

> FOR SOCIETY

Fontys Venlo Enterprises for Society

UoL1: Getting familiar with Business Disciplines

Student Manual Spring 2026

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Preface

Welcome to *Fontys Student Companies for Society – Getting Familiar with Business Disciplines*. In this first Unit of Learning Outcomes (UoL1), you will take your initial steps as a Student Company founder. Together with your team, you will explore real customer problems, collaborate across disciplines, and design the first version of a viable business model.

Learning in UoL1 follows the approach of Navigating Your Learning Process, which is explained in detail in Chapter 3 of this manual. Throughout the unit, you will use this learning cycle to plan your activities, receive and use feedback, document evidence in your portfolio, and prepare for assessment.

This student manual provides all essential information to help you successfully complete UoL1. It provides an overview of the first year, and it explains in detail the structure of the unit, the steps of navigating the learning journey, the learning outcomes you are expected to achieve, and how evidence of your development is built. You will also find clear guidance on the different phases of the Student Company, required deliverables, feedback moments, and assessment, so you can navigate the unit with clarity and confidence.

The Authentic Learning Environment (ALE) in UoL1 is aligned with the early phases of the *Jong Ondernemen Student Company* framework: Team formation, Problem–Solution exploration, and the Business Model Canvas. Rather than only learning about business, you will actively start doing business—within a safe, structured, and guided environment that supports experimentation and learning.

We look forward to taking these first entrepreneurial steps together with you and supporting you throughout your learning process.

You are not expected to read this manual once and set it aside; instead, it is designed to be used alongside your project work, coaching moments, and feedback cycles.

“The best way to predict the future is to create it.”

— Peter F. Drucker

Your Authentic Learning Environment Coaching Team

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1. Overview Year 1

Year 1 of Fontys Student Companies for Society is organised as a coherent entrepreneurial learning journey in which you set up, develop, run, and conclude a Student Company. The year is fully aligned with the Jong Ondernemen Student Company programme and mirrors the entrepreneurial lifecycle from early orientation to active business operations and responsible closure or continuation. Learning takes place in an Authentic Learning Environment, supported by knowledge and skills development, structured feedback, and reflection.

1.1. UoL1 – Getting Familiar with Business Disciplines

UoL1 focuses on orientation and foundation. You form a Student Company team, develop self-awareness and team agreements, explore customer problems, and design the first version of a business idea. This unit aligns with Jong Ondernemen Phase 1 (The Team), Phase 2 (Problem–Solution) and the start of Phase 3 (Business Model Canvas). The emphasis is on understanding how businesses work, how the core business disciplines connect, and how early decisions are made and justified. By the end of UoL1, you have a substantiated problem–solution fit and a first Business Model Canvas that forms the basis for further development.

1.2. UoL2 – Starting a Business

In UoL2, you move from exploration to validation and early market preparation. Building on your initial Business Model Canvas, you further test assumptions, develop and refine a prototype or minimum viable product, and strengthen your business logic. This unit then moves to Jong Ondernemen Phase 4 (Product–Market Fit), and introduces Phase 5 (Business Plan). In addition, students already begin working with elements of Phase 6 (Investors) by selling a limited number of shares in order to raise initial capital for prototype development and early testing. As a result, UoL2 marks the transition from conceptual design to the first concrete financial and investor-related responsibilities.

1.3. UoL3 – Running a Business

UoL3 centres on execution and scaling. You further raise capital, expand production or service delivery, and actively engage in marketing, sales, logistics, and operational processes. This unit aligns primarily with Jong Ondernemen Phase 6 (Investors), Phase 7 (Processes) and Phase 8 (Marketing & Communication). The focus is on managing the company under real business conditions, making operational decisions, monitoring performance, and responding to market feedback while maintaining accountability to shareholders.

1.4. UoL4 – Understanding Business Success

In UoL4, you continue running the business while preparing for evaluation and conclusion. During this unit, students work across Jong Ondernemen Phases 6 to 9, maintaining contact with shareholders, managing ongoing operations, and making strategic decisions about continuation or closure. You analyse financial and non-financial performance, reflect on strategic and operational choices, and

ensure responsible reporting and financial closure where applicable. This unit culminates in Phase 9 (Closing or Continuing), with a strong emphasis on accountability, reflection, and learning from entrepreneurial experience.

1.5. One Coherent Learning Process

Across all four UoLs, learning follows the principles of Navigating Your Learning Process. This approach emphasises student ownership, continuous feedback, reflection, and evidence building within an Authentic Learning Environment. The detailed learning cycle is explained in Chapter 3.

2. Structure of UoL1

Within UoL1, your development as a Student Company founder is supported by a set of complementary learning support elements (see fig. 1). These elements strengthen your knowledge, skills, and personal development alongside the work you do in the Authentic Learning Environment. Together, they ensure that you are equipped to understand business concepts, apply them in practice, and navigate your studies effectively.

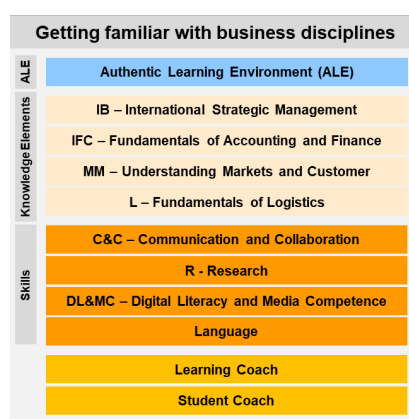


Figure 1. Elements of UoL1

At the centre of UoL1 is the **Authentic Learning Environment: the Student Company**. This is where learning comes together and where you apply knowledge, skills, and reflection in a realistic entrepreneurial context. The ALE forms the backbone of UoL1 and is therefore the main focus of this manual. The remaining chapters are built around the Student Company and explain how you work through its phases, create deliverables, receive feedback, and build evidence toward assessment. All other learning elements exist to support and strengthen what you do in the ALE.

Together, the Authentic Learning Environment, Knowledge Elements, Skills Elements including Dutch language, the Jong Ondernemen Online Academy, Learning Coaching and Student Coaching form a coherent support structure around your Student Company work. They ensure that learning in UoL1 is centred on authentic entrepreneurial practice, while being supported by targeted learning activities and guidance that foster both academic success and personal wellbeing.

Learning activities take place both during scheduled ALE and learning elements time and beyond it. The scheduled blocks offer structure, guidance, and opportunities for collaboration, but they do not represent all the time available for learning in UoL1. As a guideline, one ECT corresponds to approximately 28 hours of study time. This means that you have space and responsibility to organise

part of your learning outside the scheduled moments, in a way that fits your team's needs and your own learning goals. What matters most is not how many hours you spend in a specific setting, but how consciously you use your time to learn, apply feedback, and make your development visible in your portfolio.

3. Navigating your learning process

Learning and assessment at Fontys Campus Venlo are organised around a coherent learning cycle referred to as Navigating Your Learning Process (see fig. 2). This learning cycle forms the foundation of how education is designed, supported, and assessed across the programme, including UoL1. Rather than separating learning activities from assessment moments, the cycle ensures that assessment is an integral part of the learning journey itself (Fontys Education & Research, 2024; Fontys Campus Venlo, 2025; Fontys Campus Venlo, 2025).

This chapter focuses on explaining the key steps of the learning process, its iterative nature, and the role of the Learning Coach in supporting you throughout the cycle. It clarifies how you move through the process multiple times during UoL1, which step(s) you will be working on in each learning week (LW), how learning builds progressively through feedback and reflection, and how coaching helps you interpret expectations, monitor progress, and make informed choices at each stage of your development.



Figure 2. Navigating your Learning Process (Fontys Education & Research, 2024)

The learning process consists of six interconnected steps. Below you find information about each step, namely: what is its purpose, what you are required to do, the support you get from your learning coach and what types of evidences you can create for your development portfolio.

3.1. Clarifying Expectations

Purpose: This step creates a shared understanding of what you are working towards. It clarifies what the Learning Outcomes mean in practice, what is expected, and what counts as credible evidence.

What you do: You actively interpret the Learning Outcomes of UoL1 and explore how they relate to the early phases of the Student Company. You ask questions about quality, level, and expectations and begin to identify which activities and products might demonstrate your development.

Support from the Learning Coach: The Learning Coach helps make expectations explicit and clarifies how Learning Outcomes are interpreted in UoL1.

Examples of evidence: Annotated Learning Outcomes, expectation notes, examples of potential evidence, and early links between Student Company activities and Learning Outcomes.

3.2. Making Plans

Purpose: This step translates expectations into a concrete and feasible learning approach. It connects Learning Outcomes, learning activities, feedback moments, and documentation.

What you do: You create a dynamic study plan. The plan is based on the Student Company phases addressed in UoL1 and includes planned activities, expected deliverables, feedback moments, and documentation to be uploaded in your Development Portfolio.

Support from the Learning Coach: The Learning Coach checks whether your plan is realistic, coherent, and covers all Learning Outcomes. With feedback given by the Learning Coach, you adjust the plan to ensure feasibility and alignment.

Examples of evidence: A documented learning plan that links activities, feedback, and evidence to the Learning Outcomes.

3.3. Trying, Practising and Learning

Purpose: This step is the core of learning. You apply knowledge and skills in context, experiment, and improve your work through feedback.

What you do: You work actively in your Student Company by forming a team, exploring customer problems, conducting research, analysing data, and making early business decisions. You apply basic concepts from Finance & Control, Marketing, Logistics, and International Business to real situations.

Support from Coaches and Feedback Providers: You receive developmental feedback from the ALE Coach, Knowledge Element experts, Skills Element experts, and peers. Feedback focuses on improvement rather than judgment.

Examples of evidence: Drafts, intermediate products, research deliverables, early versions of deliverables, and records of feedback received.

3.4. Making Learning Visible

Purpose: This step ensures that your learning is traceable and assessable by documenting development over time.

What you do: You systematically collect artefacts, feedback, and reflections in your Development Portfolio. You explain how feedback led to changes in your work and how your understanding, decisions, or behaviour improved.

Support from Coaches and Feedback Providers: Coaches and feedback providers give feedback that supports reflection and documentation and help you recognise which artefacts are meaningful as evidence.

Examples of evidence: A growing Development Portfolio containing artefacts, documented feedback, and reflections linked to Learning Outcomes.

3.5. Checking In

Purpose: This step provides a structured moment to review progress, identify gaps, and recalibrate learning.

What you do: You review your Development Portfolio and reflect on your progress in relation to the Learning Outcomes. You identify strengths, weaknesses, and priorities for the remaining weeks.

Support from the Learning Coach: The Learning Coach leads the Progress Check, helps you interpret evidence holistically, and supports setting clear priorities and next steps.

Examples of evidence: Progress Check outcomes, documented feedback, and adjusted learning priorities.

3.6. Preparing the Portfolio for Assessment

Purpose: This step shifts from broad documentation to deliberate selection of evidence for assessment.

What you do: You select artefacts, feedback, and reflections from your Development Portfolio and compile them into your Assessment Portfolio. You structure the portfolio according to the Learning Outcomes and explain how the evidence demonstrates your achievement.

Support from the Learning Coach: The Learning Coach supports coherence, alignment with criteria, and readiness for submission but does not assess your work.

Examples of evidence: A structured Assessment Portfolio that clearly demonstrates achievement of the Learning Outcomes.

After submission of the Assessment Portfolio, the Final Decision Moment takes place. Examiners evaluate whether the Learning Outcomes of UoL1 have been achieved based on the portfolio. This formal decision lies outside the learning cycle itself.

Because evidence is built, improved, and documented throughout UoL1, assessment is based on a coherent and traceable learning journey rather than a last-minute compilation.

3.7. How the Learning Coach supports your learning process

Throughout each Unit of Learning Outcomes (UoL), your Learning Coach supports you through three structured coaching moments. These moments are an integral part of Navigating Your Learning Process and are designed to support learning ownership, reflection, and portfolio preparation.

All coaching moments are formative in nature. They support learning and evidence development, do not involve examination judgment, and do not predict assessment outcomes. Each moment is documented in Portflow to ensure transparency and traceability of your learning journey.

The three coaching moments are positioned at key points in the learning cycle. Together, they provide structure and continuity, helping you stay oriented, reflect at meaningful moments, and prepare a well-founded Assessment Portfolio, while keeping learning, coaching, and assessment roles clearly separated.

In short

ALE Coach: feedback on company work, teamwork, and professional quality.

Learning Coach: feedback on learning process, evidence, and portfolio coherence.

3.7.1. Initial Coaching Moment – Clarifying Expectations and Making Plans

Before the coaching moment takes place, you draft your initial Dynamic Study Plan (DSP), clearly outlining your choices for Communication and Collaboration (C&C) and International Strategic Management (IB). This draft must be uploaded to Portflow prior to the coaching session, as the discussion will be based on this document.

The coaching moment takes place at the start of the UoL and supports the transition from understanding expectations to planning learning activities. Together with your Learning Coach, with your initial DSP as a basis, you clarify what the Learning Outcomes mean within this specific UoL, what level of quality and type of evidence are expected, and how the Student Company context can be used to generate that evidence.

You then translate the insights from the coaching session into a complete version of your DSP, linking planned activities, feedback moments, and documentation to all Learning Outcomes. This version must be uploaded to both Portflow and MyCoach. The Learning Coach supports alignment and feasibility but does not assess performance or select evidence. The outcome is a shared understanding of focus and next steps.

3.7.2. Progress Check – Checking In on Your Development

The Progress Check is a structured midpoint reflection moment that in UoL1 takes place in learning week 6. In this coaching conversation, you and your Learning Coach review your Development Portfolio in relation to the Learning Outcomes.

Before the Progress Check you upload a justification and a snapshot of the portfolio so far. In the snapshot you select the evidence you want to use the Progress Check. The justification focuses on the link between evidence and the Learning Outcomes. You also reflect on your learning process so far.

The focus of the coaching moment is on identifying strengths, gaps, and priorities for the remainder of the UoL. You receive a feedback form based on the snapshot and justification. The Progress Check is formative and developmental. Its purpose is to help you recalibrate your learning strategy and strengthen your evidence before moving forward.

By the end of the Progress Check, you should have a clear understanding of your progress across Learning Outcomes 1 to 5. You will also have a focused plan for the remaining weeks of the UoL, weeks 7 and 8. You adjust your DSP in case there are changes in the plans you made initially, and upload the adjusted version of the DSP in Portflow and MyCoach. In addition, the Progress Check should give you confidence in how to use feedback and your existing evidence to further develop your competences and prepare effectively for your Assessment Portfolio.

3.7.3. Final Coaching Moment – Preparing the Assessment Portfolio

This coaching moment supports the transition from the Development Portfolio to the Assessment Portfolio. You focus on **selection and justification** rather than on learning activities.

Together with your Learning Coach, you review how evidence aligns with the Learning Outcomes, how development over time is visible, and whether feedback use is traceable. You draft the structure of your Assessment Portfolio and identify any remaining gaps.

The Learning Coach supports coherence and clarity but does not confirm assessability, indicate pass/fail likelihood, or apply assessment rubrics. The responsibility for selection and justification of evidence remains with you. In Appendix 1 you have a checklist that supports the curation of evidences.

4. Learning Outcomes and Performance Indicators

Learning Outcomes describe what you are expected to demonstrate by the end of a Unit of Learning Outcomes (UoL). They focus on your development in knowledge, skills, and professional attitude. Throughout the UoL, you work towards these outcomes and show your progress through learning artefacts, feedback, and reflection.

To help you understand what is expected during the learning process, Performance Indicators are used. They make expectations more concrete and support focused feedback from coaches. Performance Indicators guide your learning and help you monitor your progress, but assessment is always based on the Learning Outcomes as a whole.

At the final decision moment, achievement is judged holistically at the level of the Learning Outcomes on UoL level. Performance Indicators support learning and feedback along the way, but they do not replace the integrated judgment of whether the Learning Outcomes have been achieved.

4.1. Learning Outcome 1 (LO1)

Describe the core purpose of businesses and the roles of Finance and Control, Marketing, Logistics, and International Business in business operations.

Performance Indicators for LO1:

1. You can describe why businesses exist and how they create value for customers and stakeholders.
2. You can describe how Finance & Control helps a business be in control of the financial flow.
3. You can describe how Marketing activities help reach and retain customers.
4. You can describe how Logistics helps a business be in control of the good flow.
5. You can describe how International Business defines the organisation of the business and the identification of business opportunities.

4.2. Learning Outcome 2 (LO2)

Apply fundamental business concepts to business situations by making structured decisions on key business challenges.

Performance Indicators for LO2:

1. You can apply financial basics to organise the financial flow and support simple business decisions.
2. You can apply marketing concepts to justify commercial choices and support business decisions.
3. You can apply logistic basics to organise the good flow and support operational decisions.
4. You can apply general management concepts when reflecting on business opportunities and the way businesses are organised.
5. You can compare options using clear arguments before making a decision.
6. You can justify your decision using relevant business concepts.
7. You can reflect on possible consequences of your decision.

4.3. Learning Outcome 3 (LO3)

Explain how different business disciplines influence decision-making and company success using structured business frameworks.

Performance Indicators for LO3:

1. You can explain the consequences of basic business decisions by applying financial tools.
2. You can explain how decisions affect basic business outcomes by applying marketing frameworks.
3. You can explain operational impacts by applying logistics frameworks.
4. You can explain strategic implications by applying international business frameworks.
5. You can explain how decisions in one discipline affect another.
6. You can explain how combining multiple disciplines leads to a coherent business model.

4.4. Learning Outcome 4 (LO4)

Use research methods and digital tools to collect and present business insights in a structured manner.

Performance Indicators for LO4:

1. You can select and use the different stages of the research process to support your research project.
2. You can use and refer to relevant sources.
3. You can use digital tools to organise information.
4. You can use appropriate tools to create clear and structured visuals that communicate your insights.

5. You can use appropriate tools to present your findings in a way that supports a business decision or recommendation.
6. In case of usage of AI, you document and reflect the use of AI tools in a transparent and responsible manner.

4.5. Learning Outcome 5 (LO5)

Demonstrate the ability to work effectively as part of a diverse team by applying collaborative skills and intercultural communication to achieve shared goals.

Performance Indicators for LO5:

1. You demonstrate consistent contribution to team activities and deliver your agreed tasks on time.
2. You demonstrate team support by sharing information, giving input, and helping move the work forward.
3. You demonstrate the contribution to and following of team agreements.
4. You demonstrate respectful and clear communication with team members.
5. You demonstrate adaptability of your communication style to work with people from different cultural backgrounds.
6. You demonstrate contribution to an inclusive working atmosphere.
7. You demonstrate presentation skills in a professional setting.
8. You demonstrate your ability to defend professional decision-making.
9. You demonstrate your ability to recognize and use simple words, expressions, and standard phrases in predictable situations, appropriate for the initial phase toward CEFR level A1, or have demonstrably already achieved CEFR level A1 or higher.

4.6. How Learning Outcomes Build on Each Other

The five Learning Outcomes of this unit are closely linked. They do not stand alone, but build on and strengthen each other. Together, they represent key steps in your development as an emerging entrepreneur, moving from understanding business fundamentals to applying concepts, integrating disciplines, using research and digital tools, and working professionally with others.

Learning Outcome 1 focuses on understanding business fundamentals. You explain why businesses exist, how they create value, and how the four core disciplines—Finance & Control, Marketing, Logistics, and International Business—contribute to basic business operations and early-stage decision-making. This Learning Outcome provides the conceptual foundation for all later application and reasoning.

Building on this foundation, **Learning Outcome 2** focuses on applying fundamental concepts. You use basic ideas from Finance & Control, Marketing, Logistics, and International Business to make simple, structured decisions in early business situations. You compare options, justify choices, and explain your

reasoning using introductory frameworks. This is where business understanding begins to turn into early entrepreneurial action.

Learning Outcome 3 emphasises explaining cross-disciplinary impact. You recognise and explain how the core business disciplines influence one another and show how decisions in one area—such as pricing, sourcing, transport, or customer targeting—affect outcomes in other areas. This helps you see a business as an interconnected system rather than as a set of separate functions.

Learning Outcome 4 focuses on using research methods and digital tools. You apply basic research methods, such as interviews, observations, and desk research, and use digital tools to collect, organise, and present information in a structured way. These insights support your business reasoning and the development of your early Business Model Canvas, strengthening the clarity, evidence base, and structure of your decisions.

Learning Outcome 5 addresses collaboration, communication, and professional behaviour. You work effectively in a diverse founding team, contribute to shared tasks, communicate respectfully, and adapt your communication style in group settings. You participate in feedback cycles and take responsibility for your work and behaviour. This Learning Outcome enables the successful application of all others by making teamwork, communication, and professional conduct possible.

At certain moments in the unit, especially at the beginning, you may focus more strongly on one Learning Outcome at a time. As the unit progresses, however, these outcomes increasingly come together in your Student Company work. For this reason, achievement is assessed holistically at UoL level. Examiners look at how the Learning Outcomes are combined in your work over time, not only at isolated activities. Making these connections visible in your portfolio is therefore essential for demonstrating your overall development as an emerging business professional.

5. Authentic Learning Environment UoL1: The Student Company in Practice

Brief summary of the section - Fontys Student Companies for Society – Getting Familiar with Business Disciplines

5.1. The Student Company in UoL1

Working in a Student Company in UoL1 means operating in an orientation and foundation phase of entrepreneurship. You work as a founding team in an early-stage company, where the emphasis is on exploration, learning, and substantiating choices rather than on execution at scale or immediate commercial success.

The Student Company in UoL1 is aligned with the early phases of the Jong Ondernemen framework. These phases provide a recognised entrepreneurial structure that guides your activities, decision-making, and learning focus. Rather than following the framework as a checklist, you use it as a reference point to understand what typically happens in the early stages of setting up a business and how these stages translate into learning opportunities.

The Jong Ondernemen Online Academy supports this process by offering digital learning resources related to the Student Company phases, such as the creation of the Team Interaction Agreement (TIA) customer exploration, validation, and business modelling. The resources consist of theory, definitions,

examples of entrepreneurs and assignments for your Student Company. You are expected to use these resources selectively, when they help you move forward, deepen your understanding, or support choices you make within your Student Company. The assignments of the Jong Ondernemen Online Academy should be completed by the end of each phase.

Within UoL1, you learn to work with uncertainty, incomplete information, and assumptions, and to make these assumptions explicit and testable. Making well-reasoned choices and being able to explain and reflect on those choices is more important than finding a “perfect” solution. Feedback, iteration, and reflection are therefore integral to your work.

The Student Company provides a safe and structured learning environment in which experimentation is encouraged. Together with the guidance from Jong Ondernemen and the resources of the Online Academy, it forms a coherent learning context that supports your development toward the Learning Outcomes of UoL1.

5.2. Student Company Phases Addressed in UoL1

Within UoL1, the work in the Authentic Learning Environment is anchored in the early phases of the Jong Ondernemen Student Company framework. These phases provide a clear and recognisable structure for the learning activities you undertake and for the way evidence of your development is built. Only the phases that are relevant for the orientation and foundation focus of UoL1 are addressed.

Phase 1: The Team focuses on forming a founding team and establishing the basis for collaboration. In this phase, you explore roles, responsibilities, communication, and working agreements within the team. Learning activities centre on getting to know each other as team members, reflecting on collaboration, and developing professional behaviour. Evidence in this phase often relates to teamwork, communication, reflection, and early feedback on collaboration. Phase 1 will be mostly completed in the first learning week (LW1), during the Onboarding.

Phase 2: Problem–Solution centres on exploring customer problems and developing an initial understanding of possible solutions. You investigate needs, assumptions, and contexts through research and interaction with potential users or stakeholders. Learning activities include customer exploration, analysis, idea development, and substantiation of choices. This phase supports evidence related to research, reasoning, application of business concepts, and informed decision-making. Phase 2 will take place from LW2 to LW6.

Phase 3: First Business Model Canvas brings insights from the previous phases together into an initial, coherent business model. You translate what you have learned about the team, the problem, and the solution into a structured overview of how the business could create and deliver value. Learning activities focus on connecting disciplines, explaining choices, and reflecting on coherence and feasibility. Evidence from this phase often demonstrates integration of knowledge, cross-disciplinary reasoning, and reflection on early business logic. Phase 3 will develop in the remainder weeks of the UoL, LW7 and LW8.

Together, these three phases form a logical sequence within UoL1. Each phase builds on the previous one and supports the development of learning activities, feedback, and evidence in a structured and progressive way. This sequence helps make your learning and development visible over time, while remaining focused on the Learning Outcomes of UoL1.

5.3. The ALE as a Foundation for Learning and Assessment

As explained in Chapter 3, learning and assessment in UoL1 are organised through the cycle of Navigating Your Learning Process. The Authentic Learning Environment (ALE) is the context in which this cycle is applied in practice, by linking Student Company activities, feedback, reflection, and portfolio evidence over time.

The ALE provides the practical context in which the steps of Navigating Your Learning Process are enacted. Clarifying expectations, making plans, trying and learning, making learning visible, checking in, and preparing the portfolio all take place primarily through your Student Company work. In this way, the ALE gives concrete meaning to the learning process without adding extra layers or separate tasks.

Working deliberately in the ALE prepares you for later portfolio curation and examination. By consistently documenting learning, feedback, and reflection in your Development Portfolio, you build a coherent evidence base from which you can later select and structure material for your Assessment Portfolio. In this way, the ALE supports learning first, while simultaneously laying the groundwork for a transparent and well-founded examination decision, without turning learning activities themselves into assessment tasks.

5.4. What is Expected from You in the ALE

Working in the Authentic Learning Environment places responsibility for learning primarily with you. The Student Company provides structure, guidance, and support, but your development depends on how actively and deliberately you engage with this environment.

You are expected to show **active engagement and initiative**. This means taking responsibility for your role in the team, contributing to activities, preparing for sessions, and following up on agreed actions. Learning in the ALE is not a passive process; it requires you to explore, ask questions, and make choices, even when outcomes are uncertain.

Collaboration and professional behaviour are essential. You are expected to work constructively with your team, respect agreements, communicate clearly, and contribute to an inclusive and professional working atmosphere. This includes taking responsibility for both team results and your individual contribution within the Student Company.

The ALE also requires **openness to feedback and experimentation**. You are expected to seek feedback from different perspectives, use it to improve your work, and be willing to test ideas, revise assumptions, and learn from outcomes that do not work as expected. Experimentation and iteration are integral to learning in an entrepreneurial context.

Finally, you are responsible for **documenting your learning**. This means keeping your Development Portfolio up to date by recording learning activities, artefacts, feedback, and reflections that show how your competences develop over time. Making learning visible is a shared responsibility, but ownership of documentation and evidence selection always remains with you.

Together, these expectations reinforce your role as an active owner of your learning process within the Authentic Learning Environment.

6. Planning Your Work in UoL1: Learning activities, Deliverables, and Evidence

Working in UoL1 requires deliberate planning. Learning in this unit does not consist of completing isolated tasks, but of engaging in a coherent sequence of learning activities that gradually lead to deliverables and generate evidence for your portfolio.

Throughout UoL1, you move between understanding expectations, working on activities, receiving feedback, reflecting on progress, and documenting learning. Understanding how **learning activities**, **deliverables**, and **evidence** relate to each other will help you organise your work effectively, use feedback consciously, and avoid last-minute documentation or fragmented portfolios.

Within UoL1, these three elements are closely connected:

- **Learning activities** are what you do to learn.
- **Deliverables (artefacts)** are meaningful outputs that bring learning together at key moments.
- **Evidence** is created when activities and deliverables are documented, combined with feedback and reflection, and connected to the Learning Outcomes of UoL1.

Planning your work means consciously aligning these elements across the unit.

Learning activities lead to deliverables, deliverables become evidence only when combined with feedback and reflection/justification of achievement.

6.1. Learning Activities

Learning activities are the foundation of learning in UoL1. They include everything you do to develop your competencies, such as: working on your student company, exploring customer problems, create a persona, conducting research, analysing information, generating ideas, discussing options, making decisions, participate in classes, workshops, coaching moments and feedback sessions.

Learning activities take place in different learning contexts, including the Authentic Learning Environment (Student Company), Knowledge Elements, Skills Elements, coaching, and independent study. What matters is not *where* an activity takes place, but how deliberately you use it to develop competences related to the Learning Outcomes.

Assignments are a specific form of learning activity. They are used to structure learning, introduce tools or methods, and prompt exploration, analysis, or decision-making at particular moments in the unit. Assignments are therefore **not ends in themselves**, but invitations to engage in learning activities that can lead to the creation of artefacts. These artefacts may later be refined, combined with feedback and reflection, and selected as evidence for your portfolio. Understanding assignments as learning activities helps you focus on learning and development, rather than on task completion alone.

The weekly planning of UoL1 (see section 6.6.) shows how learning activities are distributed across the unit and how they connect to assignments and feedback moments.

6.2. Deliverables

Deliverables, also referred to as artefacts, are milestones in your learning process, not isolated outputs that stand on their own. In this manual, the terms deliverables and artefacts are used interchangeably. Both refer to concrete outputs that make learning and decision-making visible.

6.3. Evidence Generation

Evidence for your portfolio is built by selecting and documenting learning artefacts that emerge from your work across UoL1, supported by feedback and reflection/justification of Learning Outcomes achievement. Learning activities and deliverables together create the basis for evidence, but they do not automatically constitute evidence on their own. Evidence is formed when you deliberately document: what you did, what you learned, how feedback influenced your thinking or actions, and how this development relates to the Learning Outcomes of UoL1.

In Appendix 2, you find a table that provides an overview of the main deliverables in UoL1 and indicates how they connect to the Learning Outcomes. This overview supports you in making deliberate choices when selecting and justifying evidence for your portfolio.

This overview does not prescribe which artefacts you must include as evidence. Instead, it supports you in explaining how your chosen evidence, taken together, demonstrates achievement of the Learning Outcomes in a coherent and well-founded way.

6.4. Why is Planning Crucial for Success

Planning is a critical success factor in UoL1. Learning, feedback, and assessment are closely interconnected. Without deliberate planning, valuable learning may remain undocumented, feedback may not be used effectively, and portfolio evidence may become fragmented or incomplete.

You are not expected to do this planning alone. The **Learning Coach** supports you throughout UoL1 in three key moments (see section 3.7.) by helping you: clarify expectations, reflect on whether your planned activities align with the Learning Outcomes, and identify suitable moments for feedback and documentation. During coaching moments, the Learning Coach helps you review how learning activities, deliverables, and evidence connect, and supports you in adjusting your planning when needed. This guidance helps ensure that your learning remains focused, coherent, and realistic.

Planning deliberately means thinking ahead about how activities, feedback moments, and documentation connect across UoL1. By planning in this way, you avoid treating learning activities, deliverables, and portfolio work as separate tasks. Instead, your work across the unit simultaneously supports learning, feedback, and evidence building. This integrated approach helps ensure that your development is visible over time and that your portfolio provides a coherent and well-substantiated basis for assessment.

6.5. Weekly planning UoL1

This chapter explains how to work with the weekly planning for UoL1. The full overview of Learning Weeks 1–8, including all assignments and deadlines, is provided in Appendix 3.

The weekly planning helps you understand:

- What you are working on in each Learning Week,
- How learning activities and assignments are distributed across the unit,
- When feedback moments take place,
- And how weeks build on each other toward the Learning Outcomes of UoL1.

Each Learning Week in the appendix includes an Assignments overview table. This table shows what you need to work on, how you work on it, and what kind of feedback you can expect. Because assignments are handled in different ways, it is important to understand how to read this table before using the planning.

6.5.1. How to read the assignments overview

Each Learning Week includes an Assignments overview table that provides a concise overview of learning activities, feedback moments, and deadlines. Not all assignments are handled in the same way, so please read this section carefully.

Individual and group assignments

Assignments are either individual or group-based:

- (I) = Individual assignment

You complete this assignment yourself and reflect on your own learning.

- (G) = Group assignment

You work on this assignment together with your Student Company team. In some cases, assignments are divided into duos (G2) or trios (G3).

Both individual and group assignments are important for your learning and may later be used as evidence in your portfolio.

Informal feedback during classes and ALE

Some assignments are mainly developed during classes or ALE sessions. These assignments receive informal feedback, for example from: ALE coaches, experts, peers.

When this applies, the feedback provider is indicated in the column “Informal feedback (during classes)”. These assignments may still have a due week, but they do not need to be uploaded to Portflow.

Formal feedback via Portflow

Some assignments require upload to Portflow in order to receive formal feedback:

If formal feedback is required, a deadline is shown in the column “Formal feedback (deadline Portflow)”.

- Only assignments with a deadline in this column must be uploaded to Portflow.
- Formal feedback is provided using the two-point scale (On Track / Not On Track).
- You are responsible for uploading the assignment and requesting feedback on time.

Formal feedback supports your learning process and contributes to building your Development Portfolio.

JO Online Academy assignments

Some assignments must be completed in the Jong Ondernemen Online Academy:

- These assignments are listed in the column “JO Online Academy (deadline)”.
- The deadline shown applies to the JO Online Academy, not to Portflow.
- These assignments are mandatory as part of the Jong Ondernemen Student Company programme.

Using the table effectively

By using the Assignments overview table, you can quickly see:

- Whether an assignment is individual (I) or group-based (G),
- Where and from whom you receive informal feedback,
- Whether formal feedback via Portflow is required (and by when),
- Whether the assignment must be completed in the JO Online Academy.

Use this overview to plan your work, prepare feedback moments, and avoid missing deadlines.

7. Assessment for learning and Examination: From Development to Assessment Portfolio

Learning and examination at Fontys Campus Venlo are organised as one coherent process. Throughout a Unit of Learning Outcomes (UoL), you demonstrate your learning, receive feedback, reflect, and document evidence. Examination does not stand apart from learning, but concludes this process.

Chapter 3 explains how learning, feedback, and portfolio development are integrated throughout UoL1. This chapter focuses specifically on how that learning process is concluded through examination and the Final Decision Moment.

7.1. The Development Portfolio: Feedback as Assessment for Learning

7.1.1. Feedback Within the Learning Process

Within the Talent-Based Education framework at Fontys Campus Venlo, **feedback is assessment for learning**. It takes place while learning is still in progress and supports understanding, improvement, and development before examination.

You demonstrate your learning through activities such as assignments, projects, reflections, presentations, actions, or prototypes. On these performances, you receive feedback in relation to parts of the Learning Outcomes of the UoL. This feedback helps you understand expectations, monitor your progress, and improve your work. It does not result in an examination judgment.

Feedback fulfils a dual function. It guides learning and development during the UoL, and it contributes to evidence building within your portfolio. Feedback therefore requires active engagement: you are expected to request it, interpret it, act on it, and make its use visible in documented evidence.

Assessment for learning never results in an examination judgment and has no pass/fail consequence.

7.1.2. The learning triangle

Feedback as assessment for learning is grounded in the Learning Triangle, which emphasises shared responsibility between the learner, the educational context, and the professional or societal context.

The Learning Triangle emphasises shared responsibility between the learner, the educational context, and the professional context.

7.1.3. Feedback providers

Your **Learning Coach** offers developmental feedback on your learning process rather than on isolated tasks. This feedback focuses on how your work, feedback use, and reflection together show progress toward the Learning Outcomes. The Learning Coach helps you recognise patterns in your development, identify strengths and gaps in your evidence, and understand how your learning activities connect at UoL level.

Your **ALE Coach** provides feedback on your reasoning, teamwork, and the professional quality of your company's deliverables. The coach also supports reflection on your learning progress and how you collaborate within the Student Company.

Knowledge and Skills Element Experts give you feedback on your understanding of business theories, frameworks, and methods. They help you connect what you learn in class to the practical challenges of your Student Company.

Your **peers** give constructive feedback on your work and collaboration in the team. This helps you learn from different perspectives and practise giving and receiving professional feedback.

You yourself are an active part of the feedback process through self-evaluation. By reflecting on your learning, your role, and your contribution to the team, you gain insight into your own development and how you can improve.

Each perspective contributes to understanding your development. Ownership of learning remains with you.

7.1.4. Evidences

Within the examination process, evidence consists of a documented combination of artefacts, feedback, and reflection/justification linked to the Learning Outcomes.

7.1.5. Forms of Assessment for Learning

During a UoL, all assessment moments are assessment for learning. They are formative in nature and support learning, reflection, and evidence development. No examination decision is made during these moments.

A combination of assessment forms may be used, including individual, group-based, dialogue-based, and performance-based formats. This reflects professional practice and supports both collaboration and individual accountability. Where team deliverables are used, individual contribution and reasoning remain visible through individual moments and documentation.

As part of assessment for learning, structured self- and peer-evaluation moments are organised in UoL1. These moments support reflection on individual contribution and collaboration and result in documented feedback that can be used as evidence in your Portfolio. The detailed procedure is described in Appendix 4.

7.1.6. The Two-Point Scale in Assessment for Learning

During UoL1, a **two-point scale** (*On Track / Not On Track*) is used for **assessment-for-learning feedback** throughout the learning process. This scale is applied during feedback moments on assignments, activities, and portfolio development to support clarity, focus, and concrete next steps. The two-point scale is explicitly used for **developmental feedback** and does not constitute a summative judgment or examination decision.

The two-point scale is defined as follows:

- **On Track:** current evidence is sufficiently aligned with the Learning Outcomes at this point in the UoL.
- **Not On Track:** current evidence is not yet sufficiently aligned and requires improvement.

This two-point scale is used exclusively for developmental feedback and is not used for examination decisions.

This scale supports dialogue about progress and direction. It has no examination status and does not validate achievement of Learning Outcomes. Outcomes of this scale guide learning, reflection, and evidence development within the Development Portfolio.

7.2. From Development Portfolio to Assessment Portfolio

7.2.1. Curating the Assessment Portfolio

This section builds on the portfolio concepts introduced in Chapter 3 and focuses on selection and justification of evidence for examination.

Towards the end of the UoL, you move from development to examination preparation. You select the most relevant artefacts, feedback, and reflections from your Development Portfolio and structure them into an **Assessment Portfolio**.

This selection demonstrates how you achieved the Learning Outcomes and how your learning developed over time. You provide a substantiated self-evaluation that explains the alignment between

evidence and Learning Outcomes. The Learning Coach supports coherence and traceability but does not assess or predict outcomes. In Appendix 1 you find a checklist that supports you in this process.

Individual Evidence in Team-Based Work

Although many artefacts are team-based, examination is always individual. Individual achievement is made visible through individual justifications, reflections, feedback moments, and documentation of personal decisions, roles, and learning within team artefacts. Separate individual versions of team deliverables are not required, but individual reasoning and development must be traceable.

7.2.2. Examination and the Final Decision Moment

Examination takes place after you have navigated your learning process, at the **Final Decision Moment**. After submission of the Assessment Portfolio, its assessability is checked. The assessability criteria are as follows:

- Authenticity declaration completed in Portflow
- Self-evaluation at UoL level, including self-rating (Below / At / Above Level)
- Clear justification of achievement for each LO
- At least two pieces of evidence are linked to each LO (evidence is defined as the documented combination of artefact, feedback and reflection).

When the portfolio contains all required elements, examiners evaluate whether the Learning Outcomes of the UoL have been achieved, based on the portfolio and applicable examination criteria.

Where necessary, an additional verification moment (such as a Criterion-Guided Interview) may be used to safeguard individual achievement and transparency.

7.2.3. Use of the Three-Point Scale in the Progress Check and Final Decision

A three-point scale is used at two moments, with different purposes:

- Below Level
- At Level
- Above Level

During the **Progress Check**, this three-point scale is used to support holistic reflection at UoL level. The Progress Check is deliberately designed as a practice moment for the Final Decision Moment. Students use the same scale to reflect on their current level of development across the Learning Outcomes and to become familiar with the examination logic. During the Progress Check, the three-point scale is used exclusively for student self-reflection and dialogue, not for coach judgment.

During the **Final Decision Moment**, the three-point scale is used as part of the formal examination process. Examiners substantiate their judgment using the Assessment Portfolio, the applicable rubrics, and the VRAAKKT evidence quality criteria.

7.2.4. The VRAAKKT Criteria

VRAAKKT stands for Variation, Relevance, Authenticity, Assessability, Quantity, Quality and Topicality Value. These criteria provide a shared framework for judging whether evidence is suitable to demonstrate achievement of the Learning Outcomes.

When compiling your assessment portfolio, all selected evidence must meet the **VRAAKKT** criteria. **Variation** demonstrates that you have developed your competences across different contexts, activities, roles, and feedback perspectives. **Relevance** ensures that each piece of evidence clearly and substantively relates to the Learning Outcomes of the Unit of Learning. **Authenticity** confirms that the work genuinely represents your own learning process, contributions, and professional choices, and that this is verifiable through process documentation and feedback. **Assessability** ensures that your portfolio is logically structured, readable, and transparent, allowing examiners to clearly follow your development, reasoning, and choices. **Quantity** refers to providing sufficient evidence and feedback to achieve saturation, meaning that together the artefacts consistently demonstrate achievement of the Learning Outcomes. **Quality** concerns the required level of depth, substantiation, professional standards, and feedback appropriate to your study phase. Finally, **Topicality value** means that your evidence demonstrates where you are now in your learning, showing your current knowledge, skills, and professional behaviour within this Unit of Learning, and that the evidence is sufficiently recent according to the agreed assessment guidelines. Together, the VRAAKKT criteria ensure that your portfolio evidence is coherent, trustworthy, and suitable as a solid basis for a fair and transparent assessment decision.

7.2.5. Conclusion of the assessment process for UoL1

The Final Decision is taken in Learning Week 10 and marks the conclusion of the assessment process for the UoL. After the decision, you receive written feedback from the examiners and take part in reflection dialogues.

Your **Learning Coach** helps you interpret this feedback at the level of the UoL. Together, you look at how your collected evidence demonstrates achievement of the Learning Outcomes and where there is still room for development.

Your **Student Coach** supports you in connecting this feedback to your broader study journey. This conversation focuses on your strengths, areas for improvement, and goals for future units.

Appendix 1: Portfolio Curation Support Checklist

This checklist supports preparation and reflection, it is not used for assessment.

For Students and Learning Coaches

Guiding (non-binding)

This appendix provides a supportive checklist for students and Learning Coaches during the final phase of a Unit of Learning Outcomes (UoL), specifically when transitioning from the Development Portfolio to the Assessment Portfolio.

The checklist:

- Supports deliberate portfolio curation,
- Strengthens coherence, traceability and evidence quality,
- Helps prevent common portfolio weaknesses (e.g. dumping, weak justification),
- Does not introduce additional assessment criteria,
- Does not replace examiner judgment at the Final Decision Moment.

1. Purpose and Position in the Process

This checklist is intended for use during:

- The Final Coaching Moment (see Appendix 6),
- Independent student preparation of the Assessment Portfolio.

It supports the phase Preparing the Portfolio for Assessment within *Navigating Your Learning Process* (Part E).

Use of this checklist is recommended, not mandatory.

Examiners do not use this checklist for assessment.

2. Checklist – Per Learning Outcome

For each Learning Outcome included in the Assessment Portfolio, the following guiding questions may be used:

Alignment and Relevance

- ☐ Does the selected evidence clearly relate to this Learning Outcome?
- ☐ Is it clear what claim is being made about achievement?
- ☐ Can the student explain why this evidence supports the LO?

Evidence Composition

- ☐ Does the evidence consist of a combination of artefacts, feedback and reflection?
- ☐ Are multiple perspectives visible where relevant (e.g. peer, coach, expert)?
- ☐ Is individual contribution traceable, especially in team-based work?

Development Over Time

- ☐ Does the evidence show development or learning progression?
- ☐ Is feedback visibly interpreted and used?
- ☐ Are iterations, improvements or changed choices explained?

Evidence Quality (VRAAKKT – reflective use)

- ☐ Is the evidence sufficiently varied (not one artefact only)?
- ☐ Is it clearly relevant to the LO?
- ☐ Is it authentic and situated in the UoL context?
- ☐ Is the evidence current within the UoL timeline?
- ☐ Is the quantity sufficient but not excessive?
- ☐ Is the quality appropriate for the expected level?
- ☐ Is the evidence traceable (sources, feedback, versions)?

3. Checklist – Portfolio as a Whole

To support coherence at UoL level:

- ☐ Are all Learning Outcomes covered?
- ☐ Is there unnecessary overlap or redundancy that could be reduced?
- ☐ Does the portfolio tell a coherent learning story rather than isolated fragments?
- ☐ Is the structure clear and accessible for examiners?
- ☐ Does the UoL-level self-evaluation align with the selected evidence?
- ☐ Are claims realistic, substantiated and internally consistent?

4. Common Pitfalls (Reflective Warnings)

This checklist may also be used to identify risks such as:

- Uploading large amounts of unfiltered material,
- Selecting only polished end products without development,
- Including feedback without showing how it was used,
- Relying on one strong artefact to cover multiple LOs without justification,
- Overstating achievement without sufficient evidence.

5. Explicit Boundaries

This checklist:

- Is not an assessment instrument,
- Does not define pass/fail thresholds,
- Does not guarantee assessability or achievement,
- Does not replace rubrics or examiner judgment.

Its sole purpose is to support learning, reflection and portfolio quality prior to submission.

Appendix 2: Overview Assignments – Learning Outcomes and Performance Indicators

Learning outcomes	The Group Why of Your Company	Peer-Evaluation	Interim Presentation and Defense (Validating Customer Profile and Deciding Starting Position)	Presentation and Defense (BMC, Assumption Table and Priority Matrix)	IB - Value Proposition Canvas	IB - External Environment	IB - Porter's Generic Strategies	IB - Mission, Vision and Values	IB - Types of Organisational Structures	IB - CSR and Business Ethics	IFC - Exam	L - Presentation	MM - Persona
LO1: Describe the core purpose of businesses and the roles of Finance & Control, Marketing, Logistics and International Business in business operations													
1 You can describe why businesses exist and how they create value for customers and stakeholders.			•	•									
2 You can describe how Finance & Control helps a business be in control of the financial flow.											•		
3 You can describe how Marketing activities help reach and retain customers.													•
4 You can describe how Logistics helps a business be in control of the good flow.												•	
5 You can describe how International Business defines the organisation of the business and the identification of business opportunities.					•			•	•	•			
LO2: Apply fundamental business concepts to business situations by making structured and well-reasoned decisions on key business challenges.													
1 You can apply financial basics to organise the financial flow and support simple business decisions.				•							•		
2 You can apply marketing concepts to justify commercial choices and support business decisions.			•	•									
3 You can apply logistic basics to organise the good flow and support operational decisions.				•									
4 You can apply general management concepts when reflecting on business opportunities and the way businesses are organised.			•			•	•						
5 You can compare options using clear arguments before making a decision.			•	•									•
6 You can justify your decision using relevant business concepts.			•	•									
7 You can reflect on possible consequences of your decision.			•	•									
LO3: Explain how different business disciplines influence decision-making and company success using structured business frameworks.													
1 You can explain the consequences of basic business decisions by applying financial tools.											•		
2 You can explain how decisions affect basic business outcomes by applying marketing frameworks.													•
3 You can explain operational impacts by applying logistics frameworks.												•	
4 You can explain strategic implications by applying international business frameworks.							•						
5 You can explain how decisions in one discipline affect another (e.g., pricing ↔ costs, supply chain ↔ customer satisfaction).			•	•									
6 You can explain how combining multiple disciplines leads to a coherent business model.			•	•									
LO4: Use research methods and digital tools to collect and present business insights in a structured manner.													
1 You can select and use the different stages of the research process to support your research project.			•										
2 You can use and refer to relevant sources.			•										
3 You can use digital tools to organise information.				•									
4 You can use appropriate tools to create clear and structured visuals that communicate your insights.			•	•									
5 You can use appropriate tools to present your findings in a way that supports a business decision or recommendation.			•	•									
6 In case of usage of AI, you document and reflect the use of AI tools in a transparent and responsible manner.						•							•
LO5: Demonstrate the ability to work effectively as part of a diverse team by applying collaborative skills and intercultural communication to achieve shared goals.													
1 You demonstrate consistent contribution to team activities and deliver your agreed tasks on time.		•											
2 You demonstrate team support by sharing information, giving input, and helping move the work forward.	•	•											
3 You demonstrate the contribution to and following of team agreements.		•											
4 You demonstrate respectful and clear communication with team members.	•	•											
5 You demonstrate adaptability of your communication style to work with people from different cultural backgrounds.													
6 You demonstrate contribution to an inclusive working atmosphere.	•	•											
7 You demonstrate presentation skills in a professional setting.				•									
8 You demonstrate your ability to defend professional decision-making.			•	•									
9 You demonstrate your ability to recognize and use simple words, expressions, and standard phrases in predictable situations, appropriate for the initial phase toward CEFR level A1, or have demonstrably already achieved CEFR level A1 or higher.													

Learning outcomes	R - Project Plan	R - Models	R - Concl & Rec	DL&MC - AI Literacy	DL&MC - Integrative	C&C - Infographic	C&C - Online Interview	C&C - Present Poster	D - Dutch Language
LO1: Describe the core purpose of businesses and the roles of Finance & Control, Marketing, Logistics and International Business in business operations									
1 You can describe why businesses exist and how they create value for customers and stakeholders.									
2 You can describe how Finance & Control helps a business be in control of the financial flow.									
3 You can describe how Marketing activities help reach and retain customers.									
4 You can describe how Logistics helps a business be in control of the good flow.									
5 You can describe how International Business defines the organisation of the business and the identification of business opportunities.									
LO2: Apply fundamental business concepts to business situations by making structured and well-reasoned decisions on key business challenges.									
1 You can apply financial basics to organise the financial flow and support simple business decisions.									
2 You can apply marketing concepts to justify commercial choices and support business decisions.									
3 You can apply logistic basics to organise the good flow and support operational decisions.									
4 You can apply general management concepts when reflecting on business opportunities and the way businesses are organised.									
5 You can compare options using clear arguments before making a decision.									
6 You can justify your decision using relevant business concepts.									
7 You can reflect on possible consequences of your decision.									
LO3: Explain how different business disciplines influence decision-making and company success using structured business frameworks.									
1 You can explain the consequences of basic business decisions by applying financial tools.									
2 You can explain how decisions affect basic business outcomes by applying marketing frameworks.									
3 You can explain operational impacts by applying logistics frameworks.									
4 You can explain strategic implications by applying international business frameworks.									
5 You can explain how decisions in one discipline affect another (e.g., pricing ↔ costs, supply chain ↔ customer satisfaction).									
6 You can explain how combining multiple disciplines leads to a coherent business model.									
LO4: Use research methods and digital tools to collect and present business insights in a structured manner.									
1 You can select and use the different stages of the research process to support your research project.	●	●	●						
2 You can use and refer to relevant sources.		●	●						
3 You can use digital tools to organise information.					●				
4 You can use appropriate tools to create clear and structured visuals that communicate your insights.									
5 You can use appropriate tools to present your findings in a way that supports a business decision or recommendation.			●						
6 In case of usage of AI, you document and reflect the use of AI tools in a transparent and responsible manner.	●	●	●	●					
LO5: Demonstrate the ability to work effectively as part of a diverse team by applying collaborative skills and intercultural communication to achieve shared goals.									
1 You demonstrate consistent contribution to team activities and deliver your agreed tasks on time.									
2 You demonstrate team support by sharing information, giving input, and helping move the work forward.									
3 You demonstrate the contribution to and following of team agreements.									
4 You demonstrate respectful and clear communication with team members.							●		
5 You demonstrate adaptability of your communication style to work with people from different cultural backgrounds.						●		●	
6 You demonstrate contribution to an inclusive working atmosphere.						●	●	●	
7 You demonstrate presentation skills in a professional setting.								●	
8 You demonstrate your ability to defend professional decision-making.									
9 You demonstrate your ability to recognize and use simple words, expressions, and standard phrases in predictable situations, appropriate for the initial phase toward CEFR level A1, or have demonstrably already achieved CEFR level A1 or higher.									●

Appendix 3: Weekly Planning UoL1 (LW1–LW8)

LW1 – Phase 1: The Team

Week Planning

Learning Week 1 is the onboarding week of UoL1. The focus is on orientation, introductions, and getting started in the programme. Activities are spread across the week and include programme and system introductions, coaching moments, and exploratory learning activities. Unlike later weeks, LW1 does not yet follow the standard ALE block structure.

Focus

The focus of LW1 is on **getting oriented and building a foundation for teamwork and learning**. The student develops initial self-insight into their values, interests, talents, and motivation, and is introduced to entrepreneurship and the core business disciplines. In addition, the Student Company teams are formed and work towards shared agreements, roles, and a first Group Why.

Assignments overview

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	JO Online Academy (deadline)
ALE			
Drafting a Team Interaction Agreement (TIA) (G)	ALE	-	LW3 (2 nd – 6 th March)
The Group Why of your company (G)	ALE	ALE 23 rd Feb before 9h00	LW3 (2 nd – 6 th March)
Student Coach			
Discover your values and personality (DISC) + reflection (I)	Student Coach	-	LW3 (2 nd – 6 th March)
Belbin's team roles (result + short reflection / role overview) (I)	Student Coach	-	LW3 (2 nd – 6 th March)

Individual homework

Homework	JO Online Academy (deadline)
Make the entrepreneurship test (start) + reflection (I)	LW3 (2 nd – 6 th March)
Start your passion (interests / direction) (I)	LW3 (2 nd – 6 th March)
Your Why Statement (I)	LW3 (2 nd – 6 th March)

LW2 – Phase 2 Kick-off: Problem–Solution

ALE weekly planning:

1h Phase 2 kick-off

2 × 2h ALE blocks

Focus: Transition from team formation to problem–solution exploration.

ALE KICK-OFF BLOCK (1h)

Explain the phase and expected outputs.

ALE Block 1 (2h): Starting Position & Assumptions

Explore topics related to the assignment Starting Position on JO online academy, as a group.

Explore topics related to the assignment Creating a Persona on JO online academy, as a group.

Explore topics related to the assignment Creating a Customer Profile on JO online academy, as a group.

Define a trio to work on the persona and another trio to work on the customer profile.

Start thinking about the research process for the development of the previously mentioned assignments, per trio. Discuss approaches and align them with the full team.

ALE Block 2 (2h): Research Preparation

Preparing desk research (interview questions), field research, and MOM-test approach, per trio.

Schedule the interviews for the following week, per trio, as data collection will take place in LW3. At least 5 interviews need to be conducted per person in trios - this information overrules the duos suggested in JO (see section Validating Persona and Customer Profile on JO). Note: interviews should also be scheduled outside of the ALE block.

Start documenting the work done per trios.

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Deciding starting position (assumption) – start (G)	ALE	LW5 (16 th – 20 th March) Include in interim Presentation and submit	LW3 (2 nd – 6 th March)
Creating a Persona (Assumption) – Start (G3)	ALE		-

Creating a Customer Profile (assumption) – Start (G3)	ALE	before presentation and defence takes place.	-
Knowledge Elements			
IB – Create a Value Proposition Canvas (I)	IB	2 nd March before 9h00	-
Learning Coach (LE)			
LE - Creation of Dynamic Study Plan (DSP) (I) NOTE: Also needs to be uploaded on MYCoach	LE	Before Scheduled conversation with LE	-

Individual Homework

Homework	JO Online Academy (deadline)
Assignment Reflecting Phase 1 (I)	LW3 (2 nd – 6 th March)
Assignment: Create a portfolio website (I)	LW3 (2 nd – 6 th March)
Topics JO academy: Map your network (I)	LW3 (2 nd – 6 th March)
Create a LinkedIn Profile (I)	LW3 (2 nd – 6 th March)
Presenting yourself on Portfolio Website (I)	LW3 (2 nd – 6 th March)
Hipster, hacker and Hustler (I)	LW3 (2 nd – 6 th March)

LW3 – Phase 2: Problem-Solution

ALE weekly planning:

2 × 2.5h ALE blocks

Focus: Collecting data to validate assumptions related to the customer and market.

ALE Block 1 (2.5h): Customer Research

Introduction to the Peer-Evaluation Process.

Carry out field research based on the research preparation of LW2.

Conduct interviews and observations with potential customers in trios.

Document findings and insights per trio, in line with the Research Plan.

As a group, document changes to the starting position.

ALE Block 1 (2.5h): Customer Research

Carry out field research based on the research preparation of LW2.

Conduct interviews and observations with potential customers in trios.

Document findings and insights per trio, in line with the research plan.

Start analysing interviews and observation data collected in LW3.

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Data collection (persona, customer profile) (G3)	ALE, R	-	LW4 (9 th – 13 th March)
Deciding starting position (Validating) – continue documentation (G)	ALE	LW5 (16 th – 20 th March) Include in interim Presentation and submit before presentation and defence takes place.	LW3 (2 nd – 6 th March)
Creating a Persona (Validating) (G3)	ALE		-
Creating a Customer Profile (Validating) (G3)	ALE		-
Knowledge Elements			
IB – External Environment (PESTEL) (I)	IB	9 th March before 9h00	-
Skills			
R – Research Plan (I)	R	9 th March before 9h00	LW4 (9 th – 13 th March)
C&C – Infographic: My Cultural Profile (I)	C&C	9 th March before 9h00	-

Individual Homework

Homework	Formal Feedback (deadline Portflow)
Conduct Self-evaluation and evaluation of team members (I)	LW4 Before the Peer-Evaluation meeting takes place

LW4 – Phase 2: Problem-Solution

ALE weekly planning:

2 × 2.5h ALE blocks

Focus: Analysing collected data and refining assumptions related to the customer and the market. Start exploring the market (Pestel, competitors and TAM SAM SOM). The week also includes peer-evaluation sessions.

ALE Block 1 (2.5h): Customer Insights

Analyse interviews and observation data collected in LW3.

Identify patterns, needs, pains, and gains based on research findings.

Refine the Persona and Customer Profile using validated insights.

Link customer insights to the value proposition and starting position.

Explore topics related to exploring the market on the JO online academy. Define Duos for: Context Trend Canvas (Pestel), Direct and Indirect Competitors (Porter's 5 Forces), TAM SAM SOM.

Peer-Evaluation sessions.

ALE Block 2 (2.5h): External Analysis and Market Insights

Conduct competitor analysis (in duo).

Develop Context Trend Canvas (PESTEL) (in duo).

Explore and analyse TAM, SAM and SOM (in duo).

Peer-Evaluation sessions.

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Deciding starting position (Validating) (G)	ALE	LW5 (16 th – 20 th March) Include in interim Presentation and submit before presentation and defence takes place.	-
Creating a Persona (Validating) (G3)	ALE		-
Creating a Customer Profile (Validating) (G3)	ALE		-
Exploring the Market: Pestel (G2)	ALE	LW8 (6 th – 10 th April)	LW7 (30 th March – 3 rd April)

Exploring the Market: Direct and Indirect Competitors (G2)	ALE	Include in final Poster and submit before presentation and defence takes place.	LW7 (30 th March – 3 rd April)
Exploring the Market: TAM SAM SOM (G2)	ALE		LW7 (30 th March – 3 rd April)
Peer-Evaluation meeting (G) and (I)	ALE	LW4 (9 th – 13 th March) before the Peer-Evaluation session takes place	-
Knowledge Elements			
IB – Porter’s Strategy (I)		16 th March before 9h00	-
DL&MC – AI Assignment (G)	DL&MC	16 th March before 9h00	-

LW5 – Phase 2: Problem-Solution

ALE weekly planning:

2 × 2.5h ALE blocks (in the beginning of the week)

2 x 3.5h Presentation and Defence (10m + 10m/student)

Focus: Converging insights from customer research and market exploration, validating assumptions, and preparing for decision-making. The week includes the Interim Presentation and Defence. Individually, students’ focus on preparing for the Progress Check in LW6.

ALE Block 1 (2.5h): Validation and Interim Presentation

Validate insights from customer research and market exploration.

Use findings from Persona, Customer Profile, and market analyses to reassess assumptions.

Finalise the starting position based on validated insights.

Prepare, deliver, and reflect on the **Interim Presentation and Defence** (validating Customer Profile and Deciding Starting Position).

Prepare ALE related portfolio evidences for the upcoming Progress Check. (although the evidence is group, individual students need to justify their contribution for the deliverable)

ALE Block 2 (2.5h): Design Criteria and Alignment

Prepare, deliver, and reflect on the **Interim Presentation and Defence** (validating Customer Profile and Deciding Starting Position).

Explore setting up design criteria on JO Online Academy, as a group.

Set up Design Criteria based on validated customer needs and market conditions, as a group.

Align team members on priorities, constraints, and decision criteria. Combine the trios and duos outcomes.

Finalise presentation and preparation for defense.

Prepare ALE related portfolio evidences for the upcoming Progress Check. (although the evidence is group, individual students need to justify their contribution for the deliverable)

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Deciding starting position (Validated) (G)	-	LW5 (16 th – 20 th March)	LW7 (30 th March – 3 rd April)
Persona (Validated) (G3, put together as G)	-	Include in interim Presentation and submit before presentation and defence takes place.	LW7 (30 th March – 3 rd April)
Customer Profile (Validated) (G3, put together as G)	-		LW7 (30 th March – 3 rd April)
Setting up Design Criteria (G)	ALE	-	LW7 (30 th March – 3 rd April)
Exploring the Market: Pestel (G2, put together as G)	ALE	LW8 (6 th – 10 th April)	LW7 (30 th March – 3 rd April)
Exploring the Market: Direct and Indirect Competitors Pestel (G2, put together as G)	ALE	Include in final Poster and submit before presentation and defence takes place.	LW7 (30 th March – 3 rd April)
Exploring the Market: TAM SAM SOM Pestel (G2, put together as G)	ALE		LW7 (30 th March – 3 rd April)
Knowledge Elements			
IB – Mission, Vision and Values (I)	IB	23 th March before 9h00	-
MM – Persona (I)	MM	20 th March before 17h00	-
MM – TAM SAM SOM with Target Group description (I)	MM	-	-
Skills			
R – Discussion on Models (I)	R	23 th March before 9h00	-

Individual Homework

Homework	Formal Feedback (deadline Portflow)
Prepare evidences, create self-justification and a snapshot in Portflow for the progress check. (I)	LW6 At least 48h before the Progress-Check meeting takes place

LW6 – Phase 2: Problem-Solution

ALE weekly planning:

2 × 2.5h ALE blocks

Focus: Generating and selecting solution ideas based on validated customer insights, including a prototype. This week focuses on ideation, choosing a value proposition, and defining the Problem–Solution Fit. Individually, students prepare reflections and peer-evaluation input for LW7.

ALE Block 1 (2.5h): Generating Ideas

Explore different techniques for generating ideas and preparing an effective brainstorm on JO Online Academy.

Explore and start defining a Value Proposition, based on support of JO Online Academy content.

Explore the topics related to Problem–Solution Fit in the Online Academy.

Brainstorming (including first prototype)

ALE Block 2 (2.5h): Selection & Reflection

Create first prototype through brainstorming, napkin Sketch.

Create Value Proposition.

Define problem–Solution Fit.

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Exploring the Market: Pestel (G2)	ALE	LW8 (6 th – 10 th April) Include in final Poster and submit before presentation and defence takes place.	LW7 (30 th March – 3 rd April)
Exploring the Market: Direct and Indirect Competitors (G2)	ALE		LW7 (30 th March – 3 rd April)
Exploring the Market: TAM SAM SOM (G2)	ALE		LW7 (30 th March – 3 rd April)
Organising a brainstorm session (First prototype) (G)	ALE	-	LW7 (30 th March – 3 rd April)
Problem-Solution Fit (G)	ALE, IB, MM, R	-	LW7 (30 th March – 3 rd April)

Knowledge Elements			
IB – Organisational Structures (I)	IB	30 th March before 9h00	-
Learning Coach			
LE - Progress Check: Prepare evidences, create self-justification and a snapshot in Portflow for the progress check. (I)	LE	LW6 (23 rd – 27 th March) before coaching moment takes place	-
LE – Adapted DSP based on progress check (I) NOTE: Also needs to be uploaded on MYCoach	LE	30 th March before 9h00	
Skills			
C&C – Video recording of interview (I)	C&C	30 th March before 9h00	-

Individual Homework

Homework	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
Conduct Self-evaluation and evaluation of team members (I)	LW7 Before the Peer-Evaluation meeting takes place	-
Assignment Reflecting Phase 2 (I)	-	LW7 (30 th March – 3 rd April)

LW7 – Phase 3: Business Model Canvas

ALE weekly planning:

1h Phase 3 kick-off

2 × 2h ALE blocks

Focus: Translating the validated Problem–Solution Fit into a first Business Model Canvas. This week focuses on strategy, impact, and viability, and includes peer-evaluation sessions based on the preparation done in LW6.

ALE KICK-OFF BLOCK (1h)

Explain Phase 3 and the expected outputs.

Explain how insights from Phase 2 are translated into business logic using the Business Model Canvas.

Clarify how the Business Model Canvas will be developed and refined in LW7 and LW8.

ALE Block 1 (2h): Strategy, Impact and Market Attractiveness

Conclude Exploring the Market, as a group.

Explore strategy and impact targets topics on the JO Online Academy, as a group.

Define strategic choices based on the validated value proposition, as a group.

Define impact targets related to the business idea, as a group.

Explore market attractiveness in relation to the chosen starting position, as a group.

Peer-Evaluation session.

ALE Block 2 (2h): Business Model Canvas – Start

Explore the structure and logic of the Business Model Canvas, as a group.

Assigning duos (different from the previous ones) to the 3 BMC sub-assignments (Right side, Left side and Bottom).

Work on the sub-assignments of the Business Model Canvas in duos, using insights from customer research, market exploration, and Problem–Solution Fit as input.

Peer-Evaluation session.

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Exploring the Market: Pestel (conclusion) ¹ (G2, put together as G)	ALE	LW8 (6 th – 10 th April) Include in final Poster and submit before presentation and defence takes place.	LW7 (30 th March – 3 rd April)
Exploring the Market: Direct and Indirect Competitors (conclusion) (G2, put together as G)	ALE		LW7 (30 th March – 3 rd April)
Exploring the Market: TAM SAM SOM (conclusion) (G2, put together as G)	ALE		LW7 (30 th March – 3 rd April)
BMC (3 sub-assignments) – Start (G2)	ALE		LW9 (13 th to 17 th April)
Strategies (G)	ALE	-	LW9 (13 th to 17 th April)
Impact Targets (G)	ALE	-	LW9 (13 th to 17 th April)
Peer-Evaluation (G) and (I)	ALE	LW7 (30 th March – 3 rd April) before the Peer-	-

¹ The conclusions from Exploring the market assignments, need to be uploaded on JO under the assignment looking into market attraction

		Evaluation session takes place	
Knowledge Elements			
IB – CSR and Business Ethics (I)	IB	7 th April before 9h00	-
Skills			
DL&MC – Integrative Assignment (I)	DL&MC	7 th April before 9h00	-
R – Conclusions and Recommendations (I)	R	7 th April before 9h00	-

Individual Homework

Homework	Formal Feedback (deadline Portflow)
Prepare evidences, create self-justification and choose what to include in the assessment portfolio. (I)	LW8 Before the Portfolio curation meeting takes place

LW8 – Phase 3: Business Model Canvas

ALE weekly planning:

2 × 2.5h ALE blocks

2 x 3.5h Presentation and Defence

Focus: Finalising and integrating the Business Model Canvas, making assumptions explicit, and preparing the final poster presentation and defense. This week focuses on coherence, substantiation, and assessment portfolio preparation.

ALE Block 1 (2.5h): BMC Integration

Integrate the three Business Model Canvas sub-assignments (Right side, Left side and Bottom), as a group.

Check coherence between value proposition, customer segments, strategy, impact, costs, and revenues, as a group.

Make assumptions explicit and discuss priorities, as a group.

Prepare the Business Model Canvas as a coherent and communicable model, as a group.

ALE Block 2 (2.5h): From Assumptions to Evidence

Develop the Assumption Table and Priority Matrix, as a group.

Prepare the poster that visualises the Business Model Canvas and key assumptions, as a group.

Rehearse the presentation and defence of the Business Model Canvas, as a group.

Assignments overview:

Assignments	Informal Feedback (during classes)	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
ALE			
Exploring the Market: Pestel (G2, put together as G)	ALE	LW8 (6 th – 10 th April) Include in final Poster and submit before presentation and defence takes place.	-
Exploring the Market: Direct and Indirect Competitors (G2, put together as G)	ALE		-
Exploring the Market: TAM SAM SOM (G2, put together as G)	ALE		-
BMC (3 sub-assignments) (G2, put together as G)	ALE		LW9 (13 th to 17 th April)
Assumption Table and Priority Matrix (G)	ALE		LW9 (13 th to 17 th April)
Knowledge Elements			
IFC – Exam (I)	IFC	LW8 (6 th -10 th April)	-
L – Final Presentation (I)	L	LW8 (6 th -10 th April)	-
Skills			
C&C – Present Poster(I)	C&C	LW8 (6 th -10 th April)	-
Learning Coach			
LE – Portfolio Curation (I)	LE	LW8 (6 th -10 th April)	-

Individual Homework

Homework	Formal Feedback (deadline Portflow)	Jong Ondernemen Online Academy
Prepare evidences, create self-justification and choose what to include in the assessment portfolio. (I)	LW8 Before the Portfolio curation meeting takes place	-
Assignment Reflecting Phase 3 (I)	-	LW9 (13 th to 17 th April)
Submit Assessment Portfolio (I)	16 th April before 9am	-

How to read the assignments overview

Each Learning Week includes an Assignments overview table. This table shows what you need to work on, how you work on it, and what kind of feedback you can expect.

Not all assignments are handled in the same way, so please read this section carefully.

Individual and group assignments

Assignments are either individual or group-based:

- (I) = Individual assignment; You complete this assignment yourself and reflect on your own learning.
- (G) = Group assignment; You work on this assignment together with your Student Company team. In some cases the assignments are divided into duos (G2) or trios (G3).

Both types of assignments are important for your learning and can later be used as evidence in your portfolio.

Informal feedback during classes and ALE

Some assignments are mainly developed during classes or ALE sessions.

These assignments receive informal feedback, for example from:

- ALE coaches,
- Experts,
- Peers.

When this applies, you will see who gives the feedback in the column “Informal Feedback (during classes)”. These assignments may still have a due week, but they do not need to be uploaded to Portflow.

Formal feedback via Portflow

Some assignments need to be uploaded to Portflow to receive formal feedback.

If formal feedback is required, a deadline is shown in the column “Formal Feedback (deadline Portflow)”.

- Only assignments with a deadline in this column must be uploaded to Portflow.
- Formal feedback is given using the 2-point rubric (On Track / Not On Track).
- You are responsible for uploading the assignment and requesting feedback on time.

Formal feedback helps you build your Development Portfolio.

JO Online Academy assignments

Some assignments must be completed in the JO Online Academy portfolio.

- These assignments are listed in the column “JO Online Academy (deadline)”.
- The deadline shown applies to the JO Academy, not to Portflow.

- These assignments are mandatory as part of the Jong Ondernemen programme.

How to use the table

By checking the assignments overview table, you can quickly see:

- Whether an assignment is individual (I) or group-based (G),
- Where you receive informal feedback,
- Whether formal feedback via Portflow is required (and by when),
- Whether the assignment must be submitted in the JO Online Academy.

Use this table to plan your work, prepare feedback moments, and avoid missing deadlines.

Appendix 4: Self and Peer Evaluation Procedure

Purpose and position in the learning process

Self- and peer-evaluation are part of assessment for learning in UoL1. They support reflection on individual contribution, teamwork, and professional behaviour, and help make collaboration and development visible over time. The outcomes of self- and peer-evaluation are formative in nature and do not constitute an examination judgment.

Self- and peer-evaluation moments take place in Learning Week 4 and Learning Week 7 and are moderated by a coach.

Procedure for self- and peer-evaluation

Step 1 – Self-evaluation

Each student completes a self-evaluation form. Feedback is given based on the relevant Performance Indicators (PIs) and Learning Outcomes (LOs). For each PI, the student indicates On Track or Not On Track by marking the applicable field.

Step 2 – Peer-evaluation

Each student provides written feedback for all other members of the project group using the peer-evaluation form. Feedback is based on the PIs and LOs and is formulated as tops (strengths) and tips (areas for improvement) for each peer.

Step 3 – Peer-evaluation session

Students bring their completed evaluation forms to the peer-evaluation session. During this session, the coach moderates a structured dialogue in which students share and discuss their written feedback. The outcome of this session is a shared evaluation per student.

The agreed outcomes are documented in a peer-evaluation group overview, in which each student receives an On Track or Not On Track indication per Performance Indicator.

Step 4 – Documentation in Portflow

Each student uploads the peer-evaluation group overview individually to Portflow. This documentation may be used as evidence in the Development Portfolio and supports reflection on collaboration and professional behaviour.

Appendix 5: Final Decision Moment

The Final Decision Moment is the formal examination point of the UoL and will give you a formal judgment on achievement of the Learning Outcomes.

The final decision is based on the submitted Assessment Portfolio, including:

- your integral self-justification,
- rubric-based judgments at Learning Outcome and UoL level and
- where applicable, the outcome of a Criterion-Guided Interview (CGI).

Step 0: Assessability Check

Before the judgment can take place, examiners verify whether the Assessment Portfolio meets the minimum formal requirements for evaluation. If one or more required elements are missing, the portfolio is not assessable.

In such cases, the portfolio will be returned to you with formal feedback only, specifying which elements are missing. No content-related or developmental judgment is made at this stage. Only portfolios that pass the assessability check proceed to substantive evaluation as described below.

Step 1 – Learning Outcome Check (Three-point Rubric)

After the portfolio has passed the assessability check, each Learning Outcome is reviewed individually (per Learning Outcome) and assessed holistically using a three-point rubric (Below Level / At Level / Above Level), based on all uploaded evidence for this LO in your assessment portfolio.

All Learning Outcomes must be at least “At Level” in order to pass the UoL.

Step 2 – Integral Evaluation at UoL Level (Three-Point Rubric)

After step 1, the Assessment Portfolio is evaluated holistically at UoL level using a three-point rubric: Below Level / At Level / Above Level. This is not an evaluation of separate Learning Outcomes in isolation, but an evaluation of how you have proven the UoL as a whole. Two examiners will judge whether you have demonstrated the entire UoL, using the VRAAKKT standards. (Variation, Relevance, Authenticity, Topicality, Quantity, Quality, Accessibility).