B Tourism Management
35524

TER 22-23 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.

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.

For more information about the offer: see **appendix Study guide Choice education domain Creative Business 2022-2023.**

Please note:
Only Tracks offered in English are relevant for students Tourism Management fulltime.

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 Managementprogramme are:

The Bachelor programme Tourism Management is also offered as in Dutch variant. This variant has its own TER.

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: **Annual programmes**

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 **Changes to the study programme**.

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: education evaluations

The teacher evaluates the teaching during the period together with students in the classroom. This is done for each teaching unit. In these conversations the question is raised how students appreciate the teaching and where possible improvements can be made. These are then presented to the year coordinators, track coordinators and curriculum coordinators.

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 period, the students discuss in class their experiences of the past period. This information is discussed by the class representatives in the class representative consultation (KVO) that they hold with the year coordinator and team leader of year 1-2. The information gathered from the sites is also discussed in the direction meeting of year 1-2 where the three sites are represented through the year coordinators as well as the curriculum coordinator and the team leader of year 1-2. In addition to the KVO in year 1, we also evaluate by means of a digital evaluation system among the entire student population to get more information on certain topics. The input for this evaluation comes from the signals that the teachers pick up in the classes and which are determined in the direction group of year 1-2. Based on this information, the team leader decides what the appropriate action is if areas for improvement are suggested for a site or the croho.

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

CROHO: digital student evaluations

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

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. 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) after the propedeuse, 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 for Field Track = 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

See attachment **Units of study Year 1 - 4** (description Field track Tourism Professional).

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.

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.

See attachment **Units of study Year 1 - 4** (description Final track Tourism Professional).

The graduation program at TM is called 'final track'. This is the last part of the program.

The student can start the final track if the following requirements are met:

- 60 EC from year 1

- 55 EC from year 2

- At least 60 EC within 3 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 follow a part of a Track or a whole Track (within Inholland). On overview of the Tracks and the EC distribution can be found in the appendix Study guide for elective courses Domain CRB.

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.

Not applicable

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;
- inquiring after the consequences of the coronavirus measures;
- 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 he/she progresses through his/her 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 leaning 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 leaning coach should always understand the content of his/her subject(s). The learning coach will support the student throughout his/her preparation and submission of successful summative assessments.

The learning coach stimulates active participation from the student based on his/her personal qualities, preferences, and future goals. The leaning 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

For the time being, this part of the TER applies in full. It is possible that the developments in the coming months will give cause for adjusting the provisions related to the binding study recommendation. Such an adjustment will result in an addendum to this TER.

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

Students from cohort 2021-2022 and 2022-2023 who enrolled in September will receive the study recommendation by 31 July 2023 at the latest.

Students who are part of the February intake from cohort 2021-2022 and will receive their study recommendations by 1 March 2024 at the latest. This recommendation relates to the first 24 months of study, i.e. up to and including 31 January.

Students who are part of the February intake from cohort 2022-2023 will receive their study recommendations by 1 March 2024 at the latest. This recommendation relates to the first 12 months of study, i.e. up to and including 31 January.

Students who enroll on any date other than 1 September or 1 February 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.

NOTE: not applicable for Horticulture.

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 academic performance standard (quantitative and qualitative, where applicable) at the end of the first year, and the issuing of the binding study recommendation has been postponed, the student must successfully complete the full first-year curriculum during, or by the end of, the second year of enrolment or the time limit set.

This applies to students:

- to whom in the academic year 2020-2021, as a result of the coronavirus measures, postponement was given until 31 July 2022 (1 March 2023 for the February entrants) for achieving the minimum standard;
- to whom in the academic year 2021-2022, as a result of the coronavirus measures, postponement was given until 31 July 2023 (1 March 2024 for the February entrants) for achieving the minimum standard;
- to whom a binding study recommendation could not be issued prior to the academic year 2020-2021 because of personal circumstances
- who did not receive a binding study recommendation because their enrolment was interrupted. See also Article 69. Binding

study recommendation following an interruption in enrolment;

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 may not 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.

International students may fall behind with their studies due to corona measures, as a result of which they will not have time to obtain the number of credits required to retain their residence permit. As part of the administration and retention obligation, the institution must register the study progress of foreign students with a residence permit and report insufficient study progress to the IND. Notification is not required if there is an excusable reason for the delay. Study delays due to corona can be a reason for an excusable delay of their studies. This applies to international students who made insufficient study progress in the academic years 2019- 2020, 2020-2021 and 2021-2022. It is important in this respect that the student could not follow education, i.e. that

the programme could not be completed within the nominal time. This is not the case if the student has been offered alternative ways to follow education and was offered the opportunity to obtain sufficient credits. A student can make use of the excusable reason only once.

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 event of postponement of the study recommendation related to coronavirus measures) 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 (or second year in the event of postponement of the study recommendation related to coronavirus measures) 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 Article 96. Number of test opportunities per academic year applies.

If the student is subsequently given a new deadline due to personal circumstances, this applies only to the first test opportunity 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

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.

Not applicable: 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 four 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.
- It can be the case that offering two test opportunities per academic year is not feasible for all tests as a result of the coronavirus measures. If, due to these measures, it is not possible to offer two opportunities to take a test to the student in the current academic year, the opportunity/opportunities that has/have not been offered will be offered in the next academic year.

All 4 above mentioned exceptions apply.

In Year 1 and 2, all tests, including subtests, are offered four times. The student can choose which two occasions he/she will use.

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.

In view of the consequences of the corona measures, the binding study recommendation for students of cohort 2021-2022 is being postponed to 31 July 2023 (September intake). As a result, for the academic year 2021-2022, it will be possible to offer students from cohort 2021-2022 additional opportunities in the curriculum of the first-year programme even after 3 July 2022.

This is not possible for students of cohort 2020-2021; for these students, the programme after 3 July 2023 offers no teaching or tests from their first year. This is because these students will receive their study reccomendation by 31 July 2023 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 of 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 1-4indicates 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
If a student can prove that they are receiving additional instruction in the Dutch language at a suitable level for the purpose of participating in their programme, the Examination Board may grant an arrangement to the student. The student must submit a request for this to the Examination Board, providing evidence that the student follows a programme at the appropriate level. This applies in any case for students admitted on the basis of the Dutch as a Second Language (NT2) diploma, Programme II or another diploma at the same level. This programme should train the student in such a way that it enables the student to achieve level 4F at the end of the programme. The Examinations Board may extend the test session by up to thirty minutes. In addition, students may also be permitted to use a dictionary. This arrangement will be granted for a maximum of two years.

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.

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. The Examination Board can change test standards or allow them to be changed. This may be done only in exceptional cases and only if the Examination Board explains why it is making the change.

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 above average/ average/ below average

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.

The tests in years 1 and 2 are offered four times. The student may take advantage of two opportunities per year.

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’ of 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 grade

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 Boa

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.

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.

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 grade.

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. Delay in a student's studies, which has demonstrably occurred as a result of coronavirus measures, will be regarded as a special circumstance.

181. 'With merit'

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

- 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' will be recorded on the degree certificate if:

- 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).

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 '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. Schedule 1 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. It can be the case that, in spite of the previous provision, the coronavirus measures make changes necessary. In the event of these changes, the contents hereof must be taken into consideration.

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: **full-time**

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				
Tourism & Marketing	1222TE101Z	■□ □□	15	
Sustainable Urban Tourism	1222TE102Z	□■ □□	15	
Tourism Solutions	1222TE103Z	□□ ■□	15	
Airline Management Game	1222TE104Z	□□ □■	15	

Academic year 2

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
Entrepreneurship in Tourism 1	1221TE201Z	■□ □□	15	
Project Entrepreneurship in Tourism 2	1220TE202Z	□■ □□	15	
Project Management Game	1220TE203Z	□□ ■□	15	
Project Tourism Policy & Research	1220TE204Z	□□ □■	15	

Academic year 3

Unit of study	Code	Term	ECTS	Specific details
Keuzepakket: Lab track: Sustainable Media Lab The Hague (ENG)				
Sustainable Media Lab multidisciplinary project	3822SMLE1Z	■■ ■■	30	
Basic curriculum				
Field track Tourism Professional	1219TE301Z	■■ ■■	30	
Elective: Focus track: Destination Management, Branding & Communication (ENG)				
Destination Management, Branding & Communication Project	1221DMBC1Z	■■ ■■	20	
Destination Management, Branding & Communication Portfolio	1221DMBC2Z	■■ ■■	10	
Elective: Focus track: Event Experience (ENG)				
Event Experience Project 1	1221EVIX1Z	■■ ■■	10	
Event Experience Project 2	1221EVIX2Z	■■ ■■	10	
Event Experience Portfolio	1221EVIX3Z	■■ ■■	10	
Elective: Focus track: Event Experience (NL)				
Event Experience Project 1	1221EVEX1Z	■■ ■■	10	
Event Experience Project 2	1221EVEX2Z	■■ ■■	10	
Event Experience Portfolio	1221EVEX3Z	■■ ■■	10	
Elective: Focus track: Metropolitan Hospitality Management (ENG)				
MHM Project	1221MHM01Z	■■ ■■	30	
Elective: Focus track: Ondernemen (NL)				
Entrepreneurship: Starting UP	1222OND01Z	■■ ■■	30	
Elective: Lab track: CityLab Haarlem (ENG)				
CityLab multidisciplinary project	3822CLHE1Z	■■ ■■	30	
Elective: Lab track: CityLab Haarlem (NL)				
CityLab multi disciplinairy project	3822CLHN1Z	■■ ■■	30	
Elective: Lab track: International Music Industry Lab Haarlem (ENG)				
International Music Industry Lab multidisciplinary project	3822IMIE1Z	■■ ■■	30	

Unit of study	Code	Term	ECTS	Specific details
Elective: Lab track: SluisLab Amsterdam (ENG)				
SluisLab multidisciplinairy project	3822SLAE1Z	■■ ■■	30	
Elective: Lab track: SluisLab Amsterdam (NL)				
SluisLab multidisciplinairy project	3822SLAN1Z	■■ ■■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (ENG)				
ULT Lab Amsterdam multidisciplinairy project	3822ULAE1Z	■■ ■■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (NL)				
ULT Lab Amsterdam multidisciplinairy project	3822ULAN1Z	■■ ■■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (ENG)				
ULT Lab Rotterdam multidisciplinairy project	3822ULRE1Z	■■ ■■	30	
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (NL)				
ULT Lab Rotterdam multidisciplinairy project	3822ULRN1Z	■■ ■■	30	
Elective: Specialist track: Business Travel & Incentives (ENG)				
Business Travel & Incentives	1222BTI01Z	■■ ■■	30	
Elective: Specialist track: Cultuur Toerisme (NL)				
Cultural Travel	1221CULT1Z	■■ ■■	15	
Cultural Tourism Concepts	1222CULT2Z	■■ ■■	10	
Museum/Heritage Experience	1221CULT3Z	■■ ■■	5	
Elective: Specialist track: Dutch Tourism Development (NL)				
Dutch Destination analyses	1221DTD01Z	■■ ■■	5	
Dutch Tourism Development	1221DTD02Z	■■ ■■	25	
Elective: Specialist track: Responsible Travel (ENG)				
Designing Sustainable Tourism project	1221RETR1Z	■■ ■■	15	
Creative Marketing skills	1221RETR2Z	■■ ■■	5	
Responsible Travel	1221RETR3Z	■■ ■■	10	

Academic year 4

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
Final track Tourism Professional	1218TE401Z	■■ ■■	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%	112	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 Professio-nal	1222TE101E	GRD(55)	25%	84	AW	TZ
	Individual Performance Evaluation 1.1	1222TE101F	SUS	0%	28	AW	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Sustainable Urban Tourism	Project Sustainable Urban Tourism	1222TE102A	SUS	0%	140	AW	TZ
	Trends	1222TE102B	GRD(55)	40%	84	AW	TZ
	Product development	1222TE102C	GRD(55)	35%	84	AW	TZ
	Presentation	1222TE102D	GRD(55)	25%	56	AW	TZ
	Individual Performance Evaluation 1.2	1222TE102E	SUS	0%	56	AW	TZ
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							
Entrepreneurship in Tourism 1	Innovative Business concept	1221TE201A	GRD(55)	50%	100	AW	TZ
	Individual Performance Evaluation 2.1	1221TE201B	GRD(55)	40%	80	AW	TZ
	Accountability report and conclusion	1221TE201C	GRD(55)	10%	240	AW	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Project Entrepreneurship in Tourism 2	End product Entrepreneurship in Tourism	1220TE202A	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
Keuzepakket: Lab track: Sustainable Media Lab The Hague (ENG)							
Sustainable Media Lab multidisciplinary project	Sustainable Media Lab group project	3822SMLE1A	GRD(55)	50%	420	AW	TZ
	Sustainable Media Lab individual portfolio	3822SMLE1B	GRD(55)	50%	420	AW	TZ
Basic curriculum							
Field track Tourism Professional	End product Field track Tourism Professional	1219TE301A	GRD(55)	100%	840	AW	TZ AP
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: Event Experience (NL)							
Event Experience Project 1	Project 1: Design	1221EVEX1A	GRD(55)	100%	280	AW	
Event Experience Project 2	Project 2: Production	1221EVEX2A	GRD(55)	100%	280	AW	
Event Experience Portfolio	Portfolio: Insight	1221EVEX3A	GRD(55)	100%	280	AW	

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Elective: Focus track: Metropolitan Hospitality Management (ENG)							
MHM Project	Metropolitan Hospitality Management Project: Design part 1	1221MHM01A	GRD(55)	25%	240	AW	TZ
	Metropolitan Hospitality Management Portfolio: Insight	1221MHM01B	GRD(55)	50%	420	AW	TZ
	Metropolitan Hospitality Management Project: Design part 2	1221MHM01C	GRD(55)	25%	240	AW	TZ
Elective: Focus track: Ondernemen (NL)							
Entrepreneurship: Starting UP	Start-up Portfolio	1222OND01A	GRD(55)	70%	588	AW	TZ
	Entrepreneurskills Portfolio	1220OND01B	GRD(55)	30%	252	AW	
Elective: Lab track: CityLab Haarlem (ENG)							
CityLab multidisciplinary project	CityLab group project	3822CLHE1A	GRD(55)	50%	420	AW	TZ
	CityLab individual portfolio	3822CLHE1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: CityLab Haarlem (NL)							
CityLab multi disciplinairy project	CityLab group project	3822CLHN1A	GRD(55)	50%	420	AW	TZ
	CityLab individual portfolio	3822CLHN1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: International Music Industry Lab Haarlem (ENG)							
International Music Industry Lab multidisciplinary project	IMI Lab group project	3822IMIE1A	GRD(55)	50%	420	AW	TZ
	IMI Lab individual portfolio	3822IMIE1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: SluisLab Amsterdam (ENG)							
SluisLab multidisciplinairy project	SluisLab group project	3822SLAE1A	GRD(55)	50%	420	AW	TZ
	SluisLab individual portfolio	3822SLAE1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: SluisLab Amsterdam (NL)							
SluisLab multidisciplinairy project	SluisLab group project	3822SLAN1A	GRD(55)	50%	420	AW	TZ
	SluisLab individual portfolio	3822SLAN1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (ENG)							

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
ULT Lab Amsterdam multidisciplinairy project	ULT Lab Amsterdam group project	3822ULAE1A	GRD(55)	50%	420	AW	TZ
	ULT Lab Amsterdam individual portfolio	3822ULAE1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Amsterdam (NL)							
ULT Lab Amsterdam multidisciplinairy project	ULT Lab Amsterdam group project	3822ULAN1A	GRD(55)	50%	420	AW	TZ
	ULT Lab Amsterdam individual portfolio	3822ULAN1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (ENG)							
ULT Lab Rotterdam multidisciplinairy project	ULT Lab Rotterdam group project	3822ULRE1A	GRD(55)	50%	420	AW	TZ
	ULT Lab Rotterdam individual portfolio	3822ULRE1B	GRD(55)	50%	420	AW	TZ
Elective: Lab track: Urban Leisure & Tourism Lab Rotterdam (NL)							
ULT Lab Rotterdam multidisciplinairy project	ULT Lab Rotterdam group project	3822ULRN1A	GRD(55)	50%	420	AW	TZ
	ULT Lab Rotterdam individual portfolio	3822ULRN1B	GRD(55)	50%	420	AW	TZ
Elective: Specialist track: Business Travel & Incentives (ENG)							
Business Travel & Incentives	Business Travel & Incentives	1221BTI01A	GRD(55)	33%	280	AW	TZ AP
	Business Travel & Experience	1221BTI02A	GRD(55)	33%	280	AW	TZ AP
	Portfolio: Business Travel & Incentives	1221BTI03A	GRD(55)	34%	280	AW	TZ AP
Elective: Specialist track: Cultuur Toerisme (NL)							
Cultural Travel	Cultural Travel	1221CULT1A	GRD(55)	100%	420	AW	TZ AP
Cultural Tourism Concepts	Cultural Tourism Concepts	1222CULT2A	GRD(55)	100%	280	AW	TZ AP
Museum/Heritage Experience	Museum/Heritage Experience	1221CULT3A	GRD(55)	100%	140	AW	TZ AP
Elective: Specialist track: Dutch Tourism Development (NL)							
Dutch Destination analyses	Dutch Destination analyses	1221DTD01A	GRD(55)	100%	140	AW	TZ AP
Dutch Tourism Development	Dutch Tourism Development product	1221DTD02A	GRD(55)	100%	560	AW	TZ AP

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Elective: Specialist track: Responsible Travel (ENG)							
Designing Sustainable Tourism project	Designing Sustainable Tourism products	1221RETR1A	GRD(55)	100%	420	AW	TZ AP
Creative Marketing skills	Creative Marketing plan	1221RETR2A	GRD(55)	100%	140	AW	TZ AP
Responsible Travel	Showcase portfolio Responsible Travel	1221RETR3A	GRD(55)	100%	280	AW	TZ AP

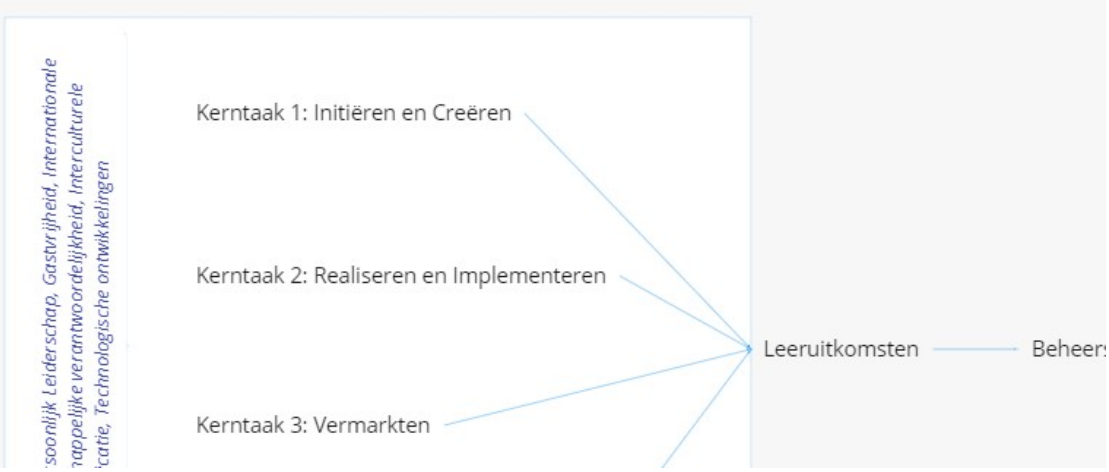
Academic year 4

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Final track Tourism Professional	End product Final track Tourism Professional	1218TE401A	GRD(55)	100%	840	AW	TZ

Tourism Management | Breakdown for the core tasks, learning outcomes & proficiency indicators

General description of levels

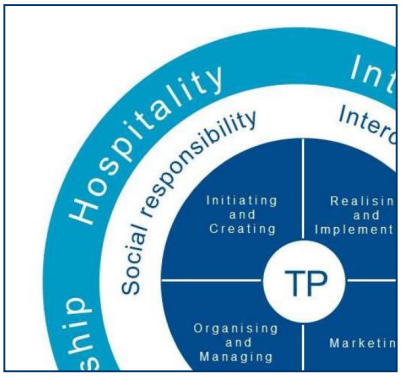
Within the TM degree programme we use two levels: end of Year 2 level and Bachelor's level. Learning outcomes have been formulated for the core tasks. The learning outcomes form the phases or components within the core task. The learning outcomes have been translated into proficiency indicators at the 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)
The student is able to provide solution(s) to a problem: ▪ 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	The student is able to provide solution (s) to a problem: ▪ 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: 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	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.	The TM-professional: 1. Shows awareness for customer and guest-oriented in all his/her performances of tasks and carefully balances care and tact with commercial thinking. 2. Shows consideration for people, planet, profit and purpose in his/her thinking and acting. Applies social responsibility, monitors the sector agreements on sustainability, and recognises the significance and effects of tourist behaviour. 3. Tactfully communicates internally and externally on social levels and demonstrates good oral and written communication skills aimed at the target audience. 4. Demonstrates knowledge of new general and technological trends and developments whenever required and possible within the performance of his/her tasks. 5. Critically Reflects on content, process and personal performance. 6. Demonstrates understanding of their own intrinsic position on aspects such as, taking responsibility drive, initiative, creativity, flexibility and independence in the performance of tasks. 7. Demonstrates an inquisitive attitude, curiosity and ability to think analytically in a straightforward setting. 8. Has an eye for the interests and responsibilities of other stakeholders and actors, and is able to make connections and collaborate with them	The TM-professional: 1. Demonstrates customer and guest-oriented behaviour in all his/her performances of tasks and carefully balances care, empathy and tact with commercial thinking. 2. Proposes considerations for people, planet, profit and purpose in his/her thinking and acting. Applies social responsibility, monitors the sector agreements on sustainability, and recognises the significance and effects of tourist behaviour in a complex setting. 3. Tactfully and effectively communicates internally and externally on social levels, and demonstrates excellent oral and written communication skills aimed at the target audience. 4. Integrates new general and technological trends and developments whenever required and possible within the performance of his/her tasks 5. Critically Reflects on content, process and personal performance. And is able to translate this in feedforward action. 6. Demonstrates actively their responsibility drive, initiative, creativity, flexibility and independence in the performance of tasks and recognises the importance of acting quickly to see and seize opportunities and/or come up with new solutions 7. Demonstrates an inquisitive attitude, curiosity and ability to think analytically in a complex setting. 8. Creates partnership with other stakeholders and actors, and is able to make connections and collaborate with them

Comment: See also LOTM:
Based on the above learning outcomes, the teacher will formulate the learning goals for the specific subject/course/content in the Curriculum.
Note: Research is clearly integrated in each of the core tasks (particularly with regards to critical thinking, ability to investigate, research techniques). The attitude remains the same for all phases of research, but makes the difference because of the complexity of the issue.

Core Tasks, Learning Outcomes & Proficiency Indicators (Level 1 & Level 2)

Core Task 1: *Initiating and creating* new or innovated (sustainable) products & services

Learning Outcomes	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.	The student explains the choice of developing new or innovated product/service based on the vision of the organisation, the latest trends & developments as well as needs and wishes of the target group. This based on the internal and external analysis resulting from research while taking into account the organization profile, the organizational factors, financial feasibility, sustainability, & the (inter)national legal factors.	The student justifies the choice of developing new or innovated product/service for a dynamic & complex environment. This based on strategic frameworks (vision, goals, mission) of the organization, the latest (digital) trends & developments and the well-defined target group. By justifying the financial feasibility, sustainability, & the (inter)national legal factors, ,based on new insights resulting (internal & external factors) from research.

Core task 2: *Realizing and implementing* new or innovated products & services

Learning outcomes	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.	De tourism professional plans and manages processes needed for the implementation of products and services that are commercially viable, take into account internal factors such as organizational framework, legal, financial and sustainability factors which will serve stakeholders, add value to the natural, cultural and social surroundings of a destination. Advises on decision-making process based on analyses of policy issues and identifies	De tourism professional plans and manages efficient processes needed for the implementation of products and services that are commercially viable, take into account internal factors such as organizational framework, legal, financial and sustainability factors which will serve stakeholders, add value to the natural, cultural and social surroundings of a destination. Will involve relevant actors and disruptors in the development of ideas and plans and will also use the knowledge of those other parties. Prepares the decision-making process based on analyses of policy issues and identifies possible legal consequences and its impact.

	possible legal consequences and its impact. Knows how to analyse the customer journey.	Knows how to analyze and add value to the customer journey.

Core Task 3: *Marketing* a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques.

Learning Outcomes	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.	The student is able to collect and analyse data about the consumer behaviour, the market and the latest market & technology developments. He/she develops a visually detailed prototype and customer journey and an implementation plan for the most suitable marketing and/or approach. Analyses the customer journey when marketing the product, using at least appropriate digital resources.	The student can collect and analyse data about the consumer behaviour, the market and the latest market & technology developments. He/she develops and convincingly tests directly implementable and visually elaborated prototype and customer journey along with an implementation plan for the most suitable marketing and/or approach. Analyses the customer journey when marketing (ethically) the product, using appropriate and new technological possibilities creating a corresponding vision of the future.

Core task 4: *Organizing and managing* (changing) organisational processes

Learning outcomes	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.**	The student analyses the conduct of an organisation (footnote) and its processes. Makes operational and planning choices and takes strategic decisions. He/she analyses and takes into account simple, relevant (digital) financial data. These data are used to advise stakeholders on business operations, legal frameworks and on how to effectively & efficiently deploy people and resources.	The student analyses and improves the conduct of an organisation and its processes. Makes methodical choices, takes strategic decisions and demonstrates entrepreneurship.[1] He/she analyses and uses relevant (digital) data. These data are used to advise stakeholders on business operations, complex[2] decision-making, legal frameworks and on how to effectively & efficiently deploy people and resources[3] on a leadership level.

[1] Plans, process management, organisational models, mission, vision, change management

[2] Benchmarking, forecasting, performance indicators, ratio analysis, databases, trend analyses

[3] HR cycle

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

Inholland 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. Inholland'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.

Description of Units of Study

Year 1

Basic Curriculum

Term 1: Onboarding 1221TM101Z

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

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
1221TE101A Project Onboarding	Grade (V/O)		0%	112
1221TE101B Marketing	Grade (10-100)	55	25%	84
1221TE101C English 1.1	Grade (10-100)	55	25%	56
1221TE101D Tourist Behaviour	Grade (10-100)	55	25%	28
1222TE101E DNA Tourism Professional	Grade (10-100)	55	25%	84
1222TE101F Individual Performance Evaluation	Grade (V/O)		0%	28

Content of unit of study	During this period, you – as a future, responsible tourism professional – will embark on the exciting journey of your tourism study. You will be assigned a learning coach who guides, supports and monitors your development. In addition, an onboarding program helps you to become familiar with the University of Applied Sciences and its surroundings. You will learn about the foundations of tourism, explore the psychology of tourist behavior and use the marketing knowledge gained during this period to market a tourist product. All topics are related to each other for each period and the assignments that are part of the end product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)

Indicators/Core Tasks	Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques & Core Task Sustainable Skills.
Details of assessments	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 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.).

Assessment name	Project Onboarding	
Assessment criteria	Core task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. Sustainable skills: D2, D3, D4, D7	
Details of assessment	Other method with test session; this depending on the assignment The rubrics consist of the following parts - Written communication - Onboarding - Research	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Marketing
Assessment criteria	Core task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques.

	Sustainable skills: D5, D6	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	English 1.1	
Assessment criteria	Sustainable skills: D3	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Tourist Behaviour	
Assessment criteria	Core task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques. Sustainable skills: D4, D7	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	DNA Tourism Professional
Assessment criteria	Sustainable skills: D2

Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Individual Performance Evaluation	
Assessment criteria	Sustainable skills: D5, D6	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Term 2: Sustainable Urban Tourism 1221TM102Z

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

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
End Product Sustainable Urban Tourism, 1221TE102A	Grade (10-100)	55	100%	420
1222TE102A Project Sustainable Urban Tourism	Grade (V/O)		0%	140
1222TE102B Trends	Grade (10-100)	55	40%	84
1222TE102C Product development	Grade (10-100)	55	35%	84

1222TE102D Presentation	Grade (10-100)	55	25%	56
1222TE102E Individual Performance Evaluation	Grade (V/0)		0%	56

Content of unit of study	In this term, the focus is on offering (sustainable) tourist 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 an arrangement aimed at a specific target group. All subjects are related to one another and the assignments that are part of the end professional product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)
Indicators/Core Tasks	Core Task 1: Initiating and creating new or innovated (sustainable) products and services and Sustainable Skills.
Details of assessments	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 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.).

Assessment name	Project sustainable Urban Tourism	
Assessment criteria	Coretask 1: Initiating and creating new or innovated (sustainable) products and services Sustainable skills D2, D4, D7	
Details of assessment	Other method with test session; this depending on the assignment The following subjects will be tested in the rubrics: - Financial management	

	- Onderzoek - Engels	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Trends	
Assessment criteria	Core task 1: Initiating and creating new or innovated (sustainable) products and services Sustainable skills: D7	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours		See moodle
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Productontwikkeling	
Assessment criteria	Core task 1: Initiating and creating new or innovated (sustainable) products and services Sustainable skills: D4	
Details of assessment	Other method with test session, this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	

Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Presentatie	
Assessment criteria	Sustainable skills: D3	
Details of assessment	Other method with test session, this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	See moodle
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Individual Performance Evaluation	
Assessment criteria	Sustainable skills: D5, D6	
Details of assessment	Other method with test session, this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Periode 3: Project Tourism Solutions 1221TM103Z

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

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
1222TE103A Project Tourism Solutions	Grade (V/O)		0%	140
1222TE103B Introduction tourism policy	Grade (10-100)	55	30%	84

1222TE103C English 1.3	Grade (10-100)	55	20%	56
1222TE103D Succesfull team	Grade (10-100)	55	30%	112
1222T103E Destination Management	Grade (10-100)	55	20%	28

Content of unit of study	The continued growth of the tourist industry is partly fuelled by the large number of people visiting cities. This can be explained by the growing range of events organised by cities. Moreover, more than half of the world's population lives in urban areas. These factors pose numerous challenges for the cities concerned. They need to think about sustainable growth and ways to ensure that all involved, both tourists and locals, reap the benefits of tourism (UNWTO, Overtourism, 2018). Together with your group, you will give advice for a city of your choice, with recommendations on sustainable options for local tourism. These will be presented during a fair, which you, as students, will organize. All subjects are related to one another and the assignments that are part of the end professional product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)
Indicators/Core Tasks	Core task 2: Realizing and implementing new or innovated products and services Sustainable Skills.
Details of assessments	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 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.).

Assessment name	Project Tourism Solutions

Assessment criteria	Core task 2: : Realizing and implementing new or innovated products and services Sustainable skills: D3, D4, D7, D1 -	
Details of assessment	Other method with test session; this depending on the assignment The rubrics consists of the following elements: - Introduction tourism policy - Research - Succesfull team - Destination development - Communication skills	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Introduction tourism policy	
Assessment criteria	Core task 2: : Realizing and implementing new or innovated products and services Sustainable skills: D8	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	English 1.3	
Assessment criteria	Sustainable skills: D3	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	

Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Succesful team	
Assessment criteria	Sustainable skills: D3	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Destination Management	
Assessment criteria	Core task 2: : Realizing and implementing new or innovated products and services Sustainable skills: D8	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Periode 4: Project Airline Management Game 1221TM104Z

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

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours

End Product Airline Management Game, 1221TE104A	Grade (10-100)	55	100%	420
1222TE104A Project Airline Management Game	Grade (V/O)		0%	140
1222TE104B Transportation Management	Grade (10-100)	55	25%	56
1222TE104C Financial Accounting	Grade (10-100)	55	20%	56
1222TE104D Cross Cultural Communication	Grade (10-100)	55	30%	84
1222TE104E Business Management	Grade (10-100)	55	25%	56
1222TE104F Individual Performance Evaluation	Grade (V/O)	55	0%	28

Content of unit of study	This term is all about playing a business game. You are the owner of your own airline in a simulated gaming environment. In this project, you will take on the role of the management of a company, through a business game. You will learn what is involved in running a business, the finances and the (strategic) choices that need to be made. All subjects are related to one another and the assignments that are part of the end professional product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)
Indicators/Core Tasks	Core task 4: Organizing and managing (changing) organizational processes Sustainable Skills
Details of assessments	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 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 met toets	Project Airline Management Game	
Toetsdoelen/criteria	Core task 4: Organizing and managing (changing) organizational processes Sustainable skills: D3, D1	
Uitwerking toetsvormen	Other method with test session; this depending on the assignment The rubrics consist of the following elements: - Financial accounting - Hospitality - Sales - English	
Werkvormen en onderwijsactiviteiten	See moodle	
Contact hoursvan werkvormen en onderwijsactiviteiten	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Toegestane hulpmiddelen	Not applicable	

Assessment name	Transportation Management	
Assessment criteria	Core task 4: Organizing and managing (changing) organizational processes	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Financial Accounting	
Assessment criteria	Core task 4: Organizing and managing (changing) organizational processes	
Details of assessment	Other method with test session; this depending on the assignment	

Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Cross Cultural Communication	
Assessment criteria	Sustainable skills: D3, D5, D7, D8	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Business Management	
Assessment criteria	Core task 4: Organizing and managing (changing) organizational processes Sustainable skills: D3	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Individuele Performance Evaluatie	
Assessment criteria	Sustainable skills: D5, D6	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours		

	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Year 2

Basic Curriculum

Entrepreneurship in Tourism 1

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

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
1221TE201A Innovatief Business Concept	Grade (10-100)	55	50%	100
1221TE201B Individual Performance Evaluation	Grade (10-100)	55	40%	80
1221TE201C Accountability and conclusion	Grade (10-100)	55	10%	240

Content of unit of study	Within six months (term 1 & term 2) you get the chance to create your own product, develop it out and finally really get started with it. You are your own client. The ambition is to start your own business and make it viable. The product being developed must of course be sustainable and innovative, so that it is distinctive in the market in which you will start selling it. For this, you use different digital marketing strategies. All subjects are related to one another and the assignments that are part of the end professional product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)
Indicators/Core Tasks	Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques; Core Task 1: Initiating and creating new or innovated (sustainable) products & services Sustainable Skills.

Details of assessments	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 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.).

Assessment name	Innovatief business concept	
Assessment criteria	Core Task 1: Initiating and creating new or innovated (sustainable) products & services Sustainable skills: D2, D3, D4, D7	
Details of assessment	Other method with test session; this depending on the assignment The following parts will be tested in the rubrics: - Infographic - Reflection - Accountability report (research) - Conclusion (written communication)	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Individual Performance Evaluation	
Assessment criteria	Sustainable skills: D5, D6	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	

Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

Assessment name	Accountability and conclusion	
Assessment criteria	Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques; Sustainable skills. D1, D2, D3, D4, D5, D6, D7, D8	
Details of assessment	Other method with test session; this depending on the assignment	
Teaching activities	See moodle	
Contact hours	See moodle	
Compulsory attendance (Zie ook art. 115 OER)	No	
Permitted aids	Not applicable	

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

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
End Product Entrepreneurship in Tourism, 1220TE202A	Grade (10-100)	55	100%	420

Content of unit of study	Within six months (term 1 & term 2) you get the chance to create your own product, develop it out and finally really get started with it. You are your own client. The ambition is to start your own business and make it viable. The product being developed must of course be sustainable and innovative, so that it is distinctive in the market in which you will start selling it. For this, you use different digital marketing strategies. All subjects are related to one another and the assignments that are part of the end professional product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a

	conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)
Indicators/Core Tasks	Core Task 3: Marketing a (sustainable) tourism product/service based on prior consumer knowledge and modern communication & distribution techniques; Core Task 1: Initiating and creating new or innovated (sustainable) products & services & Core Task Sustainable Skills.
Details of assessments	Other method with test session; this depending on the assignment The following parts will be tested in the rubrics: - Business plan - MVO - Google certificate - Website - Written Communication - Individual performance evaluation - Law - Dragons Den (English)
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 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.).

Semester 2 Term 3: Management game

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
Park management	Semester 2 Term 3	Tourism/Recreation Management	No	15

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours

Management Game, 1220TE203A	Grade (10-100)	55	100%	420

Content of unit of study	As a management team, how can you deal with the daily, hectic environment of a company focused on tourism & recreation with everything that comes with it? How can you work on various things side by side and ensure an integrated approach through good collaboration in your management team? In this term you will solve operational issues as well as tactically and strategically develop a vision for managing a company focused on tourism & recreation in the broadest sense of the word. Your project group is the management team of a company focused on tourism & recreation and, in exchange, you are ultimately responsible as a manager. All subjects are related to one another and the assignments that are part of the end professional product are focused on the core theme of the project. The assessment of the end product consists of a group & individual components. The group component is a conditional requirement; the individual component is assessed with a grade. For detailed information about the end product, see Moodle.
End qualifications	Apprentice (Level 1)
Indicators/Core Tasks	Core task 4: Organizing and managing (changing) organizational processes & Core Task Sustainable Skills.
Details of assessments	Other method with test session; this depending on the assignment - Managementreport - HRM - Intercultural Management - Social skills - Changermanagement - Applying for a job - Individual performance evaluation
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 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.).

Semester 2 Periode 4: Project Toeristisch Beleid & Onderzoek 1220TM204Z

Academic Year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
2	Semester 2 Term 4	Tourism Policy and Research	No	15

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
Tourism Policy and research, 1220TE204A	Grade (10-100)	55	100%	420

Content of study unit	During this period, you will conduct research on a tourist destination. You will visit a city within Europe that already receives tourists, but where problems with over-tourism (i.e.) have not yet occurred, as in other overcrowded destinations. You provide the municipality and/or the local DMO with recommendations on what policies they should implement for a sustainable future.Per period, all topics are interrelated and the assignments that are part of the final product focus on the core topic 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 (Q/O); the individual components are graded. See moodle for detailed information about the final product.
End qualifications	Apprentice (Niveau 1)
Indicators / core tasks	Core task 2: Realizing and implementing new or innovated products and services Sustainable skills.
Details of assessment	Other method with test session; this depending on the assignment The following topics are covered in the rubrics of the project: - Research - Policy - English - Individual performance evaluation
Teaching activities	

Module met toets	Eindproduct toeristisch beleid en onderzoek	
Toetsdoelen/criteria	Core task 2: Realiseren en implementeren van nieuwe of vernieuwde producten en diensten Sustainable skills. D1, D2, D3, D4, D5, D6, D7, D8	
Uitwerking toetsvormen	Other method with test session; this depending on the assignment	
Werkvormen en onderwijsactiviteiten	See moodle	
Contacturen van werkvormen en onderwijsactiviteiten	See moodle	
Verplichte aanwezigheid (Zie ook art. 115 OER)	No	
Toegestane hulpmiddelen	Not applicable	

Year 3 & 4

Field Track Tourism Professional

Academic year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
3 or 4	Year 3: Semester 1 or 2 Year 4: Semester 1	Field Track	No	30

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
End Product Field Track Tourism Professional: 1219TE301	Grade (10-100)	55	100%	840

Content of unit of study	The Field track Tourism Pro is an internship trajectory of 1 semester that every student goes through within a company of his choice, provided that the criteria set for the internship and the internship company are met (see also article 35 or the internship portal TMN https://inholland .sharepoint.com/sites/CRBStageGraduation/SitePages/Stage-informa.aspx). During the internship, the TM student participates in the daily activities and corporate culture as a young professional. A good orientation on all aspects of the future profession includes both routine and project-based work. In principle, the internship is completed within one internship company, because it is necessary to work in the same environment for a longer period of time, so that the student can really experience what it is like to function as a professional within a team.
Indicators/Core Tasks	Core Task: Sustainable skills + One of the Coretasks 1 - 4
Details of assessments	Other method; this depending on the assignment
Assessment goals	The student reflects on the core tasks that have been worked on during the internship period. These core tasks are described in the internship plan at the start of the internship. The internship is focused on putting the sustainable skills into practice as a young professional. The advice of the company supervisor is taken into account in the assessment
Requirements for participation	Requirements for participation • A minimum of 105 credits in year 1 and year 2 Reference dates: the beginning of July for the elective education in September and the end of January for the elective education in February.

	Argumentation: Imposing conditions for participation in a study unit is aimed at warranting the quality and level of the study experience and learning outcome and by doing so, stimulating the study career of the students.
Compulsory attendance	Participation of the student in the company process is obligatory in order to be able to complete the in-depth assignments. The student is required to work for the company for at least 800 hours, according to contract, which is spread over a period of 20 weeks. Assessment of the internship and the assignments can only take place if this requirement is met.

Year 4

Final Track Tourism Professional

Academic year	Term	Name of Examination Component	Qualitative Requirement BSR	Study load in Credits
4	2	Final Track Tourism Professional	No	30

Name & test code	Assessment scale	Required minimum score	Weighting factor	Number of study hours
End Product Final Track Tourism Professional: 1219TE301	Grade (10-100)	55	100%	850

Content of unit of study	In this last part of the study programme, the student performs at level 2 of a Tourism Professional. The student develops and works on the skills needed to independently acquire a practical assignment, offer a solution (one or more concept products) and give advice/advice on how to implement the solution. In addition to these sustainable skills (see core task), attitude aspects such as hospitable, customer-oriented, personal leadership and an open attitude are necessary. For more information, about the curriculum and assessment, see Moodle Final Track, in the study handbook.
Indicators/Core Tasks	Level 2: Professional Core Task 1: Initiating and creating new or innovated (sustainable) products & services Core task 2: Realizing 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 4: Organizing and managing (changing) organisational processes Core task: Sustainable skills
Details of assessments	Other method; this depending on the assignment
Assessment goals	Demonstrates the development of the sustainable skills that are needed to offer the solution(s) of the practical assignment. Reflects critically on content, process and personal performance. Is able to implement this into feedforward action.

Phasing out programme Tourism Management
academic year 2022-2023

Vision for 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 studyunits from the new curriculum are leading. This means that units of study that are no longer included in the program (Spanish) have been replaced by units of study 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) test per theme

YEAR 1

Study unit		Exam		Date	Date of expiry
Code	Name	Code	Name		
COHORT 2021					
1221TE101Z	Onboarding	1221M101A	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	1220TE111A	Stand at fair	31-08-2021	31-08-2022
1220TE111Z	Project tourism choices	1220TE111B	Advisory report	31-08-2021	31-08-2022
1220TE111Z	Project tourism choices	1220TE111C	Reflection	31-08-2021	31-08-2022
2020TE112A	Introduction tourism policy	2020TE112A	Introductie Tourism policy	31-08-2021	31-08-2022
2020TE113A	DNA Tourism Professional	2020TE113A	DNA Tourism professional	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 city trip	2020TE121A	Create a city trip Presentation	31-08-2021	31-08-2022
2020TE121Z	Project create a city trip	2020TE121B	Create a city trip 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	Transpor management	2020TE133A	Transpor management	31-08-2021	31-08-2022
2020TE134Z	Financial Accounting	2020TE134A	Financial Accounting	31-08-2021	31-08-2022
2020TE135Z	Succesful team	2020TE135A	Successful team	31-08-2021	31-08-2022
2020TE141Z	Project Social mediacampaign plan	2020TE141A	Social mediacampaign plan	31-08-2021	31-08-2022
2020TE141Z	Project Social mediacampaign pitch	2020TE141B	Social mediacampagne 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	Engels 1.4 written exam	31-08-2021	31-08-2022
2020TE146Z	English 1.4	2020TE146B	Engels 1.4 oral exam	31-08-2021	31-08-2022

CONVERSION YEAR 1

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

Note: The order of projects in academic year 22-23 is as following:

Period 1 - Onboarding

Period 2 - Sustainable Urban Tourism

Period 3 - Tourism Solutions

Period 4 - Airline Management

All exams are offered four times a year, at the end of each period. Students are allowed to take a maximum of two times a year. Please note that the education activities will take place ONLY during the above periods.

Study Unit		Exam		Similar to the exam in the new programme		Changes
Code	Name	Code	Name	Code	Name	
Period 1						
2020TE112Z	Introduction Tourism Policy	2020TE112Z	Introductie Toeristisch Beleid	1222TE103B	Introduction Tourism Policy	Gradework exam
2020TE113A	DNA Tourism Manager	2020TE113A	DNA Toerisme Manager	1222TE101E	DNA Toerisme Professional	No changes
2020TE114A	Written communication	2020TE114A	Written Communicaton		N.a.	
2020TE115A	Research	2020TE114A	Research		N.a.	Student is participating in the research lessons year 1
Period 2						
2020TE121Z	Project Create a citytrip	2020TE121A	Create a city trip - pitch	1222TE102D	Presentation	Presentation about a specific product
2020TE121Z	Project Create a citytrip	2020TE121B	Create a city trip – 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 trendreport
Period 4						
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	1222TE104A	Project Airline Management	No changes
2020TE132Z	Businessmanagement	2020TE132A	Businessmanagement	1222TE104E	Business Management	Writing an internal analysis
2020TE133Z	Transport management	2020TE133A	Transport management	1222TE104B	Transport Management	Gradework exam
2020TE134Z	Financial Accounting	2020TE134A	Financial Accounting	1222TE104C	Financial Accounting	Oral exam instead of written exam
2020TE135Z	Successful team	2020TE135A	Successful team	1222TE103D	Successful team	No changes
Period 4						
1220TE141Z	Project Social mediacampaign	1220TE141A	Social mediacampaign plan	1222TE101A	Project Onboarding	No changes
1220TE141Z	Project Social mediacampagne	1220TE141B	Social mediacampagne 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 1.4	Creative presentation instead off portfolio
2020TE145Z	English 1.4	2020TE145A	N.a.			No changes
2020TE145Z	English 1.4	2020TE145B	N.a.			No changes

Year 2

Study Unit		Exam		Last education activities	Date of expiry
Code	Name	Code	Name		
COHORT 2020					
1220TE201Z	Entrepeneurship in Tourism	1220TE201A	Innovative Business Concept	31-08-2022	31-08-2023
1220TE202Z	Entrepeneurship in Tourism	1220TE202A	Project Entrepeneurship in Tourism 2	31-08-2022	31-08-2023
1220TE203Z	Management game	1220TE203A	Project management game	31-08-2022	31-08-2023
1220TE204Z	Toeristisch 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	Beleidsanalysis	31-08-2021	31-08-2022
2020TE232Z	Tourism Policy	2020TE232B	Research proposal policy project.	31-08-2021	31-08-2022
2020TE233Z	Tourism Policy	2020TE233A	Onderzoeksreport 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
2020TE235Z	Professional Development	2020TE235D	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	English2.3	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	Spanish2.1	31-08-2020	31-08-2022
1220TM292Z	Modern language 2.2	1217TM229A	Spanish 2.2	31-08-2020	31-08-2022
1220TM263Z	Modern language Taal 2.3	1214MT234A	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 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	Chaange management 2.1	31-08-2020	31-08-2022

Conversion Year 2

Old study unit		Old exam		Equivalent new program		Changes
Code	Name	Code	Name	Code	Name	
Exams Cohort 2019-2020 **The student will do an assignment from the new curriculum, with the code from 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 reasearch proposal
2020TE212Z	Businessplan	2020TE212A	Business plan	1220TE202A	End product Entrepeneurship in Tourism	No changes
2020TE212Z	Businessplan	2020TE212B	Presentation Business plan	1220TE202A	End product Entrepeneurship in Tourism	Dragons Den
2020TE213Z	Digital Marketing plan	2020TE213A	Digital Marketing plan	1220TE202A	End product Entrepeneurship in Tourism	No changes
2020TE213Z	Digital Marketing plan	2020TE213B	Website	1220TE202A	End product Entrepeneurship in Tourism	No changes
2020TE214Z	Written communication	2020TE214A	Written communication	1220TE202A	End product Entrepeneurship in Tourism	Writing a conclusion instead off a management summary
2020TE231Z	Parkmanagement	2020TE231A	Parkmanagement interviews	1220TE203A	Management Game	No changes
2020TE231Z	Parkmanagement	2020TE231B	Management report	1220TE203A	Management Game	No changes
2020TE232Z	Tourism Policy	2020TE232A	Beleidsanalysis	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	Onderzoeksreport 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 project, the Landal Game
2020TE234Z	Professional Development	2020TE234C	Creative presentation	1220TE204A	Tourism Policy and research	Individual performance evaluation (website) instead of a pitch.
2020TE235Z	Professional Development	2020TE235D	Intercultural management	1220TE204A	Tourism Policy and research	Gradework (Podcast 2.3) instead of compulsory attendance of the classes
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		
		1217TM220A	English 2.2			
		1217TM240A	English 2.4	Writing assigment English 6EC This assignment is a combination of different parts of the new curriculum		
		1217TM219A	Spanish 2.1	Deficiency test entrepeneurship		
		1217TM229A	Spanish 2.2			
		1217TM239A	Spanish 2.3	8EC		
		1217TM249A	Spanish 2.4	Innovative business concept, period 2.1		
		1212TM243A	Tourism policy and visitor management	Deficiency test Tourism 6 EC		
		1212TM212A	Trends in Tourism 2.1	Similar to the policy assignment 2.4 (2021-2022). Poster wih a policy analysis of a city		
		1212TM246A	Strategic Management 2.4	Deficiency test management		
		1213TM214A	Change management, HR and law	5 EC Similar to the assignments HR, Law and Changemanagement in periode 2.2 (2021-2022)		
		1212TM216A	Debating 2.1	Deficiency test communication		
		1212TM237A	Reporting 2.3	3 EC		
		1214TM239A	Applying for a job 2.3			
		1212TM247A	Essay Writing 2.4	Assignments written communicaton		
		1217TM227A	Marketing Communication 2.2	Deficiency test Marketing 5 EC		
		1213TM222A	E-commerce 2.2			
		1212TM223A	Business Ethics 2.2 - Marketing	Google Garage E-marketing assignment new curriculum 2021-2022		
		1217TM226A	Financial Management 2.2	Deficiency test Financial management 2EC Similar assignment in gradework instead of written exam.		
		1212TM235A	Research 2.3	Deficiency test Research		
		1212TM232A	Tourism research 2.3	6EC Students write an individual research proposal with given data. (2021-2022)		

Study guide Electives
Faculty of Creative Business
2022-2023

APPENDIX
TEACHING & EXAMINATION REGULATIONS 2022-2023

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Approval of the Program Committees on June 29th, 2022
Approval of the Faculty Advisory Council on July 7th, 2022
Adopted by Faculty Dean on July 8th, 2022

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), 2022-2023.

This study guide contains information on the options available to students 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 programme, 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 programmes in the domain, 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 programme you need to meet in order to be able to participate in the Teaching and Examination Regulations of your programme: part 4. Admission, chapter 6 Admission to electives, Article 40.

Specific information on the participation of third-year students of the Communication and Facility Management programmes is outlined in the Creative Future Study Guide as part of the Teaching and Examination Regulations of these programmes.

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 2022-2023 academic year, we are offering various options within the Faculty of Creative Business. A number of elective packages are only accessible to students of a specific programme, whereas other elective packages are open to students of all programmes within our domain, students from outside our faculty and outside Inholland (KIOM: Kies Op Maat) and Exchange students. Please see the overview below. The first overview lists the options offered by each degree programme, with the second overview setting out when and at what location electives are offered.

Name track	programme(s)								
	BI[1]	CO	CB	FM	LM	TM	INH	Exchange	KIOM
Audiovisual Production (ENG)			X						X
Business Travel & Incentives (ENG)						X			
Destination Management, Branding & Communication (ENG)		X				X		X	
Event Experience (ENG)		X	X	X	X	X		X	
Event Management (ENG)			X						X
Film (ENG)			X						
International Music Management (ENG)			X						X
Citylab Haarlem (ENG)		X	X	X	X	X	X	X	X
Sluislab Amsterdam (ENG)		X	X	X	X	X	X	X	X
ULT lab Amsterdam (ENG)		X	X	X	X	X	X	X	X
Sustainable Medialab (ENG)		X	X		X	X	X	X	X
IMI lab (ENG)		X	X		X	X	X	X	X
ULT lab Rotterdam (ENG)		X	X		X	X	X	X	X
Metropolitan Hospitality Management (ENG)				X	X	X		X	
Responsible Travel (ENG)						X		X	

[1] Electives will in principle not be offered to students of the Business Innovation programme as part of the regular programme in the 2022-2023 academic year. Only students in their final years, who are still required to follow an elective, may take part in the English-language lab track with the approval of the Examination Board.

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Per location and period[2]

Name track	Location(s) 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					
Destination Management, Branding & Communication (ENG)			X	X				
Event Experience (ENG)			X	X				
Event Management (ENG)		X			X	X		
Film (ENG)	X							
International Music Management (ENG)					X	X		
Metropolitan Hospitality Management (ENG)				X				
Responsible Travel (ENG)					X			
Citylab Haarlem (ENG)					X	X		
Sluislab Amsterdam (ENG)				X				
ULT lab Amsterdam (ENG)			X	X				
Sustainable Medialab (ENG)	X	X						
IMI lab (ENG)					X	X		
ULT lab Rotterdam (ENG)							X	X

[2] Subject to changes.

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

Students will submit three choices via the registration form.

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. This applies to the programme-specific tracks in particular.
- Students following programmes taught in English will be given priority for the English-language tracks over students following programmes taught in Dutch. This does not apply to the specialist tracks Business Travel & Incentives and Responsible Travel of the Tourism Management programme.
- The (multidisciplinary) composition of the teams will be considered in the selection and assignment process within the tracks.
- It may be that there are too few registrations for a specific track, resulting in it having to be cancelled.
- If a degree programme sets out additional rules for its own students, these will be communicated to the students by the programme department.

Finally:

- Registration for studying abroad (exchange) or Kies Op Maat will take place via another trajectory.
- In order to participate, 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 third-year students of the Communication and Facility Management programmes is outlined in the Creative Future Study Guide as part of the Teaching and Examination Regulations of these programmes.

3. Description of Electives and Assessments 2022-2023

Destination Management, Branding & Communication

Focus track: Destination Management, Branding & Communication (ENG)

Accessible to students	Communicatie, Tourism Management FT+VT

Destination Management, Branding & Communication Project (1221DMBC1Z)	
Destination Management, Branding & Communication Portfolio (1221DMBC2Z)	
Elective content	General 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. 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. DMBC is divided into 2 test units: Project and Portfolio.
Learning outcomes	• 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
20	Destination Management, Branding & Communication Project	1221DMBC1A	Other method	Grade	100%	560
Assessment method		Presentation, pitch, (advise/justification) report and/or prototype				
Assessment goals		• 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 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 • 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.				

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Destination Management, Branding & Communication Portfolio	1221DMBC2A	Other method	Grade	100%	280
Assessment method		Portfolio				
Assessment goals		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. 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.				

Event Experience

Focus track: Event Experience (ENG)

Accessible to students	Communicatie, Creative Business FT+VT, Facility Management, Leisure Management, Tourism Management FT+VT, Erasmus students

Event Experience Project 1 (1221EVIX1Z)	
Elective content	General The *Event Experience* 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 (*team track)* is split into two assessment components: Project 1: Design and Project 2: Production. **Project 1: Design mainly focuses on a design-oriented approach, from the project analysis and research to concept development and pitching the concept.**
Learning outcomes	LM core competencies A: creates (leisure) events C: organizes/manages (leisure) events Creative Business core tasks 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		• 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.				

Event Experience Project 2 (1221EVIX2Z)	
Elective content	General The *Event Experience* 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 (*team track)* is split into two assessment components: Project 1: Design and Project 2: Production. **Project 2: Production mainly focuses on organizes the event, marketing the experience and the follow-up, from marketing to implementation and evaluation & after-sales.**
Exit qualifications	LM core competencies B: markets (leisure) events C: organizes/manages (leisure) events D: directs management processes in the leisure industry Creative Business core tasks 2. Production 3. Marketing 5. Management & entrepreneurship 6. Management of value creation

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		• 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. • 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.

Event Experience Portfolio (1221EVIX3Z)	
Elective content	General The *Event Experience* 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 (*team track)* is split into two assessment components: Project 1: Design and Project 2: Production. **In the *individual track (*Portfolio: Insight*)*, students have the opportunity to deepen their knowledge of certain events-related topics and work on programme-specific learning objectives.**
Exit qualifications	LM core competencies 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 Creative business core tasks 1. Creation 4. Research 5. Management & entrepreneurship 6. Management of value creation 7. Personal development

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		• 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.

Metropolitan Hospitality Management

Focus track: Metropolitan Hospitality Management (ENG)

Accessible to students	Facility Management, Leisure Management, Tourism Management FT+VT

MHM Project (1221MHM01Z)	
Elective content	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. **In the individual track (portfolio: Insight), the student has the opportunity to deepen certain hospitality-related knowledge and work on program-specific learning objectives.**
Learning outcomes	LM-FM-TM- core tasks • 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	1221MHM01A	Other method	Grade	25%	210
	Metropolitan Hospitality Management Portfolio: Insight	1221MHM01B	Other method	Grade	50%	420
	Metropolitan Hospitality Management Project: Design part 2	1221MHM01C	Other method	Grade	25%	210

Assessment method	Project and portfolio
Assessment goals	Project (part 1 and 2) • 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. Portfolio • 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.

City Lab Haarlem

Lab Track: City Lab Haarlem (ENG)

Accessible to students	Business Innovation, Communicatie, Creative Business FT+VT, Facility Management, Leisure Management, Tourism Management FT+VT, Inholland all faculties, Kies-op-Maat, exchange students
Specific details	**Conditions for participation** 1. You meet the requirements that apply within your own study program; 2. You have received a positive advice for participation based on the selection procedure; 3. 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. **Selection procedure** In order to make the best match between students and lab projects: 1. After having registered for the lab, you will receive a short questionnaire. You explain why you want to participate in a certain lab or project and explain what makes you a suitable candidate for this. You also describe your personal learning goals that gives a substantiated direction to the individual trajectory. 2. You will be invited for an interview if the lab considers it necessary based on your motivation. This interview will make clear if your expectations match with what the labs has to offer. The lab can advise you to choose another track. Of course you always have the option to withdraw your enrollment. **Exchange students** Students from foreign colleges and universities can also participate in the English-language projects in the labs. **Learning coaches** 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?

CityLab multidisciplinary project (3822CLHE1Z)	
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 from other faculties, and universities in the Netherlands and abroad), together with researchers and partners from the professional field 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 several parts, for example group trajectory(s) and individual component(s). These are specified in more detail in the study manual. The Faculty of Creative Business has six labs, including Citylab Haarlem. **Citylab Haarlem** is where the municipality of Haarlem and Inholland work together. The issues of the city are often complex, the solutions are new and surprising. The Sustainable Development Goals (SDG’s) are central to Citylab Haarlem. The aim of the lab is to implement these goals at a local level, for Haarlem and the surrounding region, and thus work on a sustainable city. 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	CityLab group project	3822CLHE1A	Other method	Grade	50%	420
	CityLab individual portfolio	3822CLHE1B	Other method	Grade	50%	420
Assessment method		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 assessing the quality of your own work and that of others (for example through peer and self-assessment), in order for you learning to know and assess your own skills correctly. **Summative evaluation** You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other interested parties. Your individual portfolio contains evidence that makes choices / substantiation and performance / products visible. The individual portfolio discussion 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	The lab track contains the following test objectives: - 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.
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 essential and cooperation is a crucial part of the assessment. The accompanying learning coach assesses the participation (criteria and further explanation are included in the study manual of the lab track).

International Music Industry Lab Haarlem

Lab Track: International Music Industry Lab Haarlem (ENG)

Accessible to students	Business Innovation, Communicatie, Creative Business FT+VT, Leisure Management, Tourism Management FT+VT, Inholland all faculties, Kies-op-Maat, exchange students
Specific details	**Conditions for participation** 1. You meet the requirements that apply within your own study program; 2. You have received a positive advice for participation based on the selection procedure; 3. 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. **Selection procedure** In order to make the best match between students and lab projects: 1. After having registered for the lab, you will receive a short questionnaire. You explain why you want to participate in a certain lab or project and explain what makes you a suitable candidate for this. You also describe your personal learning goals that gives a substantiated direction to the individual trajectory. 2. You will be invited for an interview if the lab considers it necessary based on your motivation. This interview will make clear if your expectations match with what the labs has to offer. The lab can advise you to choose another track. Of course you always have the option to withdraw your enrollment. **Exchange students** Students from foreign colleges and universities can also participate in the English-language projects in the labs. **Learning coaches** 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?

International Music Industry Lab multidisciplinary project (3822IMIE1Z)	
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 from other faculties, and universities in the Netherlands and abroad)), together with researchers and partners from the professional field 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 several parts, for example group trajectory(s) and individual component(s). These are specified in more detail in the study manual. The Faculty of Creative Business has six 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	3822IMIE1A	Other method	Grade	50%	420
	IMI Lab individual portfolio	3822IMIE1B	Other method	Grade	50%	420
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 assessing the quality of your own work and that of others (for example through peer and self-assessment), in order for you learning to know and assess your own skills correctly. **Summative evaluation** You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other interested parties. 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	The lab track contains the following test objectives: - 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.
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 essential and cooperation is a crucial part of the assessment. The accompanying learning coach assesses the participation (criteria and further explanation are included in the study manual of the lab track).

Sluislab
Amsterdam

Lab Track: Sluislab Amsterdam (ENG)

Accessible to students	Business Innovation, Communicatie, Creative Business FT+VT, Facility Management, Leisure Management, Tourism Management FT+VT, Inholland all faculties, Kies-op-Maat, exchange students
Specific details	**Conditions for participation** 1. You meet the requirements that apply within your own study program; 2. You have received a positive advice for participation based on the selection procedure; 3. 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. **Selection procedure** In order to make the best match between students and lab projects: 1. After having registered for the lab, you will receive a short questionnaire. You explain why you want to participate in a certain lab or project and explain what makes you a suitable candidate for this. You also describe your personal learning goals that gives a substantiated direction to the individual trajectory. 2. You will be invited for an interview if the lab considers it necessary based on your motivation. This interview will make clear if your expectations match with what the labs has to offer. The lab can advise you to choose another track. Of course you always have the option to withdraw your enrollment. **Exchange students** Students from foreign colleges and universities can also participate in the English-language projects in the labs. **Learning coaches** 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?

SluisLab multidisciplinary project (3822SLAE1Z)	
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 from other faculties, and universities in the Netherlands and abroad), together with researchers and partners from the professional field 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 several parts, for example group trajectory(s) and individual component(s). These are specified in more detail in the study manual. The Faculty of Creative Business has six labs, including **SLUISlab Amsterdam**. **SLUISlab Amsterdam** is all about placemaking. How can you make the new neighborhood SLUISBUURT a livable, healthy, dynamic and vibrant place? Students, researchers and islanders build a livable and attractive city from the SLUISlab. As the neighborhood grows, the lab performs research into the urban and social issues involved. 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	SluisLab group project	3822SLAE1A	Other method	Grade	50%	420
	SluisLab individual portfolio	3822SLAE1B	Other method	Grade	50%	420

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 assessing the quality of your own work and that of others (for example through peer and self-assessment), in order for you learning to know and assess your own skills correctly. **Summative evaluation** You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other interested parties. 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	The lab track contains the following test objectives: - 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.
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 essential and cooperation is a crucial part of the assessment. The accompanying learning coach assesses the participation (criteria and further explanation are included in the study manual of the lab track).

Sustainable Media Lab The Hague

Lab Track: Sustainable Media Lab The Hague (ENG)

Accessible to students	Business Innovation, Communicatie, Creative Business FT+VT, Leisure Management, Tourism Management FT+VT; Inholland all faculties, Kies-op-Maat, exchange students
Specific details	**Conditions for participation** 1. You meet the requirements that apply within your own study program; 2. You have received a positive advice for participation based on the selection procedure; 3. 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. **Selection procedure** In order to make the best match between students and lab projects: 1. After having registered for the lab, you will receive a short questionnaire. You explain why you want to participate in a certain lab or project and explain what makes you a suitable candidate for this. You also describe your personal learning goals that gives a substantiated direction to the individual trajectory. 2. You will be invited for an interview if the lab considers it necessary based on your motivation. This interview will make clear if your expectations match with what the labs has to offer. The lab can advise you to choose another track. Of course you always have the option to withdraw your enrollment. **Exchange students** Students from foreign colleges and universities can also participate in the English-language projects in the labs. **Learning coaches** 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?

Sustainable Media Lab multidisciplinary project (3822SMLE1Z)	
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 from other faculties, and universities in the Netherlands and abroad), together with researchers and partners from the professional field 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 several parts, for example group trajectory(s) and individual component(s). These are specified in more detail in the study manual. The Faculty of Creative Business has six 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	3822SMLE1A	Other method	Grade	50%	420
	Sustainable Media Lab individual portfolio	3822SMLE1B	Other method	Grade	50%	420

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 assessing the quality of your own work and that of others (for example through peer and self-assessment), in order for you learning to know and assess your own skills correctly.

	Summative evaluation You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other interested parties. 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	The lab track contains the following test objectives: - 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.
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 essential and cooperation is a crucial part of the assessment. The accompanying learning coach assesses the participation (criteria and further explanation are included in the study manual of the lab track).

Urban Leisure & Tourism Lab Amsterdam

Lab Track: Urban Leisure & Tourism Lab Amsterdam (ENG)

Accessible to students	Business Innovation, Communicatie, Creative Business FT+VT, Facility Management, Leisure Management, Tourism Management FT+VT, Inholland all faculties, Kies-op-Maat, exchange students
Specific details	**Conditions for participation** 1. You meet the requirements that apply within your own study program; 2. You have received a positive advice for participation based on the selection procedure; 3. 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. **Selection procedure** In order to make the best match between students and lab projects: 1. After having registered for the lab, you will receive a short questionnaire. You explain why you want to participate in a certain lab or project and explain what makes you a suitable candidate for this. You also describe your personal learning goals that gives a substantiated direction to the individual trajectory. 2. You will be invited for an interview if the lab considers it necessary based on your motivation. This interview will make clear if your expectations match with what the labs has to offer. The lab can advise you to choose another track. Of course you always have the option to withdraw your enrollment. **Exchange students** Students from foreign colleges and universities can also participate in the English-language projects in the labs. **Learning coaches** 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?

Urban Leisure & Tourism Lab Amsterdam multidisciplinary project (3822ULAE1Z)	
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 from other faculties, and universities in the Netherlands and abroad), together with researchers and partners from the professional field 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 several parts, for example group trajectory(s) and individual component(s). These are specified in more detail in the study manual. The Faculty of Creative Business has six 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	3822ULAE1A	Other method	Grade	50%	420
	ULT Lab Amsterdam individual portfolio	3822ULAE1B	Other method	Grade	50%	420

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 assessing the quality of your own work and that of others (for example through peer and self-assessment), in order for you learning to know and assess your own skills correctly. **Summative evaluation** You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other interested parties. 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	The lab track contains the following test objectives: - 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.
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 essential and cooperation is a crucial part of the assessment. The accompanying learning coach assesses the participation (criteria and further explanation are included in the study manual of the lab track).

Urban Leisure & Tourism Lab Rotterdam

Lab Track: Urban Leisure & Tourism Lab Rotterdam (ENG)

Accessible to students	Business Innovation, Communicatie, Creative Business FT+VT, Leisure Management, Tourism Management FT+VT, Inholland all faculties, Kies-op-Maat, exchange students
Specific details	**Conditions for participation** 1. You meet the requirements that apply within your own study program; 2. You have received a positive advice for participation based on the selection procedure; 3. 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. **Selection procedure** In order to make the best match between students and lab projects: 1. After having registered for the lab, you will receive a short questionnaire. You explain why you want to participate in a certain lab or project and explain what makes you a suitable candidate for this. You also describe your personal learning goals that gives a substantiated direction to the individual trajectory. 2. You will be invited for an interview if the lab considers it necessary based on your motivation. This interview will make clear if your expectations match with what the labs has to offer. The lab can advise you to choose another track. Of course you always have the option to withdraw your enrollment. **Exchange students** Students from foreign colleges and universities can also participate in the English-language projects in the labs. **Learning coaches** 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?

Urban Leisure & Tourism Lab Rotterdam multidisciplinary project (3822ULRE1Z)	
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 from other faculties, and universities in the Netherlands and abroad), together with researchers and partners from the professional field 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 several parts, for example group trajectory(s) and individual component(s). These are specified in more detail in the study manual. The Faculty of Creative Business has six 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	3822ULRE1A	Other method	Grade	50%	420
	ULT Lab Rotterdam individual portfolio	3822ULRE1B	Other method	Grade	50%	420

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 assessing the quality of your own work and that of others (for example through peer and self-assessment), in order for you learning to know and assess your own skills correctly. **Summative evaluation** You complete the process within the set deadlines with the group work including a presentation for the professional field partners and other interested parties. 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	The lab track contains the following test objectives: 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.
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 essential and cooperation is a crucial part of the assessment. The accompanying learning coach assesses the participation (criteria and further explanation are included in the study manual of the lab track).

Audiovisual Production

Specialist track: Audiovisual Production (ENG)

Accessible to students	Creative Business FT+VT
Specific details	Information on required minimum score (part 8, chapter 11 in the TER): the score of 55 does not apply to the programme. The programme 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. **By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.**

Audiovisual Production - Research report AV (2418IAVP1Z)	
Elective content	This unit of study focuses on the following question: 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? Students will need to find an answer this question for Editorial and production file A.
Learning outcomes	4. Research

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	AP - Research report AV	2418IAVP1A	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.				

Audiovisual Production - ENG file & production (2422IAVP2Z)	
Elective content	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? ENG assignment 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? Production file Students must answer the central question by compiling a comprehensive dossier listing the steps they took to complete the ENG production.
Learning outcomes	1. Creation 2. Production 4. Research

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	AP - ENG file & production	2422IAVP2A	Written	Grade	100%	140
Assessment method	Professional product: • Production ENG • Production file Group assessment					
Assessment goals	1.4a Organizes and manages a working environment suited to the creative process. 2.1d. Coordinates and oversees the production process, using a method/theory to monitor the process. 2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product. 2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process. 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.					

Audiovisual Production - AV Analysis & reflection 1 (2422IAVP3Z)	
Elective content	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. Analysis of ENG production 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.
Learning outcomes	4. Research 7. Personal development

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		4.1f Analyzes and defines a problem from various perspectives with the aid of desk and/or field research. 7.1d Is learning-oriented to further develop a professional attitude focussed on entering the employment market. 7.1e Independently reflects in a targeted manner within a professional environment. 7.2e Collaborates effectively in an international/intercultural context with a focus on results.				

Audiovisual Production - Studio file & production (2422IAVP4Z)	
Elective content	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? 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? Production file Students must answer the central question by compiling a comprehensive dossier listing the steps they took to complete the multiple camera production.
Learning outcomes	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	1.4a Organizes and manages a working environment suited to the creative process. 2.1d. Coordinates and oversees the production process, using a method/theory to monitor the process. 2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product. 2.2e Represents all interests during the production process, and coordinates and manages the production process as is expected of a production manager. 2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process. 3.1e Positions the media concept, product or service in the market. 3.1g Creates value for various stakeholders based on a portfolio of opportunities.					

	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.

Audiovisual Production - AV Analysis & reflection 2 (2422IAVP5Z)	
Elective content	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. 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 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.
Learning outcomes	4. Research 7. Personal development

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		4.1f Analyzes and defines a problem from various perspectives with the aid of desk and/or field research. 7.1d Is learning-oriented to further develop a professional attitude focussed on entering the employment market. 7.2e Collaborates effectively in an international/intercultural context with a focus on results.				

Business Travel & Incentives

Specialist track: Business Travel & Incentives (ENG)

Accessible to students	Tourism Management FT+VT
Specific details	Cost: around 700 euro • Inspection trip 350 euro • Studytrip 300 euro • Excursions 50 euro

Business Travel & Incentives Project 1 (1221BTI01Z)	
Business Travel & Incentives Project 2 (1221BTI02Z)	
Business Travel & Incentives Portfolio (1221BTI03Z)	
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 E-commerce 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 and Scrum** 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 use *Scrum*, a method for working Agile – 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: Realizing 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 4: Organizing and managing (changing) organizational processes • Core task Sustainable Skills

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Business Travel & Incentives	1221BTI01A	Other method	Grade	100%	280
Assessment method		Project (teamwork) part 1. Kind depending on the assignment.				
Assessment goals		• Demonstrates customer and guest oriented behavior in all his/her performances of tasks and carefully balances care, empathy and tact with commercial thinking. • Formulates proposals for the development of the tourism concept into a product in a product plan . • In the written group assignment, a justification is written of the product proposal for the commission client and an implementation plan of the study trip.				

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Business Travel & Experience	1221BTI02A	Other method	Grade	100%	280
Assessment method		Project (teamwork) part 2. Kind depending on the assignment.				
Assessment goals		• Demonstrates actively their responsibility drive, initiative, creativity, flexibility and independence in the performance of tasks and recognizes the importance of acting quickly to see and seize opportunities and/or come up with new solutions. • Based on the implementation plan from BTI part 1, students put together a study trip and/or excursion for the students of Inholland. They organize this trip including promotion, registration and complete the financial administration				

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Portfolio: Business Travel & Incentives	1221BTI03A	Other method	Grade	100%	280
Assessment method		Individual Portfolio. Kind depending on the assignment.				
Assessment goals		Individual Portfolio, Business Travel & Tourmanagement Practical assessment in the field of the corporate travel industry and tourmanagement. The student develops a reflection report in which he accounts for his developments as a prospective professional in the corporate travel industry.				

Event Management

Specialist track: Event Management (ENG)

Accessible to students	Creative Business FT+VT
Specific details	Information on required minimum score (part 8, chapter 11 in the TER): the score of 55 does not apply to the programme. The programme 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. **By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.**

Event Management - Perspectives on the event industry (2418IEVM1Z)	
Elective content	In this unit of study, students will develop a vision on the events industry. They will conduct research into the events industry, focusing specifically on its international aspects (cross-cultural management). In addition, students will compile a dossier of compulsory assignments.
Learning outcomes	4. Research 5. Entrepreneurship 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	EM - Perspectives on the event industry	2418IEVM1A	Written	Grade	100%	280
Assessment method		Professional product: Investigative Journal. Individual assessment				
Assessment goals		4.2g Gathers data and interprets them to arrive at insights. 4.2i Reports in a substantiated manner. 4.2j Justifies the quality of the research. 5.1b Independently identifies business models for existing and new companies through a built-up network. 6.1h Operates in the dynamic internal and external environments and transposes opportunities and goals onto an international context. 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				

Event Management - Event manager (2418IEVM2Z)	
Elective content	In this unit of study, students will examine how to become an events manager. The students will go through all steps of the process of organizing an event, such as planning, budgeting, organizing and evaluating. Working individually, students must organize one or two small-scale events: this can be for the learning community of first, second and third-year Creative Business students and/or for an external client of their choice (drawn from their own network). To do this, the students will need to conduct their own research into the wishes and requirements of the client/target audience regarding the event. After the event, the students must carry out an evaluation together with the client/target audience. They must then give a presentation on how the event went (as part of the Knowledge Experience day). Apart from this the student hands in a written justification (plan, budget, organization, evaluation).
Learning outcomes	1. Creating 2. Production 3. Marketing 5. Management & Entrepreneurship

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	EM - Event manager	2418IEVM2A	Other method	Grade	100%	140
Assessment method		Professional product: Presentation and written justification. Individual assessment				
Assessment goals		1.1d Makes an inventory of the wishes, needs and possibilities for a new concept, and takes account of the innovations, trends and needs of the target group and/or client. 1.1f Independently appraises wishes, needs and possibilities in the media landscape relative to business factors and can substantiate this appraisal (wishes/needs/trends/innovations versus business factors). 1.3c Makes targeted use of information sources and experts in his or her own network. 2.1d Coordinates and oversees the production process, using a method/theory to monitor the process. 2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product. 2.2e Represents all interests during the production process, and coordinates and manages the production process as is expected of a production manager. 2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process. 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. 5.3f Accounts to stakeholders for success factors, failure factors and financial results.

Event Management - Event agency (2418IEVM3Z)	
Elective content	In this unit of study, students will learn how to organize an event. To this end, they will need to contact a client of their choice. The students will go through all steps of the process of organizing an event, such as planning, budgeting, organizing and evaluating. To do this, the students will need to conduct their own research into the wishes and requirements of the client/target audience regarding the event. After the event, the students must carry out an evaluation together with the client/target audience. They must then produce a group report, with all the parts that are needed, including a customer journey script and images of the event.
Learning outcomes	1. Creating 2. Production 3. Marketing 5. Management & entrepreneurship

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	EM - Event agency	2418IEVM3A	Written	Grade	100%	280
Assessment method		Professional product: Group report. Group assessment				
Assessment goals		1.1d Makes an inventory of the wishes, needs and possibilities for a new concept, and takes account of the innovations, trends and needs of the target group and/or client. 1.1e During the development of these concepts, appraises a broad spectrum of business factors, including ethical, commercial, financial, legal and technical factors. 1.1f Independently appraises wishes, needs and possibilities in the media landscape relative to business factors and can substantiate this appraisal (wishes/needs/trends/innovations versus business factors). 1.3c Makes targeted use of information sources and experts in his or her own network. 2.1d Coordinates and oversees the production process, using a method/theory to monitor the process. 2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product.				

	2.2e Represents all interests during the production process, and coordinates and manages the production process as is expected of a production manager. 2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process. 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. 3.3e Uses social and other media as a tool to encourage interaction between target audiences and the organization. 5.3c Develops a plan that fits the problem and in which success factors, failure factors and financial results (ratios) and risks are detailed and substantiated. 5.3e Carries out the plan they have developed in a justified manner. 5.3f Accounts to stakeholders for success factors, failure factors and financial results. 5.4d Uses a network in order to connect people with each other to achieve co-creation and co-production to stimulate innovation.

Event Management - Event evaluation (2418IEVM4Z)	
Elective content	In this unit of study, students will learn how to evaluate an event. They will find out that they not only need to conduct research into the wishes and requirements of the client/target audience prior to the event, but also into how the event went and whether it met its objectives afterwards. Evaluations will be carried out from three perspectives: the client, the event's target audience and the student in his/her guise as the event manager. Students must then hand in a video (explanatory movie) that gives an impression of the group event and an individual evaluation from three perspectives (client, target audience and student).
Learning outcomes	4. Research 5. Management & Entrepreneurship

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	EM - Event evaluation	2418IEVM4A	Other method	Grade	100%	140
Assessment method		Professional product: Explanatory video (explanatory movie). Individual assessment.				
Assessment goals		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. 4.2g Gathers data and interprets them to arrive at insights.				

	4.2i Reports in a substantiated manner. 4.2j Justifies the quality of the research. 5.3c Develops a plan that fits the problem and in which success factors, failure factors and financial results (ratios) and risks are detailed and substantiated. 5.3f Accounts to stakeholders for success factors, failure factors and financial results. 5.4d Uses a network in order to connect people with each other to achieve co-creation and co-production to stimulate innovation.

Film

Specialist track: Film (ENG)

Accessible to students	Creative Business FT+VT
Specific details	Information on required minimum score (part 8, chapter 11 in the TER): the score of 55 does not apply to the programme. The programme 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. **By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.**

Film - Narratology & cinematography (2418IFLM1Z)	
Elective content	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 (film art & film history) and be set an assignment to conduct an interview – working as part of a group – with a professional in one of the six disciplines (scriptwriting, direction, camerawork, editing, sound/music and production). Working individually, they must then edit this interview into a brief video report in which they research the motivation and sources of inspiration of the interviewed professional. The interview images must be supplemented with other content in order to arrive at an in-depth overview of the professional and his/her work and visualize the research as comprehensively as possible. The reports must be handed in individually, accompanied by a document containing a clear description of sources and substantiation. Narratology and cinematography are an essential part of creating a film, whether short or full-length. To give students a more profound insight, they will be shown six feature films, which will be prepared and introduced by one discipline group per viewing.
Learning outcomes	1. Creation 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Film - Narratology & cinematography	2418IFLM1A	Other method	Grade	100%	280
Assessment method		Professional product: Reportage (video) and justification (written). Individual assessment				
Assessment goals		1.3c Makes targeted use of information sources and experts in his or her own network. 1.3d Proactively seeks new connections to expand his or her own knowledge with multidisciplinary insights. 1.4c Communicates in a professional manner with the parties involved. 6.3e Fosters the accumulation of knowledge within the partnerships between all parties involved in the process of creating value from original works.				

Film – Scenario (2418IFLM2Z)	
Elective content	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. 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.
Learning outcomes	1. Creation 2. Production 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Scenario	2418IFLM2A	Other method	Grade	100%	140
Assessment method		Professional product: Scenario and pitch. Individual assessment				
Assessment goals		1.2d Independently creates relevant concepts based on an appraisal of strategic factors. 1.2f Iteratively designs simple (media) concepts. 1.4b Manages the independently designed and organized creative process. 2.1e Develops creative ideas to achieve tangible media products, using resources appropriate to the end product. 6.2h Monitors progress in the process of creating value from original works and makes adjustments as needed. 6.3d Weighs up ethical considerations in the process of creating value from original works.				

Film - Film production (2422IFLM3Z)	
Elective content	Film production is about the creation of a film, from scripting through organization to realization and ultimately viewing. Students will go through the pre-production, production and post-production stages on the basis of a self-developed script, taking care of the artistic and production processes. Film production is a group process in which the individual contribution of each participant is crucial to the end result and everyone works to clear deadlines, a budget and a plan. The above will be assessed on the basis of the production file and a short film. The file must be partly individual and partly based on group work. The film must be a group product.
Learning outcomes	1. Creation 2. Production 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Film production	2422IFLM3A	Other method	Grade	100%	140
Assessment method		Professional product: Final assessment, production file, film and premiere event. 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. 2.1d. Coordinates and oversees the production process, using a method/theory to monitor the process. 2.2e Represents all interests during the production process, and coordinates and manages the production process as is expected of a production manager. 2.3c Monitors and coordinates the (commercial and production) prerequisites during the production process. 6.2f Formulates specific goals and objectives within the process of creating value from original works. 6.2g Coordinates all the activities needed to create value from original works. 6.2i Advises relevant parties involved in the process of creating value from original works. 6.3f Is attentive to the personal welfare of those involved 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.

Film - Film marketing (2418IFLM4Z)	
Elective content	In addition to producing and creating a short film, students must obtain an insight into promoting (marketing) a film. At the end of this module, students should have developed a good marketing strategy as part of a group. The strategy should involve paid, owned and earned media. The group should be able to motivate which marketing deliverables should be used for promotional ends, using all relevant communication channels. To illustrate the strategy, the group must also develop a number of communications (e.g. a film poster and a trailer).
Learning outcomes	1. Creation 3. Marketing 6. Management of value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Film marketing	2418IFLM4A	Other method	Grade	100%	140
Assessment method		Professional product: Marketing strategy, poster, film trailer. 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. 3.2e Develops an integrated marketing communication programme based on the value-creating marketing strategy. 6.1f Gauges value opportunities and risks and translates them into a goal and objectives. 6.1g Compiles and substantiates a portfolio of opportunities for deliberate choices. 6.1h Operates in the dynamic internal and external environments and transposes opportunities and goals onto an international context. 6.1k Assesses results in the form of the products and processes of value creation from original works.				

Film - Pitch Deck (2422IFLM5Z)	
Elective content	In this module, a script will be translated into a project by way of a Pitch Deck. In this document, the project is communicated in a visually appealing manner based on its creative content and commercial characteristics. 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. 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. 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. In addition, the Pitch Deck will culminate in a published crowdfunding campaign with which the film will be (partly) financed.
Learning outcomes	1. Creation 3. Marketing 5. Management & entrepeneurship 6. Managing of Value creation

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Film - Pitch Deck	2422IFLM5A	Other method	Grade	100%	140
Assessment method		Professional product: Pitch Deck. 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. 3.1e Positions the media concept, product or service in the market. 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. 5.3e Carries out the plan they have developed in a justified manner. 5.4d Uses a network in order to connect people with each other to achieve cocreation and co-production to stimulate innovation. 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. 6.2f Formulates specific goals and objectives within the process of creating value from original works. 6.2g Coordinates all the activities needed to create value from original works. 6.2i Advises relevant parties involved 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.

International Music Management

Specialist track: International Music Management (ENG)

Accessible to students	Creative Business FT+VT
Specific details	Information on required minimum score (part 8, chapter 11 in the TER): the score of 55 does not apply to the programme. The programme 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. **By following this module you agree to the use of the delivered end products by the client / stakeholders and by the programme.**

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	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.				

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 - Research proposal	2418IIMM2A	Other method	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.				

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. 3.3h Observes statutory frameworks (privacy, etc.) and makes ethical considerations in relation to the marketing programme. 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. 4.2f Sets up research based on the formulated research questions. 4.2g Gathers data and interprets them to arrive at insights. 4.2h Where necessary, applies an iterative approach. 4.2i Reports in a substantiated manner. 4.2j Justifies the quality of the research. 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.					

	6.1f Gauges value opportunities and risks and translates them into a goal and objectives. 6.1g Compiles and substantiates a portfolio of opportunities for deliberate choices. 6.1h Operates in the dynamic internal and external environments and transposes opportunities and goals onto an international context. 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. 6.3e Fosters the accumulation of knowledge within the partnerships between all parties involved in the process of creating value from original works. 6.3f Is attentive to the personal welfare of those involved in the process of creating value from original works.

Responsible Travel

Specialist track: Responsible Travel (ENG)

Toegankelijk voor studenten	Tourism Management FT+VT
Specific details	Extra costs (only applicable for program including fieldtrip abroad; program without fieldtrip/costs also available)

Designing Sustainable Tourism project (1221RETR1Z)	
Creative Marketing skills (1221RETR2Z)	
Responsible Travel (1221RETR3Z)	
Elective content	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. 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 an improved 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. <u>Format</u> 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 write the proposal for the design oriented research on a responsible tourism topic. Furthermore, he/she will organize an excursion to a Dutch destination based on the principles of responsible travel. 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.
Learning outcomes	Core Task 1: Initiating and creating new or innovated (sustainable) products & services Core task 2: Realizing 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 4: Organizing and managing (changing) organizational processes Core task Sustainable Skills

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
15	Designing Sustainable Tourism products	1221RETR1A	Other method	Grade	100%	420
Assessment method		Group assignment. Kind depending on the assignment.				
Assessment goals		The students will conduct field and desk research and/or will develop products for various commissioning clients in the field of responsible/sustainable tourism. Theories, models and case studies of responsible/sustainable tourism, together with information about research methods, will be shared with the students by means of various lectures, interactive sessions/workshops, guest lecturers and other tools, and the students need to apply/process the knowledge they have gained during the course in the project report. A design-based research report, design and implementation plan are the products to be delivered by the students.				

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
5	Creative Marketing plan	1221RETR2A	Other method	Grade	100%	140
Assessment method		Portfolio. Kind depending on the assignment.				
Assessment goals		During the fieldtrip / field research students are expected to communicate with several target groups represented by personas. They need to inform them about their experiences and practices in responsible travel. An online - communication strategy and communication plan need to be developed. At the end of the term students will explain which online activities were carried out and how effective it was to reach their targeted audience. During the fieldtrip / field research the students will communicate their experiences and findings, by making use of different online marketing tools. Students will receive information about what to take into account when creating newsletters, blogs, vlogs, using Instagram, creating Facebook items and other creative marketing actions. They will need to decide for themselves which actions are most appropriate and effective to reach their target group, however all groups will also have to deliver/use a video. The project groups will be assessed on how the have made use of all these possibilities to reach their chosen target groups and on the content of their communication expressions.				

EC	Assessment name	Assessment code	Assessment method	Assessment	Weighting factor	SBU
10	Showcase portfolio Responsible Travel	1221RETR3A	Other method	Grade	100%	280
Assessment method		Individual assignment. Kind depending on the assignment.				
Assessment goals		The students will keep track of their individual input, participation, attendance and efforts, by sharing documents and presentations during the process. In a final showcase portfolio, all materials are collected and presented. In the showcase portfolio, a comparison of two academic articles, reflection on the organization of an excursion and reflection on various good practices of sustainable tourism, need to be included.				

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 Handbook for the track.

The Faculty of Creative Business regularly adapts the programme for the specialist tracks, focus tracks and lab tracks 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 2022-2023.

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 of electives

Faculty of Creative Business

2022-2023

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Preface

Dear student,

The electives curriculum is adapted regularly to improve the existing curriculum or renew it. Each year, we reassess 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.

In the 2022-2023 academic year, the Faculty of Creative Business will renew its electives by offering a broad range of specialist tracks, focus tracks and lab tracks. This will give you more scope to design your degree programme the way you want it. You can find the range of tracks in Study guide electives Faculty of Creative Business 2022-2023.

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, you should contact your electives coach. Alternatively, you can contact the Creative Future team, which is responsible for coordinating the electives for the Faculty of Creative Business.

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

Faculty of Creative Business
July 2022

1. Changes in the 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 2022-2023 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 2022-2023 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 the2022-2023 academic year, the unit of study expiry date is 31 August 2022.

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 2022-2023 academic year, the test expiry date is 31 August 2023.

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 2021-2022 academic year, you will have two final resit opportunities in the 2022-2023 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 2022-2023).
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.
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 of changes to the electives

Changes to specialist tracks

Tourism Management

Regarding the Tourism Management degree programme, a minor change has been made to the existing curriculum for Business Travel & Incentives (EN).

Business Travel & Incentives (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
1221BTI01Z	Business Travel & Incentives Project 1	1221BTI01A	Business Travel & Incentives Project 1	N/A	N/A
1221BTI02Z	Business Travel & Incentives Project 2	1221BTI02A	Business Travel & Incentives Project 2	N/A	N/A
1221BTI03Z	Business Travel & Incentives Portfolio	1221BTI03A	Business Travel & Incentives Portfolio	N/A	N/A
1222BTI01Z	Business Travel & Incentives	1221BTI01A	Business Travel & Incentives Project 1	New unit of study per 1-9-2022	
		1221BTI02A	Business Travel & Incentives Project 2	New unit of study per 1-9-2022	
		1221BTI03A	Business Travel & Incentives Portfolio	New unit of study per 1-9-2022	
Change: the content of this elective and the tests has not changed. The existing three units of study of 10 credits with one test (100%) each will be merged into one unit of study of 30 credits with three existing tests, which will be weighted proportionally.					

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!

Film (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
2418IFLM3Z	Film - Film production	2418IFLM3A	Film - Film production	N/A	31-8-2023
2422IFLM3Z	Film - Film production	2422IFLM3A	Film - Film production	New unit of study and test per 1-9-2022	
2422IFLM5Z	Film - Pitch Deck	2422IFLM5A	Film - Pitch Deck	New unit of study and test per 1-9-2022	
Change: Film production (10 EC) is divided into two units of study (2 x 5 EC) each with one test: Film production and Pitch Deck.					
2418IFLM4Z	Film - Film marketing	2418IFLM4A	Film - Film marketing	N/A	N/A
Change: The following proficiency indicators have been added to this unit of study: 3.2e The following proficiency indicators have been removed to this unit of study: 6.1i and 6.2j.					

Audiovisual Production (ENG)

Unit of study Code	Name	Test Code	Name	Unit of study end date	Test expiry date
2418IAVP2Z	Audiovisual Production - Editorial and production file A	2418IAVP2A	Audiovisual Production - Editorial and production file A	N/A	31-8-2022
2422IAVP2Z	Audiovisual Production - ENG file & production	2422IAVP2A	Audiovisual Production - ENG file & production	New unit of study and test per 1-9-2022	
Change: Name change. The following proficiency indicator has been added to this unit of study: 1.4a Proficiency indicator of the Dutch and English variant have been made equal, means proficiency indicator 2.2e has been removed, 2.3 has been added.					
2418IAVP3Z	Audiovisual Production - Analysis E.N.G. production	2418IAVP3A	Audiovisual Production - Analysis E.N.G. production	N/A	31-8-2022
2422IAVP3Z	Audiovisual Production - AV Analysis & reflection 1	2422IAVP3A	Audiovisual Production - AV Analysis & reflection 1	New unit of study and test per 1-9-2022	
Change: Name change.					
2418IAVP4Z	Audiovisual Production - Editorial and production file B	2418IAVP4A	Audiovisual Production - Editorial and production file B	N/A	31-8-2022
2422IAVP4Z	Audiovisual Production - Studio file & production	2422IAVP4A	Audiovisual Production - Studio file & production	New unit of study and test per 1-9-2022	
Change: Name change The following proficiency indicators Yes 1-9- 2022 Changes in units of study Creative Business 2022-2023 6 have been added to this unit of study: 1.4a and 4.3b.					
2418IAVP5Z	Audiovisual Production - Analysis multiple camera production	2418IAVP5A	Audiovisual Production - Analysis multiple camera production	N/A	31-8-2022
2422IAVP5Z	Audiovisual Production - AV Analysis & reflection 2	2422IAVP5A	Audiovisual Production - AV Analysis & reflection 2	New unit of study and test per 1-9-2022	
Change: Name change The following proficiency indicators have been added to this unit of study: 7.1^{e}.					

Changes to focus tracks

No minor and major changes in 2022-2023 academic year.

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 2022. The test expiry date is 31 August 2023.

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.

Lab track: CityLab Haarlem (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3821CLHE1Z	CityLab multidisciplinary project	3821CLHE1A	CityLab portfolio	31-8-2022	31-8-2023
		3821CLHE1B	CityLab project part 1	31-8-2022	31-8-2023
		3821CLHE1C	CityLab project part 2	31-8-2022	31-8-2023

Lab track: International Music Industry Lab Haarlem (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3821IMIE1Z	International Music Industry Lab multidisciplinary project	3821IMIE1A	IMI Lab portfolio	31-8-2022	31-8-2023
		3821IMIE1B	IMI Lab project part 1	31-8-2022	31-8-2023
		3821IMIE1C	IMI Lab project part 2	31-8-2022	31-8-2023

Lab track: SluisLab Amsterdam (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
3821SLAE1Z	SluisLab multidisciplinary project	3821SLAE1A	SluisLab portfolio	31-8-2022	31-8-2023
		3821SLAE1B	SluisLab project part 1	31-8-2022	31-8-2023
		3821SLAE1C	SluisLab project part 2	31-8-2022	31-8-2023

Lab track: Sustainable Media Lab The Hague (ENG)

Unit of study Code	Name	Test Code	Name	Unit of study end date	Test expiry date
3821SMLE1Z	Sustainable Media Lab multidisciplinary project	3821SMLE1A	Sustainable Media Lab portfolio	31-8-2022	31-8-2023
		3821SMLE1B	Sustainable Media Lab project part 1	31-8-2022	31-8-2023
		3821SMLE1C	Sustainable Media Lab project part 2	31-8-2022	31-8-2023

Lab track: Urban Leisure & Tourism Lab Amsterdam (ENG)

Unit of study Code	Name	Test Code	Name	Unit of study end date	Test expiry date
3821ULAE1Z	Urban Leisure & Tourism Lab Amsterdam multidisciplinary project	3821ULAE1A	ULT Lab Amsterdam portfolio	31-8-2022	31-8-2023
		3821ULAE1B	ULT Lab Amsterdam project part 1	31-8-2022	31-8-2023
		3821ULAE1C	ULT Lab Amsterdam project part 2	31-8-2022	31-8-2023

Lab track: Urban Leisure & Tourism Lab Rotterdam (ENG)

Unit of study Code	Name	Test Code	Name	Unit of study end date	Test expiry date
3821ULRE1Z	Urban Leisure & Tourism Lab Rotterdam multidisciplinary project	3821ULRE1A	ULT Lab Rotterdam portfolio	31-8-2022	31-8-2023
		3821ULRE1B	ULT Lab Rotterdam project part 1	31-8-2022	31-8-2023
		3821ULRE1C	ULT Lab Rotterdam project part 2	31-8-2022	31-8-2023

Changes due to curriculum renewal

Due to curriculum renewal, the following electives for the Tourism Management (Destination Management and Tourist Experiences) degree programme will no longer be offered as from the 2022-2023 academic year.
The expiry date of these electives is therefore 31 August 2022. The test expiry date is 31 August 2023.

After the unit of study expiry date, you will no longer be able to take these electives. After the test expiry date, you will no longer be able to take tests and resits for these electives. If you fail to pass one or more tests before the test expiry date, you must enrol in a new track and take the new electives and tests. Be mindful of the elective courses on offer and number of places.

Tourism Management

Destination Management (ENG)

Unit of study		Test		Unit of study	Test
Code	Name	Code	Name	end date	expiry date
1221DMDM1Z	Destination Management: Project	1221DMDM1A	Destination Management: Project	31-8-2022	31-8-2023
1221DMDM2Z	Destination Management: Portfolio	1221DMDM2A	Destination Management: Portfolio	31-8-2022	31-8-2023

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	31-8-2022	31-8-2023
1221TEXP2Z	Project: Urban Tourist Experiences	1221TEXP2A	Project: Urban Tourist Experiences	31-8-2022	31-8-2023
1221TEXP3Z	Individual Experience Track	1221TEXP3A	Individual Experience Track	31-8-2022	31-8-2023

Changes before the 2022-2023 academic year

If you took electives for your degree programme in the 2020-2021 academic year or in a previous academic year that have since been changed or renewed, and you have not yet passed one or more tests, you should always check the OER (Part 3: Teaching, Chapter 4: Programme structure, content and evaluation, Article 22: Expiry dates of units of study and modules and Article 23: Expiry date, transition period and validity period) of a previous academic year for the final resit possibilities and transitional arrangement or ask the team leader of your degree programme.

For the Creative Growth Initiative (CGI) and Creative Growth Experience (CGE) electives offered in the 2019-2020 and 2020-2021 academic years, the expiry dates below apply. The content of these electives was linked to a current issue suggested by one or more partners from the professional field. This means that your curriculum was unique and offered only once. The expiry date of these electives is therefore 31 August 2021. The test expiry date is 31 August 2022.

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 a lab track, which replaces CGI and CGE, and take the new electives and tests. Be mindful of the elective courses on offer and number of places.

Creative Growth Initiative

Unit of study		Test		Unit of study	Test expiry
Code	Name	Code	Name	end date	date
3818CGIEXZ	Creative Growth Initiative 1	3818CGIEXA	Creative Growth Initiative 1	31-08-2020	31-08-2022
3818CGIEYZ	Creative Growth Initiative 2	3818CGIEYA	Creative Growth Initiative 2	31-08-2020	31-08-2022
3820CGIEXZ	Creative Growth Initiative 1	3818CGIEXA	Creative Growth Initiative 1	31-08-2021	31-08-2022
3820CGIEYZ	Creative Growth Initiative 2	3818CGIEYA	Creative Growth Initiative 2	31-08-2021	31-08-2022

Creative Growth Experience

Unit of study		Test		Unit of study	Test expiry
Code	Name	Code	Name	end date	date
2420CGE11Z	Creative Growth Experience	2420CGE11A	Showcaseportfolio CGE	31-08-2021	31-08-2022