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University of Groningen Campus Fryslân

Teaching and Examination Regulations (OER)

Master's degree programme in Sustainable Entrepreneurship

for the academic year 2018-2019

March 2018



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OER for Master's degree programme in Sustainable
 Entrepreneurship 2018.2019

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The Teaching and Examination Regulations set out the specific rights and obligations that apply to each degree programme taught at the University of Groningen, for both students and the degree programme. The University-wide section of the Student Charter sets out the rights and obligations that apply to all students.

These Regulations were decreed by the Board of the Faculty of Campus Fryslân on 16 May 2017.



Section 1 General provisions

Article 1.1 – Applicability

1. These Regulations for academic year 2018-2019 apply to the teaching, examinations and final assessment of the Master's degree programme in Sustainable Entrepreneurship, CROHO degree programme code 67085, hereinafter referred to as the degree programme, and to all students enrolled in this degree programme.
2. The degree programme is provided by the Faculty of Campus Fryslân of the University of Groningen, hereinafter referred to as the Faculty.
3. These Teaching and Examination Regulations also apply to students of other degree programmes, faculties or institutes of higher education, insofar as they follow course units in the degree programme to which these Regulations apply.
4. Course units that students of the degree programme as referred to in Article 1.1.1 follow in other degree programmes or at other faculties or institutes of higher education are subject to the Teaching and Examination Regulations of that programme, faculty or institute.

Article 1.2 – Definitions

The following definitions apply to these Regulations:

- a. The Act: the Higher Education and Research Act (WHW: *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*)
- b. Student: a person registered at the University for the purpose of taking course units and/or examinations leading to the conferral of a university degree
- c. Degree programme: the Master's degree programme referred to in Article 1.1 of these Regulations, comprising a coherent set of course units
- d. Course unit: a syllabus unit or other part of the degree programme within the meaning of Article 7.3 of the Act, included in OCASYS
- e. OCASYS: the University of Groningen's online course catalogue
- f. ECTS credit point: a credit point within the meaning of the Act. The student workload of each course unit is expressed in ECTS credit points, whereby 1 ECTS is equivalent to a student workload of 28 hours
- g. Pre-Master's programme: a programme intended to remedy deficiencies for admission to the degree programme
- h. Test or examination: a test of the knowledge, understanding and skills of students, including an assessment of the results
- i. Final assessment: the final assessment for the Master's degree which is considered to be passed once all the requirements of the entire Master's degree programme have been satisfied
- j. Academic year: the period of time that starts on 1 September and ends on 31 August of the following year
- k. Semester: part of the academic year, either starting on 1 September and ending on a date to be determined by the Board of the University, or starting on a date to be determined by the Board of the University and ending on 31 August
- l. Examination board: an independent body with the duties and powers as stated in



Articles 7.11, 7.12, 7.12b and 7.12c of the Act, including assessing whether the requirements of the final assessment have been met

- m. Examiner: a person appointed by the Examination board to set examinations and determine their results
- n. Admissions Board: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board
- o. Programme Committee: the consultative and advisory body that fulfils the duties referred to in Article 9.18 of the Act.

All other terms will have the meaning that the Act ascribes to them.



Section 2 Admission

Article 2.1 – Entry requirements

1. Holders of a certificate from a Bachelor's degree programme of a Dutch research university in the social or natural sciences, such as Economics, Business, Psychology, Chemistry, Engineering will be admitted to the degree programme.
2. The Admissions Board is responsible for assessing whether students without a Bachelor's degree in the fields mentioned in 2.1.1 or with a foreign Bachelor's degree are admissible on the basis of sufficient knowledge, understanding and skills at the level of a Bachelor's degree.

Article 2.2 – Language requirement

1. Applicants must have sufficient proficiency in the English language to participate in the programme. The English language proficiency requirement can be met by passing
 - IELTS (Academic) 6.5 - no less than 6.0 on each section
 - TOEFL IBT (internet-based test) 92 - no less than 21 on each section
 - TOEFL CBT (computer-based test) 237 - no less than 21 on each section
 - TOEFL PBT (paper-based test) 580 - no less than 55 on each section
 - Cambridge English CAE or CPE Certificate English language test - University of Groningen Language Centre Minimum section scores C2 or C1 (one B2 allowed)
2. Applicants with a Dutch VWO or equivalent diploma are exempt for IELTS or TOEFL as are native English speakers

Article 2.3 – Admissions Board

1. The Admissions Board has the power to take decisions on behalf of the Faculty Board in matters concerning admission to the degree programme.
2. The Admissions Board consists of, at least:
 - a member, also the chairperson, selected from the professors who teach in the degree programme
 - one member selected from the other academic staff who teach in the degree programme.
3. The study advisor for the degree programme (or an equivalent member of faculty staff) will be an advisory member and also secretary.
4. The selection of the Admissions Board will be done by the Faculty Board, which will also set out the admissions procedure.



Article 2.4 – Entrance examination: times

1. The entrance examination will be held once a year, as the degree programme commences only in the first semester.
2. Applications for admission to the degree programme must be submitted to the Admissions Board before 1 May.
3. Only in exceptional cases will the Admissions Board consider an application submitted after the date stated in Article 2.4.2.
4. The Admissions Board will make its decision before 1 July. Admission will be on condition that the candidate has satisfied the requirements set out in Article 2.1 by the starting date of the degree programme at the latest, supported by certificates from the degree programmes followed.
The written admission statement will include information for the student about the possibility of an appeal to the Board of Appeal for Examinations.

Article 2.5 – Re-registration for a Master’s degree programme

Students who were admitted to the Master’s degree programme in a previous year can re-register as of September.



Section 3 Content and structure of the degree programme

Article 3.1 – Aim and learning outcomes of the degree programme

1. The degree programme focuses on the premise that sustainable entrepreneurship plays a key role in the transformation from the current oil- and gas-based economy towards a sustainable, circular society. Students will gain an in-depth overview of state-of-the-art academic research concerning the key elements of sustainable entrepreneurship and will also develop their leadership profile and entrepreneurial skills. The programme covers all key elements of developing, implementing and evaluating sustainable business models from leadership to structure, strategic alliances, context, policymaking and performance. The business model of sustainable entrepreneurship is translated into seven leadership roles. Students will develop a portfolio of leadership roles enabling a successful future career in sustainable entrepreneurship. The combination of academic research skills with leadership and entrepreneurial competencies prepares the alumni for relevant careers in business, public organizations, policy institutes or academics.
2. The degree programme is designed for its graduates to develop a personal value system on sustainable entrepreneurship, to have obtained an academic research foundation and to be able to show leadership in the seven leadership roles. In order to reach these objectives with the programme, they have been translated into 23 intended learning outcomes.
The intended learning outcomes of the programme correspond with the general, internationally accepted description of a Master's qualification (Dublin descriptors):

Dublin descriptors; qualifications of masters		Learning outcomes
KNOWLEDGE AND UNDERSTANDING	Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	(A) Subject-specific learning outcomes The MSc graduate of this programme has advanced and conceptual academic knowledge of Sustainable Entrepreneurship. The MSc graduate: A.1 understands the most important theories, models and frameworks in sustainable entrepreneurship
APPLYING KNOWLEDGE AND UNDERSTANDING	Can apply their knowledge and understanding and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to	(A) Subject-specific learning outcomes The MSc graduate of this programme has advanced and conceptual academic knowledge of Sustainable Entrepreneurship. The MSc graduate:



	integrate knowledge and handle complexity	<p>A.2 is able to apply these theories, models and frameworks to analyse the success of sustainable entrepreneurship</p> <p>A.3 is able to reflect critically on the use of theories, models and frameworks to understand the design, implementation and evaluation of sustainable entrepreneurship</p> <p>A.4 is able to review and assess academic research in sustainable entrepreneurship</p>
MAKING JUDGEMENTS	Can formulate judgements with incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements	<p>(B) Academic research learning outcomes</p> <p>The MSc graduate has academic skills that enable him/her to independently design, implement and evaluate scientific, transdisciplinary research of sustainable entrepreneurship. The MSc graduate is able to:</p> <p>B.1 recognize research gaps in existing research areas using research questions</p> <p>B.2 develop theoretical foundations to analyse research gaps</p> <p>B.3 design academic research and employ appropriate research methods</p> <p>B.4 collect qualitative and/or quantitative data using appropriate data collection methods</p> <p>B.5 analyze qualitative and/or quantitative data using appropriate data analysis methods</p> <p>B.6 interpret academic research findings and the implications thereof for managers and public policymakers</p> <p>B.7 report academic research for academic and non-academic audiences</p> <p>(C) Organisation & context learning outcomes (new business models)</p> <p>The MSc graduate is able to:</p> <p>C.1 analyze and design successful strategies for</p>



		<p>sustainable entrepreneurship</p> <p>C.2 analyze and make a project plan for implementing organizational structures and alliances building on value-based strategic solutions</p> <p>C.3 assess business contexts and policy frameworks to position sustainable organizations building on value-based strategic solutions</p> <p>C.4 assess policy implement analyze and solve complex operational and strategic decision problems of sustainable entrepreneurship</p> <p>C.5 review performance of sustainable entrepreneurship and redesign new business models</p> <p>C.6 account for ethical dimensions and social contexts in academic and professional projects</p>
COMMUNICATION	Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	<p>(D) Communication & sharing learning outcomes</p> <p>The MSc graduate is able to: D.1 report research results and managerial implications orally and in writing to a broad audience of practitioners</p> <p>D.2 work and cooperate in multi-disciplinary and international teams</p> <p>D.3 reflect critically on own and peer-group performance and is able to adjust following constructive feedback of others</p>
LEARNING SKILLS	Have the learning skills to allow them to continue to study in a manner that may be largely selfdirected or autonomous	<p>(E) Self-management learning outcomes</p> <p>The MSc graduate has the skills and attitude that enables the graduate to work in professional environments. The MSc graduate is able to:</p> <p>E.1 prioritize, plan and manage time and projects effectively</p>



		<p>E.2 meet deadlines and is able to work under pressure</p> <p>E.3 reflect on the own learning process and on the personal value system and is able to act on that</p>
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Article 3.2 – Type of degree programme

The degree programme is a full time master programme.

Article 3.3 – Language

The degree programme is taught in English.

Article 3.4 – Student workload

1. The degree programme has a student workload of 60 ECTS credit points.
2. The student workload is expressed in whole ECTS credit points.

Article 3.5 – Content of the programme

The programme consists of four blocks of 15 ECTS. In each of the first three blocks three courses of 5 ECTS are programmed. In the last block students work on their Sustainable Entrepreneurship project. In appendix 1 the structure of the programme and the outline of the courses can be found.



Section 4 Examinations and final assessment of the degree programme; general provisions

Article 4.1 – Examination board and examiners

1. The Examination board is the independent body that determines whether individual students have the knowledge, understanding and skills required to be awarded a degree.
2. The Faculty Board appoints the members of the Examination board on the basis of their expertise in the field of the degree programme (or cluster of degree programmes) in question.
3. The Examination board must comprise at least:
 - a. one member who is a lecturer in the degree programme (or in one of the degree programmes that are part of the relevant cluster of degree programmes)
 - b. one member from outside the degree programme (or one of the degree programmes that are part of the relevant cluster of degree programmes)
4. Members of the Faculty Board or other people who have financial responsibilities within the institution may not be appointed as members of the Examination board.
5. The Examination board will appoint examiners to set examinations and determine the results.
6. The Examination board will set out the Rules and Regulations of the Examination board.

Article 4.2 – Assessment Plan

An Assessment Plan is approved by the Faculty Board, comprising the following topics:

- a. the learning outcomes of the degree programme
- b. the course units of the degree programme with their student workload in ECTS, and the learning outcomes of each course unit
- c. the relationship between course units and learning outcomes
- d. the mode of assessment used and the assessment moments for each course unit
- e. the method of regular evaluation.

Article 4.3 – Examination; general

1. Each course unit is assessed by means of an examination.
2. Examinations, both interim and final, provide students with the information they need to assess whether they have achieved or will achieve the required learning outcomes.



3. The results of an examination are given in numeric grades (1-10). A pass applies to a grade of 5,5 or higher.

Article 4.4 – Examination frequency and periods

1. a) A student who registers for a course unit is automatically registered for the examination for that course unit
b) Notwithstanding the provisions of Article 4.4.1a, students can register and deregister for examinations during certain periods to be further defined.
c) There will be no more than two opportunities a year to sit examinations. For partial examinations, one resit for all partial examinations together may be opted for.
2. The periods in which examinations can be sat are listed in OCASYS. Partial exams can also be taken outside the period indicated.
3. Students may resit an examination for a course unit that is no longer offered at least once during the first year after it has been removed from the curriculum.

Article 4.5 – Assessment of research assignment

The assessment of a research assignment will be conducted by an examiner from the degree programme, appointed by the Examination board. Not by a possible on-site supervisor.

Article 4.6 – Form of examinations

1. Examinations will be taken in the manner stated in OCASYS.
2. At the student's request, the Examination board may allow an examination to be taken in a form different from that stated in Article 4.6.1.
3. Mock versions of each examination will be made available to practise.

Article 4.7 – Oral examinations

1. Unless the Examination board decides otherwise, an oral examination may only be taken by one student at a time.
2. An oral examination is always attended by a second examiner.
3. Oral examinations are public, unless the Examination board or the examiner stipulate otherwise or the student objects to the public nature of the examination.



Article 4.8 – Marking of examinations and publication of marks

1. After an oral examination, the examiner will assess the examination immediately and provide the student with a statement upon request.
2. The examiner will mark a written examination within ten working days of the day on which it was taken, and will provide the Faculty's administration department with the necessary details for registration of the result in ProgRESS.
3. If an examination is taken in a form other than oral or written, the Examination board will determine in advance how and when students will receive written confirmation of the result.
4. Students can lodge an appeal against the results of an examination with the Central Portal for the Legal Protection of Student Rights (CLRS) within 6 weeks of the date on which the result was announced

Article 4.9 – Validity

1. Completed course units remain valid indefinitely.
2. a) Contrary to the provisions of Article 4.9.1 the Board of Examiners may decide to require a student to take a supplementary or substitute examination for a course unit taken more than five years previously before allowing that student to progress to the final assessment, only if the student's knowledge is demonstrably outdated.

b) in the event of extraordinary personal circumstances the validity term will be extended for the period during which the student in question is receiving support from the Graduation Fund
3. Partial examinations and assignments passed within a course unit that has not been successfully completed will lapse at the end of the academic year in which they were passed.

Article 4.10 – Right of inspection

1. On request, students have the right to inspect their marked work during a period of at least six weeks after the results of a written examination have been made known.
2. Within the time frame stipulated in Article 4.10.1, any interested person may request that they be allowed to peruse the examination paper and, if possible, the assessment criteria.
3. The Examination board can determine that this inspection or perusal will take place at a certain place and at two set times at least. If the person concerned can show that they were prevented by force majeure from attending at the indicated places and times, they will be offered another opportunity, if possible



within the period stated in Article 4.10.1.

Article 4.11 – Sustainable Entrepreneurship Project

1. The report of the Sustainable Entrepreneurship Project can in principle only be used for one University of Groningen degree programme. Full or partial exemptions for a degree programme's Sustainable Entrepreneurship Project may be granted by the Examination board based on a thesis written for another degree programme.
2. Reports for the Sustainable Entrepreneurship Project are stored by the Faculty Board for a period of at least 7 years.
3. The period(s) during which students can write the report of the Sustainable Entrepreneurship Project will be published in OCASYS.
4. If by the end of the period referred to in Article 4.11.3 the assessor(s) is/are of the opinion that the Sustainable Entrepreneurship Project cannot be awarded a pass mark, the student will be given one opportunity to remedy the work in order to be awarded a pass mark within a time frame defined by the degree programme.
5. The Examination board is the only body that can deviate from the provisions of this Article at the written request of a student.

Article 4.12 – Degree

A student who has satisfied all the requirements of the final assessment will be awarded the degree of Master of Science. The degree awarded will be indicated on the degree certificate.

Article 4.13 – Honours ('Cum Laude'/'Summa Cum Laude')

1. The Examination board will determine whether or not the Master's degree certificate will be awarded an honours predicate.
2. The following conditions apply:
 - a) The weighted average (not rounded off) for all course units, excluding the Sustainable Entrepreneurship Project, within the examination programme approved by the Examination Board must satisfy the following minimum conditions:
 - 'Cum laude': 8.0 or higher
 - 'Summa cum laude': 9.0 or higher
 - b) The mark for the Sustainable Entrepreneurship Project must satisfy the following minimum conditions:
 - 'Cum laude': the mark for the Project must be at least 8.0.
 - 'Summa cum laude': the mark for the Project must be at least 9.0



3. No honours are awarded if the student workload of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme.
4. Honours may only be awarded if the examinations for the course units were taken only once.
5. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.
6. In certain circumstances, the Examination board may depart from the provisions set out in Articles 4.13.2-5.

Article 4.14 – Final assessment

1. The degree programme is concluded with a final assessment.
2. a) On condition that the student's study programme has been approved, the Examination board will determine the result of the final assessment as soon as the student has passed all the required examinations. The Examination board may define terms to this end.
By determining the results of the final assessment, the student has proven to have acquired the necessary academic training. The Examination board will issue a degree certificate to this end.

b) If a student exceeds the relevant deadlines for approval of the study programme referred to under a, the Examination board may postpone his or her graduation date. This date may be in the academic year following the year in which the last examination was passed.
3. Before the final assessment can be determined, the Examination board may decide to test the student's knowledge of one or more course units or components of the degree programme, if and inasmuch as the marks for the relevant examinations provide a reason for doing so.
4. By determining the result of the final assessment, the Examination board also commits itself to a speedy processing of the degree certificate.
5. If a student wishes to postpone the date of graduation due to extra examinations that still need to be taken, he or she must submit a request to this end to the Examination board in good time.
6. The graduation date is the date on which the final assessment is passed, as determined by the Examination board in accordance with the provisions of Article 4.14.2, and not the date on which the degree certificate is presented to the student.
7. The successfully passed final assessment as referred to in Article 4.14.1, and all assignments submitted within the framework of this assessment, will be kept on file by the Faculty Board for a period of at least 7 years.



Section 5 Examinations and final assessment of the degree programme; specific provisions

Article 5.1 – Examination provisions in special circumstances

1. If not granting a student an individual examination provision would lead to an ‘exceptional instance of unfairness of overriding nature’, the Examination board may decide to grant such a provision contrary to the stipulations of Article 4.4.
2. Requests for individual examination provisions, including documentary evidence, must be submitted to the Examination board as soon as possible.

Article 5.2 – Examinations and functional impairments

1. Students with a functional impairment will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual impairment. If necessary, the Examination board will seek expert advice from the student counsellor of the Student Service Centre (SSC) before making a decision.
2. With regard to examinations for electives taken by students with a functional impairment, the Examination board of the degree programme that sets the examination will comply with the facilities permitted by the Examination board of the degree programme for which the student is registered.

Article 5.3 – Exemptions

1. At a student’s request, the Examination board, having discussed the matter with the examiner in question, may grant exemption from an examination on condition that the student:
 - a). has completed part of a university or higher vocational degree in the Netherlands or abroad that is equivalent in content and level
 - b) can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the course unit in question.
2. The validity period of exemptions granted for course units or parts thereof is identical to that for examination results.

Article 5.4 – Request for additional resit

1. Students may submit a request for an additional resit to the Examination board.
2. Such a request may be granted if the student in question failed the relevant exam due to extraordinary circumstances and if not granting the request for an additional resit would result in unacceptable study delay.
3. The following criteria apply to granting a request for an additional resit for the last course unit in the degree programme:
 - it must concern the last examination result needed



- not granting the request would result in study delay of at least one semester
- the examinee must have participated in all examination opportunities for the course unit for which the additional examination opportunity is requested, and gained at least marks of 5 and higher.

Article 5.5 – Authority of the Examination board regarding electives offered by other degree programmes

1. A request to take an elective offered by another degree programme must be approved by the Examination board of the student's own degree programme.
2. The Examination board of the other degree programme is authorized to set and assess the examinations and decide upon requests for alternative exam regulations.

Article 5.6 – Cheating and plagiarism

1. Cheating is an act or omission by a student designed to partly or wholly hinder the forming of a correct assessment of his or her own or someone else's knowledge, understanding and skills.
2. Cheating also includes plagiarism, which means copying someone else's work without correct reference to the source.
3. If a student cheats, the Examination board may exclude that student from participation in one or more examinations or final assessments for a maximum of one year.
4. In serious cases of cheating, the Examination board may propose to the Board of the University to definitively terminate the student's registration.
5. The Examination board will set out its course of action in the event of cheating in its Rules and Regulations.

Article 5.7 – Invalid examination

In the event of irregularities with regard to an examination that are so serious that an accurate assessment of the examinee's knowledge, understanding and skills cannot be made, the Examination board may declare the examination invalid for either an individual examinee or a group of examinees. The stipulations in the Rules and Regulations of the Examination board also apply.

Article 5.8 – Termination of registration (Iudicium Abeundi)

1. In extraordinary cases of reprehensible behaviour and/or statements made by a student, the Board of the University may, on the recommendation of the Examination board or the Faculty Board, terminate that student's registration.



2. The Board of the University will not make a decision as referred to in Article 5.8.1 until after the student in question has been given the opportunity to respond to the proposed decision, the interests of the student and the institution have been carefully assessed, and it is reasonable to assume that the student's behaviour and/or statements prove him/her to be unsuitable for one or more of the professions for which he/she is being trained in his/her degree programme, or for the practical preparation for the profession. In such cases the Faculty Board, the Examination board and the Board of the University will follow the *Protocol Iudicium Abeundi* [protocol for termination of registration] as approved by the *Nederlandse Federatie van Universitaire Medische Centra* [Netherlands Federation of University Medical Centres] on 1 November 2010.



Section 6 Study progress supervision

Article 6.1 – Study progress administration

1. The Faculty Board will register individual results for students.
2. The Faculty Board will provide each student with an overview of his or her results at least once a year.

Article 6.2 – Study progress supervision

The Faculty Board will organize the introduction and the study progress supervision of students enrolled in the degree programme, partly to facilitate their progress and also with a view to identifying potential study options within and outside the degree programme.



Section 7 Transitional and final provisions

Article 7.1 – Amendments

1. Any amendments to these Regulations will, following a recommendation by and/or upon the approval of the Programme Committee and the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to these Regulations will not apply to the current academic year, unless it may reasonably be assumed that the amendment in question will not harm the interests of students.
3. In addition, an amendment may not influence any other decision concerning a student taken by the Examination board under these Regulations to the disadvantage of students.

Article 7.2 – Publication

1. The Faculty Board will duly publish these Regulations as well as any amendments to them.
2. Copies of these Teaching and Examination Regulations are available from the Faculty Office. These documents can also be found on the Faculty website via the Student Portal.

Article 7.3 – Evaluation

The Faculty Board will ensure that the OER is regularly evaluated, assessing at least – for the purpose of monitoring and if necessary adapting the student workload – the amount of time students need to complete their duties as set out therein.

Article 7.4 – Date of commencement

These regulations shall take effect on 1 September 2018.



Appendices

Appendix 1 Structure of the degree programme and outline of the courses

BLOCK 1 (15 EC) DESIGNING SUSTAINABLE ORGANIZATIONS			
Course	FOUNDATIONS OF SUSTAINABLE ENTREPRENEURSHIP (5 EC)	LEADERSHIP (5 EC)	STRATEGY (5 EC)
BLOCK 2 (15 EC) IMPLEMENTING SUSTAINABLE ORGANIZATIONS			
Course	ORGANIZATION (5 EC)	ALLIANCES (5 EC)	CONTEXT (5 EC)
BLOCK 3 (15 EC) EVALUATING SUSTAINABLE ORGANIZATIONS			
Course	POLICY (5 EC)	PERFORMANCE (5 EC)	RESEARCH METHODS (5 EC)
BLOCK 4 (15 EC) SUSTAINABLE ENTREPRENEURSHIP PROJECT			
Course	Option A: QUANTITATIVE PROJECT (15 EC)		Option B: QUALITATIVE PROJECT (15 EC)



Outline of the courses

In what follows, we offer a brief overview of each of the courses in the programme and of the leadership project. The various elements of the programme contribute to the intended learning outcomes.

Block 1. Designing Sustainable Organizations

Course 1. Foundations of Sustainable Entrepreneurship. The opening course of the curriculum will provide academic, leadership and entrepreneurship challenges related to sustainable entrepreneurship. This course offers an in-depth overview of the field of sustainable entrepreneurship. It provides academic knowledge related to research, valorization and leadership competences associated with all elements of the sustainable business model. The academic component of this course reviews definitions, antecedents and consequences of sustainable entrepreneurship. The research lab in this course reviews the first stages of an entire empirical cycle of research, from defining research questions to a literature review and a theoretical model. Students will write an essay exam and deliver and present a research proposal relevant to sustainable entrepreneurship.

Course 2. Sustainable Leadership. Sustainable leadership is the first point of departure in designing sustainable entrepreneurship. This course offers an in-depth overview of leadership theories and their effects on the performance of enterprises. In the academic component, students will learn that social, human and personal capital are important for the success of sustainable leadership. The leadership lab in this course is dedicated to identifying and reviewing key habits of effective leadership, in general, and sustainable leadership, in particular. Students will write an essay exam and deliver and present their sustainable leadership portfolio.

Course 3. Sustainable Strategy. The strategic choice of sustainability is the second important element in the design of sustainable entrepreneurship. The academic component of this course offers an in-depth overview of strategy theories and differentiates mainstream strategies from sustainable strategies. Sustainable strategies determine many elements of an enterprise, including its products, services, prices and market positioning. The entrepreneurship lab enables students to develop a new business model for a circular and sustainable organization using a canvas business model method. Students will write an essay exam and deliver and present their sustainable business model in a circular pitch academy.

Block 2. Implementing Sustainable Organizations

Course 4. Sustainable Organization. The first important step in implementing the design of a sustainable enterprise concerns the organization of the enterprise. Sustainable strategies and sustainable organization need to be aligned to make the sustainable enterprise successful. The academic component of this course offers an in-depth overview of organization theories and reviews the particular elements of structure and culture of sustainable enterprises. The strategic choice of sustainability cannot do without a sustainable organization format. The research lab in this course reviews the second stage of an entire empirical cycle of research, from data collection, measurement, analyses to results. Students will write an essay exam and deliver and present an empirical research project relevant to sustainable entrepreneurship.

Course 5. Sustainable Alliances. The second important step in implementing the design of a sustainable enterprise concerns collaboration of the focal organization with its external partners and stakeholders.



Sustainable enterprises are, to a significant extent, open systems for which high-trust connections to partners within and outside the value chains are of the utmost importance. The academic component of this course offers an in-depth overview of the theories of successful alliance management, including partner selection, alliance management and alliance termination. The leadership lab of this course reviews personality traits relevant to sustainable collaboration. Students will write an essay exam and deliver and present a collaboration leadership portfolio.

Course 6. Sustainable Context. The third important step in implementing the design of a sustainable enterprise concerns the positioning of the sustainable enterprise in its external context. Sustainable entrepreneurship is essentially about context. Sustainable entrepreneurs introduce new business models, concepts and products in order to successfully resolve ecological or social challenges they observe in the environment. The academic component of this course offers an in-depth overview of positioning theories and reviews how sustainable enterprises use their particular products, services and price systems to differentiate themselves from mainstream for-profit firms. The entrepreneurship lab of this course enables students to design and undertake a case study relevant to sustainability. Students will write an essay exam and deliver and present their case study findings in the case study academy.

Block 3. Evaluating Sustainable Organizations

Course 7. Sustainable Policy. The successful management and high performance of sustainable organizations cannot do without influence on policy instruments. The research lab of this course offers students the opportunity to review national and European best-practice governance and how sustainable enterprises are actively engaged in policy instrument design. Students will write an essay exam and develop and present a policy report paper.

Course 8. Sustainable Performance. The final element of the overall sustainable business model is sustainable performance. The academic component of this course offers an in-depth overview of performance theories and reviews how sustainable enterprises can attain sustainable performance given their unique features. The theoretical foundations for long-term sustainable performance highlight the rare and difficult to imitate character of sustainable enterprise. The leadership lab concentrates on sustainable innovation performance. Sustainable enterprises design new products for new markets using new business models. Students will design their portfolio of people, planet, profit and purpose performance innovations. Students will write an exam and develop and present their performance leadership portfolio.

Course 9. Research Methods. In this course, students prepare their leadership project and research to be executed in the next block. The academic component of this course focuses on research design, research philosophy and research ethics. Students benefit from previous courses in which they were extensively trained in all steps of the empirical cycle of research. The entrepreneurship lab enables students to design their individual leadership project in line with the overall aim of the programme. Students will select either a quantitative or qualitative research setting, depending upon their preferences. Subsequently, students will formulate their research questions, research aims, theory and models, and prepare data collection, data analysis and research findings. Students will also formulate their leadership development and entrepreneurship development goals. The entrepreneurship lab thus offers students the opportunity to prepare their final project in detail, including research and the application of their personal leadership and entrepreneurship profile. Students write an essay exam and develop and present their sustainable entrepreneurship project design.



Block 4. Sustainable Entrepreneurship Project

Course 10. Sustainable Entrepreneurship Project. The final 15 EC course requires students to integrate the many elements addressed in the curriculum. In the Sustainable Entrepreneurship project, students will conduct independent academic research following their own design, focusing on solving a problem relevant to a corporate sustainability challenge. Students have the opportunity to collect empirical information to answer their research question. Students will either work on a ‘database’ project or a ‘case study’ project. In choosing one of these projects, students have the opportunity to engage in a quantitative or a qualitative leadership project. This decision is made in the research methods course in Block 3. Depending on their individual entrepreneurship ambitions and leadership profiles, students will work with regional, national or international sustainable organizations. The sustainable entrepreneurship project concentrates on the empirical stages of the cycle of research, based on the theoretical stages developed in the previous course. Students will develop and present their leadership report to their supervisors and to peers and stakeholders in the Circular Minds Conference.

