

| Course summary  |  |
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| VOE Code: ORMmZO.PJR1.04_2526      ECTS credits: 10      Level: Bachelor's degree (full-time) |  |
| <b>Course Title</b>   | Project Young Entrepreneurs Start-ups 1  |
| <b>Type</b>   | Mandatory  |
| <b>Learning competences</b>   | <p>The student is able to</p> <ul style="list-style-type: none"> <li>• Broad professionalization</li> <li>• Multidisciplinary integration</li> <li>• Transfer and broad deployability</li> <li>• Problem-oriented working</li> <li>• Social-communication skills</li> <li>• fundamental management skills</li> <li>• awareness of social responsibility</li> </ul>   |
| <b>Learning outcomes</b>  | <ul style="list-style-type: none"> <li>• The student independently researches and analyses relevant trends and developments in a methodical manner and identifies opportunities for a business idea.</li> <li>• The student investigates the needs and desires of the potential target audience and the industry in a methodologically sound way, and uses this to substantiate the viability of the business idea.</li> <li>• The student develops a well-supported positioning strategy for the brand/product/service.</li> <li>• The student elaborates the business idea using a suitable business model (e.g., the Business Model Canvas), with attention to sustainability and social responsibility, and creates a feasible financial plan.</li> <li>• The student gathers feedback from multiple relevant stakeholders in relation to personal development goals and adjusts the level of these goals accordingly.</li> <li>• The student enthusiastically presents how they actively worked on their personal development goals related to the entrepreneurial mindset, using an engaging and visual presentation.</li> </ul> |
| <b>Course content</b>   | <p>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</p> <p>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.</p>   |
| <b>Planned learning activities and teaching methods</b>                                       | <p>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</p> <p>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.</p>   |

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|   | The program combines workgroups with coaching and assessors, lectures, workshops, presentations and learning by doing. |                        |  |
| <b>Recommended or required reading and other learning resources / tools</b> | Study guide, BrightSpace   |                        |  |
| <b>Prerequisites and co-requisites</b>                                      | Attendance is compulsory   |                        |  |
| <b>Level</b>  | Bachelor   |                        |  |
| <b>Grading scale</b>  | Word grade (insufficient -sufficient – good – excellent)   |                        |  |
| <b>Assessment methods and criteria</b>                                      | <b>Type of assessment</b>  | <b>Grade weighting</b> | <b>Criteria</b>                            |
|   | Entrepreneurial mindset 0-meting   | 0                      | Complied / not complied                    |
|   | Business Plan  | 1                      | Word grading Higher or equal to sufficient |
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| <b>Language of Instruction</b>  | English  |                        |  |
| <b>Name of lecturer</b>   | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl                          |                        |  |
| <b>Mode of delivery</b>   | Face to face   |                        |  |
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| <b>Course summary</b>  |  |
| VOE Code: ORMmZOmZOPRJ2.04_2526 ECTS credits: 5 Level: Bachelor's degree (full time) |  |
| <b>Course Title</b>  | Project Young Entrepreneurs Start-ups 2  |
| <b>Type</b>  | Mandatory  |
| <b>Learning competences</b>  | <p>The student is able to</p> <ul style="list-style-type: none"> <li>• Broad professionalization</li> <li>• Multidisciplinary integration</li> <li>• Transfer and broad deployability</li> <li>• Problem-oriented working</li> <li>• Social-communication skills</li> <li>• fundamental management skills</li> <li>• awareness of social responsibility</li> </ul>   |
| <b>Learning outcomes</b>   | <ul style="list-style-type: none"> <li>• The student implements the developed business plan and prepares the organization for sales</li> <li>• 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.</li> <li>• The student evaluates the business based on financial ratios and market potential.</li> <li>• 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.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• The student identifies and interprets which factors contribute to successful collaboration within a team setting.</li> <li>• The student evaluates their own contribution in a relevant collaborative situation and provides concrete recommendations for improving personal performance.</li> <li>• The entrepreneur-in-training presents and evaluates their network, plans expansion activities, and identifies personal likability factors for successful networking</li> <li>• 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.</li> </ul>   |                        |   |
| <b>Course content</b>   | <p>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.</p> <p>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.</p> |                        |   |
| <b>Planned learning activities and teaching methods</b>                     | <p>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.</p> <p>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.</p>   |                        |   |
| <b>Recommended or required reading and other learning resources / tools</b> | Brightspace  |                        |   |
| <b>Prerequisites and co-requisites</b>                                      | Attendance is compulsory   |                        |   |
| <b>Level</b>  | Bachelor   |                        |   |
| <b>Grading scale</b>  | Word grade (insufficient -sufficient – good – excellent)   |                        |   |
| <b>Assessment methods and criteria</b>                                      | <b>Type of assessment</b>  | <b>Grade weighting</b> | <b>Criteria</b>                               |
|   | Action plan / future plan business   | 0                      | Complied / not complied                       |
|   | Your development as entrepreneur   | 1                      | Word grading<br>Higher or equal to sufficient |
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| <b>Language of Instruction</b>  | English  |                        |   |
| <b>Name of lecturer</b>   | For information about the lecturers you can contact<br>internationalbusinessschool@windesheim.nl   |                        |   |

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| <b>Mode of delivery</b> | Face to face |
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| <b>Course summary</b>  |   |
| VOE Code: ORMmZO.DTAI.01_2526 ECTS credits: 5 Level: Bachelor's degree (full-time) |   |
| <b>Course Title</b>  | Digital Transformation & A.I.   |
| <b>Type</b>  | Mandatory   |
| <b>Learning competences</b>  | <p>The student is able to</p> <ul style="list-style-type: none"> <li>• Broad professionalization</li> <li>• Transfer and broad deployability</li> <li>• Creativity and complexity and acting</li> <li>• Problem-oriented working</li> </ul>   |
| <b>Learning outcomes</b>   | <ul style="list-style-type: none"> <li>• The student formulates current, relevant trends and developments in the field of Digital Transformation and Generative AI technology.</li> <li>• The student examines the ethical, legal, and societal impacts of generative AI on employment, education, and social norms. The student then translates their findings into concrete application possibilities, risks, and limitations of (generative) AI.</li> <li>• The student develops multiple prompts related to a self-chosen topic to instruct generative AI models for the generation of text, images, or other content.</li> <li>• The student explains how AI can contribute to digital transformation within an organization. This includes the sustainable optimization of business processes, knowledge work, enhancing customer engagement, stimulating innovation, and other organizational aspects where Generative AI has demonstrated potential for improvement.</li> <li>• The student provides advice to an existing organization on the opportunities available in the area of Generative AI. This is based on an inventory of relevant trends and developments, which are mapped out for a company using a Tech Radar.</li> </ul>   |
| <b>Course content</b>  | <p>The Digital Transformation &amp; AI course provides students with a broad understanding of the possibilities and challenges of generative AI. Students explore where AI can be applied in practice, while also becoming aware of the risks and limitations that accompany its use.. A key skill students will develop is prompting: learning how to formulate specific instructions to guide generative AI models in generating text, images, or other forms of content.</p> <p>Beyond the technical aspects, the course emphasizes how AI can play a central role in the digital transformation of organizations. Students will examine how AI can optimize knowledge work and business processes, enhance customer engagement, support product development and production, streamline operations, and foster innovation.</p> <p>At the same time, critical reflection is encouraged through the ELSA framework, which addresses the ethical, legal, and social aspects of generative AI. Ethical discussions focus on authenticity and the potential for misuse, such as the creation of fake news, deepfakes, or misleading social media posts. Legal aspects include questions of intellectual property, data privacy, and liability for damage caused by AI-generated content. Finally, students will reflect on the broader societal impact of AI, particularly on employment and changing social norms.</p> |

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|   | The course equips students not only with practical tools for working with AI but also with the critical awareness needed to navigate its transformative role in business and society.   |                        |                               |
| <b>Planned learning activities and teaching methods</b>                     | <p>The course is built around workshops in which collaborative learning is applied. Students will explore theoretical insights and hands-on experience through a mix of workshops, lectures, and interactive sessions to gain an understanding of what generative AI is, how it works, and how it can be applied in practice. The program is structured into five teaching blocks: four sessions focused on AI itself, and one masterclass on consultancy skills, designed to help students translate their technical knowledge into professional practice.</p> <p>Assessment is integrated throughout the program in both formative and summative ways. Knowledge and AI literacy are tested through quizzes and multiple-choice questions, while practical understanding is assessed with assignments and the implementation of a generative model on a dataset. Students also work on case studies, which culminate in presentations that showcase their ability to apply concepts to real-world scenarios. Ethical understanding is measured through both discussions and essays, encouraging deeper reflection on the societal challenges posed by AI.</p> |                        |                               |
| <b>Recommended or required reading and other learning resources / tools</b> | BrightSpace   |                        |                               |
| <b>Prerequisites and co-requisites</b>                                      | Attendance is compulsory  |                        |                               |
| <b>Level</b>  | Bachelor  |                        |                               |
| <b>Grading scale</b>  | Word grading  |                        |                               |
| <b>Assessment methods and criteria</b>                                      | <b>Type of assessment</b>   | <b>Grade weighting</b> | <b>Criteria</b>               |
|   | Portfolio   | 1                      | Higher or equal to sufficient |
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| <b>Language of Instruction</b>  | English   |                        |                               |
| <b>Name of lecturer</b>   | For information about the lecturers you can contact <a href="mailto:internationalbusinessschool@windesheim.nl">internationalbusinessschool@windesheim.nl</a>  |                        |                               |
| <b>Mode of delivery</b>   | Face to face  |                        |                               |
|   |   |                        |                               |