

Oplysninger fra CVR

CVR-nummer

19596915

Virksomhedens navn

Copenhagen Business School Handelshøjskolen

Virksomhedens adresse

Solbjerg Plads 3, 2000 Frederiksberg

0. Ansøgningens type

Der ansøges om

- ☐ Ansøgningsskema 1 bacheloruddannelse 180 ECTS-point
- ☐ Ansøgningsskema 2 kandidatuddannelse 120 ECTS-point
- ☐ Ansøgningsskema 3 kandidatuddannelse 75 ECTS-point
- ☐ Ansøgningsskema 4 erhvervskandidatuddannelse 75-120 ECTS-point
- ☐ Ansøgningsskema 5 erhvervskandidatuddannelse som kombinationsuddannelse (1+2) 120 ECTS-point
- ☒ Ansøgningsskema 6 erhvervskandidatuddannelse som kombinationsuddannelse 75-120 ECTS-point

Ansøgningsrunde

2026-2

1. Grundoplysninger for uddannelsen

Navn på institution

Copenhagen Business School Handelshøjskolen

Udbudsted

2000 Frederiksberg

Bynavn

Frederiksberg

Angiv evt. supplerende bynavn

Uddannelsestype

Erhvervskandidat som kombinationsuddannelse

Fagbetegnelse dansk

Iværksætter og organisatorisk innovation

Fagbetegnelse engelsk

Entrepreneurship and Organizational Innovation

Betegnelse dansk (titel)

[Cand.soc.](#) i iværksætter og organisatorisk innovation

Betegnelse engelsk (titel)

Master of Science (MSc) in Social Science in Entrepreneurship and Organizational Innovation

Hvilket hovedområde hører uddannelsen under?

Samfundsvidenskab

Vælg undervisningssprog

- ☐ Dansk
- ☒ Engelsk

Forslag til censorkorps. Angiv hvilket censorkorps, som institutionen ønsker at knytte til uddannelsen

Erhvervsøkonomi

Hvilke adgangskrav gælder til uddannelsen?

Ansøgere skal have en bachelorgrad inden uddannelsens begyndelse, dokumentere engelskkundskaber svarende til dansk A-niveau senest ved ansøgningsfristen samt have mindst 30 ECTS-point inden for ét eller flere relevante områder: (1) strategi, organisation og ledelse; (2) entreprenørskab og innovation; (3) informationsteknologi; (4) samfundsvidenskabelig og humanistisk metode; (5) medier, kommunikation og design; eller (6) studier af politik, kultur og samfund.

Adgangsområderne er udformet med henblik på at understøtte en tværfaglig studenterprofil for bacheloruddannede, der ønsker at arbejde med entreprenørskab, innovation og nye teknologier.

Opfyldelse af minimumskravene er ikke en garanti for optagelse. Hvis antallet af kvalificerede ansøgere overstiger antallet af studie-pladser, foretages udvælgelsen på baggrund af den faglige baggrunds relevans og kvalitet, bredden og styrken på tværs af fagområderne, den analytiske og metodiske forberedelse samt motiveret ansøgning.

Direkte adgangsgivende bacheloruddannelser

Fra CBS:

- HA i projektledelse
- HA (kom.) – erhvervsøkonomi og virksomhedskommunikation
- HA (psyk.) – erhvervsøkonomi og psykologi
- HA (fil.) - erhvervsøkonomi og filosofi
- BSc in Business, Language and cul-ture
- BSc in International Business and Politics
- HA i erhvervsøkonomi
- BSc in International Business
- HA (it.) - erhvervsøkonomi og infor-mationsteknologi
- HA (mat.) – erhvervsøkonomi og ma-tematik

For nærmere oplysninger om adgangskrav og optagelse henvises til bilag 5.

Beskriv uddannelsens formål og erhvervssigte

Denne kandidatuddannelse undersøger, hvordan entreprenørskab og organisatorisk innovation skaber værdi i et samfund præget af digital transformation og nye teknologier. De studerende lærer, hvordan opstartsvirksomheder og organisationer kan udvikle sig som reaktion på forandringer i markeder, brugerbehov samt teknologiske, etiske, samfundsmæssige og strategiske udfordringer.

Uddannelsen anvender en studio-baseret, problemorienteret tilgang, der kombinerer forskningsbaseret viden med praktisk erfaring. De studerende arbejder i tværfaglige teams med virkelighedsnære udfordringer i samarbejde med virksomheder, startups og eksterne partnere. Gennem eksperimentering, prototyping, feedback, kritik og refleksion udvikler og afprøver de løsninger og undersøger, hvordan digitale værktøjer og nye teknologier kan understøtte innovation og organisatorisk forandring.

Dimittenderne er kvalificeret til roller inden for entreprenørskab, ventureopbygning, innovation og forandringsledelse, forretningsudvikling, strategi, digital transformation og analyse af nye teknologier på tværs af den private og offentlige sektor samt non-profit-sektoren.

Kompetenceprofil

Viden

Ved uddannelsens afslutning skal dimittenden kunne:

1. Demonstrere avanceret viden om og kritisk diskutere forskningsbaserede teorier og aktuelle debatter inden for entreprenørskab, intraprenørskab, organisatorisk innovation og nye teknologier samt relatere disse til forskellige faser i en organisations eller en opstartsvirksomheds livscyklus, opnåelse af konkurrencefordele og skabelse af positiv samfundsmæssig forandring.
2. Redegøre for og reflektere kritisk over, hvordan organisatoriske, samfundsmæssige og reguleringsmæssige/offentlige rammevilkår former entreprenørielle og innovative processer samt deres kommercielle og samfundsmæssige implikationer i organisationer og innovationsøkosystemer.
3. Forklare og evaluere, hvordan viden skabes i en studio-baseret lærings-proces gennem iterativ udvikling, kritik og refleksion, herunder hvilken rolle mixed methods fra samfundsvidenskaberne og humaniora spiller i understøttelsen af læring om strategisk innovation samt udvikling og ledelse af nye teknologier.

Færdigheder

1. Indramme og undersøge komplekse innovationsproblemer ved hjælp af menneskecentrerede og organisatoriske undersøgelsesmetoder samt syntetisere indsigter til en eksplícit problem- eller mulighedstese med strategiske kriterier for handling.
2. Designe, gennemføre og dokumentere iterative eksperimenter (fx prototyper, tests, piloter og afprøvninger med interessenter) samt indsamle, analysere og fortolke kvalitative og kvantitative data for at argumentere og træffe beslutninger under usikkerhed og i relation til nye teknologier.
3. Udvikle og kommunikere, individuelt eller som del af et team, et sammenhængende opstartsvirksom-hed eller en intraprenøriel indsats, herunder værdiforslag, forretningsmodel/implementeringslogik, ressource-strategi samt vurdering af konkurrencefordele og positiv samfundsmæssig forandring, og præsentere dette over-bevisende i akademiske og praksisorienterede formater (skriftligt, mundtligt og visuelt).

Kompetencer

1. Lede og håndtere teknologistøttede og datadrevne innovationsprocesser ved at strukturere iterative testcyklus-ser, håndtere risiko og tvetydighed samt drive processen fra indsiget til valideret koncept og plan for de næste skridt.
2. Samarbejde og skabe opbakning blandt forskellige interessenter ved at facilitere heterogene grupper, navigere i spændinger internt i teams og mellem kommercielle og samfundsmæssige mål, udnytte nye teknologier samt mobilisere organisatorisk, økosystemisk og samfundsmæssig støtte til innovation og entreprenørskab.
3. Udøve ansvarligt og refleksivt skøn i professionel praksis ved at identificere og håndtere etiske dilemmaer samt samfundsmæssige og miljømæssige implikationer.

4. Dokumentere læring, beslutninger og afvejninger i en professionel portfolio eller et entreprenørielt pitch til res-sourcegivere samt udvikle handlings-anvisende løsninger og strategiske initiativer for interessenter og ressourcegivere.

Igennem et deltidsforløb giver uddannelsen desuden de studerende mulighed for at kombinere avancerede akademiske studier med relevant erhvervsbeskæftigelse eller entreprenøriel aktivitet i den afsluttende del af studiet. Dette styrker forbindelsen mellem forskningsbaseret viden og praktisk anvendelse og understøtter samtidig, at dimittenderne kan opbygge erhvervs erfaring, udvikle entreprenørielle initiativer og styrke deres integration på arbejdsmarkedet parallelt med færdiggørelsen af deres uddannelse.

Angiv hvilken struktur og konstituerende faglige elementer uddannelsen består af.

Uddannelsen er fagligt tilsvarende med den tilsvarende 75 ECTS-point fuldtidskandidatuddannelse i Entrepreneurship and Organizational Innovation. De studerende gennemfører de første 60 ECTS-point på fuld tid, hvorefter de går ind i deltidsfasen og gennemfører de sidste 15 ECTS-point samtidig med, at de opfylder beskæftigelseskravet.

Beskæftigelseskravet kan opfyldes gennem relevant erhvervsbeskæftigelse svarende til 25 timer om ugen (beregnet som et årligt gennemsnit) eller gennem dokumenteret entreprenøriel aktivitet, der indebærer etablering og drift af en virksomhed. Det afsluttende projekt gennemføres i denne deltidsfase og forventes at tage afsæt i den studerendes erhvervsmæssige eller entreprenørielle kontekst.

Det obligatoriske studieforløb følger livscyklussen for en opstartsvirksomhed eller et innovationsprojekt. På CBS er et studieår inddelt i en semester eller quarter-struktur. Denne uddannelse organiseres i en quarter-struktur.

I quarter 1 etableres et fundament inden for entreprenørskab, strategi, teknologi og samfund.

Quarter 2 fokuserer på eksperimentering med produkter og forretningsmodeller, forskningsmetoder og evidensbaseret læring.

Quarter 3 beskæftiger sig med implementering, interessentinddragelse, økosystemer, etik og positiv samfundsmæssig forandring.

I quarter 4 kan de studerende vælge ét af tre valgfagsforløb (Venture Builder, Change Manager eller Impact Leader) eller vælge en selvvalgt kombination af tilgængelige valgfag på CBS.

De tre spor understøtter forskellige professionelle profiler og kan blandt andet omfatte praktikophold, internationale aktiviteter samt samarbejde med Copenhagen School of Entrepreneurship, DTU, virksomheder og andre partnere.

Uddannelsen afsluttes med et afsluttende projekt på 15 ECTS-point, der integrerer teori, metoder og praktisk erfaring. De studerende undersøger en udfordring relateret til entreprenørskab, organisatorisk innovation eller teknologi og udarbejder både en akademisk rapport og et praksisorienteret output, såsom en prototype, forretningsmodel, implementeringsroadmap, teknologivurdering, innovationsplan eller impact-rammeverk.

Kursusbeskrivelser, aktiviteter, uddannelsesstruktur og detaljer om valgfagssporene fremgår af bilag 1.

Angiv antal ECTS-point for hele uddannelsen

75

Angiv normeret studietid i mdr.

Anden normeret studietid

Angiv (anden) normeret studietid i mdr.

17

Her angives beskæftigelseskravet i timer pr. uge (årsnorm)

25

Angiv antal ECTS-point på heltidsforløb (med SU)

60

Heltidskandidatuddannelse som erhvervskandidatuddannelsen giver ret til indskrivning på

MSc in Social Science in Entrepreneurship and Organizational Innovation (75 ECTS). Da CBS også søger om den tilknyttede heltidskandidatuddannelse i denne ansøgningsrunde, findes der ikke på nuværende tidspunkt en UDD-kode for denne uddannelse.

Angiv den firecifrede UDD-kode fra Danmarks Statistik, som er tilknyttet den heltidskandidatuddannelse som erhvervskandidatuddannelsen giver ret til indskrivning på

0000

2. Øvrige krav til ansøgningen

Kort beskrivelse af hvordan aftagere og øvrige relevante interessenter er inddraget i processen omkring udvikling af uddannelsen.

Se bilag 2 for fælles CBS proces for aftagerinddragelse i forbindelse med udvikling af nye uddannelser.

Udviklingsteamet har inddraget eksterne interessenter gennem alumniundersøgelser, målrettet dialog og workshops med arbejdsgivere og praksispartnere. Feedbacken omhandlede kompetencebehov, uddannelsens faglige profil, læringsudbytter, praksisbaserede elementer samt sammenhængen mellem det faglige indhold og dets anvendelse i praksis.

Interessenterne identificerede en efterspørgsel efter dimittender, der kan arbejde på tværs af organisatoriske og teknologiske grænser, håndtere komplekse innovations- og entreprenørskabsprocesser samt omsætte viden til praksis. De fremhævede behov inden for organisatorisk transformation, nye teknologier, virksomhedsudvikling og innovation på tværs af sektorer. Feedbacken understregede desuden, at uddannelsen bør række ud over entreprenørskab i de tidlige faser og også omfatte opskalering af opstartsvirksomheder og entreprenørskab, hvilket er afspejlet i uddannelsens design.

I 2023 lå Master of Science (MSc) in Social Sciences in Organizational Innovation and Entrepreneurship (OIE) på en 13. plads ud af 63 uddannelser målt på løn og var den højest placerede blandt [cand.soc.](#)-uddannelserne. Samlet set understøtter evidensen uddannelsens relevans og behovet på arbejdsmarkedet.

3. Baggrundsoplysninger til brug for sagsbehandling

Henvielse til evt. tidligere godkendt heltidsuddannelse og dennes takstindplacering

Den ansøgte uddannelse er en omlægning af den eksisterende 120 ECTS kandidatuddannelse: Master of Science (MSc) in Social Science in Organizational Innovation and Entrepreneurship.

Forslag til takstindplacering

Heltidstakst 2

Begrundelse for takstindplacering

Uddannelsen foreslås placeret inden for det samfundsvidenskabelige område og under takst 2, fordi dens væsentlige IT- og software-elementer, digitale værktøjer samt den laboratorie- og workshopbaserede undervisning medfører højere omkostninger end på en traditionel samfundsvidenskabelig uddannelse.

Selvom uddannelsen er forankret i samfundsvidenskabernes og humaniora, er den reelt tværfaglig. Teknologiforståelse, softwarebase-ret arbejde og eksperimentering med nye teknologier er integrerede dele af uddannelsens faglige profil, undervisningsaktiviteter og læringsudbytter og ikke blot supplerende elementer.

De studerende arbejder praktisk med avancerede digitale værktøjer, softwaremiljøer, AI og andre nye teknologier i projektbaserede sammenhænge. Aktiviteterne kan blandt andet omfatte anvendelse af agentisk AI til at udvikle og afprøve ventureidéer samt 3D-print til prototyping. Uddannelsen kræver specialiseret digital og fysisk infrastruktur, adgang til software, teknisk support samt undervisere med ekspertise, der spænder over samfundsvidenskab, humaniora, innovation, strategi og teknologi.

Disse centrale tekniske og metodiske elementer gør uddannelsen mere ressourcekrævende end en konventionel samfundsvidenskabelig uddannelse.

Beskriv ligheder og forskelle til beslægtede uddannelser, herunder beskæftigelse og eventuel dimensionering

CBS har koordineret de planlagte uddannelsesudbud med de øvrige universiteter både gennem Danske Universiteters Rektorkollegiums Udvalg for Uddannelsespolitik (RUP) og gennem direkte dialog på prodekan-/dekanniveau. Uddannelsesudbuddene blev drøftet i RUP den 3. marts til første koordinering af nye uddannelsesudbud og 9. juni 2026 til anden koordinering af nye uddannelsesudbud som led i den fælles koordinering af universiteternes uddannelsesudbud i forbindelse med universitetsreformen. Herudover har CBS deltaget i tværgående koordinering med AAU, AU, KU og SDU samt i bilateral dialog med AAU om konkrete uddannelser og mulige overlap.

Koordineringen i RUP og på dekan/associate dean niveau har ikke identificeret overlap af en karakter, der har givet anledning til ændringer i de planlagte uddannelser. Der er løbende fulgt op på eventuelle snitflader mellem konkrete uddannelsesudbud.

Beslægtede uddannelser

MSc i Entrepreneurship and Organizational Innovation (ENT) adskiller sig gennem sit fokus på ansvarligt entreprenørskab, organisatorisk innovation og nye teknologier. I modsætning til beslægtede CBS-uddannelser, som har fokus på innovationsledelse, informationssystemer, digital forretning, datavidenskab eller AI i bredere ledelsesmæssige sammenhænge, har ENT entreprenørielle processer, implementering, kommerialisering og positiv samfundsmæssig forandring som sit kernefokus.

ENT adskiller sig desuden gennem sit teknologineutrale perspektiv og sin studio-baserede pædagogik. De studerende lærer gennem eksperimentering, projektarbejde, cases og refleksion, samtidig med at de undersøger de etiske og samfundsmæssige konsekvenser af nye teknologier. Tilsvarende uddannelser på andre universiteter har typisk fokus enten på teknologiledelse eller entreprenørskab og tilbyder i mindre grad en integration af ansvarlig innovation, praktisk eksperimentering og samfundsmæssig analyse.

I 2023 lå OIE på en 13. plads ud af 63 uddannelser målt på løn og var den højest placerede blandt [cand.soc.](#)-uddannelserne.

Detaljerede sammenligninger fremgår af bilag 3.

Vælg forventet opstartsår

2028

Angiv forventet optag på uddannelsen det første år

35

Angiv forventet optag på uddannelsen det andet år

35

Angiv det forventede optag på uddannelsen det tredje år

35

Øvrige bemærkninger til ansøgningen?

Denne uddannelse søges også som en 75 ECTS fuldtidskandidatuddannelse i denne ansøgningsrunde.

Uddannelsen er en omlægning af den eksisterende 120 ECTS kandidatuddannelse Master of Science (MSc) in Social Science in Organizational Innovation and Entrepreneurship.

☒ ★Det bekræftes hermed at ansøgningen er godkendt af rektor

Navn på kontaktperson

Regitze Ladefoged

Kontaktpersons e-mail

rl.edq@cbs.dk

Kontaktpersonens telefonnummer

38153319

Vedhæft samlet PDF-fil

Bilag til ansøgning om Entrepreneurship and Organizational Innovation, 60+15.pdf

849.6 KB

Bilag til ansøgning om MSc in Social Science in Entrepreneurship and Organizational Innovation

Bilag 1. Program Description and Competency Profile in English

Academic Profile

This full-time Master's program explores how entrepreneurship and organizational innovation can create value in a society increasingly shaped by digital transformation and new technologies. It equips students with the ability to understand how organizations and ventures can develop, adapt, and innovate in response to changing markets, user needs, and technological developments, while also navigating ethical, societal, and strategic challenges. The program combines entrepreneurship, innovation, and organizational understanding to prepare students to work with venture creation, business development, and organizational innovation across start-ups, established companies, public organizations, and non-profit contexts.

The program adopts a studio-based and problem-oriented pedagogical approach. It combines research-based knowledge with practical experience gained through collaborative project work, experimentation, and iterative development. Students learn by working in interdisciplinary teams on authentic real-world challenges in close collaboration with mature companies, start-ups, and external partners. Through hands-on learning, iterative cycles of feedback, critique, and reflection, students develop ideas, test solutions, and explore how digital tools and emerging technologies can support innovation, entrepreneurship, and organizational change. The program combines analytical and strategic perspectives with practical methods such as experimentation, prototyping, and human-centered inquiry in an engaging studio learning environment that fosters collaboration, creativity, and learning through practice.

Graduates are prepared for roles such as Change or Innovation Manager, Entrepreneur or Venture Builder, Impact Leader, Business Development Manager, Strategy or Transformation Consultant, Digital Transformation Consultant, and Emerging Technology Analyst. In these roles, they contribute to venture development, organizational innovation, strategic change, and responsible business transformation across private, public, and non-profit sectors. The program also provides a strong foundation for graduates who wish to shape how organizations respond to technological and societal change through entrepreneurship and innovation.

In this program, organizational innovation refers to the design, adoption, and implementation of new ways of organizing work, knowledge, decision-making, collaboration, governance, and external relationships. It includes changes to routines, roles, structures, processes, capabilities, partnerships, and management practices that enable organizations to create value in changing technological and societal environments. Organizational innovation may take place in start-ups, established firms, public organizations, civil society organizations, or cross-sector ecosystems. It is therefore treated not only as a context for entrepreneurship, but as a central object of analysis.

Competency Profile

Knowledge

1. Demonstrate advanced knowledge of, and critically discuss, research-based theories and up-to-date debates in entrepreneurship, intrapreneurship, organizational innovation, and emerging technologies, and relate these to different phases of an organization/venture life cycle, the attainment of competitive advantage, and the achievement of social impact.
2. Account for and critically reflect on how organizational, societal, and regulatory/governmental conditions shape entrepreneurial and innovation processes, and their commercial and social implications, in organizations and innovation ecosystems.
3. Explain and evaluate how knowledge is generated in a studio-based learning process through iterative making, critique, and reflection, including the role of mixed methods from the social sciences and humanities in promoting learning around strategic innovation, development, and management of emerging technologies.

Skills

1. Frame and investigate complex innovation problems using human-centered and organizational inquiry methods, and synthesize insights into an explicit opportunity/problem thesis with strategic criteria for action.
2. Design, conduct, and document iterative experiments (e.g., prototypes, tests, pilots, stakeholder trials), and collect, analyze, and interpret qualitative and quantitative evidence to argue and make decisions under uncertainty and in relation to emerging technologies.
3. Develop and communicate, individually or as part of a team, a coherent new venture or intrapreneurial initiative, including value proposition, business model/implementation logic, resource strategy, the assessment of competitive advantage and social impact, and present it convincingly in academic and practice formats (written, oral and visual).

Competences

1. Lead and manage technology-supported and data-driven innovation processes by structuring iterative test cycles, managing risk and ambiguity, and driving progress from insight to validated concept and next-step plan.
2. Collaborate and build commitment across diverse stakeholders by facilitating heterogeneous groups, navigating tensions within teams and between commercial and social goals, leveraging emerging technologies, and mobilizing organizational, ecosystem and societal support for innovation and entrepreneurship.
3. Exercise responsible and reflective judgment in professional practice by identifying and addressing ethical dilemmas and societal and environmental implications.
4. Document learning, decisions, and trade-offs in a professional portfolio or entrepreneurial pitch to resource providers and develop actionable solutions and strategic initiatives for stakeholders and resource providers.

Proposed Program Structure

Full-time 60 ECTS				Part-time 15 ECTS
Semester 1 (30 ECTS)		Semester 2 (30 ECTS)		
Quarter 1: Foundations & Framing	Quarter 2: Experimentation & Venture Design	Quarter 3: Stakeholder Mobilization	Quarter 4: Professionalization & Application	Final Project
Entrepreneurship in Tech Societies (5 ECTS)	Design and Methods for Innovation (5 ECTS)	Pilot Validation and Implementation (5 ECTS)	Specialization in tracks 1. Venture Builder / 2. Change Manager / 3. Impact Leader / 4. Electives (from CBS pool)	Final Project (15 ECTS)
Ideation and Opportunity Framing (5 ECTS)	Rapid Prototyping and Experimentation (5 ECTS)	Ecosystems and Resource Partnerships (5 ECTS)		
Strategy and Organizational Innovation (5 ECTS)	Business and Operating Models in the Age of AI (5 ECTS)	Entrepreneurship and Societal Impact (5 ECTS)		
September to end-June				July to end-January

Progression Logic:

The mandatory courses follow the logic of a venture and organizational innovation lifecycle. The 60 ECTS of the first four quarters is the full-time part of the programme.

Quarter 1 builds the foundations by giving students theoretical and methodological tools to understand entrepreneurship and organizational innovation as interconnected responses to technological, strategic, and societal change. Students learn to identify not only market and venture opportunities, but also organizational problems related to routines, coordination, capabilities, decision-making, knowledge flows, and stakeholder relations.

Quarter 2 focuses on disciplined, theory-supported experimentation. Students learn to develop, test, and refine products, services, business models, and organizational innovation concepts. This includes prototyping solutions for users and markets as well as new ways of organizing work, coordinating stakeholders, and enabling adoption within organizations.

Quarter 3 is dedicated to implementation, ecosystems, and societal impact. Students examine how ventures and innovation projects become embedded in organizations, partnerships, institutions, and communities. They learn how innovation initiatives are validated, adapted, governed, and scaled, and how organizational innovation can support responsible value creation.

In Quarter 4, students choose a self-selected package of electives or one elective track that prepares them for a distinct professional profile: venture builders, organizational innovation and change managers, or impact and ecosystem leaders. Opportunities for internationalization and internships, including in collaboration with the Copenhagen School of Entrepreneurship and DTU, are incorporated into these tracks.

The final 15 ECTS credits are completed as a part-time master's programme, where students can combine their final project with relevant employment or entrepreneurial activities. This structure strengthens integration with the labour market, gives students additional time to reflect on and apply knowledge in practice, and creates better conditions for completing an empirically grounded and professionally relevant final project. The model is particularly attractive to entrepreneurial students who establish and develop their own start-ups while completing the programme.

Quarter 1: Foundations & Framing

Entrepreneurship in Tech Societies (5 ECTS)

This course introduces students to entrepreneurship as a social, economic, and technological phenomenon. Students learn how entrepreneurial opportunities emerge in contexts shaped by new technologies, changing institutions, and societal challenges. The course provides students with foundational theories and interdisciplinary concepts for understanding entrepreneurial action, uncertainty, and value creation, while strengthening their ability to critically assess the role of emerging technologies. Students begin to develop an evidence-informed understanding of how

entrepreneurial problems and opportunities can be identified and situated in broader technological and societal contexts. During the course, students develop an opportunity, trend, or technology analysis: What is changing? Who is affected? What entrepreneurial or organizational problems are emerging?

Ideation and Opportunity Framing (5 ECTS)

This studio-based course equips students with theories, methods, and practical tools for identifying, framing, and evaluating innovation opportunities. Students learn how to investigate user needs, stakeholder problems, and organizational challenges through human-centered approaches. In emerging ventures and established organizations, this includes coordination failures, knowledge silos, incentive problems, process bottlenecks, adoption barriers, and governance gaps. The course emphasizes how opportunities are not simply discovered, but actively framed through research, interpretation, and dialogue with relevant actors. Through hands-on exercises and design sprints, students develop the ability to translate complex problems into meaningful innovation directions.

Strategy and Organizational Innovation (5 ECTS)

This course explores the relationship between strategy, innovation, and organizational renewal. Students learn how firms develop and sustain competitive advantages in changing environments, and how intrapreneurship and innovation can be used strategically to respond to technological and societal shifts. The course introduces key frameworks from strategy and innovation theory for analyzing organizational innovation, while addressing how strategic choices shape business development and long-term direction.

Quarter 2: Experimentation and Venture Development

Design and Methods for Innovation (5 ECTS)

This course prepares students to design and conduct systematic inquiry in relation to entrepreneurship and organizational innovation. Students learn how to formulate researchable problems, select appropriate methods, and critically assess and communicate the quality, availability, and relevance of different forms of evidence. The course introduces qualitative and quantitative methods, with attention to how empirical inquiry can support the development, assessment, and communication of innovation

opportunities. Students turn knowledge from the previous course “Entrepreneurship in Tech Societies” into an articulated research problem and evidence plan: What would need to be known? What data could realistically be collected? Which methods fit the research question?

Rapid Prototyping and Experimentation (5 ECTS)

This studio course provides students with the opportunity to develop, test, and refine innovation concepts through rapid prototyping and experimentation, supported by technology. Students learn how to translate ideas into tangible product or service prototypes, applying the introduced methodological frameworks. They formulate assumptions, design experiments, and use feedback to improve solutions. The course emphasizes iterative learning in close dialogue with users, stakeholders, and practice partners in established organizations and emerging ventures. Students develop practical skills for testing desirability, feasibility, and viability in uncertain innovation contexts. The course concludes with a trade show, communicating ideas and prototypes to relevant stakeholders.

Business and Operating Models in the Age of AI (5 ECTS)

This course examines how business and operating models are developed in environments increasingly shaped by artificial intelligence and digital technologies. Students learn how entrepreneurs create and capture value through different business model configurations, and how AI and other emerging technologies may enable new forms of scaling, personalization, automation, decision-making, and communication. The course equips students to assess the resource base for project and venture ideas, design business models, and critically evaluate their strategic, organizational, and societal implications.

Quarter 3: Ecosystems, Implementation, and Impact

Pilot Validation and Implementation (5 ECTS)

This course strengthens students’ ability to work with data and evidence when developing and implementing innovation initiatives. Students learn how to formulate and validate key assumptions, design and conduct small-scale experiments, collect and analyze data, and use evidence to inform decision-making throughout the innovation process. The course emphasizes the transition from opportunity development to implementation, focusing on how entrepreneurial and innovation initiatives can be refined, adapted, and scaled based on empirical insights.

Ecosystems and Resource Partnerships (5 ECTS)

This course explores how innovation and entrepreneurship unfold within broader ecosystems of actors, institutions, technologies, and resources. Students learn how entrepreneurs and intrapreneurs mobilize financial, social, technological, and organizational resources to scale projects and ventures. The course introduces perspectives on networks, partnerships, platforms, and entrepreneurial ecosystems, and equips students to analyze how collaboration and interdependence shape innovation opportunities and constraints.

Entrepreneurship and Societal Impact (5 ECTS)

This course explores how students can identify and respond to ethical challenges in organizational innovation. It examines how leaders and ventures shape value for different stakeholders, and how responsible decision-making can support long-term societal impact. The course introduces students to key perspectives on business ethics, ethical judgment in cross-cultural and collaborative contexts, alternative views on responsibility and stakeholder relations, and the challenges of leading responsibly in changing social and technological environments. Through theory, cases, and practice-oriented work, students develop the capacity to navigate ethical dilemmas and exercise responsible leadership with critical awareness and integrity.

Elective Tracks (15 ECTS)

Students chose a self-selected package of electives or one of the three offered elective track. Track 1 and 2 work with an internship (10 ECTS), Track 3 with an elective that will be conducted in collaboration with a university abroad (10 ECTS) in a hybrid or online format. This reduces the overall number of electives to be offered. All three tracks include one shared elective. If there were under-subscribed electives, especially in the first years of the program, students will be able to replace the course with a term paper.

Track 1: Venture Builder	Track 2: Change Manager	Track 3: Impact Leader	Track 4: Specialization
For students aiming to build, launch, or develop new ventures.	For students aiming to analyze and apply emerging technologies in organizational contexts.	For students aiming to lead responsible innovation and societal impact projects.	Elective 5 ECTS (from CBS pool)
Startup Internship: Venture Development in Practice (10 ECTS)	Transformation Consulting Lab (10 ECTS) – hybrid in collaboration with a business partner or DTU	Leading and Communicating Impact (10 ECTS) – hybrid in collaboration with a university abroad	Elective 5 ECTS (from CBS pool)
<i>[in all tracks]</i> *From Campus to Practice: Collaborating for Change (5 ECTS)			

*The course “From Campus to Practice: Collaborating for Change” (5 ECTS) is offered across all tracks and provides students with the experience of collaborating with external partners to address real-world innovation challenges. While sharing a common foundation, the course supports each track in distinct ways. For students in the Venture Builder track, it develops insight into entrepreneurial ecosystems, stakeholder engagement, resource mobilization, and venture development. For students in the Change Manager track, it strengthens their ability to facilitate organizational change, navigate stakeholder interests, and support the adoption and implementation of emerging technologies. For students in the Impact Leader track, it explores how innovation initiatives can be embedded in partnerships and institutional settings that support responsible, sustainable, and societally relevant outcomes.

Track 1: Venture Builder

The Venture Builder track is designed for students who want to develop, launch, or scale a startup or entrepreneurial project. The track combines

practice-based venture development with academic reflection and equips students to work systematically with uncertainty, experimentation, business development, and entrepreneurial learning. Students engage directly with the startup ecosystem through an internship in their own startup, supported by mentors from the Copenhagen School of Entrepreneurship, while developing the analytical and practical skills needed to turn entrepreneurial ideas into viable organizations, products, or services.

Startup Internship: Venture Development in Practice (10 ECTS)

This internship gives students the opportunity to gain hands-on experience by working on their own startup or entrepreneurial idea. The internship is offered in collaboration with the Copenhagen School of Entrepreneurship (CSE) and relevant incubator environments, including the accelerator (X-Tech) offering of the Technical University of Denmark. During the internship, students work on a concrete entrepreneurial business challenge and combine personal and business development with academic analysis. CSE functions as the workplace, while CBS holds the academic and examination responsibility.

***From Campus to Practice: Collaborating for Change (5 ECTS)**

This course gives students direct exposure to how entrepreneurship, organizational innovation, and technology projects are developed, supported, and brought into use in practice. For students in the Venture Builder track, it develops insight into entrepreneurial ecosystems, stakeholder engagement, resource mobilization, and venture development. Through applied challenges and reflective assignments, students develop the ability to connect academic knowledge with concrete innovation practice.

Track 2: Change Manager

The Change Manager track is designed for students who want to assess, translate, and support the implementation of emerging technologies and innovation in organizational contexts. The track prepares students to work at the intersection of technology, strategy, risk, and organizational change. Students learn to evaluate the opportunities and limitations of new technologies, analyze their implications for business models and organizational processes, and communicate insights to decision-makers and stakeholders. The track may include collaborative projects with the Technical University of Denmark, allowing students to work across business and technical domains.

Transformation Consulting Lab (10 ECTS)

This course gives students the opportunity to work with technology-related transformation challenges in close dialogue with external partners. Students learn how to diagnose organizational problems, assess the relevance of emerging technologies, and develop recommendations for technology-enabled change. The course emphasizes the role of the change manager as a bridge between technical possibilities, strategic priorities, and organizational realities. Through project-based work, students develop the ability to translate complex technology issues into actionable insights, implementation proposals, and transformation roadmaps. These projects can include collaboration with the Technical University of Denmark and the Copenhagen School of Entrepreneurship.

***From Campus to Practice: Collaborating for Change (5 ECTS)**

This course gives students direct exposure to how entrepreneurship, organizational innovation, and technology projects are developed, supported, and brought into use in practice. For students in the Change Manager track, it strengthens their ability to facilitate organizational change, navigate stakeholder interests, and support the adoption and implementation of emerging technologies. Through applied challenges and reflective assignments, students develop the ability to connect academic knowledge with concrete innovation practice.

Track 3: Impact Leader (15 ECTS)

The Impact Leader track is designed for students who want to develop, manage, and evaluate innovation projects with a strong societal, ethical, and organizational purpose. The track prepares students to work with innovation in settings where value creation depends on stakeholder engagement, accountability, and the ability to address complex societal challenges. Students learn how to design responsible innovation processes, assess intended and unintended consequences, and translate impact ambitions into concrete organizational and entrepreneurial practices.

Leading and Communicating Impact (10 ECTS)

This course examines how impact-oriented projects are led, governed, and embedded in organizations and ecosystems. Students learn how to translate societal, ethical, or environmental ambitions into concrete strategic priorities, operating models, and decision-making processes. The course

focuses on the leadership challenges involved in sustaining impact over time, including how to build internal support, navigate organizational resistance, align incentives, and balance mission-driven goals with financial and operational constraints. Through cases and applied exercises, students develop the ability to lead innovation initiatives that are not only responsible in intent, but also actionable and durable in practice. The course will be offered in a hybrid format and in collaboration with a university abroad.

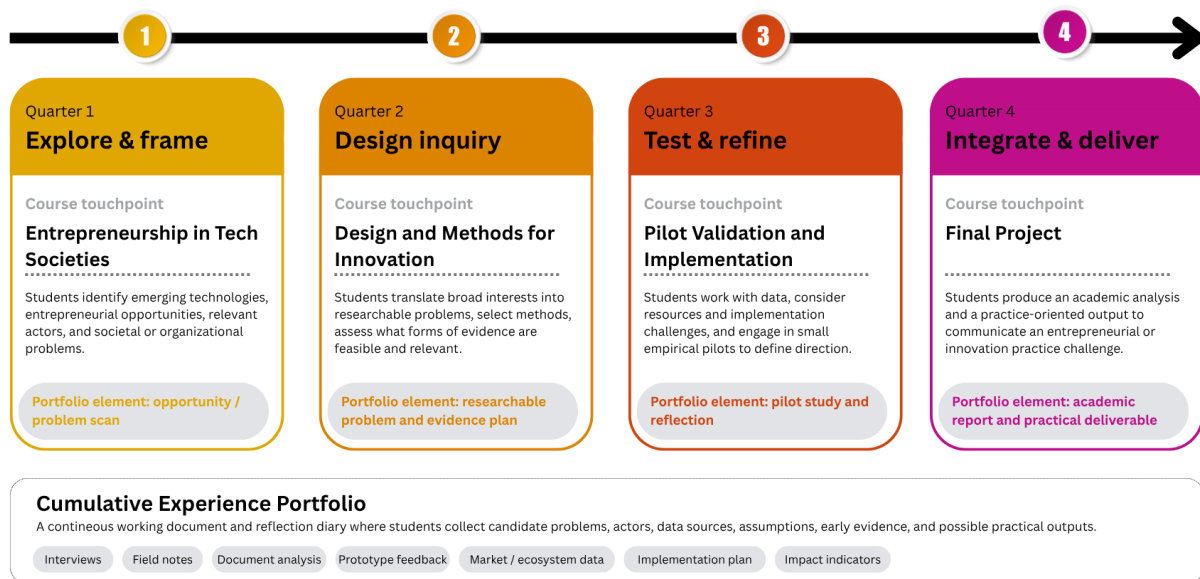
***From Campus to Practice: Collaborating for Change (5 ECTS)**

This course gives students direct exposure to how entrepreneurship, organizational innovation, and technology projects are developed, supported, and brought into use in practice. For students in the Impact Leader track, it explores how innovation initiatives can be embedded in partnerships and institutional settings that support responsible, sustainable, and societally relevant outcomes. Through applied challenges and reflective assignments, students develop the ability to connect academic knowledge with concrete innovation practice.

Final Project (15 ECTS)

In the Final Project students will integrate the knowledge, skills, and competences developed throughout the program and apply them to a concrete entrepreneurship, organizational innovation, or technology-related challenge. Students define and delimit a relevant problem, develop an appropriate research design, collect and analyze empirical material, and use theory and method to produce a well-grounded academic analysis and a practical component.

The Final Project is designed to draw holistically on the full program. Students gain exposure to the research process from the start of their studies. In Q1, students are introduced to entrepreneurship, organizational innovation, and emerging technologies as fields of inquiry and practice, exploring market and societal trends and framing problems. In Q2, students learn how to translate such interests into researchable problems, select appropriate methods, and assess the quality and relevance of different forms of evidence. In Q3, students tackle implementation challenges, allowing them to test possible empirical approaches, refine problem formulations, and explore how innovation ideas can be assessed and developed in practice.



In each quarter, students have a touchpoint on this progression journey, through which they gradually move from broad opportunity identification to a feasible and empirically grounded project design. Key milestones include an initial opportunity or problem scan, a researchable problem formulation and evidence plan, and a small empirical pilot. Each student collects results in an individualized experience portfolio with structured reflections. By the time students begin the Final Project, they will be able to articulate the steps of this progression and have the portfolio at their disposal.

The final project deliverable consists of an academic report, using theory and methods for entrepreneurship and organizational innovation challenges as well as a practice-oriented component that translates the analysis into a concrete output for innovation practice. Depending on the nature of the project, this may take the form of a prototype, a venture or business model development document, an implementation roadmap, a technology assessment, an innovation project management plan, or an impact evaluation framework. Through this combination of academic analysis and impact, students demonstrate their ability to assess, develop, and communicate solutions to complex innovation challenges in organizational, entrepreneurial, or societal contexts.

Bilag 2. Fælles CBS proces for aftagerinddragelse

Tidspunkt	Interessent	Input
28. januar 2025	CBS Business Panel	Drøftelse af modeller for erhvervskandidatuddannelser og 75 ECTS kandidatuddannelser
28. februar-28 april 2025	Advisory Board	Drøftelse af forslag til nye uddannelser i studienævnets aftagerpanel.
28. maj 2025	CBS Business Panel	Drøftelse af forslag til nye uddannelser med fokus på kompetenceprofiler og erhvervssigte
April-september 2025	Direktionens branchedialoger om uddannelser fra 2027	6. februar: Møde med Deloitte. 10. februar: Møde med Finans Danmark 1. april: Dialogmøde med Finans Danmark, Danske Bank, Nordea, Nykredit, Jyske Bank. 28. april: møde med Dansk Erhvervs rådgiverudvalg. 25. august: Møde med DI Rådgiverne. 27. august: Møde med DI Ejendom 2. september: Møde med DI og Dansk Erhverv.
30. september 2025	Advisory Board Seminar	Seminar for alle aftagerpaneler om input til nye uddannelser
Oktober/November 2025	Advisory Board	Drøftelse af kompetenceprofil og erhvervssigte i studienævnets aftagerpanel
18. november 2025	CBS Business Panel	Drøftelse af kompetenceprofil, erhvervssigte, titel og strategiske indsatser

11-15 maj 2026	Alumni	OIE alumni survey on LinkedIn with qualitative comments from former graduates
12 maj 2026	CBS Business Panel	Drøftelse af kompetenceprofil, erhvervssigte og titel for 6 nye uddannelser under udvikling
9. june 2026	Aftagerpanel	Feedback on design choices, challenges of elective offerings, and impact on society
Maj-august 2026	Dialogue with practice partners	Jonas Sødergran, Google Nicolai E. E. Iversen, Voluntas Kaj Pihl, Humana People to People DTU Entrepreneurship/DTU Skylab

The need and relevance of the Entrepreneurship and Organizational Innovation (ENT) master program have been assessed through a combination of graduate data for related programs and structured consultation with relevant employers. Emphasis has been placed on employer perspectives from the group of OIE alumni, who are well positioned to assess the relationship between the proposed program profile, labor market developments, and emerging competence needs in practice.

The employer consultation has included surveys and targeted dialogue with OIE alumni currently working in relevant organizations, sectors, and professional roles. These consultations have focused on identifying current and future competence needs, assessing the relevance of the proposed program's academic profile, and exploring how graduates may contribute to organizational development, entrepreneurship, and change processes across different contexts.

In addition, ad-hoc workshops have been conducted with selected employers who act as practice partners for the program. These workshops have provided more in-depth feedback on selective elements of the proposed program, including its competence profile, intended learning outcomes, possible practice-oriented elements, and the relationship between academic content and professional application. The practice partners have contributed concrete insights into the types of analytical, methodological, collaborative, and strategic competences that are in demand among employers.

The results of the assessment indicate that there is a clear and relevant need for graduates with the proposed profile. Employers argue that “the traditional divide between business strategy and technical execution has collapsed” (Jonas Södergran, Google) and point to a growing demand for candidates who can work across organizational boundaries, engage with complex innovation and entrepreneurship processes, and translate knowledge into practice. Feedback from alumni and practice partners suggests that the proposed program addresses important labor market needs by preparing graduates to work with organizational transformation, emerging technologies, entrepreneurial processes, and the development of new solutions in both private and public-sector settings. Across all groups, commentators have highlighted that entrepreneurship education is strong for the early stages of venture development but that the program should put special emphasis on the scaling process of ventures and intrapreneurial processes, which is reflected in the program design. The Advisory Board confirmed the large and growing interest, also of the Danish Government, in entrepreneurial initiatives, scaling and impact.

Bilag 3. Oversigt over beslægtede uddannelser

Overview of related educational programs

Program	Institution	Distinctive Characteristics
MSc in Entrepreneurship and Organizational Innovation / ENT (proposed)	Copenhagen Business School	Has an explicit focus on responsible entrepreneurship and organizational innovation in interaction with new and emerging technologies. The program examines how emerging technologies condition, influence, and can be used responsibly in entrepreneurial and organizational processes. The program combines a strong ethical and societal perspective with a studio-based pedagogy, where students learn through reflective practices, exercises, case-based teaching, and project work.
MSc in Economics and Business Administration – Management of Innovation and Business Development (MIB)	Copenhagen Business School	Focuses broadly on managing innovation and business development in established organizations, with emphasis on strategy, finance, project management, and competitive advantage. ENT differs by having a more explicit focus on entrepreneurship, organizational innovation, and emerging technologies. ENT is also more practice- and technology-oriented through hands-on experimentation, studio-based pedagogy, and critical reflection on ethical and societal implications.
MSc in Business Administration and Information Systems	Copenhagen Business School	Covers a broad range of topics related to the administration and management of digital infrastructures and business models, including enterprise architecture, IoT, platform business models, and information management. Digital innovation is an important theme, but is primarily approached from the perspective of a CTO or CIO who must balance operational

		concerns with digital business strategy ambitions. ENT differs by focusing on entrepreneurial processes, organizational innovation, and the responsible use of emerging technologies.
MSc in Business Administration and Digital Business	Copenhagen Business School	Focuses on a broad and foundational understanding of digital technologies, after which students can develop their own academic profile. The program is highly modular and allows students to specialize in areas such as regulation, coding, marketing, digital transformation, and innovation. Digital entrepreneurship is therefore one possible profile among several. ENT differs by placing entrepreneurship and organizational innovation at the center of the program and by engaging with emerging technologies more broadly, not just digital technologies alone.
MSc in Business Administration and Data Science	Copenhagen Business School	Has a strong focus on programming, mathematics, and statistics. Data-driven applications and solutions may provide a basis for entrepreneurial purposes, but the program does not itself engage substantially with entrepreneurship. ENT differs by focusing on entrepreneurial processes, organizational innovation, commercialization, and responsible value creation.
MSc in Business Administration and Artificial Intelligence for Business	Copenhagen Business School	Is a program focused on how AI changes central management and business administration tasks. The program is based on the idea that future managers will increasingly need to work strategically and responsibly with AI. ENT differs by being technology-agnostic and by examining opportunities for entrepreneurship across different emerging technologies and the

		links between them. ENT also has a stronger focus on implementation, commercialization, and societal impact.
Comparable programs in technology, innovation, and entrepreneurship	Other universities	Comparable programs at other universities typically focus either on technology management or on entrepreneurship. They generally do not have the strong studio pedagogy/practice orientation that ENT offers and do not combine responsible entrepreneurship, emerging technologies, and ethical and societal depth. ENT differs by explicitly teaching how emerging technologies influence and can be used responsibly in entrepreneurial and organizational innovation processes. Last available salary data for OIE has been for 2023. According to an analysis by Djøf, OIE ranks 13 out of 63 programs, and highest among the cand. soc. programs (See, https://www.djoefbladet.dk/artikler/2023/11/liste-20-uddannelser-mest-loen)

Bilag 4. Nordic Nine

The competency profile of ENT is closely aligned with CBS' Nordic Nine framework. The program translates CBS's transformative capabilities into a program-specific profile at the intersection of entrepreneurship, organizational innovation, emerging technologies, and responsible societal engagement. The Nordic Nine are integrated into the program's academic content, pedagogical design, progression logic, and assessment formats. ENT develops students' ability to combine research-based knowledge with practical experimentation, ethical reflection, evidence-based inquiry, interdisciplinary collaboration, and action in uncertain entrepreneurial and organizational contexts.

Competency profile element	Primary Nordic Nine alignment	Why it aligns
Knowledge 1: Research-based theories and debates in entrepreneurship, intrapreneurship, organizational innovation, and emerging technologies	NN1, NN3, NN4	Students develop deep business and innovation knowledge placed in a broader technological, organizational, and societal context. The program connects entrepreneurial knowledge to major societal challenges and to the ability to create commercially viable and socially meaningful initiatives.
Knowledge 2: Organizational, societal, ethical, regulatory, and ecosystem conditions shaping entrepreneurial and innovation processes	NN1, NN3, NN5, NN7	Students learn to analyze how innovation and entrepreneurship are shaped by broader institutional, technological, ethical, and societal conditions. This supports their ability to recognize societal challenges, address ethical dilemmas, and consider long-term implications for organizations,

		ecosystems, and future generations.
Knowledge 3: Studio-based knowledge generation, mixed methods, critique, experimentation, and reflection	NN2, NN6, NN8	The program's studio-based pedagogy develops students' ability to work analytically with evidence, remain curious in ambiguous situations, engage critically and constructively with peers, and learn through iterative experimentation, reflection, and feedback.
Skills 1: Frame and investigate complex innovation problems using human-centered and organizational inquiry methods	NN2, NN3, NN6	Students learn to identify and investigate complex problems under uncertainty, using evidence, stakeholder perspectives, and analytical frameworks. This supports entrepreneurial problem-solving while also developing critical thinking and constructive collaboration.
Skills 2: Design, conduct, and document experiments, prototypes, tests, pilots, and stakeholder trials, and analyze evidence under uncertainty	NN2, NN3, NN8	Students learn to work with data, evidence, and ambiguity in entrepreneurial and organizational settings. Through experimentation and iterative learning, they develop the capacity to test assumptions, revise ideas, and make informed decisions in uncertain contexts.
Skills 3: Develop and communicate new venture or intrapreneurial initiatives, including value proposition, business model or implementation logic, resource strategy,	NN3, NN4, NN6, NN9	Students learn to translate insights into entrepreneurial and organizational initiatives that balance competitiveness with social responsibility. They develop the ability to communicate across stakeholders and create value

competitive advantage, and social impact		through collaboration, partnerships, and connections across organizational and societal boundaries.
Competence 1: Lead technology-supported and data-informed innovation processes from insight to validated concept and next-step plan	NN2, NN4, NN8	Students develop the ability to lead innovation processes in situations characterized by data, uncertainty, emerging technologies, and competing forms of value. They learn to structure iterative work, manage ambiguity, and relearn as conditions change.
Competence 2: Collaborate across diverse stakeholders and mobilize organizational, ecosystem, and societal support	NN4, NN6, NN9	Students learn to work across disciplines, organizations, sectors, and stakeholder groups. This develops their ability to balance commercial and social goals, collaborate constructively, and create value through connections between global opportunities and local communities.
Competence 3: Exercise responsible and reflective judgement in relation to ethical dilemmas and societal and environmental implications	NN5, NN7, NN8	Students develop the ability to identify and address ethical dilemmas, assess trade-offs, and reflect on the broader consequences of entrepreneurial and technological action. This supports responsible decision-making and attention to the prosperity of future generations.
Competence 4: Document learning, decisions, and trade-offs in a professional portfolio, entrepreneurial	NN2, NN6, NN8, NN9	Students learn to make their reasoning, evidence, decisions, and trade-offs explicit and communicable to academic and practice-oriented

pitch, or applied innovation deliverable		audiences. This strengthens analytical transparency, collaborative learning, relearning, and the ability to create value for external stakeholders and communities.
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Program-level implementation of Nordic Nine

Program element	Nordic Nine contribution
Progression toward the Final Project	Students move from opportunity and problem identification to research design, evidence collection, implementation analysis, and a final academic and practice-oriented output. This progression especially supports NN2, NN3, NN6, and NN8.
Studio-based pedagogy	Studio work develops students' ability to learn through making, critique, experimentation, reflection, and collaboration. This operationalizes NN2, NN6, and NN8, while also supporting NN3 through entrepreneurial problem-solving.
Work with emerging technologies	Students engage with emerging technologies as tools, contexts, and objects of critical reflection. This develops deep business knowledge in a broad context, analytical curiosity about ambiguity, and responsible judgement concerning ethical and societal implications. This supports N1, N2, N3, and N5.
Elective tracks	The Venture Builder track strengthens entrepreneurial action and value creation (N3); the Change Manager track strengthens analytical, data-informed change assessment (N3); and the Impact Leader track strengthens ethical reflection, societal impact, and long-term value creation (N5 and N7).
External collaboration, excursions, internships, and	Engagement with start-ups, incubators, accelerators, established organizations, consultancies, public actors, and civil society organizations helps students connect academic knowledge with practice and create value across

ecosystem engagement	organizational and societal boundaries. This supports NN4, NN6, NN7, and NN9.
Final Project and applied innovation deliverable	The Final Project requires students to integrate research-based analysis with a practice-oriented output, such as a prototype, venture development document, implementation roadmap, technology assessment, innovation project management plan, or impact evaluation framework. This supports the integration of knowledge, value, and action across the Nordic Nine.

Overall, the ENT competency profile aligns particularly strongly with NN2, NN3, NN5, NN6, and NN8. These capabilities are central to the program's emphasis on evidence-based inquiry, entrepreneurship, ethical reflection, constructive collaboration, experimentation, and relearning. NN1, NN4, NN7, and NN9 are also clearly present through the program's broader business and societal context, its attention to competitiveness and compassion, its concern with long-term prosperity, and its engagement with external partners, ecosystems, and communities.

In this way, ENT translates the Nordic Nine into a distinctive program profile: graduates are prepared not only to understand entrepreneurship, organizational innovation, and emerging technologies, but also to act responsibly, analytically, collaboratively, and constructively in shaping their future development.

Bilag 5. Admission Requirements

To be eligible for admission to the master's program, applicants must hold a bachelor's degree before the program starts, meet and document the English language requirement at Danish level A by the application deadline, and satisfy the academic requirement of at least 30 ECTS in one or more of the following areas:

- Strategy, Organization, Management (incl. competitive and corporate strategy; strategic decision-making; public/private partnerships; organizational learning and networks; organizational change; organizational structure and design; organizational theory; human resource management; leadership; public management; intercultural management)

- Entrepreneurship and innovation (incl. user innovation; technology management; dynamics of creativity; firm formation; entrepreneurship; social entrepreneurship; intrapreneurship; venture development; innovation management, new venture development)
- Information Technology (incl. information technology, computer science, programming, computer algorithms, information management, information systems, computer-mediated communication, information architecture and design, systems design)
- Social science and humanities methodology (incl. philosophy of science; research design; qualitative methods; quantitative methods; mixed methods; ethnography; interview methods; discourse analysis; textual analysis; historical analysis)
- Media, communication and design (incl. user-centered design; aesthetics; organizational and visual communication; design management; media management)
- Politics/Culture/Society Studies (incl. anthropology; sociology; political science; history; philosophy; science and technology studies; ethics; regulation and governance; sustainability and societal analysis)

The admission areas are designed to support a boundary-spanning student for graduates of bachelor programs who wish to work with entrepreneurship, innovation, and emerging technologies.

Fulfilling these minimum requirements does not guarantee a place, since admission is competitive and, if there are more qualified applicants than available places, selection is based on the overall relevance and quality of the applicant's educational background, coverage and strength across the required academic areas, analytical and methodological preparedness, and a statement of purpose.

Til Uddannelses- og Forskningsstyrelsen

Ansøgning om godkendelse af nye uddannelser – 15. september 2026

08 september 2026

Hermed godkendes, at Copenhagen Business School fremsender ansøgninger om godkendelse af nye uddannelser via den særlige godkendelsesprocedure til fristen d. 15. september 2026. Det drejer sig om følgende nye uddannelser:

Copenhagen Business School
Sekretariat for Ledelse og
Kommunikation
Kilevej 14, 1. sal
2000 Frederiksberg

- MSc in Economics and Business Administration in Geopolitics and Corporate Resilience (75 ECTS)
- MSc in Economics and Business Administration in Management (75 ECTS)
- MSc in Business Administration in Applied Economics and Finance (75 ECTS)
- MSc in Economics and Business Administration in Supply Chain Management (75 ECTS)
- MSc in Social Science in Entrepreneurship and Organisational Innovation (både som 75 ECTS fuldtid og erhvervskandidat)
- MSc in Business Administration and Digital Business (120 ECTS erhvervskandidat 1+2)

Tel.: 38153815
cbs@cbs.dk
www.cbs.dk

Uddannelserne er udviklet som led i implementeringen af kandidatreformen.

Venlig hilsen



Peter Mølgaard
Rektor