Course Syllabus
ME2621 Business Opportunity Development (7,5 credits)

KTH Royal Institute of Technology

Autumn – 2024

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Course description and main content

The course covers different aspects of how technology-based business concepts can be formulated and developed. Idea creation is about developing new opportunities and includes the generation, development and evaluation of ideas to launch innovative and viable new investments. A discovery process implies idea creation designed to create dynamic and sustainable companies irrespective of it being a business or a social investment, whether it takes place in a larger organization or independently. The course offers a mixture of types of instruction, for example lectures, seminars, case discussions, workshops and guest lectures.

The course covers several important fields, including:
- tools for idea generation,
- market segmentation,
- industrial dynamics as a source for business opportunities,
- product development (products, services and combinations of these),
- creativity

Intended learning outcomes

After passing the course, the students should be able to:

1. Describe and analyze the challenges when formulating and developing technology-based business concepts.
2. Choose and apply conceptual tools and models to create and evaluate technology-based business concepts.
3. Choose and apply conceptual marketing tools and models to analyze and evaluate target customers and segment markets.
4. Choose and apply conceptual tools and models to formulate and evaluate product concepts (goods and/or services).
5. Create preconditions for and apply methods for creative work processes in connection with the development of technology-based business concepts.
6. Identify and describe technological changes and other changes in society and among users and explain how these create preconditions for new technology-based business concepts.

Course structure

This course unfolds over six distinct modules, each providing a unique perspective on the development of entrepreneurial opportunities. Embedded within the course structure are an individual assignment (INL2) and two collaborative group projects (PRO3; PRO4), each executed in partnership with a real-world company.

Digital Support (Canvas)

Additional, course-related, material and information will be made available in a Canvas course room for students registered on the course. This includes a literature list in canvas under *Modules > Links and other important information > Literature.*

Language

The course language is English. This means that lectures, workshops, course literature and material, student presentations and reports is to be delivered in English.

Teaching Philosophy

The teaching philosophy is that of *learner-centered teaching*, which means:

- The teacher is facilitator and guide.
- Learners take responsibility for their own learning.
- Content is used and not just covered.
- Students teach others what they have learned.
- Students participate in self-assessments.

Participants' responsibilities

- Every student is expected to provide an input of not less than 160 working hours for this course.
- Students are expected to study related chapters and selected cases in advance.
- Learning to work in a team is both important and necessary. Individual students are responsible for, and expected to, do their part within their respective team's activities. Failing to participate in team activities will affect your grade!
- Plagiarism will be dealt with in accordance with the University rules. Any copying or unethical use of sources may lead to severe disciplinary actions.
- Students are required to engage and actively participate during the lectures and seminars.

Confidentiality and NDA Policy. There are no Non-Disclosure Agreements (NDAs) for startup ideas in this course. By participating, you agree to act with integrity and discretion, and you agree not to disclose or distribute information received from other students unless you receive explicit permission from them to do so. You should be able to complete all assignments without disclosing any sensitive intellectual property for your startup idea(s).

Examination

- INL2 – Individual assignment, 4,0 credits, grading scale: A, B, C, D, E, FX, F
- PRO3 – Group project, 2,0 credits, grading scale: P/F
- PRO4 – Group project, 1,5 credits, grading scale: P/F

Examination adapted to students with special needs

The following applies for students with functional variations who have a statement from KTH's FUNKA unit on recommended support measures during examination:

- Support measures under code R (i.e. adjustments relating to space, time, and physical circumstances) are granted by the examiner.
- Support measures under code P (i.e. pedagogical measures) are granted or rejected by the examiner after the examiner has been contacted by the student in accordance with KTH's rules. Normally, support measures under code P will be granted.

More information is available on KTH's website.

Assignments

INL2 – individual assignment (related to ILO 1-6, from the perspective of an entrepreneur): Building and Refining a Tech-based Business Concept

Assignment Description:

This assignment requires you to develop a technology-based business concept, create a business plan, and deliver a persuasive elevator pitch. During the process, you may use the

opportunity to receive and incorporate peer-feedback, with your classmates acting as consultants or business angels. The assignment comprises the following parts:

1. **Conceptualization:** Identify a unique technology-based business idea that addresses a specific need in society or the market. Consider societal changes and emerging technologies that may present opportunities for new business concepts. This process should involve rigorous brainstorming and creative thinking.

2. **Pitch Deck:** Develop a business concept for your idea. This should (at least) include the following sections:
   - *Executive Summary:* A concise overview of your business concept.
   - *Problem Statement:* What problem are you trying to solve?
   - *Solution:* Describe your products/services, and their benefits. Evaluate your product concepts using appropriate conceptual tools and models.
   - *Market Analysis:* Identify and describe your avatar and target market, segment it using relevant marketing tools and models. Analyze and evaluate this market in relation to your business idea.
   - *Concept Validation:* Problem validation, Market validation, Product validation, Customer validation, and Founder validation.
   - *Revenue model:* How will you make money?
   - *Team:* Introduce. Team members and their roles.
   - *Marketing and Sales Strategy:* Outline how you will attract and retain customers.
   - *Financial Projections:* Include estimated, but realistic income, expenses, and profit projections for 3-5 years.
   - *Sustainability* – Briefly describe the ideas sustainability or social impact (positive, negative, or neutral).
   - *The Ask* : For what are you asking? For example *(if applicable),* How much funding you are seeking, how you will use the funds, and the proposed return for investors.
   - *Conclusion:* Wrap up the pitch with a summary of key points and a call to action.

   The deck should contain 10-20 but the exact amount will depend on each project.

   3. Elevator Pitch: Create a compelling 3 minute video elevator pitch for your tech business concept. The pitch should encapsulate the essence of your business, the problem it solves, and why it is unique.

   You may present your concept, deck, and elevator pitch to your classmates at various stages of the project. They will act as consultants or business angels, providing you with constructive feedback. You can then revise your work based on this feedback.

   4. Final Deliverable(s): The final product will be a refined pitch deck, accompanied by an engaging elevator pitch video (add a link to the video in the deck).

Intended Learning Outcomes:

1. Through the conceptualization phase, you will gain an understanding of the challenges of formulating and developing tech-based business concepts.
2. The business plan will enable you to choose and apply various conceptual tools and models for creating and evaluating tech-based business concepts.

3. The market analysis section will help you choose and apply conceptual marketing tools and models to analyze and evaluate target customers and segment markets.
4. In describing your product line, you will apply tools and models to formulate and evaluate your product concepts.
5. The peer-feedback and revision process will give you practical experience in refining ideas, fostering creative work processes.
6. Throughout the project, you will identify and describe societal and technological changes and explain how these create preconditions for new tech-based business concepts.

PRO3 and PRO4 – group assignment (related to ILO 1-6, from the perspective of the entrepreneurial consultant): Investigative Module Reports & Business Analysis

Assignment Description:
This group assignment, divided into PRO3 and PRO4, requires an in-depth understanding of the module themes and application of this knowledge within a real-world business context. You will partner with a company, investigate six key themes, and develop a comprehensive report with findings, recommendations, and a presentation.

PRO1: Investigative Module Reports
Intended Learning Outcomes for PRO3:
- Understand and articulate the challenges of formulating and developing tech-based business concepts (ILO1).
- Choose and apply conceptual tools and models to create and evaluate tech-based business concepts within a real company (ILO2 & ILO4).
- Identify and describe societal and technological changes and explain how these create preconditions for new tech-based business concepts (ILO6).

Instructions:
1. Choose a Company: As a group, select a company willing to collaborate on this project. The company must agree to at least one interview and provide relevant data for your investigations.
2. Research Questions: Formulate one research question related to each of the six course module themes. The questions should probe the application of theoretical concepts in the company's operations.
3. Investigative Reports: Write six investigative reports (one per module) of approximately 1500 words each. The reports should include a research question that is investigated using insights from course materials, the company interview, and other relevant data.

PRO4: Business Analysis Report and Class Discussion
Intended Learning Outcomes for PRO4:
- Use conceptual marketing tools and models to analyze and evaluate target customers and segment markets in a practical context (ILO3).
- Create preconditions for and apply methods for creative work processes in connection with the development of technology-based business concepts (ILO5).

Instructions:
1. Business Analysis Report: Based on the findings from your investigative reports, compile a comprehensive Business Analysis Report. The report should include:

- Cover Page: Indicate the report title, your group members' names, the company's name, and the date.
- Executive Summary: Provide a concise overview of your findings and recommendations.
- Table of Contents: Outline the report's structure.
- Introduction: Describe the purpose and structure of the report.
- The six module reports.
- Conclusions: Summarize your key findings from the investigative reports and let this correspond to the purpose described in the introduction.
- Recommendations: Provide actionable suggestions for the company based on your findings.
- References: Cite all sources used in your investigative reports and Business Analysis Report.
- Appendix: Include any relevant additional information or data not contained in the body of the report.
- Class Discussion: Prepare to present your findings in class, focusing on the conclusions and recommendations for the company. Be prepared to answer questions and engage in a discussion about your work.

Grading criteria

Grading Criteria for INL2 Assignment

Grade FX: Fail
The assignment is incomplete or missing significant portions. The business pitch deck and elevator pitch lack evidence of understanding and application of the concepts taught in the course. Some work is required before the credit can be awarded.

Grade E:
The student has identified and described a technology-based business concept, addressing a specific need. They have developed a basic pitch deck and elevator pitch. Relevant societal and technological changes are identified, described, and evaluated. However, the assignment lacks in some basic understanding of the course content, autonomous problematization, or comprehensive analysis. Some aspects of the assignment instructions may not have been fully met, including peer feedback process.

Grade D:
The requirements of Grade E are met, along with some aspects of Grade C. For instance, the student might have used some concepts, frameworks, and theoretical insights from the course content in the business deck, but not to the extent required for Grade C.

Grade C:
In addition to meeting all requirements of Grade E, the student applies concepts, frameworks, and theoretical insights from the course content in a comprehensive business plan. The elevator pitch is convincing, and the student has effectively utilized feedback from peers to refine the business concept and deck. The assignment demonstrates a comprehensive understanding of the course content, along with an ability to synthesize this knowledge in a practical context.

Grade B:
The requirements of Grade C are met, along with some aspects of Grade A. For instance, the student might provide some theoretically grounded argumentation or integrate multiple sources of information in a meaningful way in the business plan, but not to the extent required for Grade A.

Grade A:
In addition to meeting all requirements of Grade C, the student demonstrates an ability to provide sound and insightful analysis of complex strategic challenges associated with the business concept. The business plan is theoretically grounded, combining multiple sources of information in a meaningful way. The elevator pitch is compelling, effectively capturing the essence of the business idea. The student shows an ability to use theoretical concepts and ideas autonomously, providing unique interpretations and reflections, approaching the subject from multiple points of view, and organizing the line of reasoning in a clear, reader-friendly manner. The assignment presents new insights and ideas related to the challenges associated with the business concept, innovation, and business setting. It offers valuable perspectives from both an academic and an industry standpoint.

Grading Criteria for PRO3 & PRO4 Assignments:

PRO3: Investigative Module Reports

Pass: The group has successfully met all the requirements of the assignment. All six module reports are complete and each one thoroughly investigates a specific research question related to the module theme. The group demonstrates a clear understanding of the module content, effectively applies theoretical concepts to the company's operations, and produces a cohesive and well-reasoned analysis. The group has properly integrated insights from course materials, the company interview, and other data sources. The reports align with the intended learning outcomes (ILO1, ILO2, ILO4, ILO6) and meet the 1500-word count requirement per report.

Fail: The group has not met all the requirements of the assignment. Some reports may be incomplete, lack depth in the investigation, or not clearly apply the theoretical concepts to the company's operations. The group may not demonstrate a clear understanding of the module themes, or the analysis may not be well-reasoned or cohesive. The reports do not fully align with the intended learning outcomes (ILO1, ILO2, ILO4, ILO6) or do not meet the 1500-word count requirement per report.

PRO4: Business Analysis Report and Class Discussion

Pass: The group has successfully met all the requirements of the assignment. The Business Analysis Report is complete and includes all the required sections: cover page, executive summary, table of contents, introduction, conclusions, recommendations, references, and appendices. The group has effectively synthesized findings from the investigative reports and provides actionable and well-reasoned recommendations for the company. The group's presentation in the class discussion is engaging and demonstrates a strong understanding of the business analysis. They are able to answer questions confidently and facilitate a productive discussion about their work. The report and class discussion align with the intended learning outcomes (ILO3, ILO5).

Fail: The group has not met all the requirements of the assignment. The Business Analysis Report is incomplete or lacks important sections. The group may not have effectively synthesized the findings from the investigative reports or provided actionable and well-reasoned recommendations. Their presentation in the class discussion may not be engaging, lack a clear understanding of the business analysis, or they may struggle to answer questions and facilitate a productive discussion. The report and class discussion do not fully align with the intended learning outcomes (ILO3, ILO5).

Modules

Module 1 of the Opportunity Development Course (Terrence): Introduction to technology-based business concepts

This module provides an overview of the course and its learning objectives. Students will learn about the key topics covered in the course and what they can expect to gain from it. The module covers the following sub-topics:

- **Overview of the course and its learning objectives**
  Students will learn about the purpose and goals of the course. This includes understanding the intended learning outcomes for students who complete the course. By the end of the course, students should be able to describe and analyze the challenges associated with developing technology-based business concepts, as well as choose and apply conceptual tools and models to create and evaluate these concepts.

- **Characteristics of technology-based business concepts**
  This sub-topic explores the key characteristics of technology-based business concepts. Students will learn about the unique aspects of these types of businesses, including the importance of innovation, intellectual property, and the rapid pace of technological change. Students will also learn about the role of technology in shaping modern business concepts.

- **Challenges in developing technology-based business** concepts
  Developing successful technology-based business concepts presents a number of challenges. This sub-topic explores some of the common challenges, such as identifying the right market, developing a strong value proposition, and managing resources effectively. Students will also learn about the importance of managing risk and dealing with uncertainty when developing technology-based business concepts.

- **Case studies of successful technology-based businesses**
  This sub-topic will showcase a number of case studies of successful technology-based businesses. Students will learn about the strategies and tactics that these companies used to overcome the challenges of developing technology-based business concepts. Through analysis of these case studies, students will gain insights into what makes these businesses successful and what strategies they can apply to their own projects.

Overall, Module 1 provides a foundational understanding of technology-based business concepts, setting the stage for the rest of the course. By the end of this module, students

should have a good grasp of what technology-based business concepts are, what challenges they present, and what strategies can be used to overcome these challenges.

Module 2 of the Opportunity Development Course (Terrence): Conceptual tools and models for creating and evaluating technology-based business concepts

This module introduces the conceptual tools and models that are commonly used in the development and evaluation of technology-based business concepts. Students will learn about the following sub-topics:

- **Introduction to conceptual tools and models**
  This sub-topic provides an overview of the various conceptual tools and models that are used in the development and evaluation of technology-based business concepts. Students will learn about the different types of models, such as business models, marketing models, and product development models, and how they can be applied in the context of technology-based businesses.

  Here are some of the top conceptual tools and models for creating and evaluating technology-based business concepts that are commonly used in the development and evaluation of such concepts (*these tools may or may not make the final cut*):

1. Avatar – semi-fictional person who has the same needs, pain points, and wants as the customer you want to serve.
2. SWOT analysis - A tool used to assess the strengths, weaknesses, opportunities, and threats of a technology-based business concept.
3. Validation – Concepts and tools used to increase your ideas chances of success.
4. Value Proposition Canvas - A tool used to identify customer needs and create value propositions for technology-based business concepts (in brief).
5. Lean Startup Methodology - An iterative approach used to develop and test technology-based business concepts with minimum resources.
6. Design Thinking - A human-centered approach used to ideate, prototype, and test technology-based products and services.
7. Disruptive Innovation Theory - A theory that describes how new technology-based business concepts can disrupt existing industries and create new markets.
8. Blue Ocean Strategy - A strategy used to create uncontested market space for technology-based business concepts by making competition irrelevant.

Overall, these conceptual tools and models provide a framework for developing and evaluating technology-based business concepts, and can be used in combination or individually to achieve the desired outcomes.

- **Case studies and practical exercises to apply these tools and models**
  To reinforce the concepts covered in this module, students will engage in case studies and practical exercises. These exercises will allow students to apply the tools and models covered in the module to real-world scenarios. Through these exercises, students will gain hands-on experience in using these tools and models to develop and evaluate technology-based business concepts.

Overall, Module 2 provides students with a toolkit of conceptual tools and models that can be used in the development and evaluation of technology-based business concepts. By the end of this module, students should have a good understanding of how to use these tools and models to create and evaluate business concepts.

Module 3 of the Opportunity Development Course (Anna-Maria): Marketing tools and models

This module introduces the conceptual tools and models that are commonly used in marketing. In this module, students will learn about the following topic:

- **Introduction to marketing tools and models**
  This sub-topic provides an overview of the marketing tools and models that are commonly used in the development and evaluation of technology-based business concepts. Students will learn about the different types of marketing models and how they can be applied in the context of technology-based businesses.

This marketing module centers around the following marketing tools and models:

1. PESTEL-analysis – A model that shows the business environment.
2. Competition analysis – A model to compare the own brand/product/service with competitors.
3. Customer Journey Map - A visual representation of the customer's experience with a product or service across multiple touchpoints.
4. Market Segmentation - Dividing a larger market into smaller subgroups based on similar characteristics or needs.
5. Targeting - Selecting specific market segments to focus marketing efforts on.
6. Buyer Decision Process - A model that describes the stages a customer goes through before making a purchase.
7. Psychographic Segmentation - Dividing a market based on personality traits, values, attitudes, interests, and lifestyles.
8. Demographic Segmentation - Dividing a market based on age, gender, income, education, and other demographic factors.
9. Behavioral Segmentation - Dividing a market based on consumer behavior, such as usage rate, brand loyalty, and purchasing habits.
10. Unique Selling Proposition/Point (USP) – a marketing statement that differentiates a product or brand from its competitors.
11. Marketing Mix - The set of controllable tactical marketing tools - product, price, place, and promotion - that a business blends to produce the response it wants in the target market.

Overall, these marketing tools and models provide a framework for analyzing and evaluating the business environment, the competitors, target customers and segment markets, as well as the own the own brand/product/service. They can be used in combination or individually to achieve the desired outcomes.

- **Case studies and practical exercises to apply these tools and models**

To reinforce the concepts covered in this module, students will engage in case studies and practical exercises. These exercises will allow students to apply the marketing tools and models covered in the module to real-world scenarios. Through these exercises, students will gain hands-on experience in using these tools and models to develop effective marketing strategies for technology-based business concepts.

Module 4 of the Opportunity Development Course (Adam): Tools and models for formulating and evaluating product concepts

This module focuses on the tools and models used to formulate and evaluate product concepts. Students will learn about the following sub-topics:

• **Introduction to product development tools and models**
This sub-topic provides an overview of the product development tools and models that are commonly used in the development and evaluation of technology-based business concepts. Students will learn about the different types of models.

Here are some of the top tools and models used to formulate and evaluate product and service concepts (*these tools may or may not make the final cut*):

1. Value Proposition Canvas - A tool used to identify customer needs and create value propositions for product or service concepts.
2. Product-Market Fit - A model that describes the alignment between a product or service and the needs and preferences of a specific market segment.
3. Kano Model - A model used to identify and prioritize customer requirements for a product or service.
4. Stage-Gate Model - A model used to manage the development of a product or service through different stages, from idea generation to launch.
5. Agile Development - An iterative approach used to develop and test a product or service with continuous feedback and improvement.
6. Business Model Canvas - A visual tool used to describe, design, challenge, and pivot a business model, which includes the product or service.
7. Three Horizons Model - A model that describes the different stages of innovation in a business, from incremental improvements to disruptive innovations.

Overall, these tools and models provide a framework for formulating and evaluating product and service concepts, and can be used in combination or individually to achieve the desired outcomes.

• **Case studies and practical exercises to apply these tools and models**
To reinforce the concepts covered in this module, students will engage in case studies and practical exercises. These exercises will allow students to apply the product development tools and models covered in the module to real-world scenarios. Through these exercises, students will gain hands-on experience in using these tools and models to formulate and evaluate product concepts for technology-based business concepts.

Overall, Module 4 provides students with a toolkit of product development tools and models that can be used to formulate and evaluate product concepts. By the end of this module,

students should have a good understanding of how to use these tools and models to create and evaluate product concepts for technology-based business concepts.

Module 5 of the Opportunity Development Course (Anna-Maria): Creative work processes in connection with the development of technology-based business concepts

This module focuses on the creative work processes that are used in the development of technology-based business concepts. Students will learn about the following sub-topics:

• **Introduction to creative work processes**
This sub-topic provides an overview of the creative work processes that are commonly used in the development of technology-based business concepts. Students will learn about the importance of creativity and innovation in the development of these concepts, and the different types of creative work processes that can be used.

• **Brainstorming and ideation techniques**
Brainstorming and ideation techniques are used to generate new ideas and concepts. This sub-topic will explore how brainstorming and ideation techniques can be applied in the context of technology-based business concepts. Students will learn about different types of brainstorming and ideation techniques here are some of the top tools and models used for creative work processes in connection with the development of technology-based business concepts:

1. Brainstorming - A group ideation technique used to generate a large number of ideas in a short period of time.
2. Mind Mapping - A visual tool used to organize and connect ideas.
3. SCAMPER - A tool used to generate new ideas by asking questions about an existing idea or product, such as "what can we substitute?" or "what can we combine?"
4. Reverse Brainstorming - A technique used to identify potential problems with an idea or product, and then generate solutions to those problems.
5. Design Thinking - A human-centered approach used to understand and solve problems, and to create new ideas and concepts.
6. TRIZ - A problem-solving methodology used to solve complex problems by identifying and solving contradictions.
7. Synectics - A problem-solving methodology that involves using analogies and metaphors to generate new ideas and concepts.

Overall, these tools and models provide a framework for creative work processes in connection with the development of technology-based business concepts, and can be used in combination or individually to achieve the desired outcomes.

• **Case studies and practical exercises to apply these methods**
To reinforce the concepts covered in this module, students will engage in case studies and practical exercises. These exercises will allow students to apply the creative work processes covered in the module to real-world scenarios. Through these exercises, students will gain

hands-on experience in using these processes to generate new ideas and concepts for technology-based business concepts.

Module 6 of the Opportunity Development Course: (Niklas): Technological changes and other changes in society and among users

This module focuses on the technological changes and other changes in society and among users that affect the development of technology-based business concepts. Students will learn about the following sub-topics:

- **Introduction to technological and societal changes**
  This sub-topic provides an overview of the technological and societal changes that are affecting the development of technology-based business concepts. Students will learn about the importance of staying up-to-date with these changes and how they can impact the success of a technology-based business concept.

- **Understanding emerging technologies and trends**
  Emerging technologies and trends have the potential to disrupt existing industries and create new opportunities for innovation. This sub-topic will explore how to identify and understand emerging technologies and trends that are relevant to the development of technology-based business concepts. Students will learn about different methods for tracking emerging technologies and trends, such as trend analysis and technology scouting.

- **User-centric design and innovation**
  User-centric design and innovation involves understanding the needs and preferences of users and designing products and services that meet those needs. This sub-topic will explore how user-centric design and innovation can be applied in the context of technology-based business concepts. Students will learn about different methods for gathering user feedback, such as surveys and user testing, and how to use that feedback to improve the design of technology-based products and services.

- **Case studies and practical exercises to apply these concepts**
  To reinforce the concepts covered in this module, students will engage in case studies and practical exercises. These exercises will allow students to apply the concepts covered in the module to real-world scenarios. Through these exercises, students will gain hands-on experience in identifying and understanding emerging technologies and trends, and in using user-centric design and innovation to develop technology-based business concepts.

Overall, Module 6 provides students with an understanding of the technological changes and other changes in society and among users that are relevant to the development of technology-based business concepts. By the end of this module, students should have a good understanding of how to identify and understand emerging technologies and trends, and how to use user-centric design and innovation to develop successful technology-based business concepts.

Course schedule

Note:

- Students are expected to attend lectures and seminars.
- When in need of extra guidance contact the specific teacher.

Week /Day	Date	Location	Time	Content	Activity
35 Mon	**26 Aug**	**Q31**	**10:00-12:00**	**Introduction to course Module 1**	**Lecture (TB)**
35 Wed	**28 Aug**	**Q36**	**10:00-12:00**	**Module 1**	**Seminar (TB)**
36 Mon	**02 Sep**	**Q36**	**10:00-12:00**	**Module 2**	**Lecture (TB)**
36 Wed	**04 Sep**	**Q34**	**10:00-12:00**	**Module 2**	**Seminar (TB)**
36 Wed	**04 Sep**			**Group Formation Due**	
37 Mon	**09 Sep**	**Q36**	**10:00-12:00**	**Module 3**	**Lecture (AMN)**
37 Wed	**11 Sep**	**Q34**	**10:00-12:00**	**Module 3**	**Seminar (AMN)**
38 Mon	**16 Sep**		**10:00-12:00**	**Module 4**	**Exercise (AU)**
38 Wed	**18 Sep**	**U21**	**10:00-12:00**	**Module 4**	**Lecture (AU)**
38 Mon	18 Sep		23:59	Deadline: Feedback Draft INL2	Deadline INL2
38 Wed	20 Sep		23:59	Deadline: Feedback Draft PRO3	Deadline PRO3
38 Mon	**23 Sep**	**M33**	**10:00-12:00**	**Module 5**	**Lecture (AMN)**
39 Wed	**25 Sep**	**Zoom**	**13:00-15:00**	**Module 5**	**Seminar (AMN)**
39 Mon	**30 Sep**	**U41**	**10:00-12:00**	**Module 6**	**Lecture (NA)**
40 Wed	**02 Oct**	**E3**	**10:00-12:00**	**Module 6**	**Lecture (NA)**
41 Mon	**07 Oct**		9:59	Deadline: Presentation slides PRO3 & PRO4	Deadline PRO3 & PRO4
41 Mon	**07 Oct**	**M33**	**10:00-12:00**	**Presentations PRO3 & PRO4**	**Seminar (TB)**
41 Wed	**9 Oct**	**U51**	**10:00-12:00**	**Presentations PRO3 & PRO4**	**Seminar (TB)**
43 Wed	23 Oct		23:59	Deadline: Final version INL2 and video	Deadline INL2
43 Fri	25 Oct		23:59	Deadline: Final version PRO3 & PRO4	Deadline PRO3 & PRO4