

**DEGREE PROGRAMME SECTION
EDUCATION AND EXAMINATION
REGULATIONS
2020-2021
International Business**

**FOR THE FULL-TIME BACHELOR'S DEGREE
PROGRAMME AT WINDESHEIM UNIVERSITY OF
APPLIED SCIENCES**

In the event of discrepancies or ambiguity between the original Dutch version of this document and the English translation presented here, the Dutch text shall prevail.

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1 WELCOME

Dear student,

Before you lies the degree programme section of the Education and Examination Regulations of the International Business programme for the 2020-2021 academic year.

The Education and Examination Regulations are revised and adopted again each year. Each degree programme has a single set of *Education and Examination Regulations, consisting of an institutional section and a degree programme section, the latter adopted by each degree programme separately*. The institutional section contains the basic regulations and is adopted to cover Windesheim as a whole. This degree programme section contains the more detailed regulations derived from these basic regulations which your degree programme has set, with approval from its Degree Programme Committee and Unit Participation Council.

As a result of developments concerning the Covid-19 situation and the possible consequences for the educational programme and corresponding exams, the degree programme may deviate from the content and exam methods as defined in this Degree Programme Section Education and Examination Regulations (Educator: the study units). This applies for both semester 1 and semester 2 of the academic year 2020-2021.

If it appears necessary, due to the circumstances, to deviate from the Degree Programme Section Education and Examination Regulations, this will only happen after consultation with and approval of the Degree Programme Committee.

2 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

The Education and Examination Regulations may be regarded as an overview of the rights and duties for you as a student as well as for your degree programme. Windesheim opts for one-year validity of its Education and Examination Regulations. This means these Regulations are revised and adopted again each year. This procedure has been adopted to ensure that the curriculum remains up to date. It is very important to make sure you have the right version for the current academic year.

3 WHAT DO WE TRAIN YOU FOR?

3.1 THE DEGREE PROGRAMME CORE CONTENT

International Business (IB), offered by Windesheim Business School, is a full-time undergraduate programme which is formally accredited by the Dutch government (NVAO). This international study programme focuses on cultural business differences, which are an integral part of the programme. The curriculum is structured so that learning content, tasks and projects are up to date and reflect what happens in today's international business world. This includes practical assignments for companies/ entrepreneurs when possible. Upon successful completion of the programme, IB will grant a Bachelor of Business Administration degree in International Business. The IB programme prepares for roles in international management, (sustainable) business, international trade and cross border E-commerce.

3.2 THE DEGREE PROGRAMME COMPETENCES OR LEARNING OUTCOMES

New International Business profile

The Dutch government has requested Universities of Applied Sciences (UAS) to reconsider the proliferation of (Bachelor) programmes. This has led to a close cooperation among four leading internationally oriented Dutch programmes: International Business Management Studies, International Business & Languages, Trade Marketing for Asia and International Business HS Zuyd. These four programmes "merged" into a new International Business (IB) programme, in accordance with the government's vision of less and at the same time broader programmes. This momentum was used to develop a new framework for the IB programme (September 2018).

KSAVE model, Dublin Descriptors, the (Higher Education in Economics and Management) Standard and IB Programme Learning Outcomes

The IB profile is structured according to the KSAVE model. This structure emphasises (the importance of) Knowledge, Skills, Attitude, Values and Ethics in education. It allows for a more careful balance of generic outcomes and professional learning outcomes, whilst ensuring that all relevant learning outcomes are covered.

The model ensures the substance of the International Business Degree Programmes, the Dublin descriptors and the HEO Standard. The elements of KSAVE (knowledge, skills, attitude, values and ethics) are incorporated in the Programme Learning Outcomes (PLOs). In the IB Framework these elements are not elaborated any further as the framework assumes that institutes will do this for every PLO themselves; this then serves as what was formerly known as the 'Body of Knowledge and Skills (BOKS)'.

Several standards are further outlined in national and international higher educational degree expectations.

The national expectations are embedded in the **Higher Education in Economics and Management (HEO) Standard** and the IB PLO framework (September 2018) reflects this national perspective. By this means, the study programme ensures that IB graduates possess the following attributes:

1. A solid theoretical basis;
2. Research skills that will enable them to contribute to the development of their chosen profession;
3. A sufficient set of professional skills;
4. A professional, ethical, and social orientation.

The international standard is assured by the European **Dublin Descriptors (DD)**. These descriptors at bachelor level are:

1. Knowledge and understanding: graduates have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study (DD1).
2. Applying knowledge and understanding: graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study (DD2).
3. Making judgments: graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues (DD3).
4. Communication: graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences (DD4).
5. Learning skills: graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy (DD5).

More detailed information about the Dublin descriptors can be found at the website of the NVAO.

With the KSAVE structure, the IB programme guarantee the quality of the BBA degree of their programme in the future. The IB profile is structured according to the KSAVE model and (inter-) national educational requirements (defined as HEO-standard and Dublin descriptors) are reflected in the PLOs. KSAVE also grants the ability to adjust and add PLOs if needed due to external changes and labour expectations.

Level 3 as defined in this model can be regarded as bachelor degree level, compared with the European Dublin descriptors. Therefore, almost all the PLOs in the IB framework should be accomplished on level 3, except for the languages and for the PLOs of the following four themes in the domain Tools For Working and Management: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People. Of these four themes, at least one of the themes should be accomplished on level 3. The other themes should be accomplished on level 2.

Domain	Themes	PLO No.	Programme Learning Outcomes	Level	HEO standard	Dublin
Ways of Thinking	Critical Thinking	WT 1	Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.	3	2	3
	Innovation & Creativity	WT 2	Create innovative ideas in a changing business environment systematically.	3	3	2, 3
	International Business Awareness	WT 3	Analyze patterns in global macro-economic factors and policies that drive international trade and business development.	3	3	2, 3
Ways of Working	International Business Communication	WW 4	Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.	3	3	4
		WW 5	Optional: Use one or two additional languages in social settings to facilitate international business contacts.	2	3	4
	Collaboration	WW 6	Collaborate effectively with different kinds of stakeholders, in different cultural, organizational and political landscapes to contribute to achieving ..	3	3	4
	Management of Information as digital citizen	WW 7	Produce management information from various data sources in an international business environment.	3	2	3
Living in the world	Personal & Professional Development	LW 8	Express reflections on his personal development with the aim of personal growth.	3	4	3, 5
		LW 9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	3	4	3, 5
	Ethical & Social Responsibility	LW 10	Formulate his own position concerning ethical and social responsibility in a professional environment.	3	4	3, 5
	Intercultural Proficiency	LW 11	Mitigate the pitfalls of cultural differences in business and social contexts	3	4	3, 5

		LW 12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds	3	4	3, 5
		LW 13	Use appropriate verbal and non-verbal communication in an intercultural setting.	3	4	3, 5
		LW 14	Assess the effect of cultural differences upon organizational behavior and strategic choices.	3	4	3, 5
Tools for Working & Management	Marketing & Sales	TWM 15	Develop a well-founded marketing plan to support the creation of value for international customers.	2	1	1, 2
		TWM 16	Use appropriate sales techniques in support of durable customer relationships.	2	1	1, 2
		TWM 17	Incorporate developments of the digital landscape in a marketing strategy.	2	1	1, 2
	Finance & Accounting	TWM 18	Evaluate financial performance of the organization from different stakeholders' perspectives.	2	1	1, 2
		TWM 19	Recommend financing possibilities in a dynamic international environment.	2	1	1, 2
	Operations & Supply Chain management	TWM 20	Evaluate the operations processes within and between organizations.	2	1	1, 2
		TWM 21	Manage the operations processes within and between organisations.	2	1	1, 2
	Organisation & People	TWM 22	Draft the strategic cycle of part(s) of the organisation (process and content).	2	1	1, 2
		TWM 23	Assess the impact of change on the organisation.	2	1	1, 2
	Business Research	TWM 24	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.	3	2	1, 2, 3

Table 1 relation between the 14 themes of the new IB Framework, HEO Standard, Dublin Descriptors and IB Programme Learning Outcomes.

3.3 THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD

Globalisation calls for global citizens who are well suited to working with and in different cultures well as socially conscious, always considering global societal developments. The IB programme offers students the opportunity to gain knowledge and experience in a real-life-international classroom setting, engaging with students and staff from various cultural backgrounds, but also in real-life practice settings, through students exchanges with partner universities and work placements at international companies. By cultivating a strong focus on topics within the economic domain in the curriculum, as well as on socialisation and personal development, the programme challenges IB students to look at social and environmental aspects of economic development, as well as their own place in society.

By connecting research lecturers, lecturers, companies, organisations and students, the programme enables IB students to sink analytical and critical thinking and innovative skills.

Among the job opportunities available to graduates are positions in the fields of export management, international product management, international marketing management, sales management and international advertising. Some of our graduates are Marketing and Communication Managers, Sales Managers, Business Developers and Market Analysts.

4 THE STRUCTURE OF THE IB PROGRAMME

4.1 STRUCTURE AND ORGANISATION OF THE BACHELOR DEGREE PROGRAMME

The setup of the degree programme includes the propaedeutic phase of 60 credits and a main phase of 180 credits.

	1.1	1.2	1.3	1.4
1 st year	Organisation & People Language L&D	Finance & Accounting Language L&D	Marketing & Sales Language L&D	Operations & Supply Chain Management Language L&D

	2.1	2.2	2.3	2.4
2 nd year	Integrated project Work placement preparation Language L&D	Integrated project Work placement preparation Language L&D	International work placement Language L&D	International work placement Language L&D

	3.1	3.2	3.3	3.4
3 rd year	Family Business Sales training Sustainability Change management Language L&D	Applied business research International Marketing communication Language L&D	Professional profile Abroad	Personal profile Abroad

	4.1	4.2	4.3	4.4
4th year	Research thesis	Personal profile	Specialisation	Specialisation

Table 2. IB programme. First year: 60 credits. Second, third and fourth year: 180 credits.

Starting from cohort 2018-2019, the degree programme has three educational-levels:

- i. Basic (B);
- ii. Advanced (A);
- iii. Bachelor (BA).

4.2 THE PROPAEDEUTIC PHASE OF THE BACHELOR DEGREE PROGRAMME

The propaedeutic examination includes the study units of the first two semesters. The propaedeutic phase has been set up in such a way that the student gains insight into the degree programme (orientation) and that it allows for selection and referral. At the end of the propaedeutic phase the basic level has been reached.

4.2.1 From the propaedeutic phase to the main phase

Degree programmes participating in the *Decision on the Alternative-to-BSA Pilot* state in this section the text of said decision. In this section degree programmes may incorporate study units open to students who have not yet met the study result standard after their first year.

Degree programmes that do not participate in the pilot and that have no main-phase study units open to students failing to meet the study result standard, may omit this section.

4.3 THE MAIN PHASE OF THE BACHELOR DEGREE PROGRAMME

The main study phase distinguishes two educational levels: advanced and bachelor. Throughout the/his entire degree programme the student receives feedback regarding the development of his competences and his development in the personal and professional development, and collects this feedback in an individual (career) portfolio. The coach guides the student in his study progress. As part of the bachelor phase students spend two semesters abroad: one to do to their work placement and one to do study abroad or second work placement

4.4 THE MAJOR OF THE BACHELOR'S DEGREE PROGRAMME (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF THE INSTITUTIONAL SECTION)

The major comprises several study units or modules representing a total of 210 credits.

4.4.1 Professional profile options

As a student, you may use 15 credits of your major freely to personalize your professional profile by taking study units or modules that fall within the profile range of your degree programme and profession. As this is part of the major, you need prior approval from your examination board, unless it concerns one of the study units or modules listed below: for instance, university electives ('HKMs'), minors, individual study units or modules.

International business requires to do this 15 credits professional profile abroad as part of the second semester in the third year.

4.5 PERSONAL PROFILE (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF THE INSTITUTIONAL SECTION)

Apart from your major, as a student you can use 30 credits freely to build your personal profile by taking study units or modules within or outside of your own educational institute. However, it is not allowed for study units or modules to cause any overlap in your curriculum, which must be at least of higher professional education ('hbo') level. This concerns optional study components! For instance, university electives ('HKMs'), minors, individual study units or modules.

International business requires to do this 15 credits personal profile abroad as part of the second semester in the third year.

Honours programme: students can choose to follow a one-year Honours Programme of 16 credits for their personal profile. The Honours Programme has one integral assessment moment and must be completed in full. Students who choose to the Honours Programme for their free profile will not receive an Honours Predicate.

Each Honours Programme is designed on the basis of the combined 8 characteristics of the Honours learning environment. You work in a *multidisciplinary* group of students on *authentic assignments* focused on *social impact*. The freedom to create your own personal profile can be found in the *individual learning journey* and in *personal leadership*. Students are selected based on their motivation, passing the propaedeutic year and their interest in working with innovative teaching/learning methods (*concept of giftedness* and *creative productivity*). Together with the lecturers, the group constitutes a *learning community* focused on equality, exchange and learning from and with each other.

4.6 EXTRACURRICULAR EDUCATION

Besides your major and personal profile, you can also take part in additional education. This is called extracurricular education. For testing your extracurricular activities count a minimum of 5 credits.

Honours programme: students can do a one-year extracurricular Honours Programme of 16 credits on top of their regular study programme. This programme takes one year. The Honours Programme has one integral assessment moment and must be completed in full. The Honours predicate is *awarded* to students who have completed the programme *in addition to their regular curriculum* and received a pass for the integral assessment.

Each Honours Programme is designed on the basis of the combined 8 characteristics of the Honours learning environment. You work in a *multidisciplinary* group of students on *authentic assignments* focused on *social impact*. The freedom can be found in the *individual learning journey* and in *personal leadership*. Students are selected based on their motivation, passing the propaedeutic year and their interest in working with innovative teaching/learning methods (*concept of giftedness* and *creative productivity*). Together with the lecturers, the group constitutes a *learning community* focused on equality, exchange and learning from and with each other.

- At the start of the Honours Programme, the student indicates whether he wants to use the Honours Programme for his personal profile or as an extracurricular programme.
- At the start of the Honours Programme, the student is linked to the study unit of his/her personal profile (as in 4.5.).
- Just before the end result is finalized, the student is asked to make a definitive choice between personal profile (4.5) or extracurricular (4.6) .
- If the student chooses extracurricular, he/she will be transferred in Educator to the extracurricular study unit.

The 'Honours' predicate will *NOT be awarded* on the final diploma if the programme is completed as part of the student's personal profile. The 'Honours' predicate is awarded only if the student has completed the Honours Programme in addition to his/her regular curriculum.

4.7 THE STUDENT AND THE BACHELOR DEGREE PROGRAMME

International Business aims at delivering highly qualified professionals and therefore we consider independence, self-directedness and a reflective attitude to be key elements in our vision on coaching in general and in our personal and professional development programme in particular. Moreover, we build personal relationships with students to facilitate their personal and professional profile.

4.8 STUDENT COUNSELLING

The purpose of our Learning and Development (L&D) programme is to engage the student in the lifelong process of managing progression in learning and working. It aims to create awareness of the student's own responsibility for his learning process, providing the student with support and tools to design his own professional path and stimulating self-reflection to be able to focus on his goals and objectives during the study and for the future.

Key features of the L&D programme are Personalised Learning and the seven habits of Covey. These seven Covey habits are addressed in different years in the IB programme. In the first year the focus of the L&D programme is on personal development, whereas in years 3 and 4 the focus is on personal and professional development.

Each IB student is assigned to a coach at the start of his first semester. The coach monitors not only the student's academic and professional development but also functions as a role model discussing academic choices the student has to make to prepare for his future career. All activities of L&D programme and the individual meetings with the career counsellors support the student in his academic and professional development.

Students who are interested in pursuing a master degree after their IB bachelor programme are guided in several ways. The setup of the electives and especially the role and function of the electives enable students to complete a premaster track or other research university level course work as part of their IB degree programme. This helps students in two ways: to achieve a realistic understanding of the level and content of master programmes at research universities.

4.9 Counselling by the Switch Coordinator

Students who 1) want to switch to another study programme or 2) who have doubts about their choice of programme are referred by their student counsellor to the switch coordinator. If it is clear what the student wants, the switch coordinator contacts the programme coordinator (or delegate) of the student's new study programme and, together with him/her, the student and the examination board, arranges the switch to the new study programme. If students are in doubt about their choice of study programme, the switch coordinator offers them support in their reorientation. The switch coordinator invites the student for an interview to establish what the student's needs are. If this interview already leads to a clear choice, the switch will be further supervised. If this is not yet the case, the student will be supported in clarifying his/her choice by, for example, letting him/her attend classes in another programme, referral to the Study Success Centre or participation in SWOP. The Switch and Orientation Programme 'What's YOUR talent?', or SWOP for short, is an educational programme that is part of Windesheim's Switch Programme. The programme is intended for students who have doubts about their programme, but do not yet have a (clear) idea which other programme they would like to do instead. Windesheim offers this group of potential dropouts the opportunity to reconsider their study programme options, so they can switch to a programme that is a better match for them in their first year of study.

4.10 Transition standard in Degree Programme Section of EER

Notwithstanding the provisions of Article 25 of the *Institutional Section of the Education and Examination Regulations*, this degree programme does not apply a binding study result standard to be met. There is, however, a transition standard of 54 credits to be met for admission to the main phase.

Every student is entitled to a reasoned study recommendation. This study recommendation is issued in accordance with the *Implementing Regulations on Study Recommendations in the Propaedeutic Phase*. If the transition standard has been met by 1 September, the student is admitted to the main phase of his degree programme. If the transition standard has not been met by 1 September, arrangements must be made for completion of the propaedeutic examination¹. These arrangements shall be documented in a learning agreement. In drafting the educational contract, the student and the degree programme will prioritize the completion of the outstanding study units of the propaedeutic phase. Moreover, arrangements may also be made concerning completion of certain personal profile (PP) study units, provided they are open for the student to take part in. As long as the student fails to meet the transition standard, the arrangements documented in the learning agreement are subject to evaluation every six months and will be modified if necessary.

The student who fails to satisfy the transition standard may request permission from the examination board, on the basis of mitigating circumstances, to take part in study units from the main phase of his Bachelor's programme nonetheless.

Students who have not yet met the transition standard may, under certain conditions, take study units from their personal profile and/or main phase. The degree programme determines which conditions are to be met. The conditions relate to the number of credits obtained and/or any entry requirements for the study unit in question. The degree programme may also compile a selection of study units or modules for both the personal profile and the main phase (maximum of 10 EC) for students to choose from. This is specified in further detail in implementing regulations.

The student who fails to meet the transition standard after two years of registration in his degree programme must first complete his propaedeutic examination and may therefore participate in propaedeutic-phase study units only. The student is not allowed to take part in study units or tests for his personal profile or for the main phase of his degree programme.

4.11 QUALITY AND FEASIBILITY

The International Business degree programme is intensive, challenging and demanding. The curriculum structure, learning environment and assessment are designed to engage the students in the programme and motivate them to maintain progress in their academic development. To ensure the feasibility of the degree programme we offer:

1. A clear and simple semester structure and timetable (one key area per period);
2. A feasible and more or less equal distribution of credits and thus workload throughout the semester;
3. A timetable that allows students and lecturers to concentrate on each course. The student will always have just one key area per term.
4. A steady number of contact hours of at least 16-20 hours per week;
5. A fair and engaging assessment method.

The quality of the degree programme is constantly monitored. During each course and after each period, students are asked to participate in panel discussions.

The evaluations are discussed in the curriculum committee, the degree programme

¹ The propaedeutic examination consists of all study units of the propaedeutic phase and represents a total of 60 credits.

committee and with all lecturers. At the end of each semester a panel meeting takes place, organised by the degree programme committee. In addition, when a student leaves the programme, he will have an exit interview with his coach. Lastly – all courses and assessments are subject to peer feedback, safeguarding content and didactical quality and ensuring a smooth organisation. Part of the evaluation instruments is the National Student Survey (NSE).

5 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

5.1 GENERAL STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

The degree programme consists of a propaedeutic phase representing the first 60 credits and a main phase representing 180 credits.

5.2 DEGREE PROGRAMME TYPES

Degree programme variant: International Business is a full-time study.

5.3 THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME

The propaedeutic examination includes the study units of the first two semesters. The propaedeutic phase has been set up in such a way that the student gains an insight into the degree programme (orientation) and that it allows for selection and referral. At the end of the propaedeutic phase the basic level has been reached.

5.3.1 From the propaedeutic phase to the main phase

Degree programmes participating in the *Decision on the Alternative-to-BSA Pilot* state in this section the text of said decision.

In this section degree programmes may incorporate study units open to students who have not yet met the study result standard after their first year.

Degree programmes that do not participate in the pilot and that have no main-phase study units open to students failing to meet the study result standard, may omit this section.

5.4 THE MAJOR OF THE BACHELOR'S DEGREE PROGRAMME (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF THE INSTITUTIONAL SECTION)

The major comprises several study units or modules representing a total of 210 credits.

5.4.1 Structure and organization of the internship and/or other practical components

A student of International Business does his first work placement in the second semester of the second year. The student has to do his work placement abroad. The IB student with a non-Dutch passport can do his work placement in The Netherlands or abroad but not in his home country. The work placement (26 credits and language (4 credits) lasts 16 weeks.

The preparation of the work placement starts in semester 1 and during the work placement in semester 2 each student is guided by a supervisor of the institute and by a company supervisor.

5.4.2 Structure and organization of the final project phase and specializations

International Business has started September 2018 – 2019. International Business doesn't have students yet for the final project phase.

6 THE STUDENT AND THE EDUCATION

The main study phase distinguishes two educational levels: advanced and bachelor. Throughout the/his entire degree programme the student receives feedback regarding the development of his competences and his development in the key areas (not just on this but on a lot more I assume), and collects this feedback in an individual (career) portfolio. The coach guides the student in his study progress. As part of the bachelor phase students spend two semesters abroad: one to do their work placement and one to study or a second work placement.

6.1 EVALUATION OF THE EDUCATION

The quality of the degree programme is constantly monitored. During each course and after each period, students are asked to fill in a course evaluation and students participate in panel discussions. The results of the evaluations are discussed in the curriculum committee, the degree programme committee and with all lecturers. At the end of each semester a panel meeting takes place, organised by the degree programme committee. In addition, when a student leaves the programme, he will have an exit interview with his coach. Lastly – all courses and assessments are subject to peer feedback, safeguarding content and didactical quality and ensuring a smooth organisation.

6.2 Testing

The principles of Programme Learning Outcomes require the assessment of students to focus on the students' ability:

1. to make competent use of knowledge in the performance of realistic tasks derived from professional practice;
2. to demonstrate having an appropriate command of the skills required for successful performance of such tasks;
3. to demonstrate having an appropriate professional attitude.

That is why International Business uses different types of assessment in each study unit. In each study unit at least one and at most three different types of assessment formats are used.

The different types of assessment format are:

1. Knowledge test;
2. Skills test;
3. Case study;
4. Group assignment;
5. Portfolio;
6. Professional product;
7. Self- assessment
8. Peer assessment;
9. Performance assessment;
10. Essay.

In addition, each type of assessment format can include more than one test, i.e. a mid-term exam and a final exam, or a research plan and a research report, and each test can have different sub-weights.

The final mark for each study unit should be at least 5.5, for different assessment formats, e.g. a written exam and a group assignment, a minimum of a 5.5 needs to be obtained. Specific information about each study unit is given in the Examination and Assessment Plan, which is included in the road map. Assessment takes place at different moments during the study unit to stimulate the continuous studying and to meet different learning needs. Besides summative assessments, students receive extensive formative feedback from the lecturer and from their peers.

This approach to assessment is also known as continuous assessment and is strongly linked to the didactical approach: personalised learning. Moreover, using different types of assessment in order to assess students' performance in a study unit takes into account individual and intercultural differences in learning styles.

International Business use a 1.0 to 10.0 scale for grading. See table 3 for the system of equivalence.

ECTS definition	ECTS grade	Corresponding Dutch marks
Excellent Outstanding performance with only minor errors	A	8.2-10
Very good Above the average standard, but with some errors	B	7.2-8.1
Good Generally sound work with a number of notable errors	C	6.3-7.1
Ample sufficient Fair, but with significant shortcomings	D	5.9-6.2
Sufficient (pass) Performance at the minimum criteria	E	5.5-5.8
Almost sufficient (fail) Some more work required before the credit can be awarded	FX	< 5.5 (no further distinction)
Insufficient (fail) Considerable further work is required	F	

Table 3: system of equivalence

Results of tests

The examiner determines and publishes the results of tests within 15 working days of the test being taken.

Chapter 7 of the *Institutional Section of the Education and Examination Regulations* contains the basic regulations concerning testing that are to be applied at all times. These regulations provide the framework within which the degree programme may make specific choices regarding testing methods.

- Account for the general choices made regarding test types.
- The test frequency: as a rule, students have two test chances a year, as specified in the *Institutional Section of the Education and Examination Regulations*, Article 26. This article states in paragraph 3 that in highly exceptional cases, a deviation from this rule is permitted, if resits under the same conditions are (nearly) infeasible, while a different test type will affect the objectives to be tested.
- Institutional Section of the EER, Article 26, paragraph 4: in special instances it is possible to decide prior to commencement of the academic year that the examination for a certain study unit can be taken once a year only. The study units concerned are

incorporated in the Degree Programme Section of the Education and Examination Regulations.

- Institutional Section of the EER Article 26, paragraph 5. To be specified for each individual programme how this 3rd test chance is offered (application term, test date)
- Institutional Section of the EER, Article 27, paragraph 2: if an examination consists of several tests, the Degree Programme Section of the Education and Examination Regulations, or the study guide immediately at the start of the study unit in question, shall specify the relative weight factors of these constituent tests in the examination.
- Institutional Section of the EER, Article 27, paragraph 4: the *Degree Programme Section of the Education and Examination Regulations* of the relevant degree programme specifies in the description of the test(s) which type of tests or combination of test types is used.
- Institutional Section of the EER, Article 30, paragraph 3: as a rule, students are tested individually in oral tests or competence tests. The degree programme may take reasoned decisions to deviate from this rule.
- Institutional Section of the EER, Article 32, paragraph 1: Each examination forming part of a final examination must be passed, unless the provisions of the *Degree Programme Section of the Education and Examination Regulations* stipulate otherwise.

7 STUDY UNIT OVERVIEW

7.1 STUDY UNIT OVERVIEW

[Credit overview IB](#)

The courses IBvM2.OSCM.2021 and IBvM2.BPM.2021 are under construction with approval of the Degree Programme Committee. More information will follow during the academic year.

Availability of information about study units

1. A comprehensive description of the study units is available digitally (Educator).
2. Each study unit will disclose the following information in the semester in RISE:
 - a. the aims and the content of the study unit;
 - b. prior knowledge, entry requirements and order of enrolment, including a justification of the content and the quantitative thresholds;
 - c. the literature to be studied (books, readers, work placement manuals, web shops);
 - d. learning activities;
 - e. the Assessment & Examination Plan, which contains accurate information about the examinations.

The attendance requirements for lectures, office, practices and workshops are 80%. International Business is taught in English. The language of instruction is English.

7.2 TRANSITIONAL PROVISIONS

Transition within the Domain of Business, Media and Law means that students after orientation switch from programme A to programme B. Students from the following programmes, CE, ORM, HRM, LM, F&C, AC, FTA, IB, BK of AD OM have the possibility after major 1 to switch without consequences (semester 1) to the mentioned programmes. That means that students don't have to repair deficits of courses. Student can start in semester 2 at the new chosen programme (CE, ORM, HRM, LM, F&C, AC, FTA, IB, BK of AD OM) .

8.0 Windesheim Business College

Each CROHO²-registered degree programme is responsible for developing a set of nationally established degree programme qualifications. Each BML degree programme has incorporated this into a degree programme curriculum. This is a 4-year programme of study units which constitutes the students' core curriculum. Besides this programme, there is another method of learning available to students of this degree programme: Windesheim Business College (WBC). WBC aims to give students a large measure of control and ownership over their own learning process. Students satisfy the learning goals, competences and learning outcomes to be demonstrated for a diploma. Learning according to the WBC method is separated from studying on campus and attending lectures. The WBC student goes in search of what he/she wants to learn. The student compares these personal learning goals with the degree programme requirements and the requirements of a future profession. Based on this, the student composes 6-8 curricula in the main phase of the degree programme, with a volume of 15 or 30 credits each. In each curriculum the student realizes the related learning goals, competences or learning outcomes.

This learning method involves collaborative learning as well as individual learning. This collaboration does not necessarily have to be with fellow students, but it is allowed. The WBC method requires great discipline on the part of the students, but on the other hand their learning process is independent of established learning pathways. So it is up to the student to decide where, with whom, how and when he/she learns. Options available to the student include learning in practice through past, present or future work experience, provided this experience is demonstrably at higher professional education (hbo) level and linked to the relevant phase of the degree programme.

² CROHO: Central Register of Higher Education Study Programmes

9 ACCREDITATION

Date of last (initial) accreditation: start of the programme IB is September 2018.

Expiry date accreditation: 2022

10 CONCLUSION

10.1 OBJECTION AND APPEAL

Any decisions taken pursuant to these regulations are subject to appeal with the Windesheim Board of Appeal for Examinations. The *Regulations on the Windesheim Board of Appeal for Examinations* are incorporated in the *Institutional Section of the Students' Charter*.

10.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

These regulations together with the specifications included constitute the Education and Examination Regulations of the degree programme.

10.3 CONTINGENCIES

The division director is authorized to decide on any case not provided for in this *Degree Programme Section of the Education and Examination Regulations*.

10.4 EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION

This *Degree Programme Section of the Education and Examination Regulations* forms part of the *Degree Programme Section of the Students' Charter*. These regulations are effective from 1 September 2020 until 1 September 2021.

They have been published on www.windesheim.nl/ www.windesheimflevoland.nl.

On 9 July 2020 the *Degree Programme Section of the Education and Examination Regulations* of International Business was adopted by the division director on behalf of the Executive Board, with approval from the degree programme committee and the unit participation council of the parts of this *Degree Programme Section of the Education and Examination Regulations* subject to their approval, and after consultation of the degree programme committee on the parts not subject to their approval. Approval was granted by the degree programme committee on 22 June 2020, while the unit participation council gave its approval on 8 July 2020.

division director Mrs MR. J.C. Gomolka
Business, Media and Law
9 July 2020