



B Business Innovation

35515

TER 22-23 Bachelor

CRB

Table of contents

PART 1. INTRODUCTION	7
1. Contents of the TER	7
2. Organisation of this document	7
PART 2. THE EXAMINATION BOARD AND THE TER	8
3. The Examination Board	8
4. Disagreeing with a decision made under the TER	8
PART 3. TEACHING	9
Chapter 1. Objectives and professions for which students are trained	9
5. Objectives, professional requirements and degree	9
Chapter 2. Form and structure of the programme	9
6. Study load	9
7. Foundation phase and main phase	9
8. Joint foundation year	9
9. Units of study	9
Chapter 3. Basic curriculum, specialisation, main subject,	10
10. Basic curriculum	10
11. Specialisation	10
12. Main subject	10
13. Optional subjects	10
14. Form: full-time, part-time, dual	10
15. Programme variants	10
16. Honours programme	11
17. Additional programmes	11
18. Transition from Bachelor's to Master's programmes	11
19. Transition from Ad to Bachelor's programmes (not applicable to Bachelor's programme)	11
Chapter 4. Programme structure, content and evaluation	11
20. Terms and calendar	11
21. Curriculum obsolescence and updating	11
22. Expiry dates of units of study and modules	11
23. Expiry date, transition period and validity period	11
24. Evaluation of the programme	12
PART 4. ADMISSION	13
Chapter 1. Admission to the foundation phase	13
25. General rules of admission	13
26. Admission following an interruption in enrolment	13
27. Admission to a part-time programme	13
28. Admission to a dual programme and work-study agreements	13
Chapter 2. Admission to the main phase	13
29. Admission to classes and tests in the main phase with a foundation certificate awarded by Inholland	13
30. Admission to the main phase with a foundation certificate awarded by another institution of higher professional education	13
31. Admission to main phase classes and tests without a foundation certificate	14
31.a Entry and transfer requirements for units of study from the second year	14
Chapter 3. Switching	14
32. Switching between forms and variants	14
33. Switching between programmes with a joint foundation examination	14
34. Switching between Ad and Bachelor's programmes	14
Chapter 4. Admission to work placements and graduation programmes	14
35. Work placements	14

36. Graduation programmes	14
Chapter 5. Admission to optional subjects, main subjects and specialisations	15
37. Optional subjects	15
38. Exclusion from main subjects or specialisations	15
39. Participation in more than one main subject or specialisation	15
Chapter 6. Admission to optional subjects	15
40. Optional subjects	15
41. Optional subjects package	15
42. Exemption and substitution of optional subjects	15
43. Permission by the Examination Board for optional subjects	15
44. Changing a selected optional subject	16
45. Extra optional subjects	16
PART 5. APPLYING FOR UNITS OF STUDY	17
Chapter 1. Applying for units of study in the basic curriculum	17
46. Applying for units of study	17
Chapter 2. Applications and placement for optional subject	17
47. Applying	17
48. Placement	17
49. Too few applications	17
50. Too many applications	17
PART 6. STUDY COUNSELLING	19
Chapter 1. Study counselling	19
51. Mandatory component of the programme for all students	19
52. Content of study counselling	19
Chapter 2. Recording data as part of study counselling	19
53. Recording data in study counselling	19
PART 7. STUDY RECOMMENDATION AND BINDING STUDY RECOMMENDATION	20
Chapter 1. Study recommendation	20
54. Content of study recommendation	20
55. When study recommendations will be issued	20
Chapter 2. Binding study recommendation in the first year of enrolment	20
56. Quantitative academic performance standard	20
57. Qualitative academic performance standard	21
58. Issuing of binding study recommendation	21
59. Binding study recommendation and personal circumstances	21
Chapter 3. Binding study recommendation after the first year of enrolment	21
61. Standard for a binding study recommendation after the first year	21
62. When a binding study recommendation will be issued after the first year	21
63. Extending the timeframe	22
Chapter 4. Consequences of a binding study recommendation and when enrolment will end	22
64. Termination of enrolment	22
65. When the enrolment will end	22
Chapter 5. Special cases and binding study recommendation	22
66. Adjusted standards for elite athletes	22
67. Different standard for interim entrants	22
68. Binding study recommendation and switching to another programme	23
69. Binding study recommendation following an interruption in enrolment	23
Chapter 6. Academic progress and international students	23
70. Students to whom these rules apply	23
71. Criteria	23
72. Procedure at the end of Term 2 and Term 4	24
73. Procedure at the end of the academic year	24
74. The university will refrain only once from reporting a student	24
75. Records	24

Chapter 7. Procedure for issuing binding study recommendations	24
76. No binding study recommendations without prior warning	24
77. Warning	25
78. When the warning will be sent	25
79. Content of the warning	25
80. Scope of the warning	25
81. Warning in the case of re-enrolment following deregistration	25
82. Personal circumstances	25
83. Meeting	26
Chapter 8 Request for lifting a binding study recommendation	26
84. Lifting	26
Chapter 9. Special and personal circumstances and academic progress	26
85. Definition of personal circumstances	26
86. Other special circumstances	26
87. Procedure for establishing special and personal circumstances	27
PART 8. TESTS	28
Chapter 1. Content and administration of tests and publication of test standards	28
89. Connection to unit of study	28
90. Test duration	28
91. Test standards	28
Chapter 2. Types of tests	28
92. Types of tests	28
93. Oral tests	28
94. Other types of tests	29
Chapter 3. Timing and frequency of tests	29
95. Timing of tests	29
96. Number of test opportunities per academic year	29
Chapter 4. Resits	30
97. Timing of resits	30
98. Resit when test passed at first opportunity	30
99. Additional opportunity due to special circumstances	30
100. Resits in the context of curriculum obsolescence and updating	30
Chapter 5. Bringing forward test opportunities	30
101. Bringing forward	30
102. Conditions for bringing forward test opportunities	31
Chapter 6. Time, place and duration of tests	31
103. Test timetable, testing room, materials	31
104. Deadline for submitting work	31
105. Length of the test session	31
Chapter 7. Special test arrangements	32
106. Language deficiency	32
107. Disability	32
108. Alternative test time or location	32
109. Submitting a request for special arrangements	32
Chapter 8. Registering for tests	32
110. Which tests to register for	32
111. What happens if students do not register in time	32
112. Identical tests	33
113. Confirmation of registration	33
Chapter 9. Participation and attendance requirement	33
114. Participation in group work	33
115. Attendance, active participation and/or preparation requirements	33
116. Consequences of a decision to exclude	33
Chapter 10. Assessment	33
117. Examiner(s)	33
118. Grading procedure	34

119. Grading transparency	34
120. Assessing work placements and graduation products	34
121. Assessing the vocational component of dual-form programmes and work placements	34
Chapter 11. Grades and grading scales	34
122. Grading in points	34
123. Grading in letters	34
124. Submitting a blank test paper	34
125. Failure to participate in a test opportunity	34
126. Converting grades obtained at other universities	35
127. Grade for a unit of study	35
128. Final grade	35
Chapter 12. Test results	35
129. Timeframe for issuing results for oral tests and practical assignments	35
130. Timeframe for issuing results for written tests	35
131. Timeframe for issuing results for special written tests	35
132. Alternative timeframes	36
133. Notification of results	36
134. Reviewing results	36
135. Correction of grades	36
136. Submission and retention of work, misplaced work	36
Chapter 13. Irregularities, fraud and plagiarism	36
137. Rules relating to tests	36
138. Irregularities	37
139. Disturbance	37
140. Fraud/serious fraud	37
141. Participating in fraud	37
142. Procedure in the event of irregularities and suspected fraud	38
143. Measures in the event of fraud	38
Chapter 14. Declaring results to be invalid	39
144. Grounds for a declaration of invalidity	39
145. Consequences of a declaration of invalidity	39
Chapter 15. Validity period of completed tests and obtained exemptions	39
146. Limited validity period for tests and exemptions	39
147. End of validity period	39
148. End of validity period	39
Chapter 16. Accessing, discussing and requesting copies of tests	40
149. Right of access	40
150. Right to obtain a copy in the event of a dispute	40
Chapter 17. Retention of tests	40
151. Original retained by the university	40
152. Retention period	40
153. Inclusion in university records to comply with statutory obligations	40
154. Keeping and retaining a (digital) portfolio	41
Chapter 18. Exemptions	41
155. Exemptions from tests	41
156. Unit of study exemptions	41
157. Exemptions after switching programmes within the university	41
158. Exemption criteria	41
159. Exemptions granted solely based on up-to-date knowledge and experience	41
160. Exemptions procedure and evidence	41
161. Further investigation	42
162. Waiving further investigation	42
163. Exemptions prior to enrolment	42
164. Exemption from foundation examination	42
165. No exemption from final examination	42
166. Recording exemptions	43
Chapter 19. Unit of study substitution; national and international mobility	43

167. Request for substitution	43
168. No request required	43
169. Rules for teaching and testing in the case of a substitution	43
170. Other conditions	43
PART 9. EXAMINATIONS, DEGREE CERTIFICATES AND TRANSCRIPTS	44
Chapter 1. Examinations	44
171. Foundation and final examination	44
172. Requirements for passing the examination	44
173. Examination Board investigation	44
174. Requirements for passing the examination	44
Chapter 2. Degree certificates and transcripts	44
175. Degree certificate	44
176. List of grades and diploma supplement	45
177. Deferral of awarding of the degree certificate	45
178. Transcript	45
Chapter 3. With merit and cum laude designations	45
179. Recording on the degree certificate	45
180. Basis of calculation	45
181. 'With merit'	46
182. 'Cum laude'	46
PART 10. FINAL AND TRANSITIONAL PROVISIONS	47
183. Updating the TER	47
184. Unforeseen circumstances	47
185. Publication, entry into force and authentic version	47
Appendix: Annual Programmes	48
Appendix 1 Business Innovation 2022-2023 Study Units	54
Appendix 2 Business Innovation Educational Philosophy 2022-2023	116
Appendix 3 BI Educational Philosophy Year 3 & Year 4	153
Appendix 4 BI Progression Rules 2022-2023	212
Appendix 5 BI phase out plan	213
Appendix 6 Changes in study programme of electives - Faculty of Creative Business 2022-2023	221

PART 1. INTRODUCTION

1. Contents of the TER

These Teaching and Examination Regulations provide students with information about teaching and testing of the B Business Innovation (CROHO-number: 35515). 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](#).

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 IRIS: Knowledge base for students > Education > Exams > Examination Boards.

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.

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 in Business Innovation programme will be awarded to the student.

For more details about Year 1 see attachment:

Business Innovation TER 2021- Year 1 and Year 2

For more details about Year 2, 3 and 4 see attachments:

BI - Educational Profile & Philosophy Year 3 and 4

Description Units of Study Year 3 and 4.

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

An exit profile (specialisation) is a programme with opportunities for students to carry out more in-depth study. This is optional for students. Exit profiles do not appear on degree certificates.

The programme has the following exit profiles for cohorts 2021 and up: MICRO and MACRO. More information on the content is to be found on TEAMS.

12. Main subject

The programme does not have main subjects.

13. Optional subjects

The programme Business Innovation has the following electives:

Personal Learning Units in Year 2 till Year 4 (see Handbooks PLU)

Customized Programme Year 2 (cohort 2021 and up):

- Create your Start up
- Lab track (see attachment: Study guide electives Faculty Creative Business 2022-2023)
- Study Abroad

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.

Business Innovation is offered as a full-time programme.

15. Programme variants

Programmes can have different variants. The variants for the B Business Innovation programme are:

Not applicable.

Not applicable

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 consists of two terms of around twenty weeks each. We call these semesters.

For a description of the study-programme per year: 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.

The phase out plan is attached.

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 Attachment **BI Expiry date, transition period and validity period** and Attachment **Phase Out Plan (cohort 2020 and previous cohorts)**.

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.

See Attachment BI **Expiry date, transition period and validity period** and Attachment **Phase Out Plan (cohort 2020 and previous cohorts)**.

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.

Business Innovation Year 1 and Year 2 is redeveloped. For more information see Attachment Expiry date, transition period and validity period. For resit of the study-units that were offered in year 1 in 2022-2023 a special resit calendar will be published.

24. Evaluation of the programme

Quality assurance for the programme consists of a systematic evaluation cycle with two parts:

- Continuous evaluation with the students, based on their feedback collected on the feedback boards in the student lobby; regular evaluation meetings are held (once per term);
- Periodical evaluation at the end of each study unit by the study-unit leader

Topics discussed and improvements agreed upon and implemented are published on TEAMS.

The minutes of the oral student - evaluations held after each term will be sent to the PC by the management.

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

The following conditions for admission apply to the following unit of study / units of study: See attachment BI Progression Rules 2022-2023

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.

See Attachment BI Progression Rules 2022-2023.

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 BI Progression Rules 2021-2022.

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

37. Optional subjects

See handbooks of the various study units

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

Students can follow a semester abroad at one of our partner universities in year 2, semester 2 or choose subjects from Kies-op-Maat. There are also possibilities for projects within Inholland where students of various programmes work together on a project.

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.

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](#).

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.

Within the Business Innovation programme itself, each student has his/her own personal mentor with whom he/ she has regular meetings in order to discuss challenges/ difficulties and the study progress.

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.

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 50 of the 60 available credits in the foundation phase.

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 Business Innovation.

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

For interim entrants who are not part of the February intake, the standard will be the same as for all students.

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 results 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.

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 assessment criteria of the study unit, 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.

All oral tests are public.

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.

There are no exceptions to these rules in the BI programme.

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 recommendation 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.

Chapter 6. Time, place and duration of tests

103. Test timetable, testing room, materials

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

The programme arranges test dates so that they are spaced in an optimal way for students. The period of time in which a written or oral 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 Documents about the assessment procedure, posted on TEAMS.

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. Documents about the assessment procedure, posted on TEAMS indicates the length of each test session. If necessary, it also states the reason for the length of a particular test session.

Chapter 7. Special test arrangements

106. Language deficiency

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 Documents about the assessment procedure , posted on TEAMS.

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 Documents about the assessment procedure , posted on TEAMS.

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 Documents about the assessment procedure, posted on TEAMS 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.

This is not the case if the student can choose from among multiple test times; this will be stated in the source of units of study description.

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.

When the grade is obtained at a partner university of which the converting scales are known, we use that scales.

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 assessment criteria of the study unit.

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
- assessment criteria of the study unit.

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

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

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

138. Irregularities

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

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).

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 does 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'.

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.

Appendix: Annual Programmes

Programme: **Business Innovation** 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				
<u>Transforming Society</u>	4222BI112Z	■ ■ ■ ■	10	
<u>New Value Creation</u>	4222BI113Z	■ ■ ■ ■	10	
<u>Creating a Mindset</u>	4222BI111Z	■ ■ ■ ■	10	
<u>Personal Experience Studio 1</u>	4222BI131Z	■ ■ ■ ■	10	
<u>Launching Societal Impact</u>	4222BI132Z	■ ■ ■ ■	20	

Academic year 2

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Lead the Change</u>	4221BI211Z	■ ■ ■ ■	10	
<u>Create your Start-up</u>	4221BI212Z	■ ■ ■ ■	20	
<u>Corporate Innovation</u>	4221BI231Z	■ ■ ■ ■	20	
<u>Personal Experience Studio 2</u>	4221BI232Z	■ ■ ■ ■	10	

Academic year 3

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>Performing Innovation</u>	4219BI311Z	■ ■ ■ ■	12	
<u>Professional & Academic Development</u>	4218BI317Z	■ ■ ■ ■	4	
<u>Negotiated Learning Units</u>	4218BI315Z	■ ■ ■ ■	4	
<u>Work placement 1</u>	4214BI331Z	■ ■ ■ ■	10	
<u>Work placement 2</u>	4214BI332Z	■ ■ ■ ■	20	
Specialization: Macro				
<u>GT Macro - New Economic Reality</u>	4214BI321Z	■ ■ ■ ■	2	
<u>GT Macro - Social Innovation</u>	4217BI322Z	■ ■ ■ ■	3	
<u>GT Macro - Human Centered Design for Impact</u>	4214BI323Z	■ ■ ■ ■	5	
Specialization: Micro				
<u>GT Micro - Inspiration Sources for Innovation</u>	4214BI311Z	■ ■ ■ ■	5	
<u>GT Micro - Brand Driven Innovation</u>	4214BI312Z	■ ■ ■ ■	5	

Academic year 4

Unit of study	Code	Term	ECTS	Specific details
Basic curriculum				
<u>The Game of Innovation</u>	4214BI451Z	■ ■ ■ ■	3	
<u>Innovation Futures</u>	4218BI452Z	■ ■ ■ ■	6	
<u>Professional Development</u>	4214BI454Z	■ ■ ■ ■	1	
Specialization: Macro				
<u>GT Macro - Social Entrepreneurship</u>	4214BI421Z	■ ■ ■ ■	5	
<u>GT Macro - Innovating Society</u>	4214BI422Z	■ ■ ■ ■	5	
<u>GT Macro - Negotiated Learning Units</u>	4214BI423Z	■ ■ ■ ■	10	AF PR
<u>GT Macro - Graduation Project 1</u>	4214BI441Z	■ ■ ■ ■	6	AF PR
<u>GT Macro - Graduation Project 2</u>	4214BI442Z	■ ■ ■ ■	6	AF PR
<u>GT Macro - Graduation Project 3</u>	4214BI443Z	■ ■ ■ ■	6	AF PR
<u>GT Macro - Graduation Project 4</u>	4214BI444Z	■ ■ ■ ■	6	AF PR
<u>GT Macro - Graduation Project 5</u>	4214BI445Z	■ ■ ■ ■	6	AF PR

Unit of study	Code	Term	ECTS	Specific details
Specialization: Micro				
<u>GT Micro - Business Model Innovation</u>	4214BI411Z	■ ■ ■ ■	5	
<u>GT Micro - Business Process (re)Design</u>	4214BI412Z	■ ■ ■ ■	5	
<u>GT Micro - Negotiated Learning Units</u>	4214BI413Z	■ ■ ■ ■	10	AF PR
<u>GT Micro - Graduation Project 1</u>	4214BI431Z	■ ■ ■ ■	6	AF PR
<u>GT Micro - Graduation Project 2</u>	4214BI432Z	■ ■ ■ ■	6	AF PR
<u>GT Micro - Graduation Project 3</u>	4214BI433Z	■ ■ ■ ■	6	AF PR
<u>GT Micro - Graduation Project 4</u>	4214BI434Z	■ ■ ■ ■	6	AF PR
<u>GT Micro - Graduation Project 5</u>	4214BI435Z	■ ■ ■ ■	6	AF PR

Overview of tests

Legend

GRD	Grade assessment scale with the minimum score in parenthesis
SUS	Pass / fail scale
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							
Transforming Society	Transforming Society - Insights Presentation	4222BI112A	GRD(55)	100%	280	AW	TZ
New Value Creation	Value Creation process - Concepts	4222BI113A	GRD(55)	10%	280	AW	TZ
Creating a Mindset	Creating a Mindset - Portfolio	4222BI111A	GRD(55)	100%	280	S	
Personal Experience Studio 1	Personal Experience Studio - Exhibition	4222BI131A	GRD(55)	100%	280	AW	TZ

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Launching Societal Impact	Societal Impact scenario - Prototype	4222BI132A	GRD(55)	100%	560	AW	TZ

Academic year 2

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Lead the Change	Lead the Change - Portfolio	4221BI211A	GRD(55)	100%	280	AW	TZ
Create your Start-up	Create your Start-up - Pitch & Pitch Deck	4221BI212A	GRD(55)	100%	560	AW	TZ
Corporate Innovation	Corporate Innovation - Strategy & Portfolio	4221BI231A	GRD(55)	100%	560	AW	TZ
Personal Experience Studio 2	Personal Experience Studio - Portfolio	4221BI232A	GRD(55)	100%	280	AW	TZ

Academic year 3

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
Performing Innovation	PI - Experiential Case	4219BI311A	GRD(55)	100%	336	AW	TZ
Professional & Academic Development	PAD - BI Passport Appraisal	4218BI317A	GRD(55)	25%	28	AW	TZ
	PAD - The Challenge III - Implementation	4218BI317B	GRD(55)	50%	56	AW	TZ
	PAD - Academic Writing	4218BI317C	GRD(55)	25%	28	S	
Negotiated Learning Units	Negotiated Learning Units - Year 3	4218BI315A	SUS	0%	84	AW	
	NLU Year 3 - Reflection	4218BI315B	GRD(55)	100%	28	S	
Work placement 1	Work Placement - Assignment	4214BI331A	GRD(55)	100%	280	S	LN
Work placement 2	Work Placement - Job Appraisal	4214BI332A	SUS	0%	190	S	LN
	Work Placement - Activity Report & Reflection	4214BI332B	GRD(55)	50%	190	S	LN
	Work Placement - Personal Development Appraisal	4214BI332C	GRD(55)	50%	180	M	TZ
Specialization: Macro							

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
GT Macro - New Economic Reality	GT Macro - NER - Academic Paper	4214BI321A	GRD(55)	100%	56	S	
GT Macro - Social Innovation	GT Macro - SI - Analysis report	4217BU322A	GRD(55)	100%	84	S	
GT Macro - Human Centered Design for Impact	GT Macro - HCD - Expo Market	4214BI323A	GRD(55)	100%	140	AW	
Specialization: Micro							
GT Micro - Inspiration Sources for Innovation	GT Micro - ISI - Innovation Proposal	4214BI311A	GRD(55)	100%	140	AW	TZ
GT Micro - Brand Driven Innovation	GT Micro - BDI - Strategic Brief	4214BI312A	GRD(55)	100%	140	AW	TZ

Academic year 4

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
Basic curriculum							
The Game of Innovation	TGI - Strategy Recommendation	4214BI451A	GRD(55)	100%	84	AW	
Innovation Futures	IF - Trend Report & Presentation	4218BI452A	GRD(55)	100%	186	AW	TZ
Professional Development	PD - Employability Report	4214BI454A	GRD(55)	100%	28	S	
Specialization: Macro							
GT Macro - Social Entrepreneurship	GT Macro - SE - Business Proposition	4214BI421A	GRD(55)	100%	140	AW	TZ
GT Macro - Innovating Society	GT Macro - IS - Society 4.0 Article	4214BI422A	GRD(55)	100%	140	S	
GT Macro - Negotiated Learning Units	GT Macro - NLU - Year 4	4214BI423A	SUS	0%	224	AW	
	GT Macro - NLU - USP Statement	4214BI423B	GRD(55)	100%	56	S	
GT Macro - Graduation Project 1	GT Macro - GP - Graduation Project Plan	4214BI441A	GRD(55)	100%	168	S	LN
GT Macro - Graduation Project 2	GT Macro - GP - Research Report	4214BI442A	GRD(55)	100%	168	S	LN
GT Macro - Graduation Project 3	GT Macro - GP - Solution	4214BI443A	GRD(55)	100%	158	S	LN
	GT Macro - GP - Oral Defence	4214BI443B	SUS	0%	10	M	TZ
GT Macro - Graduation Project 4	GT Macro - GP - Implementation Plan	4214BI444A	GRD(55)	100%	168	S	LN

Unit of study	Test	Code	Scale	Weight	SBU	Mode	Specific details
GT Macro - Graduation Project 5	GT Macro - GP - Log & Reflection	4214BI445A	GRD(55)	100%	168	S	LN
Specialization: Micro							
GT Micro - Business Model Innovation	GT Micro - BMI - Business Model Recommendation	4214BI411A	GRD(55)	100%	140	AW	
GT Micro - Business Process (re)Design	GT Micro - BPD - Business Process	4214BI412A	GRD(55)	100%	140	AW	
GT Micro - Negotiated Learning Units	GT Micro - NLU - Year 4	4214BI413A	SUS	0%	224	AW	
	GT Micro - NLU - USP Statement	4214BI413B	GRD(55)	100%	56	S	
GT Micro - Graduation Project 1	GT Micro - GP - Graduation Project Plan	4214BI431A	GRD(55)	100%	168	S	LN
GT Micro - Graduation Project 2	GT Micro - GP - Research Report	4214BI432A	GRD(55)	100%	168	S	LN
GT Micro - Graduation Project 3	GT Micro - GP - Solution	4214BI433A	GRD(55)	100%	158	S	LN
	GT Micro - GP - Oral Defence	4214BI433B	SUS	0%	10	AW	TZ
GT Micro - Graduation Project 4	GT Micro - GP - Implementation Plan	4214BI434A	GRD(55)	100%	168	S	LN
GT Micro - Graduation Project 5	GT Micro - GP - Log & Reflection	4214BI435A	GRD(55)	100%	168	S	LN

B Business Innovation FT 2022-2023

Description of Units of Study

Year 1

Basic curriculum

Term 1

Transforming Society - 4222BI112Z

Content of unit of study	<p>In this study unit we will look from different perspectives, zooming in and out, to the world around us and the ecosystems within it. From a worldwide level to a country level as also on a business level to a personal level.</p> <p>We do this to understand how these systems work and how they interact. You could say that we try to create a more holistic view on the world around us. Understanding that everything is connected. And everything is influenced by other elements. As the title of the course suggests we are looking into society and how society is developing. In that same perspective we will also look into the role of Businesses and their influence on society and societal change and the way they create value.</p> <p>Topics:</p> <ul style="list-style-type: none">▪ Industry analysis/context analysis▪ Value creation▪ Business model description▪ Trends and Developments▪ Research Skills▪ English Communication
Learning outcomes	<u>Define, Execute</u>
Requirements for participation in units of study (See also Article 29 TER)	None
Specific details	None

Assessment: Transforming Society - Insights Presentation - 4222BI112A

Assessment objectives/criteria	Assessment objectives:/criteria: 1. Group report “Industry Analysis”: Visualize and justify the outcomes of the industry analysis, the models and the country analysis by clearly describing all relevant elements and justify the use of research methods and the data collection method 1. Group Presentation : Presents the INDUSTRY ANALYSIS with clear recommendations for the chosen companies. 1. Individual Insights report: Justify your own opinion, views and ideas on the current economic, societal, environmental situation.	
Details of assessments	Individual insights report, a group presentation and a group report with all weekly deliverables.	
Strategies and teaching activities	Lectures, Group work	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	n.a.	

Term 2

New Value Creation - 4222BI113Z

Content of unit of study	The study unit New Value Creation lets students discover how to create valuable innovations that bring about positive social and environmental change for the world. Through exploration students will understand how change comes
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	about, get to know needs and expectations of the people involved in the situation at hand, and how to (co)create enduring solutions.
	about innovation
	exploring the concept of value
	understanding change
	creating value through innovation
	thinking like a designer
	understanding human behaviour
	discovering sustainability
	exploring impact
	developing valuable concepts
Learning outcomes	define, design, execute, learn
Requirements for participation in units of study (See also Article 29 TER)	None
Specific details	None

Assessment: Value Creation process - Concepts - 4222BI113A

Assessment objectives/criteria	explorative research
	design research (e)valuating innovations
	sustainable value creation for society
	value creation process
	idea generation
	concept development
	presentation of outcomes
Details of assessments	process biography & design rationale (journal)
	value constellation (simulation)

	concepts (pitch)	
	impact analysis (report)	
Strategies and teaching activities	Lectures, group work	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Semester 1

Creating a Mindset - 4222BI111Z

Content of unit of study	<p>In the Creating a Mindset study unit, we challenge your thinking with a large cultural playground that fosters awareness and enables multiple perspectives. We aim to shape innovative students in ways that enable to work in almost any environment they wish, by triggering a mix of empathy and critical, creative thinking. To this end we incorporate self-reflection and personal development into your learning journey. We want to help you find and turn your passion into a profession. To help you make positive, meaningful, impactful change happen in the world as part of a new generation of young professionals: leaders, problem-solvers, creative thinkers, and innovators. Which starts with training a powerful, vital and unique mindset.</p> <p>You will gain a deeper understanding of who you are, what is important to you, your behaviour, strengths, skills and ambitions. You will become more aware of what diverse thinking really means, become more culturally and self-aware, and develop your leadership skills. You will learn how to create a healthy, positive foundation for yourself, so you are better able to manage stress, adapt to change, and bring new ideas into the world.</p> <p>The focus is on personal and professional development in 2 areas:</p> <p>Awareness of self: Who am I, what are my talents, ambitions, etc?</p> <p>Awareness of context and environment: How do I interact with my environment? What is my impact and contribution to a group? How can I add value to my environment?</p> <p>Topics:</p>
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	<p>Onboarding:</p> <ul style="list-style-type: none"> ▪ Introduction to the programme ▪ Getting to know the learning community ▪ Learning goals ▪ Practical info for studying in the Netherlands ▪ Study plan <p>Who am I as a learner?:</p> <ul style="list-style-type: none"> ▪ Reflection on personal and professional development and ambitions ▪ Reflection on purpose, talents, strengths and allowable weaknesses, and core qualities ▪ Healthy habits <p>How do I present myself?</p> <ul style="list-style-type: none"> ▪ My unique value proposition ▪ Personal branding <p>Who am I in an international learning community?</p> <ul style="list-style-type: none"> ▪ Team roles ▪ Cultural awareness and multicultural teamwork ▪ Peerfeedback <p>How do I relate to the world outside of me?</p> <ul style="list-style-type: none"> ▪ Awareness, assumptions and bias ▪ Critical thinking
Learning outcomes	lead, learn
Requirements for participation in units of study (See also Article 29 TER)	None
Specific details	None

Assessment: Creating a Mindset - Portfolio - 4222BI111A

Assessment objectives/criteria	<p>Onboarding</p> <p>Explores their intrinsic motivations (drivers), preferred learning styles, knacks, and most fitting innovation roles</p> <p>Accepts mentoring and coaching by more experienced students, teachers and professionals</p> <p>Who am I as a Learner?</p>
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	<p>Is aware of their own cultural background, beliefs, presence, time and place in society.</p> <p>Explores their intrinsic motivations (drivers), preferred learning styles, knacks, and most fitting innovation roles</p> <p>How do I present myself?</p> <p>Explores their intrinsic motivations (drivers), preferred learning styles, knacks, and most fitting innovation roles</p> <p>Who am I in an international learning community?</p> <p>Is open in learning from others (making connections, contributing to discussions, responding to learning opportunities)</p> <p>Is open to learning on the cultural background from others. Is open to listen, analyse and understand other people perspectives</p> <p>Is able to effectively collaborate in a diverse team of students with different preferences, approaches, ideas and working attitudes, with an open eye for the team dynamics</p> <p>Is able to reflect on their own contribution in the team effort and their own learnings as a team member</p> <p>How do I relate to the world outside me?</p> <p>Explores reflective and independent thinking, analysing and understanding the connections between ideas or beliefs</p>	
	Details of assessments	Portfolio
	Strategies and teaching activities	Lectures, group work
	Compulsory attendance (See also Article 115 TER)	No
	Permitted aids	N.A.

Semester 2

Personal Experience Studio 1 - 4222BI131Z

Content of unit of study	<p>Personal Experience Studio</p> <p>The Personal Experience Studio is designed to trigger your curiosity, broaden your horizons, and to help you find your purpose and put it to work. Following the educational philosophy that people are more motivated to learn when they have a say in what they learn and how, the BI programme gives students the opportunity to create part of their study programme themselves by choosing from a range of bite-sized learning units. Students create their own specialisation(s) within the Personal Experience Studio. You decide and register to take part in the study units on offer and a mix of activities.</p> <p>The focus is on acquiring knowledge and skills, and personal and professional development in 3 areas: Wisdom, Work and Wellbeing.</p>
Learning outcomes	Lead, Learn
Requirements for participation in units of study (See also Article 29 TER)	None
Specific details	None

Assessment: Personal Experience Studio - Exhibition - 4222BI131A

Assessment objectives/criteria	<p>Beginning:</p> <p>Can explore different ways to improve their own knowledge and skills set.</p> <p>Accepts mentoring and coaching by more experienced students, teachers and professionals</p> <p>During:</p> <p>Is open in learning from others (making connections, contributing to discussions, responding to learning opportunities)</p> <p>Is open to listen, analyse and understand other people's perspectives</p> <p>Demonstrate knowledge of several methods of improving creative thinking</p> <p>Understands how strategy and vision connects to execution of projects and/or other team work</p>
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	<p>Accepts mentoring and coaching by more experienced students, teachers and professionals</p> <p>Ending/future reflection:</p> <p>Can reflect on their activities, analyse it post-action, reflect on it, and describe improvements needed.</p> <p>Is able to weigh ideas, concepts and/or processes and can evaluate the quality of these ideas/concepts</p> <p>Is open to sharing new ideas and relevant information and is open to listening to other team members' ideas.</p> <p>Is able to reflect on their own contribution to the team effort and their own learnings as a team member.</p>	
Details of assessments	<p>The learning done in the Personal Experience Studio is assessed through a Galary where they expose their learnings. A prerequisite for assessing this, is that students attended and actively participated in the bite size study units.</p>	
Strategies and teaching activities		
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Launching Societal Impact - 4222BI132Z

Content of unit of study	<p>The study unit Launching Societal Impact lets students discover how to analyse wicked problems, to understand the causes and effects of connected issues and determine approaches to develop solutions to deal with this complexity, in order to set change in motion to amplify the good and reducing the bad.</p> <p>understanding wicked problems</p>
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	analysing context and impact defining opportunities developing future scenarios developing solutions prototyping solutions testing feasibility and viability validating impact
Learning outcomes	define, design, execute, lead, learn
Requirements for participation in units of study (See also Article 29 TER)	None
Specific details	N.A.

Assessment: Societal Impact scenario - Prototype - 4222BI132A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ explorative research ▪ impact analysis ▪ system & scenariotthinking ▪ concept development ▪ prototype testing ▪ impact validation ▪ presentation of outcomes
Details of assessments	process biography & design rationale (journal) future scenario (pitch) concepts (infographic) impact validation (report) prototype (fair)

Strategies and teaching activities	Lectyures, group work	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Year 2

Basic curriculum

Semester 1

Lead the Change - 4221BI211Z

Content of unit of study	<p>Change doesn't just happen on its own. It takes real leadership for systematic change to happen. It takes changemakers capable of mobilising teams with a shared sense of purpose, direction and focus.</p> <p>Winning on the outside nowadays means beginning on the inside. The challenge is to find ways to weave creative thinking and new ways of working into a business's strategy and culture.</p> <p>In today's world, NGOs, startups and scaleups alike need leaders with an entrepreneurial mindset to drive change collaboratively with fresh ideas and new perspectives.</p> <p>This course immerses students in co-creational techniques, principles and best practices. Students will utilise facilitation skills to generate new ideas, gain insight, solve problems, stimulate consensus and positive behaviour. It examines creative thinking and structured co-creation. The emphasis will be on gamestorming, a unique set of creative games and exercises that help you to facilitate innovative and creative ideas.</p>
Learning outcomes	Define, Design, Execute, Learn & Lead

Requirements for participation in units of study (See also Article 29 TER)	None
Specific details	N.A.

Assessment: Lead the Change - Portfolio - 4221BI211A

Assessment objectives/criteria	<p>Leading the Change "Launch Phase" teaches you to activate your personal brand, and define goals.</p> <p>You will learn how define issues, challenges and opportunities for a start-up and defines questions to be investigated.</p> <p>You will learn about how to structure creative sessions, incl timekeeping, managing and giving feedback.</p> <p>You will learn about observing participants in creative sessions and help them to come up with creative ideas</p> <p>You will learn to give insight into company's problem and help them to come up with creative solutions</p> <p>You will learn about your leading skills and how to activate your personal brand and defining learning goals for your future role as an innovator.</p>
Details of assessments	<p>Launch: Setting personal goals and OKRs for the course, related to student personal branding/skills</p> <p>Flight: Three levels; 1, 2 & 3</p> <p>Each level requires a (group) facilitation plan, performing a facilitation session, an action plan and a debrief. All equally weighted. Each level must be completed (Level 1 (Gamestormer), 2 (Ideator), 3 (Facilitator) = Go/NO Go)</p> <p>Landing: final assessment which is a 15 minute talk with mentor accompanied by a presentation detailing if OKRs and personal branding/skills have been met and which gaps exist and how to tackle these.</p>
Strategies and teaching activities	Lectures, workshops, group work

Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Create your Start-up - 4221BI212Z

Content of unit of study	<ul style="list-style-type: none"> - Pitching of initial ideas - Team Formation & Logistics - Problem Validation - Trend Analysis - Customer Validation - Beachhead Market & Competitive Analysis - Tech Scouting - First Prototype & Customer Journey - Financials & Legal - Impact (Social & Environmental) - Marketing - Sources of Income - Final Pitching 	
Learning outcomes	Design, Execute, Lead, Learn	
Requirements for participation in units of study (See also Article 29 TER)	N.A.	
Specific details	N.A.	

Assessment: Create your Start-up - Pitch & Pitch Deck - 4221BI212A

Assessment objectives/criteria	Designing an innovative prototype Learning to become an entrepreneur Learning how to sell your company idea to several stakeholders	
Details of assessments	Pitch Deck & Pitch Entrepreneurial Log Design Infographic Prototype	
Strategies and teaching activities	Lectures, Group Work	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Semester 2

Corporate Innovation - 4221BI231Z

Content of unit of study	Context Analyses of the Industry Formulating an innovation strategy and innovation portfolio for a selected organisation Analysing current organization's innovation capabilities (organisation & governance, portfolio & Project management, leadership & culture, innovation accounting, innovation execution) Create relevant interventions to mature current innovation capabilities Define a transformation program to implement the create interventions Design a holistic business case forecasting the expected value (economic, social and sustainable) creation for the company after implementing the interventions Personal Development and possible future consulting roles in a corporate organisation
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Learning outcomes	Define, Design, Execute, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	N.A.
Specific details	N.A.

Assessment: Corporate Innovation - Strategy & Portfolio - 4221BI231A

Assessment objectives/criteria	<ul style="list-style-type: none"> Analyse the context of the organisation and formulate an Innovation Strategy Analysis of the current and future state of the organization's innovation capabilities enabling the implementation of the innovation strategy Design a realistic transformation plan to mature the innovation capabilities Personal development and contribution to teamwork 	
Details of assessments	<p>Group Assessments:</p> <ol style="list-style-type: none"> Trend report Innovation Strategy & Portfolio Design Analysis of the organization's innovation capabilities (Innovation Maturity Matrix) Transformation Program (including a business case) <p>Individual Assessments:</p> <ol style="list-style-type: none"> Personal self assessment of the quality of products of own group assignment <p>Future consulting roles in a corporate organisation</p>	
Strategies and teaching activities	Group assignments, expert workshop, company visits, creative design sessions, desk research, self-study, class discussions, regular feedback sessions, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Personal Experience Studio 2 - 4221BI232Z

Content of unit of study	<p>You are coming up to the halfway stage of the BI course and we want you to start thinking about in which direction you want to go in the second half and beyond.</p> <p>In Personal experience studio 2, you will get the chance to work on projects that relate to your own learning goals. Which industry or area would you like to go more deeply into? What type of skills would you like to have when you graduate? You already have an idea of what interested you and what didn't during personal experience studio 1 in year 1, and you gained insight into the workings and needs of startup companies in lead the change in semester 1 of year 2.</p> <p>The innovator roles:</p> <ol style="list-style-type: none"> 1. Ideas and creative thinking 2. Product design and development 3. Strategic analysis, development and execution <p>You will be given the chance to follow and take part in projects given by professionals in the industry. You will apply your knowledge and creativity to these projects in order to come up with a solution to the project in which you are taking part.</p> <p>You will work in a group, providing solutions for 4 different projects during the semester.</p> <p>The project leaders will guide you in your work, offering you feedback, insight and insider knowledge.</p>
Learning outcomes	Define, Design, Execute, Learn
Requirements for participation in units of study (See also Article 29 TER)	N.A.
Specific details	N.A.

Assessment: Personal Experience Studio - Portfolio - 4221BI232A

Assessment objectives/criteria	<p>You will learn how to collaborate in a team and co-create with external partners, coming up with creative, innovative solutions to (business) problems.</p> <p>You will learn how to come up with tangible products, ideas or an innovation strategy for a company.</p> <p>You will develop a number of prototypes for each project, making savvy choices that lead to a final product.</p>
Details of assessments	<p>4 completed projects, graded on the reflection of the work done.</p> <p>4 appraisal forms, filled in by each project leader based on your final products</p> <p>Final shark tank: Students need to present one of their creative solutions to a panel of experts who will grill them on their ideas, asking them questions on feasibility of products, etc. .</p>

Strategies and teaching activities	Group assignments, expert workshop, company visits, creative design sessions, desk research, self-study, class discussions, regular feedback sessions, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	N.A.	

Year 3

Basic curriculum

Semester 1

Performing Innovation - 4219BI311Z

Content of unit of study	<p>Have you ever noticed that as companies grow larger, they stop innovating?</p> <p>The corporate environment is an intangible factor that can make or break the potential of even the most innovative individuals. So how do you create, lead and monitor a business environment where innovation is the norm?</p> <p>CREATE: Innovative organisations have a specific culture and structure that nurture the development of innovation capabilities. An effective and productive structure and culture of innovation is like a good minestrone soup: it needs to have the right mix and balance of all the ingredients at the right time, otherwise it's completely unsuccessful, unbalanced – and downright mushy. And you need to nurture the culture of innovation constantly.</p> <p>LEAD: A small number of innovators at the very top of an organization, and owner-entrepreneurs cannot be the only source of leadership, creativity and inspiration. Genuinely scalable and sustainable business innovation requires all employees to have the ability and desire to innovate, and the confidence to be creative. Developing a critical mass of innovators across the whole business requires strong leadership and must be supported by a 'safe place' for innovation to thrive in your business culture.</p> <p>MONITORING and IMPACT: Innovation needs to serve a purpose. Ultimately it should lead to an organisation reaching its goals (in a more efficient way). Those goals can be described in monetary values but even if they are</p>
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	not...money is involved. As an innovator you also should have knowledge of this subject since you will have to convince stakeholders about the investment need and the return on it.
Learning outcomes	Define, Design, Lead and Learn
Requirements for participation in units of study (See also Article 29 TER)	n.a.
Specific details	N.A.

Assessment: PI - Experiential Case - 4219BI311A

Assessment objectives/criteria	<p>What is the present situation? (IST)</p> <ul style="list-style-type: none"> - Context - Culture & Structure: enablers and disablers - Leadership - Innovation capabilities <p>Interventions: how can innovation capabilities be improved? (SOLL)</p> <ul style="list-style-type: none"> - Interventions in structure, culture, leadership - Implementation plan - Leadership skills in implementing the interventions <p>Cost & Benefits of the interventions</p>
Details of assessments	Experiential Case
Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, viewings (videos), brainstorm, assignments, student presentations, ENACTMENTS
Compulsory attendance (See also Article 115 TER)	No

Permitted aids	All relevant tools and sources permitted
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Professional & Academic Development - 4218BI317Z

Content of unit of study	<p>Becoming a successful International Business Innovator doesn't only require specialized knowledge and skills regarding business, innovation and internationalisation. It also requires more general knowledge and skills. Knowledge and skills that are important for every professional and knowledge worker to be successful in 21st century society. The Professional Development track focuses on the development of this knowledge and skills, alongside your acquisition of specialized knowledge and skills. The content of each Professional Development study unit through the study programme is attuned to the content of the other study units surrounding it, or sometimes to the content of the next term or semester, so that you can practice the professional skills in all your activities in a term.</p> <p>In semester 1 year 3, the study Unit Professional and Academic Development consists of 4 elements:</p> <ul style="list-style-type: none"> ▪ Who am I professionally? ▪ Academic writing ▪ The Challenge III ▪ Supervision
Learning outcomes	<p>Define, Design, Execute, Learn, Lead</p> <p>You'll be able to create a clear profile of yourself as a junior practitioner of innovation and make choices regarding your activities and future accordingly</p> <p>You'll be able to write publication-worthy academic papers</p> <p>You'll be able to research a large issue and develop and implement innovative concepts to address them from several perspectives</p> <p>You'll be able to connect the dots in your own development</p>
Requirements for participation in units of study (See also Article 29 TER)	No requirements
Specific details	No details

Assessment: PAD - BI Passport Appraisal - 4218BI317A

Assessment objectives/criteria	Design: on Professional Innovator level Define: on Professional Innovator level Lead: on Professional Innovator level Learn: on Professional Innovator level Execute: on Professional Innovator level Professional profile Reflection on past Projection on future	
Details of assessments	BI Passport with interview, not public	
Strategies and teaching activities	Class discussions, workshops, practice sessions, self-study, assignments, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Assessment: PAD - The Challenge III - Implementation - 4218BI317B

Assessment objectives/criteria	Design: on Professional Innovator level Define: on Professional Innovator level Lead: on Professional Innovator level Learn: on Professional Innovator level Execute: on Professional Innovator level The Innovation The environment of the innovation The implementation of the innovation Reflection on the innovation process	
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Details of assessments	Reflection reports and presentation of innovation
Strategies and teaching activities	Coaching, master classes
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	Not applicable

Assessment: PAD - Academic Writing - 4218BI317C

Assessment objectives/criteria	Design: on Professional Innovator level Define: on Professional Innovator level Lead: on Professional Innovator level Learn: on Professional Innovator level Execute: on Professional Innovator level Clarity and credibility of reasoning Substantiation, justification and referencing Appropriateness of sources Appropriateness and structure of message (language)
Details of assessments	Academic paper
Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, assignments
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

Negotiated Learning Units - 4218BI315Z

Content of unit of study	<p>During the studies, students can choose NLUs (elective units of study):</p> <p>With these NLUs students create their own specialisation(s) within the overarching graduate profile of international business innovator in combination with their chosen graduation track.</p> <p>In year 3 we offer general- and grad track NLUs. This last one is a smaller version of the regular grad track classes.</p> <p>The NLU's on offer in a term / semester are listed in the NLU handbook.</p>
Learning outcomes	Define, Design, Execute, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	No requirements
Specific details	Not applicable

Assessment: Negotiated Learning Units - Year 3 - 4218BI315A

Assessment objectives/criteria	Active participation in NLU lecturers	
Details of assessments	Various assessments depending on which NLU was chosen	
Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, brainstorm, assignments, student presentations	
Compulsory attendance (See also Article 115 TER)	Yes	
Permitted aids	Not applicable	

Assessment: NLU Year 3 - Reflection - 4218BI315B

Assessment objectives/criteria	<ul style="list-style-type: none">▪ Active relevant expansion of knowledge and skills base▪ Reflects on the process and effects of his own activities, in- and post-action	
Details of assessments	Reflection	
Strategies and teaching activities	Written instruction	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Semester 2

Work placement 1 - 4214BI331Z

Content of unit of study	<p>To provide students with a true authentic experience, the second half of the third year of the BI curriculum comprises a work placement. During the work placement students work in real companies or an Inholland Lab on real assignments and tasks with real co-workers and supervisors, in order to learn and experience what it's like to function as (junior) business innovation professionals within a business environment. In general terms, the purpose of the work placement is for students to:</p> <ul style="list-style-type: none">▪ get an up-close and in-depth view of the life and work context of a business innovator and all aspects of his future profession;▪ confirm (and gain deeper understanding of) his suitability for the (international) business innovation profession;▪ discover to what extent he has developed as a junior innovation practitioner and what learning still lies ahead to reach the ultimate junior innovation professional level;▪ develops professional expertise based on experience;▪ deepen his body of knowledge by applying, developing and reflecting on his knowledge and skills in a real professional innovation context;▪ experience and further develop practical integrated general professional skills like organisation skills, reporting (orally and in
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	<p>writing), taking initiative, listening, asking for and making use of feedback, taking responsibility, etc.);</p> <ul style="list-style-type: none"> ▪ learn to apply what he's learned in different situations and circumstances (transfer); ▪ gain in-depth insight in his own professional behaviour and performance.
Learning outcomes	Define, Learn, Lead, Design and Execute
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the work placement in year 3 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 64 ECs in the post-foundation phase <p>Argumentation:</p> <p>During the work placement students are BI ambassadors. We want to make sure they are sufficiently equipped to do the tasks required of them (at the required level) during the work placement. In part so they have a chance of succeeding at those tasks, and in part to uphold the BI reputation. 64 ECs means the student has passed more than 2/3rds of the post foundation phase, making him/her minimally equipped to be successful at a work placement as junior innovation practitioner.</p>
Specific details	

Assessment: Work Placement - Assignment - 4214BI331A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Context analysis ▪ Problem / opportunity definition ▪ Research & Analysis ▪ Recommendations
Details of assessments	Assignment (innovation report)
Strategies and teaching activities	Coaching
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

Work placement 2 - 4214BI332Z

Content of unit of study	<p>To provide students with a true authentic experience, the second half of the third year of the BI curriculum comprises a work placement. During the work placement students work in real companies or an Inholland Lab on real assignments and tasks with real co-workers and supervisors, in order to learn and experience what it's like to function as (junior) business innovation professionals within a business environment. In general terms, the purpose of the work placement is for students to:</p> <ul style="list-style-type: none"> ▪ get an up-close and in-depth view of the life and work context of a business innovator and all aspects of his future profession; ▪ confirm (and gain deeper understanding of) his suitability for the international business innovation profession; ▪ discover to what extent he has developed as a junior innovation practitioner and what learning still lies ahead to reach the ultimate junior innovation professional level; ▪ develops professional expertise based on experience; ▪ deepen his body of knowledge by applying, developing and reflecting on his knowledge and skills in a real professional innovation context; ▪ experience and further develop practical integrated general professional skills like organisation skills, reporting (orally and in writing), taking initiative, listening, asking for and making use of feedback, taking responsibility, etc.); ▪ learn to apply what he's learned in different situations and circumstances (transfer); ▪ gain in-depth insight in his own professional behaviour and performance.
Learning outcomes	Define, Design, Execute, Learn and Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the work placement in year 3 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 64 ECs in the post-foundation phase <p>Argumentation:</p> <p>During the work placement students are BI ambassadors. We want to make sure they are sufficiently equipped to do the tasks required of them (at the required level) during the work placement. In part so they have a chance of succeeding at those tasks, and in part to uphold the BI reputation. 64 ECs means the student has passed more than 2/3rds of the post foundation phase,</p>

	making him/her minimally equipped to be successful at a work placement as junior innovation practitioner.
Specific details	No details

Assessment: Work Placement - Job Appraisal - 4214BI332A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Performance of specialist tasks ▪ Functioning in a medium-sized multidisciplinary and intercultural team ▪ Work attitude and behaviour ▪ Innovator skills 	
Details of assessments	Job appraisal report	
Strategies and teaching activities	Coaching/job supervision	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Assessment: Work Placement - Activity Report & Reflection - 4214BI332B

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Task analysis ▪ Reflection-in-action ▪ Decision making ▪ Application of BI knowledge and skills 	
Details of assessments	Activity Report & Reflection	
Strategies and teaching activities	coaching	
Compulsory attendance (See also Article 115 TER)	No	

Permitted aids	Not applicable
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Assessment: Work Placement - Personal Development Appraisal - 4214BI332C

Assessment objectives/criteria	<ul style="list-style-type: none"> Engagement in own learning journey Insight in self Projection for future learning 	
Details of assessments	Appraisal interview, the assessment is public	
Strategies and teaching activities	coaching	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Exit Profile: Macro

Semester 1

GT Macro - New Economic Reality - 4214BI321Z

Content of unit of study	The world around us is changing at an ever increasing pace. Because the understanding that the old social and economic theories and models are no longer sufficient to deal with new realities, new initiatives are being taken. Basic income, sharing economy, purpose economy, society 3.0 etc. All new initiatives and ideas are aiming to address the problems we are seeing around us or are coming towards us. Problems such as inequality of wealth and education, high income disparities, physical labor taken over by technology, limited natural resources, global warming ... just to mention a few. But how "new" are those initiatives really? And what are the drivers that makes them come to the surface (again)? How do they impact the current society now and in the near future?
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	<p>We will look deeper into the drivers of these initiatives and ideas so you are able to analyze this new economic reality.</p> <p>Topics to be covered include:</p> <ul style="list-style-type: none"> ▪ Sharing Economy ▪ Basic Income ▪ Society 3.0 ▪ Environmental issues ▪ New Technology ▪ Purpose economy
Learning outcomes	Define, Learn
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the IBIS passport semester 2, year 2) <p>Argumentation : The learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The BI passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the BI meta-skills and an effective learning attitude. In the BI philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Macro - NER - Academic Paper - 4214BI321A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Identification of relevant socio-economic developments at a macro level (including drivers) ▪ Analysis of impact of macro socio-economic developments ▪ Estimation of implications of macro social-economic developments for the near future
Details of assessments	Academic paper

Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, brainstorming, assignments, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

GT Macro - Social Innovation - 4217BI322Z

Content of unit of study	<p>What makes social innovation different from commercial innovation? Are there crossovers? Which kinds of issues are solved by social innovation? What are the elements, drivers and stakeholders in social innovation? What are we trying to achieve with social innovation?</p> <p>In this study unit we will examine the three Ps of social innovation: Purpose, Possibilities and Progress. In exploring <i>purpose</i> the focus is on identifying the motivations and goals of social innovation. Experiencing <i>possibilities</i> will contribute to understand the different approaches and levels of complexity of social innovation. In evaluating <i>progress</i> we will try to measure social innovations.</p> <p>The process is based on testing hypotheses around the topics in order to gain valuable insights and reflections. We will work with real social innovation cases and talk to people who have already made their mark in this field. The ultimate goal is for you to learn to recognize the need for and context of social innovation and to evaluate the impact of social innovation. The assessment is geared to you creating your vision on the different elements of social innovation. In which way does social innovation contribute to near future social needs?</p> <p>This study unit is analytical, aiming to provide you with a solid understanding of social innovation and can be regarded as a precursor to the study unit that revolves around social entrepreneurship in year 4.</p>	
Learning outcomes	<p>Learning outcomes</p> <p>Define, Learn</p>	
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) 	

	Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The BI passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the BI meta-skills and an effective learning attitude. In the BI philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.
Specific details	no

Assessment: GT Macro - SI - Analysis report - 4217BU322A

Assessment objectives/criteria	Exploration of the purpose of social innovation Determining the possibilities of social innovation Evaluating the progress of social innovation	
Details of assessments	Analysis Report	
Strategies and teaching activities	Lectures, class discussion, guest lectures, practice sessions, self-study and student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Macro - Human Centered Design for Impact - 4214BI323Z

Content of unit of study	Human Centered Design is a methodology aiming to start your innovation process from the understanding of your users. You'll be searching for their
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	<p>dreams, aspirations, and fears. When you know how people live and what their physical and social context is, it will be easier to come up with appropriate solutions for their challenges.</p> <p>After actively participating in this study unit, you will be more experienced in executing design research and by doing so share strong insights rooted in qualitative data. This will help you understand human behaviour better. This approach supports the search for the smallest intervention with the biggest impact to facilitate change in human behaviour for innovation. You're not expected to come up with rocket science, rather you will focus on people and their behaviour and come up with the most relevant interventions put in the right context at the right time. Our search is aimed at finding the appropriate agent (object, person, service, or company) that is most plausible to enhance the human behaviour in the desired way.</p>
Learning outcomes	Define, Design, Execute
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The BI passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the BI meta-skills and an effective learning attitude. In the BI philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Macro - HCD - Expo Market - 4214BI323A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ User and design research ▪ Selection of appropriate agent(s) for change ▪ Creation of appropriate concepts
Details of assessments	A design brief and a concept report

Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, brainstorms, assignments, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Exit Profile: Micro

Semester 1

GT Micro – Inspiration Sources for Innovation - 4214BI311Z

Content of unit of study	<p>What do Archimedes, Sir Isaac Newton and Alexander Flemming have in common (Quick, Google..., nah we'll tell you!) Mr. A needed to find a way to prove that the goldsmith was cheating the king by not making the crown out of solid gold. He had his famous "Eureka!" moment when he stepped into his bathtub. Sir N was pondering on what is now known as his law of gravity when we saw an apple falling from a tree. Mr. F (of course there are Mrs., Ms innovators!) accidentally discovered Pennicilin when he had forgotten to put a dish with a staphylococci cultures in the fridge. These discoveries are known as serendipity, which is the ability of an alert mind to draw conclusions from coincidental occurrences or from different novel sources. Within this study unit you will learn to find your own innovation heuristic; your own personal approach to problem solving and getting new inspirational sources for innovation. This is the fun, hard work making serendipity possible.</p> <p>After finishing this study unit you will be able to crystallize and catalyze ideas for innovations based on search strategies using standard and alternative inspiration sources. It will provide you with your own strategy of coming up with new ideas. Crystallizing means taking solid form: think of ideas flying through the air like water molecules, under the right circumstances these water molecules will take on more solid form, just like under the right circumstances your ideas will take shape and will become visible to others. Catalysis is the process in which adding an extra ingredient will help a reaction to start or occur faster. You will find your own right ingredients to start the ideas flowing. In this way, you yourself will become the source of innovation.</p>
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	<p>Topics to be covered include:</p> <ul style="list-style-type: none"> ▪ standard idea searching strategies ▪ alternative idea searching strategies ▪ importance of letting your mind wander to find new inspiration sources ▪ discovering and analyzing patterns ▪ discovering and generating metaphors to draw inspiration from new sources
Learning outcomes	Define, Design
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The BI passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the BI meta-skills and an effective learning attitude. In the BI philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Micro - ISI - Innovation Proposal - 4214BI311A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Identification of appropriate sources of inspiration ▪ Application of appropriate (combinations of) sources of inspiration ▪ Pattern recognition <p>First application for an innovation inspired by new source domain</p>
Details of assessments	Innovation discovery process report with applied proposal and oral presentation
Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, brainstorms, assignments, student presentations

Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Micro - Brand Driven Innovation - 4214BI312Z

Content of unit of study	<p>The success of an innovation not only depends on how it meets business objectives. You also have to make sure that consumers actually want to buy your innovation instead of a competitor's. In this Study unit you will learn why branding is a crucial part in the innovation process and how it helps to unlock new value for businesses and customers. Challenges that drive the need to innovate can be various, and every company will react to a challenge in a different way. Why? Because no matter what drives the innovation, it's their brand that helps them decide how to react to that driver. A brand represents the vision of a company and through that it makes a promise to consumers of what to expect when they engage with the brand. So an innovation can only be successful if it not only fulfils a primary need of consumers, but also establishes or reinforces the emotional connection they have with the brand. So before a company engages an innovation challenge, it needs to find out how it effects its brand's promise. And that's where you come in!</p> <p>During this study unit you will act as a brand driving innovator and learn to innovate in a way that you not only solve a company's problem, but also deliver on the brand's promise. You will learn how to create a strategic brief for a brand innovation project by engaging real clients in real situations. You will interact with companies and solve existing problems. After this study unit you will understand the importance of creating meaningful customer experiences and be able to deploy brand driven innovation strategies.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> ▪ Goal setting ▪ Positioning & targeting ▪ Strategy
Learning outcomes	Define, Design, Execute, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2)

	Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The BI passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the BI meta-skills and an effective learning attitude. In the BI philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.
Specific details	No details

Assessment: GT Micro - BDI - Strategic Brief - 4214BI312A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Goal ▪ Positioning ▪ Strategy ▪ Experience 	
Details of assessments	Strategic brief (incl presentation)	
Strategies and teaching activities	Lectures, class discussions, workshops, guest lectures, practice sessions, self-study, brainstorm, assignments, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

Year 4

Basic curriculum

Semester 1

The Game of Innovation - 4214BI451Z

Content of unit of study	<ul style="list-style-type: none"> ▪ Innovation strategy <ul style="list-style-type: none"> ▪ Identifying areas of clear strategic and economic value ▪ Building great innovation strategies ▪ Strategic Innovation <ul style="list-style-type: none"> ▪ Success factors of strategic innovation ▪ Corporate innovation
Learning outcomes	Define, Design, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	No requirements
Specific details	No details

Assessment: TGI - Strategy Recommendation - 4214BI451A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Identifies areas of clear strategic and economic value Prediction of trends and developments ▪ Builds great innovation strategies ▪ Incorporates innovation
Details of assessments	Strategy recommendation
Strategies and teaching activities	Assignments, lectures, brainstorms, viewings (videos), self-study, class discussions, workshops, student presentations
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

Innovation Futures - 4218BI452Z

Content of unit of study	<ul style="list-style-type: none"> Industry context analysis Trend scouting & impact analysis Future scenarios building Industry impact analysis <p>Innovation practices impact analysis</p> <ul style="list-style-type: none"> Peer Coaching Facilitating creative process Process management Output management <p>Get buy-in from stakeholders</p> <p>Innovation practices impact analysis</p>
Learning outcomes	Define, Execute, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	N.A.
Specific details	No details

Assessment: IF - Trend Report & Presentation - 4218BI452A

Assessment objectives/criteria	<ul style="list-style-type: none"> Identification of inflection points Prediction of trends & developments Recommendations Team work Communication <ul style="list-style-type: none"> Design creative session Encourage others to generate and share new ideas and methods Manage and values ideas Get buy-in/commitment for proposed session/ideas/solutions generated
Details of assessments	<p>Facilitation Session Design</p> <p>Trend Report & Presentation</p>

	Paper & Presentation on Future Innovation Profession Peer feedback forms	
Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids		

Professional Development - 4214BI454Z

Content of unit of study	Supervision
Learning outcomes	Define, Execute, Learn
Requirements for participation in units of study (See also Article 29 TER)	No requirements
Specific details	No details

Assessment: PD - Employability Report - 4214BI454A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Reflection ▪ Argumentation and reasoning ▪ Learning attitude ▪ Capitalising on strengths and interests
Details of assessments	Employability report

Strategies and teaching activities	Instruction, assignment, self-study, interview	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

Exit Profile: Macro

Semester 1

GT Macro - Social Entrepreneurship - 4214BI421Z

Content of unit of study	<p>Business Development</p> <ul style="list-style-type: none"> ▪ Social opportunity assessment ▪ Social innovation business model ▪ Social entrepreneurship models <p>Scaling and Growth</p> <ul style="list-style-type: none"> ▪ Funding/financing ▪ Growth strategies and scaling options ▪ Accountability
Learning outcomes	Define, Design, Execute, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The IBIS passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of</p>

	sufficient mastery of the IBIS meta-skills and an effective learning attitude. In the IBIS philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.
Specific details	No details

Assessment: GT Macro - SE - Business Proposition - 4214BI421A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Social opportunity assessment ▪ Social entrepreneurship model and structure ▪ Growth strategies and scale options ▪ Investment needs ▪ Accountability ▪ Selling it
Details of assessments	Business dossier and presentation
Strategies and teaching activities	Assignments, lectures, brainstorms, viewings (videos), self-study, class discussions, workshops, student presentations
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

GT Macro - Innovating Society - 4214BI422Z

Content of unit of study	<ul style="list-style-type: none"> ▪ IDENTIFYING AND DEFINING WICKED PROBLEMS <ul style="list-style-type: none"> ▪ Identifying wicked problems ▪ Mapping the wicked problem system ▪ INTERVENTIONS FOR SYSTEM CHANGE <ul style="list-style-type: none"> ▪ Identifying real windows of opportunities for change agents ▪ Defining interventions and strategies that have the best possible chance of reaching later stages of systems change
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Learning outcomes	Define, Design, Learn
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The IBIS passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the IBIS meta-skills and an effective learning attitude. In the IBIS philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Macro - IS - Society 4.0 Article - 4214BI422A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Identifies (the) problem(s) ▪ Dissects the system (dynamics) the created the problem(s) ▪ Identifies real windows of opportunity for change agents ▪ Defines innovative interventions ▪ Develops strategies that support the success of the interventions proposed
Details of assessments	Society 4.0 Article
Strategies and teaching activities	Assignments, lectures, brainstorms, viewings (videos), self-study, class discussions, workshops, student presentations
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

GT Macro - Negotiated Learning Units - 4214BI423Z

Content of unit of study	<p>During the studies, students can choose NLUs (elective units of study):</p> <p>With these NLUs students create their own specialisation(s) within the overarching graduate profile of international business innovator in combination with their chosen graduation track.</p> <p>In year 4 we have different kinds of NLUs. First we offer general- and grad track NLUs. This last one is a smaller version of the regular grad track classes. We also offer the opportunity to apply for an external course as an NLU (max 5EC). Prerequisite is preapproval from the BI department and being able to prove the study load and end result. Finally we give the student the opportunity to design and execute their own NLU for the first years.</p> <p>The NLU's on offer in a term / semester are listed in the NLU handbook.</p>
Learning outcomes	Define, Design, Execute, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The IBIS passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the IBIS meta-skills and an effective learning attitude. In the IBIS philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Macro - NLU - Year 4 - 4214BI423A

Assessment objectives/criteria	<ul style="list-style-type: none"> Attendance & active participation 	
Details of assessments	Attendance & active participation	
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	Yes	
Permitted aids	Not applicable	

Assessment: GT Macro - NLU - USP Statement - 4214BI423B

Assessment objectives/criteria	<ul style="list-style-type: none"> Active relevant expansion of knowledge and skills base Reflects on the process and effects of his own activities, in- and post-action 	
Details of assessments	USP Statement	
Strategies and teaching activities	Written instruction on the assessment criteria	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

Semester 2

GT Macro - Graduation Project 1 - 4214BI441Z

Content of unit of study	Consultancy skills <ul style="list-style-type: none"> Identifying opportunities
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	<ul style="list-style-type: none"> ▪ Landing an assignment <p>Project Management</p> <ul style="list-style-type: none"> ▪ Define the project <ul style="list-style-type: none"> ▪ Time ▪ Budget ▪ Quality ▪ Project Scope ▪ Design the project <ul style="list-style-type: none"> ▪ Milestones ▪ Deliverables ▪ Activities ▪ Project Plan(ning) ▪ Manage the project <ul style="list-style-type: none"> ▪ Progress ▪ Deliverables ▪ Risks <p>Project Management</p>
Learning outcomes	Define, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation Project in year 4 students need to:</p> <ul style="list-style-type: none"> ▪ Obtain all credits of year 1, 2 and the year 3 core programme (including fully completed work placement) <p>Argumentation:</p> <p>The graduation project is the final showcase of a student's suitability to enter the job market (or continuing education) as an international business innovator at bachelor level. It's criteria are based on the highest level of the BI meta-skills, which means a student should have successfully completed the core programme. The work placement is partially a practice run for the graduation project and should therefore be sufficient to move on to the final run.</p>
Specific details	No details

Assessment: GT Macro - GP - Graduation Project Plan - 4214BI441A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Environmental analysis ▪ Project goals and scope ▪ Project approach ▪ Project planning ▪ Justification of project (personal)
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Details of assessments	Project proposal	
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

GT Macro - Graduation Project 2 - 4214BI442Z

Content of unit of study	<p>RESEARCH</p> <ul style="list-style-type: none"> ▪ Research problem/ questions ▪ Research plan ▪ Research methods ▪ Data analysis ▪ Research report
Learning outcomes	Define, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation Project in year 4 students need to:</p> <ul style="list-style-type: none"> ▪ Obtain all credits of year 1, 2 and the year 3 core programme (including fully completed work placement) <p>Argumentation:</p> <p>The graduation project is the final showcase of a student's suitability to enter the job market (or continuing education) as an international business innovator at bachelor level. It's criteria are based on the highest level of the BI meta-skills, which means a student should have successfully completed the core programme. The work placement is partially a practice run for the graduation project and should therefore be sufficient to move on to the final run.</p>
Specific details	No details

Assessment: GT Macro - GP - Research Report - 4214BI442A

Assessment objectives/criteria	<ul style="list-style-type: none"> The students are able to write a research report containing: <ul style="list-style-type: none"> Research problem / questions Research methods Data analysis Conclusions Recommendations 	
Details of assessments	Research report	
Strategies and teaching activities	Assignments, lectures, brainstorms, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

GT Macro - Graduation Project 3 - 4214BI443Z

Content of unit of study	<ul style="list-style-type: none"> Supervision Peer coaching circles 	
Learning outcomes	Design, Learn	
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the final assessment of the Graduation in year 4 students need to:</p> <ul style="list-style-type: none"> Obtain all credits of year 1,2 and 3 Obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log) <p>Argumentation:</p> <p>By passing the graduation project the student proves s/he is ready to enter the job market (or continuing education) as an international business innovator at bachelor level. Therefore, s/he should have completed all previous parts of the study programme before proving s/he deserves a diploma.</p>	

Specific details	No details

Assessment: GT Macro - GP - Solution - 4214BI443A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Tangible / conceptual solution ▪ Approach ▪ Business case 	
Details of assessments	Solution Report	
Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Assessment: GT Macro - GP - Oral Defence - 4214BI443B

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Tangible / conceptual solution ▪ Approach ▪ Business case 	
Details of assessments	Oral defence (public)	
Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Macro - Graduation Project 4 - 4214BI444Z

Content of unit of study	<ul style="list-style-type: none"> ▪ Supervision ▪ Peer coaching circles ▪ Consultancy skills <ul style="list-style-type: none"> ▪ Storytelling ▪ Organizational sensitivity ▪ Thinking like a consultant ▪ Innovator skills
Learning outcomes	Execute, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the final assessment of the Graduation in year 4 students need to:</p> <ul style="list-style-type: none"> ▪ Obtain all credits of year 1,2 and 3 ▪ Obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log) <p>Argumentation:</p> <p>By passing the graduation project the student proves s/he is ready to enter the job market (or continuing education) as an international business innovator at bachelor level. Therefore, s/he should have completed all previous parts of the study programme before proving s/he deserves a diploma.</p>
Specific details	The subject/ content of the implementation plan needs to be Macro - related

Assessment: GT Macro - GP - Implementation Plan - 4214BI444A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Implementation activities ▪ Budget / financing ▪ Getting buy-in from stakeholders
Details of assessments	Implementation plan
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations

Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Macro - Graduation Project 5 - 4214BI445Z

Content of unit of study	<ul style="list-style-type: none"> Supervision Peer coaching circles
Learning outcomes	Learn
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the final assessment of the Graduation in year 4 students need to:</p> <ul style="list-style-type: none"> Obtain all credits of year 1,2 and 3 Obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log) <p>Argumentation:</p> <p>By passing the graduation project the student proves s/he is ready to enter the job market (or continuing education) as an international business innovator at bachelor level. Therefore, s/he should have completed all previous parts of the study programme before proving s/he deserves a diploma.</p>
Specific details	No details

Assessment: GT Macro - GP - Log & Reflection - 4214BI445A

Assessment objectives/criteria	<ul style="list-style-type: none"> Monitoring of actions, activities and results Validation of actions, activities and results Reflection on actions, activities, results and learning Projection for future Argument for sufficient completion of the degree programme
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Details of assessments	Log & Reflection	
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Exit Profile: Micro

Semester 1

GT Micro - Business Model Innovation - 4214BI411Z

Content of unit of study	<p>Understanding of the system change in respect of the Sustainable challenge 2050</p> <p>Understanding market needs</p> <p>Understanding business models and drivers of innovation</p> <p>Uof the purpose economy and imoact</p> <p>Designing new business models</p> <p>Evaluating the value of innovative business models</p> <p>The following content is element of the study:</p> <p>Sustainability 17SDG's (17 Sustainable Development Goals)</p> <p>Business Model Innovation model</p> <p>Design thinking model – service startup - Timemachine</p>
Learning outcomes	Define, Design, Learn, Lead

Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The IBIS passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the IBIS meta-skills and an effective learning attitude. In the IBIS philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Micro - BMI - Business Model Recommendation - 4214BI411A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Evaluates the strategic qualities of the existing business model. ▪ Develops customer insights, analyses market trends and evaluates company resources. ▪ Develops and evaluates alternative business models. ▪ Selects a suitable <i>business</i> model and provides a comprehensive description of the new business model. ▪ Explicates a value hypothesis and designs a test of the value hypothesis
Details of assessments	Business Model Recommendation
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

GT Micro - Business Process (re)Design - 4214BI412Z

Content of unit of study	<p>Understanding of the system change in respect of the Sustainable challenge 2050</p> <p>Understanding improvement of the business performance and design/reengineer business processes with the rapidly emerging puissance of IT Management.</p> <p>Evaluating the value of Governance.</p> <p>The following content is element of the study:</p> <p>Sustainability 17SDG's (17 Sustainable Development Goals)</p> <p>Business transformation & organizational change</p> <ul style="list-style-type: none"> ▪ Transformation process systems ▪ Change management <p>Supply Change Management</p> <ul style="list-style-type: none"> ▪ Management model innovation ▪ Management by processes ▪ Implementing new business models and management ▪ Strategy vs tactics <p>Business process innovation</p> <ul style="list-style-type: none"> ▪ Boundaries ▪ Business (model) processes ▪ Process modeling ▪ Process structure ▪ Enablers and barriers ▪ Approaches to process innovation ▪ Process prototyping ▪ Process mapping <p>Process Vision</p> <p>Building Business Eco-systems</p> <p>Outcome based process model</p> <p>8 STEPS KOTTER MODEL</p>
Learning outcomes	Define, Design, Execute, Learn, Lea

Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The IBIS passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the IBIS meta-skills and an effective learning attitude. In the IBIS philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	<p>To build a successful fit organization with new business models, an appropriate governance structure for corporate companies is essential. Research (Erasmus University) shows that the last step is still being forgotten. For that reason, Inholland has decided to link the BMI and BPR tracks together so that the logic is experienced by students.</p>

Assessment: GT Micro - BPD - Business Process - 4214BI412A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Translation of the business model to concrete organizational elements ▪ Process innovation/business improvement approach ▪ Change management recommendations <p>Business and Management improvements</p>
Details of assessments	Business process
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations in class and at the real life business company (case)
Compulsory attendance (See also Article 115 TER)	No
Permitted aids	All relevant tools and sources permitted

GT Micro - Negotiated Learning Units - 4214BI413Z

Content of unit of study	<p>During the studies, students can choose NLUs (elective units of study):</p> <p>With these NLUs students create their own specialisation(s) within the overarching graduate profile of international business innovator in combination with their chosen graduation track.</p> <p>In year 4 we have different kinds of NLUs. First we offer general- and grad track NLUs. This last one is a smaller version of the regular grad track classes. We also offer the opportunity to apply for an external course as an NLU (max 5EC). Prerequisite is preapproval from the BI department and being able to prove the study load and end result. Finally we give the student the opportunity to design and execute their own NLU for the first years.</p> <p>The NLU's on offer in a term / semester are listed in the NLU handbook.</p>
Learning outcomes	Define, Design, Execute, Learn, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation track in year 3 and 4 students need to:</p> <ul style="list-style-type: none"> ▪ Successfully complete the foundation programme ▪ Obtain 45 ECs in year 2 (including the CP passport appraisal in semester 2, year 2) <p>Argumentation: the learning objectives, content and assessment criteria of the study units of the graduation track are based on the highest indicator-level of the meta-skills. This requires a substantive grasp of the meta-skills at the middle level (junior innovation practitioner), which is the level of the year 2 curriculum. The IBIS passport semester 2, year 2 asks that the student justify why s/he should be allowed to continue to the next year, showing evidence of sufficient mastery of the IBIS meta-skills and an effective learning attitude. In the IBIS philosophy we feel it is important that a student is aware of his/her own study progress and behaviour leading up to that progress.</p>
Specific details	No details

Assessment: GT Micro - NLU - Year 4 - 4214BI413A

Assessment objectives/criteria	Active relevant expansion of knowledge and skills base	
Details of assessments	Attendance & active participation – review lecturer	
Strategies and teaching activities	Assignments, lectures, brainstorming, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	Yes	
Permitted aids	Not applicable	

Assessment: GT Micro - NLU - USP Statement - 4214BI413B

Assessment objectives/criteria	Reflects on the process and effects of his own activities, in- and post-action	
Details of assessments	USP Statement	
Strategies and teaching activities	Written instruction on the assessment criteria	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	All relevant tools and sources permitted	

Semester 2

GT Micro - Graduation Project 1 - 4214BI431Z

Content of unit of study	Consultancy skills <ul style="list-style-type: none"> ▪ Identifying opportunities ▪ Landing an assignment
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	<p>Project Management</p> <ul style="list-style-type: none"> ▪ Define the project <ul style="list-style-type: none"> ▪ Time ▪ Budget ▪ Quality ▪ Project Scope ▪ Design the project <ul style="list-style-type: none"> ▪ Milestones ▪ Deliverables ▪ Activities ▪ Project Plan(ning) ▪ Manage the project <ul style="list-style-type: none"> ▪ Progress ▪ Deliverables ▪ Risks <p>Project Management</p>
Learning outcomes	Define, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation Project in year 4 students need to:</p> <ul style="list-style-type: none"> ▪ Obtain all credits of year 1, 2 and the year 3 core programme (including fully completed work placement) <p>Argumentation:</p> <p>The graduation project is the final showcase of a student's suitability to enter the job market (or continuing education) as an international business innovator at bachelor level. It's criteria are based on the highest level of the BI meta-skills, which means a student should have successfully completed the core programme. The work placement is partially a practice run for the graduation project and should therefore be sufficient to move on to the final run.</p>
Specific details	No details

Assessment: GT Micro - GP - Graduation Project Plan - 4214BI431A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Environmental analysis ▪ Project goals and scope ▪ Project approach ▪ Project planning ▪ Justification of project (personal)
Details of assessments	Project proposal

Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Micro - Graduation Project 2 - 4214BI432Z

Content of unit of study	<p>RESEARCH</p> <ul style="list-style-type: none"> ▪ Research problem/ questions ▪ Research plan ▪ Research methods ▪ Data analysis ▪ Research report
Learning outcomes	Define, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the Graduation Project in year 4 students need to:</p> <ul style="list-style-type: none"> ▪ Obtain all credits of year 1, 2 and the year 3 core programme (including fully completed work placement) <p>Argumentation:</p> <p>The graduation project is the final showcase of a student's suitability to enter the job market (or continuing education) as an international business innovator at bachelor level. It's criteria are based on the highest level of the BI meta-skills, which means a student should have successfully completed the core programme. The work placement is partially a practice run for the graduation project and should therefore be sufficient to move on to the final run.</p>
Specific details	No details

Assessment: GT Micro - GP - Research Report - 4214BI432A

Assessment objectives/criteria	<ul style="list-style-type: none"> The students are able to write a research report containing: <ul style="list-style-type: none"> Research problem / questions Research methods Data analysis Conclusions Recommendations 	
Details of assessments	Research report	
Strategies and teaching activities	Assignments, lectures, brainstorms, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Micro - Graduation Project 3 - 4214BI433Z

Content of unit of study	<ul style="list-style-type: none"> Supervision Peer coaching circles 	
Learning outcomes	Design, Learn	
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the final assessment of the Graduation in year 4 students need to:</p> <ul style="list-style-type: none"> Obtain all credits of year 1,2 and 3 Obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log) <p>Argumentation:</p> <p>By passing the graduation project the student proves s/he is ready to enter the job market (or continuing education) as an international business innovator at bachelor level. Therefore, s/he should have completed all previous parts of the study programme before proving s/he deserves a diploma.</p>	

Specific details	No details

Assessment: GT Micro - GP - Solution - 4214BI433A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Tangible / conceptual solution ▪ Approach ▪ Business case 	
Details of assessments	Solution Report	
Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Assessment: GT Micro - GP - Oral Defence - 4214BI433B

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Tangible / conceptual solution ▪ Approach ▪ Business case 	
Details of assessments	Oral defence (public)	
Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Micro - Graduation Project 4 - 4214BI434Z

Content of unit of study	<p>Supervision</p> <p>Peer coaching circles</p> <p>Consultacy skills</p> <ul style="list-style-type: none"> ▪ Storytelling ▪ Organizational sensitivity ▪ Thinking like a consultant <p>Innovator skills</p>
Learning outcomes	Execute, Lead
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the final assessment of the Graduation in year 4 students need to:</p> <ul style="list-style-type: none"> ▪ Obtain all credits of year 1,2 and 3 ▪ Obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log) <p>Argumentation:</p> <p>By passing the graduation project the student proves s/he is ready to enter the job market (or continuing education) as an international business innovator at bachelor level. Therefore, s/he should have completed all previous parts of the study programme before proving s/he deserves a diploma.</p>
Specific details	The subject/ content of the implementation plan needs to be Micro - related

Assessment: GT Micro - GP - Implementation Plan - 4214BI434A

Assessment objectives/criteria	<ul style="list-style-type: none"> ▪ Implementation activities ▪ Budget / financing ▪ Getting buy-in from stakeholders
Details of assessments	Implementation plan

Strategies and teaching activities	Assignments, lectures, brainstorms, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

GT Micro - Graduation Project 5 - 4214BI435Z

Content of unit of study	<ul style="list-style-type: none"> Supervision Peer coaching circles
Learning outcomes	Learn
Requirements for participation in units of study (See also Article 29 TER)	<p>In order to start the final assessment of the Graduation in year 4 students need to:</p> <ul style="list-style-type: none"> Obtain all credits of year 1,2 and 3 Obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log) <p>Argumentation:</p> <p>By passing the graduation project the student proves s/he is ready to enter the job market (or continuing education) as an international business innovator at bachelor level. Therefore, s/he should have completed all previous parts of the study programme before proving s/he deserves a diploma.</p>
Specific details	No details

Assessment: GT Micro - GP - Log & Reflection - 4214BI435A

Assessment objectives/criteria	<ul style="list-style-type: none"> Monitoring of actions, activities and results Validation of actions, activities and results Reflection on actions, activities, results and learning Projection for future Argument for sufficient completion of the degree programme
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Details of assessments	Log & Reflection	
Strategies and teaching activities	Assignments, lectures, brainstorm, viewings (videos), self-study, class discussions, workshops, student presentations	
Compulsory attendance (See also Article 115 TER)	No	
Permitted aids	Not applicable	

Changes of the TER

1



BUSINESS INNOVATION 2022-2023

Redesign document

EDUCATIONAL PROFILE, METASKILLS AND
STUDY UNIT DESCRIPTION YEAR 1

Educational Profile

Team Redesign

Business Innovation

Business Innovation – Bachelor

1 Table of Contents

2	Introduction	2
2.1	Our approach	2
2.2	Being international.....	3
2.3	Your future possibilities	3
2.4	For who is this program?.....	3
2.5	And we asked them: why did the program work for you?.....	4
2.6	Business Innovation in short:	4
3	Business Innovation’s Cornerstones.....	5
3.1	WE CELEBRATE DIVERSITY.....	6
3.2	WE ARE COMFORTABLE WITH THE UNCOMFORTABLE	7
3.3	WE ARE A LEARNING COMMUNITY FOR CHANGEMAKERS.....	8
3.4	WE WORK IN AN AUTHENTIC WAY	10
3.5	WE MAKE THINGS WORK	11
3.6	WE DEEP-DIVE AND LEARN	12
3.7	WE SLOW-DOWN TOGETHER (big chunks)	13
4	Body of Knowledge and Skills	15
4.1	Transitions.....	15
4.2	Impact	16
4.3	Sustainability	18
4.4	Value Creation through Innovation.....	19
4.5	Mindset	20
5	Phase levels	21
5.1	Explore & Play	21
5.2	Experiment & Do	21
5.3	Experience & Apply	21
6	Meta Skills.....	23
7	Design of the New Curriculum.....	0
8	Programme outline.....	1
9	Description of Units of Study.....	2

2 Introduction

Welcome to Bachelor of Business Innovation, our Learning Community of Changemakers!

Exploring new meaningful ways of doing business, innovating existing business models and finding sustainable solutions for societal challenges is our specialty!

Businesses are always looking for professionals who are able to spot trends and create relevant innovations. Here is where we come in. The question we ask is how do we fulfill needs for changing contexts, whilst remaining within the planetary boundaries. We identify (wicked) problems and explore solutions using Design Thinking processes.

We look at economical transitions in society and business, how to measure the financial, ecological and human impact on the business, create value by our innovations, learning how to see where change is needed in society. At the same time, the program is about becoming yourself. We will help you find out your purpose, your passions and create an international, experience-based resume.

2.1 Our approach

At BI you come into safe space where we will teach you how to

- have an independent attitude and an open mind.
- solve wicked problems and ask the right questions.
- help companies thrive in a rapidly changing world.
- step out of your comfort zone.

Our lecturers are purpose driven, have a growth mindset and demonstrable expertise in the field, or are still working in the field. You will become part of our **learning community**, where lecturers and students practise their critical thinking skills and creativity together. You will learn by working on projects and **assignments for real clients**, rather than from the books.

We go beyond facilitating your learning journey towards graduation. We aim to assist your growth and set you up for success in all aspects of life. Because we believe in fostering intrinsic motivation from year 1 to year 4 you have a chance to **customise** your program in the Experience Lab, choosing your own learning experiences.

2.2 Being international

Business Innovation is an internationally oriented program. We teach in English, have students from over forty nationalities, teach cultural awareness and offer experiences abroad so that you can become an international business innovator.

If you are interested in what lies beyond your doorstep, there are three opportunities to go abroad. In year 2, we have a six-month exchange possibility with one of our partner universities in Europe, Asia, North and South America. You can conduct your work placement (year 3) abroad or choose to do it in a company with an international environment in the Netherlands. You can collect research data for your graduation project (year 4) abroad.

2.3 Your future possibilities

It is striking to note that most graduates mention the role of the BI program in the gained confidence that they can shape their own careers. Our graduates write that they feel adaptable to change, have a mindset of limitless possibilities and created an international persona based on their passion.

Our graduates hold a variety of **jobs** such as Insight Strategist at ViceMedia, Account Executive at CyberArc, Forecast Analyst at Philips, Client Specialist at Heineken, Creative Strategist at Taikonauten, Junior Business Analyst at KBC bank en verzekeringen, Junior Research Consultant at Lintberg, Founder of ENDAN pioneers, Owner VMC productions

Other graduates choose to continue into a **Masters**, and have started programs such as the Master in Business Management at EGADE (Mexico), Tricontinental Masters in Global studies program (Germany), MBA at Neyenrode (the Netherlands) or Sustainable Business & Innovation at the University of Utrecht (the Netherlands).

2.4 For who is this program?

We asked our graduates whom they would recommend this program to.

“To people who maybe are not sure where they belong, or where they are going to. To people who are super curious and feel they want to create a bigger impact. To people who are maybe a little dreamy. To people who are used to take responsibility for their learning and are willing to contribute 120 %.”

“Any student that loves to be creative, is interested in what is out there at the moment, has an affinity with the English language, is not afraid to go out there and does not get insecure without the safety of books and working long days of assessments and classes and most of all is

looking to go abroad and is open to working with people from different cultures and backgrounds.”

“BI stimulates to be critical and creative. It is a good study for when you do not have a very clear idea of what you want.”

“For entrepreneurial and innovative minds, this is a very good, exciting and motivating study. Great for connections, real world cases and international perspective.”

2.5 And we asked them: why did the program work for you?

“As mentioned before I do not accept any information without questioning and love to go out there and explore the “facts”. Whether this is through the internet exploring different types of studies or in the field. Additionally I always loved being creative and innovation hits that spot right on. Lastly the course allows you to explore your own ambitions and what makes your tick throughout the study, which was exactly what I was looking for.”

“I am currently doing sales at a technology company. BI has helped me to uncover my passion for tech and sales. The curriculum has helped me to understand, map and question client problems better. Also BI counseling with regards to LinkedIn and job interviews has helped me to get the job that I wanted. Also I feel I have become more adaptable to change, which comes in quite handy when entering a working environment upon graduation.”

2.6 Business Innovation in short:

- Creativity is a major part of the programme.
- Focus on innovation & change
- Many customisation options
- More than forty nationalities

3 Business Innovation's Cornerstones

WE CELEBRATE DIVERSITY

WE ARE COMFORTABLE WITH THE UNCOMFORTABLE

WE ARE A LEARNING COMMUNITY FOR CHANGEMAKERS

WE WORK IN AN AUTHENTIC WAY

WE MAKE THINGS WORK

WE DEEP-DIVE AND LEARN

WE SLOW-DOWN TOGETHER

3.1 WE CELEBRATE DIVERSITY

An inclusive culture in our program is vital because lecturers and students don't leave their values, cultures, genders, ethnicities at the door when they enter to teach and learn. They bring all those identities with them into the learning experience (Del Carmen Salazar, Stone Norton & Tuitt, 2010).

We believe that learning outcomes can benefit from building upon the diversity that is present in the classroom, on whatever dimension. To benefit from differences, we don't want to merge different perspectives into one uniform perspective, or compromise between different approaches. Instead, we want to use the differences and possible tensions between perspectives and approaches to stimulate critical thinking, develop analytical skills, and generate creative solutions.

Besides diversity in perspectives and approaches, we also refer to diversity in norms, codes and habits in relation to learning preferences, communication styles, ways of cooperating and interacting. After all, teaching academic skills and knowledge occurs in a social, interpersonal setting, and learning is a personalized process that is strongly influenced by the social context (Ramdas, Sloodman, Van Oudenhoven-van der Zee, 2019).

We use curriculum and pedagogy to transform learning environments into ones where all perspectives are welcome and where everybody believes they can contribute to the learning experience. This includes caring for and respecting our students, building professional relationships with them and ensuring safe learning environments.

For students to learn from each other's perspectives, views, experiences, learning approaches and communication styles, they need a learning environment in which it feels safe for them to share their individual perspectives (Ramdas, Sloodman, Van Oudenhoven-van der Zee, 2019).

Throughout the BI study program, students acquire:

- openness towards and interest in personal or national values, norms, lifestyles and language of others;
- understanding, respect and empathy for people with different national, cultural, social, religious, gender and ethnic backgrounds;
- awareness of the relativity of one's own norms, values, lifestyle and beliefs;
- the ability to have dialogues where multiple perspectives are honored
- the ability to work with diverse others and benefit from this diversity by creating new innovative ideas based on different perspectives.

Design principals

These design principals are based on the 5 dimensions of inclusive excellence framework (Del Carmen Salazar, Stone Norton & Tuitt, 2010)

- ***Intrapersonal awareness***
Being an inclusive lecturer requires personal awareness of one's own worldview. This awareness grows when lecturers and staff critically examine their ideas, assumptions and values, articulate where and how their worldview was developed and share their own background and experiences with students.
- ***Interpersonal awareness***
A lecturer in an inclusive learning environment creates opportunities for classroom dialogues where multiple perspectives are honored and students are invited to share their cultural experiences to identify differences and similarities in ideas. Inviting students to share their experiences can help lecturers to build relationships with and amongst students.
- ***Curricular Transformation***
The curriculum integrates and includes cultural histories of multiple identity groups. The learning materials are checked for accuracy and hidden forms of oppression. There should be a critical reflection on who is excluded and included in the curriculum.
- ***Inclusive Pedagogy***
Inclusive pedagogy positions instructors and students as cocreators of knowledge and recognizes students experiences as worthy knowledge. There are a variety of assignments and in-class activities that can be used to transform from an teacher-centered approach to a student centered approach. Examples are discussions, debates, journal writing, life history interviews, portfolios, etc.

3.2 WE ARE COMFORTABLE WITH THE UNCOMFORTABLE

Cornerstone: Learn to Unlearn

The human brain seeks comfort in what it knows and is familiar with, leading people to stick to known solutions or familiar areas to look for solutions. This holds back people's ability to be creative, to come up with innovative solutions to problems. As 'sticking to what we know' is an ingrained cognitive bias, it will not change of its own. 'Unlearning' —one of the most important 21st century skills—, thinking outside of the box and learning to deal with uncertainty, failure and rapid changes. Taking people out of their comfort zone, invokes people's creativity, makes them question the situation, rather than droning along in the familiar pattern , and awakes an alertness that is vital to innovation.

- **Design guidelines**
Students are confronted with assignments and questions that cannot be solved in conventional ways, that confront the students with (their own) comfortable patterns and conventions, and that require students to ask questions (why, what, how, where, when, who?). They are also confronted with unexpected changes or constraints in assignments and

projects, or with (last-minute) pressure-cooker assignments. Students are given just enough structure and support to help them navigate uncertainty and tap into the creative process.

3.3 WE ARE A LEARNING COMMUNITY FOR CHANGEMAKERS

The BI learning community provides a space and structure for students, lecturers, external clients, researchers and other stakeholders to come together to work on finding innovative solutions for societal and business-related challenges.

The BI learning community connects people, enables shared learning, offers opportunities of working on leadership skills, brings people together to accelerate system level changes where the outcomes is measured on regular basis the impact of the change.

In our BI Community, lectures do not only teach, but facilitate the learning process of the students. Facilitators suggest using learning material and resources and document the learning outcomes. The facilitators create a safe space for peers to share openly and honestly. They help ensure accountability and progress toward fulfillment of learning objectives. They help the group navigate a dual focus on individual and collective objectives. They help students to integrate and apply the learning back home. They motivate the group by cultivating and celebrating wins.

BI students are full member of the learning community, they share ideas, solutions, experiences and learnings, with other students and working together on an equal basis with clients, stakeholders and other participating members of the community.

Characteristics of the BI learning communities:

Participants learn **in action** while dealing with real-life questions. The BI learning community create opportunities for participants to apply what they are learning. They enable participants to draw from current and past experiences to identify and make changes in their work.

Participants **learn together**, generating collective wisdom as a group; reliant primarily on peer exchange and the assumption that peers have something valuable to offer each other, learning communities are focused on combining, codifying and spreading the knowledge the group has generated from being together.

Participants learn on an **ongoing basis** and over time, taking part for as long as necessary. Sometimes learning can slow down, which give time to reflect, sometimes learning can be speeded up to motivate the participants.

Design guidelines

- Make the challenge/problem relevant and inspiring. To be able to see the importance for all participants, start i.e., with field trips, activities, inspiring key-notes. Empathize with the topic.

- Think of who to invite. In order to bring several perspectives to the table, think of who might contribute to the learning community.
- Creating a collective and bold vision. An ambitious plan can help motivate and attracts others to bring in their knowledge and keep spirits high.
- Embrace fluid structure. Motivation of the participants may go up and down, as participating stakeholders may have lack of time now and then. Make sure to use other inspiring learning moments: workshops, training, masterclasses, seminars, field trips, conferences, hackathons, design sprints etc.
- Create a safe place for learning and risk taking. Organizers and facilitators can set up a safe space for risk taking by openly acknowledging challenges and limits and encouraging constructive feedback.
- Provide the resources. Clear timeline, funding, learning space, supporting technology, learning materials, research documentation etc.
- Be open to unanticipated outcomes. The set of learning objectives may exceed of what was expected or took a slightly other direction. Use a variety of assessment tools based on i.e., the theory of change or research principles. Use baseline assessment and make sure to measure the results on a regular basis.
- Show and share learning practices to others. Use the insights of the community to others and to the participants. Make sure the insights are spread around, you will encourage to share the knowledge with other communities.
- Help integrate the learnings into day to day live. Sometimes the learnings of the community can change the daily lives of the participants. It might not be easy to apply them in daily life. Provide coaching and personal meeting to support the participants needs.

3.4 WE WORK IN AN AUTHENTIC WAY

Authentic learning is designed around open-ended questions without clear right or wrong answers, or around complex problems with many possible solutions that could be investigated using a wide variety of methods. Authentic learning is also more “interdisciplinary,” given that life, understanding, and knowledge are rarely compartmentalized into subject areas, and as students will apply multiple skills or domains of knowledge in any given educational, career, civic, or life situation.

Generally speaking, authentic learning is intended to encourage students to think more deeply, raise hard questions, consider multiple forms of evidence, recognize nuances, weigh competing ideas, investigate contradictions, or navigate difficult problems and situations.

In its purest expression, authentic learning culminates in students making some form of genuinely useful contribution to their community or to a field of study.

Design Guidelines for Authentic Learning

- Authentic assignments have real-world relevance.
- They are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the assignment.
- Comprise complex tasks to be investigated by students over a sustained period of time.
- It should provide the opportunity for students to examine the task from different perspectives, using a variety of resources.
- Authentic activities should provide the opportunity to collaborate.
- Have the opportunity to reflect.
- Authentic activities can be integrated and applied across different subject areas and lead beyond domain-specific outcomes.
- Authentic activities are seamlessly integrated with assessment.
- It should create finished products valuable in their own right rather than as preparation for something else.
- Authentic activities allow competing solutions and diversity of outcome.

3.5 WE MAKE THINGS WORK

In our BI education, we learn by doing work for real organizations, companies and other stakeholders. We are not only making plans on paper, but are executing projects and real prototypes, communicating the outcomes and reflecting on our fails and successes with the outside world. We are full member of the workplace with work-based experiences throughout the study, by working for real clients, nonprofit partners, organizations and throughout internships and research.

We learn how to manage time, tasks, and resources efficiently. How to implement project management processes, tools, and strategies similar to those used in the world beyond school. We follow the steps of design thinking as they manage projects.

The execution of projects may be done as an individual activity, but it is also important to learn the skill of collaboration. We collaborate, contributing each individual voice, talents, and skills to a shared piece of work, while respecting the contributions of others.

Learning how to communicate and collaborate with the outside world, is an important skill which can only be acquired if you really do it.

We do relevant work for the community, non-profit organizations, companies and other stakeholders in order to make a meaningful contribution to society. We are learning and working outside of our school building, in living labs, in-house with companies, at home or at other community facilities.

Design Guidelines

- Organize the right learning environment, outside and/or online in labs which suits the learning process.
- Set clearly defined goals and objectives to smoothen the transition from concept to implementation.
- Organize ways to enhance effective communication among the team by clients i.e., by setting up collective project management software.
- Organize Just in Time training for required skills set for project leaders and members strategic and business skills and project management.
- Include training on resilience, empathy, listening skills, given meaningful feedback, openness flexibility is all required skill sets.
- Organize team building and other activities to build highly qualified teams.
- Monitor progress and performance by organizing regular meetings, progress reports etc.
- Accept that failure is part of the execution phase, the progress is more important than the end result.

3.6 WE DEEP-DIVE AND LEARN

At BI we believe in environments for deep learning. These stimulate an understanding yourself and your bodily intelligence and understanding content on a deep and detailed level. On the one hand it is content related: data, theories and understating a topic and all its' details and perspectives **for mastery of expertise**. On the other hand: Deeply learning from an experiences, on a rational and 'bodily' way for **mastery of skills**.

Content.

Depth of learning refers to learning for transfer and to fostering intellectual as well as practical skills in students, allowing them to learn by doing, failing and reflecting on what happened and why. Deep learning involves cognitive (reasoning and problem-solving), interpersonal (self-management, self-directedness and conscientiousness) and intrapersonal (expressing ideas and collaborating) competence.

We encourage the students to deep-dive into a few topics, research and understand multiple theories and philosophies about a certain topic. The topics of study have to be relevant and related to the big chunk study unit, yet each student could(??) decided their own preferred personal topic of interest. Deeply understanding content is also related to mastering multiple research techniques. The objective it to balance qualitative and quantitative research methods for the mastery of content.

Bodily intelligence & Multiple intelligence

Intuition and gut feeling are of tremendous value in the creative industries; but how do you utilize these 'soft' skills? At BI we aim to equip students with their own unique and personal toolbox/skillset, because 'The creative process is an embodied experience, that is often guided by intuition.' THNK.org

When we think of the word intelligence, we often link it to IQ and rational and cognitive capabilities. Yet multiple views on intelligence are proposed by Harvard's psychologist Howard Gardner. Gardner states that *"people do not have just one intellectual capability, but they have many kinds of intelligence, including musical, interpersonal, visual and linguistic intelligences"* (www.verywellmind.com) For instance, a student might be strong at a variety of intelligences; verbal, musical and interpersonal.

How is the theory of multiple intelligences part of our educational approach? We believe in flexible learning paths, in which students can customize parts their own learning journey. For instance: deliverables could be composed of a core element, which is the same for all students, and a

‘personal’ elements in which students can show their personal strengths by adding a layer to their work in a different form, for instance of music, writing or mathematics to demonstrate a deep, personal understanding of a topic.. *“When one has a thorough understanding of a topic, one can typically think of it in several ways.”* – Gardner, Multiple intelligences

Deep learning processes enable students to utilize multiple intelligences, unique for each student, rather than (solely) focusing on rational and cognitive capabilities. Via deep bodily learning students will discover their unique strengths and talents. They will discover which type of intelligence fits their brain and body

Design guidelines didactics

- Multiple perspectives and theories should be part of the sessions
- Teachers have to be aware of multiple intelligences and have to be able to coach students on their individual traits and talents.

-

3.7 WE SLOW-DOWN TOGETHER (big chunks)

It's time to slow down, get away from it all, and take some time to refocus, discover, think, apply reflect and iterate. – Slow Down School

Big Chunks represent study units which stretch over a long(er) timeframe, for instance a whole semester (30EC) or 2 times 15EC. These study units are open-ended; the exact outcome is not pre-decided nor fixed, yet the outcome is to be determined by all involved parties: the students (mostly working in groups), lecturers and business partners.

Learning in big chunks creates time and space to focus on a series of topics for the duration of months. This enables participants to investigate/research multiple perspectives, to create and analyze multiple scenarios and reflect in these. Longer sessions allow for meaning and details to be processed together, making stronger bonds in the brain and allowing the participants to ‘wonder and wander’.

We focus on training skills via iterations: time is created for trial and error, learning from mistakes, rethinking and making multiple attempts. We do not strive for excellent execution, rather we aim to learn from mistakes and proceed more intelligently in the following attempts. Formative teaching is of essence; together we try, build and re-build, while using different types of **feedback (formal, informal, written, oral)** from a variety of sources (peer to peer, lecturers, collaborating business partners)

Design guidelines didactics

- Working on authentic yet ‘wicked problems’ which are relevant for organizations and society.

- Lecturers co-host workshops and sessions with students in order to show multiple perspectives (on content) and the value of multidisciplinary teams.
- One or 2 big chunk study units per semester with a unique character (content, wicked problem)
- Class time is used for in-depth discussions (dialogue) and to challenge to make connections between concepts and theories, and between theory and practice.
- Students are encouraged to look for more; to look at what is, and what could be if you step out of the familiar.
- Classes and assignments are constructed and conducted in such a way that students get to try their own thinking, receive feedback and try again.

Design guidelines Structural/Organizational

- Online (workshops, contact moments with students) and offline environment (Gradework, schedule etc) also represent the big chunks character. For instance in Gradework it does not show 3EC study units, or small bits and pieces of the program, yet it represents the holistic character of the study unit)
- The school environment facilitates being 'long periods of time' in school, maybe the whole day. This can be facilitated by designing the interior in such a way that it invites students and lecturers to work, chill-out, explore, wander and reflect.
- We need collaborations and partnerships with organizations to define relevant wicked challenges for the study units. The partners should also be involved and engaged in the learning process.

4 Body of Knowledge and Skills

4.1 Transitions

We are in a transition towards a new economy with new economic and business models, a more sustainable society, a new perspective on our planet and her limitations and the impact of this on our government. These changes bring along many questions, challenges and most of all: opportunities for innovation.

We will study a variety of economic models and challenge economic perspectives in order to understand historical, current and future trends and developments in business, economy and government.

We aim to equip students with knowhow of this complex transition system in order to become sensitive for the different stages of the transition process and recognize the needs from different stakeholders. Students have knowhow about how to maneuver in different stages of the transition and its' opportunities on the one hand, and the resistance for change on the other hand.

We aim to create changemakers who are able to recognize organizational and economical needs, which are part of a transition process and translate these needs in concrete next steps or executable actions.

Important topics:

Transition to a new economy (new economic models, transitions in society, political impact)

Transition companies are going through, or already are going through.

Impact economy, purpose economy, doughnut economy, other models

The economy of the common good, Christiaan Felber

Economic Growth vs DeGrowth theories

Gross National Product vs Gross National Happiness

Local vs Global

Linear economy vs Circular Economy

Future forecasting, trend watching, scenario thinking, system thinking.

International agreements and historical perspectives, sustainable certificates

Systems Thinking, Scenario Thinking

Steward- ownership, *Rethinking Ownership in the 21st century*, Purpose Foundation

https://purpose-economy.org/content/uploads/purposebooklet_en.pdf

4.2 Impact

We believe in positive change, but how does change happen and what does change mean for whom? What is the impact of change caused by innovations on the long term and how can we capitalize on these new opportunities with an entrepreneurial mindset and approach?

We aim to equip students with skills and knowledge about the impact of innovations.

Innovating does not stop with the creation and implementation of a concept. We believe that new opportunities for value creation will arise when looking at the long- or medium-term spinoff of an innovation. Which scenarios' can be identified for future impact? How to sustain the desired change in a later stadium? How to iterate and re-evaluate the innovation after implementation based on the contextual changes.

Our students will learn how to measure impact: We aim to balance qualitative and quantitative research tools and methods to define what change looks like beyond quantitative KPIs. What is the qualitative impact of change on the life of people?

Answering these questions, is complex, yet promising for future innovation opportunities. Therefore, our students will learn how to define their sphere of influence and spam of control and how will make **educated choices** about desired impact of an innovation. The aim is to define the boards of the system based on **social**, **economic** and **environmental** parameters and to find opportunities for next steps and future scenarios.

'Theory of change': several options to create change, based on choices around impact.

True cost and true value and finances

Impact measurement: qualitative and quantitative research tools and methods

Design research (How does behavioural change happen? How can it be influenced?)

System design & system impact

Purpose economy & impact economy

Social Entrepreneurship

Sustainable Leadership

Corporate Social Responsibility

Shared Value Network

Sustainable business models

4.3 Sustainability

We interpret sustainability in a broad sense: we are creating solutions that are timeproof/futureproof, that can be of value for the long term, keeping in mind the human, social and economic planetary perspectives. Sustainable profit goes beyond capital. We believe that 'sustainability' in our curriculum should be interpreted with a global and local view: producing and consuming in such a way that it does not negatively impact people across the globe.

We prepare students, professionals that are future-oriented. They can deal with challenges that are coming our way related to a world with planetary boundaries: about limited recourses, re-use, circular character (need more examples.). We aim to equip students with awareness and understanding about these topics and to know how to apply which perspective appropriately when designing new innovations.

Important topics:

Socially, ecologically & economically sustainable
Sustainable Development Goals
Regeneration, circularity, re-use of resources
Planetary boundaries + resource usage,
Inequality on global and local scale
Life cycle analysis

4.4 Value Creation through Innovation

The aim is to broaden the definition of 'capital' and to study the paradigm shift from economic capital towards alternative ways of value creation. It is not only about creating economical capital with innovations, yet other types of value as well: social, artistic, cultural, ecological. Students are encouraged to find out which types of values can be created via innovation. Challenging assumptions about what value is for whom.

Our approach will include a variety of **perspectives** as **drivers**, and sources of inspiration, for the creation of valuable and sensible innovations:

1. The international and global: taking into account diverse interpretations of value: what is value for whom while looking at cultural and social economic backgrounds.
2. Local and community values: What are the current values within an existing community or social system? Defining values and needs of society, local communities.
3. Ecological: How can we define opportunities based on the current planetary boundaries?
4. Human: What are current and future unmet human needs and desires? What are emerging expectations in human behavior? & inclusivity?
5. Technology & ethics: What are emerging and promising technologies and how are these connected with ethics in an individual and societal way?

We aim to broaden the horizon about drivers for innovation and equip student with skills to apply multiple sources of inspiration, perspectives and drivers when creating value through innovations.

Important topics

Human Centered Design Thinking
Creative Thinking
Unpacking value, redefining value
Paradigm shift: capital to alternative ways of value creation
Economic, human, social and cultural capital and values
Ethics of & diverse perspectives on value
Technology and emerging expectation, human behaviour,
Affordances

4.5 Mindset

Is an ongoing development process, about the individual growth of the student. We aim to provide students with many different experiences and insights while they participate in the big chunk study units.

The focus is on personal and professional development in 2 areas:

1. **Awareness of self:** Who am I, what are my talents, ambitions, etc.
2. **Awareness of context and environment:** How do I interact with my environment? What is my impact and contribution to a group? How can I add value to my environment?

Self awareness
Self regulation
Social Skills
Communication Skills
Empathy
Motivation
Goal setting

5 Phase levels

The Business Innovation (BI) program has defined three phases of competence students go through during their studies. The purpose of these phase definitions is to give students the opportunity for achievement and to monitor their progress towards the ultimate Bachelor level throughout the program.

5.1 Explore & Play

The Explore & Play phase is equivalent to the first year of the study program (foundation year). During this time the student is introduced to all the topics that are relevant in the world of International Business Innovation. This phase can be seen as what Bloom (1985) calls the phase of 'Play & Romance'; a phase of exploration, encouragement of interest and involvement and building relationships. It is a declarative / cognitive stage in which acquiring factual and procedural knowledge play a central role (though not the only roles). Students start out with few familiar perspectives and explore viewpoints and question things to expand those. Collaboration is mainly social and within the domain. The first year serves three purposes: orientation, selection and referral.

5.2 Experiment & Do

The Experiment & Do phase is equivalent to the second year of the study program. During this phase the student really digs into Business Innovation, expanding his knowledge and skills base. In Bloom's terms (1985) the Experiment & Do phase is the phase of 'Precision & Discipline'; repeating and experimenting, trying to make things work and understanding principles underlying successes. The Experiment & Do phase is the associative stage that (mostly) revolves around acquiring (deeper) procedural knowledge and conceptual knowledge. Students question, investigate, observe, describe and develop several new perspectives. A cognitive element is added to the social collaboration the student practiced in the previous phase.

5.3 Experience & Apply

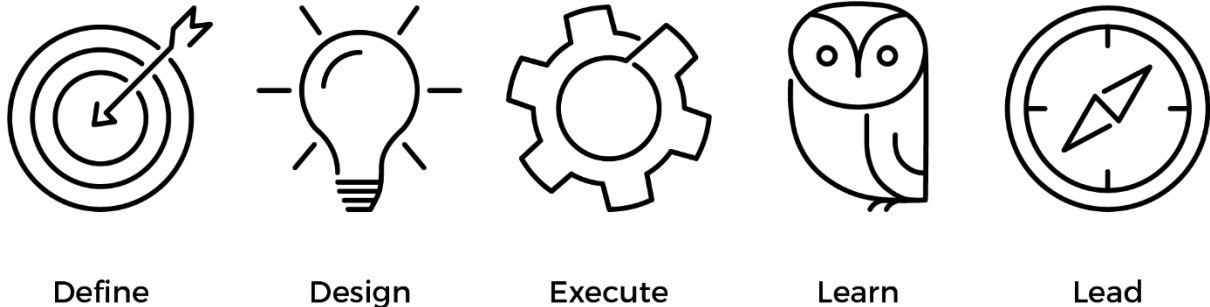
This is the autonomous stage; the last phase in which students are prepared to enter the professional world as starting professionals. The Experience & Apply phase is equivalent to year 3 and year 4. Bloom (1985) calls this phase the 'Generalization & Integration' phase. This is the phase in which students develop individuality and learn to see the greater meaning in what they're doing. They actively apply principles (details and precision become subconscious), revise and develop activities for themselves and invent and cut new pathways in exploration. Students deepen their conceptual knowledge and develop metacognitive knowledge; comparing, connecting and finding complexity are key in this phase, as well as developing multiple perspectives and venturing (far) outside the domain for social and cognitive collaboration.

The BI phase descriptions

This document outlines the phase levels for each of the BI program's meta-skills in qualitative statements. These descriptions can be considered meta-rubrics for the assessment of the students' abilities and as such also serve as strong pointers for the development of learning content and

activities for each phase. The learning objectives will be the basis of the assessment criteria of each study unit.

6 Meta Skills



DEFINE

The BI graduate defines — uncovers — the right problem to solve or opportunity to pursue and frames it in a way that invites creative solutions. His starting point can be an issue that's already been identified such as poorly performing employees, disruptors entering the market, lowering in sales, rise in customer complaints, technological developments, gap in own knowledge or skills etc.. It can also be the discovery of a development, issue or opportunity through alertness and research of the environment (macro and micro) or just an intuition or hunch. The starting Business Innovator collects problem-related knowledge to define the scope of the 'problem': contextual information, environmental information, historical information, information regarding the end user and (business constraints), on an international scale.

BI graduates apply multiple perspectives and empathic skills to their observations, questionings and investigations, continuously suspending judgment. The BI graduate watches how people or end users behave and interact with their environment, with others, with products and services. They also observe physical spaces and places in order to identify contextual and environmental factors that shape user experience. They engage with and listens carefully to people in order to determine the end users' (hidden) needs, underlying motivations, beliefs, values, preferences and aversions. (*Main Dublin Descriptors: Knowledge & Understanding, Making Judgments, Communication*)

1. Key activities

- Defining a problem or opportunity statement to start the research (understanding the actual problem, challenge or question at hand).
- Finding data (follow hunch/intuition, chance encounters, serendipity)
- Collecting data (desk research, observing, scrutinizing questioning, interviewing, (experimental) investigation, associating, data mining, crowd sourcing)
- Processing data in useful formats (categorizing, filtering, validating and tagging with metadata)
- Making sense of data (prioritizing, synthesizing, analyzing, sense making, evaluating, making connections, mapping in a meaningful way, iterating)
- Distilling insights from data (hypothesizing, testing insights against existing knowledge, iterating)

- Translating insights into actionables and recommendations that are easily accessible for stakeholders and immediately useful for the design stage (extrapolating initial design concepts / solution paths to work on = frame / key performance indicators / success factors)

Explore & Play	Experiment & Do	Experience & Apply
Student has knowledge of the research cycle and understands the sequence and the content of the steps that need to be taken to go through the research cycle.	Student has knowledge beyond the basic research methodologies and data collection methods, e.g.: qualitative user research, empathy research, experience research, participatory research, quantitative impact measurement tools (financial, environmental and social), cross-cultural research.	Student creates knowledge and defines current and future scenarios for the impact of an innovation, based on pattern recognition, system thinking, multistakeholder analysis, future forecasting, etc.
Student has basic knowledge on research methodology and data collection methods.		
Student can determine which data collection method is needed to answer -specific_ research questions	Student is open to experiment with a variety of methods and connect these to creative skills and the design process;	Student is open to generate original ideas and vision.
Student is curious and keen on understanding the research topic in-depth.	Student is adventurous and open to explore other options.	
Student is aware of own assumptions and bias.	is able to uncover issues, challenges and opportunities from an undefined context and defines questions to be investigated.	Student actively investigates own ideas and new knowledge within and outside the field of study;
Student is critical towards given information and searches for ways to validate and substantiate own statements and arguments.	Student can think and act in an iterative manner	Student is able to explain how the context (and all its elements) and developments interact to create issues, challenges or opportunities
Student challenges the status quo in order to find insights for innovation opportunities.	Student is able to analyze information and make 'unusual and original' connections	
Student is able to formulate a problem definition based on the given and collected information.	Student is able to present scenarios, speculations that are substantiated with research.	

Student is able to formulate relevant research question that fit the problem definition.		
Student is able to develop data collection methods (interviews, observation, desk research)	Student is able to collect data in a semi uncontrolled setting	Student designs own multifaceted data collection, processing and analysis methods.
Student is able to execute and present the research in a valid and reliable manner.	Student is able to generate actionable information for the design stage.	Student is able to apply and integrate the research outcomes to facilitate change
Student uses a basic system to file / collect information (also for possible later use)	Student develops a smart personal system to file / collect information and ideas for later use.	Constructs actionables for dealing with the future issues, challenges and opportunities that are immediately useful for the design stage.

DESIGN

The starting International Business Innovator develops ethically sound solutions that can better meet the end users' needs and that generate value for the end users. These solutions can take the form of concepts, products, services, experiences, strategies, business models, processes, a whole business (department) or their own learning process, depending on the problem that is in need of a solution. Based on a meaningful and actionable problem statement, the BI graduate generates a vast variety of ideas on possible solution paths in collaboration with others (multidisciplinary/co-create). They have a large number of creative techniques at their disposal which they can apply flexibly to a challenge at hand. In a constantly iterative process, the starting Business Innovator combines, expands, and refines ideas, eventually bringing the most useful ones to a more detailed level, visualising, objectifying and/or enacting them. They are comfortable with experimentation and trial-and-error ways of working. The BI graduate is capable of developing a schedule, resource-planning, budget / funding approaches, and work methods that fit the (unpredictable innovation) process. *(Main Dublin Descriptors: Knowledge & Understanding, Applying Knowledge & Understanding, Making Judgments, Communication, Learning Skills)*

Key activities

- Generate ideas / possible solutions / scenarios;
- Analyse and select ideas;
- Develop ideas into concepts (more complexity, connecting loose elements);
- Prototyping: create a tangible or visual representation, or a scenario (designing an experience) of the concept;
- Field testing: create a test plan and collect feedback from users and other stakeholders;
- Iterate concepts / prototypes based on field test results and insights.

Explore & Play	Experiment & Do	Experience & Apply
Student has knowledge of a design process and understands the basic steps of that process;	Student understands the dependencies and particular arrangement of the steps in the design process;	Student has knowledge of possible restrictions in the design processes and how to deal with them;
Student has basic knowledge of design research methodologies	Student has adequate knowledge of design research methodologies;	Student has broad knowledge of design research methodologies
Student has knowledge of several idea generation techniques	Student has knowledge of a wide range of idea generation techniques;	Student has knowledge of when to apply the proper ideation techniques;
Students has knowledge of basic idea evaluation and selection methods.	Student has knowledge of several idea evaluation and selection methods.	Student has knowledge of how to evaluate and select solutions for highly-complex problems.
Student has knowledge of visualising information and ideas.		
Open mind-set to different perspectives	Explore a diversity of perspectives, approaches and scenarios;	Holistic approach - understand the system of complex problems;

Empathise with problem owner/end user;	Empathise with all stakeholders involved;	Synthesise insights using diverse perspectives;
Explorative and looking for new insights;	Explore and evaluate best practices;	Think circular and iterative;
Consider social or ethical or environmental implications.	Consider social and ethical and environmental implications.	Navigate and integrate social, ethical and environmental implications;
		Deal with the unexpected (knowing what to do when you do not know what to do).
Student is able to execute all the steps of a design process (with some guidance);	Student is able to go through the steps of a design process (almost) independently;	Student is able to initiate and execute the design process independently in a variety of projects;
Student is able to execute basic design research;	Student is able to develop and execute an appropriate design research strategy;	Student is able to develop and execute a full range of design research strategies;
	Student is able to explore and validate their personal perspective and intuition (abduction);	
Student is able to frame a problem or opportunity;	Student is able to create and explore several frames for a problem or opportunity;	
Student is able to generate (relatively) obvious ideas, concepts and solutions;	Student is able to design and execute a creative session with others (co-create);	Student is able to translate (highly) imaginative ideas into relevant and realistic concepts;
Student is able to make simple (low-tech) prototypes;	Student is able to make more elaborate digital and tangible prototypes;	Student is able to deliver a fully working prototype themselves or through others;
Student is able to do a basic validation, check and test of information, ideas and prototypes;	Student is able to do a thorough validation, check and test of information, ideas and prototypes;	Student is able to get buy-in from stakeholders for their proposed solution;
Student is able to iterate concepts/prototypes based on feedback they receive/new insights.	Student is able to iterate concepts/prototypes based on well-considered feedback they receive or insights they gained.	Students are able to develop ready-to-implement solutions.

EXECUTE

The BI graduate executes a variety of (specialist) activities as part of the running business. For instance, activities can include sales / customer relationship activities, purchasing, preparing (job) advertisements, conducting job interviews, preparing financial reports, producing a corporate brochure / website, conducting training sessions, dealing with suppliers and manufacturers (also abroad), performing tasks in a (international) project, doing financial calculations, dealing with the press etc. The student implements and executes the designed concepts, products, services, experiences, business model, processes, strategy, business and/or department. This implementation goes beyond writing implementation plans. They actually perform the tasks involved in the implementation, by himself or in a team, but always in-context; as part of the bigger whole of the organization or department. They are capable (and willing) to work in accordance with plans, budgets and methods, but also knows when deviating from them is called for and has the courage to come up with new methods 'on the fly' if necessary. Networking, collaborating, negotiating and communicating, across departmental, organizational and national boundaries and cultures, are a crucial part of his daily activities.

They are aware of the importance and relevance of their activities for the larger whole of the organization (mission, strategy, goals, and operations) and can navigate this interdependency.

The graduate has a clear understanding of what customers, vendors and suppliers want is apparent in all his actions. They have a very strong and keen sense of timing and most favorable execution methods in any given situation; They are skilled at aligning market developments, technological developments and products. *(Main Dublin Descriptors: Knowledge & Understanding, Applying Knowledge & Understanding, Communication)*

Key activities

- Generating all aspects of the business case
- Executing / implementing the business case / plans / ideas
- Set up and work according to a budget
- Performing tasks and activities derived from the business case / plans (marketing, sales, HR, purchasing, finance, etc.)
- Acquiring (financial) support
- Dealing with stakeholders (meetings) / stakeholder management
- Deploy key performance indicators
- Facilitating meetings / learning / solution generation

Explore & Play	Experiment & Do	Experience & Apply
Understand different models, concepts and theories on how to systematically run a business or project or a task	Knows several fitting forecasting and back-casting methods to plan the project, business or tasks	Organize the work to support new and creative products/processes which benefits the stakeholders
Performs clearly described specialist tasks	Plans and performs unique specialist tasks considering his knowledge base of the domain	Coordinates specialist and process oriented tasks
Conducts a realistic, well-planned and supported (linear) process with a clearly defined end goal.	Can manage a diversity of tasks and knows how to manage time and expectations towards stakeholders	Recognizes and acts on decisions to be made in relation to other tasks within the organisation/related projects

Can manage the flow of work and expectations and knows how to timely intervene if necessary	Recognizes the significance of his tasks and performance in their relation to other tasks within the whole of the department / related projects	
Communicates tasks-related information directly, purposefully and well-organized to different stakeholders	Communicates and reports task- and content related information in a structured manner to team and stake holders	Proactively creates and communicates information relevant to the team and stakeholder
Functions effectively in small or mono-disciplinary teams (Functions effectively in small and medium sized multidisciplinary teams	Navigates and oversees large multidisciplinary teams and complex processes
is aware of his preferred style of executing the tasks and working in a team	Can test several different preferred styles of working and team work	Consciously applies his preferred style of working and can change styles when needed
		Navigates effectively in large and multistakeholder and multidisciplinary teams

LEARN

The starting Business Innovator continuously monitors their (learning) actions, activities and results. They don't wait until a process, a task or an activity is finished to evaluate it, but reflects on the appropriateness, efficiency and effectiveness before, during and after performing them.

In their evaluation they take the bigger picture into consideration; actions and results that are good at the micro-level might not be for the organization as a whole. They are able to assess actions and results in the here and now as well as their 'fit' with the future that was envisioned. They are very familiar with iteration; They know that the 'right' or 'best' answer hardly ever presents itself the first time around, but that they arrive at an answer by continuously analyzing, evaluating, testing and reflecting and by sparring with others. They are aware of the fact that sometimes one needs to adjust to the context and sometimes one needs to adjust the context itself. The BI graduate uses analysis as well as his common sense and the 'wisdom of the crowd' to evaluate and assess ideas, concepts, products, actions, services, processes, strategies. They are willing to fail and learn important lessons from his failures. *(Main Dublin Descriptors: Making Judgments, Communication, Learning Skills)*

Key activities

- Self-awareness
- Self Regulation
- Social Skills
- Empathy
- Motivation
- Decision-making
- Goal-setting & Goal attainment
- Communication and relationship skills
- Creative Thinking
- Reasoning, critical thinking
- Reflection on experiences.

Explore & Play	Experiment & Do	Experience & Apply
Demonstrate knowledge of several methods of improving creative thinking	Experiments with several methods to enhance their own creative thinking process	Applies intuitively how to use the most effective techniques for enhancing their own creativity
Is open in learning from others (making connections, contributing to discussions, responding to learning opportunities)	Is actively engaged in learning from others (making connections, contributing to discussions, responding to learning opportunities)	Creates actively learning opportunities for themselves and for others.
Explores preferred ways to improve their own knowledge and skills set.	Make substantiated choices to improve their own knowledge and skills set.	Makes substantiated choices to improve their own knowledge and skills set for future career purposes
Is open to listen, analyze and understand other people perspectives	Is able to test their own reasoning and perspectives against values and concepts of others	Navigates between different perspectives in their own reasoning, discover blind spots and possible biases.
Explores reflective and independent thinking, analyzing	Evaluates and questions given information, evidences, arguments	Questions the thinking processes by which various

and understanding the connections between ideas or believes	and theories, and the contexts in which these are encountered.	claims are made and conclusions are reached
Is aware of their own cultural background, beliefs, presence, time and place in society	Understands how their personal profile and from others play a role in every human interaction	Is able to work with diverse team and benefit from this diversity by creating new innovative ideas based on different perspectives.
Is open to learning on the cultural background from others.		
Explores their intrinsic motivations (drivers), preferred learning styles, knacks, and most fitting innovation roles	Capitalizes on own motivations (drivers), preferred styles, knacks, most fitting innovation roles when the environment provides opportunities to do so	Shapes his working environment in such a way that they can maximize his strengths, intrinsic motivations (drivers), preferred styles, knacks, and most fitting innovation styles
Can reflect on their activities, analyze it post-action, reflect on it, and describe improvements needed.	Can reflect systematically on the process and effects of their own activities, in- and post-action and change and act on it.	Can reflect on the process and effects of his their activities, pre- and in-action and act on it
Can explore different ways to improve their own knowledge and skills set.	Is able to make substantiated choices to improve their own knowledge and skills set.	Is able to make substantiated choices to improve their own knowledge and skills set for future career purposes
Is able to weigh ideas, concepts and/or processes and can evaluate the quality of these ideas/concepts	Monitors the quality of products / services / processes / ideas as they are being developed against the specs provided and his own (justified) sense of value added / quality	Predicts the quality of products / services/ processes / ideas/ solutions based on specs and his own (justified) sense of value added and quality

LEAD

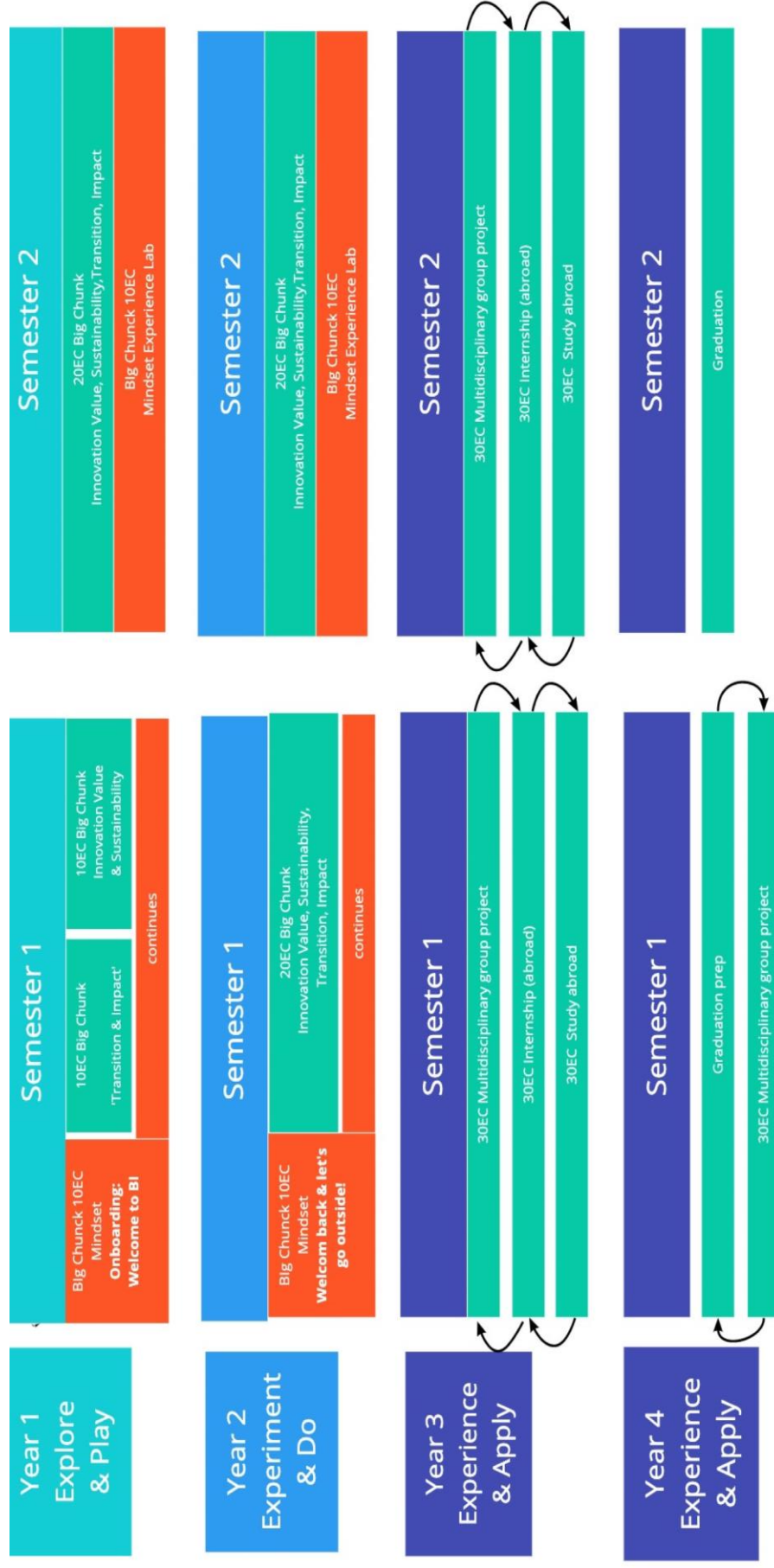
The BI graduate has profound knowledge of how business works. In general terms like business, management & organization theory, as well as specific terms like the business the organization is in. The BI graduate also understands what customers, vendors and suppliers want. The BI graduate manages people, action, information and himself, whether in a managing position or not. They motivate the people in their multicultural and multidisciplinary team to do the best job they are capable of doing. The BI graduate is an effective teacher / coach to their team members and knows how to push the right buttons on everyone to make them want to perform at their best and achieve goals. They lead and performs by example. They are capable of taking on different roles in a team; leading in some instances and being lead in others, actively taking part in different stages of the innovation process. The starting Business Innovator is an effective communicator: selecting what information to share in which way, explaining what they and the organization want in ways that make sense to employees. They also really listens to their team members. They are not afraid of asking for or even demanding input, commitment and effort from his people and manages conflicts in an appropriate and respectful way. The BI graduate recognizes the difference between where the team is and where it is going and makes decisions accordingly: planning, prioritizing and facilitating the execution of necessary actions by his team. BI graduates understand their own needs and characteristics, the needs of the organization / team and the needs and characteristics of each employee / team member. They represent their team and their needs with higher management and manages expectations both ways. The BI graduate is capable of dealing with the integration of huge amounts of information and performing 'on the run', can show the stamina and resilience to deal with failure, resistance, delays and postponements. *(Main Dublin Descriptors: Applying Knowledge & Understanding, Making Judgments, Communication, Learning Skills)*

Key Activities

- Motivating/Inspiring
- Coaching/Mentoring
- Conflict Handling
- Communicating & Listening
- Meta-planning, strategic planning
- Organizing buy-in/commitment from all levels of the organization
- Curating
- Monitoring/Performance

Explore & Play	Experiment & Do	Experience & Apply
Understands various ways/models of organizing and managing work and projects.	Is able to experiment with different ways of organizing and managing work and projects and to make a substantiated choices of organizing teams.	Is able to formulate a vision and a strategy aligned with the execution in order to lead change
Understands how strategy and vision connects to execution of projects and/or other team work.	Demonstrates insights in diverse strategies / models for leading change.	Is able to challenge the way how organisations and teams are organized and can create an inclusive culture for change and innovation.
Is able to effectively collaborate in a diverse team of students with different preferences, approaches, ideas and working attitudes, with an open eye for the team dynamics	Is able to deal with cultural clashes and other challenges in the team dynamics, engages team members and make necessary decisions which will lead to team success	Embraces misunderstandings within the team and adds constraints to the process / solution to create a team capacity for developing better approaches for challenging the way things are currently being done
Develops and generates work products and ideas on his own and with a team based on clear but broad instructions	Develops and generates work products and ideas on his own and within a team, without being told exactly what to do	Establishes a climate that allows for effective (team) developments and generation of work products and ideas with shared accountability for the goals
Is able to 'Sell' issues and solutions within the team and other stakeholder.	Actively engages other stakeholders by addressing their needs	Organizes buy-in / commitment from all levels of the organization and all stakeholder groups
Is open to share new ideas and relevant information and is open to listen to other team members ideas.	Is searching actively for inspiring related materials (curation), searching for ideas and weighing other opinions.	Can effectively curate information, sources and ideas from others in order to make relevant decisions
Accepts mentoring and coaching by more experienced students, teachers and professionals	Mentors less experience students and accepts mentoring and coaching from others	Coaches and mentors peers and less experienced students and accepts coaching and mentoring from others
Is able to reflect on their own contribution in the team effort and their own learnings as a team member.	Is able to reflect on their own leadership style, organizational skills and contribution to the team.	Can establish alignment between personal purpose, leadership style and the purpose of the project, organization or community.

7 Design of the New Curriculum



8 Programme outline

Leerjaar	Studiegids	Examenonderdeel ENG OE	EC	Studiegids	Omschrijving TTS NED	Omschrijving TTS ENG	Lange omschrijving TTS ENG
1	4222BI111Z	Creating a Mindset	10	4222BI111A	CAM - Portfolio	CAM - Portfolio	Creating a Mindset - Portfolio
1	4222BI112Z	Transforming Society	10	4222BI112A	TS - Insights Presentation	TS - Insights Presentation	Transforming Society - Insights Presentation
1	4222BI113Z	New Value Creation	10	4222BI113A	NVC - Concepts	NVC - Concepts	Value Creation process - Concepts
1	4222BI131Z	Personal Experience Studio	10	4222BI131A	PES - Exhibition	PES - Exhibition	Personal Experience Studio - Exhibition
1	4222BI132Z	Launching Societal Impact	20	4222BI132A	LSI - Prototype	LSI - Prototype	Societal Impact scenario - Prototype
2	4221BI211Z	Lead the Change	10	4221BI211A	LTC - Portfolio	LTC - Portfolio	Lead the Change - Portfolio
2	4221BI212Z	Create your Start-up	20	4221BI212A	CYSU - Pitch & Pitch Deck	CYSU - Pitch & Pitch Deck	Create your Start-up - Pitch & Pitch Deck
2	4221BI231Z	Corporate Innovation	20	4221BI231A	CI - Strategy & Portfolio	CI - Strategy & Portfolio	Corporate Innovation - Strategy & Portfolio
2	4221BI232Z	Personal Experience Studio	10	4221BI232A	PES - Portfolio	PES - Portfolio	Personal Experience Studio - Portfolio

9 Description of Units of Study

See separate document TER 2022-2023



Business Innovation

BI Professional Profile

Educational Philosophy

Meta Skills

Meta Skills Phase levels

Body of Knowledge

Graduation Tracks

Instructional & Assessment Design guidelines

Update 2019

1	Introduction Professional Profile	4
2	Trends and Developments.....	5
2.1	Connected World	5
2.2	War for Talent	6
2.3	New Economic Uncertainty	7
2.4	Social & Sustainable	7
2.5	Experience, Value, Meaningfulness	8
2.6	Emerging Countries' Rise to Power	9
2.7	Relentless Innovation	10
2.8	What all of this means... ..	11
3	Profile of the BI graduate	12
3.1	Career opportunities	13
4	BI Educational Philosophy	14
4.1	Rigor	15
4.1.1	Authentic	16
4.1.2	Focused on the individual.....	18
4.1.3	Strives for deep learning	18
4.1.4	Organized in 'big chunks'	20
4.2	International.....	20
4.2.2	International content	21
4.2.3	International format and design	22
4.3	Innovation	24
4.3.2	Focus on higher order thinking	25
4.3.3	Uprooting	26
4.3.4	Fostering autonomy	27
5	Meta-skills Business Innovation	28
6	Phase Levels	29
6.1	Innovation Apprentice phase	29
6.2	Junior Innovation Practitioner phase	30
6.3	Junior Innovation Professional phase	30
6.4	The BI phase descriptions.....	31
6.4.2	DEFINE	32

6.4.3	DESIGN.....	35
6.4.4	EXECUTE	38
6.4.5	LEARN	41
6.4.6	LEAD.....	44
7	Body of Knowledge	47
8	Graduation Tracks.....	49
9	Bibliograhpy Educational Profile.....	53
	References Educational Philosophy.....	56
	References Phase levels.....	57

1 Introduction Professional Profile

Before you lies the first professional profile of the Inholland bachelor program Business Innovation. This professional profile was developed based on extensive desk research and was thoroughly discussed with representatives from the professional field the study program aims to cater to. This document is first and foremost meant to clarify and enthuse. On the one hand, it should provide (prospective) students with a clear view of what their professional future will look like after they graduate from the program. And on the other hand, it should give students clear insight into what will be expected from them and what they can expect from the program. Faculty will find the overarching context of their role and discipline in this professional profile, as well as the framework for setting learning and assessments goals and for developing their instructions. The professional field can use this document to gain insight into how graduates of the program could contribute to their business.

As the professional field changes and evolves at a rapid pace, constant scrutiny of the external environment is necessary to determine the ongoing validity of the contents of this profile. Should trends and developments have a major impact on the content and purpose of the study program, this professional profile will be (partially) rewritten. Until such a time this professional profile can be considered as the backbone and driving force behind the design, development and maintenance of the Business Innovation program.

2 Trends and Developments

This chapter describes the current and future trends and developments unfolding in the world that substantially impact the way in which businesses are organized and operate in order to survive and be successful, now and in the future.

The trends and developments described below are based on extensive and solid desk research. For legibility purposes, we decided to forego in-text references to the sources we used to compile this chapter. The full list of sources can be found in the bibliography at the end of this document.

2.1 Connected World

One of the most influential developments impacting business practices of recent years has been the rapid and exponentially expanding technologies. In less than ten years we have gone from predicting that Information Technology would erase national boundaries, open up global markets and change businesses' interactions with customers, to the "Flat World" we live in today. Smart, mobile and wireless technologies have provided us remote access to an expanding array of faster and higher quality of information from diverse sources. This has resulted in an accelerating process of internationalization, intertwining geographies, economies, industries, products, lives – all of which affect both the business and social environment.

Adjacent markets have become accessible, opening up new opportunities — and competition — for revenue. Digital technology has given businesses immediate and full access to foreign and international markets, resulting in enlarged companies' customer bases, but also in increased the competition from businesses previously 'confined' to their own regional markets.

Digital developments have also allowed an entirely new generation of (usually technology) businesses — often referred to as 'disrupters' — to come to prominence quickly¹ and enter previously well-defined and cordoned-off markets. In some cases this has led to severe consequences for existing 'traditional' business, such as Apple's iTunes taking over the music distribution market, or Amazon severely denting the traditional bookstores' revenues. Since this competition is coming from the 'outside' and not from traditional competitors, previously used traditional defensive strategies are becoming increasingly useless. This, along with the 'freeconomics' approach often employed by new (tech) start-ups necessitates new business models, markets and electronic channels. New (tech) start-ups tend to set up shop and expand quickly, paying attention to immaterial revenues first, and worry about material revenues later. The 'traditional' industry will need to deal with these 'creative disruptor (techniques)' in order to bring about the much needed innovation of products and services.

The advanced technologies have also affected the way business processes operate. Web-centric and end-to-end streamlined (sales) supply chains now link all transactions, payments, logistics, shipping and production in one super-efficient transparent network. They also enable businesses to enhance customer satisfaction and sustainable customer relations through the development of technology-enabled products and services that incorporate deep customer contact, on demand choices and intuitive interaction, and serve customer needs 24/7. The technological developments have also reshaped the manner in which companies communicate and collaborate with employees, partners and customers and will continue to do so. For example, by 2014 social networks are expected to be

¹ To illustrate: in 2012 only € 1.407,60 is needed as starting capital in the Netherlands (Aslander & Witteveen, 2012)

the main form of business communication for 20% of employees worldwide. Social listening is becoming an important activity for businesses everywhere, triggering an explosive growth in, and need for data and analytics.

Capturing and analyzing customer information about products/service use, needs, wants, desires and behaviors as it happens ('Real time knowledge') and 'knowledge engineering' are becoming mission critical for companies to remain competitive. In turn, this data mining and data warehousing has also led to stricter privacy rules and wider debates regarding intellectual property rights.

The foreseeable future does not show an end, or even a slowing-down of technological developments. On the contrary, the semantic web (Web 3.0), singularity (the integration of machines, web and human beings), quantum tools, free wireless everywhere, artificial intelligence, cloud-computing, virtual reality, and holography are already emerging (or even in full-swing development), opening up new opportunities, but also creating risks that need addressing, like cyberjacks (online identity theft).

Net-usage is expected to accelerate further as low-cost, high-speed bandwidth and 'wireless everywhere' become more readily available, providing many more choice for virtual collaboration with anyone, anywhere. Television, computer, the internet and telephone will continue to converge, allowing for more interactivity with customers which in turn opens up opportunities for personalization of products and services. Mass customization is outdated: instant customization is the new baseline.

Through the technological developments, social media and customization, the power of the individual will grow exponentially, introducing the need for innovation, new organizational structures and hybrid collaboration models (terms like co-creation and co-production have already entered our business dictionaries).

2.2 War for Talent

People now live longer, healthier lives and have fewer children. The baby-boom generation is retiring, the population, especially in the developed world, China and Russia, is greying rapidly. Not only does this change the dynamics of the consumer market and call for a whole array of new healthcare and leisure services, it also means that the traditional workforce is shrinking rapidly.

Society and businesses have been slow in accepting and providing for a more diverse workforce (i.e. older men and women) and are now finding themselves in shortage of talent. This has triggered a 'war for talent', which is an increasingly global 'war' for highly skilled and educated young employees. Migration and reverse migration are on the rise, leading to brain-drain and brain-gain phenomena all over the world. Companies need to look for ways to engage with a new and young base of talent, as well as re-engage the experienced one, putting a renewed emphasis on the value of human capital.

The talent shortage raises the bargaining power of employees, whose priorities and preferences are increasingly dictating the look of the workplace and the role of technology in it. Many baby boomers — also called Gen U — are willing and able to work beyond retirement, but will want something in return other than more money.

In addition, as a result of technological developments and a prolonged era of economic advancement, Gen Y — or ‘digital natives’ — were born already ‘empowered’ (whether real or conceived). For this generation, work is one of many ways to express oneself and should therefore align with personal interests and ambitions. Members of Gen Y know they are a scarce commodity for companies which have been trying to get their attention as customers for years and are keenly aware of their bargaining power.

These changes in the ‘workforce’ and how work is viewed and valued by (prospective) employees have a profound impact on how businesses operate. On the one hand businesses have to adapt their recruiting, internal IT, physical work environments, etc. in order to build a reputation among future employees, young and old. On the other hand their operations — their entire business model even — need to become more flexible, less dependent on available employees at any given time.

2.3 New Economic Uncertainty

It has become clear for all stakeholders in the world economy that we have entered a more unstable and uncertain economic future. There is a real sense of crisis in the economies of the developed world, while a huge trend of growth and opportunity has emerged from developing countries such as India, China and Brazil. This environment has created an urgent need to revise and reform the tax regulations and business practices of the financial sector, and has forced more economic and political cooperation between sovereign countries as well pointing to a significant shift in global economic power over the next few decades.

Businesses will need to combine a traditional knowledge of macro financial and economic concepts with the new and innovative paradigm of the ‘Triple Bottom Line’. Traditional notions of ‘profitability’ and ‘shareholder value’ need to be revised to include the social and environmental aspects of business. On the micro level, financial institutions, as well as governments and businesses, will need to modify their business models and find more creative ways to finance their activities. In recent years, crowd funding has emerged as one of those creative ways, but much more will be needed to restore the economy in a sustainable way.

2.4 Social & Sustainable

Twelve years into the 21st century the environment, specifically the protection thereof, is still a big issue. Decades of discussion and treaties on a global scale have not prevented the environment to deteriorate further. The responsibility for the environment cannot remain restricted to governments only. Businesses need to step up and incorporate cleantech in their strategies. They need to diversify their energy portfolio mix. The depletion of raw materials and increased pressure on resources is forcing businesses to reconfigure their supply chains to mitigate shortages in these materials. ‘Green and clean’ will affect every product, consumer and company in the near future. The urbanization taking place across the globe, with many cities expected to grow to an excess of 20 million inhabitants by 2025, poses some interesting challenges and opportunities too. Challenges include the pressure on the infrastructure and tolerance issues — with so many diverse people living so close together. Urbanization also means that vast amounts of (highly) skilled workers are available ‘around the corner’ and creates numerous centers of power as more and more people — looking for a sense of unity —, ‘bond’ with their city and community rather than with their nation or country.

The value-conscious consumer is putting an ever-increasing pressure on companies to demonstrate their sustainability, to disclose the social and environmental impact of their activities: demanding transparency, accountability and openness from all kinds of businesses. The term 'Corporate Social Responsibility' is now being truly embodied. It is about showing true colors, social causes and capital, and meaningfulness. CSR is no longer a lip service or separate strategy, it needs to be fully integrated into every aspect of a company's operations.

Responsibility also means 'doing right by the local population' — as employees, suppliers and consumers / customers —, compelling businesses to adopt glocal strategies rather than global ones. A trend related to CSR and sustainability, which is only just emerging is 'social entrepreneurship'; profit is not necessarily financial profit anymore, it can be community benefits or value creation.

2.5 Experience, Value, Meaningfulness

The experience economy, foreseen as early as the mid 1990's by Stan Davies (among others), is now in full bloom in the developed countries and rapidly gaining ground in the rest of the world. Many people are eager for culture, social events, entertainment and leisure; for memorable life experiences. This is made apparent by the huge success of social media and the relative immunity of creative and experience type products and services to the ongoing economic malaise. These experiences are increasingly associated with status, style, brands and differentiation, more than the actual products themselves. In fact, a devaluation of the importance of ownership and property is emerging, as leasing becomes more popular for businesses (including capital goods and franchising) as well as for individual consumers. For a valuable experience to be obtained, one does not need to own the physical goods that provide that experience.

In pursuing valuable and memorable experiences, customers have become more critical. They increasingly choose products and services that satisfy deeper needs for creativity, community and idealism. They have become more value-driven and value-conscious; meaningfulness is important. Striving after this meaningfulness, customers are discovering —and increasingly using— their 'maker and creator' capacities, moving from a passive consumer role to one of co-creator, or 'prosumer'. The impact of this new empowered and value-driven individual on the way businesses operate is profound. Not only do companies have to create products, services and corporate cultures that inspire, include and reflect their customers' values, they have to involve their potential customers in this process of creation. Innovation is no longer the prerogative of businesses, is it slowly, but radically, being democratized.

The rise of the networked economy — also called the 'hive economy' — has empowered customers in unprecedented ways. No company can afford to ignore the collective intelligence of the 'crowd', as news and opinions whether substantiated or not, travel at incredible speeds through social networks.

As a result of the emergence of the experience economy, many products are being marketed as services, blurring the boundaries between these traditionally separated sectors. Services now account for greater volumes of economic activity than primary or secondary industries in the developed world. In the European Union, the service sector is responsible for over two-thirds of GDP and employment. This rise of the service industry has an impact on many business operations; unique marketing strategies are needed, as well as different logistics systems, sales techniques, and ways to capture value. In addition, services are less tangible than physical products and are more

easily subject to copying or pirating, which are raising legal issues like intellectual property, copy rights etcetera.

The empowerment of the individual in today's society is also visible in the workforce. People increasingly seek meaningfulness and usefulness in their work and are willing to pass up on 'secure' jobs in order to achieve it, launching the free agent era. The emergence of the 'gig economy' is seriously challenging the traditional models of careers/professions for life, 9-to-5 work and 'one-job-at-a-time' frames of thinking. Free agents (or freelancers) work multiple (micro) jobs and have serial or even simultaneous careers, blurring boundaries between private and business life as they adopt alternative business models in which value-creation is not necessarily the same as 'financial rewards'.

The rise of the 'gig economy' poses challenges as well as opportunities for business. On the one hand, businesses need to cater to the needs of employees if they want to retain them: new workspaces, flexible scheduling, parallel tasks and processing, (personal) development opportunities, etc. On the other hand, the emergence of free agency provides opportunities for companies to 'use, not own' workers. They can select teams based on qualifications, instead of on availability in the company. Technological developments allow them to even select teams independent of location, provided they have synchronized the physical work environment with the virtual world. Not 'owning' an employee, but just 'leasing' one for a specific, temporary job or task surely reduces company costs significantly.

2.6 Emerging Countries' Rise to Power

A development that has been brewing for a long time and is now truly coming to fruition due to the economic crises is the rise to global power of emerging countries. The banking sectors and institutions of emerging countries (especially China, India and Brazil) are increasing their presence on the global scene while the end of the economic crisis plaguing the developed countries is not yet in sight. In addition, new emerging markets are up and coming: not only companies in the BIC countries, but also companies in Thailand, Malaysia, Colombia and Indonesia are becoming more ambitious about globalization. The technological advancements —the mobile revolution— have unlocked the developed countries' markets for them as much as they have unlocked access to these emerging markets for the developed world, tightening the competitive landscape even further. As sales, margins and market share are under increasing pressure, new rounds of trade protectionism and stimulus plans are being fueled. This is clearly visible in the increasing influence of politics and governments on (international) business and the resurrection of the state-owned enterprises phenomenon in developed countries. At the same time state-owned enterprises, which are big in emerging countries, are becoming larger and more globally competitive.

This rapid rise of emerging markets also poses opportunities for companies in developed countries; 80% of the global purchasing power —which is estimated to double by 2030— will come from the middle classes of emerging countries (Asia in particular). The future sales growth potential is in the emerging markets, not in the developed ones.

Traditional multinationals are already more focused and systematic regarding emerging markets, aware of the fact that for future success, companies must be focused on the developed market (protect and grow) *AND* on building position in emerging markets. Deep local presence and execution (i.e. a glocal strategy), and managing multiple stakeholders at home and abroad are becoming crucial

for survival on the global (and eventually the national, regional and local) scene. It seems that especially small and medium enterprises in the developed world, which are finally discovering internationalization as a way to expand their markets, should be able to benefit from this development. Not only could they export products as well as (if not mainly) services, they could also 'import' direct foreign investments, talent, innovations and groundbreaking approaches to business. Businesses that choose to collaborate and share, for instance by forming interregional partnerships, are expected to be more successful than those who simply try to compete.

2.7 Relentless Innovation

Apart from the general trends and developments impacting businesses, there are also some developments emerging in the business world itself which are changing the business landscape. One of these developments is the rapid fading — also called 'blurring'² — of the boundaries between 'traditional' business and the creative industry. Recent studies and publications have shown that the 'traditional' business industry and the 'creative business' industry are becoming more and more intertwined and will continue to integrate further in the future. This intertwining has become a necessity in order to survive and prosper in the new economy. On the one hand, it is crucial to improve the innovative capacity of 'traditional' businesses, while on the other hand, it is vital for creative businesses to upscale and grow.

Everywhere in the world, innovation is key. The business world has entered the innovation and design age, 'society 3.0', the age of relentless innovation. What started with product innovation to gain an edge on the competition is now expanding to innovation of entire business models, enterprises, market places and leadership in order to survive. Disruption has entered the scene, forcing businesses to not only focus on innovating upwards, but also — and especially — focus on innovating downwards, catering to the price sensitivity of consumers on the one hand and the need for simplicity on the other.

As innovation usually springs from the fusion of (diverse) disciplines, business models and ideas, collaboration and sharing are becoming the new mantras for companies. Networking is key: with parties outside the company's area of expertise, business and geographic region, and with intended end-users. As a result, new legal forms of the cooperative type are emerging.

Innovation and collaboration on such a scale require a different way of operating. Organizational structures need to be de-siloed for necessary (chance) meetings and encounters to happen. This calls for labor mobility across departments, companies, businesses, sectors and countries. Systems for end-user involvement, rather than customer feedback, need to be set up and managed, and room for failure, as well as opportunities to learn from them, needs to be provided.

Companies need to become more entrepreneurial, more willing to take risks, especially in Europe. In the past decades, (continental) Europe has developed a problem with creating innovative companies that grow quickly and end up big. The current economic recession seems to be offering a turning point for Europe, but only if businesses (also) take action for themselves, rather than waiting for political agenda's to provide them with favorable laws and money.

² After 'Blur' by Stan Davis, 1999

2.8 What all of this means...

From the developments and trends described here, it is clear that society is in the midst of a shift in world views. We are moving from a post-industrial techno market which is characterized by linearity and standardization (think of the factory model introduced by Frederick W. Taylor and Henry Ford), to a social-ecological era. This new era revolves around customization, personalization, differentiation and distribution. Complexity is shifting from something that is mostly two-dimensional and that can be addressed sequentially, to something that is three-dimensional that demands synchronic and holistic attention and a more heuristic approach. As predictability becomes more difficult and uncertainty and innovation become the norm, the techno market view is no longer fit for purpose. The integrated bigger picture is becoming more important and the critical questions in business are becoming 'why' and 'how', rather than 'what'. A shift is needed from a product and customer based approach to a holistic approach to customers as value-driven people and potential collaborators; an approach in which authenticity is key.

A business' capacity to understand key trends that will shape the future of technology, customers, society and the market place and real-time agility — the speed at which a company can embrace leading edge technology — will determine the survival of enterprises. Every business that wants to survive must evolve into an e-business by communicating, servicing, distributing, and marketing on the net, integrated and openly. In addition, every business has to become an international business. On the one hand, to find talented employees and opportunities for growth and customer base expansion, but on the other hand, to deal with foreign competitors entering the home market. Having an international business strategy and knowing how to deal with different cultures is no longer a luxury reserved for companies managing business operations in more than one country, it has become a necessity for survival for any business.

3 Profile of the BI graduate

The developments described in the previous chapter show the need for a new generation of executives: tech-savvy leaders who are able to manage rapidly emerging technological change, and innovative entrepreneurs who are aware of how to manage innovation, set high visions, attract talent and execute profitably on a global and multicultural scale — i.e. ‘directors of innovation’. This requires the mastery of discovery skills *as well as* delivery skills. Discovery skills comprise of associating, questioning, observing, experimenting and networking. Delivery skills include analyzing, planning, detail-oriented implementing and disciplined executing. As Dyer *et al.* (2011) put it, the business executive / leader needed in this day and age is a *disruptive innovator* as well as a *conscientious organizer and implementer*. The (near) future requires knowledgeable and cross-culturally skilled professionals who can stage encounters —between individuals, disciplines, departments, companies, sectors, cultures, countries— and act as connectors at the meeting points. These professionals work in ‘the blur’: i.e. on the edge of both the traditional business world and the creative industry. They have solid knowledge and skills regarding international business AND know all about creative concepts, Imagineering, multimedia, crossovers, using ‘the crowd’, etcetera.

The BI graduate is equipped to become the new business innovation executive that contemporary society needs: a truly innovative entrepreneur — with highly honed discovery skills — with profound ‘traditional’ business knowledge, who excels at delivery. Not only does he³ come up with great and out-of-the-ordinary ideas as well as smaller, incremental, meaningful changes, he is also capable of following up on these ideas and to turn them into (financially) successful reality on an international scale. He is a broad thinker (rather than extremely specialized) with design intelligence, who is able to make sense of the massive amounts of data and content that is being created around the globe. He is a passionately curious curator, orchestrator and designer of ideas. He does not just indiscriminately copy and implement someone else’s knowledge and wisdom, but uses it, transforms it, contextualizes it, and makes it personal. This personal knowledge is his competitive advantage. The new business innovation executive is a master of ‘disruption’, he can define necessary changes, bring about this true change and steer his company (whether self-employed or not) to a sustainable and prosperous future.

The BI graduate thinks big and is able to deal with uncertainty. Equipped with strongly developed analytical skills and up-to-date insight in developments, he deals with and finds solutions to problems and issues that have never been encountered before. He does not dwell in his comfort zone for too long, lest he loses his agility, open mind and role flexibility. The BI graduate does not only reinvent his business, he also constantly reinvents himself in order to continuously create and capture (unique) added value and business.

The BI graduate is a clear and agile communicator, able to discuss or present anything of relevance across disciplines and cultures. He is team smart, an expert networker, capable of setting people ‘on fire’, of connecting the right people in the right place at the right time. He stands out in the crowd; he is autonomous while being a team player. He is not afraid to go in a different direction than everyone else, or to make mistakes. And at the same time he knows that he can’t know everything,

³ Wherever ‘he’ was used, one can also read ‘she’

that there is strength in numbers. The BI graduate shares what he knows and invites open access to information, knowledge and expertise from others.

Naturally, as the future new business innovation executive, the BI graduate is fully aware of the scope of his responsibilities. He anticipates the consequences of innovations (for the organization, for people, for society) and can deal with them adequately, also on a personal level. He has a clear vision of the future and the endurance to see it implemented. But even more so, he knows how to adapt his vision to new developments and to adopt and fuse new knowledge, ideas and practices as necessary.

3.1 Career opportunities

Graduates of the Business Innovation (BI) program have job opportunities in any business they want. Every business needs strong innovative entrepreneurs and leaders, be it the service, entertainment, health, financial or technology industry. The BI graduate can opt for a general innovation management career or for a specialized innovation officer function (e.g. marketing / financial / communication / logistics). The primary target employers for BI graduates comprise medium-sized and large, international or multinational firms, but there are ample opportunities for the graduates in smaller sized business as well. Or they can choose to become independent entrepreneurs and start their own business / agency.

What makes the BI graduates valuable to virtually any employer worldwide, is that they know how to combine discovery (innovation) skills with delivery (implementation) skills. They are also fully up to date regarding new developments on an international scale, have strongly developed cross-cultural skills and think and act internationally.

They are **idea fusers**: “[a person with] the ability to pull two unlike things together to create a beautiful third” (Fryer, 2012), and **knowmads**: “*nomadic knowledge and innovation worker* – a creative, imaginative, and innovative person who can work with almost anybody, anytime, and anywhere” (Moravec, 2012).

Graduates of the BI program have developed five meta-skills: DEFINE, DESIGN, EXECUTE, LEARN and LEAD, which they can demonstrate in a multidisciplinary, international and multicultural environment. These meta-skills allow BI graduates to perform any number of jobs in any kind of business or industry. For example:

- | | |
|-----------------------------------|---|
| 💡 Concept developer | 💡 User Experience Professional / Designer |
| 💡 Business Process (re)Designer | 💡 Business Model Officer |
| 💡 Innovation Consultant / Officer | 💡 Creative Facilitator |
| 💡 Trendwatcher & Analyst | 💡 Business Development Officer |
| 💡 Research & Development Officer | 💡 New Business Implementation Specialist |
| 💡 Product Manager | 💡 (Visual) Interaction Designer |
| 💡 Strategy Consultant | 💡 Business Creator |
| 💡 Entrepreneur | 💡 Creative Technologist |
| 💡 Project / Program Manager | 💡 Change Coordinator |
| 💡 ... | 💡 ... |

4 BI Educational Philosophy

Business Innovation (BI) is a rigorous, fully international (English-taught) bachelor program (BA). It is aimed at providing the global professional field and society with graduates who, after some years of experience, can grow into the new generation of international executives the professional field needs. These are tech-literate leaders and innovative entrepreneurs who are able to manage rapidly emerging technological change, who set high visions, are aware of how to manage innovation and to attract talent, and who are capable of achieving profitable results on a global and multicultural scale. In other words: (junior) 'directors of innovation'.

<http://vimeo.com/57462964>

Graduates of the BI program combine so-called *discovery skills* (associating, questioning, observing, experimenting and networking) with *delivery skills* (analyzing, planning, detail-oriented implementing and disciplined execution). They are (junior) *disruptive innovators* as well as *conscientious organizers and implementers* who can stage encounters —between individuals, disciplines, departments, companies, sectors, countries— and act as connectors at the meeting points. They are passionate and curious 'curators', and directors and designers of ideas; design thinkers, *idea fusers*⁴ and *knowmads*⁵.

Preparing these new junior 'directors of innovation', places clear demands on the educational⁶ design of the study program. The overarching design principles of the BI study program are 'rigor', 'international' and 'innovation'. What each of these entails for the educational design, the instructional design and the learning environment of the BI study program, is described in this Educational Philosophy document.

The BI program requires a serious commitment from the student to learn and develop. The program is accessible to any student who meets the entry requirement set in Dutch law. To be successful in this rigorous program, however, potential students should be willing to work hard, broaden their views, interact and work with other cultures, and adjust to circumstances and other perspectives. Since a truly international program doesn't exist without experiences abroad, the potential student should also be willing and able to travel. In addition, sufficient mastery of the English language is required from all students.

⁴ Fryer, 2012

⁵ Moravec, 2012

⁶ Pedagogical/ andragogical / heutagogical

4.1 Rigor

Blackburn (2013) describes rigor in education as “creating an environment in which every student is expected to learn at high levels, each student is supported so that he or she can learn at high levels, and each student demonstrates learning at high levels” (Blackburn, 2013, p. 13). A rigorous study program places the students’ learning, and maximization thereof, at the core of all curriculum, instruction and assessment activities. This means that everything is designed considering how the human brain learns and achieves higher order thinking.

Numerous studies and publications regarding human learning tell us (Argyris, 1991; Bain, 2004, 2012; Blackburn, 2013; Bransford et al., 2000; Brookhart, 2010; Dirksen, 2012; Kahneman, 2011; Medina, 2008; Pink, 2009; Sousa, 2006; Wagner, 2012):

- 1) More complexity means greater learning.
- 2) The brain is inherently lazy, tends to cope by creating superficial shortcuts.
- 3) The brain needs time to get used to new things.
- 4) The human brain seeks comfort in what it knows and is familiar with; addressing / confronting prior knowledge and conceptions increases understanding.
- 5) The brain processes meaning before details; facts are learned while learning to use them to make decisions about what one understands or should do.
- 6) Expert knowledge is organized around core concepts / ‘big ideas’ that guide thinking about the domain.
- 7) Higher order thinking only happens when people work on questions / problems / issues themselves.
- 8) People are motivated to learn when they understand and value what they are doing and when they believe they have a chance for success.
- 9) Incorporating activities that address various intelligences allows students to construct deeper knowledge by seeing the concepts through different intelligence lenses.
- 10) Confidence enhances learning. Confidence is built through working on actual tasks and achieving real (small) successes.
- 11) Different cultural atmospheres (symbols) foster different ways of thinking, different perspectives.
- 12) Learning from failure is important for double-loop (deep) learning. Speculating and predicting before finding the correct answers helps people become adaptive learners / experts.
- 13) Practicing something incorrectly is worse than not practicing.
- 14) People remember better and understand more deeply when they constantly integrate subjects and contexts together; more and better associations to a piece of info makes it easier to retrieve.
- 15) Thinking and talking immediately after an event enhances memory for it.
- 16) Longer periods in between practice sessions lead to a longer overall retention.

The BI study program addresses these by offering education that is authentic, focused on the individual, strives for deep learning, and is organized in ‘big chunks’.

4.1.1 Authentic

Authentic education is education that mimics or imitates real (professional) life as much as possible. This means presenting students with real life professional contexts, problems, questions, situations, true stories, struggles and deadlines, and using these as a vehicle for students to develop the knowledge, skills and attitudes necessary. Either by letting students work with the problems and situations themselves (in projects, learning labs or real life) or by using them as the backbone of lectures; to provide students with authentic examples and modeling of sound reasoning.

Authenticity is crucial for making sense of things (knowledge, skills, tasks), for understanding their importance and usefulness in real life. Authenticity means integrated; in real professional life phenomena (problems, issues, questions) are never isolated in (part of) an academic discipline. Authenticity enhances motivation, as it makes very clear why things need to be done. Authenticity means complexity. In real life, professionals are not fed little chunks of problems at a time to make them manageable; complexity is handled by breaking up the process into its smallest concepts. Authenticity also implies working in teams, helping and supporting each other, and providing information, knowledge and products others need.

For true authenticity, it is crucial to involve the business world —professionals—and to have students actively interact with them in the program; through guest lectures, strategic partners, coaching, seminars, assessments, and project and assignments.

Design guidelines

The learning in the BI program is problem-centered (as opposed to content-oriented); real life complex professional challenges and opportunities regarding business innovation constitute the foundation of the BI curriculum. The content provided throughout the curriculum is a means, where students' learning to function as junior business innovators (i.e. dealing with the problems and issues) is the end. Subject content is not an end in and of itself; it serves to allow them to tackle business innovation problems and issues, to broaden students' horizons, to show them how to acquire meaningful knowledge. Hence, subject content is not just presented to students; it is constructed and rendered meaningful *with* the students, allowing them to learn how to think for themselves.

Activating learning

Valuable class time with teachers is used to either collaboratively assimilate information, content, data and construct knowledge or to help students think about information and ideas (assimilated prior to class time) the way professional experts and scholars in the discipline do. Class time is used to intrigue, model sound reasoning and good use of evidence, build confidence through discussion and practice and provoke self-guided study and reading by the students. Extensive presentation of theory and background is to be avoided during class time; these are to be studied (using books and online material, such as web lectures, webinars, MOOCs, etcetera) prior to class sessions so that meaningful discussion and analysis of, reflection on and application of the theory can take place in class.

The problems and issues students work on throughout the study program take the form of 'wicked problems', projects, case studies etcetera: they are not clearly structured, need to be thoroughly investigated before jumping to solutions, are open-ended, often have very tight deadlines, and can

change direction while working on them. In other words: issues as they occur in real professional life; with no apparent solution strategy.

Increasing levels

As is the case in real life, the challenges students work on, are always presented in their full complexity. The level of *difficulty* however, increases throughout the program; by increasing the degree of ‘fuzziness’, by letting students make more decisions themselves, by expanding the range of skills the students need to apply to a problem, by making them more cross-disciplinary, and by increasing the number of (conflicting) responsibilities and tasks that need to be handled at the same time. Assignments don’t necessarily always have students work on the full scope of a problem; for example, the focus can be on implementing a solution or just on the discovery part of a problem.

Learning materials

Not only are the learning activities authentic in the BI study program, so are the learning materials (books, cases, publications) used in the program. Professionals in the field don’t refer to one study book when they are looking to refresh or enhance their knowledge and skills; they read a variety (current) of topical publications that provide several perspectives. Students are encouraged to find related books or publications which brings new perspectives to the program.

Working with peers

In the BI study program students are always part of a collective, even when they are not involved in a group assignment or project. Students are asked and expected to help each other when they can add value to what others are doing, for instance when they have information or knowledge another student might need or an idea that could be valuable to a (group) of students. In class, students are encouraged to (help) answer each other’s questions (or show each other where to look), to review and assess each other’s work and to provide classmates with feedback. Also, in some occasions, senior students tutor junior students, putting what they have learned about coaching into practice.

Assessment forms

The authenticity in the BI study program also extends to a variety of assessment formats. These assessments revolve around (one or more of) the BI meta-skills —DEFINE, DESIGN, EXECUTE, LEARN AND LEAD—, and take or mimic forms that are used in the professional field (i.e. assignments, case studies, appraisal interviews, fairs etcetera). Students receive regular feedback on their learnings (formative assessments) during class time, which resembles the authentic workplace.

4.1.2 Focused on the individual

Learning is an individual experience and responsibility. Groups, communities and other individuals can provide inspiration and opportunities to learn, but in the end only the individual is responsible for his own learning. The BI curriculum inspires, encourages and expects students to take responsibility for their own learning. The program offers a wide variety of choices (negotiated learning units, graduation tracks, assignments, projects) through which the student can create his own learning experience and find out what works well for him. Students are stimulated to act on their own strengths and to deepen those.

Design guidelines

Learning and teaching activities start with what the students care about, know or think they know and address these prior (mis)conceptions. The focus of the learning activities is on what the students can do —and expanding on that— rather than focusing on the students' weaknesses. Students are allowed to make their own unique contributions to the social ecology and performance of the community or the team. They are also encouraged to expand their horizon and experiment outside of what they already know. Students are constantly challenged to look for more; to look at what is and what it could be if you step out of the familiar. They are confronted with assignments and questions that cannot be solved in conventional ways, which confront the students with (their own) comfortable patterns and conventions and, for example, have them look at concepts through different intelligence lenses.

The BI program provides various forms of individual guidance and coaching to students throughout the curriculum, ranging from study-related tutoring, supervision, career coaching, and professional coaching. This personalized coaching is aimed at empowering the student to discover and expand his strengths and to find ways to counter weaknesses. Supervisors are coaching students from year 1 to year 3, from year 4 students take part in a graduation circle. A 4+community coach is appointed to help students with their study plans.

Most BI assessments are individual assessments; students might work on an assessment assignment in a group —because the assignment is too sizeable for just one person and/or to encourage collaboration—, but he will always receive individual feedback and an individual mark based on his individual performance (as agreed in the group).

Tutoring, mentoring and coaching are an integral and mandatory part of the programme. Professional development (linked to the meta-skill 'LEARN'), which is partially achieved through the mentoring and coaching, is assessed every term or semester.

4.1.3 Strives for deep learning

Depth of learning refers to learning for transfer and to fostering intellectual as well as practical skills in students, allowing them to learn by doing, failing and reflecting on what happened and why. Deep learning involves cognitive (reasoning and problem-solving), interpersonal (self-management, self-directedness and conscientiousness) and intrapersonal (expressing ideas and collaborating) competence. Deep learning is partially achieved through the design of an educational program, e.g. through clear learning and assessment objectives. The crucial factor in achieving a curriculum that fosters deep learning, however, is the teaching staff. They need to challenge students —individually and in groups— to make connections and transfer between subjects, theories, applications, etcetera,

by providing them with multiple and different kind of ideas and tasks. They teach students how to deal with the material, to reason, by showing them how they deal with it, by asking questions and by encouraging students to do so themselves. In order to achieve depth of learning teachers must also care for the students and their learning and offer them support, guidance and ample feedback.

Design guidelines

The education offered by the BI program fosters intellectual as well as practical skills in students. The focus is on depth; the curriculum covers a relatively limited amount of relevant subject areas in-depth rather than seeking breadth. Students are taught how to study (other) subjects on their own and encouraged to read large numbers of books and other publications, by confronting them with a variety of authentic books and publications in the program itself.

Class time is used for in-depth discussions (dialogue) and to challenge to make connections and transfer between subjects, between concepts and theories, and between theory and practice. The physical learning environment encourages the students to think and act in different ways.

Students are constantly challenged to look for more; to look at what is, and what could be if you step out of the familiar. They are confronted with assignments and questions that cannot be solved in conventional ways, that confront the students with (their own) comfortable patterns and conventions, and that require students to ask questions (why, what, how, where, when, who?) and do research. Classes and assignments are constructed and conducted in such a way that students get to try their own thinking, come up short, receive feedback and try again

Teachers have high expectations of students (explicitly) and encourage them to find their own way; they show them where to look, but not what to see. They do not provide answers but ask the type of questions the students should be asking and confront them with their conventions and cognitive biases, providing them with a live example of how to deal with these unknown and frustrating situations. Frameworks and formats are only used when they serve a purpose, and preferably only after students have struggled, have gotten lost and have been encouraged to think outside of the box and create their own frameworks and formats.

Not providing answers and frameworks / formats / methods to students does not mean the BI program doesn't provide any form of structure for the students. This structure is provided through facilitation by the teaching staff (showing / teaching students how to formulate ideas, ask questions, where to look, create solutions, etcetera), and coherence, clarity, consistency and realism in the way the program is organized and in the way people in the program interact with each other. Structure is also provided through authentic scaffolding. This means that students are exposed to concepts / content for extended periods of time in a row. These extended sessions are designed in such a way that students 'climb uphill' gradually; challenging climbs are intermitted with moments of relative rest, in which students familiarize themselves with and internalize the topic of study. Knowledge / material is organized around 'big ideas' / key concepts to which details are added in a hierarchical fashion.

Structure is also provided through a physical learning environment, coaching and mentoring (by teachers, senior students and professionals) students can always count on (and provide themselves

later on in the program), and immediate feedback. In other words: the learning process is macro-managed in the BI program, rather than micro-managed.

To convey the commitment required from students, every student who enrolls in the BI program is invited to an intake interview (face to face or virtual). The purpose of this interview is on the one hand to make sure the student understands what the BI programme is about and expects from them in terms of attitude and commitment. On the other hand the intake interview serves to determine the student's motivation (to enroll in the program and to learn), his international and cross-cultural orientation, and his proficiency in spoken English. The interview leads to an earnest⁷ recommendation as to whether the student is suitable for the program.

4.1.4 Organized in 'big chunks'

'Big chunks' are guided (class) sessions ranging from half a day to a full day or even a few consecutive days, that involve a variety of learning activities concerning one major (multifaceted) topic. Learning—memory, retrieval and understanding—is vastly enhanced when people can grapple with a (new) piece of information for a prolonged period of time uninterrupted. This gives the brain time to get used to the new information and to compare and connect it to prior knowledge and conceptions. It also lets people immediately use or practice with the new information and create their own knowledge under guidance through direct feedback, rather than just receiving someone else's knowledge in class and practicing (possibly incorrectly) with it on their own. Longer sessions allow for meaning and details to be processed together, making stronger bonds in the brain. Prolonged exposure augments the chances of someone reaching the state of '*flow*' (Csikszentmihalyi, 1990), in which people often rise above themselves, build confidence, and learn faster and deeper. Prolonged uninterrupted exposure also prevents the brain from just coping with the information superficially; the information / material cannot be 'escaped'.

Scheduling in 'big chunks' means the time in between sessions about the same (or similar) topic(s) is longer, allowing for a longer overall retention.

Design guidelines

'Big chunk' guided (class) sessions are built around a clearly identifiable (set of integrated) complex question(s) to be pursued or abilities to be mastered. Activities during these sessions give students multiple opportunities to engage in higher order thinking and learning, address prior knowledge and (mis)conceptions, collaborate with other learners, receive direct feedback and try again.

Short instruction⁸ (if necessary) is alternated with practice, exploration, reasoning, discussion, investigation and sense-making by the students. Students have a chance to complete authentic tasks and achieving successes during the 'big chunk' sessions. Challenging activities that task the students' abilities are interspaced with moments of relative ease to give the brain a rest and build confidence.

4.2 International

⁷ A binding recommendation is legally not possible, if the potential student meets the legal entry requirements

⁸ the attention span for concentrated listening / receiving new information is about 10-15 minutes

The primary target employers for BI graduates comprise medium-sized and large, international or multinational firms. International business environments are first and foremost characterized by the presence of people from many different national and cultural backgrounds. On the one hand this provides an interesting and valuable mix of views, perspectives and experiences, which can benefit innovation. On the other hand, potential conflicts —as a result of misunderstandings or lack of open-mindedness— are always around the corner. This is the case in any business environment of course, as no two people are the same, but in an international and multicultural environment, norms, values, traditions and customs of people tend to differ even more substantially. International businesses also deal with people and organizations in other countries where different customs and rules prevail, which need to be respected. Also, other countries —especially those that are far away— operate in a different time zone, requiring that we adapt our working hours and communication methods in order to do business with and in them.

International education is education that intentionally integrates an intercultural or global dimension into the purpose, functions and delivery of the education (Knight, 2005). The BI program is an international program that offers students a learning environment in which they learn to function actively and responsibly in the complex, increasingly international and culturally diverse community. The content as well as the instructional format and design of the BI program are fully international.

4.2.2 International content

The entire curriculum of the BI provides an extended and clearly visible international / global scope. The program provides students with the international and cross-cultural skills / competence required by the national and international professional field, and that are involved in global citizenship.

Throughout the BI study program, students acquire:

- 1) openness towards and interest in personal or national values, norms, lifestyles and language of others;
- 2) understanding, respect and empathy for people with different national, cultural, social, religious and ethnic backgrounds;
- 3) awareness of the relativity of one's own norms, values, lifestyle and beliefs;
- 4) the ability to perceive / view other cultures from the perspectives of those other cultures;
- 5) the ability to think globally and to consider issues from different (cultural or national) perspectives;
- 6) insight into the importance of cultural diversity for the profession and society;
- 7) knowledge and understanding of factors that influence views on culture and cultural relations;
- 8) a pro-active and positive attitude towards international cooperation and collaboration;
- 9) the ability to transfer knowledge, procedures and techniques from one national and cultural context to another;
- 10) the ability to analyze political, social, economic and intercultural developments in regions/countries and indicate the relevance of these for the profession and one's own professional behavior;
- 11) knowledge of specific international aspects of disciplines.

Students have ample opportunity for authentic intercultural learning. The BI study program actively stimulates students to complete part of their study program abroad. It possesses a substantial amount of bilateral exchange agreements with foreign partners in relevant countries, and a corporate network

of international(ly operating) as well as foreign companies and organizations, which it offers to students as potential work placement companies.

Design guidelines

The learning objectives, content and assessment of each study unit explicitly incorporate (relevant) international and cross-cultural knowledge, skills and attitudes within the context of the main topic(s) of the study unit. Case studies and other learning materials used offer a variety of authentic cultural and international perspectives. Rather than using (western oriented) study books that attempt to provide an international perspective, the required reading lists of study units contain a variety of professional publications and books from different countries/regions and cultures.

Guest lecturers / speakers from abroad are invited on a regular basis to provide authentic perspectives from other nations and cultures.

Project and assignments are set in a variety of national / cultural contexts and / or allow or even require students to approach them from different perspectives. All students are expected to conduct international research as part of their curriculum. The BI study program facilitates them by defining international research projects and by actively recruiting foreign partners to participate.

Students can learn other languages through the Negotiated Learning Units.

4.2.3 International format and design

Even though the BI program is located in a Dutch setting, its cultural context is defined by the multitude of cultures and nationalities among the student population. The instructional design of the study program needs to incorporate all these different backgrounds and take them into consideration. As Hall (1976) pointed out more than three decades ago: “The natural act of thinking is greatly modified by culture: Western man uses only a small fraction of his mental capabilities; there are many different and legitimate ways of thinking; we in the West value one of these ways above all others – the one called ‘logic’, a linear system that has been with us since Socrates” (Hall, 1976).

The BI study program is fully culturally inclusive. Cultural inclusivity in education means that the curriculum is designed and executed in such a way that the learning of *all* students is facilitated and enhanced, regardless of their national or cultural background. It is known from research that effective teaching practices in one cultural context are not necessarily effective in another cultural context. The use of concepts and processes for solving problems is culturally bound; perceptions, information processing, and constraints in terms of social and ethical codes are culturally determined. Confronted with the same task, people of different cultural backgrounds use different parts of their brains to execute the task; which part is (initially) culturally bound.

Design guidelines

The education (learning units and assessments) of the BI study program is designed in such a way that:

- multiple intelligences are addressed;
- students are challenged with authentic open-ended problems (and learning objectives) that are embedded in their own reality and meaningful contexts, leaving them the opportunity to approach the problem in ways that fit their styles and cultural persona best;

- cooperation, interaction and changing one's conceptions and cultural perspectives are stressed, and a deeper approach to learning and personal transformation is encouraged;
- a variety of pedagogical techniques, curricular assignments, and projects address the learning needs of individual learners;
- students are encouraged to reflect, make connections and derive meaning from their learning experiences;
- subject matter is presented in an integrated and thematic manner;
- participation by all students is explicitly supported;
- it reflects the students' (and teachers') cultures and perspectives, using their own words and experiences in instruction, resources, and problems constructed and considered;
- instruction and assessment is aimed at finding the abilities that students do have, rather than pointing out what they aren't able to do;
- traditional views and assumptions are challenged;
- special attention is paid to intercultural interaction and exchange between the various nationalities and cultures in the group;
- authentic assessment methods are used, like portfolios, learning contracts and rubrics, which reduce bias, offer students an opportunity to customize evidence for their learning;
- tests and assessments are performance-based and include abstract figures and non-verbal content as much as possible and do not put a high linguistic and/or cultural demand on students when the topic being tested doesn't necessitate it.

4.3 Innovation

Everywhere in the world, innovation is key. The business world has entered the innovation and design age, 'society 3.0', the age of relentless innovation. What started with product innovation to gain an edge on the competition is now expanding to innovation of entire business models, enterprises, market places and leadership in order to survive. Disruption⁹ has entered the scene, forcing businesses to not only focus on innovating upwards, but also — and especially — focus on innovating downwards, catering to the price sensitivity of consumers on the one hand and the need for simplicity on the other.

It is well known from numerous publications in recent years that innovation requires a certain environment and a way of (not) doing things; that it doesn't come about just because one aims to innovate. Innovation-fostering environments are environments that draw people out of their comfort zones, that confront people with different perspectives, inspire them to question things constantly, and that make people lose themselves somewhat so that they are stimulated to 'let go' and unlearn. They are (work) environments that invite experimentation and learning from failure, in which (critical) encouragement is provided. Innovation also needs collaboration —often multidisciplinary—, common sense and keeping things simple. Innovative business environments are organized differently than traditional business environments; (traditional) hierarchy and structure are virtually absent. People are given room —and are even required— to self-organize and act on personal strengths more, and to justify what they spend their time on and why, and how the organization (eventually) benefits from it.

Innovation is not just about coming up with great and out-of-the-ordinary ideas; it is also very much about following up on these ideas and turning them into (financially) successful reality on an international scale, as well as implementing smaller, incremental, meaningful changes. Delivery and implementation are all about planning and doing —executing, carrying out. They are about actually performing activities, not just describing, planning or theorizing about them. Innovation requires the mastery of discovery skills *as well as* delivery skills. Discovery skills comprise of associating, questioning, observing, experimenting and networking. Delivery skills include analyzing, planning, detail-oriented implementing and disciplined executing.

Innovation also requires expertise —solid knowledge and skills regarding international business— along with creativity.

Innovation is mostly a slow and steady progress, taking place in, or in conjunction with, an existing business environment. Business environments are 'messy'; activities and tasks tend to be interrelated with other activities and tasks (performed by other people), which requires a lot of communication, conferring, consulting, negotiation and consideration. In addition, most tasks and activities are ongoing; they don't have a clear end, and they might be interrupted as reality changes constantly and different decisions are made. There are also no fixed 'right answers' one can work towards.

Innovators have to constantly question things. They need to be able to think big, exponentially and critically, be adaptive, deal with uncertainty, be agile and adaptable, have an open mind, show initiative and entrepreneurialism, be expert networkers in multidisciplinary and international

⁹ Disruption, or disruptive innovation, occurs when a supplier (often from outside the industry) addresses a market that previously couldn't be served or offers a simpler, cheaper or more convenient alternative to an existing product. E.g.: Apple as a disruptor of the music industry through iTunes, or Greenwheels disrupting the car sales industry. Disruption is also a form of innovation, coined by Frog Design's Luke Williams

environments, willing and able to take risks and deal with failure, be curious and imaginative, possess 'grit', and be autonomous as well as team players.

The BI study program prepares students for a professional life as business innovators, by offering a learning environment that—in addition to being authentic (see 2.1) and striving for depth (see 2.3),—focuses on higher order thinking, is uprooting and fosters autonomy in students.

4.3.2 Focus on higher order thinking

Higher order thinking is making sense of and being able to use what has been learned —i.e. thinking for transfer— (Anderson & Krathwohl, 2001), applying wise judgment or producing a reasoned critique (Norris & Ennis, 1989) and problem-solving that cannot be met with a memorized solution or strategy (Brookhart, 2010). It involves learning with understanding, critically evaluating ideas, formulating creative alternatives and communicating effectively (Bransford & Stein, 1984). Questioning, experimenting, observing, and associating—rather than answering and solving—are crucial activities to promote higher order thinking. In the world's most known cognitive taxonomy, Bloom's (revised) taxonomy, higher-order thinking is represented by the 'top' three knowledge dimensions 'analyze', 'evaluate' and 'create' (Anderson & Krathwohl, 2001). Higher-order thinking occurs when people have to deal with increasingly more pieces of information and increasingly more complicated relationships among them.

Design guidelines

Education that promotes higher order thinking presents students with questions that require real thinking and pondering, constantly confronts students with new material, and distinguishes between level of difficulty and level of thinking. In such an environment, students learn conceptually rather than procedurally. Learning and assessment does not (solely) concentrate on arriving at the right conclusions, but on reasoning, selection of evidence and explaining clearly. Students are confronted with complex enough questions, issues or problems that in-depth reasoning is inevitable. In order for higher-order thinking to happen, students do the analysis themselves and receive direct feedback. Teachers use class sessions to model the thinking process and provide feedback when the students try it for themselves. Class sessions and assignments are constructed and conducted in such a way that students get to try their own thinking, come up short, receive feedback (from the teacher and each other) and try again, before being assessed (summatively). Teachers teach and remind students of effective strategies or procedures to figure things out for themselves and learn from failure, rather than presenting content or giving or pointing them to the right answer.

To encourage higher order thinking it is crucial that the kind of thinking, about which content, the student should demonstrate is specified clearly and exactly. Learning goals or targets (which are also used for assessment) are formulated in the form of qualitative rubrics and describe explicitly what type of performance or task the student will be able to do with what content.

The learning in the BI program is problem-centered (as opposed to content-oriented); real life complex professional problems and issues regarding business innovation constitute the foundation of the BI curriculum. The problems and issues students work on throughout the study program take the form of 'fuzzy' assignments, projects, case studies etc.: they are not clearly structured, need to be thoroughly investigated before jumping to solutions, are open-ended, are non-routine, often have

killing deadlines, and can change direction while working on them. The solution strategy of these problems and issues is not immediately apparent.

The problems and issues are always presented in their full complexity, as they also occur in real professional life. The level of *difficulty* however, increases throughout the program; by increasing the degree of ‘fuzziness’, by letting students make more decisions themselves, by expanding the range of skills the students need to apply to a problem, and by increasing the number of (conflicting) responsibilities and tasks that need to be handled at the same time. Each problem, issue or question the students are confronted with involves a new situation and / or content (perspective) to promote transfer and prevent students from coping with the assignments by creating superficial (memory) short cuts. This includes problems presented as part of in summative assessments.

Assessments also focus on higher-order thinking in the BI study program; they are mainly performance-based and always ask that the students explain their reasoning and evidence. Assessment is about students showing true deep understanding, it’s not about the resources, it’s about how students use them. As higher-order thinking is not learned overnight, students need to practice it a lot. Summative assessment is therefore limited in the BI study program and only takes place after the students have had ample practice opportunities with direct feedback on their attempts and thinking (i.e. formative assessment).

4.3.3 Uprooting

The human brain seeks comfort in what it knows and is familiar with, leading people to stick to known solutions or familiar areas to look for solutions. This encumbers people’s ability to be creative, to come up with innovative solutions to problems. As ‘sticking to what we know’ is an ingrained cognitive bias, it will not change of its own; a jolt is needed, uprooting. Uprooting is about ‘unlearning’ —one of the most important 21st century skills—, thinking outside of the box and learning to deal with uncertainty, failure and rapid changes. Uprooting —taking people out of their comfort zones— invokes people’s creativity, makes them question the situation —rather than droning along in the familiar ‘rut’—, and awakes an alertness that is vital to innovation.

Design guidelines

Students are constantly challenged to look for more; to look at what is and what it could be if you step out of the familiar. They are confronted with assignments and questions that cannot be solved in conventional ways, that confront the students with (their own) comfortable patterns and conventions, and that require students to ask questions (why, what, how, where, when, who?). They are also confronted with unexpected changes or constraints in assignments and projects, or with (last-minute) pressure-cooker assignments. Students are given just enough structure and support to help them navigate uncertainty and tap into the creative process.

4.3.4 Fostering autonomy

Autonomy implies that the students have a significant say in their own education. In addition to participating in the fixed core program, the students make their own choices¹⁰ for so-called ‘negotiated learning units’ and graduation tracks based on their personal development plans and their own interests, curiosities and talents. They can also choose to make their educational program more rigorous and challenging by opting for an honors track or double degree. Autonomy and motivation are inextricably connected. To (continue to) be motivated, students need to be given some control over their own learning. On the other hand, they need some degree of motivation to assertively take matters in to their own hands.

In giving its students some level of control over and responsibility for making decisions about what is learned, how and when, the BI program strives for a more andragogic model of education —which is more suitable for (young) adults—, rather than for a pedagogic model —which focuses on children’s’ learning needs.

Design guidelines

Within the BI program student autonomy is achieved through careful scaffolding. In the first year of the programme self-determine what issue they want to investigate (term 1 and term 4) and choose 10 EC’s worth of Negotiated Learning Units from an offer set by the program. All units on offer directly pertain to the BI meta-skills and as such contribute to the students’ development towards starting professional innovators. As the term implies, the student needs to negotiate participating in these units with his mentor; the student needs to argue the value of certain units to his own personal professional development (i.e. make conscious and well-considered choices). In the second year, students are given the opportunity (or are even required) to make their own decisions about when and how to do the work in the longitudinal project ‘The Challenge’. They discuss their choices with and receive guidance from their professional coach in doing so. Students also choose 30 EC worth of Negotiated Learning Units from the offer set by the program (this can also take the form of a study abroad semester with an approved learning agreement). As of the third year students are given the opportunity to select some of their own assignments and projects within the fixed core program. They also start on their chosen graduation track and enrich their education with another 20 ECs of Negotiated Learning Units (10 in year 3 and 10 in year 4). During their work placement and graduation project students again make their own decisions about when and how to do the work (in consultation with their supervisors).

Throughout the program, students are also allowed to occasionally make their own unique contributions to the social ecology and performance of the community or the team —by choosing their own roles and acting on their own strength. In doing so, the BI study program encourages autonomy within teams, attaching collective as well as individual responsibilities to team work, as is common in the real professional world.

¹⁰ Naturally these choices need to be justified and discussed with a study coach

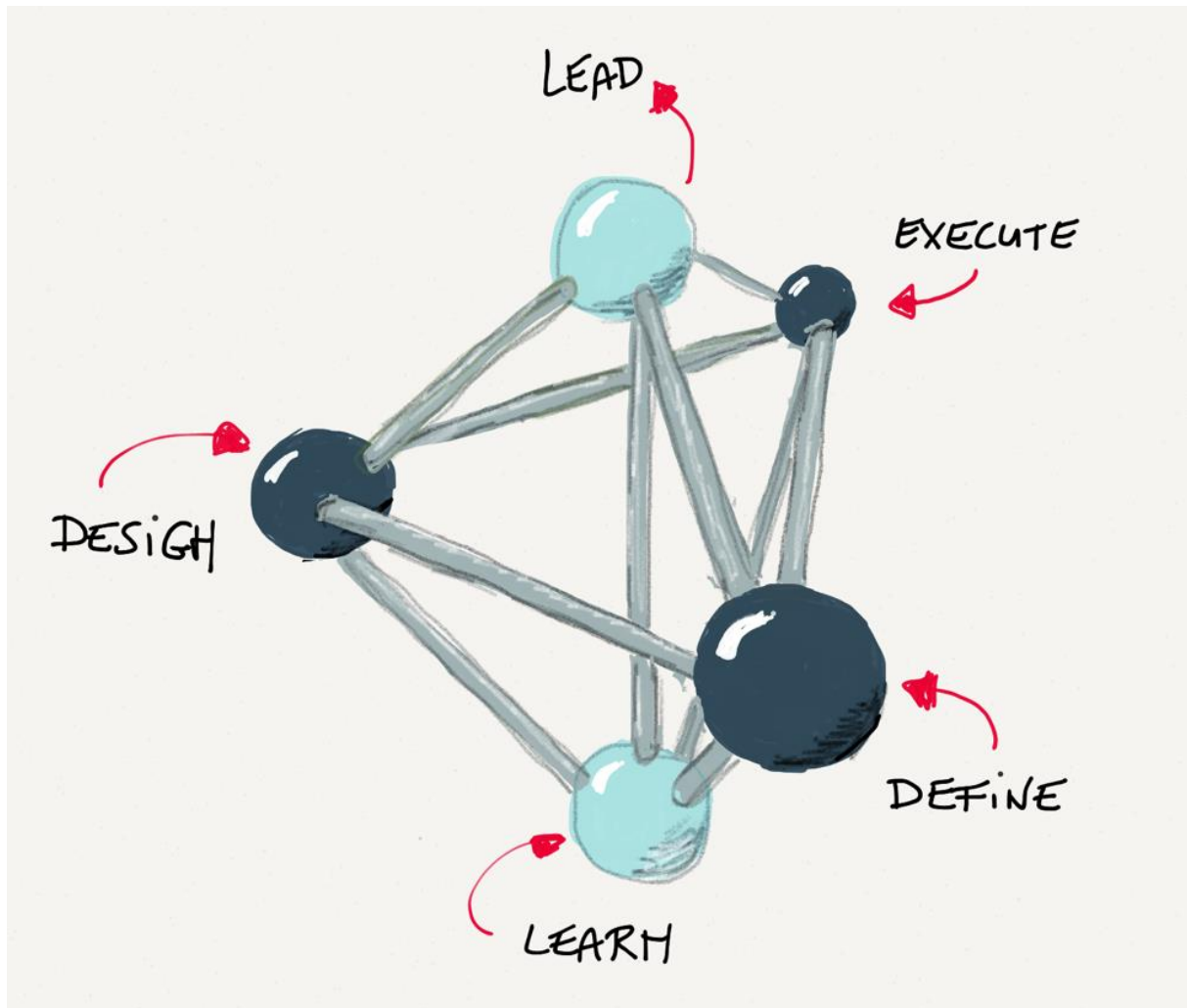
5 Meta-skills Business Innovation

As business innovation is not constrained to a specific (set of) discipline, sector or industry—in fact, innovation often requires cross-overs between disciplines, sectors or industries—the competencies that are at the core of the Business Innovation (BI) Program need to be defined in such a way that they are recognized and can be applied in any context, without being (accidentally) constrained to (a set of) context. In addition, the specific inputs and outputs of innovation are generally unpredictable. This means that the competency-construct that has been popular in higher education in recent years—the construct that includes (cognitive) tools (“by using/ applying ...”), an action (“is able to ...”), an output / product (e.g. “a marketing plan”), and a purpose (“in order to...”)—is ill-fitted for use in the BI program; BI needs a competency-construct that is more abstract, without losing clarity.

When studying cases, articles, books, research papers etcetera on innovation it becomes clear that although the inputs and outputs vary significantly from context to context, the process of innovation is universal: it’s an iterative process sometimes referred to as the **innovation value chain** (Kastelle, 2012), that has its roots in the design thinking model (originally developed by IDEO and proving to be quite indispensable in innovation): ‘understand – observe – point of view – ideate – prototype – test’ or ‘define – research – ideation – prototype – choose – implement – learn’.

Competencies defined for educational purposes need to represent clear, demarcated and somewhat independent units requiring a specific set of knowledge, skills and attitudes. The elements of the design thinking model, with partially overlapping steps that each do not represent the same level of aggregation, are therefore not suitable as competencies. In addition, design thinking is *important* in innovation, but does not comprise innovation; the BI program aims to deliver business innovators, not designers.

If we analyze the innovation process, synthesize the elements of the design thinking model and add elements of the process of ‘traditional’ business to the mix, we can define five distinctive meta-skills that are key in business innovation: Define – Design – Execute – Learn – Lead. Each of these meta-skills comprises of a specific set of knowledge, skills and attitudes; can be trained and assessed independently from each other; and can be combined with one or more of the other meta-skills to add / increase complexity of performance. They are also comparable in terms of aggregation level, where the meta-skills Learn and Lead can be seen as separate entities and as entities that can play a role within the meta-skills Define, Design and Execute, as part of the iteration process.



6 Phase Levels

In accordance with Inholland policy, the Business Innovation (BI) program has defined three phases of competence students go through during their studies. The purpose of these phase definitions is to give students the opportunity for achievement and to monitor their progress towards the ultimate Bachelor level throughout the program. The phase levels can be seen as anchor points, intermediate destinations on the way to the final goal. In the BI program the three levels are inspired by the old guild model of development into a professional: Innovation Apprentice, Junior Innovation Practitioner and Junior Innovation Professional.

6.1 Innovation Apprentice phase

The Innovation Apprentice phase is equivalent to the first year of the study program (foundation year). During this time the student is introduced to all the topics that are relevant in the world of International Business Innovation. This phase can be seen as what Bloom (1985) calls the phase of 'Play & Romance'; a phase of exploration, encouragement of interest and involvement and building relationships. It is a declarative / cognitive stage in which acquiring factual and procedural knowledge play a central role (though not the only roles). Students start out with few familiar perspectives, and explore viewpoints

and question things to expand those. Collaboration is mainly social and within the domain. The first year serves three purposes: orientation, selection and referral.

6.2 Junior Innovation Practitioner phase

The Junior Innovation Practitioner phase runs from the beginning of the second year of the program until the end of the first semester of the third year, when the student goes on work placement. During this phase the student really digs into International Business Innovation, expanding his knowledge and skills base. In Bloom's terms (1985) the Junior Innovation Practitioner phase is the phase of 'Precision & Discipline'; repeating and experimenting, trying to make things work and understanding principles underlying successes. The Junior Innovation Practitioner phase is the associative stage that (mostly) revolves around acquiring (deeper) procedural knowledge and conceptual knowledge. Students question, investigate, observe, describe and develop several new perspectives. A cognitive element is added to the social collaboration the student practiced in the previous phase.

6.3 Junior Innovation Professional phase

This is the autonomous stage; the last phase in which students are prepared to enter the professional world as starting professionals. The Junior Innovation Professional phase starts at the beginning of the second semester in third year and ends with graduation at the end of the fourth year. Bloom (1985) calls this phase the 'Generalization & Integration' phase. This is the phase in which students develop individuality and learn to see the greater meaning in what they're doing. They actively apply principles (details and precision become subconscious), revise and develop activities for themselves and invent and cut new pathways in exploration. Students deepen their conceptual knowledge and develop metacognitive knowledge; comparing, connecting and finding complexity are key in this phase, as well as developing multiple perspectives and venturing (far) outside the domain for social and cognitive collaboration.

6.4 The BI phase descriptions

The remainder of this document outlines the phase levels for each of the BI program's meta-skills in qualitative statements. These descriptions can be considered meta-rubrics for the assessment of the students' abilities and as such also serve as strong pointers for the development of learning content and activities for each phase.

For clarity purposes, the descriptions of the meta-skills themselves, along with the corresponding key activities and key tags, are also included in the following chapter. These descriptions are an exact copy of the ones recorded in the BI Professional Profile.

In order to anchor the internationally accepted description of the Professional Bachelor qualities into the BI program, the corresponding Dublin Descriptors have been added to the meta-skill descriptions below.

6.4.2 DEFINE

The BI graduate defines — uncovers — the right problem to solve or opportunity to pursue and frames it in a way that invites creative solutions. His starting point can be an issue that's already been identified such as a decrease in sales, poorly performing employees, disruptors entering the market, rise in customer complaints, technological developments, gap in own knowledge or skills etc.. It can also be the discovery of a development, issue or opportunity through alertness and scrutiny of the environment (macro and micro) or just an intuition or hunch. The starting Business Innovator collects problem-related knowledge to define the scope of the 'problem': contextual information, environmental information, historical information, information regarding the end user and (business constraints), on an international scale. He applies multiple perspectives and empathic skills to his observations, questionings and investigations, continuously suspending judgment. He watches how people or end users behave and interact with their environment, with others, with products and services. He also observes physical spaces and places in order to identify contextual and environmental factors that shape user experience. He engages with and listens carefully to people in order to determine the end users' (hidden) needs, underlying motivations, beliefs, values, preferences and aversions. *(Main Dublin Descriptors: Knowledge & Understanding, Making Judgments, Communication)*

Key activities

- Generate ideas / possible solutions / thoughts (intuitively)
- Finding data (follow hunch / intuition, chance encounters, serendipity)
- Collecting data (desk research, observing, scrutinizing, questioning, interviewing, (experimental) investigation, associating, data mining, crowd sourcing)
- Processing data in useful formats (categorizing, filtering, validating and tagging with metadata)
- Making sense of data (prioritizing, synthesizing, analyzing, sense making, evaluating, making connections, mapping in a meaningful way, iterating)
- Distilling insights from data (hypothesizing, testing insights against existing knowledge, iterating)
- Translating insights into actionables that are easily accessible for stakeholders and immediately useful for the design stage (extrapolating initial design concepts / solution paths to work on / key performance indicators / success factors)

Key tags

● Environment / context (macro and micro)	● Integrative thinking	● Empathy	● Purpose
● Multiple perspectives	● Inquisitiveness	● (serious) Play	● Listening / 'sensing'
● Global / international / cross-cultural	● Iteration	● Serendipity	● Error
● Holistic	● Actionable	● Big data	● Adjacent possible

Phase levels

Innovation Apprentice	Junior Innovation Practitioner	Junior Innovation Professional
<ul style="list-style-type: none"> Describes the context and all the elements that pertain to the identified issue or opportunity Identifies the issue / problem / challenge in a given context at micro / meso level Identifies possible opportunities for the immediate / short term for the given context at micro / meso level 	<ul style="list-style-type: none"> Uncovers current issues, challenges and opportunities at micro/meso level (context undefined) Explains how the context (and all its elements) and developments interact to create issues, challenges or opportunities 	<ul style="list-style-type: none"> Predicts possible future issues, challenges and opportunities for various contexts at micro, meso and macro level
<ul style="list-style-type: none"> Describes the past en present developments and trends within the given context and their impact on the situation of study 	<ul style="list-style-type: none"> Describes current and near future trends in the broader (global, all areas) environment and their possible impact on the broader situation / context of study (related, adjacent) 	<ul style="list-style-type: none"> Infers future trends and developments on his own
<ul style="list-style-type: none"> Is open to new ideas / information 	<ul style="list-style-type: none"> Actively seeks out new ideas / information regarding the topic of study Combines existing ideas into an improved useful new one 	<ul style="list-style-type: none"> Actively seeks new knowledge and information in a wide scope / area around his own field of expertise / study Generates original ideas and vision
<ul style="list-style-type: none"> Checks the validity of his own hunch / intuition regarding an opportunity for the given context at micro / meso level 	<ul style="list-style-type: none"> Assesses / reviews the value / usefulness of his own ideas / hunches / intuitions 	<ul style="list-style-type: none"> Investigates his own ideas / hunches / intuitions
<ul style="list-style-type: none"> Determines the data needed to answer a given question, and where and how to collect and process it Collects / assembles data (observing, desk research, interviewing, data mining) in a controlled setting; the question and context are known, (big) data is available Finds source material for data and ideas in a wide variety of media and people within the field of study 	<ul style="list-style-type: none"> Defines / extrapolates relevant patterns from a vast amount of data and defines questions to be investigated further Extrapolates opportunities from big data Collects / assembles data in a semi uncontrolled setting (either the question, the data or the context is available) Finds source material for data and ideas in a wide variety of media, people and events within the field of study and related areas 	<ul style="list-style-type: none"> Designs own multifaceted (big) data collection, processing and analysis methods Collects / assemble data in an uncontrolled setting Finds source material for ideas and data in a wide variety of media, people and events within and (far) outside the field of study

	<ul style="list-style-type: none"> Devises appropriate data collection, processing and analysis methods 	
<ul style="list-style-type: none"> Defines tasks to be performed based on a clear assignment / goals to be achieved Identifies an number of potential approaches for the immediate and short term from an existing set that would apply in general 	<ul style="list-style-type: none"> Generates and evaluates a number of potential approaches considering the immediate, the short and the medium term, of which a few are original 	<ul style="list-style-type: none"> Produces and evaluates a number of (original / unconventional) approaches, considering the immediate, the short, the medium and the long term
<ul style="list-style-type: none"> Determines which idea is the most useful / appropriate 	<ul style="list-style-type: none"> Generates actionable information for the design stage Generates scenarios regarding the uncovered issues and opportunities (KPI's, KSF's, etc.) 	<ul style="list-style-type: none"> Constructs actionables for dealing with the future issues, challenges and opportunities that are immediately useful for the design stage
<ul style="list-style-type: none"> Questions the way things are currently done 	<ul style="list-style-type: none"> Explores other options for the way things are currently being done 	<ul style="list-style-type: none"> Defines better approaches to the way things are currently being done (generating change)
<ul style="list-style-type: none"> Gives up on / discards ideas or solutions that don't immediately fit the bill 	<ul style="list-style-type: none"> Files ideas and solutions that didn't fit the bill for possible later use 	<ul style="list-style-type: none"> Actively looks for other applications of ideas / solutions that didn't fit the bill
<ul style="list-style-type: none"> Uses a basic system to file / collect information (also for possible later use) 	<ul style="list-style-type: none"> Develops a smart personal system to file / collect information and ideas for later use 	<ul style="list-style-type: none"> Constantly curates information / ideas actively, using a sophisticated system that allows him to file and share
<ul style="list-style-type: none"> Practices knowledge telling 	<ul style="list-style-type: none"> Practices knowledge reflecting 	<ul style="list-style-type: none"> Transfers and rearranges knowledge
<p>----- > more pieces of information and increasingly complicated relationships between them ----- ></p>		

6.4.3 DESIGN

The starting International Business Innovator develops ethically sound solutions that can better meet the end users' needs and that generate value for the end users. These solutions can take the form of concepts, products, services, strategies, business model, processes, a whole business (department) or his own learning process, depending on the problem that is in need of a solution. Based on a meaningful and actionable problem statement, the BI graduate generates a vast variety of ideas on possible solution paths in collaboration with others (multidisciplinary). He has a large number of creative techniques at his disposal which he can use flexibly. In a constantly iterative process, the starting Business Innovator combines, expands and refines ideas, eventually bringing the most useful ones to a more detailed level, visualizing and objectifying them. He is comfortable with experimentation and trial-and-error ways of working. The BI graduate is capable of developing a schedule, HR-planning, budget / funding approaches, and work methods that fit the (unpredictable innovation) process. *(Main Dublin Descriptors: Knowledge & Understanding, Applying Knowledge & Understanding, Making Judgments, Communication, Learning Skills)*

Key activities

- Brainstorming
- Imaging
- Analogizing
- Pivoting
- Scenario building
- Prototyping
- Experimenting
- Modeling
- Planning
- Writing, visualizing
- Iterating
- Convincing, enthusing

Key tags

● Collaboration – teamwork	● Holistic	● Optimism
● Multiple perspectives	● Awareness of diversity	● Iteration
● Value capture	● Ethical	● Interdisciplinary
● Agility	● Resourcefulness	● Flexibility

Phase levels

Innovation Apprentice	Junior Innovation Practitioner	Junior Innovation Professional
<ul style="list-style-type: none"> Classifies / organizes ideas in several different (obvious) combinations and assesses the relevance and usefulness of results 	<ul style="list-style-type: none"> Looks for ways to organize and reorganize ideas into different (less obvious) categories and combinations, and evaluates whether results are interesting, new or helpful 	<ul style="list-style-type: none"> Constantly organizes and reorganizes ideas into different, original and unconventional, categories and combinations and then evaluates whether the results are interesting, new or helpful
<ul style="list-style-type: none"> Makes good decisions, mainly based on known facts 	<ul style="list-style-type: none"> Makes good decisions, based on a number of known facts as well as unknowns 	<ul style="list-style-type: none"> Makes good decisions based on a large number of unknowns
<ul style="list-style-type: none"> Is open to new ideas Generates several (relatively) obvious ideas / solutions in a few iterations (considers a few options) Develops questions / testing / assessment methods for the ideas and solutions generated Selects and employs appropriate brainstorming / idea generation techniques in a small team Considers the ethical components of each idea / solution generated Assesses / selects ideas or solutions based on a given set of specifications / criteria Develops a project plan for the definition of the situation, the generation of ideas / solutions, the selection and implementation of the solution and the evaluation of success (immediate / short term) 	<ul style="list-style-type: none"> Generates a substantial number of ideas / solutions in a number of iterations, of which several are beyond the obvious (considers several options and alternatives) Looks for new areas of exploration Selects and employs appropriate brainstorming techniques from a wide array of available techniques individually or in a small team, makes combinations where needed Considers the ethical ramifications of the ideas / solutions selected Develops specs / criteria in addition to a given set and uses them Develops a business case for selected ideas / solutions 	<ul style="list-style-type: none"> Generates a vast amount of original ideas / solutions in many iterations (considers many options / alternatives) Pushes for the widest possible range of ideas Uncovers unexpected areas of exploration Develops appropriate brainstorming techniques for himself and large or small teams Generates ways to make ideas / solutions ethically sound Develops specs and criteria for the assessment of ideas and solutions Develops a business (implementation) plan for selected ideas / solutions Harnesses the collective perspectives and strengths of the team
<ul style="list-style-type: none"> Focuses mainly on the immediate and short term with his solutions and ideas 	<ul style="list-style-type: none"> Focuses on the immediate, short and medium term depending on what the context requires 	<ul style="list-style-type: none"> Focuses on the immediate short, medium and long term simultaneously

<ul style="list-style-type: none"> Creates simple prototypes / representations of the ideas / solutions in order to communicate them to stakeholders 	<ul style="list-style-type: none"> Creates a variety of simple and elaborate prototypes / representations of the ideas / solutions selected to communicate them to stakeholders, taking stakeholders into consideration Generates user experiences to test the prototype 	<ul style="list-style-type: none"> Creates a large number of various simple and sophisticated prototypes / representations of ideas / solutions that allow stakeholders to experience them fully
<ul style="list-style-type: none"> Develops (and periodically assesses) a learning strategy that fits him Creates an organizing structure 	<ul style="list-style-type: none"> Designs a substantial part of his learning experience / curriculum 	<ul style="list-style-type: none"> Designs his own graduation project
<ul style="list-style-type: none"> Generates 'tangible' solutions (product, service, strategy, process) 	<ul style="list-style-type: none"> Develops tangible and conceptual solutions (product, service, strategy, process, concepts, business model, business/department) 	<ul style="list-style-type: none"> Develops tangible and conceptual solutions (product, service, strategy, process, concepts, business model, business/department)
<p>----- > more pieces of information and increasingly complicated relationships between them ----- ></p>		

6.4.4 EXECUTE

The BI graduate executes a variety of (specialist) activities as part of the running business. For instance, activities can include sales / customer relationship activities, purchasing, preparing (job) advertisements, conducting job interviews, preparing financial reports, producing a corporate brochure / website, conducting training sessions, dealing with suppliers and manufacturers (also abroad), performing tasks in a (international) project, doing financial calculations, dealing with the press etc. He implements and executes the designed concepts, products, services, experiences, business model, processes, strategy, business and/or department, as well as his own learning process. This implementation goes beyond writing implementation plans. He actually performs the tasks involved in the implementation, by himself or in a team, but always in-context; as part of the bigger whole of the organization or department and with attention to detail and legal aspects. He is capable (and willing) to work in accordance with plans, budgets and methods, but also knows when deviating from them is called for and has the courage to come up with new methods 'on the fly' if necessary. Networking, collaborating, negotiating and communicating, across departmental, organizational and national boundaries and cultures, are a crucial part of his daily activities. He is aware of the importance and relevance of his activities for the larger whole of the organization (mission, strategy, goals, and operations) and can navigate this interdependency.

His clear understanding of what customers, vendors and suppliers want is apparent in all his actions. He has a very strong and keen sense of timing and most favorable execution methods in any given situation; he is a skilled at aligning market developments, technological developments and products. (*Main Dublin*

Descriptors: Knowledge & Understanding, Applying Knowledge & Understanding, Communication)

Key activities

- Generating all aspects of the business case
- Executing / implementing the business case / plans / ideas
- Set up and work according to a budget
- Performing tasks and activities derived from the business case / plans (marketing, sales, HR, purchasing, finance, etc.)
- Acquiring (financial) support
- Dealing with stakeholders (meetings) / stakeholder management
- Deploy key performance indicators
- Facilitating meetings / learning / solution generation

Key tags

● Praxis	● In-depth key business knowledge	● Interdependence	● Ethical
● Business sensitivity	● Detail-oriented	● Flexibility of mind	● Purposeful
● Cross-cultural	● Goal-directed	● Co-action, cooperation, collaboration	● Courage

Phase levels

Innovation Apprentice	Junior Innovation Practitioner	Junior Innovation Professional
<ul style="list-style-type: none"> Performs clearly described repetitive (predictable) specialist tasks in an appropriate manner, considering his knowledge of the domain (organizing principles present) Performs his tasks step-by-step (sequentially) using formal decision aids Performs his tasks utilizing memorized facts and procedures Deals with a few simultaneous cues to attend to in the task 	<ul style="list-style-type: none"> Performs semi-clearly described repetitive and unique specialist tasks in conjunction with each other appropriately, considering his knowledge base of the domain (which is deeper and broader than at the previous level) Performs his tasks simultaneously / holistically when needed, supported by formal and informal decision aids Performs repetitive / routine tasks rapidly with practices skills (internalized and integrated) Makes connections with known / routine tasks in performing new / unpredictable tasks Deals with a number of, related or unrelated, cues to attend to in the tasks 	<ul style="list-style-type: none"> Performs necessary changeable specialist tasks in conjunction with other people's tasks successfully, using the full scope of his knowledge base (which is deeper and broader than at the previous level) Performs his tasks rapidly with fully practiced, internalized and integrated skill, unsupported by aids Deals with a large number of simultaneous cues to attend to in the performance
<ul style="list-style-type: none"> Reasons backwards (deductively) from unknowns to givens in solving problems 	<ul style="list-style-type: none"> Reasons forwards (inductively) using stored 'functional units' from the givens to the unknowns as well as backwards depending on what the situation requires 	<ul style="list-style-type: none"> Employs case-based, abductive reasoning in his approach / decision regarding the task and his performance
<ul style="list-style-type: none"> Performs his tasks from analytical thinking 	<ul style="list-style-type: none"> Performs tasks from quasi-rational thinking 	<ul style="list-style-type: none"> Performs his tasks from analytical, quasi-rational and intuitive thinking
<ul style="list-style-type: none"> Functions effectively in small or mono-disciplinary teams (physical) 	<ul style="list-style-type: none"> Functions effectively in small and medium sized physical and virtual multidisciplinary and cross-disciplinary teams 	<ul style="list-style-type: none"> Functions effectively in small, medium sized and large physical and virtual interdisciplinary / cross-disciplinary teams, also when loosely connected
<ul style="list-style-type: none"> Interchanges between disciplines to approach the task from different perspectives 	<ul style="list-style-type: none"> Interweaves knowledge and methods from different disciplines to approach the task in new ways (create new solutions) 	<ul style="list-style-type: none"> Co-creates new (adapted) knowledge and methods

<ul style="list-style-type: none"> Works according to known models, concepts and theories Selects and implements applicable procedures / strategies for the task Conducts a logical, well-planned and supported process which leads to reasonable results 	<ul style="list-style-type: none"> Generally works according to the action plans and lists, but deviates from them when appropriate and necessary Conducts an appropriate process that leads to a complete and valid task result 	<ul style="list-style-type: none"> Performs 'on the go' (without action plans or lists) Uses a variety of formal and informal decision making strategies Adopts whatever aids are needed to assist decision making
<ul style="list-style-type: none"> Communicates tasks-related information directly, purposefully and well-organized to knowledgeable people 	<ul style="list-style-type: none"> Communicates task-relates information and relevant personal (emotional) information directly, purposefully, clearly and well-organized to semi-knowledgeable people 	<ul style="list-style-type: none"> Communicates directly, purposefully, clear and well-organized about relevant topics with specialists and lay-man
<ul style="list-style-type: none"> Recognizes the significance of his tasks within the whole of the assignment / project 	<ul style="list-style-type: none"> Recognizes the significance of his tasks and performance in their relation to other tasks within the whole of the department / related projects 	<ul style="list-style-type: none"> Is fully aware of the significance of his tasks and performance within the whole of the organization
<ul style="list-style-type: none"> Actively implements his own learning plan / process 	<ul style="list-style-type: none"> Implements his own learning plan effectively 	<ul style="list-style-type: none"> Integrates the execution of his learning plan with his tasks and daily activities
<ul style="list-style-type: none"> Performs adequately under (unexpected) time restraints 	<ul style="list-style-type: none"> Performs reasonably well under stress (time or otherwise) 	<ul style="list-style-type: none"> Works effectively and efficiently under stress
<ul style="list-style-type: none"> Is somewhat self-conscious 	<ul style="list-style-type: none"> Shows some degree of self-confidence in repetitive / routing tasks 	<ul style="list-style-type: none"> Exhibits a strong (legitimate) self-confidence when performing tasks
<p>----- > more pieces of information and increasingly complicated relationships between them ----- ></p>		

6.4.5 LEARN

The starting Business Innovator continuously monitors his (learning) actions, activities and results. He doesn't wait until a process, a task or an activity is finished to evaluate it, but reflects on the appropriateness, efficiency and effectiveness before, during and after performing them. In his evaluation he takes the bigger picture into consideration; actions and results that are good at the micro-level might not be for the organization as a whole. He is able to assess actions and results in the here and now as well as their 'fit' with the future that was envisioned. He is very familiar with iteration; he knows that the 'right' or 'best' answer hardly ever presents itself the first time around, but that he arrives at an answer by continuously analyzing, evaluating, testing and reflecting and by sparring with others. He is aware of the fact that sometimes one needs to adjust to the context and sometimes one needs to adjust the context itself. The BI graduate uses analysis as well as his common sense and the 'wisdom of the crowd' to evaluate and assess ideas, concepts, products, actions, services, processes, strategies. He is willing to fail and learn important lessons from his failures. *(Main Dublin Descriptors: Making Judgments, Communication, Learning Skills)*

Key activities

- Collecting evaluative data (questioning, observing, tracking, associating, monitoring, testing, measuring)
- Analyzing
- Assessing
- Critiquing
- Reflecting (pre-action, in action and post-action)

Key tags

Integrative / holistic thinking	Peer-to-peer, 'wisdom of the crowd'
Common sense	Awareness
Willingness to fail	Purposefulness
Feedback	Detail-oriented
Professional and ethical codes	Critical / analytical thinking

Phase levels

Innovation Apprentice	Junior Innovation Practitioner	Junior Innovation Professional
<ul style="list-style-type: none"> Checks the validity of his own / ideas / hunches / intuitions 	<ul style="list-style-type: none"> Assesses / reviews the value of his own ideas / hunches / intuitions 	<ul style="list-style-type: none"> Reflects on the value of (his) ideas / hunches / intuitions for multiple stakeholders
<ul style="list-style-type: none"> Explores his intrinsic motivations (drivers), preferred styles, knacks, and most fitting innovation roles Understand himself as a product of history and society (including culture) Looks to understand something before critiquing it Analyzes reasoning employed by others Explores how his brain works best, how ideas come up, how he thinks, where thoughts occur 	<ul style="list-style-type: none"> Capitalizes on own motivations (drivers), preferred styles, knacks, most fitting innovation roles when the environment provides opportunities to do so Recognizes situations in which he can add value using his strengths Actively makes an effort to improve weaknesses to 'neutral' or better Is consciously aware of his (innate) biases Tests his own reasoning and perspectives against values and concepts of others Understands how his brain works (best), how ideas come up. How he thinks, where thoughts occur 	<ul style="list-style-type: none"> Shapes his working environment in such a way that he can maximize his strengths, intrinsic motivations (drivers), preferred styles, knacks, and most fitting innovation styles Identifies what contributions he can bring to the team table and participates accordingly Does not hesitate to manifest himself / take the lead when appropriate, but also accepts a more subdued follower role when appropriate (adjusts) Takes on different roles when needed Deconstructs his own thinking and acting in order to identify possible blind spots and biases Switches perspectives in his reasoning Actively constructs situations / environments in which his brain works best, he comes up with ideas, he can think best (creates 'island of self')
<ul style="list-style-type: none"> Tests products / services / processes / ideas against the quality specs provided 	<ul style="list-style-type: none"> Tests hypotheses Monitors the quality of products / services / processes / ideas as they are being developed against the specs provided and his own (justified) sense of value added / quality 	<ul style="list-style-type: none"> Predicts the quality of products / services / processes / ideas/ solutions based on specs and his own (justified) sense of value added and quality
<ul style="list-style-type: none"> Probes an array of subjects and disciplines 	<ul style="list-style-type: none"> Probes a vast array of subjects and disciplines 	<ul style="list-style-type: none"> Integrates a vast array of subjects and disciplines and judges their value for the issue at hand

<ul style="list-style-type: none"> Assesses the added value of ideas and creations of others 	<ul style="list-style-type: none"> Builds on ideas and creations of others 	<ul style="list-style-type: none"> Reflects on the value of the (creative) work of others appreciatively Recognizes (partially) good ideas when he encounters them
<ul style="list-style-type: none"> Looks for assumptions behind arguments and concepts 	<ul style="list-style-type: none"> Critiques the source and nature of supporting information Asks / looks for evidence for arguments / concepts Provides examples and counterexamples to support solutions Questions in different kinds of ways 	<ul style="list-style-type: none"> Looks for / creates evidence to validate and invalidate proposals Questions in different kinds of ways
<ul style="list-style-type: none"> Recognizes the importance of a deep knowledge base en continually looks to learn new things 	<ul style="list-style-type: none"> Recognizes the importance of a deep knowledge base and continually looks to learn new things 	<ul style="list-style-type: none"> Recognizes the importance of a deep knowledge base and continually looks the learn new things
<ul style="list-style-type: none"> Evaluates a number of possible approaches to a problem Uses trial & error when not sure how to proceed 	<ul style="list-style-type: none"> Determines the pros and cons of the various possible approaches to a problem Uses educated guesses when not certain how to proceed and debugging strategies when things go wrong 	<ul style="list-style-type: none"> Employs abductive reasoning (transferring knowledge from other domains) when not sure how to proceed and uses debugging strategies when things go wrong
<ul style="list-style-type: none"> Reflects on results, post-action 	<ul style="list-style-type: none"> Reflects on the process and effects of his own activities, in- and post-action 	<ul style="list-style-type: none"> Reflects on the process and effects of his own activities, pre- and in-action
<ul style="list-style-type: none"> Is aware of and depends on external scaffolding 	<ul style="list-style-type: none"> Works with a combination of external and own scaffolding 	<ul style="list-style-type: none"> Provides his own scaffolding when needed
<ul style="list-style-type: none"> Is actively engaged in learning (making connections, contributing to discussions, responding to learning opportunities) Makes connections about the relevance to his future careers Knows it is unacceptable not to learn Accepts feedback 	<ul style="list-style-type: none"> Focuses on learning and his own growth (rather than on grades) Monitors his own progress Seeks value of specific learning Makes personal connections about the relevance to his own life and future career Understand it is unacceptable not to learn Asks for feedback from experts 	<ul style="list-style-type: none"> Creates learning opportunities for himself Views mistakes as learning opportunities Organizes his own motivation Believes it is unacceptable not to learn Organizes continuous feedback loops with all kinds of people
<p>----- > more pieces of information and increasingly complicated relationships between them ----- ></p>		

6.4.6 LEAD

The BI graduate has profound knowledge of how business works. In general terms like business, management & organization theory, as well as specific terms like the business the organization is in. The BI graduate also understands what customers, vendors and suppliers want. He manages people, action, information and himself, whether in a managing position or not. He motivates the people in his multicultural and multidisciplinary team to do the best job they are capable of doing. He is an effective teacher / coach to his team members and knows how to push the right buttons on everyone to make them want to perform at their best and achieve goals. He leads and performs by example. He is capable of taking on different roles in a team; leading in some instances and being lead in others, actively taking part in different stages of the innovation process. The starting Business Innovator is an effective communicator: selecting what information to share in which way, explaining what he and the organization want in ways that make sense to employees. He also really listens to his team members. He is not afraid of asking for or even demanding input, commitment and effort from his people and manages conflicts in an appropriate and respectful way. He recognizes the difference between where the team is and where it is going and makes decisions accordingly: planning, prioritizing and facilitating the execution of necessary actions by his team. The BI graduate understands his own needs and characteristics, the needs of the organization / team and the needs and characteristics of each employee / team member. He represents his team and their needs with higher management and manages expectations both ways. He is capable of dealing with the integration of huge amounts of information and performing 'on the run'. He has the stamina and resilience to deal with failure, resistance, delays and postponements. He stays fit and adopts stress-reduction strategies to cope with the pressures of his job.

(Main Dublin Descriptors: *Applying Knowledge & Understanding, Making Judgments, Communication, Learning Skills*)

Key activities

- Motivating / Inspiring ● Communicating & Listening ● Curating
- Coaching / Mentoring ● Meta-planning, strategic planning ● Monitoring performance
- Conflict handling ● Organizing buy-in / commitment from all levels of the organization

Key tags

● Vision	● Drivers	● Confidence
● Knowledgeable	● Self-awareness	● Stamina / resilience / vitality
● Cultural knowledge and sensitivity	● Diplomacy	● Decision making
● Multiple (cultural) perspectives	● Integrity / ethical	● Trust

● Connecting (people, disciplines, ideas)	● Style and role flexibility	● Leadership
● Strategic thinking		

Phase levels

Innovation Apprentice	Junior Innovation Practitioner	Junior Innovation Professional
<ul style="list-style-type: none"> ● Realizes that people differ in their preferences and approaches for processing information and ideas and for working on an immediate (tangible/visible) level ● Seeks to know more about his team mate's preferences and approaches 	<ul style="list-style-type: none"> ● Recognizes that people differ in their preferences and approaches for processing information and ideas and for working ● Adjusts his communication and behavior to the different preferences and approaches within his team 	<ul style="list-style-type: none"> ● Embraces misunderstandings within the team and adds constraints to the process / solution to create a team capacity for developing better approaches for challenging the way things are currently being done ● Harnesses individual and collective knowledge, perspectives and strengths within the team
<ul style="list-style-type: none"> ● Manages himself, task-related information and team actions ● Shows support for fellow students in the execution of their tasks ● Accepts mentoring and coaching by more experienced students, teachers and professionals ● Values the contributions of others ● Accepts leadership from others 	<ul style="list-style-type: none"> ● Deals with / manages conflicts within the team in an appropriate and respectful way ● Mentors less experience students and accepts mentoring and coaching from others ● Facilitates the execution of necessary tasks by the team ● Manages himself, a wide array of (related or unrelated) information and action within and in the vicinity of his team 	<ul style="list-style-type: none"> ● Coaches and mentors peers and less experienced students and accepts coaching and mentoring from others ● Manages people, actions, information and himself ● Balances his own needs with those of the team / organization effectively
<ul style="list-style-type: none"> ● Shares inspiring information he found with his team mates ● Understands the 'big ideas' of international business innovation (key concepts of domains) separately and in their interrelationships 	<ul style="list-style-type: none"> ● Surrounds his team with inspiring related materials (curation) ● Continuously adds details (in hierarchical fashion) to the core concepts of international business innovation, and develops core concepts and ideas in other (related) domains (micro, meso, macro) 	<ul style="list-style-type: none"> ● Surrounds his team with inspiring related materials (curation) ● Has a broad and deep personal database of own knowledge, organized around core concepts or 'big ideas' that guide his thinking about his domain ● Continuously constructs new knowledge by adding to that database and making new connections (micro, meso, macro)

<ul style="list-style-type: none"> ● 'Sells' issues and solutions to his immediate surroundings (outlining, structuring, convincing, illustrating) ● Actively looks for what the needs of others are (customers, team members) and tries to take them into account ● Makes good decisions based on known facts 	<ul style="list-style-type: none"> ● 'Sells' issues and solutions to the organization ● Actively seeks contributions from others ● Engages others (customers, team members, other colleagues) by addressing their needs 	<ul style="list-style-type: none"> ● Organizes buy-in / commitment from all levels of the organization and all stakeholder groups
<ul style="list-style-type: none"> ● Develops and generates work products and ideas on his own and with a team based on clear but broad instructions 	<ul style="list-style-type: none"> ● Makes good decisions based on a combination of known facts and professional intuition 	<ul style="list-style-type: none"> ● Makes good decisions based on a limited number of known facts / information utilizing his vast database of knowledge and understanding and professional intuition / improvisation
<ul style="list-style-type: none"> ● Practices true listening to others when they are expressing themselves 	<ul style="list-style-type: none"> ● Develops and generates work products and ideas on his own and within a team, without being told exactly what to do 	<ul style="list-style-type: none"> ● Establishes a climate that allows for effective (team) developments and generation of work products and ideas with shared accountability for the goals
<ul style="list-style-type: none"> ● Communicates (written and oral) clearly and concisely, creating focus. Is easily understood 	<ul style="list-style-type: none"> ● Practices true listening to others, also in non-verbal communication 	<ul style="list-style-type: none"> ● Encourages (engages) others to express themselves, verbally or non-verbally to him
<ul style="list-style-type: none"> ● Distinguishes between task oriented communication and personal / social / interpersonal communication 	<ul style="list-style-type: none"> ● Develops a personal communication style that is clear and concise, and that creates focus and energy 	<ul style="list-style-type: none"> ● Communicates with real voice, clearly and concisely, creating focus, energy and passion, 'commanding' respect
<ul style="list-style-type: none"> ● Develops an understanding of team dynamics 	<ul style="list-style-type: none"> ● Balances between providing clarity and commitment for accomplishing tasks and demonstrating concern for people 	<ul style="list-style-type: none"> ● Considers and incorporates the interests of the team, the organization, stakeholders and society in his decisions and actions (strategic thinking)
	<ul style="list-style-type: none"> ● Understand 'politics' and the need for diplomacy in some situations 	<ul style="list-style-type: none"> ● Navigates 'politics' smoothly and consciously (anticipates and acts)
<p>----- > more pieces of information and increasingly complicated relationships between them ----- ></p>		

7 Body of Knowledge

The main Body of Knowledge and Skills of the BI program comprises ‘traditional’ business knowledge, and design and creative concepts. The disciplines that are at the core of the BI curriculum include:

Discipline cluster	Topics / content
Innovation	Incremental innovation, disruptive innovation, the multiverse, diffusion of innovations theory, entrepreneurship, risk, business models, change leadership, co-production, co-creation, co-opetition, categories of innovation, history of innovation, dimensions of innovation, Innovators, innovator roles, innovation process, innovation & culture, service innovation, open source innovation, social innovation, innovation cycle, innovation across sectors and industries, innovation in SME's, large and multinational enterprises, human technology, innovation systems, macro innovation, micro innovation, society 3.0, design driven innovation, lean, change by design
International Business	Emerging markets, International Business, International(ization) strategy, Globalization, history of internationalization, international business area, international strategic alliances, international vs. multinational, global market development, global business issues, local / global / glocal, historical and cultural barriers to innovation and business
Design & Concept Development	Creative techniques, Concept development, Concept engagement, Agile development, Prototyping, Visualization, Brainstorming, Imagineering, analogizing, pivoting, scenario building, modeling, product design, incremental and radical concepts
Research & Discovery	Problem definition, Research methodology, business research methods, evidence based research, appreciative inquiry, sense making, action research, big data, interviewing, datamining, observing, associating, crowd sourcing, categorizing, filtering, validating, metadata, hypothesizing, mapping, trend watching, extrapolating, data analysis methods, market analysis, BCG, SWOT, benchmarking, information skills, futuring / trend prediction, internet literacy, cognitive load management, online behavior analysis, literature review, (interpreting) statistics

Social Studies	Macroeconomics (societal issues, macro environment), law, psychology, sociology, ethics, political science, connected economy, network economy, international economic & power relations, micro economics, sustainability, impact, scale and durability, Corporate Social Responsibility, HRM, group dynamics
Implementation Planning & Execution	Commitment, meta-planning, performance monitoring and management, performance gap, interpolative strategic planning, project management, supply chain management, total quality management, manufacturing, resource planning, decision making process, organization design, business process (re)design, governance, finance & budgeting, accountability, organizational processes, implementation planning, in- and outsourcing, acquisition & purchasing, fundraising
Strategy & Marketing	Mission & Vision, Strategy, Branding (internal & external), Consumer behavior, Crowd / reputation, Marketing research, Marketing communication, Digital marketing, Product / service launch, Service marketing, Experience economy, Emotion marketing, Feasibility, Multimedia, Scripting, Storytelling, the multiverse, customer profiling, new venture creation, growth strategies, business plan, image communication, substance, mass customization, market value, revenue models
Cultural Anthropology	Culture, intercultural communication, Asian Studies, Central American Studies, European Studies, Middle Eastern Studies, Northern American Studies, Latin American Studies, Oceania Studies, role of religion, lifestyles, values
Communication	Internal communication and branding, communication structure, visualization, making it stick, communication theory, multimedia, social media, mass media, corporate communication, substance
Thinking & Reasoning	Theory of knowledge (philosophy), critical thinking, creative thinking, deductive reasoning, inductive reasoning, abductive reasoning, digital and computational thinking, independent thinking, adaptive thinking, delta thinking
International & Cross-cultural skills	Cross-cultural management, intercultural communication, country / world region analysis, cultural awareness and adaptability, cosmopolitanism, business diplomacy, leveraging cultural differences, diversity management, cultural etiquette,
Professional skills	presentation skills, IT-skills (including basic coding), teamwork, conflict management, time management, project management, leadership, collaboration, coaching, academic writing, consultancy, pitching, debating, reflecting, dealing with uncertainty & failure, critiquing, social skills, interpersonal skills, persistence & grit, self-management, self-motivation, negotiating, lobbying

8 Graduation Tracks

MACRO INNOVATION

Summary

Macro Innovation revolves around change in which societal needs are central. Macro Innovation is driven by societal 'problems' and issues and purpose, and as such it tends to take in a longer term view than Micro Innovation. It focuses on changing human behaviour on a large scale and success is measured by its contribution to society. The context is most often a large one, looking at problems from a broad view and approaching them from multiple perspectives. Therefore it is said that Macro Innovation is more abstract than micro innovation. Even though Macro Innovation also deals with monetary value, in the end it is about the overview and the instigation of processes that will lead to societal and behavioural change in the longer run.

The grad track comprises three study units in year 3 and 2 in year 4:

- ✓ New Economic Reality (2 EC) – year 3
- ✓ Social Innovation (3 EC) – year 3
- ✓ Human Centred Design for Impact (5 EC) – year 3
- ✓ Social Entrepreneurship (5EC) – year 4
- ✓ Innovating Society (5EC) – year 4

New Economic Reality

The world around us is changing at an ever increasing pace. Because the understanding that the old social and economic theories and models are no longer sufficient to deal with new realities, new initiatives are being taken. Basic income, sharing economy, purpose economy, society 3.0 etc. All new initiatives and ideas are aiming to address the problems we are seeing around us or are coming towards us. Problems such as inequality of wealth and education, high income disparities, physical labor taken over by technology, limited natural resources, global warming... just to mention a few. But how "new" are those initiatives really? And what are the drivers that makes them come to the surface (again)? How do they impact the current society now and in the near future? We will look deeper into the drivers of these initiatives and ideas so you are able to analyze this new economic reality.

Topics to be covered include:

- ✓ Sharing Economy
- ✓ Basic Income
- ✓ Society 3.0
- ✓ Environmental issues
- ✓ New Technology
- ✓ Purpose economy

Social Innovation

What makes social innovation different from commercial innovation? Are there crossovers? Where does social innovation originate? What are the elements that we need to be able to do social innovation? What are we trying to achieve with social innovation?

In this study unit we will examine the three Ps of social innovation: Purpose, Possibilities and Progress. In exploring *purpose* the focus is on identification with the relevant issues by interactive dialogues. Experiencing *possibilities* will contribute to understand the different levels of complexity that need to be addressed. In evaluating *progress* we will try to measure social innovations.

The process starts with forming and testing hypotheses around the topics in order to gain valuable insights. We will work with real social innovation cases and talk to people who have already made their mark in this field. The ultimate goal is for you to on the one hand learn to recognise the relevant context of social innovation while on the other hand you will learn to evaluate the impact of social innovation. The oral assessment is geared to your vision on interpreting this evaluation. In which way does social innovation contribute to near future social needs?

Topics to be covered include:

- ✓ Social needs and societal issues
- ✓ Quality of life
- ✓ Change drivers
- ✓ Social transformation

Human Centred Design for Impact

Human centred Design is a methodology aiming to start your innovation process from the understanding of your users. You'll be searching for their dreams, aspirations, and fears. When you know how people live and what their physical and social context is, it will be easier to come up with appropriate solutions for their challenges.

After actively participating in this study unit, you will be more experienced in executing design research and by doing so share strong insights rooted in qualitative data. This will help you understand human behaviour better. This approach supports the search for the smallest intervention with the biggest impact to facilitate change in human behaviour for innovation. You're not expected to come up with rocket science, rather you will focus on people and their behaviour and come up with the most relevant interventions put in the right context at the right time. Our search is aimed at finding the appropriate agent (object, person, service, or company) that is most plausible to enhance the human behaviour in the desired way.

Topics to be covered include:

- ✓ Human centered design
- ✓ Impact measurement (social/societal)
- ✓ Community design
- ✓ Behavioral change / economics / science

MICRO INNOVATION

Summary

Micro Innovation is primarily focused on (business) growth. It is driven by business and consumer 'problems' and value for customers, shareholders and the business, and aims to commercialise ideas. Where Macro Innovation looks at long term change, Micro Innovation aims at measurable short and mid-term change.

During the graduation track Micro Innovation you will learn how innovation plays a key role in fulfilling future consumer needs. During this grad track, you will focus on creating strategies that establish concrete and direct results. Success is measured by whether a business goal is achieved or not. However this does not mean that Micro Innovation is not also purpose or value driven: more and more companies are realising that creating meaningful customer relationships is the most effective way to achieve business growth.

The graduation track comprises 2 study units in year 3 and 2 in year 4:

- ✓ Brand Driven Innovation (5 EC) (year 3) – year 3
- ✓ Inspiration Sources for Innovation (5 EC) – year 3
- ✓ Business Model Innovation (5 EC) – year 4
- ✓ Business Process (re)Design (5EC) – year 4

Brand Driven Innovation

Creating meaningful consumer experiences through brand driven innovation

The BI Micro Innovation track focuses on innovation in the business environment. But the success of an innovation not only depends on how it meets business objectives. You also have to make sure that consumers actually want to buy your innovation instead of a competitor's. In this study unit you will learn why branding is a crucial part in the innovation process and how it helps to unlock new value for businesses and customers.

Challenges that drive the need to innovate can vary significantly, and every company will react to a challenge in a different way. Why? Because no matter what drives the innovation, it's their brand that helps them decide how to react to that driver. A brand represents the vision of a company and through that it makes a promise to consumers of what to expect when they engage with the brand. So an innovation can only be successful if it not only fulfils a primary need of consumers, but also establishes or reinforces the emotional connection they have with the brand.

So before a company engages an innovation challenge, it needs to find out how it effects its brand's promise. And that's where you come in! During this study unit you will act as a brand driving innovator and learn to innovate in a way that you not only solve a company's problem, but also deliver on the brand's promise. You will learn how to create a strategic brief for an innovation project by engaging real clients in real situations. You will visit companies and solve existing problems. After this study unit you will understand the importance of creating meaningful customer experiences and be able to deploy brand driven innovation strategies.

Topics to be covered include:

- ✓ Brand analysis
- ✓ Context analysis
- ✓ Brand driven innovation
- ✓ Research & Validation
- ✓ Targeting
- ✓ Consumer engagement
- ✓ Strategic & Creative thinking
- ✓ Creating and presenting a brief
- ✓ Inspiring the client

Inspiration Sources for Innovation

What do Archimedes, Sir Isaac Newton and Alexander Flemming have in common (Quick, Google..., nah we'll tell you!) Mr. **A** needed to find a way to prove that the goldsmith was cheating the king by not making the crown out of solid gold. He had his famous "Eureka!" moment when he stepped into his bathtub. Sir **N** was pondering on what is now known as his law of gravity when we saw an apple falling from a tree. Mr. **F** accidentally discovered Penicillin when he had forgotten to put a dish with a staphylococci cultures in the fridge. These discoveries are known as serendipity, which is the ability of an alert mind to draw conclusions from coincidental occurrences. Within this study unit you will learn to find your own innovation heuristic; your own personal approach to problem solving and getting new ideas, even when working in a constraining business box. This is the fun, hard work making serendipity possible.

After finishing this study unit you will be able to crystallize and catalyse ideas for innovations based on search strategies using standard and alternative inspiration sources. It will provide you with your own strategy of coming up with new ideas. Crystallizing means taking solid form: think of ideas flying through the air like water molecules, under the right circumstances these water molecules will take a fast form, just like under the right circumstances your ideas will take shape and will become visible to others. Catalysis is the process in which adding an extra ingredient will help a reaction to start or occur faster. You will find your own right ingredients to start the ideas flowing. In this way, you yourself will become the source of innovation.

Topics to be covered include:

- ✓ Standard idea searching strategies
- ✓ Alternative idea searching strategies
- ✓ Innovation heuristics
- ✓ Serendipity and letting the mind wander
- ✓ People as sources of inspiration
- ✓ Places as sources of inspiration
- ✓ Products & processes as sources of inspiration

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Progression Rules 2022-2023

In order to start the Graduation track in year 3 and 4 students need to:

- successfully complete the foundation programme;

In order to start the work placement in year 3 students need to:

- successfully complete the foundation programme and year 2;
- deliver an approved (by supervisor) personal study plan, made before 30 September 2023

In order to start the Graduation Project in year 4 students need to:

- obtain all credits of year 1, 2 and 3 core programme (including fully completed work placement and NLU).

In order to start Graduation project 3, 4 and 5 students need to:

- have passed Graduation Project 1 and 2.

In order to start the final assessment of the Graduation in year 4 students need to:

- obtain all credits of year 1,2 and 3;
- obtain 42 ECs in year 4 (all ECs except graduation project – Solution, graduation project – Implementation Plan and graduation project – Reflection & Log).

PHASE-OUT PLAN

CHANGES TO THE 2022–2023 CURRICULUM

Business Innovation
2022–2023



Table of contents

Preface	3
1. Curriculum changes.....	4
1.1 Minor changes	4
1.2 Major changes	4
2. Phase-out of courses and test.....	5
2.1 Curriculum renewal phase-out overview	5
2.2 Phase-out overview of courses and tests.....	6
3. Replacement courses and tests	7
Deficiencies	7

Preface

Dear student,

The curriculum of your degree programme is adapted regularly to improve the existing curriculum and/or renew it.

In this **phase-out plan**, you will find information about changes that may affect your personal study plan. The curriculum committee of the degree programme updates this plan and makes new changes annually. You should therefore read this phase-out plan carefully every year!

If you have any questions about changes to your study plan, you should contact your supervisor. You can also contact the team leader of Business Innovation. The team leader coordinates the phase-out of the existing curriculum.

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

The Business Innovation Team
July 2022

1. Curriculum changes

1.1 Minor changes

In the case of a minor change to the curriculum, the course (the study unit) and the test on your results overview will usually not be changed. An example of such a change is a change in the assessment method, whereby an interim examination is changed to a digital assignment or a reflective report is changed to a report including a final presentation. Another example is a change in the way tests are marked, as a result of which future tests will be awarded a pass/fail mark instead of a grade.

Occasionally, the name of the course and/or test is changed. When a name is changed, the course and test codes will also be changed and the degree programme will adjust this on your results overview. This will only happen if you have not yet passed this course in the current academic year.

There are some minor changes in 2022-2023 in year 1

2021-2022	2022-2023
Assessment Creating a Mindset: Onboarding Portefolio	Creating a Mindset Portefolio
Assessment Creating a Mindset: Personal Experience Studio	Personal Experience Studio Exhibition
Assessment New Value Creation	Value creation process - Concepts
Assessment Launching Societal Impact	Societal impact scenario - Prototype

1.2 Major changes

In the case of major changes, we make a distinction between a change to the existing curriculum and a renewal of the curriculum for the degree programme.

A major change to the **existing curriculum** could be a change in the content of a certain course to respond to current events. Also, multiple courses are sometimes combined into one single course, for example project A (5 credits), course B (3 credits) and course C (2 credits) become project X (10 credits). Another example is that of a course being made more or less difficult, which has consequences for the credit hours and the number of credits (ECTS) to be obtained.

In the case of **curriculum renewal**, the entire curriculum is renewed each year. All existing courses and tests are **replaced** by new courses and tests in phases.

All major changes to the curriculum, including the phase-out period, are listed in the phase-out overview of courses and tests in [Chapter 2.1](#). Changes for previous academic years are listed in OERWRITE

An overview of replacement courses and tests per academic year can be found in [Chapter 3.1](#).
Replacement courses and test for previous academic years are listed in OERWRITE

2. Phase-out of courses and test

Major changes always lead to **new courses and tests** in the new academic year. From then on, the existing courses and tests will be **phased out**.

The phase-out period lasts **one academic year**:¹

- The expiry date of a course is always 31 August of the academic year in which it was last offered.
- The expiry date of a test is one year later, on 31 August of the academic year after the course was last offered.

Have you **not yet passed** one or more courses and tests that are to be phased out?

Please note the following:

- **The course or test** will no longer be offered.
If you have not taken a study unit yet and attendance and active participation in this course are required to pass the test(s), please contact the team leader of your degree programme as soon as possible, so that you can take part in the replacement course. This is to prevent you from falling further behind with your studies.
- During the phase-out period, **two resits** of the test will be offered in each academic year.
Please note the test timetable. Make sure you are registered to take the test.
- In preparation for the test, *and depending on the number of students*, **support classes** will be offered, e.g. coaching (project group), refresher courses, mock examinations, consultation hours, etc. *If you want to take part in support classes, please ask the team leader of your degree programme about the extra classes in good time.*

Finally: if you have not yet passed a study unit, your result overview will show the phase-out period for that course. When you click on the **exclamation mark**, you can read specific information about the phase-out of the course.

2.1 Curriculum renewal phase-out overview

In connection with the curriculum renewal, the existing curriculum is being phased out. The overview below shows in which academic year you will be able to take the existing courses for the last time and in which academic year support classes and the last two resits will be offered. If you have not passed one or more courses after that academic year, you will have to take the replacement courses and the (deficiency²) tests.

Business Innovation

¹ If the phase-out period is two academic years, change this information to 'two academic years'.
n

Academic year	Year 1	Year 2	Year 3	Year 4
2021-2022	Crash courses and last 2 resits	<u>Last time regular programme and assessments</u>	Regular programme and assessments	Regular programme and assessments
2022-2023	Alternative education and assessments	Crash courses and last 2 resits	<u>Last time regular programme and assessments</u>	Regular programme and assessments
2023-2024		Alternative education and assessments	Crash courses and last 2 resits	<u>Last time regular programme and assessments</u>
2024-2025			Alternative education and assessments	Crash courses and last 2 resits
2025-2026				Alternative education and assessments

2.2 Phase-out overview of courses and tests

The overview below lists all current changes, including the phase-out period.

Year 1

Not applicable.

Year 2

	Assessment	Last date offered	Form of assessment
4219BI153A	CD - BI Passport semester 1	31-8-2023	Original test
4219BI153B	CD - the Quandary	31-8-2023	Original test
4214BI146A	CSV-Societal value audit	31-8-2023	Original test
4219BI150A	English for Business	31-8-2023	Original test
4219BI144A	PSI - Prod.-Service Innovation	31-8-2023	Original test
4219BI152A	PST - Building Arguments	31-8-2023	Original test
4219BI152C	PST - Professional Network	31-8-2023	Original test
4219BI152B	PST - Story telling	31-8-2023	Original test
4219BI148A	RRB21 - Design Business Proces	31-8-2023	Original test
4219BI147A	The Challenge II	31-8-2023	Original test
4219BI155A	CP BI Passport semester 2	31-8-2023	Original test
	CP Customised Programme	31-8-2023	Original test

Year 3

Not applicable.

Year 4

Not applicable.

3. Replacement courses and tests

If you have not yet passed a study unit **after** the phase-out period, you must take the amended or renewed course offered as a replacement. This also applies if you have passed one of the interim tests for a study unit! You will have passed the study unit only when you have passed all the interim tests for that course.

Sometimes, an interim test becomes part of a new unit of study. It may be that you have already passed this test or have been exempted from it. Together with the curriculum committee, the Examinations Board will decide whether this result will be included in your results overview.

Deficiencies

One-to-one replacement of a course or test after curriculum renewal is not always possible, for example because the course or test has changed fundamentally. Instead, a deficiency test is offered, so that you can still achieve any outstanding learning objectives or meet any outstanding test criteria.

Depending on the number of credits (ECTS) you have not yet obtained for a specific year of study after the phase-out period, you will be offered the following replacement course or test.

Years 2–4

Total number of credits not obtained for year of study	Replacement course or test	Credits
1–5 credits	Deficiency test (5 credits)	5 credits
6–10 credits	Deficiency test (10 credits)	10 credits
11–15 credits	Creative Future elective (15 credits)	15 credits
16–20 credits	Deficiency test (5 credits) Creative Future elective (15 credits)	20 credits
21–25 credits	Deficiency test (10 credits) Creative Future elective (15 credits)	25 credits
26–30 credits	Creative Future elective (30 credits)	30 credits

If you obtained **fewer than 30 credits** in Year 1, we recommend that you transfer to the renewed curriculum for Year 1. In this case, please contact your supervisor before the start of the new academic year to discuss the possibilities.

Depending on your level, you may also be able to achieve the outstanding learning objectives or meet the outstanding test criteria by taking the Creative Future elective. Together with your learning coach, you determine your deficiencies and record them in your portfolio. The exam committee will have to approve your study plan.

Changes in study programme of electives

Faculty of Creative Business

2022-2023



Table of content

Preface	3
1. Changes in the study programme	4
Minor changes	4
Major changes	4
2. Expiry date and transition period	5
Unit of study end date	5
Test expiry date	5
Transition period	5
Test resits	6
After the transition period	6
3. Overview of changes to the electives	8
Changes to specialist tracks	8
Changes to focus tracks	11
Changes to lab tracks	12
Changes due to curriculum renewal	14
Changes before the 2022-2023 academic year	15

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 the 2022-2023 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		Test		Unit of study	Test
Code	Name	Code	Name	end date	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°.					

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		Test		Unit of study	Test
Code	Name	Code	Name	end date	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		Test		Unit of study	Test
Code	Name	Code	Name	end date	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		Test		Unit of study	Test
Code	Name	Code	Name	end date	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

