

121. Assessing the vocational component of dual-form programmes and work placements

For dual-form programmes, the test protocol is appended to the work-study agreement so that the vocational component can be assessed. For work placements, the test protocol is appended to the work placement contract. The appendix contains the feedback and the opinion of the trainee supervisor on the student's performance. The trainee supervisor signs this document and sends it to the examiner.

The opinion of the trainee supervisor serves as guidance for the examiner who is responsible for the test.

Chapter 11. Grades and grading scales

122. Grading in points

Tests are graded on a grading scale from 10–100.

Students have passed if they obtain a grade of 55 points or more.

If the grade is less than 10 points, it will be recorded as a grade of 10.

123. Grading in letters

A. Grading a test with either 'Pass' or 'Fail'

For reasons relating to programme content, a test may be given a grade of either 'Pass' or 'Fail'.

B. Grading a test with Advanced performance/Expected performance/Below expected performance.

For reasons relating to programme content, a test may be given a grade of above average, average or below average.

124. Submitting a blank test paper

If students submit a blank test paper, they will receive a grade of 10, or an F (Fail) in the case of a unit of study or module in which no grades are awarded.

125. Failure to participate in a test opportunity

If students do not participate in a test opportunity that applies to them, no result will be recorded in the academic monitoring system; however, they are considered to have used the test opportunity.

The same applies if students fail to register or cancel their registration.

Deregistering for a test by students is appreciated because it is helpful for organisational reasons to know who will be participating. But if a student doesn't register, this will have no effect on the number of test opportunities remaining to them.

126. Converting grades obtained at other universities

If a grade from another university is expressed using a different scale from the one applied by Inholland, the grade will be converted to one based on the scale from 10–100. The Examination Board will make rules for this procedure and appoint an examiner to convert the grade.

If the grade is obtained at an international university, a Pass (V) or Fail (O) will be listed instead of a grade. When a student is eligible for a designation as described in article [181. 'With merit'](#) or [182. 'Cum laude'](#) or when they need a certain average grade for further education, the student can request the Examination Board to convert the result from the international university into a grade.

The Examination Board will make a decision within fifteen working days.

127. Grade for a unit of study

The grade for a unit of study is the weighted average of the grades for the modules and tests in the unit of study, based on the ratio of the weights of the modules and tests as defined in Schedule 1 of this TER.

The main rule when awarding a grade for a unit of study is that students must pass all interim tests (obtaining 55 points or more) in order to be deemed to have passed the unit of study. This means that it is not possible to compensate for failed tests within a unit of study.

Units of study for which Schedule 1 of this TER states that compensation is possible are an exception to this rule. In that case, the rules that apply to compensation will be indicated for the unit of study. The final grade for a unit of study must, unrounded, always be at least 55 points.

128. Final assessment

Students must pass every unit of study.

The grade for each unit of study (see Article [127. Grade for a unit of study](#)) is converted into a final grade on a grading scale from 1–10. This final grade is stated in the list of grades attached to the degree certificate. Final grades will be rounded off to the nearest whole number, as is customary in the Netherlands.

For a limited number of units of study, the final grade may be expressed as either a 'Pass' or a 'Fail'. That will be the case if it is impossible to express the grade as a grade, as this is fitting for the study programme.

However, only a very limited number of units of study can have a final grade of 'Pass' or 'Fail'. If students have too many units of study with exemptions or 'Pass' grades, they will be unable to achieve a 'with merit' or 'cum laude' designation. For more information about "with merit" and "cum laude" designations, see Articles [181. 'With merit'](#) and [182. 'Cum laude'](#).

Chapter 12. Test results

129. Timeframe for issuing results for oral tests and practical assignments

The examiner determines the test results of oral tests and practical assignments after they have been completed. If possible, the examiner will let students know the approximate result immediately after the test.

Students receive their final results no later than ten working days after the test via the PeopleSoft academic monitoring system.

130. Timeframe for issuing results for written tests

Students receive their final results via the Peoplesoft academic monitoring system no later than fifteen working days after the test date or the final submission deadline of the test.

131. Timeframe for issuing results for special written tests

For some types of written tests, students receive their final results via the PeopleSoft academic monitoring system no later than twenty working days after the test date or final submission deadline of the test. These types of tests include research reports, work placement reports and theses. If these timeframes apply, this will be indicated under the details of the type of test in the unit of study description in the the appendix Description Study Programme Year 1-4.

132. Alternative timeframes

The Examination Board can change the grading timeframes set out in Articles 129, 130 and 131. If they do so, they must state their reasons. The Examination Board will ensure that timeframes in respect of tests that are important for binding study recommendations are such that the recommendations can be issued on time. If timeframes are extended, students will be notified immediately.

133. Notification of results

Students will receive a message that their results have been recorded in the PeopleSoft academic monitoring system. They can make a copy of their results as evidence.

The message will advise students of their right to access their test work. See also Article [149. Right of access](#) The message will also tell students that they may appeal to the Examination Appeals Board via the digital [Complaints and Disputes](#) portal on Iris.

134. Reviewing results

If it becomes apparent, after a report from a student or during follow-up discussion of the test, that a grade is incorrect, the examiner can change the result. The provisions that applied when the examiner determined the first result also apply here.

135. Correction of grades

If the result in the academic monitoring system is not the same as the result previously communicated by the examiner, the student concerned can ask the examiner to change the result. The student must do so within four weeks of the date on which the result was entered in the academic monitoring system. He must submit documents to substantiate the request.

The student may appeal the examiner's decision not to change the result. The appeal should be submitted within six weeks to the Examination Appeals Board via the digital [Complaints and Disputes](#) portal on Iris.

136. Submission and retention of work, misplaced work

For every test, the examiner or an invigilator will establish that students are present and have submitted work by recording the fact on the attendance list.

Students should ensure that they keep a digital or physical copy of all submitted work outside a test session.

If the examiner is unable to determine a result because the work has been misplaced, the examiner will notify the Examination Board.

The student will have to take the test again. If necessary, the Examination Board can allow the student an additional test opportunity to do so.

The Examination Board will make a decision within thirty working days.

Chapter 13. Irregularities, fraud and plagiarism

137. Rules relating to tests

The rules that apply to the completion of test sessions can be found:

- in the instructions for test sessions; and
- the appendix Description Study Programme Year 1-4.

The Examination Board may set additional rules. If so, these rules will be published within the first two weeks after the start of the term. They will also appear on the test cover sheet.

The instructions deal with written test sessions but apply by analogy to other forms of tests.

In all tests, students must comply with these rules and with the instructions given by the invigilator, the examiner or the Examination Board.

138. Irregularities

If something happens during the test process that is not in compliance with the rules as set out in the TER, the regulations or the instructions for test sessions, this is referred to as an irregularity. An irregularity *may* also be fraud or plagiarism, but this is not always the case.

Irregularities may result in a warning being issued. If there is another irregularity after the warning has been issued, it may be decided to declare the test invalid.

As a result of irregularities, it may be determined that the test is invalid for one student, for all students who took part, or for a group of students who took part, even if they were not to blame for the irregularity. This decision will be made if it is no longer possible to conduct an accurate assessment of knowledge, understanding, skills or professional attitude. See also Articles [144. Grounds for a declaration of invalidity](#) and [145. Consequences of a declaration of invalidity](#).

139. Disturbance

If a student causes a disturbance during a test to the extent that it affects other students sitting the test, the invigilator may ask the student to leave the testing room. The invigilator will make a note in the protocol. The Examination Board will decide as soon as possible whether the invigilator did the right thing in asking the student to leave. In doing so, it will follow the procedure set out in Article 142.

If the student refuses to leave the testing room, the invigilator may decide to allow the student to remain to prevent additional commotion that could affect the other students. In this situation, the invigilator will not give the student's work to the examiner but will instead give it to the Examination Board. The invigilator will make a note of the event in the protocol.

The Examination Board will make a decision in the same manner as if the student had actually left the room. If the Examination Board decides that the request to the student to leave was not justified, the examiner will grade the student's work.

If the Examination Board decides that the student's removal was justified, this is considered to be the same as if the student had submitted a blank test paper. The student will be given a grade of 10 (on the grading scale from 10–100) or F (Fail).

If the Examination Board decides that the student's removal was not justified, the student may sit the test again. The Examination Board will decide when and how that will happen.

140. Fraud/serious fraud

1. Fraud is an act or omission by a student that makes it wholly or partially impossible to conduct an accurate assessment of their knowledge, understanding, skills or professional attitude. Examples of fraud include, but are not limited to, events when a student:

- a. uses materials during the test that they are not permitted to use;
- b. cheats during a test;
- c. gives information about a test to other people or receives such information, either inside or outside the testing room;
- d. makes up and/or falsifies survey or interview answers or research data;
- e. uses or reproduces another person's texts, reasoning, data or ideas without fully and correctly referencing the source (plagiarism).

2. Serious fraud includes, but is not limited to, events when a student:

- f. falsifies tests, for example by making changes to work after being granted an opportunity to view it;
- g. doing the test (or allowing it to be done) wholly or partially by or for another;
- h. falsifying and/or forging a signature;
- i. if the abovementioned under 1.d. and 1.e. occurs in a section of the graduation programme.

Repeated fraud may be designated as serious fraud.

141. Participating in fraud

Participating in fraud is also deemed to constitute fraud. Participating in fraud includes, but is not limited to:

- allowing students to cheat;
- giving information to or receiving information from another person during a test;
- giving someone the questions, tasks or model answers before or during a test;
- sitting a test or completing all or part of an assignment in another person's name.

This list of participating in fraud is not exhaustive.

142. Procedure in the event of irregularities and suspected fraud

Report to the Examination Board

If an invigilator or examiner notices irregularities or suspects fraud before, during or after a test – while grading, for example – they will note it in the protocol that is drawn up for each test.

Student rights and obligations

Students may be asked to submit all the documents, data or items that may have played a role in the – suspected - fraud. If a student refuses to do so, this will be noted in the protocol.

Students may have their comments regarding the event recorded in the protocol. In that event, they may sign the protocol, but they are not required to do so.

The invigilator or examiner will give the Examination Board:

- the protocol;
- supporting documents, if any; and
- the work completed by the student, if necessary.

Postponement of grading

If irregularities or suspected fraud are uncovered before the work is graded, the work of the student involved will not be graded until the Examination Board has made a decision.

Meeting

Before the Examination Board makes a decision, the student may tell their side of the story. A report of this meeting will be drawn up. Before the Executive Board makes a decision on a proposal to deregister the student, the student may tell their side of the story. A report of this meeting will be drawn up.

1. Decision-making

The Examination Board will make a decision within 30 working days about whether fraud has occurred, based on:

- the written documents; and
- what the student said during the meeting.

If fraud is found to have occurred, the Examination Board will determine whether it was serious fraud.

The Examination Board will then decide on the measures to be taken. The possible measures are set out in Article 143.

143. Measures in the event of fraud

Measures in the event of fraud

If fraud has occurred, the Examination Board will take measures that are appropriate to the fraud.

These measures are exclusively the following:

- The Examination Board confirms the measures taken by the examiner or invigilator.
- The student receives a written warning.
- The Examination Board declares the student's test invalid. In that case, the work will not be graded. If the work has already been graded, no grade will be entered in the PeopleSoft academic monitoring system. If there is already a grade in the system, it will be removed. In both cases, the letters ME (Measures of the Examination Board) will be entered.
- The Examination Board decides that the student may not take part in the next opportunity for the same test.
- The Examination Board decides that the student may not take part in any tests for a period determined by the Examination Board. That period will not exceed one year.

Measures in the event of serious fraud

In the event of serious or repeated fraud, the Examination Board may recommend to the Executive Board that the student's enrolment in the programme be terminated. The Examination Board will consult the faculty director first.

Chapter 14. Declaring results to be invalid

144. Grounds for a declaration of invalidity

The Examination Board may determine that a result is invalid if, after the result was announced, it was found that any of the following had occurred:

- an irregularity that made an accurate assessment impossible, even if the student(s) were not to blame for the irregularity;
- fraud;
- a ruling by an appeal body.

The Examination Board will make a decision within 30 working days after becoming aware of any of the above circumstances.

145. Consequences of a declaration of invalidity

If a result is declared to be invalid, the grade recorded for the student(s) concerned will be replaced with ME (Measure Examination Board). The Examination Board will inform the student(s) of its decision in writing, also informing them of their right of appeal.

If the work is to be re-graded and a new result determined, the Examination Board will instruct an examiner to do so. The new result will be recorded in place of the result that was removed.

Chapter 15. Validity period of completed tests and obtained exemptions

146. Limited validity period for tests and exemptions

A test result has a limited validity period if the following two conditions both apply:

- The test result has an expiry date, which is indicated in Article [23. Expiry date, transition period and validity period](#) of this TER;
- and the knowledge, understanding or skills being assessed are demonstrably obsolete.

There are no education and test results with an expiry date for the programme.

147. End of validity period

The validity period for an obsolete test result with an expiry date will end:

- for the foundation phase: three years after the first enrolment;
- for an accelerated programme: two years and eight months after the first enrolment;
- for the main phase of the Bachelor's programme: five years after the first enrolment for the main phase. If the student has an exemption for the foundation phase: five years after the first enrolment.

148. End of validity period

a. Extension and special circumstances

The Examination Board may extend the validity period for students:

- with special circumstances, as described in the Profile Fund (see Chapter 3 of this Education Guide);
- and for whom the validity period in Article 147 is too short.

They do not have to comply with the other conditions in Article [85. Definition of personal circumstances](#).

The Examination Board will ask the student counsellor for advice about:

- whether the special circumstances fall within the scheme; and
- how much of a delay the special circumstances have caused to the student's studies.

b. Extension in other circumstances

If there are any special circumstances other than those referred to above under a), and in the opinion of the Examination Board they have caused a delay in a student's studies that is not adequately compensated for by the validity period for the tests, the Examination Board may extend the validity period. The student in question must submit a request to that effect to the Examination Board.

The student may submit a new request if new special circumstances arise or the circumstances continue.

For the reporting of a study completion delay due to special circumstances and the resulting further activities, the procedure in Article [87. Procedure for establishing special and personal circumstances](#) applies. This is not the case if that procedure already applies based on other rules in the Education Guide.

Students must submit the extension request:

- electronically;
- stating reasons why they are asking for an extension;
- and before the validity period expires.

Where a student submits a request late but has a good reason for doing so, the Examination Board will still accept the request for handling.

The Examination Board will make its decision within 30 working days after the complete request is submitted.

Chapter 16. Accessing, discussing and requesting copies of tests

149. Right of access

Students are entitled to view and discuss their graded work. They can do so at the latest up to four weeks after notification of the result of a written test via the PeopleSoft academic monitoring system.

Programmes determine when and where students can view and discuss their work. This may also take place digitally. When they view their work, students can also see the test standards that were used.

The Examination Board may instruct students how to view their work, for example to prevent students from disseminating test material.

150. Right to obtain a copy in the event of a dispute

If a student and an examiner disagree on a result, a copy of the work (or relevant part thereof) which they disagree on will be created, free of charge. The student needs this copy in order to lodge an appeal. The student must request the copy personally.

Chapter 17. Retention of tests

151. Original retained by the university

The university will always keep the original of important written documents, such as important essays, work placement reports, research reports, theses and components of graduation programmes.

152. Retention period

The university will retain these documents, as well as final research projects, examinations and assignments that students have produced in this respect for a minimum of seven years. They may be kept in electronic or hard copy format. The university will retain these documents for longer if that is stated in the university's regulations governing retention periods.

The university will retain other student work and recordings of oral tests which are not covered by the above list of documents for two years. This is in accordance with the university's regulations governing retention periods.

153. Inclusion in university records to comply with statutory obligations

A copy of the documents referred to in Articles 151 and 152 will be kept in a file or archive to be used for the work of the university. This will be done only if the documents are deemed to be suitable for this purpose. The documents are necessary in order to comply with statutory obligations, such as a visit/accreditation. They may be consulted if that is in line with the university's objectives.

The same applies to inclusion in the HBO Knowledge Base: www.hbo-kennisbank.nl.

If the documents contain confidential information or if third parties have rights to the work, this will be respected. However, a work as a whole cannot be regarded as confidential.

154. Keeping and retaining a (digital) portfolio

The programme does not work with a (digital) portfolio.

Chapter 18. Exemptions

155. Exemptions from tests

The Examination Board may decide that a student does not have to complete any tests for a particular unit of study or a module. This is called an 'exemption'.

156. Unit of study exemptions

Students will be given an exemption for a unit of study if they have been granted exemptions for all tests in that unit of study.

157. Exemptions after switching programmes within the university

If students switch to another programme within the university, they can take their test results and exemptions with them only if they have applied for exemptions in this respect. The same applies to any results students have previously obtained in study programmes at the university that are not government-funded.

158. Exemption criteria

Students may be granted exemptions if they:

- have previously passed tests and examinations within the higher education system;

- have demonstrably acquired knowledge and skills outside of the higher education system which are approximately the same as the unit of study/module and associated test(s) in terms of:
 - content;
 - level;
 - required final qualifications.

If a student requests an exemption based on tests completed in a foreign institution, the Examination Board will consider the quality of the institution in its decision. The evaluation of quality will be based on a previous investigation by the university or on the Examination Board's own investigation.

159. Exemptions granted solely based on up-to-date knowledge and experience

The Examination Board will grant exemptions only based on up-to-date knowledge and experience.

Generally, the Examination Board applies a period of five years when considering what 'up to date' is. In other words, the tests or examinations must have been completed no more than five years before the date of the exemption application. The same applies to knowledge and skills acquired outside of the higher education system.

160. Exemptions procedure and evidence

Requests for exemptions must be submitted to the Examination Board in writing (or by email). Students must explain the reasons why they are asking for an exemption and enclose supporting documents.

The Examination Board may ask a student to provide further information or additional documents. It may also request any information it deems to be necessary in order to make a decision.

Supporting documents may include:

- copies of certificates bearing the stamp of the relevant organisation;
- transcripts showing tests and examinations, or certificates; the student must provide a full description of study or degree programmes or relevant components thereof. The same applies to results previously achieved as a contract student in the same programme at the university;
- copies of theses, articles, reports or coursework that:
 - have been written by the student; and
 - have been assessed and certified by an authorised body;
- a stamped copy of an APL report issued in accordance with the APL Quality Code by an accredited APL provider. The report must clearly show that the student has the knowledge and skills required for the requested exemption; the student must also provide the associated documents if the Examination Board asks for them.

The Examination Board will make a decision on a complete exemption application within 30 working days. The Examination Board may extend this timeframe once, by a maximum of 30 working days.

161. Further investigation

If the Examination Board determines, on the basis of an investigation, that a student cannot be granted an exemption for all tests in a unit of study, the Examination Board may decide to grant an exemption following a further investigation. This investigation involves a comparison by the Examination Board of the final qualifications that the student is lacking against the content of the unit of study.

The investigation may entail that the student must pass an ordinary test.

In its decision, the Examination Board will set a deadline by which the further investigation must be successfully completed.

If a student sits tests which are covered by the exemption, it will be assumed that they did so in the context of this investigation. If the student fails the test, they will not be granted an exemption for all the tests.

The Examination Board may determine that the validity of a result will end earlier than the date resulting from the general exemptions policy (see Articles [146. Limited validity period for tests and exemptions](#) t/m 148). The Examination Board may do so when:

- the student's request relates to an exemption they previously received for another programme at the university;
- or the programme is being updated.

162. Waiving further investigation

If the Examination Board decides that a component of a test is not essential in terms of the conditions as specified in the unit of study description regarding the acquisition of the knowledge, understanding and skills required to obtain the degree, it may decide not to conduct an investigation into that component. This may only occur in an exceptional case, such as disability or religious belief. It also depends on the reasons given by the student.

163. Exemptions prior to enrolment

The Examination Board may also decide to grant an exemption before a student is enrolled. In that case, the student will receive the exemption only once they have actually enrolled.

164. Exemption from foundation examination

If a student has obtained an exemption for all foundation phase tests, he is deemed to be exempt from the foundation examination, unless the Examination Board has conducted its own investigation as described in Article [173. Examination Board investigation](#).

In that case, the student will not receive a foundation certificate.

165. No exemption from final examination

Students can only obtain a limited number of exemptions for the final examination of a Bachelor's programme.

For this final examination, students must obtain a minimum of 60 credits by successfully completing tests. This includes units of study connected with a graduation programme or part thereof. In the case of an accelerated pre-university education pathway, this will be a minimum of 45 credits. This includes units of study connected with a graduation programme or part thereof.

166. Recording exemptions

If an exemption is granted for a test, the word 'vrijstelling' (exemption), or the abbreviation 'VR', will be recorded in place of the test result in the PeopleSoft academic monitoring system. This will be based on the date on which the student is notified of the decision. If this date is prior to the date of enrolment, the date of enrolment will be used.

Chapter 19. Unit of study substitution; national and international mobility

167. Request for substitution

Students may request the Examination Board to let them substitute one or more of the units of study which they still need to complete, along with the associated tests, with units of study and associated tests from another programme offered by the university or by another Dutch or foreign institution of higher education. Students must explain the reasons for their request. This is subject to the condition that students still meet the requirements of the examination, and that the study load in credits must remain the same.

The Examination Board will make its decision within 30 working days after the complete request is submitted.

168. No request required

Students do not need to submit a request if there is a partnership agreement between the university and another institution in the Netherlands or abroad.

169. Rules for teaching and testing in the case of a substitution

Any classes taken and tests completed at other institutions will be subject to the rules for teaching and testing of that institution. This does not apply if the Examination Board decides otherwise in this respect.

170. Other conditions

The Examination Board may impose other conditions on the substitution of units of study and the associated tests. The substitution of units of study and associated tests with those of a foreign institution is subject to the condition that the quality of the foreign institution can be established by the Examination Board, based on:

- a previous investigation by the university;
- or the Examination Board's own investigation.

The Examination Board may also seek advice from Nuffic (the Dutch organisation for internationalisation in education).

9 PART 9. EXAMINATIONS, DEGREE CERTIFICATES AND TRANSCRIPTS

Chapter 1. Examinations

171. Foundation and final examination

The programme includes both a foundation examination and a final examination.

172. Requirements for passing the examination

Students have passed the foundation examination if:

- they have passed the tests for all units of study that are part of the foundation phase of the programme;
- and the validity period of those tests has not expired.

This does not apply if the Examination Board decides to conduct its own investigation, as described in Article 173.

Students have passed the final examination if:

- they have passed the tests for all units of study that are part of the main phase of the programme;
- and the validity period of those tests has not expired.

This does not apply if the Examination Board decides to conduct its own investigation, as described in Article 173.

173. Examination Board investigation

The Examination Board may decide that the examination, in addition to the tests in the programme, will include an investigation conducted by the Examination Board itself into students' knowledge, understanding and research.

This investigation is more or less the same as a test.

The Examination Board of the programme does not conduct its own investigation.

174. Requirements for passing the examination

In exceptional cases, the Examination Board may decide that students do not have to pass every part of a test in order to be deemed to have passed the examination. The Examination Board may set conditions for such a decision. Examples of exceptional cases are a disability or religious belief.

The Examination Board may make such a decision if it considers that a component of a test is not essential in terms of the requirements specified in the unit of study description for acquiring the knowledge, understanding and skills required to obtain the degree.

The Examination Board will then determine the final grade for the unit of study in a fair and reasonable manner, as much as possible in accordance with the rules set out in the TER. In doing so, the Examination Board will not give any consideration to the component in question.

Chapter 2. Degree certificates and transcripts

175. Degree certificate

The Examination Board awards a degree certificate to students as proof that they have passed their final examination.

The Examination Board may decide to award the degree certificate only if the Central Student Administration declares that the student has paid all amounts due and payable by the student.

The degree certificate states the date on which the student is deemed to have passed the final examination. This is the date on which the student completed his/her last test. If the Examination Board has conducted its own investigation as described in Article 173, then the date on the certificate will be the date of the investigation.

The certificate will also state the name of the degree that has been awarded by the Executive Board.

The Examination Board awards degree certificates within five to eight weeks after students pass the final examination. The student will receive a notification with a request to check the data that will be displayed on the degree certificate. The Examination Board will then invite the student for the ceremony in which the certificate is awarded. If an Examination Board does not take the initiative to award a student's degree certificate, the student must request the Examination Board to award the certificate.

176. List of grades and diploma supplement

The Examination Board provides a list of grades with the degree certificate and also encloses a diploma supplement, except in the case of the foundation certificate.

177. Deferral of awarding of the degree certificate

If a student is entitled to receive a degree certificate but wishes to wait because it would be more advantageous to do so, and if the advantage the student would obtain is reasonable, then the student may request a deferral from the Examination Board using the designated form. On the form, the student should explain why the deferral is important to him and how long he wants to wait.

This is usually so that the student can complete an additional unit of study and have it included in the list of grades as an extracurricular unit of study, and not for the purpose of completing a second study programme. Deferrals are generally for no longer than six months. In any event, it is a condition of a deferral that the student not interrupt their enrolment. Note: deferrals can have consequences, for example for the student travel product. This should be checked with the Education Executive Agency (DUO).

178. Transcript

If a student has passed more than one test and the Examination Board does not award a degree certificate to the student, the student will receive a transcript from the Examination Board upon his request. At a minimum, the transcript will specify:

- the units of study for which the student passed the tests;
- the number of credits for those units of study;
- when the student passed the tests.

Chapter 3. With merit and cum laude designations

179. Recording on the degree certificate

The Examination Board may record a 'with merit' or 'cum laude' designation on the degree certificate for each examination for which a positive result has been achieved.

For the final examination, the Examination Board only counts the results from the main phase.

Awarding a designation is not in keeping with the programme's educational vision. For that reason, we do not issue designations and articles 180, 181 and 182 do not apply.

180. Basis of calculation

In performing the calculation, the Examination Board will use the final grades before rounding off for the units of study of the examination.

If a unit of study has several tests, this concerns the final grade before rounding off for that unit of study based on the calculation

of the average in accordance with Articles [127. Grade for a unit of study](#) and [128. Final assessment](#).

In addition, the student must not have been studying for a longer period than the study duration as scheduled by the university. This does not apply if the longer study duration is due to personal circumstances or other special circumstances. The Examination Board will determine whether this is the case.

181. 'With merit'

The designation of 'with merit' will be recorded on the degree certificate if:

- a maximum of 30% of the total number of ECs with a word assessment is assessed. Word assessments are disregarded in the weighting.
- the weighted average final grade for all units of study is 7.0 or more;
- of these final grades, no grade is less than 6.5 before rounding off; and
- the student has received no more than 15 credits' worth of exemptions in the case of a 240 credits programme, or 11 credits in the case of a 180 credits programme.

In calculating the weighted average final grade, the Examination Board will not take into account the results for units of study that were awarded a 'Pass' or 'Fail' grade. A student can request the Examination Board to calculate the result from a foreign institution into a grade, so the grade can be taken into account for the weighted average final grade.

If a student has received more than 15 credits' worth of exemptions in the case of a 240 credits programme, or 11 credits in the case of a 180 credits programme, they may still obtain the 'with merit' designation if:

- the actual duration of the student's studies was correspondingly shorter due to these exemptions; and
- the number of credits for the final examination which the student achieved through tests, amounts to at least half of the total number of credits for that examination.

182. 'Cum laude'

The designation 'cum laude' is recorded as:

- the weighted average final grade for all units of study is 8.0 or more;
- of these final grades, no grade is less than 7.0 before rounding off; and
- the student has received no more than 15 credits' worth of exemptions (in the case of an accelerated pre-university pathway, 11 credits).
- For the foundation year, the student may not have obtained more than 5 credits of exemption (max. 4 credits for a fast-track programme of 45 credits). In calculating the weighted average final grade, the Examination Board will not take into account the results for units of study that were awarded a 'Pass' or 'Fail' grade. At the student's request, the examination board may convert results obtained at a foreign institution into a grade so that this result can be taken into account.

If a student has received more than 15 credits' worth of exemptions in the case of a 240 credits programme, or 11 credits in the case of a 180 credits programme: 11 credits)? The student may still be awarded the 'cum laude' designation if:

- the actual duration of the student's studies was correspondingly shorter due to these exemptions; and
- the number of credits for the final examination which the student achieved through tests, amounts to at least half of the total number of credits for that examination.

Moreover, for the final examination the final grade before rounding off for the units of study that form part of the graduation programme must be at least 8.0. The Annual Programme of this TER sets out which unit of study will be the determining factor for the designation 'cum laude'.

10 PART 10. FINAL AND TRANSITIONAL PROVISIONS

183. Updating the TER

The TER will not be changed during the academic year, unless the interests of students will not be adversely affected by the change.

184. Unforeseen circumstances

In any situations not provided for by the TER, a decision will be made by:

- the Executive Board, if the situation concerns general provisions;
- the faculty director responsible for the programme, if the situation concerns programme-specific provisions.

When implementing the TER, if staff members cannot agree on who has authority in a particular situation, the Executive Board will designate the competent body.

185. Publication, entry into force and authentic version

This TER forms part of the Education Guide of the university as referred to in Section 7.59 of the WHW

The Executive Board may extend the period of validity of general provisions of the TER. This can only be done for an entire academic year. The representative advisory council must give consent for the extension.

The faculty director can extend the period of validity of the programme-specific information. This can only be done for an entire academic year. The representative advisory council must give consent for the extension.

In the event of a discrepancy or difference of interpretation of the provisions of the TER, the text of the Dutch version will take priority over any version in another language.

11 Appendix: Annual Programmes

Programme: **Tourism Management** Faculty: **Creative Business** Mode of study: **voltijd**

Overview units of study

Legend

AF	Graduation part
PR	Graduation part designation
KE	Qualitative requirement (BSR)
BD	Professional component
OP	Optional professional or educational component
EW	Requirements for the job
KZ	Choice whether there are requirements for the job
C	Compensation within the unit of study

Academic year 1

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Tourism & Marketing</u>	1223TE101Z	■ ■ ■ ■	15	
<u>Sustainable Urban Tourism</u>	1223TE102Z	■ ■ ■ ■	15	
<u>Tourism Solutions</u>	1222TE103Z	■ ■ ■ ■	15	
<u>Airline Management Game</u>	1222TE104Z	■ ■ ■ ■	15	

Academic year 2

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Product Development</u>	1222TE201Z	■ ■ ■ ■	15	
<u>Marketing Communication Toolkit</u>	1222TE202Z	■ ■ ■ ■	15	
<u>Project Management Game</u>	1220TE203Z	■ ■ ■ ■	15	
<u>Project Tourism Policy & Research</u>	1220TE204Z	■ ■ ■ ■	15	

Academic year 3

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Field Track Tourism Professional</u>	1221TE301Z	■ ■ ■ ■	30	
Elective: Focus track: Destination Management, Branding & Communication (ENG)				
<u>Destination Management, Branding & Communication Project</u>	1221DMBC1Z	■ ■ ■ ■	20	
<u>Destination Management, Branding & Communication Portfolio</u>	1221DMBC2Z	■ ■ ■ ■	10	
Elective: Focus track: Event Experience (ENG)				
<u>Event Experience Project 1</u>	1221EVIX1Z	■ ■ ■ ■	10	
<u>Event Experience Project 2</u>	1221EVIX2Z	■ ■ ■ ■	10	
<u>Event Experience Portfolio</u>	1221EVIX3Z	■ ■ ■ ■	10	
Elective: Focus track: Metropolitan Hospitality Management (ENG)				
<u>MHM Project</u>	1223MHM01Z	■ ■ ■ ■	30	
Elective: Lab track: International Music Industry Lab Haarlem (ENG)				
<u>International Music Industry Lab multidisciplinary project</u>	4323IMIE1Z	■ ■ ■ ■	30	
Elective: Lab track: Social Impact Island @Sluislab (NL)				
<u>Social impact Island @Sluislab multidisciplinary project</u>	4323SLAN1Z	■ ■ ■ ■	30	
Elective: Lab track: Sustainable Media Lab The Hague (ENG)				
<u>Sustainable Media Lab multidisciplinary project</u>	4323SMLE1Z	■ ■ ■ ■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (ENG)				
<u>ULT Lab Amsterdam multidisciplinary project</u>	4323ULAE1Z	■ ■ ■ ■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (NL)				
<u>ULT Lab Amsterdam multidisciplinary project</u>	4323ULAN1Z	■ ■ ■ ■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (ENG)				
<u>ULT Lab Rotterdam multidisciplinary project</u>	4323ULRE1Z	■ ■ ■ ■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (NL)				
<u>ULT Lab Rotterdam multidisciplinary project</u>	4323ULRN1Z	■ ■ ■ ■	30	

Unit of study	Code	Term	ECTS	Specific details
Elective: Short track: MultiLab Creative Business (ENG)				
<u>MultiLab Creative Business multidisciplinary project (short track)</u>	3821STME1Z	■ ■ ■ ■	15	
Elective: Specialist track: Audiovisual Production (ENG)				
<u>Audiovisual Production - Research report AV</u>	2418IAVP1Z	■ ■ ■ ■	5	
<u>Audiovisual Production - ENG file & production</u>	2422IAVP2Z	■ ■ ■ ■	5	
<u>Audiovisual Production - AV Analysis & reflection 1</u>	2422IAVP3Z	■ ■ ■ ■	5	
<u>Audiovisual Production - Studio file & production</u>	2422IAVP4Z	■ ■ ■ ■	10	
<u>Audiovisual Production - AV Analysis & reflection 2</u>	2422IAVP5Z	■ ■ ■ ■	5	
Elective: Specialist track: Audiovisual Production (NL)				
<u>Audiovisual Production - Research report AV</u>	2418NAVP1Z	■ ■ ■ ■	5	
<u>Audiovisual Production - ENG file & production</u>	2422NAVP2Z	■ ■ ■ ■	5	
<u>Audiovisual Production - AV Analysis & reflection 1</u>	2422NAVP3Z	■ ■ ■ ■	5	
<u>Audiovisual Production - Studio file & production</u>	2422NAVP4Z	■ ■ ■ ■	10	
<u>Audiovisual Production - AV Analysis & reflection 2</u>	2422NAVP5Z	■ ■ ■ ■	5	
Elective: Specialist track: Business Travel & Incentives (ENG)				
<u>BTI: Creating, realising and marketing in business travel</u>	1223BTI01Z	■ ■ ■ ■	30	
Elective: Specialist track: Cultural Tourism (ENG)				
<u>CT: Creating, realising and marketing</u>	1223CULE1Z	■ ■ ■ ■	30	
Elective: Specialist track: Cultuur Toerisme (NL)				
<u>CT: Creating, realising and marketing in cultural tourism</u>	1223CULN1Z	■ ■ ■ ■	30	
Elective: Specialist track: Dutch Tourism Development (NL)				
<u>DTD: Creating, realising and marketing</u>	1223DTD01Z	■ ■ ■ ■	30	
Elective: Specialist track: Event Management (NL)				
<u>Event Management - Perspectives on the event industry</u>	2418NEVM1Z	■ ■ ■ ■	10	
<u>Event Management - Event manager</u>	2418NEVM2Z	■ ■ ■ ■	5	

Unit of study	Code	Term	ECTS	Specific details
<u>Event Management - Event agency</u>	2418NEVM3Z	■ ■ ■ ■	10	
<u>Event Management - Event evaluation</u>	2418NEVM4Z	■ ■ ■ ■	5	
Elective: Specialist track: Film (ENG)				
<u>Film - Narratology & cinematography</u>	2423IFLM1Z	■ ■ ■ ■	10	
<u>Film - Scenario</u>	2423IFLM2Z	■ ■ ■ ■	5	
<u>Film - Film production</u>	2423IFLM3Z	■ ■ ■ ■	5	
<u>Film - Film marketing</u>	2423IFLM4Z	■ ■ ■ ■	5	
<u>Film - Pitch Deck</u>	2423IFLM5Z	■ ■ ■ ■	5	
Elective: Specialist track: Film (NL)				
<u>Film - Narratology & cinematography</u>	2423NFLM1Z	■ ■ ■ ■	10	
<u>Film - Scenario</u>	2423NFLM2Z	■ ■ ■ ■	5	
<u>Film - Film production</u>	2423NFLM3Z	■ ■ ■ ■	5	
<u>Film - Film marketing</u>	2423NFLM4Z	■ ■ ■ ■	5	
<u>Film - Pitch Deck</u>	2423NFLM5Z	■ ■ ■ ■	5	
Elective: Specialist track: International Music Management (ENG)				
<u>International Music Management - Research proposal</u>	2418IIMM1Z	■ ■ ■ ■	5	
<u>International Music Management - Music industry & copyright law</u>	2418IIMM2Z	■ ■ ■ ■	10	
<u>International Music Management - International music business concept</u>	2418IIMM3Z	■ ■ ■ ■	15	
Elective: Specialist track: Responsible Travel (ENG)				
<u>RT: Creating, realising and marketing of responsible tourism products</u>	1223RETR1Z	■ ■ ■ ■	30	
Elective: Specialist track: Tourist Experiences (ENG)				
<u>TEX: Creating, realising and marketing tourist experiences</u>	1223TEX01Z	■ ■ ■ ■	30	

Academic year 4

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Final Track Tourism Professional</u>	1220TE401Z	■ ■ ■ ■	30	AF PR

Overview of tests

Legend

GRD	Grade assessment scale with the minimum score in parenthesis
SUS	Pass / fail scale
NIV	3-point level scale (exceeds the standard / meets the standard / does not yet meet the standard)
0%-100%	Weighting factor
SBU	Number of study hours
S/M/AW	Examination format (Written, Oral, Other method)
TZ	Examination session
AP	Compulsory attendance
LN	Longer timeframe for issuing results

Academic year 1

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Tourism & Marketing	Project Onboarding	1222TE101A	SUS	0%	168	AW	TZ
	Marketing	1222TE101B	GRD(55)	25%	84	AW	TZ
	English 1.1	1222TE101C	GRD(55)	25%	56	AW	TZ
	Tourist Behaviour	1222TE101D	GRD(55)	25%	28	AW	TZ
	DNA Tourism Professional	1222TE101E	GRD(55)	25%	84	AW	TZ
Sustainable Urban Tourism	Project Sustainable Urban Tourism	1222TE102A	SUS	0%	140	AW	TZ
	Trends	1222TE102B	GRD(55)	40%	84	AW	TZ
	Product Development	1223TE102C	GRD(55)	40%	84	AW	TZ
	Presentation	1223TE102D	GRD(55)	20%	56	AW	TZ
	Individual Performance Evaluation 1.2	1222TE102E	SUS	0%	56	AW	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Tourism Solutions	Project Tourism Solutions	1222TE103A	SUS	0%	140	AW	TZ
	Introduction Tourism Policy	1222TE103B	GRD(55)	30%	84	AW	TZ
	English 1.3	1222TE103C	GRD(55)	20%	56	AW	TZ
	Succesfull Team	1222TE103D	GRD(55)	30%	112	AW	TZ
	Destination Management	1222TE103E	GRD(55)	20%	28	AW	TZ
Airline Management Game	Project Airline Management Game	1222TE104A	SUS	0%	140	AW	TZ
	Transportation Management	1222TE104B	GRD(55)	25%	56	AW	TZ
	Financial Accounting	1222TE104C	GRD(55)	20%	56	AW	TZ
	Cross Cultural Communication	1222TE104D	GRD(55)	30%	84	AW	TZ
	Business Management	1222TE104E	GRD(55)	25%	56	AW	TZ
	Individual Performance Evaluation 1.4	1222TE104F	SUS	0%	28	AW	TZ

Academic year 2

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Product Development	Innovative Business Concept	1222TE201A	GRD(55)	50%	140	AW	TZ
	Individual Performance	1222TE201B	GRD(55)	30%	140	AW	TZ
	Product Plan & Research Conclusion	1222TE201C	GRD(55)	20%	140	AW	TZ
Marketing Communication Toolkit	Marketing Communication Toolkit	1222TE202A	GRD(55)	100%	420	AW	TZ
Project Management Game	End product Management Game	1220TE203A	GRD(55)	100%	420	AW	TZ
Project Tourism Policy & Research	End product Tourism Policy & Research	1220TE204A	GRD(55)	100%	420	AW	TZ

Academic year 3

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Field Track Tourism Professional	Field track portfolio	1221TE301A	GRD(55)	100%	840	AW	TZ
Elective: Focus track: Destination Management, Branding & Communication (ENG)							
Destination Management, Branding & Communication Project	Destination Management, Branding & Communication Project	1221DMBC1A	GRD(55)	100%	560	AW	TZ
Destination Management, Branding & Communication Portfolio	Destination Management, Branding & Communication Portfolio	1221DMBC2A	GRD(55)	100%	280	AW	TZ
Elective: Focus track: Event Experience (ENG)							
Event Experience Project 1	Project 1: Design	1221EVIX1A	GRD(55)	100%	280	AW	
Event Experience Project 2	Project 2: Production	1221EVIX2A	GRD(55)	100%	280	AW	
Event Experience Portfolio	Portfolio: Insight	1221EVIX3A	GRD(55)	100%	280	AW	
Elective: Focus track: Metropolitan Hospitality Management (ENG)							
MHM Project	Metropolitan Hospitality Management Project: Design part 1	1223MHM01A	GRD(55)	33%	280	AW	TZ
	Metropolitan Hospitality Management Portfolio: Insight	1223MHM01B	GRD(55)	34%	280	AW	TZ
	Metropolitan Hospitality Management Project: Design part 2	1223MHM01C	GRD(55)	33%	280	AW	TZ
Elective: Lab track: International Music Industry Lab Haarlem (ENG)							
International Music Industry Lab multidisciplinary project	International Music Industry Lab group project	4323IMIE1A	NIV	0%	560	AW	
	International Music Industry Lab individual portfolio	4323IMIE1B	GRD(55)	100%	280	AW	TZ
Elective: Lab track: Social Impact Island @Sluislab (NL)							
Social impact Island @Sluislab multidisciplinary project	Social Impact Island @Sluislab group project	4323SLAN1A	NIV	0%	560	AW	
	Social Impact Island @Sluislab individual portfolio	4323SLAN1B	GRD(55)	100%	280	AW	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Elective: Lab track: Sustainable Media Lab The Hague (ENG)							
Sustainable Media Lab multidisciplinary project	Sustainable Media Lab group project	4323SMLE1A	NIV	0%	560	AW	
	Sustainable Media Lab individual portfolio	4323SMLE1B	GRD(55)	100%	280	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (ENG)							
ULT Lab Amsterdam multidisciplinary project	ULT Lab Amsterdam group project	4323ULAE1A	NIV	0%	560	AW	
	ULT Lab Amsterdam individual portfolio	4323ULAE1B	GRD(55)	100%	280	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (NL)							
ULT Lab Amsterdam multidisciplinary project	ULT Lab Amsterdam group project	4323ULAN1A	NIV	0%	560	AW	
	ULT Lab Amsterdam individual portfolio	4323ULAN1B	GRD(55)	100%	280	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (ENG)							
ULT Lab Rotterdam multidisciplinary project	ULT Lab Rotterdam group project	4323ULRE1A	NIV	0%	560	AW	
	ULT Lab Rotterdam individual portfolio	4323ULRE1B	GRD(55)	100%	280	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (NL)							
ULT Lab Rotterdam multidisciplinary project	ULT Lab Rotterdam group project	4323ULRN1A	NIV	0%	560	AW	
	ULT Lab Rotterdam individual portfolio	4323ULRN1B	GRD(55)	100%	280	AW	TZ
Elective: Short track: MultiLab Creative Business (ENG)							
MultiLab Creative Business multidisciplinary project (short track)	MultiLab portfolio (short track)	3821STME1A	GRD(55)	100%	140	AW	TZ
	MultiLab project (short track)	3821STME1B	SUS	0%	280	AW	TZ
Elective: Specialist track: Audiovisual Production (ENG)							
Audiovisual Production - Research report AV	Audiovisual Production - Research report AV	2418IAVP1A	GRD(55)	100%	140	S	
Audiovisual Production - ENG file & production	Audiovisual Production - ENG file & production	2422IAVP2A	GRD(55)	100%	140	AW	
Audiovisual Production - AV Analysis & reflection 1	Audiovisual Production - AV Analysis & reflection 1	2422IAVP3A	GRD(55)	100%	140	S	

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Audiovisual Production - Studio file & production	Audiovisual Production - Studio file & production	2422IAVP4A	GRD(55)	100%	280	AW	
Audiovisual Production - AV Analysis & reflection 2	Audiovisual Production - AV Analysis & reflection 2	2422IAVP5A	GRD(55)	100%	140	S	
Elective: Specialist track: Audiovisual Production (NL)							
Audiovisual Production - Research report AV	Audiovisual Production - Research report AV	2418NAVP1A	GRD(55)	100%	140	S	
Audiovisual Production - ENG file & production	Audiovisual Production - ENG file & production	2422NAVP2A	GRD(55)	100%	140	AW	
Audiovisual Production - AV Analysis & reflection 1	Audiovisual Production - AV Analysis & reflection 1	2422NAVP3A	GRD(55)	100%	140	S	
Audiovisual Production - Studio file & production	Audiovisual Production - Studio file & production	2422NAVP4A	GRD(55)	100%	280	AW	
Audiovisual Production - AV Analysis & reflection 2	Audiovisual Production - AV Analysis & reflection 2	2422NAVP5A	GRD(55)	100%	140	S	
Elective: Specialist track: Business Travel & Incentives (ENG)							
BTI: Creating, realising and marketing in business travel	Business Travel & Incentives: TM track portfolio	1223BTI01A	GRD(55)	100%	840	AW	TZ
Elective: Specialist track: Cultural Tourism (ENG)							
CT: Creating, realising and marketing	Cultural Tourism: TM track portfolio	1223CULE1A	GRD(55)	100%	840	AW	TZ
Elective: Specialist track: Cultuur Toerisme (NL)							
CT: Creating, realising and marketing in cultural tourism	Cultural Tourism: TM track portfolio	1223CULN1A	GRD(55)	100%	840	AW	TZ
Elective: Specialist track: Dutch Tourism Development (NL)							
DTD: Creating, realising and marketing	Dutch Tourism Development: TM track portfolio	1223DTD01A	GRD(55)	100%	840	AW	TZ
Elective: Specialist track: Event Management (NL)							
Event Management - Perspectives on the event industry	Event Management - Perspectives on the event industry	2418NEVM1A	GRD(55)	100%	280	S	

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Event Management - Event manager	Event Management - Event manager	2418NEVM2A	GRD(55)	100%	140	AW	TZ
Event Management - Event agency	Event Management - Event agency	2418NEVM3A	GRD(55)	100%	280	S	
Event Management - Event evaluation	Event Management - Event evaluation	2418NEVM4A	GRD(55)	100%	140	AW	
Elective: Specialist track: Film (ENG)							
Film - Narratology & cinematography	Film - Narratology & cinematography	2423IFLM1A	GRD(55)	100%	280	AW	
Film - Scenario	Film - Scenario	2423IFLM2A	GRD(55)	100%	140	S	
Film - Film production	Film - Film production	2423IFLM3A	GRD(55)	100%	140	AW	
Film - Film marketing	Film - Film marketing	2423IFLM4A	GRD(55)	100%	140	AW	
Film - Pitch Deck	Film - Pitch Deck	2423IFLM5A	GRD(55)	100%	140	AW	TZ
Elective: Specialist track: Film (NL)							
Film - Narratology & cinematography	Film - Narratology & cinematography	2423NFLM1A	GRD(55)	100%	280	AW	
Film - Scenario	Film - Scenario	2423NFLM2A	GRD(55)	100%	140	S	
Film - Film production	Film - Film production	2423NFLM3A	GRD(55)	100%	140	AW	
Film - Film marketing	Film - Film marketing	2423NFLM4A	GRD(55)	100%	140	AW	
Film - Pitch Deck	Film - Pitch Deck	2423NFLM5A	GRD(55)	100%	140	AW	TZ
Elective: Specialist track: International Music Management (ENG)							
International Music Management - Research proposal	International Music Management - Research proposal	2418IIMM1A	GRD(55)	100%	140	AW	TZ
International Music Management - Music industry & copyright law	International Music Management - Music industry & copyright law	2418IIMM2A	GRD(55)	100%	280	AW	TZ
International Music Management - International music business concept	International Music Management - International music business concept	2418IIMM3A	GRD(55)	100%	420	S	
Elective: Specialist track: Responsible Travel (ENG)							
RT: Creating, realising and marketing of responsible tourism products	Responsible Travel: TM track portfolio	1223RETR1A	GRD(55)	100%	840	AW	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Elective: Specialist track: Tourist Experiences (ENG)							
TEX: Creating, realising and marketing tourist experiences	Tourist Experiences: TM track portfolio	1223TEX01A	GRD(55)	100%	840	AW	TZ

Academic year 4

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Final Track Tourism Professional	Final track portfolio	1220TE401A	GRD(55)	100%	840	AW	TZ

Programme Profile

Tourism Management

The Professional Profile

Developments in society and the professional field

Despite being a relatively young industry, the tourism industry has rapidly evolved to become a mature business sector around the world. Tourism is undergoing an intensive and rapid professionalisation process, both in the Netherlands and abroad. The market's continual evolution is impacting the industry and necessitates increasingly highly trained staff.

The tourism industry can be characterised by a number of key concepts: 'internationalisation', 'rapid technological developments', 'the customer first and at the front of the line', 'an integral and, transsectoral approach', 'safety and security', 'corporate social responsibility and sustainability' and 'professionalisation', all of which are reflected in the trends and developments outlined below.

1. Internationalisation

Boundaries are blurring, the world is becoming an ever smaller place, partly due to the Internet, and more travel opportunities are opening up for a bigger target group, including travellers from emerging countries like China, India, Russia and Brazil. Each of these target groups has its own specific wishes and preferences. The tourism industry is basically organised on a global scale. Internationalisation is one factor that is resulting in the emergence of more international partnerships and mergers. As a result, the market is seeing a growing number of travel products offered by international providers. The Global Village is no longer a metaphor for the future.

2. Hospitality

Friendliness, helpfulness and good interpersonal skills. These are the character traits that will allow you to give your guests the level of personal attention they deserve.

3. Safety and Security

The constant threat of physical and internet-based terror, war and crime is giving rise to a growing amount of legislation and regulations and the further tightening of inspection regimes around the world.

4. Corporate social responsibility and sustainability

Corporate and Social Responsibility applies to society, business organisations and all individuals: concern for People, Planet and Profit. The travel sector has fully acknowledged the importance of sustainable travel. The industry values 'fair trade' products and services.

5. Entrepreneurship

It seems increasingly likely that job security involving a permanent contract will be a less common scenario in the future. An entrepreneurial mindset and an ability to adapt to the market will not only ensure that the industry will continue to consider you as a prospective employee in the future, but will also make you more likely to earn an income.

6. Professionalisation

The travel industry is undergoing an intensive and rapid professionalisation process, prompted by both increasingly critical consumers with high standards in terms of performance and the business community's desire to see staff members evolve and adjust to the rapid market developments. With the

emergence of new market players and alternative business models, tourism managers must adjust and operate with increasing speed and flexibility.

Information technology will come to play an even more important role in future. Communications with consumers are conducted through various digital channels (e-business, e-commerce, social media). The sale of tourism products through internet sites and smartphones will increase further still. This is set to have a major impact on the traditional industry. Multichanneling (the sale of products through multiple, mainly digital, channels) has become the de facto standard for many organisations. Integrated information and communication technology is also becoming an increasingly important part of operational management processes.

The Programme Profile

We shall describe the programme in a general sense here. The specifics of the study programme and all of the various rules applicable in relation to examinations and the degrees awarded have been elaborated on in the tuition and examination regulations (TER), which regulations consist of a General Part of the TER and a Programme Specific Part of the TER.

Aim of the degree programme

The Tourism Management (TM) programme equips students with the knowledge and skills they need to become enterprising, passionate professionals with the ability to create, market and direct effective and innovative tourism and recreation services in a commercial and sustainable manner, with an open mind to global trends in an international and intercultural context and the ability to manage the corresponding management processes. The programme also contributes to knowledge development in the professional field by promoting and supervising applied research by both students and lecturers.

Mission statement

In Holland Tourism Management inspires and challenges students to become responsible professionals who (co-) create and direct realistic, sustainable tourism solutions in urban environments

The Tourism Management programme's vision

This mission was further detailed in several statements that provide guidance – statements which inform the subject matter and design of the curriculum.

Inspiring and challenging

Tourism professionals take new initiatives, are creative, think outside the box and deal with others in an interactive, personal and mutually pleasant way. The degree programme inspires students and challenges them to develop such an innovation-driven attitude. The degree programme focuses on teaching students how to be flexible and entrepreneurial, direct others, cooperate with others, network and connect. These are all abilities that will allow students to respond in a proactive and innovative manner to a professional field that keeps changing and innovating.

Responsible professionals and sustainable tourism solutions

The degree programme teaches students to become tourism professionals who are both able and willing to take responsibility, both in terms of the organisation for which they work and the environment in which their organisation is active. Responsible tourism professionals focus both on people and on the planet. They run their businesses in accordance with the tenets of corporate social responsibility and seek to establish long-term relationships. Destination management also means constantly weighing up the following considerations: impact on people, impact on the environment and impact on profitability in terms of time (now and in the future) and space (here and elsewhere). Tourism professionals will discuss such considerations with their stakeholders.

Students are put in charge right from the first day of their degree programme. Lecturers have faith in their students' strengths and will encourage them to work actively towards becoming responsible tourism professionals. The courses students attend and the supervision they receive trains students to develop a critical and reflective attitude towards their own proposals and solutions, as well as other people's.

Co-creation and direction

Where possible, students are set motivational, hands-on assignments that reflect professional practice and will help students learn, while also helping out the commissioning client. The Tourism Management programme is firmly anchored in the region and always seeks to strengthen its relationships with other players by cooperating with tourist agencies that are active in both the Netherlands and abroad, with municipal governments in the Randstad conurbation, with trade associations and, where possible, with regional authorities. This focus on co-creation reflects the professional practice tourism professionals will encounter in their jobs.

The urban environment in an international context

The programme department adds a twist of its own to the Tourism Management programme by focusing on the urban environment in which the degree programme is taught. Labs located in the urban environment act like estate agents, with students, clients and research groups all stimulating each other to solve topical issues observed in this urban environment. The tourism industry is an international industry. In order to improve our students' international employability chances, they learn to work in a cross-cultural urban community on the basis of sensitivity, knowledge and consideration for traditions, cultures and languages. During the degree programme, students are given plenty of opportunities to gain international experience, both for brief and for longer periods.

In Years 1 and 2, the degree programme sets core tasks, all of which come with specific learning outcomes. In Years 3 and 4, the degree programme revolves around acquiring certain competences. These competences are outlined in the programme-specific section of the OER, i.e. in the 'Table of competences' section.

The degree programme's own special focus areas

The degree programme has implemented a few programme-specific focus areas (accents) that deviate slightly from the National Tourism Management Programme Profile (2018). It has effectively described these focus areas in its mission and vision statements. The degree programme has incorporated these focus areas into its core tasks, learning outcomes and proficiency indicators. It takes the focus areas into account when drawing up the assignments set to students:

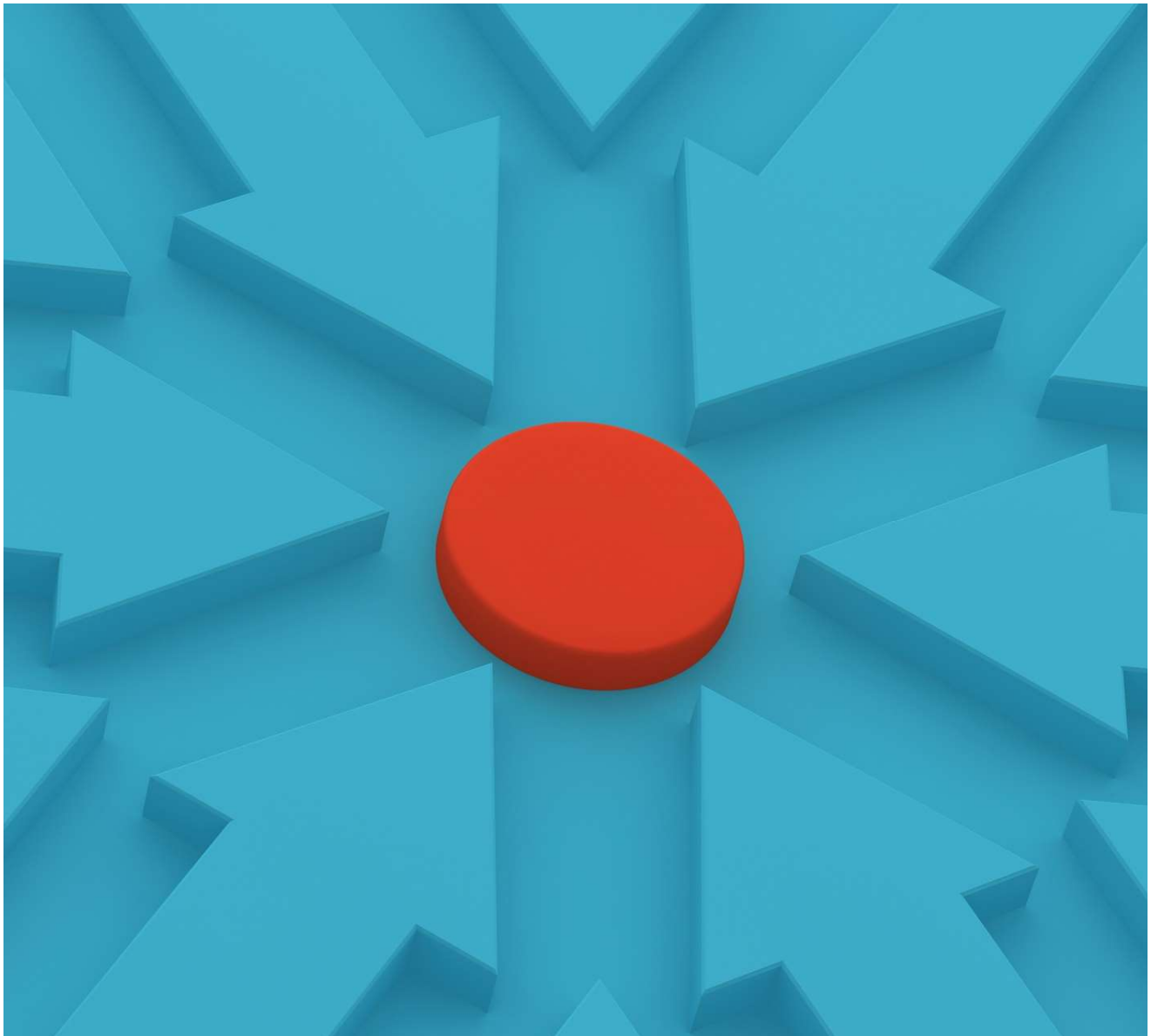
The urban environment. One issue that receives special attention in the degree programme is tourism and big cities. In Holland's Tourism Management programme is strongly tied up with the Randstad conurbation. Among others, the degree programme cooperates with tourist agencies located in the Randstad conurbation and government agencies active in the Randstad conurbation (e.g. local and provincial authorities). This focus is in line with the Creative Future faculty vision statement of 2018: We educate 21st century creative professionals, with a focus on urban areas, social value creation and production processes... Since time immemorial, global cities have been a hub for the creative sector. This sector encompasses media and entertainment firms, creative-commercial services, art and culture... We work, research and learn in urban areas, with all the challenges that these present... We commit ourselves to social goals. The goals are at the interface of new technology, trends in the creative industry and the major themes in global cities: healthy, inclusive and sustainable.

Sustainability. Another issue that receives special attention in the degree programme is tourism as related to mankind and the environment (context). Tourism professionals conduct their business in accordance with the tenets of corporate social responsibility, seek to build long-lasting relationships and discuss tourism-related considerations with their stakeholders. The Creative Future faculty vision statement of 2018 states that graduates feel involved in issues across the spectrum of social innovation.

Co-creation. Tourism professionals create attractive and sustainable forms of tourism in association with clients and other stakeholders. The Creative Future vision statement of 2018 had the following to say on the subject: We regard ourselves as a committed knowledge institution. Through our research and teaching, we work on societal challenges. We call this engaged scholarship... We involve recipients and users in the design process for solutions...

Policymaking skills. The department has drawn up a separate core task: analysis and practical implementation of tourism-related policy issues. This involves policymaking with regard to complex and diverse urban issues related to incoming tourism, security, transport, logistics etc. The department has chosen to categorise policymaking skills as a separate core task, considering the importance it has always attached to this, partly in conjunction with its focus on the urban environment and sustainability.

Performing at the level of a higher professional education professional. The degree programme seeks to emphasise the development of personal and professional skills needed in professional practice in the tourism industry (performing at the level of a higher professional education professional). The development of these skills will help make graduates more open to changes and help them be part of these changes and instigate and direct innovations.



CORE TASKS, LEARNING OUTCOMES & SUCCESS FACTORS

TOURISM MANAGEMENT (TM) | INHOLLAND

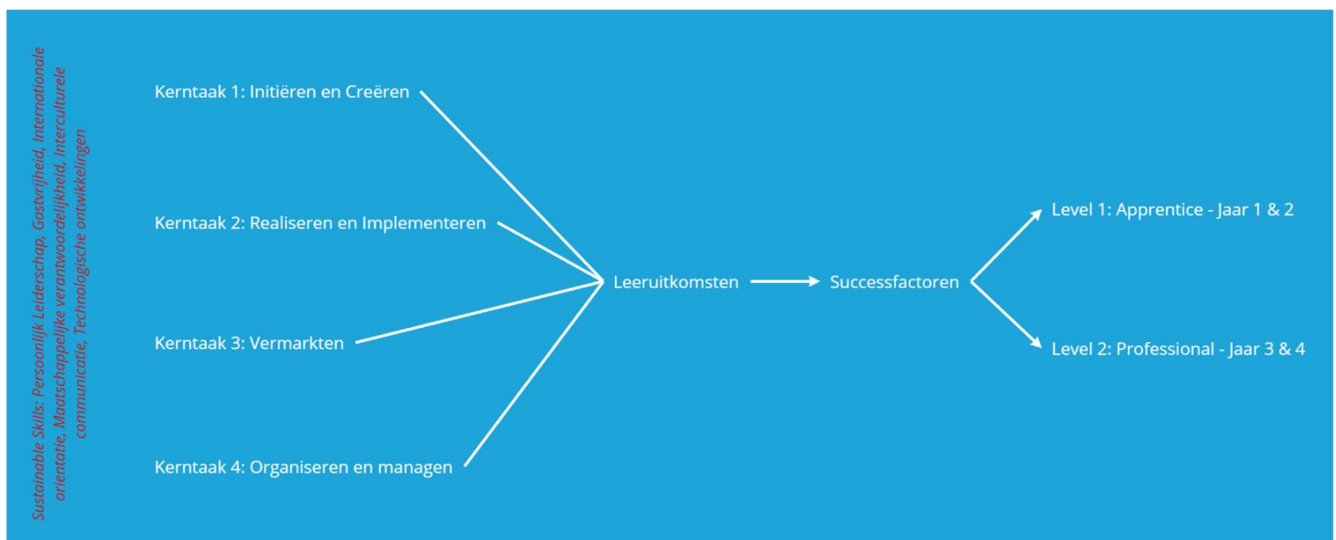
APRIL, 2023

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TOURISM MANAGEMENT | CORE TASKS, LEARNING OUTCOMES & SUCCESS FACTORS

General description of levels

Within the TM degree programme we use two levels: end of Year 2 level and Bachelor's level. Learning outcomes have been formulated for the core tasks. The learning outcomes form the phases or components within the core task. The learning outcomes have been translated into success factors at the two levels. The levels have a general structure which applies to each level of the learning outcomes.



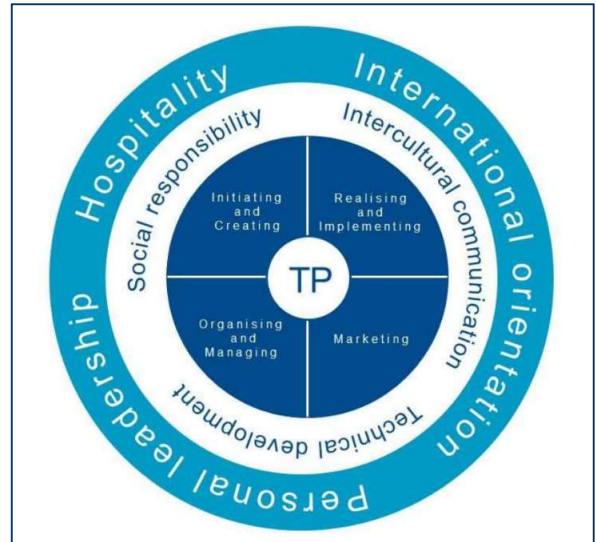
Level 1: Apprentice (end year 2)	Level 2: professional (end year 4)
<p>The student is able to provide solution(s) to a problem:</p> <ul style="list-style-type: none"> ▪ Under clear instructions and supervision of a coach ▪ In unambiguous straightforward situations and environments ▪ By supporting students in the application of models and/or theories ▪ Providing solutions by means of creativity and critical thinking ▪ Applying and adapting standard procedures to changing situations ▪ Using the basics of interpersonal & professional skills (communication, collaboration, critical thinking, empathy, ICT, digital, research) ▪ In a clearly defined context 	<p>The student is able to provide solution (s) to a problem:</p> <ul style="list-style-type: none"> ▪ Independently, by coaching on demand ▪ In complex, changing, ambiguous, situations and environments ▪ By applying individually selected models and/or theories ▪ By means of creativity & critical thinking and taking in a well-argued position ▪ Applying broad and integrated knowledge gathered throughout the studies ▪ Using a deeper (mature) and authentic level of interpersonal & professional skills From/in a broader & complex context

SUSTAINABLE SKILLS

Sustainable Skills: Performing at the level of a higher young professional:

- Personal Leadership
- Hospitality
- International Orientation
- Intercultural Communication
- Social Responsibility
- Technical Development

This core task has to be integrated within the core tasks (1-4); if this shall not be the case, they will be tested in another form. These aspects will therefore be included when assessing the professional products whenever necessary.



Learning Outcomes	Sustainable Skills	Level 1: apprentice	Level 2: professional
When carrying out the (integral) tasks, the TM-Professional demonstrates that he/she has a broad and international orientation, demonstrates a feeling for hospitality and social responsibility, processes, where possible, general and technological trends, has good oral and written (intercultural) communication skills and shows personal leadership.	Personal Leadership	<ul style="list-style-type: none"> You critically reflect on content, process and personal performance. You demonstrate an understanding of your own intrinsic position with respect to aspects such as taking responsibility, drive, initiative, creativity, flexibility and independence in performing tasks. 	<ul style="list-style-type: none"> You take control and reflect on content (professional products), process and your personal development. You give and receive feedback and translate this into feed forward actions. You think and act with independence, flexibility and creativity. You see opportunities and seize them and/or think up new solutions.
	Research Skills	<ul style="list-style-type: none"> You demonstrate an inquisitive attitude, curiosity and analytical thinking skills in a straight forward setting. 	<ul style="list-style-type: none"> You are curious, analytical and critical in a complex environment. You proceed methodically.
	Hospitality	<ul style="list-style-type: none"> You show awareness for customer and guest orientation in the performance of all your tasks You strike the right balance between diligence/tact and commercial thinking. 	<ul style="list-style-type: none"> You put the customer first and respond empathically and carefully to the wants and needs of others. You know how to show the right balance between your empathy and commercial thinking.
	Social Responsibility	<ul style="list-style-type: none"> You demonstrate consideration for people, planet, profit and purpose in your thinking and actions. You take social responsibility into account You follow industry agreements on sustainability and recognize the significance and effects of tourist behavior. 	<ul style="list-style-type: none"> You consider people, planet, profit and purpose. You take into account the applicable sector agreements on sustainability. You take into account the social context in which you operate as a professional. You recognize and take into account the meaning and effects of tourism on the context and environments.

	(Inter)cultural communication and collaboration	<ul style="list-style-type: none"> ▪ You communicate tactfully internally and externally at social levels ▪ You demonstrate good oral and written communication skills aimed at the target audience. 	<ul style="list-style-type: none"> ▪ You communicate tactfully and effectively internally and externally at various social/cultural levels. ▪ You apply excellent oral and written communication skills focused on the target group. ▪ You consider similarities and differences between target groups and within target groups. ▪ You establish equal partnerships with stakeholders and other actors.
	International Orientation	<ul style="list-style-type: none"> ▪ You are aware of the interests and responsibilities of other stakeholders and actors, and can make connections and collaborate with them. 	<ul style="list-style-type: none"> ▪ You know what is going on in society in relation to the tourism field at home and abroad. ▪ You integrate trends and developments, knowledge about target groups and current events into your thinking and actions.
	Technical Development	<ul style="list-style-type: none"> ▪ You demonstrate knowledge of new general and technological trends and developments whenever required and possible in the performance of your tasks. 	<ul style="list-style-type: none"> ▪ You identify, analyze and integrate new technological developments where appropriate and possible.

CORE TASKS, LEARNING OUTCOMES & SUCCESS FACTORS (LEVEL 1 & LEVEL 2)

CORE TASK 1: INITIATE AND CREATE NEW OR INNOVATIVE (SUSTAINABLE) PRODUCTS AND SERVICES

Learning Outcome	Level 1: apprentice	Level 2: professional
Based on trends and developments, the TM-professional proactively & creatively develops new/renewed tourist and/or business products and services that are feasible and responsible and meet or even surpass consumer demands for experiences	<ul style="list-style-type: none">▪ You explain the choice of developing new or updated products/services based on the organization's vision, the latest trends and developments, and the needs and wants of the target audience.▪ You explain the choice based on the internal and external analysis resulting from research, taking into account the organizational profile, organizational factors, financial feasibility, sustainability and (inter)national legal factors.	<ul style="list-style-type: none">▪ You develop products and/or services in a dynamic and complex environment that are socially responsible.▪ You justify the connection of the developed products and/or services to the target group and their wishes, trends and developments and the organization's frameworks.▪ You substantiate why the developed products and/or services are financially, legally, sustainably and technologically feasible.

CORE TASK 2: REALIZING AND IMPLEMENTING NEW OR INNOVATIVE PRODUCTS AND SERVICES

Learning Outcome	Level 1: apprentice	Level 2: professional
The TM- Professional sets up structures, manages and coordinates processes based on internal factors: legal, financial, and organizational issues, and external ones: people, planet, profit, purpose, sector agreements, ethics and the macro-economic environment	<ul style="list-style-type: none">▪ You plan and lead processes required to implement commercially viable products and services, consider internal factors such as organizational frameworks and legal, financial and sustainability factors of interest to stakeholders, and add value to a destination's natural, cultural and social environment.▪ You advise on the decision-making process based on analyses of policy issues and point out potential legal consequences and their impact.▪ You know how to analyze the customer journey.	<ul style="list-style-type: none">▪ You establish tactical and operational processes that ensure products and/or services are commercially viable, viable and socially responsible.▪ You involve relevant stakeholders and ensure alignment with internal and external constraints.▪ You substantiate why the chosen design of processes and structures enable the implementation and control of the products and/or services.

CORE TASK 3: MARKETING (SUSTAINABLE) TOURISM PRODUCTS/SERVICES BASED ON CONSUMER KNOWLEDGE AND MODERN COMMUNICATION AND DISTRIBUTION TECHNIQUES.

Learning Outcome	Level 1: apprentice	Level 2: professional
Based on the knowledge of or research into the consumer, the required experience, the market and market developments, the TM Professional determines the way in which a product or service should be marketed to realise a maximum result.	<ul style="list-style-type: none"> You are able to collect and analyze data on consumer behavior, the market and the latest market and technological developments. You develop a visually detailed prototype and customer journey and an implementation plan for the most appropriate marketing operation and/or approach. You analyze the customer journey when marketing the product, using at least appropriate digital means. 	<ul style="list-style-type: none"> You analyze relevant data on consumer behavior, the market and market trends. You create and substantiate marketing strategies based on analyses of relevant data of the organization, customer profiles, financial and legal frameworks and possible result measurements. You develop expressions of marketing communication and/or promotional tools to market the tourism and/or business product and/or service.

CORE TASK 4: ORGANIZING AND MANAGING (CHANGING) ORGANIZATIONAL PROCESSES

Learning Outcome	Level 1: apprentice	Level 2: professional
The TM- Professional maintains and develops (parts of) the organization, makes policy-related and/or operational choices and takes strategic decisions, analyse and improve the conduct of organisations, focusing on management structure and culture, the complexity of behaviour in organisations, intercultural management, leadership styles and change management.	<ul style="list-style-type: none">▪ You analyze the behavior of an organization (footnote) and its processes.▪ You make operational and planning choices and strategic decisions.▪ You analyze and take into account simple, relevant (digital) financial data. This data is used to advise stakeholders on business operations, legal frameworks and on how to use people and resources effectively and efficiently.	<ul style="list-style-type: none">▪ You analyze parts of the organization and its processes and/or structures based on internal and external data.▪ You demonstrate entrepreneurship by making proposals based on this analysis that solve relevant issues or exploit opportunities, within the organization, and you predict the impact of the proposals on the organization.▪ You justify the proposals with respect to the financial, legal, human resources, sustainability, business cultural, organizational aspects and substantiate why they fit the organization's objectives.

Phasing out programme education and exams

Vision on phasing out education

The curriculum has been updated due to changes in the working field in recent years. There have been minor and major changes. The tables below show which exams have been/are being phased out. For a number of exams there is a replacement based on the new curriculum. The following principles apply:

- The Tourism Management diploma must be up to date. Therefore the study units of the new curriculum are leading. This means that units of the study program that are no longer included in the program have been replaced by units of that have been added in the new program.
- Where possible, the educational units and exams have been replaced by comparable exams from the new program.
- The student load hours of the replacement units have remained the same as much as possible. An exception is the second-year curriculum for cohort 2018 and above. These separate exams have been combined into one (deficiency) exam per theme.

Year 1

Study unit		Exam		Date end education	Date expiry exam
COHORT 2022					
1222TE101Z	Tourism & Marketing	1222TE101F	Individual Performance 1.1	31-08-2023	31-08-2024
COHORT 2021					
1221TE101Z	Onboarding	1221TE101A	Project Onboarding	31-08-2022	31-08-2023
1221TE102Z	Sustainable Urban Tourism	1221TE102A	Project Sustainable Urban Tourism	31-08-2022	31-08-2023
1221TE103Z	Tourism Solutions	1221TE103A	Project Tourism Solutions	31-08-2022	31-08-2023
1221TE104Z	Airline Management Game	1221TE104A	Project Airline Management Game	31-08-2022	31-08-2023
COHORT 2020					
1220TE111Z	Project tourism choices	1220TE11A	Stand at fair	31-08-2021	31-08-2022
1220TE111Z	Project tourism choices	1220TE11B	Advisory report	31-08-2021	31-08-2022
1220TE111Z	Project tourism choices	1220TE11C	Reflection	31-08-2021	31-08-2022
2020TE112A	Introduction tourism policy	2020TE112A	Introduction tourism policy	31-08-2021	31-08-2022
2020TE113A	DNA tourim manager	2020TE113A	DNA tourism manager	31-08-2021	31-08-2022
2020TE114A	Written communication	2020TE114A	Written communication	31-08-2021	31-08-2022
2020TE114A	Research	2020TE114A	Research	31-08-2021	31-08-2022
2020TE121Z	Project Create a citytrip	2020TE121A	Create a citytrip - presentation	31-08-2021	31-08-2022
2020TE121Z	Project Create a citytrip	2020TE121B	Create a citytrip - package	31-08-2021	31-08-2022
2020TE122Z	Product development	2020TE122A	Productdevelopment	31-08-2021	31-08-2022
2020TE123Z	Financial Management	2020TE123A	Financial Management	31-08-2021	31-08-2022
2020TE124Z	Trends	2020TE124A	Trends	31-08-2021	31-08-2022
2020TE131Z	Project Airline Game	2020TE131A	Airline game report	31-08-2021	31-08-2022
2020TE131Z	Project Airline Game	2020TE131B	Airline game future scenario	31-08-2021	31-08-2022
2020TE131Z	Project Airline Game	2020TE131C	Airline game peer-assessment	31-08-2021	31-08-2022
2020TE132Z	Business management	2020TE132A	Business management	31-08-2021	31-08-2022
2020TE133Z	Transport management	2020TE133A	Transport management	31-08-2021	31-08-2022
2020TE134Z	Financial Accounting	2020TE134A	Financial Accounting	31-08-2021	31-08-2022
2020TE135Z	Successful team	2020TE135A	Successful team	31-08-2021	31-08-2022

1220TE141Z	Project Social mediacampaign	1220TE141A	Social mediacampaign plan	31-08-2021	31-08-2022
1220TE141Z	Project Social mediacampaign	1220TE141B	Social mediacampaign pitch	31-08-2021	31-08-2022
2020TE142Z	Cross Cultural Communication	2020TE142A	Cross Cultural Communication	31-08-2021	31-08-2022
2020TE143Z	Persuasive writing	2020TE143A	Persuasive writing	31-08-2021	31-08-2022
2020TE144Z	PPD 1	2020TE144A	PPD 1	31-08-2021	31-08-2022
2020TE146Z	English 1.4	2020TE146A	English 1.4 written exam	31-08-2021	31-08-2022
2020TE146Z	English 1.4	2020TE146B	English 1.4 oral exam	31-08-2021	31-08-2022

Conversion exams year 1

The expired exams will still be open on the gradelist of the student. However, the student will do a (partial) assignment from the new curriculum that is similar to the specific exam from the phased out curriculum. Any differences between the two are indicated in the right-hand column.

Note: the order of projects in academic year 23-24 is as following:

- Term 1 – Onboarding
- Term 2 – Sustainable Urban Tourism
- Term 3 – Tourism Solutions
- Term 4 – Airline Management

All exams are offered four times a year, at the end of each term. Students are allowed to take a maximum of two chances a year. Please note that the education activities will only take place during the above mentioned terms.

Study unit		Exam		Similar to exam of the new programme		Changes
Code	Name	Code	Name	Code	Name	
Term 1						
2020TE12Z	Introduction tourism policy	2020TE112Z	Introduction tourism policy	1222TE103B	Introduction Tourism Policy	Gradework exam
2020TE113A	DNA tourism manager	2020TE113A	DNA tourism manager	1222TE101E	DNA tourism manager	No changes
2020TE114A	Written communication	2020TE114A	Written communication		n.a.	
2020TE114A	Research	2020TE114A	Research		n.a.	Student participate in research classes
Term 2						
2020TE121Z	Project create a citytrip	2020TE121A	Create a citytrip - presentation	1222TE102D	Presentation	Presentation about a specific product
2020TE121Z	Project create a citytrip	2020TE121B	Create a citytrip - package	1222TE102A	Project Sustainable Urban Tourism	No changes
2020TE122Z	Product development	2020TE122A	Product development	1222TE102C	Product Development	Gradework exam
2020TE123Z	Financial Management	2020TE123A	Financial Management	1222TE102A	Project Sustainable Urban Tourism	Part of the project instead of written exam
2020TE124Z	Trends	2020TE124A	Trends	1222TE102B	Trends	No changes
Term 3						
2020TE131Z	Project Airline Game	2020TE131A	Airline game report	1222TE104A	Project Airline Management	No changes

2020TE131Z	Project Airline Game	2020TE131B	Airline game future scenario	1222TE104E	Business Management	Writing an internal analysis
2020TE131Z	Project Airline Game	2020TE131C	Airline game peer-assessment	122TE104A	Project Airline Management	No changes
2020TE132	Business management	2020TE132A	Business management	122TE104E	Business Management	Writing an internal analysis
2020TE133Z	Transport management	2020TE133A	Transport management	122TE104B	Transport Management	Gradework exam
2020TE134Z	Financial Accounting	2020TE134A	Financial Accounting	1222TE104C	Financial Accounting	Oral exam instead of written
2020TE135Z	Successful team	2020TE135A	Successful team	1222TE103D	Successful team	No changes
Term 4			Note: these units are now offered in term 1			
1220TE141Z	Project Social mediacampaign	1220TE141A	Social mediacampaign plan	122TE101A	Project Onboarding	No changes
1220TE141Z	Project Social mediacampaign	1220TE141B	Social mediacampaign pitch		Project Onboarding	Presentation
2020TE142Z	Cross Cultural Communication	2020TE142A	Cross Cultural Communication	1222TE104D	Cross Cultural Communication	No changes
2020TE143Z	Persuasive writing	2020TE143A	Persuasive writing		n.a.	Writing a blog
2020TE144Z	PPD 1	2020TE144A	PPD 1	1222TE104F	Individual Performance	Creative presentation instead of portfolio
2020TE146Z	English 1.4	2020TE146A	Written			No changes
2020TE146Z	English 1.4	2020TE146B	Oral			No changes

Deadlines and person of contact phasing out year 1 (note: dates subject to change)

Note: exams are offered four times a year, at the end of each term. Students are allowed to take a maximum of two chances a year.

Code	Name	Deadlines	Remarks	Person of contact
COHORT 2022				
1222TE101F	Individual Performance 1.1	30 October 15 January 2 April 7 June		Learning coach 22-23
COHORT 2021				
1221TE101A	Project Onboarding	30 October 15 January 2 April 7 June		Learning coach 21-22
1221TE102A	Project Sustainable Urban Tourism	30 October 15 January 2 April 7 June		Learning coach 21-22
1221TE103A	Project Tourism Solutions	30 October 15 January 2 April 7 June		Learning coach 21-22
1221TE104A	Project Airline Management Game	30 October 15 January 2 April 7 June		Learning coach 21-22

COHORT 2020 en 2019				
2020TE123A	Financial Management	30 October 15 January 2 April 7 June		Petra Kolenberg
2020TE131B	Project Airline Game future scenario	30 October 15 January 2 April 7 June		Monique Gruter
2020TE131C	Project Airline Game peer-assessment	30 October 15 January 2 April 7 June		Ellen Bulthuis
2020TE132A	Businessmanagement	30 October 15 January 2 April 7 June		Petra Kolenberg
2020TE134A	Financial Accounting	Oral, will be scheduled on certain dates		Petra Kolenberg
2020TE144A	PPD 1	30 October 15 January 2 April 7 June		Cecile Brand

Year 2

Study unit		Exam		Date end education	Date expiry exam
COHORT 2022					
1221TE201Z	Entrepreneurship in Tourism 1	1221TE201A	Innovative Business concept	31-08-2023	31-08-2024
1221TE201Z	Entrepreneurship in Tourism 1	1221TE201B	Individual Performance 2.1	31-08-2023	31-08-2024
1221TE201Z	Entrepreneurship in Tourism 1	1221TE201C	Accountability and conclusion	31-08-2023	31-08-2024
1221TE202Z	Entrepreneurship in Tourism 2	1221TE202A	Entrepreneurship in Tourism	31-08-2023	31-08-2024
COHORT 2020					
1220TE201Z	Entrepreneurship in Tourism 1	1220TE201A	Innovative Business concept	31-08-2022	31-08-2023
1220TE202Z	Entrepreneurship in Tourism 1	1220TE202A	Project Entrepreneurship in Tourism 2	31-08-2022	31-08-2023
1220TE203Z	Management game	1220TE203A	Project management game	31-08-2022	31-08-2023
1220TE204Z	Tourism policy and research	1220TE204A	Project tourism policy and research	31-08-2022	31-08-2023
COHORT 2019					
2020TE211Z	Business Proposal	2020TE211A	Business Proposal	31-08-2021	31-08-2022
2020TE212Z	Business plan	2020TE212A	Business plan	31-08-2021	31-08-2022
2020TE212Z	Business plan	2020TE212B	Presentation Business plan	31-08-2021	31-08-2022
2020TE213Z	Digital Marketing plan	2020TE213A	Digital Marketing plan	31-08-2021	31-08-2022
2020TE213Z	Digital Marketing plan	2020TE213B	Website	31-08-2021	31-08-2022
2020TE214Z	Written communication	2020TE214A	Written communication	31-08-2021	31-08-2022
2020TE231Z	Parkmanagement	2020TE231A	Parkmanagement interviews	31-08-2021	31-08-2022
2020TE231Z	Parkmanagement	2020TE231B	Management report	31-08-2021	31-08-2022
2020TE232Z	Tourism policy	2020TE232A	Policy analysis	31-08-2021	31-08-2022
2020TE232Z	Tourism policy	2020TE232B	Research proposal policy project	31-08-2021	31-08-2022
2020TE233Z	Tourism policy	2020TE233A	Research report policy project	31-08-2021	31-08-2022
2020TE233Z	Tourism policy	2020TE233B	Vlog policy project	31-08-2021	31-08-2022

2020TE233Z	Tourism policy	2020TE233C	Advice policy project	31-08-2021	31-08-2022
2020TE234Z	Professional development	2020TE234A	Online profile	31-08-2021	31-08-2022
2020TE234Z	Professional development	2020TE234B	Professional presentation	31-08-2021	31-08-2022
2020TE234Z	Professional development	2020TE234C	Creative presentation	31-08-2021	31-08-2022
2020TE234Z	Professional development	2020TE234D	Intercultural management	31-08-2021	31-08-2022
COHORT 2018 and before					
1212TM247Z	Essay writing 2.4	1212TM247A	Essay writing 2.4	31-08-2020	31-08-2022
1212TM216Z	Debating 2.1	1212TM216A	Debating 2.1	31-08-2020	31-08-2022
1212TM223Z	Business ethics and marketing 2.2	1212TM223A	Business ethics and marketing 2.2	31-08-2020	31-08-2022
1213TM222Z	E-commerce 2.2	1213TM222A	E-commerce 2.2	31-08-2020	31-08-2022
1212TM213Z	English 2.1	1212TM213A	English 2.1	31-08-2020	31-08-2022
1217TM220Z	English 2.2	1217TM220A	English 2.2	31-08-2020	31-08-2022
1212TM233Z	English 2.3	1212TM233A	English 2.3	31-08-2020	31-08-2022
1217TM240Z	English 2.4	1217TM240A	English 2.4	31-08-2020	31-08-2022
1217TM226Z	Financial management 2.2	1217TM226A	Financial management 2.2	31-08-2020	31-08-2022
1217TM227Z	Marketing communication 2.2	1217TM227A	Marketing communication 2.2	31-08-2020	31-08-2022
1220TM291Z	Modern language 2.1	1217TM219A	Spanish 2.1	31-08-2020	31-08-2022
1220TM292Z	Modern language 2.2	1217TM229A	Spanish 2.2	31-08-2020	31-08-2022
1220TM263Z	Modern language 2.3	1214TM234A	Spanish 2.3	31-08-2020	31-08-2022
1220TM294Z	Modern language 2.4	1217TM249A	Spanish 2.4	31-08-2020	31-08-2022
1212TM235Z	Research 2.3	1212TM235A	Research 2.3	31-08-2020	31-08-2022
1212TM237Z	Reporting 2.3	1212TM237A	Reporting 2.3	31-08-2020	31-08-2022
1212TM242Z	Study coaching 2.4	1212TM242A	Study coaching 2.4	31-08-2020	31-08-2022
1214TM239Z	Applying for a job 2.3	1214TM239A	Applying for a job 2.3	31-08-2020	31-08-2022
1212TM246Z	Strategic management 2.4	1212TM246A	Strategic management 2.4	31-08-2020	31-08-2022
1212TM243Z	Tourism policy and ICM 2.4	1212TM243A	Tourism policy and ICM 2.4	31-08-2020	31-08-2022
1212TM232Z	Tourism research 2.3	1212TM232A	Tourism research 2.3	31-08-2020	31-08-2022
1212TM212Z	Trends in tourism 2.1	1212TM212A	Trends in tourism 2.1	31-08-2020	31-08-2022
1213TM214Z	Change management 2.1	1213TM214A	Change management 2.1	31-08-2020	31-08-2022

Conversion exams year 2

Study unit		Exam		Similar to exam of the new programme		Changes
Code	Name	Code	Name	Code	Name	
EXAMS COHORT 2019-2020						
The student will do an assignment from the new curriculum, with the code of the old program remaining. Any changes are described in the right-hand column						
2020TE211Z	Business Proposal	2020TE211A	Business Proposal	1221TE201A	Innovative business concept	More focus on concept development. End product is concept and research proposal
2020TE212Z	Businessplan	2020TE212A	Business Plan	1220TE202A	End product Entrepreneurs hip in Tourism	No changes
2020TE212Z	Businessplan	2020TE212B	Presentation Business Plan	1220TE202A	End product Entrepreneurs hip in Tourism	Dragons Den

2020TE213Z	Digital Marketing Plan	2020TE213A	Digital Marketing Plan	1220TE202A	End product Entrepreneurs hip in Tourism	No changes
2020TE213Z	Digital Marketing Plan	2020TE213B	Website	1220TE202A	End product Entrepreneurs hip in Tourism	No changes
2020TE214Z	Written communication	2020TE214A	Written communication	1220TE202A	End product Entrepreneurs hip in Tourism	Writing a conclusion instead of a management summary
2020TE231Z	Parkmanagement	2020TE231A	Parkamangement interviews	1220TE203A	Management Game	No changes
2020TE231Z	Parkmanagement	2020TE231B	Management report	1220TE203A	Management Game	No changes
2020TE232Z	Tourism policy	2020TE232A	Policy analysis	1220TE204A	Tourism policy and research	No changes
2020TE232Z	Tourism policy	2020TE232B	Research proposal policy project	1220TE204A	Tourism policy and research	No changes
2020TE233Z	Tourism policy	2020TE233A	Research report policy project	1220TE204A	Tourism policy and research	No changes
2020TE233Z	Tourism policy	2020TE233B	Vlog policy project	1220TE204A	Tourism policy and research	No changes
2020TE233Z	Tourism policy	2020TE233C	Advice policy project	1220TE204A	Tourism policy and research	No changes
2020TE234Z	Professional development	2020TE234A	Online profile	1220TE204A	Tourism policy and research	No changes
2020TE234Z	Professional development	2020TE234B	Professional presentation	1220TE203A	Management Game	The assignment takes place in the context of the Landal project
2020TE234Z	Professional development	2020TE234C	Creative presentation	1220TE204A	Tourism policy and research	Individual performance evaluation (website) instead of pitch
2020TE235Z	Professional development	2020TE235D	Intercultural management	1220TE204A	Tourism policy and research	Essay via Gradework
EXAMS COHORT 2018 AND BEFORE						
The following exams are replaced by deficiency tests. These exams are clustered in themes. Students will be given the new code for the particular deficiency test in Peoplesoft. This could mean that a student has more than 240 EC due to the fact that the deficiency tests are covering more EC.						
		1217TM210A	English 2.1	Deficiency test English – written assignment (6 EC) This assignment is a combination of different parts of the new curriculum year 2 (2022-2023).		
		1217TM220A	English 2.2			
		1217TM240A	English 2.4			
		1217TM219A	Spanish 2.1	Deficiency test Entrepreneurship (8 EC) Innovative business concept – term 2.1.		
		1217TM229A	Spanish 2.2			
		1217TM239A	Spanish 2.3			
		1217TM249A	Spanish 2.4			
		1212TM243A	Tourism policy and visitor management	Deficiency test Tourism (6 EC) Similar to the policy assignment 2.4 (2021-2022). Poster with a policy analysis of a city.		
		1212TM212A	Trends in tourism 2.1			
		1212TM246A	Strategic Management 2.4	Deficiency test Management (5 EC) Similar tot he assignments HR, law and change management in term 2.2 (2021-2022).		
		1213TM214A	Change management, HR and law			
		1212TM216A	Debating 2.1	Deficiency test Communication (3 EC)		
		1212TM237A	Reporting 2.3			

		1214TM239A	Applying for a job 2.3	Assignments written communication
		1212TM247A	Essay writing 2.4	
		1217TM227A	Marketing Communication 2.2	Deficiency test Marketing (5 EC) Google Garage E-marketing assignment curriculum 2021-2022
		1213TM222A	E-commerce 2.2	
		1212TM223A	Business Ethics 2.2 - Marketing	
		1217TM226A	Financial Management 2.2	Deficiency test Financial Management (2 EC) Similar assignment to 2.2 (2021-2022) in gradework instead of written exam
		1212TM235A	Research 2.3	Deficiency test Research (6 EC) Students write an individual research proposal with given data (2021-2022)
		1212TM232A	Tourism research 2.3	
		1212TM242A	PPD 2.4	
				Reflection assignment, reflecting on sustainable skills

Deadlines and person of contact phasing out year 2 (note: dates subject to change)

Note: exams are offered four times a year, at the end of each term. Students are allowed to take a maximum of two chances a year.

Code	Name	Deadlines	Remarks	Person of contact
COHORT 2022				
1221TE201A	Innovative Business concept	30 October 15 January 2 April 7 June		Pieter Tanis
1221TE201B	Individual Performance 2.1	30 October 15 January 2 April 7 June		Learning coach 22-23
1221TE201C	Accountability and conclusion	30 October 15 January 2 April 7 June		Learning coach 22-23 + communication teacher
1221TE202A	Entrepreneurship in Tourism	30 October 15 January 2 April 7 June		Learning coach 22-23
COHORT 2020				
1220TE201A	Innovative Business concept	30 October 15 January 2 April 7 June		Learning coach 21-22
1220TE202A	Project entrepreneurship in tourism 2	30 October 15 January 2 April 7 June		Learning coach 21-22
1220TE203A	Project management game	30 October 15 January 2 April 7 June		Learning coach 21-22
1220TE204A	Project tourism policy and research	30 October 15 January 2 April 7 June		Learning coach 21-22
COHORT 2019				

1219TE232A	Policy analysis	30 October 15 January 2 April 7 June		Ellen Bulthuis
1219TE233B	Vlog policy project	30 October 15 January 2 April 7 June		Monique Gruter
1219TE233C	Advice policy project	30 October 15 January 2 April 7 June		Monique Gruter
1219TE234A	PPD – online profile	30 October 15 January 2 April 7 June		Cecile Brand
1219TE234B	PPD – professional presentation	30 October 15 January 2 April 7 June		Pieter Tanis
1219TE234C	PPD – creative presentation	30 October 15 January 2 April 7 June		Menno Kok
COHORT 2018 and before (deficiency tests)				
1217TM219A	Spanish 2.1	1222TEDT1Z Deficiency test Entrepreneurship (8 EC)	30 October 15 January 2 April 7 June	Pauline Syme
1217TM229A	Spanish 2.2			
1217TM239A	Spanish 2.3			
1217TM249A	Spanish 2.4			
1212TM243A	Tourism policy and visitor management	1222TEDT2Z Deficiency test Tourism (6 EC)	30 October 15 January 2 April 7 June	Ellen Bulthuis
1212TM212A	Trends in tourism 2.1			
1212TM216A	Debating 2.1	1222TEDT4Z Deficiency test Communication (3 EC)	30 October 15 January 2 April 7 June	Monique Gruter
1212TM237A	Reporting 2.3			
1214TM239A	Applying for a job 2.3			
1212TM247A	Essay writing 2.4			
1217TM227A	Marketing Communication 2.2	1222TEDT5Z Deficiency test Marketing (5 EC)	30 October 15 January 2 April 7 June	Roksela Miha
1213TM222A	E-commerce 2.2			
1212TM223A	Business Ethics 2.2 - marketing			
1217TM226A	Financial Management 2.2	1222TEDT6Z Deficiency test Financial Management (2EC)	30 October 15 January 2 April 7 June	Petra Kolenberg

Changes in year 3-4

Study unit		Exam		Date end education	Date expiry exam
1219TM301Z	Field Track VT	1219TM301A	Eindproduct Field track Tourism Professional	31-08-2023	31-08-2024
1219TE301Z	Field Track FT	1219TE301A	End product Field track Tourism Professional	31-08-2023	31-08-2024
1218TM401Z	Final Track VT	1218TM401A	Eindproduct Final track Tourism Professional	31-08-2023	31-08-2024

1218TE401Z	Final Track FT	1218TE401A	End product Final track Tourism Professional	31-08-2023	31-08-2024
1221RETR1Z	Responsible Travel	1221RETR1A	Responsible Travel: Designing Sustainable Tourism products	31-08-2023	31-08-2024
1221RETR2Z	Responsible Travel	1221RETR2A	Responsible Travel: Creative Marketing plan	31-08-2023	31-08-2024
1221RETR3Z	Responsible Travel	1221RETR3A	Responsible Travel: Showcase portfolio Responsible Travel	31-08-2023	31-08-2024
1221DTD01Z	Dutch Tourism Development	1221DTD01A	Dutch Destination analyses	31-08-2023	31-08-2024
1221DTD02Z	Dutch Tourism Development	1221DTD02A	Dutch Tourism Development product	31-08-2023	31-08-2024
1221BTI01Z	Business Travel & Incentives	1221BTI01A	BTI: Project 1	31-08-2023	31-08-2024
1221BTI02Z	Business Travel & Incentives	1221BTI02A	BTI: Project 2	31-08-2023	31-08-2024
1221BTI03Z	Business Travel & Incentives	1221BTI03A	BTI: Portfolio	31-08-2023	31-08-2024
1221CULT1Z	Cultuur Toerisme	1221CULT1A	Cultural Travel	31-08-2023	31-08-2024
1221CULT2Z	Cultuur Toerisme	1221CULT2A	Cultural Tourism Concepts	31-08-2023	31-08-2024
1221CULT3Z	Cultuur Toerisme	1221CULT3A	Museum/ Heritage Experience	31-08-2023	31-08-2024
1221TEXP1Z	Tourist Experiences	1221TEXP1A	Project: Urban Experience Design	31-08-2023	31-08-2024
1221TEXP2Z	Tourist Experiences	1221TEXP2A	Project: Urban Tourist Experiences	31-08-2023	31-08-2024
1221TEXP3Z	Tourist Experiences	1221TEXP3A	Individual Experience Track	31-08-2023	31-08-2024

Conversion exams year 3-4

Study unit		Exam		Similar to exam of the new programme		Changes
Code	Name	Code	Name	Code	Name	
1219TM301Z	Field Track VT	1219TM301A	Eindproduct Field track Tourism Professional	1221TM301A	Field Track Portfolio	Naamswijziging per 1 sept 2023 + aangevuld met kerntaak 4.
1219TE301Z	Field Track FT	1219TE301A	End product Field track Tourism Professional	1221TE301A	Field Track Portfolio	Naamswijziging per 1 sept 2023 + aangevuld met kerntaak 4.
1218TM401Z	Final Track VT	1218TM401A	Eindproduct Final track Tourism Professional	1220TM401A	Final Track Portfolio	Naamswijziging per 1 sept 2023 + aangevuld met kerntaak 4.
1218TE401Z	Final Track FT	1218TE401A	End product Final track	1220TE401A	Final Track Portfolio	Naamswijziging per 1 sept 2023 +

			Tourism Professional			aangevuld met kerntaak 4.
1221RETR1Z	Responsible Travel	1221RETR1A	Responsible Travel: Designing Sustainable Tourism products	1223RETR1A	RT: TM Track Portfolio	Is 30 EC portfolio toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221RETR2Z	Responsible Travel	1221RETR2A	Responsible Travel: Creative Marketing plan	1223RETR1A	RT: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221RETR3Z	Responsible Travel	1221RETR3A	Responsible Travel: Showcase portfolio Responsible Travel	1223RETR1A	RT: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221DTD01Z	Dutch Tourism Development	1221DTD01A	Dutch Destination analyses	1223DTD01A	DTD: TM track portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221DTD02Z	Dutch Tourism Development	1221DTD02A	Dutch Tourism Development product	1223DTD01A	DTD: TM track portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221BTI01Z	Business Travel & Incentives	1221BTI01A	BTI: Project 1	1223BTI01A	BTI: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221BTI02Z	Business Travel & Incentives	1221BTI02A	BTI: Project 2	1223BTI01A	BTI: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221BTI03Z	Business Travel & Incentives	1221BTI03A	BTI: Portfolio	1223BTI01A	BTI: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221CULT1Z	Cultuur Toerisme	1221CULT1A	Cultural Travel	1223CULN1A	CT: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221CULT2Z	Cultuur Toerisme	1221CULT2A	Cultural Tourism Concepts	1223CULN1A	CT: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.

1221CULT3Z	Cultuur Toerisme	1221CULT3A	Museum/ Heritage Experience	1223CULN1A	CT: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221TEXP1Z	Tourist Experiences	1221TEXP1A	Project: Urban Experience Design	1223TEX01A	TEX: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221TEXP2Z	Tourist Experiences	1221TEXP2A	Project: Urban Tourist Experiences	1223TEX01A	TEX: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.
1221TEXP3Z	Tourist Experiences	1221TEXP3A	Individual Experience Track	1223TEX01A	TEX: TM Track Portfolio	Is 30 EC toets geworden. In 2023-2024 zijn er nog 2 kansen om toets te herkansen.

Links to the pages:

[BTI](#)

[TEX](#)

[RT](#)

[CT](#)

[Field track](#)

[Final track](#)

Specialist track: Business Travel & Incentives (ENG)

Accessible to students	Tourism Management FT+VT
Specific details	Costs: around 700 euro: <ul style="list-style-type: none">• Inspection trip 350 euro• Studytrip 300 euro• Excursions 50 euro

BTI: Creating, realising and marketing in business travel

1223BTI01Z

Elective content	<p>In this track the world of Business Travel & Incentives will be revealed to you. In this part of the Travel Industry a whole different network and business approach will be explored by you. Workshops in MICE (Meetings, Incentives, Conferences, Events), Business Travel, Airline, Tourmanagement and Marketing will help you to become an expert in the field of business Travel and Incentives. Students are challenged to develop new concepts that are in line with contemporary social trends.</p> <p>In this track you will work on (among others);</p> <ul style="list-style-type: none">- Productplan (group)- Incentive (individual)- Customerjourney (group)- Persona (individual)- Travelplan (group)- Duty of care (individual) <p>Assignment</p> <p>You will be organizing the study trip / or excursion for the first year students from Inholland. You need to organize this trip from A to Z, including promotion, registration and full financial administration. You learn to work in the Business Travel industry mainly by doing. That is why it was decided to use the most realistic simulation possible with practical elements and assignments. In addition, masterclasses and workshops provide the necessary input and skills.</p> <p>Coaching</p>
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	<p>Learning coaches guide the learning process and give interim assessments (formative) that are development-oriented; where is the student, what are strengths and weaknesses, what is needed to achieve the desired performance level? We will work like the agile way – promotes the self-managing BTI team; A BTI team that independently determines who delivers what and when. The learning coach will help them in this process.</p> <p>Final assessment</p> <p>The learning outcomes, the assessment criteria and the derived performance indicators form the framework for the development of your team and of yourself as a future professional in the Business Travel industry. They serve as a starting point for feedback (formative evaluation) and for the summative final assessment (assessment). For the TM Track of Business Travel & Incentives, 30 ECs can be obtained, which in all cases are awarded in one go, for this both the group work and the individual portfolio must be assessed as satisfactory.</p>
Learning outcomes	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services • Core task 2: Realising and implementing new or innovated products & services • Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. • Core task: Sustainable skills. (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	BTI: TM track portfolio	1223BTI01A	Other method	Grade	100%	840
Assessment method		Project/portfolio & presentation/assessment				
Assessment goals		<p>The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. (see elective content and each product needs to be validated). Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment.</p> <p>The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.</p>				

Specialist track: Tourist Experiences (ENG)

Accessible to students	Tourism Management FT+VT
Specific details	Fieldtrip + excursions: estimated costs around €650

TEX: Creating, realising and marketing tourist experiences

1223TEX01Z

Elective content	<p>The Tourist Experiences track focuses on creating unique and memorable experiences at European tourist destinations. By investigating the essence of the experience economy, students will become experts in designing creative and authentic tourism products. Storytelling is crucial to transmit the local narrative and the DNA of the destination involved. This is part of the experience design which takes place in the first term of the semester. With the use of creative design principles the product is realized and marketed in the second term of the semester.</p> <p>In this track you will work on (among others);</p> <ul style="list-style-type: none"> -Tourist Experience Design: part 1 (group) -Tourist Experience Showtime: part 2 (group & individual) -Experience Marketing Plan (group & individual) -Individual Tourist Experiences (individual) <p>At the individual level the student will be stimulated to deepen experience-related knowledge and work on program-specific learning objectives.</p>
Learning outcomes	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services • Core task 2: Realising and implementing new or innovated products & services • Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. • Core task: Sustainable skills. (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	TEX: TM track portfolio	1223TEX01A	Other method	Grade	100%	840

Assessment method	Project/portfolio & presentation/assessment
Assessment goals	<p>The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. (see elective content and each product needs to be validated).</p> <p>Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment.</p> <p>The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.</p>

Specialist track: Responsible Travel (ENG)

Accesible to students	Tourism Management FT+VT
Specific details	Extra costs (only applicable for program including fieldtrip abroad; program without fieldtrip/costs also available, costs; €25,- fieldtrip NL)

RT: Creating, realising and marketing of responsible tourism products

1223RETR1Z

Elective content	<p>In this module the student will learn about different aspects of sustainability, not only related to tourism, but the student will also get a wider knowledge about development aid, climate change, corporate social responsibility, regenerative tourism and certification, whereby the student will also learn from other sectors. Guest lectures are provided by different experts in the field of responsible tourism.</p> <p>The student will also learn about community-based tourism by presentations about several real cases, so the student will get to know how community based tourism is implemented in practice. The student will work on developing a responsible tourism product by means of a design-oriented research. In addition, he/she will use online marketing and find creative ways to promoting responsible products.</p> <p><u>Format</u></p> <p>During the first term the student will follow lectures and interactive workshops about sustainable tourism, community based tourism, design-oriented research, and cross-cultural communication. The student will conduct research in order to create a sustainable tourism product. Furthermore, he/she will organize an excursion to a Dutch destination based on the principles of responsible travel.</p> <p>In term 2 the student will be taught about e-marketing solutions and attention is given to the marketing of responsible tourism products. During this term the fieldwork at a destination abroad or in the Netherlands will take place. The fieldtrip is organized by Inholland in collaboration with another partner such as a foundation or local/inbound tour operator.</p> <p>In this track you will work on (among others);</p> <ul style="list-style-type: none"> - Designing sustainable tourism product (group) - Creative Marketing Skills (group) - Showcase sustainable practices (individual)
Learning outcomes	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services

	<ul style="list-style-type: none"> Core task 2: Realising and implementing new or innovated products & services Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. Core task: Sustainable Skills (only formative evaluation)
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EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	RT: TM track portfolio	1223RETR1A	Other method	Grade	100%	840
Assessment method		Project/portfolio & presentation/assessment				
Assessment goals		<p>The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. (see elective content and each product needs to be validated). Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment.</p> <p>The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.</p>				

Specialist track: Culture Tourism (ENG)

Accessible to students	Tourism Management VT+ FT
Specific details	Extra costs: fieldtrip max 500 euro & excursions NL max 75 euro

CT: Creating, realising and marketing in cultural tourism

1223CULE1Z

Elective content	<p>In four content themes : cultural anthropology (non-Western art & culture), Western art history and Cultural policy trends in the cultural sector, national & international cultural policy, cultural entrepreneurship, the foundation is laid about the cultural travel market and the cultural sector.</p> <p>The focus is on the European Capital of Culture. Students research a cultural capital in Europe and create a study tour based on that research. The curriculum consists of (guest) lectures, excursions and presentations.</p> <p>The students conduct research and develop concepts and marketing communications for various clients in the cultural tourism sector such as the World Heritage Foundation, National UNESCO Committee, the Cultural Heritage Agency of the Netherlands, Knowledge Center for Intangible Heritage Netherlands, cultural entrepreneurs and museums.</p> <p>In this track you will work on (among others);</p> <ul style="list-style-type: none"> -Travel day cultural capital of Europe (group) - Cultural tourism concept (group) - Cultural tour (individual)
Learning outcomes	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services • Core task 2: Realising and implementing new or innovated products & services • Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. • Core task: Sustainable Skills (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	CT: TM track portfolio	1223CULE1A	Other method	Grade	100%	840
Assessment method		Project/portfolio & presentation/assessment				
Assessment goals		The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. (see elective				

content and each product needs to be validated)

Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment.

The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.

Description of Units of Study

Year 1

Basic Curriculum Program

Term 1: Project Marketing & Tourism

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
1	1	Project Marketing & Tourism	No	15

Module with name & test code	Assessment Scale	Required minimum score	Wighting factor	Number of study hours
Project Marketing & Tourism	Grade (S/I)		0%	112
Marketing	Grade (10-100)	55	25%	84
English 1.1	Grade (10-100)	55	25%	56
Tourist Behaviour	Grade (10-100)	55	25%	84
DNA Tourism Professional	Grade (10-100)	55	25%	84

Education content	<p>During this period, you - as a future, responsible tourism professional - will embark on the exciting journey of your tourism studies. You will be assigned a learning coach who will guide, support and monitor your development. In addition, an onboarding program helps you become familiar with the college and its environment.</p> <p>You will learn about the fundamentals of tourism, explore the psychology of tourist behavior and use the marketing knowledge gained during this period to market a tourism product.</p> <p>For each period, all topics are interrelated and the assignments that are part of the final product focus on the core theme of the project. The assessment of the final product includes one component for a group & several components per individual. The group component is a conditional requirement (S/I); the individual components are assessed with a grade. See Moodle for detailed information on the final product.</p>
End qualifications	Apprentice (Level 1)
Indicators/Core tasks	Core Task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques & Core Task Sustainable Skills.
Assessment forms	Other method with test session; this depending on the assignment
Strategies & teaching activities	Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In

	<p>addition, teaching time consists of moments when the student learns or works him/herself.</p> <p>Educational activities take place within learning arrangements that consist of offline and online educational offerings.</p> <p>Online education is synchronous and a-synchronous.</p> <p>Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).</p>
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Module with assessment	Project Marketing & Tourism	
Assessment goals/criteria	<p>Core task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques.</p> <p>Sustainable skills: D2, D3, D4, D7</p>	
Elaboration of test forms	Other method with test session; this depending on the assignment	
Forms of work and teaching activities	See Moodle	
Contact hours of work forms and teaching activities	See Moodle	
Compulsory attendance (See also Art. 115 OER).	Yes	The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."
Allowed tools	N/A.	

Module with assessment	Marketing	
Assessment goals/criteria	<p>Core task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques.</p> <p>Sustainable skills: D5, D6</p>	
Elaboration of test forms	Other method with test session; this depending on the assignment	
Forms of work and teaching activities	See Moodle	
Contact hours of work forms and teaching activities	See Moodle	
Compulsory attendance (See also Art. 115 OER).	No	
Allowed tools	N/A.	

Module with assessment	English 1.1
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Assessment goals/criteria	Sustainable skills: D3
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Tourist Behaviour
Assessment goals/criteria	Core task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques. Sustainable skills: D4, D7
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	DNA Tourism Professional
Assessment goals/criteria	Sustainable Skills: D2
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Term 2: Project Sustainable Urban Tourism

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
1	2	Sustainable Urban Tourism	No	15

Module with name & test code	Assessment Scale	Required minimum score	Wighting factor	Number of study hours
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Project Sustainable Urban Tourism	Grade (S/I)		0%	140
Trends	Grade (10-100)	55	40%	84
Product Development	Grade (10-100)	55	40%	84
Presentation	Grade (10-100)	55	20%	56
Individual Performance Evaluation (IPE)	Grade (V/O)		0%	56

Education content	<p>This period focuses on providing (sustainable) tourism solutions for the urban environment. The city in which you study or live is not only a place of residence, but also a tourist destination. You will develop a tourist product, which offers a special sustainable experience - the city trip. This product is a package, which should be aimed at a specific target group.</p> <p>Per period, all topics are interrelated and the assignments that are part of the final product focus on the core theme of the project. The assessment of the final product contains a component for a group & several components per individual. The group component is a conditional requirement (S/I); the individual components are assessed with a grade. See Moodle for detailed information on the final product.</p>
End qualifications	Apprentice (Level 1)
Indicators/Core tasks	Core task 1: Initiate and create new or innovative (sustainable) products and services & Core task Sustainable skills
Assessment forms	Other method with test session; this depending on the assignment
Strategies & teaching activities	<p>Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In addition, teaching time consists of moments when the student learns or works him/herself. Educational activities take place within learning arrangements that consist of offline and online educational offerings. Online education is synchronous and a-synchronous.</p> <p>Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).</p>
Module with assessment	Project Sustainable Urban Tourism
Assessment goals/criteria	<p>Core task 1: Initiate and create new or innovative (sustainable) products and services</p> <p>Sustainable skills: D2, D4, D7</p>
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle

Compulsory attendance (See also Art. 115 OER).	Yes	The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."
Allowed tools	N./A.	

Module with assessment	Trends
Assessment goals/criteria	Core task 1: Initiate and create new or innovative (sustainable) products and services Sustainable skills: D7
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Product Development
Assessment goals/criteria	Core task 1: Initiate and create new or innovative (sustainable) products and services Sustainable skills: D4
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Presentation
Assessment goals/criteria	Sustainable skills:D3
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle

Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Individual Performance Evaluation (IPE)
Assessment goals/criteria	Sustainable skills: D5, D6
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Term 3: Project Tourism Solutions

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
1	3	Tourism Solutions	No	15

Module with name & test code	Assessment Scale	Required minimum score	Weighting factor	Number of study hours
Project Tourism Solutions	Grade (S/I)		0%	140
Introduction Tourism Policy	Grade (10-100)	55	30%	84
English 1.3	Grade (10-100)	55	20%	56
Successful Team	Grade (10-100)	55	30%	112
Destination Management	Grade (10-100)	55	20%	28

Education content	<p>The continued growth of the tourism industry is partly fueled by the large number of people visiting cities. This can be explained by the growing range of events hosted by cities. Moreover, more than half of the world's population lives in urban areas. These factors create numerous challenges for the cities involved. They need to think about sustainable growth and ways to ensure that all stakeholders, tourists and local residents alike, reap the benefits of tourism (UNWTO, 2018). You, along with your group, will provide advice for a city, with recommendations on sustainable options for local tourism. These will be presented during a fair organized by you as students.</p> <p>Per period, all topics are interrelated and the assignments that are part of the final product focus on the core theme of the project. The</p>
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End qualifications	assessment of the final product includes a component for a group & different components per individual. The group component is a conditional requirement (S/I); the individual components are assessed with a grade. See Moodle for detailed information on the final product.
Indicators/Core tasks	Apprentice (Level 1)
Assessment forms	Core Task 2: Realize and implement new or innovative products and services & Core Task Sustainable Skills.
Strategies & teaching activities	Other method with test session; this depending on the assignment
	Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In addition, teaching time consists of moments when the student learns or works him/herself. Educational activities take place within learning arrangements that consist of offline and online educational offerings. Online education is synchronous and a-synchronous. Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).

Module with assessment	Project Tourism Solutions
Assessment goals/criteria	Core task 2: Realize and implement new or innovative products and services Sustainable skills: D3, D4, D7, D1
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	Yes The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."
Allowed tools	N./A.

Module with assessment	Introduction Tourism Policy
Assessment goals/criteria	Core task 2: Realize and implement new or innovative products and services Sustainable skills: D8

Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	English 1.3
Assessment goals/criteria	Sustainable skills: D3
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Successful Team
Assessment goals/criteria	Sustainable skills: D3
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Destination Management
Assessment goals/criteria	Core task 2: Realize and implement new or innovative products and services Sustainable skills: D8
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Term 4: Project Airline Management Game

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
1	4	Airline Management Game	No	15

Module with name & test code	Assessment Scale	Required minimum score	Weighting factor	Number of study hours
Project Airline Management Game	Grade (S/I)		0%	140
Transportation Management	Grade (10-100)	55	25%	56
Financial Accounting	Grade (10-100)	55	20%	56
Cross Cultural Communication	Grade (10-100)	55	30%	84
Business Management	Grade (10-100)	55	25%	56
Individual Performance Evaluation (IPE)	Grade (V/O)	55	0%	28

Education content	<p>This period is all about playing a business game. You are at the helm of your own airline company in a simulated game environment. In this project, you step into the shoes of the management of a company through a business game. You learn what is involved in running a company, the finances and the (strategic) choices that have to be made.</p> <p>Per period all subjects are interrelated and the assignments that are part of the final product focus on the core theme of the project. The assessment of the final product contains a component for a group & different components per individual. The group component is a conditional requirement (S/I); the individual components are assessed with a grade. See Moodle for detailed information on the final product.</p>
End qualifications	Apprentice (Level 1)
Indicators/Core tasks	Core task 4: Organizing and managing (changing) organizational processes & Core task Sustainable skills
Assessment forms	Other method with test session; this depending on the assignment
Strategies & teaching activities	<p>Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In addition, teaching time consists of moments when the student learns or works him/herself. Educational activities take place within learning arrangements that consist of offline and online educational offerings. Online education is synchronous and a-synchronous.</p> <p>Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).</p>

Module with assessment	Project Airline Management Game	
Assessment goals/criteria	Core task 4: Organizing and managing (changing) organizational processes Sustainable skills: D3, D1	
Elaboration of test forms	Other method with test session; this depending on the assignment	
Forms of work and teaching activities	See Moodle	
Contact hours of work forms and teaching activities	See Moodle	
Compulsory attendance (See also Art. 115 OER).	Yes	The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."
Allowed tools	N./A.	

Module with assessment	Transportation Management	
Assessment goals/criteria	Core task 4: Organizing and managing (changing) organizational processes	
Elaboration of test forms	Other method with test session; this depending on the assignment	
Forms of work and teaching activities	See Moodle	
Contact hours of work forms and teaching activities	See Moodle	
Compulsory attendance (See also Art. 115 OER).	No	
Allowed tools	N./A.	

Module with assessment	Financial Accounting	
Assessment goals/criteria	Core task 4: Organizing and managing (changing) organizational processes	
Elaboration of test forms	Other method with test session; this depending on the assignment	
Forms of work and teaching activities	See Moodle	
Contact hours of work forms and teaching activities	See Moodle	
Compulsory attendance (See also Art. 115 OER).	No	
Allowed tools	N./A.	

Module with assessment	Cross Cultural Communication
Assessment goals/criteria	Sustainable skills: D3, D5, D7, D8
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Business Management
Assessment goals/criteria	Core task 4: Organizing and managing (changing) organizational processes Sustainable skills: D3
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Individual Performance Evaluation (IPE)
Assessment goals/criteria	Sustainable skills: D5, D6
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Year 2

Term 1: Product Development

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
2	1	Product Development	No	15

Module with name & test code	Assessment Scale	Required minimum score	Weighting factor	Number of study hours
Innovative Business Concept	Grade (10-100)	55	50%	100
Individual Performance Evaluation	Grade (10-100)	55	30%	63
Product Plan and Research Conclusion*	Grade (10-100)	55	20%	257

Education content	<p>The ambition of this period is to develop a realistic tourism product, aimed at the consumer as buyer. To this end, you will write a product plan and work out a detailed day-to-day program on behalf of the virtual tour operator Inholland Travel. Sustainability is an important guideline here and you will work according to the design thinking method. After researching competitors and target group, you develop a storyboard and test your concept through interviews with five people within the target group. Based on the feedback you write a conclusion regarding your research results. You will present the final product to the management of Inholland Travel in a product plan including a sales forecast.</p> <p>*Product plan and research conclusion consist of a group part that is conditional (210 hours of study load) and an individual part Research Conclusion that is 20% of the grade and has 47 hours of study load.</p>		
End qualifications	Apprentice (Level 1)		
Indicators/Core Tasks	Core task 1: Initiate and create new or innovative (sustainable) products and services. Core task 2: Realize and implement new or innovative products and services & Sustainable skills.		
Compulsory attendance (See also Art. 115 OER).	Yes	<p>The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."</p>	

Module with assessment	Innovative Business Concept
Assessment goals/criteria	Core task 1: Initiate and create new or innovative (sustainable) products and services Sustainable skills: D2, D3, D4, D7
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.
Module with assessment	Product Plan
Assessment goals/criteria	Core task 1: Initiate and create new or innovative (sustainable) products and services Sustainable skills: D2, D6, D7
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.
Module with assessment	Individual Performance Evaluation
Assessment goals/criteria	Sustainable skills: D5, D6
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Module with assessment	Research Conclusion
Assessment goals/criteria	Core task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques & Sustainable skills. D1, D2, D3, D4, D5, D7
Elaboration of test forms	Other method with test session; this depending on the assignment
Forms of work and teaching activities	See Moodle
Contact hours of work forms and teaching activities	See Moodle
Compulsory attendance (See also Art. 115 OER).	No
Allowed tools	N./A.

Term 2: Project Marketing & Communication Toolkit

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
2	2	Marketing & Communication Toolkit	No	15

Module with name & test code	Assessment Scale	Required minimum score	Weighting factor	Number of study hours
End product Marketing & Communication Toolkit	Grade (10-100)	55	100%	420
Education content	During this period, you will develop a marketing communications toolkit on behalf of one of four virtual tour operators. You will research your target audience and translate the results into Personas and a Customer Journey. You will then work on a detailed content calendar with an accompanying cost estimate for a marketing communications campaign that will enable the client to move forward for one year. You will take into account privacy and property rights. At the end of the period, you and your group will present the entire research and the proposal for approaching the target group in the coming year. Sustainability plays an important role and you work according to the design-oriented research method.			
Final qualifications	Apprentice (Level 1)			
Indicators	Core task 2: Realize and implement new or renewed products and services. Core task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques; Core task Sustainable skills D1, D2, D3, D4, D6, D7			

Form of test	Other method with test session; this depending on the assignment	
Forms of work and educational activities.	<p>Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In addition, teaching time consists of moments when the student learns or works him/herself. Educational activities take place within learning arrangements that consist of offline and online educational offerings.</p> <p>Online education is synchronous and a-synchronous.</p> <p>Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).</p>	
Compulsory attendance (See also art. 115 OER)	Yes	The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."

Term 3: Project Management Game

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
2	3	Tourism/Recreation Management	Nee	15

Module with name & test code	Assessment Scale	Required minimum score	Weighting factor	Number of study hours
End product Management Game	Grade (10-100)	55	100%	420
Education Content	<p>As a management team, how can you deal with the daily hectic of a business focused on tourism & recreation with everything that comes with it? How can you do various things side by side and ensure an integrated approach through tight cooperation in your management team?</p>			

	<p>During this period you will solve operational issues as well as develop a tactical and strategic vision for managing a company focused on tourism and recreation in the broadest sense of the word. Your project group is the management team of a company focused on tourism & recreation and in rotation you will have final responsibility as manager.</p> <p>Per period all subjects are interrelated and the assignments that are part of the final product focus on the core theme of the project. The assessment of the final product includes a component for a group & several components per individual. The group component is a conditional requirement S/I); the individual components are assessed with a grade. See Moodle for detailed information on the final product.</p>	
Final qualifications	Apprentice (Level 1)	
Indicators	Core Task 4: Organizing and managing (changing) organizational processes & Core Task Sustainable Skills.	
Form of test	Other method with test session; this depending on the assignment	
Forms of work and educational activities.	<p>Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In addition, teaching time consists of moments when the student learns or works him/herself.</p> <p>Educational activities take place within learning arrangements that consist of offline and online educational offerings.</p> <p>Online education is synchronous and a-synchronous.</p> <p>Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).</p>	
Compulsory attendance (See also art. 115 OER).	Yes	<p>The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."</p>

Term 4: Project Tourism Policy & Research

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
2	4	Tourism Policy & Research	Nee	15

Module with name & test code	Assessment Scale	Required minimum score	Weighting factor	Number of study hours
End product Tourism Policy & Research	Grade (10-100)	55	100%	420

Education Content	<p>In this period, you will research a tourist destination. You will visit a city within Europe that already receives tourists, but where problems with over-tourism (e.g.) have not yet occurred, as in other overcrowded destinations. You give recommendations to the municipality and/or the local DMO on what policies they should adopt for a sustainable future.</p> <p>For each period, all topics are interrelated and the assignments that are part of the final product focus on the core theme of the project. The assessment of the final product includes one component for a group & several components per individual. The group component is a conditional requirement (S/I); the individual components are assessed with a grade. See Moodle for detailed information on the final product.</p>	
End qualifications	Apprentice (Level 1)	
Indicators	Core Task Sustainable Skills.	
Test form	Other method with test session; this depending on the assignment	
Forms of work and teaching activities	<p>Teaching time consists of moments during which the student learns. This can be in the form of contact moments that take place face-to-face at school or online and in the form of working independently. In addition, teaching time consists of moments when the student learns or works him/herself. Educational activities take place within learning arrangements that consist of offline and online educational offerings.</p> <p>Online education is synchronous and a-synchronous.</p> <p>Educational activities: workshops, trainings, master classes, guest lectures, instructions, lectures, work sessions, coaching and feedback sessions (group/individual), field visits and online knowledge clips, web lectures, peer review sessions, reflection sessions (etc.).</p>	
Compulsory attendance (See also art. 115 OER).	Yes	The student must actively participate in at least 80% of the project coaching meetings to be satisfactorily assessed. In case of insufficient participation, the student will not be assessed and will have to retake the project with an alternative assignment. More information about

		<p>this can be found on Moodle. In case of an insufficient assessment on the content, it concerns a regular re-sit for the group. For the elaboration of (in)sufficient participation: see Chapter 9 "Participation and Obligation of Attendance."</p>
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Field Track Tourism Professional

Education Content	<p>In the Field Track Tourism, the student develops the sustainable skills by working 800 hours at HBO level in a company in the tourism/recreational sector. By creating learning objectives linked to professional practice, the student provides depth with which they can later distinguish themselves on the labor market. The student also maps out the organization and its processes with which they further develop knowledge about organizing and managing (core task 4) within a tourist / recreational organization.</p> <p>For a more detailed description of what an internship must meet, see the internship portal: https://inholland.sharepoint.com/sites/CRBStageAfstuderen/SitePages/en/Stage-informa.aspx</p>
End qualifications	<ul style="list-style-type: none"> • Core task: Sustainable skills • Core task 4: Organizing and managing (changing) organizational processes
Conditions for participation (See Article 29 OER)	<p>Field Track Tourism entry requirement: 105 credits earned in year 1 and 2 together.</p> <p>Argumentation: in order to participate at Level 2 in a business environment, a student must have completed most of the program of years 1 and 2 with sufficient results.</p>
Details	<p>The internship takes place in semester 1 or semester 2 in year 3 or in semester 1 of year 4.</p> <p>Since the development is assessed on the work floor, the student must provide insight into the personal development on the work floor during the process. This includes requesting feedback and keeping track of the development of learning objectives and sustainable skills in a roadmap.</p> <p>During the final presentation and the criterion-oriented interview, input from the company supervisor is taken into account.</p> <p>One year after the internship, the complete internship file in Onstage no longer meets the conditional requirement to come up for the final presentation.</p>
Test form	Other method: Presentation Field Track portfolio followed by a criterion-oriented interview.
Test goals	<p>You demonstrate core task 4 and the sustainable skills at bachelor level by means of validated supporting documents resulting from your work and learning objectives at your internship company.</p> <p>You justify and reflect and include this together with the supporting documents in your field track portfolio. The supporting documents are first validated and then you present your portfolio and conduct a final criterion-oriented interview (assessment).</p>

Compulsory attendance (See also art. 115 OER).	<p>The student demonstrates that they work at least 800 hours, in accordance with the contract, of which an average of 5 hours per week is reserved for educational activities. Assessment can only take place if this requirement is met.</p> <p>Mandatory attendance on internship return day (NL internships), for internships abroad a replacement assignment applies.</p>
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Final Track Tourism Professional

Education Content	<p>In this final phase of the programme, the student performs at level 2 of a tourism professional.</p> <p>The student develops by - and works on - recruiting his own practical assignment and translating it into a desired end situation for a client from practice, by means of research and design.</p> <p><i>For more information, about the curriculum and the review see Moodle Final Track.</i></p>
End qualifications	<ul style="list-style-type: none"> • Core task 1: Initiate and create new or innovative (sustainable) products and services • Core task 2: Realize and implement new or renewed products and services • Core task 3: Marketing (sustainable) tourism products/services based on consumer knowledge and modern communication and distribution techniques • Core task 4: Organizing and managing (changing) organizational processes • Core task: Sustainable Skills
Test form	Other Method: Presentation final track portfolio followed by a criterion-oriented interview
Test goals	<p>You demonstrate the core tasks and sustainable skills at bachelor's level by means of validated supporting documents resulting from your practical assignment.</p> <p>You justify and reflect and include this together with the supporting documents in your final track portfolio. The supporting documents are first validated and then you present your portfolio and conduct a final criterion-oriented interview (assessment).</p>

Study guide Electives Faculty of Creative Business 2023-2024

APPENDIX TEACHING & EXAMINATION REGULATIONS 2023-2024



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Preface

Dear student,

This is the Study guide Electives of the Faculty of Creative Business. This study guide is an appendix of the Teaching and Examination Regulations (TER), 2023-2024.

This study guide contains information on the options available to students of the English-language programs Business Innovation, Creative Business and Tourism Management in Years 3 and 4. The range of options can be divided into three types of tracks:

- Specialist track: electives based on content-specific (course-related) themes within your own degree program, possibly supplemented by Exchange students and/or students from other institutions through Kies Op Maat.
- Focus track: electives based on content-specific (course-related) themes, followed jointly with one or more other programs in the Faculty, possibly supplemented by Exchange students and/or students from other institutions through Kies Op Maat.
- Lab track: multidisciplinary education in a Lab, based on 'wicked' practical issues linked to a theme with social relevance. Within a lab track, you will in principle be working with students from inside and outside Inholland as well as Exchange students.

Each specialist track, focus track and lab track runs for one semester and comprises 30 ECTS.

The following chapters set out when each track is offered, how to register and what the enrolment conditions are, as well as providing a description of the various tracks. You can find more information on the requirements of your degree program you need to meet in order to be able to participate in the Teaching and Examination Regulations of your program: part 4. Admission, chapter 6 Admission to electives, Article 40.

Specific information on the participation of students of the Business Innovation, is outlined in the Teaching and Examination Regulations of this program.

Please read this study guide and the above carefully.

We wish you the very best of luck with your studies!

Faculty of Creative Business

1. Electives

In the 2023-2024 academic year, we offer various options within the Faculty of Creative Business. A number of tracks are only accessible to students of a specific study program. Other tracks are open to students from different programs within our faculty. A number of tracks are also accessible to students from other Inholland faculties, students from other universities (KOM: Kies op Maat) and/or Exchange students. Please see the overview below. The first overview lists the options offered by each degree program, with the second overview setting out when and at what location electives are offered.

Per programme¹

Name track	Programme(s) ²						Inholland	Exchange	KOM
	BI	CO	CB	FM	LM	TM			
Audiovisual Production (ENG)		X	X		X	X	X	X	X
Business Travel & Incentives (ENG)						X			
Culture Tourism (ENG)						X			
Destination Management, Branding & Communication (ENG)	X	X				X		X	
Event Experience (ENG)	X	X	X	X	X	X		X	
Film (ENG)		X	X		X	X	X	X	X
International Music Management (ENG)	X	X	X		X	X	X	X	X
International Music Industry Lab (ENG)	X	X	X	X	X	X	X	X	X
Metropolitan Hospitality Management (ENG)				X	X	X		X	
Responsible Travel (ENG)						X			
Sustainable Media Lab (ENG)	X	X	X	X	X	X	X	X	
Tourist Experiences (ENG)						X			
ULT lab Amsterdam (ENG)	X	X	X	X	X	X	X	X	X
ULT lab Rotterdam (ENG)	X	X	X	X	X	X	X	X	X

¹ Subject to changes and sufficient participants.

² Students of the Dutch-language programs Communication (CO), Facility Management (FM) and Leisure & Event Management (LM) can participate in various English-language tracks.

Per location and semester³

Name track	Location and semester(s)							
	Den Haag		Diemen		Haarlem		Rotterdam	
	1	2	1	2	1	2	1	2
Audiovisual Production (ENG)		X						
Business Travel & Incentives (ENG)			X					
Culture Tourism (ENG)				X				
Destination Management, Branding & Communication (ENG)			X	X				
Event Experience (ENG)			X	X				
Film (ENG)	X							
International Music Management (ENG)					X			
International Music Industry Lab (ENG)					X	X		
Metropolitan Hospitality Management (ENG)				X				
Responsible Travel (ENG)					X			
Sustainable Media Lab (ENG)	X	X						
Tourist Experiences (ENG)							X	X
ULT lab Amsterdam (ENG)			X	X				
ULT lab Rotterdam (ENG)							X	

³ Subject to changes and sufficient participants.

2. Registration and admission

Registration for the electives of the Faculty of Creative Business will take place by way of a registration form on the electives website:

<https://inholland.sharepoint.com/sites/KeuzeonderwijsCRB/SitePages/en/Home.aspx>

After the closing date for registration, a check will be conducted to determine whether the student in question meets the requirements to be able to start a track and the following rules will be applied:

- Selection will take place on the basis of the student's choices. If there are too many registrations for a particular track, the first come, first served principle will apply. Selection will then take place based on the date and time of registration.
- Students of the English-taught Business Innovation, Creative Business and Tourism Management programs may only participate in English-language tracks!
- Students of the English-taught Business Innovation, Creative Business and Tourism Management programs will be given priority for the English-taught tracks over students following programs taught in Dutch.
- A minimum of 10 and a maximum of 25 students are admitted per track (unless exceptions have been formulated). When there are not enough registrations, this track will be cancelled.

Tenslotte:

- Registration for study abroad (exchange) of Kies op Maat will take place via another trajectory. More information:
 - Study abroad: <https://iris.inholland.nl/knowledgebase-std/topics-iso-std/going-abroad>
 - Kies op Maat: <https://www.kiesopmaat.nl/>
- In order to participate in Exchange or Kies op Maat, you must have the explicit approval of the Examination Board of your programme.
- If you previously took part in a lab track (or predecessor in the form of the CGI / CGE / Creative future) and you wish to take part in a lab track again, you will need explicit approval to do so from the Examination Board of your programme.
- Specific information on the participation of students of the Business Innovation programme is outlined in the Creative Future Study Guide as part of the Teaching and Examination Regulations of this programme.

3. Description of Electives and Assessments 2023-2024

Audiovisual Production

(specialist track)

Audiovisual Production (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
		X	X		X	X	X	X	X
Specific details	<p>This track uses an assessment model based on decision rules that result in a mark. Therefore, points are not awarded for each assessment aspect or criterion, but a U/S/G. These are converted to a mark for the unit of study based on the decision rules. The assessment model, including the decision rules, is set out in the handbook.</p> <p>By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.</p> <p>In addition to the registration rules in Chapter 2 of the study guide, this track of the Creative Business (CB) programme requires non-CB students to have certain basic knowledge and skills as a prerequisite. The non-CB student will therefore send a 'motivation for participation' to the CB track coordinator. This motivation will be assessed by the CB programme before the student is finally placed. The procedure can be found on the Elective portal.</p>								
Compulsory attendance	<p>For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).</p> <p>Active participation is not optional. If you are working with other students as part of a team, you should conclude a collaboration agreement at the start of the track. A relevant format for agreements has been established by the track. In the event of any disasters occurring during collaboration, the yellow/red card system will come into effect. The agreements laid down in the collaboration agreement will determine the implementation of the yellow/red system.</p>								

Audiovisual Production - Research report AV (2418IAPV1Z)	
Elective content	<p>This unit of study focuses on the following question:</p> <p>1) What skills are needed to analyze a problem from multiple perspectives and transpose this into research that will yield new insights, applications or products?</p> <p>Students will need to find an answer this question for Editorial and production file A.</p>
Learning outcomes	4. Research

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	AP - Research report AV	2418IAPV1A	Written	Grade	100%	140
Assessment method		Professional product: research report. Individual assignment				
Assessment goals		4.3b Independently translates the insights gained within a professional context into tools, applications or (professional) products that can be used to solve the question and is able to justify choices.				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Audiovisual Production - ENG file & production (2422IAVP2Z)	
Elective content	<p>This unit of study focuses on the following question: What skills are needed to create a promising media concept in an interdisciplinary team while taking account of wishes, needs and possibilities versus strategic choices in the national/international media landscape?</p> <p><u>ENG assignment</u> This part of the unit of study focuses on the following question: What skills are needed to produce and orchestrate media products and services that are financially feasible, of a high quality and attuned to the working methods of and interaction between creative (or other) professionals?</p> <p><u>Production file</u> Students must answer the central question by compiling a comprehensive dossier listing the steps they took to complete the ENG production.</p>
Learning outcomes	<p>1. Creation</p> <p>2. Production</p> <p>4. Research</p>

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	AP - ENG file & production	2422IAVP2A	Other method	Grade	100%	140
Assessment method		Professional product: Production ENG, Production file. Group assessment				
Assessment goals		<p>1.4a Organizes and manages a working environment suited to the creative process.</p> <p>2.1d. Coordinates and oversees the production process, using a method/theory to monitor the process.</p> <p>2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product.</p> <p>2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process.</p> <p>4.3b Independently translates the insights gained within a professional context into tools, applications or (professional) products that can be used to solve the question and is able to justify choices.</p>				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Audiovisual Production - AV Analysis & reflection 1 (2422IAVP3Z)	
Elective content	<p>In this unit of study, students will develop knowledge and understanding of the international media landscape (broad media awareness), learn to apply this knowledge and find out how to acquire this knowledge.</p> <p><u>Analysis of ENG production</u></p> <p>In this part of the unit of study, students will develop knowledge and understanding of producing media applications, learn how to apply this knowledge and find out how to acquire this knowledge. Students will translate media (or other) concepts into concrete media (or other) products and services. In these, they must reflect on and incorporate the potential of new technologies. To this end, they will draw up the documents needed for the direction, organization and execution of this process (instructions, process descriptions, plans), based on the literature and similar concepts.</p>
Learning outcomes	<p>4. Research</p> <p>7. Personal development</p>

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	AP - AV Analysis & reflection 1	2422IAVP3A	Written	Grade	100%	140
Assessment method		Professional product: Individual assessment				
Assessment goals		<p>4.1f Analyzes and defines a problem from various perspectives with the aid of desk and/or field research.</p> <p>7.1d Is learning-oriented to further develop a professional attitude focussed on entering the employment market.</p> <p>7.1e Independently reflects in a targeted manner within a professional environment.</p> <p>7.2e Collaborates effectively in an international/intercultural context with a focus on results.</p>				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Audiovisual Production - Studio file & production (2422IAVP4Z)	
Elective content	<p>This unit of study focuses on the following question: What skills are needed to develop and apply long-term and flexible marketing strategies in a way that creates value perception among consumers or users?</p> <p>This unit of study focuses on the following question: What skills are needed to produce and orchestrate media products and services that are financially feasible, of a high quality and attuned to the working methods of and interaction between creative (or other) professionals?</p> <p><u>Production file</u></p> <p>Students must answer the central question by compiling a comprehensive dossier listing the steps they took to complete the multiple camera production.</p>
Learning outcomes	<ol style="list-style-type: none"> 1. Creation 2. Production 3. Marketing 4. Research

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	AP - Studio file & production	2422IAVP4A	Other method	Grade	100%	280
Assessment method		Professional product: Strategic marketing plan, Multiple camera production, Production file. Group assessment				
Assessment goals		<p>1.4a Organizes and manages a working environment suited to the creative process.</p> <p>2.1d. Coordinates and oversees the production process, using a method/theory to monitor the process.</p> <p>2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product.</p> <p>2.2e Represents all interests during the production process, and coordinates and manages the production process as is expected of a production manager.</p> <p>2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process.</p> <p>3.1e Positions the media concept, product or service in the market.</p> <p>3.1g Creates value for various stakeholders based on a portfolio of opportunities.</p> <p>4.3b Independently translates the insights gained within a professional context into tools, applications or (professional) products that can be used to solve the question and is able to justify choices.</p>				

Resit	Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.
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Audiovisual Production - AV Analysis & reflection 2 (2422IAVP5Z)	
Elective content	<p>In this unit of study, students will develop knowledge and understanding of the international media landscape (broad media awareness), learn to apply this knowledge and find out how to acquire this knowledge.</p> <p>In this part of the unit of study, students will develop knowledge and understanding of producing media applications, learn how to apply this knowledge and find out how to acquire this knowledge.</p> <p>Students will translate media (or other) concepts into concrete media (or other) products and services. In these, they must reflect on and incorporate the potential of new technologies using a studio programme of their choice that is based on an international format. To this end, students will write a report of no more than three A4 sheets.</p>
Learning outcomes	<p>4. Research</p> <p>7. Personal development</p>

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	AP - AV Analysis & reflection 2	2422IAVP5A	Written	Grade	100%	140
Assessment method		Professional product: Individual assessment				
Assessment goals		<p>4.1f Analyzes and defines a problem from various perspectives with the aid of desk and/or field research.</p> <p>7.1d Is learning-oriented to further develop a professional attitude focussed on entering the employment market.</p> <p>7.2e Collaborates effectively in an international/intercultural context with a focus on results.</p>				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Business Travel & Incentives

(specialist track)

Business Travel & Incentives (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
						X			
Specific details	<p>Cost: around € 700</p> <ul style="list-style-type: none"> • Inspection trip € 350 • Studytrip € 300 • Excursions € 50 <p>Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.</p>								
Compulsory attendance	<p>For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).</p>								

BTI: Creating, realising and marketing in business travel (1223BTI01Z)

Elective content

In this track the world of Business Travel & Incentives will be revealed to you. In this part of the Travel Industry a whole different network and business approach will be explored by you. Workshops in MICE (Meetings, Incentives, Conferences, Events), Business Travel, Airline, Tourmanagement and Marketing will help you to become an expert in the field of business Travel and Incentives. Students are challenged to develop new concepts that are in line with contemporary social trends.

Assignment

You will be organizing the study trip / or excursion for the first year students from Inholland. You need to organize this trip from A to Z, including promotion, registration and full financial administration. You learn to work in the Business Travel industry mainly by doing. That is why it was decided to use the most realistic simulation possible with practical elements and assignments. In addition, masterclasses and workshops provide the necessary input and skills.

Coaching

Learning coaches guide the learning process and give interim assessments (formative) that are development-oriented; where is the student, what are strengths and weaknesses, what is needed to achieve the desired performance level? We will work like the agile way – promotes the self-managing BTI team; A BTI team that independently determines who delivers what and when. The learning coach will help them in this process.

Final assessment

The learning outcomes, the assessment criteria and the derived performance indicators form the framework for the development of your team and of yourself as a future professional in the Business Travel industry. They serve as a starting point for feedback (formative evaluation) and for the summative final assessment (assessment). For the TM Track of Business Travel & Incentives, 30 ECs can be obtained, which in all cases are awarded in one go, for this both the group work and the individual portfolio must be assessed as satisfactory.

Learning outcomes

- Core Task 1: Initiating and creating new or innovated (sustainable) products & services
- Core task 2: Realising and implementing new or innovated products & services
- Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques.
- Core task: Sustainable skills. (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	Business Travel & Incentives: TM track portfolio	1223BTI01A	Other method with test (not public)	Grade	100%	840
Assessment method		Project/portfolio & presentation/assessment: <ul style="list-style-type: none"> • Productplan (group) • Incentive (individual) • Customerjourney (group) • Persona (individual) • Travelplan (group) • Duty of care (individual) 				
Assessment goals		The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment. The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Cultural Tourism

(specialist track)

Cultural Tourism (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
						X			
Specific details	Extra study costs: study trip max € 500 & excursions NL max € 75. Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.								
Compulsory attendance	For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).								

CT: Creating, realising and marketing (1223CULE1Z)	
Elective content	<p>In four content themes : cultural anthropology (non-Western art & culture), Western art history and Cultural policy trends in the cultural sector, national & international cultural policy, cultural entrepreneurship, the foundation is laid about the cultural travel market and the cultural sector.</p> <p>The focus is on the European Capital of Culture. Students research a cultural capital in Europe and create a study tour based on that research. The curriculum consists of (guest) lectures, excursions and presentations.</p> <p>The students conduct research and develop concepts and marketing communications for various clients in the cultural tourism sector such as the World Heritage Foundation, National UNESCO Committee, the Cultural Heritage Agency of the Netherlands, Knowledge Center for Intangible Heritage Netherlands, cultural entrepreneurs and museums.</p>
Learning outcomes	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services • Core task 2: Realising and implementing new or innovated products & services • Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. • Core task: Sustainable Skills (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	Cultural Tourism: TM track portfolio	1223CULE1A	Other method with test (not public)	Grade	100%	840
Assessment method		Project/portfolio - presentation/assessment: <ul style="list-style-type: none"> • Travel day cultural capital of Europe (group) • Cultural tourism concept (group) • Cultural tour (individual) 				
Assessment goals		<p>The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment.</p> <p>The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.</p>				
Resit		<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>				

Destination Management, Branding & Communication

(focus track)

Destination Management, Branding & Communication (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X				X		X	
Specific details	Extra study costs: study trip circa € 350. Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.								
Compulsory attendance	For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).								

Destination Management, Branding & Communication Project (1221DMBC1Z)	
Destination Management, Branding & Communication Portfolio (1221DMBC2Z)	
Elective content	<p><u>General</u></p> <p>Nowadays, cities in the world are busy promoting themselves in various ways. For every city, it is important that stakeholders (visitors, tourists, business people, companies) have enough relevant knowledge about the city and, preferably, also a positive image leading towards favorable decisions and behavior.</p> <p>The focus of the track 'Destination Management, Branding & Communication' is about the way cities and other destinations are managed in changing situations and the way they are actively presenting and promoting themselves for a wide variety of target groups.</p> <p>DMBC is divided into 2 test units: <u>Project and Portfolio</u>.</p>
Learning outcomes	<ul style="list-style-type: none"> • Core task 1: Initiating and creating new or renewed (sustainable) products and services. • Core task 2: Realizing and implementing new or renewed products and services. • Core task 3: Marketing (sustainable) tourism products / services based on consumer knowledge and modern communication and distribution techniques. • : Organizing and managing (changing) organizational processes. • Core task: Sustainable skills.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SB U
20	Destination Management, Branding & Communication Project	1221DMBC1A	Other method with test	Grade	100%	560
Assessment method		Presentation, pitch, (advise/justification) report and/or prototype				
Assessment goals		<ul style="list-style-type: none"> • The student analyzes the (urban city) destination in detail with a special focus on management and promotion. • The student knows which stakeholders are involved related to management and promotion of destinations. • The student uses various qualitative research methods and techniques to collect and analyze the correct data. • The student develops a communication strategy for promoting a city or area, and/or develops (in co-creation with the relevant stakeholders) a series of activities designed to make a destination attractive to specified target group(s) which ultimately leads to a feasible advice for our partner in the 				

	<ul style="list-style-type: none"> The students will present preliminary results to our partners/representatives from the cities and destinations and improve the design based on their advice The student will pitch the final result for the same partners/representatives as mentioned above.
Resit	Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Destination Management, Branding & Communication Portfolio	1221DMBC2A	Other method with test (not public)	Grade	100%	280
Assessment method		Portfolio				
Assessment goals		<p>The students will keep track of their individual input, participation, attendance and efforts, by sharing documents and presentations during the process. In the portfolio, all materials are collected and presented. Students will have the opportunity to give and receive peer feedback and reflect critically on the process.</p> <p>In addition, the student carries out individual sub-assignments, which are related to program-specific subject and objectives, which are not integrated in the team track.</p>				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Event Experience

(focus track)

Event Experience (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X	X	X	X	X		X	

Event Experience Project 1 (1221EVIX1Z)

Elective content	<p><u>General</u></p> <p>The <i>Event Experience</i> is focused on B2C events. Over the course of two terms, students work on a practical assignment and go through the entire production process with their project group: from the pre-production phase to the main phase and post-production. The project (<i>team track</i>) is split into two assessment components: <u>Project 1: Design</u> and <u>Project 2: Production</u>.</p> <p><u>Project 1: Design</u> mainly focuses on a design-oriented approach, from the project analysis and research to concept development and pitching the concept.</p>
Learning outcomes	<p><u>LM core competencies</u></p> <p>A: creates (leisure) events C: organizes/manages (leisure) events</p> <p><u>Creative Business core tasks</u></p> <ol style="list-style-type: none"> 1. Creation 2. Production 4. Research 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Project 1: Design	1221EVIX1A	Other method	Grade	100%	280
Assessment method		Other type of assessment (various professional products / formative and summative assessment).				
Assessment goals		<ul style="list-style-type: none"> • In the pre-production phase, students work in a multidisciplinary setting (production team) to help solve social and commercial issues through a design-based approach. In doing so, they work with a Lab and/or partners from the professional field (learning community). • Students use various quantitative and qualitative research methods and techniques to gather and analyze the right data for the approach. • Based on the specified preconditions, students then work in co-creation with the relevant stakeholders to develop various prototypes that ultimately lead to a feasible, distinctive and future-oriented event concept for a (public) event or event-related activity. 				

Resit	Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.
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Event Experience Project 2 (1221EVIX2Z)	
Elective content	<p><u>General</u></p> <p>The <i>Event Experience</i> minor is focused on B2C events. Over the course of two terms, students work on a practical assignment and go through the entire production process with their project group: from the pre-production phase to the main phase and post-production. The project (<i>team track</i>) is split into two assessment components: <u>Project 1: Design</u> and <u>Project 2: Production</u>.</p> <p>Project 2: Production mainly focuses on organizes the event, marketing the experience and the follow-up, from marketing to implementation and evaluation & after-sales.</p>
Exit qualifications	<p><u>LM core competencies</u></p> <p>B: markets (leisure) events C: organizes/manages (leisure) events D: directs management processes in the leisure industry</p> <p><u>Creative Business core tasks</u></p> <p>2. Production 3. Marketing 5. Management & entrepreneurship 6. Management of value creation</p>

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Project 2: Production	1221EVIX2A	Other method	Grade	100%	280
Assessment method		Other type of assessment (various professional products / formative and summative assessment).				
Assessment goals		<ul style="list-style-type: none"> In the main and post-production phases, students use event management methods and techniques to implement the concept. Together with their team, students operationalize on the concept in the form of a production plan that takes into account the legal, financial, logistical and technical preconditions. Students implement the production plan. They organize all relevant processes during and after the event in professional manner. In addition to operationalizing and organizing the event, students develop a (marketing) communication strategy for all phases of the customer journey and other stakeholders. 				

	<ul style="list-style-type: none"> Students translate this strategy into an MC plan. They produce relevant content to promote the event and communicate with the participants and other stakeholders during and after the event. Following the event, students work with their team to evaluate how successful the event was in terms of content, organization and finances. Students use a meaningful measurement method to evaluate the execution of the event, identify areas for improvement and formulate recommendations.
Resit	Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.

Event Experience Portfolio (1221EVIX3Z)

Elective content	<p><u>General</u></p> <p>The <i>Event Experience</i> is focused on B2C events. Over the course of two terms, students work on a practical assignment and go through the entire production process with their project group: from the pre-production phase to the main phase and post-production. The project (<i>team track</i>) is split into two assessment components: <u>Project 1: Design</u> and <u>Project 2: Production</u>.</p> <p>In the <i>individual track (Portfolio: Insight)</i>, students have the opportunity to deepen their knowledge of certain events-related topics and work on programme-specific learning objectives.</p>
Exit qualifications	<p><u>LM core competencies</u></p> <p>A: creates (leisure) events B: markets (leisure) events C: organizes/manages (leisure) events D: directs management processes in the leisure industry E: performs at the level of a higher professional education professional in the leisure industry</p> <p><u>Creative business core tasks</u></p> <p>1. Creation 4. Research 5. Management & entrepreneurship 6. Management of value creation 7. Personal development</p>

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Portfolio: Insight	1221EVIX3A	Other method	Grade	100%	280
Assessment method		Other type of assessment (various professional products / formative and summative assessment).				
Assessment goals		<ul style="list-style-type: none"> Students demonstrate insight in their professional development and produce a portfolio which can be used for personal branding. Students (proactively) manage and evaluate their professional development. They make content-related choices and formulate personal learning questions and learning objectives that are relevant to their chosen field of study. For the purposes of professional development students complete mandatory individual sub-assignments. These role-specific assignments are linked to the following positions within the team: account manager, concept developer, marketer, producer. Students choose assignments that are thematically and practically in line with the typical tasks & activities of this role in order to deepen their expertise in a specific field. Students additionally complete individual sub-assignments of their choice (learning track), which are related to programme-specific and personal learning objectives. 				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Film

(specialist track)

Film (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
		X	X		X	X	X	X	X
Specific details	<p>This track uses an assessment model based on decision rules that result in a mark. Therefore, points are not awarded for each assessment aspect or criterion, but a U/S/G. These are converted to a mark for the unit of study based on the decision rules. The assessment model, including the decision rules, is set out in the handbook.</p> <p>By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.</p> <p>In addition to the registration rules in Chapter 2 of the study guide, this track of the Creative Business (CB) programme requires non-CB students to have certain basic knowledge and skills as a prerequisite. The non-CB student will therefore send a 'motivation for participation' to the CB track coordinator. This motivation will be assessed by the CB programme before the student is finally placed. The procedure can be found on the Elective portal.</p>								
Compulsory attendance	<p>For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).</p> <p>Active participation is not optional. If you are working with other students as part of a team, you should conclude a collaboration agreement at the start of the track. A relevant format for agreements has been established by the track. In the event of any disasters occurring during collaboration, the yellow/red card system will come into effect. The agreements laid down in the collaboration agreement will determine the implementation of the yellow/red system.</p>								

Film - Narratology & cinematography (2423IFLM1Z)	
Elective content	<p>In this unit of study, students will learn how to link theory and practice. They will attend a number of lectures, during which they will be provided with information on narratology and cinematography, the content and form of the film and the roles and tasks of a film project. To deepen the student's insight, six viewings of feature films will be organized, all of which will be prepared and introduced by one discipline group per viewing.</p> <p>The student is instructed to interview a film professional, working in these discipline groups (e.g. screenplay, directing, camera, editing, sound/music and producing).</p> <p>The student is well prepared for these recordings by conducting prior research about the discipline, and about the professional and his/her work.</p> <p>The footage is individually edited into a cinematic mini-documentary, with which the student conducts deeper research into the motivation, sources of inspiration, insights and skills of the interviewed professional. The visual material of the interview is supplemented with other content in order to realize an in-depth picture of the professional and his/her work and to visualize the research as completely as possible. The mini-docu is delivered individually, accompanied by a document containing clearly described sources and argumentation.</p>
Learning outcomes	<ol style="list-style-type: none"> 1. Creation 2. Production 4. Research 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Film - Narratology & cinematography	2423IFLM1A	Other method	Grade	100%	280
Assessment method		Professional product: Mini-documentary, Accountability report.				
Assessment goals		<p>1.3c Makes targeted use of information sources and experts in his or her own network.</p> <p>1.3d Proactively seeks new connections to expand his or her own knowledge with multidisciplinary insights.</p> <p>1.4c Communicates in a professional manner with the parties involved.</p> <p>2.1e Convert creative ideas into tangible media products, using resources appropriate to the final product.</p> <p>4.1f Analyzes and defines, using desk and/or field research a problem from different perspectives.</p>				

	<p>4.2g Collects data and interprets it to arrive at an insight.</p> <p>4.2i Reports in a reasoned manner.</p> <p>4.2b Collects data under the supervision of experts and/or in consultation with the client and interprets it in order to arrive at an insight.</p> <p>6.3e Fosters the accumulation of knowledge within the partnerships between all parties involved in the process of creating value from original works.</p>
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER.</p> <p>The way in which the resit is carried out is set out in the Student Manual for the track.</p>

Film – Scenario (2423IFLM2Z)	
Elective content	<p>In this module, students will learn to develop an idea for a story that is suitable for audio-visual interpretation, using the scriptwriting process (idea, logline, synopsis, script). Working individually, each student must write a script using the international format adopted by the professional field. In the accountability report, the student provides insight into the writing process and the sources and theories used.</p> <p>The professional product consists of a script that is suitable for filming for a short film of ten minutes. At the end of the module, each team will select one script for filming.</p>
Learning outcomes	<ol style="list-style-type: none"> 1. Creation 2. Production 4. Research 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Scenario	2423IFLM2A	Written	Grade	100%	140
Assessment method		Professional product: Script, Accountability Report. Individual assessment				
Assessment goals		<p>1.2d Independently creates relevant concepts based on an appraisal of strategic factors.</p> <p>1.2f Iteratively designs simple (media) concepts.</p> <p>1.4b Manages the independently designed and organized creative process.</p> <p>2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product.</p> <p>4.1f Analyzes and defines, using desk and/or field research a problem from different perspectives.</p> <p>4.2g Collects data and interprets it to arrive at an insight.</p> <p>4.2i Reports in a reasoned manner.</p> <p>4.2b Collects data under the supervision of experts and/or in consultation with the client and interprets it in order to arrive at an insight.</p> <p>6.2h Monitors progress in the process of creating value from original works and makes adjustments as needed.</p> <p>6.3d Weighs up ethical considerations in the process of creating value from original works.</p>				
Resit		<p>Chapter 4 describes the general resit policy in accordance with the TER.</p> <p>The way in which the resit is carried out is set out in the Student Manual for the track.</p>				

Film - Film production (2423IFLM3Z)	
Elective content	<p>Film production deals with making a film; from the final elaboration of the vision of the newly set up film house during pre-production and from production during the shooting days to the delivery of a polished end product during post-production. The student goes through the stages of production by filming a self-developed script and is responsible for the artistic, production and business process. It is a group process in which everyone's individual input is crucial for the end result and work is done according to clear deadlines, budget and planning.</p> <p>The above is tested in the form of an assessment based on the production file and a short film. The file is partial individual and partly group work. The film is a group product.</p>
Learning outcomes	<p>1. Creation</p> <p>2. Production</p> <p>6. Management of value creation</p>

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Film production	2423IFLM3A	Other method	Grade	100%	140
Assessment method		Professional product: Film, Production Book, Evaluation Report. Group assessment				
Assessment goals		<p>1.1e During the development of these concepts, appraises a broad spectrum of business factors, including ethical, commercial, financial, legal and technical factors.</p> <p>1.3b Knows how to consciously use the power of interdisciplinary/multidisciplinary collaborations, taking deliberate initiatives that contribute to the iterative design process.</p> <p>1.4a Organizes and manages a working environment suited to the creative process.</p> <p>2.1d. Coordinates and oversees the production process, using a method/theory to monitor the process.</p> <p>2.1 e Convert creative ideas into tangible media products, using resources appropriate to the final product.</p> <p>2.2e Represents all interests during the production process, and coordinates and manages the production process as is expected of a production manager.</p> <p>2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process.</p> <p>6.2f Formulates specific goals and objectives within the process of creating value from original works.</p> <p>6.2g Coordinates all the activities needed to create value from original works.</p> <p>6.2i Advises relevant parties involved in the process of creating value from original works.</p>				

	<p>6.3f Is attentive to the personal welfare of those involved in the process of creating value from original works.</p> <p>6.3g Is able to guide the process of creating value from original works within the statutory constraints.</p> <p>6.3h Engages the role of entrepreneurship in the process of creating value from original works.</p>
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

Film - Film marketing (2423IFLM4Z)	
Elective content	In addition to producing and realizing a short film, the student should gain insight into how to promote (market) a film. At the end of this module, the group should have developed a good marketing strategy using their short film as a case for a full-length feature film. The strategy should use paid, owned and earned media. The group should be able to motivate which marketing deliverables should be delivered for promotion, using all relevant communication channels. To illustrate the strategy, the group should develop a number of communications (eg a movie poster and a trailer). The films premiere in a real cinema or art house, launching the case marketing strategy.
Learning outcomes	1. Creation 2. Production 3. Marketing 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Film marketing	2423IFLM4A	Other method	Grade	100%	140
Assessment method		Professional product: Marcom plan, Presskit, Trailer, Poster, Premiere. Group assessment				
Assessment goals		1.1e During the development of these concepts, appraises a broad spectrum of business factors, including ethical, commercial, financial, legal and technical factors. 1.3b Knows how to consciously use the power of interdisciplinary/multidisciplinary collaborations, taking deliberate initiatives that contribute to the iterative design process. 1.4a Organizes and manages a working environment suited to the creative process. 2.1 e Convert creative ideas into tangible media products, using resources appropriate to the final product. 3.1d Designs value-creating and sustainable marketing strategies. 3.1e Positions the media concept, product/service in the market. 3.1f Acts in the dynamic internal and external environment within the value chain, and can translate opportunities and goals into an international context. 3.2e Develops an integrated marketing communication programme based on the value-creating marketing strategy. 3.2f Selects and accounts for various media channels through which the target group can be reached. 3.3e Uses (social) media as an instrument to promote interaction between organization and target group(s). 3.3f Uses (social) media as an instrument to collect data for an organization's strategic marketing program.				

	<p>6.1f Gauges value opportunities and risks and translates them into a goal and objectives.</p> <p>6.1g Compiles and substantiates a portfolio of opportunities for deliberate choices.</p> <p>6.1h Operates in the dynamic internal and external environments and transposes opportunities and goals onto an international context.</p> <p>6.1k Assesses results in the form of the products and processes of value creation from original works.</p>
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

Film - Pitch Deck (2423IFLM5Z)	
Elective content	<p>A script is now translated into a project using a Pitch Deck. This document communicates the project based on the creative content vision and business characteristics in a visually attractive manner.</p> <p>The objective is to get potential cast & crew members excited and to persuade investors, donors and funds to become part of the production. This is where creativity and business skills come together in order to make the project visible, get the film off the ground and work towards the days the film will be shot. The Pitch Deck involves translating a concept into reality.</p> <p>Students will work in a team to develop a number of a multi-purpose skills to express an idea in a persuasive and inspiring way and to visualise that idea in a promotional document. Students will work on a directorial vision (the look & feel of the film), develop mood boards, design and presentation skills and study the financial options available to obtain the coveted 'green light' for the film project. These skills are not limited to the film industry.</p> <p>The Pitch Deck will be distributed and pitched to at least one relevant stakeholder. This test session will be attended and assessed by the coach/examiners.</p> <p>In addition, the Pitch Deck will culminate in a published crowdfunding campaign with which the film will be (partly) financed.</p>
Learning outcomes	<ol style="list-style-type: none"> 1. Creation 2. Production 3. Marketing 5. Management & entrepreneurship 6. Managing of Value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Pitch Deck	2423IFLM5A	Other method with test (not public)	Grade	100%	140
Assessment method		Professional product: Pitch Deck. Written explanation. Group assessment				
Assessment goals		<p>1.1e During the development of these concepts, appraises a broad spectrum of business factors, including ethical, commercial, financial, legal and technical factors.</p> <p>1.3b Knows how to consciously use the power of interdisciplinary/multidisciplinary collaborations, taking deliberate initiatives that contribute to the iterative design process.</p>				

	<p>2.1e Convert creative ideas into tangible media products, using resources appropriate to the final product.</p> <p>3.1e Positions the media concept, product or service in the market.</p> <p>3.1g Creates value for various stakeholders based on a portfolio of opportunities.</p> <p>3.2f Selects various media channels through which to reach the target audience and justifies this selection.</p> <p>3.2g Is able to interest and actively engage the target audience in the (media) concept.</p> <p>3.2h Advises the relevant parties on the financial impact of the plan and knows how to sell the (media) concept or product.</p> <p>5.3e Carries out the plan they have developed in a justified manner.</p> <p>5.4d Uses a network in order to connect people with each other to achieve cocreation and co-production to stimulate innovation.</p> <p>5.4e Manages people and resources in co-creation and co-production to create and direct a creative production process, the results of which meet the innovation criteria of interest to the company or client.</p> <p>6.2f Formulates specific goals and objectives within the process of creating value from original works.</p> <p>6.2g Coordinates all the activities needed to create value from original works.</p> <p>6.2i Advises relevant parties involved in the process of creating value from original works.</p> <p>6.3g Is able to guide the process of creating value from original works within the statutory constraints.</p>
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

International Music Management

(specialist track)

International Music Management (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X	X		X	X	X	X	X
Specific details	<p>This track uses an assessment model based on decision rules that result in a mark. Therefore, points are not awarded for each assessment aspect or criterion, but a U/S/G. These are converted to a mark for the unit of study based on the decision rules. The assessment model, including the decision rules, is set out in the handbook.</p> <p>By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.</p> <p>In addition to the registration rules in Chapter 2 of the study guide, this track of the Creative Business (CB) programme requires non-CB students to have certain basic knowledge and skills as a prerequisite. The non-CB student will therefore send a 'motivation for participation' to the CB track coordinator. This motivation will be assessed by the CB programme before the student is finally placed. The procedure can be found on the Elective portal.</p>								
Compulsory attendance	<p>For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).</p> <p>Active participation is not optional. If you are working with other students as part of a team, you should conclude a collaboration agreement at the start of the track. A relevant format for agreements has been established by the track. In the event of any disasters occurring during collaboration, the yellow/red card system will come into effect. The agreements laid down in the collaboration agreement will determine the implementation of the yellow/red system.</p>								

International Music Management - Research proposal (2418IIMM1Z)	
Elective content	In a period of 4 weeks, student will do individually research on a problem/inefficiency within the International Music Industry. The lessons will be focussed on this and will provide a deeper insight in the International Music Industry. The student needs to do a lot of self study to collect and analyze data and sources and come to a research proposal, which will be delivered in a written report. The student will pitch this to teachers and peer students and will get feedback. The best proposals will be selected by the teachers/coaches.
Learning outcomes	3. Marketing 4. Research

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	IMM - Research proposal	2418IIMM1A	Other method with test	Grade	100%	140
Assessment method		Pitch en handout. Individual assessment				
Assessment goals		3.2g Is able to interest and actively engage the target audience in the (media) concept. 4.1e Identifies a complex problem situation. 4.1f Analyzes and defines a problem from various perspectives with the aid of desk and/or field research. 4.1g Identifies the necessary knowledge question to be able to solve the problem. 4.1h Transposes the problem into research questions. 4.2g Gathers data and interprets them to arrive at insights. 4.2i Reports in a substantiated manner.				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

International Music Management - Music industry & copyright law (2418IIMM2Z)	
Elective content	This unit of study assesses the knowledge of students with an oral individual assessment on negotiating, with real business test cases. Before the assessment, the students will be self-assessing their knowledge in class, based upon the lessons and literature: Recorded Music/Live Concerts/Publishing & Licensing/Artist Branding and Copyright Law. These subjects are discussed in classes in the first part of the Semester. The student needs this knowledge to work on the managing of value creation in the second half of the semester.
Learning outcomes	6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	IMM - Music industry & copyright law	2418IIMM2A	Other method (not public)	Grade	100%	280
Assessment method		Negotiations (oral and handout). Individual assessment.				
Assessment goals		6.1i Analyzes research (and other) data to identify how original works create value. 6.1j Weighs up various interests and takes action with diverse stakeholders. 6.1k Assesses results in the form of the products and processes of value creation from original works. 6.3d Weighs up ethical considerations in the process of creating value from original works. 6.3g Is able to guide the process of creating value from original works within the statutory constraints. 6.3h Engages the role of entrepreneurship in the process of creating value from original works.				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

International Music Management - International music business concept (2418IIMM3Z)	
Elective content	For this unit of study the students will work on a report of research on a problem/ inefficiency within the Music Industry. The focus is on solving the problem and use the findings to create an innovative concept/new business model. During an event "Knowledge Experience Day" this will be presented to the work field to other students and teachers, who will give their feedback.
Learning outcomes	1. Creation 3. Marketing 4. Research 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
15	IMM - International music business concept	2418IIMM3A	Written	Grade	100%	420
Assessment method		International Music Business concept - written group assessment.				
Assessment goals		1.2d Independently creates relevant concepts based on an appraisal of strategic factors. 1.3b Knows how to consciously use the power of interdisciplinary/multidisciplinary collaborations, taking deliberate initiatives that contribute to the iterative design process. 1.3.c Makes targeted use of information sources and experts in his or her own network. 3.1d Designs long-term, value-creating marketing strategies. 3.1e Positions the media concept, product or service in the market. 3.1f Operates within the value chain in the dynamic internal and external arena and can transpose opportunities and goals to an international context. 3.1g Creates value for various stakeholders based on a portfolio of opportunities. 3.2f Selects various media channels through which to reach the target audience and justifies this selection. 3.2g Is able to interest and actively engage the target audience in the (media) concept. 3.2h Advises the relevant parties on the financial impact of the plan and knows how to sell the (media) concept or product. 3.3f Uses social and other media as a means to gather data in aid of an organization's strategic marketing programme. 3.3g Analyzes and interprets data to arrive at a deliberate choice of marketing strategy.				

	<p>3.3h Observes statutory frameworks (privacy, etc.) and makes ethical considerations in relation to the marketing programme.</p> <p>4.1e Identifies a complex problem situation.</p> <p>4.1f Analyzes and defines a problem from various perspectives with the aid of desk and/or field research.</p> <p>4.1g Identifies the necessary knowledge question to be able to solve the problem.</p> <p>4.1h Transposes the problem into research questions.</p> <p>4.2f Sets up research based on the formulated research questions.</p> <p>4.2g Gathers data and interprets them to arrive at insights.</p> <p>4.2h Where necessary, applies an iterative approach.</p> <p>4.2i Reports in a substantiated manner.</p> <p>4.2j Justifies the quality of the research.</p> <p>4.3b Independently translates the insights gained within a professional context into tools, applications or (professional) products that can be used to solve the question and is able to justify choices.</p> <p>6.1f Gauges value opportunities and risks and translates them into a goal and objectives.</p> <p>6.1g Compiles and substantiates a portfolio of opportunities for deliberate choices.</p> <p>6.1h Operates in the dynamic internal and external environments and transposes opportunities and goals onto an international context.</p> <p>6.1i Analyzes research (and other) data to identify how original works create value.</p> <p>6.1j Weighs up various interests and takes action with diverse stakeholders.</p> <p>6.1k Assesses results in the form of the products and processes of value creation from original works.</p> <p>6.3d Weighs up ethical considerations in the process of creating value from original works.</p> <p>6.3e Fosters the accumulation of knowledge within the partnerships between all parties involved in the process of creating value from original works.</p> <p>6.3f Is attentive to the personal welfare of those involved in the process of creating value from original works.</p>
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

International Music Industry Lab Harlem

(lab track)

International Music Industry Lab Haarlem (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X	X	X	X	X	X	X	X
Specific details	<p>Conditions for participation</p> <ol style="list-style-type: none"> 1. You meet the requirements that apply within your own study program; 2. You have not previously taken part in a lab track (or precursor CGI / CGE / Creative Future), or you have explicit approval for it from the Examination Board of your study program. <p>Participants</p> <p>The lab track is also open to (international) students of different programs of Inholland university and universities in the Netherlands (Kies op Maat) and abroad (exchange).</p> <p>Learning coaches</p> <p>Learning coaches guide the learning process and provide interim assessments (formative) that are development-oriented: where is the student in his learning journey, which are his strengths and weaknesses, what is needed to achieve the desired performance level?</p> <p>Additional costs</p> <p>Within the lab track we use mandatory literature. Costs are approximately € 50.</p>								
Compulsory attendance	<p>The lab track has no mandatory attendance. However, the implementation of the lab track requires active participation and intensive preparation of students in the educational activities and team meetings offered, even if no accompanying learning coach is present. Active participation is not optional. You conclude a collaboration agreement with your project team members. The format for agreements has been determined by the lab track. In the event of any disasters occurring during collaboration, the yellow/red card procedure will come into effect. This procedure is included in the lab track manual.</p>								

International Music Industry Lab multidisciplinary project (3823IMIE1Z)

Elective content

In the lab track you work in multidisciplinary teams with students from other degree programs within the Faculty of Creative Business and possibly students from other Inholland faculties, students from other universities (Kies op Maat) and Exchange students, together with researchers, (non-profit) organizations, government institutions, residents and/or users on a tough and complex issue ("wicked problem") in the Randstad and/or region. This wicked problem asks for research into possible solutions from different perspectives. This means that assignments are not defined in concrete end products, but together with your team members and a professional field partner you come up with solutions and make choices about what the prototype entails and on how to deliver the prototype. Education in a lab track challenges you to get out of your comfort zone. Primary starting point is you working and learning with a curious mindset and inquisitive attitude consequently daring you to experiment and being flexible in dealing with contextual problems: "knowing what to do, when you don't know what to do".

In the lab track you will also work on developing a number of personal learning objectives. These learning objectives are substantially related to the wicked problem you tackle as a group but also offers you the opportunity to design your own learning journey. On the basis of these learning objectives and a theoretical reflection, you will ultimately demonstrate which expertise you have developed.

Working and learning takes place in intensive collaboration with the partners of the professional field using an online learning environment as well as in interaction with fellow students and learning coaches in a community of learners.

The program consists of two parts: a group trajectory and individual component. These are specified in more detail in the study manual.

The Faculty of Creative Business has five labs, including the **International Music Industry lab**.

This Lab deals with issues in the world of pop music. The growing global music ecosystem was turned upside down by the outbreak of COVID-19. New challenges call for new innovative energy in this ever-dynamic environment. The lab offers (research) projects in the international music world to students who want to further develop the skills they have already acquired. For this lab English is the working language.

Learning outcomes	Experiment
	You design and create creative solutions for complex issues from the metropolitan agglomeration on the basis of analysis and through various iterations and development loops. You do this in collaboration with partners from the professional field and other disciplines from the creative domain.
	Interdisciplinary collaboration You bring in your own (professional) expertise and value and use the perspectives of others for jointly solving problems. You play an active role in teamwork and work together constructively and in a solution-oriented way.
	Professionalize You (proactively) direct his professional development by making substantiated choices, formulating personal learning questions and learning goals, using feedback and reflecting on your professional actions.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	IMI Lab group project	3823IMIE1A	Other method	Level	0%	560
	IMI Lab individual portfolio	3823IMIE1B	Other method with test (not public)	Grade	100%	280

Assessment method	The assessments are explained in the manual.
	The learning outcome, the test criteria and the performance indicators derived from them form the framework for the development of your team and yourself. They serve as a starting point for feedback (formative evaluation) and for the summative final assessment (assessment).
	Formative evaluation Feedback plays an essential role in the lab track programme, based on the idea that students learn from devising and developing solutions, and reflect on these activities by asking for and using feedback from peers, coaches, experts and work field partners. You receive feedback during the entire process via fixed moments; this will provide insight into your own learning process and the opportunity to manage it yourself. You are structurally involved in the development of the quality of your own work and that of others (for example through peer review and self-evaluation), so that you can direct your own learning process.
	Summative evaluation You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other

	stakeholders. Your individual portfolio contains evidence that makes choices / substantiation and performance / products visible. The individual portfolio discussion (assessment) is conducted by two examiners on the basis of an assessment standard in which information from multiple sources (professional field partner, students / team, learning coach) is included in the assessment.
Assessment goals	<p>The lab track contains the following test objectives:</p> <ul style="list-style-type: none">- From the perspective of your own study program, you make distinctive contributions to the realization of a prototype in collaboration with professional field partner (s) and students from other study programs;- You can design and execute an iterative development process, based on a wicked problem, in order to create a prototype;- You work from a shared mission towards a joint team result in which the individual input of team members is visibly processed;- You work on the basis of individually formulated learning goals in a self-directed manner towards learning outcomes that contribute to the elaboration of aspects (related to the central issue);- You deal constructively with feedback (giving and receiving) and reflect on your (inter) professional actions in the context of the lab track. You also link targeted actions to the outcome of reflection.
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

Metropolitan Hospitality Management

(focus track)

Metropolitan Hospitality Management (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
				X	X	X		X	

MHM Project (1223MHM01Z)

Elective content	<p>The Metropolitan Hospitality Management module focuses on hospitality within the hospitality sector. During the two terms, the student works on a practical assignment which entails a recommendation plan, which must also be presented. The project is divided into two: Design and Portfolio.</p> <p>For the individual assignment (portfolio)), the student has the opportunity to deepen certain hospitality-related knowledge and work on program-specific learning objectives.</p>
Learning outcomes	<p>LM-FM-TM- core tasks</p> <ul style="list-style-type: none"> • Core task 1: Initiating and creating new or renewed (sustainable) products and services. • Core task 2: Realizing and implementing new or renewed products and services. • Core task 3: Marketing (sustainable) tourism products / services based on consumer knowledge and modern communication and distribution techniques. • Core task 4: Organizing and managing (changing) organizational processes. • Core task: Sustainable skills.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	Metropolitan Hospitality Management Project: Design part 1	1223MHM01A	Other method with test (not public)	Grade	33%	280
	Metropolitan Hospitality Management Portfolio: Insight	1223MHM01B	Other method with test (not public)	Grade	34%	280
	Metropolitan Hospitality Management Project: Design part 2	1223MHM01C	Other method with test (not public)	Grade	33%	280

Assessment method	Project and portfolio
Assessment goals	<p>Project (part 1 and 2)</p> <ul style="list-style-type: none"> • In the pre-production phase, the student works in a design-oriented way in a multidisciplinary setting (production team) on the preparation of a (mystery) visit within the hospitality sector. Here, he / she works together with a Lab and / or partners from the field (learning community). • The student uses various qualitative research methods and techniques to collect and analyze the correct data. • Based on the established preconditions, the student then develops various prototypes in co-creation with the relevant stakeholders, which ultimately lead to a feasible hospitality concept for a partner from the hospitality sector. <p>Portfolio</p> <ul style="list-style-type: none"> • The student takes responsibility for his /her role, performs the right tasks, communicates with other team members, handles matters and directs others where necessary. The student responds flexibly and professionally to unforeseen situations and reflects on his / her performance. • The student performs, in particular, to professionalization of his specific role, in parallel with the project assignment, compulsory individual sub-assignments. These role-specific assignments are linked to the following functions within the team: concept developer, customer relations, researcher, communicator, presenter. • The student chooses assignments that fit thematically, and in terms of work form, with the typical tasks & activities of this role in order to deepen his / her expertise in a particular field. • In addition, the student carries out freely selected individual sub-assignments (learning arrangement), which are related to program-specific objectives, which are not integrated in the team track. • The student (proactively) directs his / her professional development by making substantive choices, formulating personal learning questions and learning objectives appropriate to the chosen field of study. The student shows its active participation and contribution in the track.
Resit	Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.

Responsible Travel

(specialist track)

Responsible Travel (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
						X			
Specific details	<p>Extra costs (only applicable for program including fieldtrip abroad; program without fieldtrip/costs also available, costs; € 25 fieldtrip NL). Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.</p>								
Compulsory attendance	<p>For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).</p>								

RT: Creating, realising and marketing of responsible tourism products (1223RETR1Z)

<p>Elective content</p>	<p>In this module the student will learn about different aspects of sustainability, not only related to tourism, but the student will also get a wider knowledge about development aid, climate change, corporate social responsibility, regenerative tourism and certification, whereby the student will also learn from other sectors. Guest lectures are provided by different experts in the field of responsible tourism.</p> <p>The student will also learn about community-based tourism by presentations about several real cases, so the student will get to know how community based tourism is implemented in practice. The student will work on developing a responsible tourism product by means of a design-oriented research. In addition, he/she will use online marketing and find creative ways to promoting responsible products.</p> <p><u>Format</u></p> <p>During the first term the student will follow lectures and interactive workshops about sustainable tourism, community based tourism, design-oriented research, and cross-cultural communication. The student will conduct research in order to create a sustainable tourism product. Furthermore, he/she will organize an excursion to a Dutch destination based on the principles of responsible travel.</p> <p>In term 2 the student will be taught about e-marketing solutions and attention is given to the marketing of responsible tourism products. During this term the fieldwork at a destination abroad or in the Netherlands will take place. The fieldtrip is organized by Inholland in collaboration with another partner such as a foundation or local/inbound tour operator.</p>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services • Core task 2: Realising and implementing new or innovated products & services • Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. • Core task: Sustainable Skills (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	Responsible Travel: TM track portfolio	1223RETR1A	Other method with test (not public)	Grade	100%	840
Assessment method		Project/portfolio & presentation/assessment: <ul style="list-style-type: none"> • Designing sustainable tourism product (group) • Creative Marketing Skills (group) • Showcase sustainable practices (individual) 				
Assessment goals		The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment. The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.				
Resit		Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.				

Sustainable Media Lab The Hague

(lab track)

Sustainable Media Lab The Hague (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X	X	X	X	X	X	X	X
Specific details	<p>Conditions for participation</p> <ol style="list-style-type: none"> 1. You meet the requirements that apply within your own study program; 2. You have not previously taken part in a lab track (or precursor CGI / CGE / Creative Future), or you have explicit approval for it from the Examination Board of your study program. <p>Participants</p> <p>The lab track is also open to (international students) of different programs of Inholland university and universities in the Netherlands (Kies op Maat) and abroad (exchange).</p> <p>Learning coaches</p> <p>Learning coaches guide the learning process and provide interim assessments (formative) that are development-oriented: where is the student in his learning journey, which are his strengths and weaknesses, what is needed to achieve the desired performance level?</p> <p>Additional costs</p> <p>The trips abroad are a mandatory part of the lab. They will be funded by Erasmus + grants – your transport and accommodation will be covered for you, as well as some of the meals and excursions. Please note, you will need to budget some pocket money.</p> <p>Within the lab track we use mandatory literature. Costs are approximately € 50.</p>								
Compulsory attendance	<p>The lab track has no mandatory attendance. However, the implementation of the lab track requires active participation and intensive preparation of students in the educational activities and team meetings offered, even if no accompanying learning coach is present. Active participation is not optional. You conclude a collaboration agreement with your project team members. The format for agreements has been determined by the lab track. In the event of any disasters occurring during collaboration, the yellow/red card procedure will come into effect. This procedure is included in the lab track manual.</p>								

Sustainable Media Lab multidisciplinary project (3823SMLE1Z)

Elective content

In the lab track you work in multidisciplinary teams with students from other degree programs within the Faculty of Creative Business and possibly students from other Inholland faculties, students from other universities (Kies op Maat) and Exchange students, together with researchers, (non-profit) organizations, government institutions, residents and/or users on a tough and complex issue ("wicked problem") in the Randstad and/or region. This wicked problem asks for research into possible solutions from different perspectives. This means that assignments are not defined in concrete end products, but together with your team members and a professional field partner you come up with solutions and make choices about what the prototype entails and on how to deliver the prototype. Education in a lab track challenges you to get out of your comfort zone. Primary starting point is you working and learning with a curious mindset and inquisitive attitude consequently daring you to experiment and being flexible in dealing with contextual problems: "knowing what to do, when you don't know what to do".

In the lab track you will also work on developing a number of personal learning objectives. These learning objectives are substantially related to the wicked problem you tackle as a group but also offers you the opportunity to design your own learning journey. On the basis of these learning objectives and a theoretical reflection, you will ultimately demonstrate which expertise you have developed.

Working and learning takes place in intensive collaboration with the partners of the professional field using an online learning environment as well as in interaction with fellow students and learning coaches in a community of learners.

The program consists of two parts: a group trajectory and individual component. These are specified in more detail in the study manual.

The Faculty of Creative Business has five labs, including Sustainable Media Lab.

The **Sustainable Media Lab** in The Hague develops sustainable media ecosystems. It creates space for creative business and enables a different kind of media business that can stand the test of time. The lab is an accessible, mediated, and public meeting place where networks of people come together to share and discuss content. Communication is key to develop connection, interaction and interventions that activate and include participants. Students create value by contributing to a safer and fairer world in a digital age. For this new international lab, English is the working language.

Learning outcomes	Experiment
	You design and create creative solutions for complex issues from the metropolitan agglomeration on the basis of analysis and through various iterations and development loops. You do this in collaboration with partners from the professional field and other disciplines from the creative domain.
	Interdisciplinary collaboration You bring in your own (professional) expertise and value and use the perspectives of others for jointly solving problems. You play an active role in teamwork and work together constructively and in a solution-oriented way.
	Professionalize You (proactively) direct his professional development by making substantiated choices, formulating personal learning questions and learning goals, using feedback and reflecting on your professional actions.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	Sustainable Media Lab group project	3823SMLE1A	Other method	Level	0%	560
	Sustainable Media Lab individual portfolio	3823SMLE1B	Other method with test (not public)	Grade	100%	280

Assessment method	The assessments are explained in the manual.
	The learning outcome, the test criteria and the performance indicators derived from them form the framework for the development of your team and yourself. They serve as a starting point for feedback (formative evaluation) and for the summative final assessment (assessment).
	Formative evaluation Feedback plays an essential role in the lab track programme, based on the idea that students learn from devising and developing solutions, and reflect on these activities by asking for and using feedback from peers, coaches, experts and work field partners. You receive feedback during the entire process via fixed moments; this will provide insight into your own learning process and the opportunity to manage it yourself. You are structurally involved in the development of the quality of your own work and that of others (for example through peer review and self-evaluation), so that you can direct your own learning process.
	Summative evaluation You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other

	stakeholders. Your individual portfolio contains evidence that makes choices / substantiation and performance / products visible. The individual portfolio discussion (assessment) is conducted by two examiners on the basis of an assessment standard in which information from multiple sources (professional field partner, students / team, learning coach) is included in the assessment.
Assessment goals	<p>The lab track contains the following test objectives:</p> <ul style="list-style-type: none"> - From the perspective of your own study program, you make distinctive contributions to the realization of a prototype in collaboration with professional field partner (s) and students from other study programs; - You can design and execute an iterative development process, based on a wicked problem, in order to create a prototype; - You work from a shared mission towards a joint team result in which the individual input of team members is visibly processed; - You work on the basis of individually formulated learning goals in a self-directed manner towards learning outcomes that contribute to the elaboration of aspects (related to the central issue); - You deal constructively with feedback (giving and receiving) and reflect on your (inter) professional actions in the context of the lab track. You also link targeted actions to the outcome of reflection.
Resit	Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.

Tourist Experiences

(lab track)

Tourist Experiences (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
						X			
Specific details	<p>Fieldtrip + excursions: estimated costs around € 650.</p> <p>Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.</p>								
Compulsory attendance	<p>For this track, we have adopted the principle of active participation instead of compulsory attendance. Based on the educational choices and didactic concept, we trust that students will recognise that active participation is crucial in order to successfully complete this track and the associated test(s).</p>								

TEX: Creating, realising and marketing (1223TEX01Z)	
Elective content	<p>The Tourist Experiences track focuses on creating unique and memorable experiences at European tourist destinations. By investigating the essence of the experience economy, students will become experts in designing creative and authentic tourism products. Storytelling is crucial to transmit the local narrative and the DNA of the destination involved. This is part of the experience design which takes place in the first term of the semester. With the use of creative design principles the product is realized and marketed in the second term of the semester.</p> <p>At the individual level the student will be stimulated to deepen experience-related knowledge and work on program-specific learning objectives.</p>
Learning outcomes	<ul style="list-style-type: none"> • Core Task 1: Initiating and creating new or innovated (sustainable) products & services • Core task 2: Realising and implementing new or innovated products & services • Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. • Core task: Sustainable skills. (only formative evaluation)

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	Tourist Experiences: TM track portfolio	1223TEX01A	Other method with test (not public)	Grade	100%	840
Assessment method		Project/portfolio & presentation/assessment <ul style="list-style-type: none"> • Tourist Experience Design: part 1 (group) • Tourist Experience Showtime: part 2 (group & individual) • Experience Marketing Plan (group & individual) • Individual Tourist Experiences (individual) 				
Assessment goals		<p>The core tasks (1-3) are assessed at bachelor level by the outcomes of the professional products which serve as records of validated proof. Motivated arguments and reflections on your progress are an essential part of your portfolio. This portfolio contains records of proof which are validated first and then presented by the student. The concluding conversation is the last part of the assessment.</p> <p>The sustainable skills are an integral part of your development on the core tasks and are therefore formatively evaluated.</p>				
Resit		<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>				

Urban Leisure & Tourism Lab Amsterdam

(lab track)

Urban Leisure & Tourism Lab Amsterdam (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X	X	X	X	X	X	X	X
Specific details	<p>Conditions for participation</p> <ol style="list-style-type: none"> 1. You meet the requirements that apply within your own study programme; 2. You have not previously taken part in a lab track (or precursor CGI / CGE / Creative Future), or you have explicit approval for it from the Examination Board of your study program. <p>Participants</p> <p>The lab track is also open to (international) students of different programs of Inholland university and universities in the Netherlands (Kies op Maat) and abroad (exchange).</p> <p>Learning coaches</p> <p>Learning coaches guide the learning process and provide interim assessments (formative) that are development-oriented: where is the student in his learning journey, which are his strengths and weaknesses, what is needed to achieve the desired performance level?</p> <p>Language</p> <p>Dutch-speaking students and international students participate in our lab track. The spoken language within the Urban Leisure & Tourism Lab Amsterdam is English.</p> <p>Students of Dutch-language Bachelor's programs are allowed to speak in Dutch with their learning coach and their project group. Their assessment also takes place in Dutch.</p> <p>Additional costs</p> <p>Within the lab track we use mandatory literature. Costs are approximately € 50.</p> <p>During the lab track you are likely to travel to an inspiring city in the Netherlands or abroad with a similar issue that you will be working on. Paid excursions may also be part of the program. The costs for the trip and excursions are approximately € 500 (European city) or € 50 (city in the Netherlands) excluding food and drinks.</p> <p>Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.</p>								

Compulsory attendance	The lab track has no mandatory attendance. However, the implementation of the lab track requires active participation and intensive preparation of students in the educational activities and team meetings offered, even if no accompanying learning coach is present. Active participation is not optional. You conclude a collaboration agreement with your project team members. The format for agreements has been determined by the lab track. In the event of any disasters occurring during collaboration, the yellow/red card procedure will come into effect. This procedure is included in the lab track manual.
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Urban Leisure & Tourism Lab Amsterdam multidisciplinary project (3823ULAE1Z)

Elective content

In the lab track you work in multidisciplinary teams with students from other degree programs within the Faculty of Creative Business and possibly students from other Inholland faculties, students from other universities (Kies op Maat) and Exchange students, together with researchers, (non-profit) organizations, government institutions, residents and/or users on a tough and complex issue (“wicked problem”) in the Randstad and/or region. This wicked problem asks for research into possible solutions from different perspectives. This means that assignments are not defined in concrete end products, but together with your team members and a professional field partner you come up with solutions and make choices about what the prototype entails and on how to deliver the prototype. Education in a lab track challenges you to get out of your comfort zone. Primary starting point is you working and learning with a curious mindset and inquisitive attitude consequently daring you to experiment and being flexible in dealing with contextual problems: “knowing what to do, when you don’t know what to do”.

In the lab track you will also work on developing a number of personal learning objectives. These learning objectives are substantially related to the wicked problem you tackle as a group but also offers you the opportunity to design your own learning journey. On the basis of these learning objectives and a theoretical reflection, you will ultimately demonstrate which expertise you have developed.

Working and learning takes place in intensive collaboration with the partners of the professional field using an online learning environment as well as in interaction with fellow students and learning coaches in a community of learners.

The program consists of two parts: a group trajectory and individual component. These are specified in more detail in the study manual.

The Faculty of Creative Business has five labs, including ULT lab Amsterdam.

Urban Leisure & Tourism lab Amsterdam operates in Amsterdam North. In the lab, co-design research is done by students, residents of the city and (non-) profit organizations on social issues. The aim is to drive innovation concepts around tourism, leisure and events that have a positive impact on the neighborhood and its residents. This lab offers both Dutch and English projects.

Learning outcomes	Experiment
	You design and create creative solutions for complex issues from the metropolitan agglomeration on the basis of analysis and through various iterations and development loops. You do this in collaboration with partners from the professional field and other disciplines from the creative domain.
	Interdisciplinary collaboration You bring in your own (professional) expertise and value and use the perspectives of others for jointly solving problems. You play an active role in teamwork and work together constructively and in a solution-oriented way.
	Professionalize You (proactively) direct his professional development by making substantiated choices, formulating personal learning questions and learning goals, using feedback and reflecting on your professional actions.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	ULT Lab Amsterdam group project	3823ULAE1A	Other method	Level	0%	560
	ULT Lab Amsterdam individual portfolio	3823ULAE1B	Other method with test (not public)	Grade	100%	280

Assessment method	The assessments are explained in the manual.
	The learning outcome, the test criteria and the performance indicators derived from them form the framework for the development of your team and yourself. They serve as a starting point for feedback (formative evaluation) and for the summative final assessment (assessment).
	Formative evaluation Feedback plays an essential role in the lab track programme, based on the idea that students learn from devising and developing solutions, and reflect on these activities by asking for and using feedback from peers, coaches, experts and work field partners. You receive feedback during the entire process via fixed moments; this will provide insight into your own learning process and the opportunity to manage it yourself. You are structurally involved in the development of the quality of your own work and that of others (for example through peer review and self-evaluation), so that you can direct your own learning process.

	<p>Summative evaluation</p> <p>You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other stakeholders. Your individual portfolio contains evidence that makes choices / substantiation and performance / products visible. The individual portfolio discussion (assessment) is conducted by two examiners on the basis of an assessment standard in which information from multiple sources (professional field partner, students / team, learning coach) is included in the assessment.</p>
Assessment goals	<p>The lab track contains the following test objectives:</p> <ul style="list-style-type: none"> - From the perspective of your own study program, you make distinctive contributions to the realization of a prototype in collaboration with professional field partner (s) and students from other study programs; - You can design and execute an iterative development process, based on a wicked problem, in order to create a prototype; - You work from a shared mission towards a joint team result in which the individual input of team members is visibly processed; - You work on the basis of individually formulated learning goals in a self-directed manner towards learning outcomes that contribute to the elaboration of aspects (related to the central issue); - You deal constructively with feedback (giving and receiving) and reflect on your (inter) professional actions in the context of the lab track. You also link targeted actions to the outcome of reflection.
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

Urban Leisure & Tourism Lab Rotterdam

(lab track)

Urban Leisure & Tourism Lab Rotterdam (ENG)

Accessible to students	BI	CO	CB	FM	LM	TM	Inholland	Exchange	KOM
	X	X	X	X	X	X	X	X	X
Specific details	<p>Conditions for participation</p> <ol style="list-style-type: none"> 1. You meet the requirements that apply within your own study program; 2. You have not previously taken part in a lab track (or precursor CGI / CGE / Creative Future), or you have explicit approval for it from the Examination Board of your study program. <p>Participants</p> <p>The lab track is also open to (international) students of different programs of Inholland university and universities in the Netherlands (Kies op Maat) and abroad (exchange).</p> <p>Learning coaches</p> <p>Learning coaches guide the learning process and provide interim assessments (formative) that are development-oriented: where is the student in his learning journey, which are his strengths and weaknesses, what is needed to achieve the desired performance level?</p> <p>Language</p> <p>Dutch-speaking students and international students participate in our lab track. The spoken language within the Urban Leisure & Tourism Lab Amsterdam is therefor bilingual (English and Dutch).</p> <p>Students of Dutch-language Bachelor's programs are allowed to speak in Dutch with their learning coach and their project group. Their assessment also takes place in Dutch.</p> <p>Additional costs</p> <p>Within the lab track we use mandatory literature. Costs are approximately € 50.</p> <p>During the lab track you are likely to travel to an inspiring city in the Netherlands or abroad with a similar issue that you will be working on. Paid excursions may also be part of the program. The costs for the trip and excursions are approximately € 500 (European city) or € 50 (city in the Netherlands) excluding food and drinks.</p> <p>Although the study trip is not compulsory, it can be an essential part of this track. If you are unable to join the study trip due to financial reasons or personal circumstances, you can discuss/present an alternative to the coordinator of the track.</p>								

Compulsory attendance	The lab track has no mandatory attendance. However, the implementation of the lab track requires active participation and intensive preparation of students in the educational activities and team meetings offered, even if no accompanying learning coach is present. Active participation is not optional. You conclude a collaboration agreement with your project team members. The format for agreements has been determined by the lab track. In the event of any disasters occurring during collaboration, the yellow/red card procedure will come into effect. This procedure is included in the lab track manual.
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Urban Leisure & Tourism Lab Rotterdam multidisciplinary project (3823ULRE1Z)

Elective content

In the lab track you work in multidisciplinary teams with students from other degree programs within the Faculty of Creative Business and possibly students from other Inholland faculties, students from other universities (Kies op Maat) and Exchange students, together with researchers, (non-profit) organizations, government institutions, residents and/or users on a tough and complex issue ("wicked problem") in the Randstad and/or region. This wicked problem asks for research into possible solutions from different perspectives. This means that assignments are not defined in concrete end products, but together with your team members and a professional field partner you come up with solutions and make choices about what the prototype entails and on how to deliver the prototype. Education in a lab track challenges you to get out of your comfort zone. Primary starting point is you working and learning with a curious mindset and inquisitive attitude consequently daring you to experiment and being flexible in dealing with contextual problems: "knowing what to do, when you don't know what to do".

In the lab track you will also work on developing a number of personal learning objectives. These learning objectives are substantially related to the wicked problem you tackle as a group but also offers you the opportunity to design your own learning journey. On the basis of these learning objectives and a theoretical reflection, you will ultimately demonstrate which expertise you have developed.

Working and learning takes place in intensive collaboration with the partners of the professional field using an online learning environment as well as in interaction with fellow students and learning coaches in a community of learners.

The program consists of two parts: a group trajectory and individual component. These are specified in more detail in the study manual.

The Faculty of Creative Business has five labs, including ULT lab Rotterdam.

Urban Leisure & Tourism lab Rotterdam is about developing leisure, tourism and events in a sustainable way to make the city more fun. Students and researchers develop innovative concepts together with residents in a way that the concepts fit into their living environment. The projects depend on which are current issues in the city and are always subject to change. This lab offers both Dutch and English projects.

Learning outcomes	Experiment
	You design and create creative solutions for complex issues from the metropolitan agglomeration on the basis of analysis and through various iterations and development loops. You do this in collaboration with partners from the professional field and other disciplines from the creative domain.
	Interdisciplinary collaboration You bring in your own (professional) expertise and value and use the perspectives of others for jointly solving problems. You play an active role in teamwork and work together constructively and in a solution-oriented way.
	Professionalize You (proactively) direct his professional development by making substantiated choices, formulating personal learning questions and learning goals, using feedback and reflecting on your professional actions.

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
30	ULT Lab Rotterdam group project	3823ULRE1A	Other method	Level	0%	560
	ULT Lab Rotterdam individual portfolio	3823ULRE1B	Other method with test (not public)	Grade	100%	280

Assessment method	The assessments are explained in the manual.
	The learning outcome, the test criteria and the performance indicators derived from them form the framework for the development of your team and yourself. They serve as a starting point for feedback (formative evaluation) and for the summative final assessment (assessment).
	Formative evaluation Feedback plays an essential role in the lab track programme, based on the idea that students learn from devising and developing solutions, and reflect on these activities by asking for and using feedback from peers, coaches, experts and work field partners. You receive feedback during the entire process via fixed moments; this will provide insight into your own learning process and the opportunity to manage it yourself. You are structurally involved in the development of the quality of your own work and that of others (for example through peer review and self-evaluation), so that you can direct your own learning process.

	<p>Summative evaluation</p> <p>You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other stakeholders. Your individual portfolio contains evidence that makes choices / substantiation and performance / products visible. The individual portfolio discussion (assessment) is conducted by two examiners on the basis of an assessment standard in which information from multiple sources (professional field partner, students / team, learning coach) is included in the assessment.</p>
Assessment goals	<p>The lab track contains the following test objectives:</p> <p>From the perspective of your own study program, you make distinctive contributions to the realization of a prototype in collaboration with professional field partner (s) and students from other study programs;</p> <p>You can design and execute an iterative development process, based on a wicked problem, in order to create a prototype;</p> <p>You work from a shared mission towards a joint team result in which the individual input of team members is visibly processed;</p> <p>You work on the basis of individually formulated learning goals in a self-directed manner towards learning outcomes that contribute to the elaboration of aspects (related to the central issue);</p> <p>You deal constructively with feedback (giving and receiving) and reflect on your (inter) professional actions in the context of the lab track. You also link targeted actions to the outcome of reflection.</p>
Resit	<p>Chapter 4 describes the general resit policy in accordance with the TER. The way in which the resit is carried out is set out in the Student Manual for the track.</p>

4. Resits of Electives

In accordance with the Teaching and Examination Regulations, Part 8, Tests, Chapter 3. Timing and frequency of tests, article 96. Number of test opportunities per academic year, equally applies to all tracks of the Faculty of Creative Business whereby you are offered two test opportunities per academic year. In addition to the standard first opportunity, you will be offered a resit at the end of the same semester.

The way in which the resit is carried out is set out in the Student Manual for the track.

Pay attention for changes in the electives!

The Faculty of Creative Business adapts the programme for the specialist tracks, focus tracks and lab tracks annually in connection with any improvements to and/or innovations in the curriculum – these may relate to minor or major changes to the programme. These changes may have an impact on participation in education and resits for any tests. Please find more information in [Changes to the programme – Electives, Faculty of Creative Business 2023-2024](#).

5. Assessment of educational quality

As Faculty of Creative Business, we want to learn from the things we do – just as we ask of our students. We collect feedback and evaluate activities as well as the educational process with track coordinators, learning directors, learning coaches, lecturers, student(s) and relevant partners from professional practice. We aim to continuously improve our teaching and, as such, your opinion matters. If you would like to take part in a student panel as a student to share your experiences with us, then please let your coach or the team leader at your location know. How do we collect input? We use various evaluation tools for that purpose, such as offline and online evaluation opportunities, questionnaires at the end of each course, interviews and short-cycle feedback during tracks. The aim of an evaluation is always to improve the content and (teaching) processes of the programme. Please take an active role in the evaluations we carry out, as it is crucial to get input from all our students.

Changes in study programme

Electives

Faculty of Creative Business

2023-2024



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Preface

Beste student,

The study programme is regularly adjusted in connection with **improvement** or **renewal** of the curriculum. This also applies to the electives of the Faculty of Creative Business, which consists of a wide range of specialist tracks, focus tracks and lab tracks.

Each year, we **evaluate** the content of our electives together with our students, teaching staff and partners from the professional field and improve and update the curriculum where necessary. Renewing the electives may have consequences for the existing electives that your degree programme offers. It is possible that they will be phased out over the next few years. The current range of tracks can be found in the **Study Guide electives Faculty of Creative Business 2023-2024**.

In this document, you will find information about **changes** that may affect your personal study plan. You should therefore read it carefully!

If you have any questions about changes to your study plan, it is best to contact the module leader or team leader of the electives you followed in the 2022-2023 academic year.

We wish you the best of luck with the rest of your studies!

Faculty of Creative Business
June 2023

1. Changes in study programme

The electives curriculum is adapted regularly. These changes to the curriculum can be minor or major. In the case of major changes, they are made to improve the existing curriculum or renew the electives curriculum.

All minor and major changes to the electives for the Faculty of Creative Business in the academic year 2023-2024 are listed in [Chapter 3, Overview of changes to the electives](#). Have you not yet passed one or more tests in this overview? Read [Chapter 2, Expiry date and transition period](#) to find out what this could mean for you.

Minor changes

In the case of a minor change to the existing curriculum, there is generally no change to the course (unit of study) and the test on your grade overview. Changes may include a change in the test type, for example a change from a reflective report into a portfolio and a portfolio interview, or a change in the assessment method, such as a pass or fail scale instead of a grade. Check the current student handbook in good time or ask the elective lecturer for additional information about the change to avoid any nasty surprises!

Occasionally, the name of the unit of study and/or the test is changed. In that case, the name will be changed on your grade overview and the codes of the unit of study and the test will also change. This will only happen if you did not complete the elective in the previous academic year.

Major changes

A major change to the existing curriculum could be a change in the content of a certain elective to respond to [current events](#). Also, multiple units of study and/or tests are sometimes combined into one, for example project A (10 credits), project B (10 credits) and the portfolio (10 credits) become track X (30 credits).

Moreover, existing electives may be phased out as the curriculum for the degree programme is renewed. Instead, new electives will be offered in the form of a specialist track, focus track or lab track, which may differ from the existing curriculum in terms of content and learning outcomes.

2. Expiry date and transition period

Will there be a change to the existing curriculum as from the 2023-2024 academic year and have you not yet passed one or more tests? Read this chapter to find out what this could mean for you.

Unit of study end date

A major change to the existing curriculum or the phasing out of electives as a consequence of curriculum renewal will always result in a **unit of study end date**. Even if the change to the existing curriculum is minor, we will always record an end date on your grade overview to make you aware of this change.

The unit of study end date is always 31 August of the academic year in which it was last offered. For changes with effect from the 2023-2024 academic year, the unit of study expiry date is **31 August 2023**.

Test expiry date

A major change to the existing curriculum or the phasing out of electives as a consequence of curriculum renewal will always result in a test expiry date in addition to a unit of study end date.

The test expiry date is one year after the unit of study end date and is always 31 August. For changes with effect from the 2023-2024 academic year, the test expiry date is **31 August 2024**.

Transition period

The transition period is the period between the moment when the changes take effect and the moment when the units of study and the tests are no longer offered. Within this period, you are entitled to education based on the old units of study to prepare you for the tests. If you are unable to complete the entire unit of study within the transition period, you must register for new electives and take the new units of study and tests.

Test resits

If you did not complete your electives in the 2022-2023 academic year, you will have **two final resit** opportunities in the 2023-2024 academic year:

- Note the test timetable. Check in good time whether you are registered to participate in the test.
- In preparation for the test, and depending on the number of students, support classes will be offered, e.g. consultancy or coaching. If you want to take part in support classes, ask the elective lecturer about the extra classes in good time.
- In the case of a change to the existing curriculum, check the current student handbook in good time or ask the elective lecturer for additional information about the change to avoid any nasty surprises!

After the transition period

After the expiry date of the test, you can **no longer take** a resit of the test for this elective. You have not completed the electives until you have obtained all 30 credits. If you fail to complete all units of study and (interim) tests in time, there are three possible scenarios after the expiry date of the test, depending on which electives you took:

1. Take a replacement test

This scenario applies in the case of changes to the existing curriculum. Any tests that you did not pass may be replaced with replacement tests. Read [Chapter 3, Overview of changes to the electives](#) for an overview of replacement tests. Check the current student handbook in good time or ask the elective lecturer for additional information about the change to avoid any nasty surprises!

2. Take the new electives

This scenario only applies in the case of major changes to the existing curriculum and the phasing out of electives due to curriculum renewal. In this case, it is impossible to complete the existing electives. You must register for new electives and take the new units of study and tests. Take a look at the current offer ([Study Guide electives Faculty of Creative Business 2023-2024](#)).

3. In **exceptional cases**, and subject to the approval of the Examinations Board, you may achieve missing learning outcomes or exit qualifications by taking a deficiency test. You do this by taking a customised programme tailored to your specific situation. You must submit a request to the Examinations Board yourself. Before the Examinations Board makes a decision, the Curriculum Committee will first review whether you can achieve these missing learning outcomes or exit qualifications by taking an another existing unit of study.

Conclusion

After the expiry date of the test, the electives will no longer appear on your grade overview, as you can no longer take either these electives or the related tests.

This will only happen if you have not yet completed all electives!

If your electives consist of two or more units of study and you have completed one unit of study in its entirety, the Examinations Board will record this unit of study as **an extra optional subjects** on your grade overview at your request.

More information in TER: see Part 4 Admission, Chapter 6. Admission to optional subjects, article 45. Extra optional subjects.

If your electives consist of a unit of study with two or more interim tests and you have passed one interim test, the interim test may become part of a new unit of study. Ask the Examinations Board for an **exemption**. The Examinations Board will determine whether your test result will be included as an exemption on your grade overview.

3. Overview changes to electives

Changes to specialist tracks

Creative Business

Regarding the Creative Business degree programme, several minor and major changes have been made to the existing curriculum for a number of specialist tracks. If applicable, the unit of study expiry date and the test expiry date are stated. The replacement units of study and tests are also stated. Check the current student handbook in good time or ask the elective lecturer for additional information about the change to avoid any nasty surprises!

Event Management (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
2418IEVM1Z	Event Management - Perspectives on the event industry	2418IEVM1A	Event Management - Perspectives on the event industry	31-8-2023	31-8-2024
2418IEVM2Z	Event Management - Event manager	2418IEVM2A	Event Management - Event manager	31-8-2023	31-8-2024
2418IEVM3Z	Event Management - Event agency	2418IEVM3A	Event Management - Event agency	31-8-2023	31-8-2024
2418IEVM4Z	Event Management - Event evaluation	2418IEVM4A	Event Management - Event evaluation	31-8-2023	31-8-2024
In academic year 2023-2024, there is no offer of the English-taught Event Management track. Only two resits of the tests are offered. More information about the program of the Event Management (ENG) track can be found in the Study Guide electives Faculty of Creative Business 2022-2023. Or contact the module leader Rutger Boxhoorn.					

Film (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
The content of these units of study remains unchanged, but all tests have been changed. More information about the Film (ENG) track can be found in the Study Guide electives Faculty of Creative Business 2023-2024. Or contact the module leader Mark Weistra.					
2418IFLM1Z	Film - Narratology & cinematography	2418IFLM1A	Film - Narratology & cinematography	na	31-08-2024
Change: proficiency indicators 2.1e, 4.1f, 4.2g, 4.2i and 4.2 b have been added / elaboration test form has been changed to Mini-documentary and Accountability report New test code: 2423IFLM1A					
2418IFLM2Z	Film - Scenario	2418IFLM2A	Film - Scenario	na	31-08-2024
Change: proficiency indicators 4.1f, 4.2g, 4.2i en 4.2 b have been added / elaboration test form has been changed to Script and Accountability Report New test code: 2423IFLM2A					
2422IFLM3Z	Film - Film production	2422IFLM3A	Film - Film production	na	31-08-2024
Change: proficiency indicator 2.1e has been added / elaboration test form has been changed to Film, Production Book and Evaluation Report New test code: 2423IFLM3A					
2418IFLM4Z	Film - Film marketing	2418IFLM4A	Film - Film marketing	na	31-08-2024
Change: proficiency indicators 2.1e, 3.1d, 3.1e, 3.1f, 3.2f, 3.3e en 3.3f have been added / elaboration test form has been changed to Marcom plan, Presskit, Trailer, Poster and Premiere New test code: 2423IFLM4A					
2422IFLM5Z	Film - Pitch Deck	2422IFLM5A	Film - Pitch Deck	na	31-08-2024
Change: proficiency indicator 2.1e has been added / elaboration test form has been changed to Pitch Deck and Written explanation New test code: 2423IFLM5A					

Tourism Management

In the Tourism Management programme, a change has taken place in the curriculum of the specialist tracks Business Travel & Incentives (ENG), Responsible Travel (ENG) and Tourist Experiences (ENG). The expiry date of the tests is stated. The replacement units of study and tests are also stated. Check the current student handbook in good time or ask the elective lecturer for additional information about the change to avoid any nasty surprises!

Business Travel & Incentives (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
1222BTI01Z	Business Travel & Incentives	1221BTI01A	Business Travel & Incentives Project 1	na	31-08-2024
		1221BTI02A	Business Travel & Incentives Project 2	na	31-08-2024
		1221BTI03A	Business Travel & Incentives Portfolio	na	31-08-2024
Change: the content of this elective remains unchanged. Instead of three tests, one test will be offered in the 2023-2024 academic year: Business Travel & Incentives: TM track portfolio (1223BTI01A). More information about Business Travel & Incentives (ENG) track can be found in the Study Guide electives Faculty of Creative Business 2023-2024. Or contact the module leader Josien Gerrits.					

Responsible Travel (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
1221RETR1Z	Designing Sustainable Tourism project	1221RETR1A	Designing Sustainable Tourism products	na	31-08-2024
1221RETR2Z	Creative Marketing Skills	1221RETR2A	Creative Marketing plan	na	31-08-2024
1221RETR3Z	Responsible Travel	1221RETR3A	Showcase portfolio Responsible Travel	na	31-08-2024
Change: the content of this elective remains unchanged. Instead of three units of study, each with a test, a unit of study with a test will be offered in the 2023-2024 academic year: Responsible Travel: TM track portfolio (1223RETR1A). More information about Responsible Travel (ENG) track can be found in the Study Guide electives Faculty of Creative Business 2023-2024. Or contact the module leader Miranda van Dam.					

Tourist Experiences (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
1221TEXP1Z	Project: Urban Experience Design	1221TEXP1A	Project: Urban Experience Design	na	31-08-2024
1221TEXP2Z	Project: Urban Tourist Experiences	1221TEXP2A	Project: Urban Tourist Experiences	na	31-08-2024
1221TEXP3Z	Individual Experience Track	1221TEXP3A	Individual Experience Track	na	31-08-2024
Change: the content of this elective remains unchanged. Instead of three units of study, each with a test, a unit of study with a test will be offered in the 2023-2024 academic year:: Tourist Experiences: TM track portfolio (1223TEX01A). More information about Tourist Experiences (ENG) track can be found in the Study Guide electives Faculty of Creative Business 2023-2024. Or contact the module leader Bianca Kluin.					

Changes to focus tracks

A change has taken place within the curriculum of the focus track Metropolitan Hospitality Management (ENG).

Metropolitan Hospitality Management (ENG)

Unit of study Code	Name	Test Code	Name	Unit of study end date	Test expiry date
1221MHM01Z	MHM Project	1221MHM01A	Metropolitan Hospitality Management Project: Design part 1	na	31-08-2024
		1221MHM01C	Metropolitan Hospitality Management Project: Design part 2	na	31-08-2024
		1221MHM01B	Metropolitan Hospitality Management Portfolio: Insight	na	31-08-2024

Change: the content of this elective remains unchanged. Only the weighting and the number of study load hours of all tests have been changed in the 2023-2024 academic year:

Test code	Test name	Weighting	Study load hours
1223MHM01A	Metropolitan Hospitality Management Project: Design part 1	33% (was 25%)	280 (was 240)
1223MHM01C	Metropolitan Hospitality Management Project: Design part 2	33% (was 25%)	280 (was 240)
1223MHM01B	Metropolitan Hospitality Management Portfolio: Insight	34% (was 50%)	280 (was 420)

More information about Metropolitan Hospitality Management (ENG) track can be found in the Study Guide electives Faculty of Creative Business 2023-2024. Or contact the module leader Mirna Albertsma.

Changes to lab tracks

The content of the lab track is linked to a **current issue** suggested by rotating partners from the professional field. This means that your curriculum is unique and will be offered only once. The expiry date of these electives is therefore 31 August 2023. The expiry date of the tests is 31 August 2024.

After the test expiry date, you will no longer be able to take tests and resits for this track. If you fail to pass one or more tests before the test expiry date, you may choose to enrol in the track again and take the **new electives and tests**. Be mindful of the elective courses on offer and number of places.

At last: the following components within the assessment of the lab tracks have been changed in the 2023-2024 academic year:

- assessment form of the project: from grade to level
- weighting of the project: from 50% to 0%
- weighting of the portfolio: from 50% to 100%
- study load hours of the project: from 420 hours to 560 hours
- study load hours of the portfolio: from 420 hours to 280 hours

More information about the actual curriculum of all the lab tracks can be found in the Study Guide electives Faculty of Creative Business 2023-2024. Or contact the team leader Reuben Wijnberg.

CityLab Haarlem (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3822CLHE1Z	CityLab multidisciplinary project	3822CLHE1A	CityLab group project	31-8-2023	31-8-2024
		3822CLHE1B	CityLab individual portfolio	31-8-2023	31-8-2024
In 2023-2024 academic year, CityLab Haarlem does not offer the English-taught lab track.					

International Music Industry Lab Haarlem (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3822IMIE1Z	International Music Industry Lab multidisciplinary project	3822IMIE1A	IMI Lab group project	31-8-2023	31-8-2024
		3822IMIE1B	IMI Lab individual portfolio	31-8-2023	31-8-2024

SluisLab Amsterdam (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3822SLAE1Z	SluisLab multidisciplinary project	3822SLAE1A	SluisLab group project	31-8-2023	31-8-2024
		3822SLAE1B	SluisLab individual portfolio	31-8-2023	31-8-2024
From 2023-2024 academic year, SluisLab Amsterdam offers the lab track under a new name: Social Impact Island @SluisLab Amsterdam.					
In 2023-2024 academic year, Sluislab Amsterdam does not offer the English-taught lab track.					

Sustainable Media Lab The Hague (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3822SMLE1Z	Sustainable Media Lab multidisciplinary project	3822SMLE1A	Sustainable Media Lab group project	31-8-2023	31-8-2024
		3822SMLE1B	Sustainable Media Lab individual portfolio	31-8-2023	31-8-2024

Urban Leisure & Tourism Lab Amsterdam (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3822ULAE1Z	ULT Lab Amsterdam multidisciplinary project	3822ULAE1A	ULT Lab Amsterdam group project	31-8-2023	31-8-2024
		3822ULAE1B	ULT Lab Amsterdam individual portfolio	31-8-2023	31-8-2024

Urban Leisure & Tourism Lab Rotterdam (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3822ULRE1Z	ULT Lab Rotterdam multidisciplinary project	3822ULRE1A	ULT Lab Rotterdam group project	31-8-2023	31-8-2024
		3822ULRE1B	ULT Lab Rotterdam individual portfolio	31-8-2023	31-8-2024

