Course summary VOE Code: ORMmZO.PJR1.04 ECTS credits: 10 Level: Bachelor's degree (full-time)	
Course Title	Project Young Entrepreneurs Start-ups 1
Type	Mandatory
Learning competences	The student is able to • Broad professionalization • Multidisciplinary integration • Transfer and broad deployability • Problem-oriented working • Social-communication skills • fundamental management skills • awareness of social responsibility
Learning outcomes	• The student implements the developed business plan and prepares the organisation for sale. • The student designs a content calendar in relation to the marketing and sales plan and implements an appropriate campaign. • The student sets up a relevant business administration system and an effective project registration system and subsequently implements these. The student develops a measurement plan with relevant KPIs to monitor progress and results. • The student values the company based on financial ratios and market potential. • The student makes a substantiated choice regarding the future of the company, in which the legal and financial consequences are justified and settled. The student combines these findings into a future plan. • The student reflects on their personal development as an entrepreneur using a relevant model. The student formulates several concrete personal follow-up actions in relation to an entrepreneurial mindset. The student structures the findings in a visually appealing pitch. • The student identifies and interprets which factors contribute to successful collaboration within a team. • The student assesses their own contribution in a relevant collaborative situation and formulates concrete recommendations for improving their personal performance. • The student presents and evaluates their network, plans activities to expand it, and identifies personal factors that positively influence successful networking.
Course content	The project contributes to the development of entrepreneurial skills and an entrepreneurial attitude, based on the method of learning by doing. Students thereby experience for themselves the opportunities and challenges of entrepreneurship, which contributes to the development of an entrepreneurial mindset During this period, the focus is on exploring the market, determining the target market, further developing the minimum viable product (MVP), working out a positioning and setting up a business model canvas. The final product of this period is a developed business plan of the student enterprise.

Planned learning activities and teaching methods	Community-based learning is central. Students develop their own startups while learning with and from each other. Lecturers act as coaches and subject-matter experts, offering guidance without taking over the entrepreneurial role. Each student startup is guided by a lecturer In addition, there are content-driven lectures and workshops designed to support the delivery of professional products. The focus lies on both the personal and professional aspects of entrepreneurship, always keeping the entrepreneurial perspective at the center of the learning experience. The program combines workgroups with coaching and assessors, lectures, workshops, presentations and learning by doing.
Recommended or required reading and other learning resources / tools	Study guide, BrightSpace
Prerequisites and co-requisites	Attendance is compulsory
Level	Bachelor
Grading scale	Word grade (insufficient -sufficient – good – excellent)
Assessment methods and criteria	**Type of assessment** / **Grade weighting** / **Criteria** Entrepreneurial mindset 0-meting / 0 / Complied / not complied Business Plan / 1 / Word grading Higher or equal to sufficient
Language of Instruction	English
Name of lecturer	For information about the lecturers you can contact internationalbusinessschool@windesheim.nl
Mode of delivery	Face to face

Course summary VOE Code: ORMmZOmZOPRJ2.04 ECTS credits: 5 Level: Bachelor's degree (full time)	
Course Title	Project Young Entrepreneurs Start-ups 2
Type	Mandatory
Learning competences	The student is able to • Broad professionalization • Multidisciplinary integration • Transfer and broad deployability • Problem-oriented working • Social-communication skills • fundamental management skills • awareness of social responsibility

Learning outcomes	• The student implements the developed business plan and prepares the organization for sales • The student sets up a content calendar aligned with the marketing and sales plan and executes a suitable campaign relevant as well as a business administration system and an effective project registration process. The student develops a measurement plan with relevant KPIs to monitor progress and results. • The student evaluates the business based on financial ratios and market potential. • The student makes a well-founded decision regarding the future of the business, addressing and settling the legal and financial implications. These findings are consolidated into a future plan. • The student identifies and interprets which factors contribute to successful collaboration within a team setting. • The student evaluates their own contribution in a relevant collaborative situation and provides concrete recommendations for improving personal performance. • The entrepreneur-in-training presents and evaluates their network, plans expansion activities, and identifies personal likability factors for successful networking • The student reflects on their personal development as an entrepreneur using a relevant model. The student formulates several concrete, personal follow-up actions in relation to an entrepreneurial mindset. The student structures the findings into a visually engaging pitch.		
Course content	Students translated their business idea into a business model. The results were incorporated into a complete business plan. This period is about the realization of the business plan. The focus is on implementation. Students take concrete actions in the areas of purchasing, marketing, sales, financing and automation to realize their plans. At the end of the period the focus shifts to preparing a plan for the future. The project offers students the opportunity to develop entrepreneurship skills and an entrepreneurial attitude. Through the learning-by-doing approach, students experience in practice the opportunities and risks of entrepreneurship. This learning experience contributes greatly to the development of an entrepreneurial mindset. Students are individually assessed on insights into personal strengths and development points in the areas of entrepreneurial skills.		
Planned learning activities and teaching methods	Community-based learning is central. Students grow their own startups while learning with and from each other. Lecturers act as coaches and subject-matter experts, offering guidance without taking over the entrepreneurial role. Each student startup is guided by a lecturer. In addition, there are content-driven lectures and workshops designed to support the delivery of professional products. The focus lies on both the personal and professional aspects of entrepreneurship, always keeping the entrepreneurial perspective at the center of the learning experience.		
Recommended or required reading and other learning resources / tools	Brightspace		
Prerequisites and co-requisites	Attendance is compulsory		
Level	Bachelor		
Grading scale	Word grade (insufficient -sufficient – good – excellent		
	Type of assessment	Grade weighting	Criteria

Assessment methods and criteria	Action plan / future plan business	0	Complied / not complied
	Your development as entrepreneur	1	Word grading Higher or equal to sufficient
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact internationalbusinessschool@windesheim.nl		
Mode of delivery	Face to face		

Course summary VOE Code: ORMmZO.ZOAI.01 ECTS credits: 5 Level: Bachelor's degree (full-time)	
Course Title	Entrepreneurship & A.I.
Type	Mandatory
Learning competences	The student is able to • Broad professionalization • Multidisciplinary integration • Methodical and reflective thinking and acting • Transfer and broad applicability • Problem-oriented working
Learning outcomes	• The student analyses and substantiates opportunities for digital technology and AI within a specific startup context, based on problem, market and user insights. • The student develops a working digital prototype in which AI is demonstrably and appropriately applied to support a relevant user or business function. • The student designs and conducts experiments, analyses the resulting data and makes substantiated decisions based on these insights. • The student purposefully and effectively selects and applies AI tools and/or agents to support development, experimentation or decision-making. The student reflects on ELSA aspects (ethical, legal, social and societal) and translates these into reasoned implementation choices.
Course content	This course focuses on exploring the startup context and identifying opportunities for AI by analysing the problem, target group and value proposition, followed by an initial exploration of possible AI applications. Based on relevant trends and developments, students determine the most suitable direction for their AI solution. They then take part in a vibe coding sprint to build a first digital prototype. In the next phase, students develop and integrate an AI agent and continue improving the prototype through further development and initial user testing. To monitor progress and results, students create a measurement plan with relevant KPIs. They subsequently conduct experiments, analyse the outcomes and use these insights to make substantiated decisions. The course concludes with a reflection on ELSA aspects—ethical, legal, social and societal considerations—and the finalisation of the AI solution.
Planned learning activities and	This course is built around combination of lectures, workshops and presentations. Lectures are used to introduce and explain relevant concepts and theory, while workshops provide

<table>
<tr><td>teaching methods</td><td colspan="3">students with opportunities to apply this knowledge in practice. Presentations are used to share progress, outcomes and insights and to receive feedback.

Guidance is provided through coaching and feedback during workshops. Students receive support while working on their assignments and are encouraged to use feedback to further develop and improve their work.</td></tr>
<tr><td>Recommended or required reading and other learning resources / tools</td><td colspan="3">BrightSpace</td></tr>
<tr><td>Prerequisites and co-requisites</td><td colspan="3">Attendance is compulsory</td></tr>
<tr><td>Level</td><td colspan="3">Bachelor</td></tr>
<tr><td>Grading scale</td><td colspan="3">Word grading</td></tr>
<tr><td rowspan="5">Assessment methods and criteria</td><td>Type of assessment</td><td>Grade weighting</td><td>Criteria</td></tr>
<tr><td>Portfolio</td><td>1</td><td>Higher or equal to sufficient</td></tr>
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