University of Applied Sciences Windesheim

Degree Programme Section of the Education and Examination Regulations 2026-2027 International Business

Personal learning pathway

FOR THE FULL-TIME BACHELOR´S DEGREE PROGRAMME

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.








University of Applied Sciences Windesheim

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1 WELCOME

Dear student,

At Windesheim we work the Education and Examination Regulations (EER) – in Dutch, the *OER*.

The Education and Examination Regulations (EER) document sets out the rights and responsibilities of both students and the institution. Each degree programme has one set of EER, consisting of two parts:

The Institutional Section - contains the overarching regulations that apply to all students at Windesheim.

The Degree Programme Section - contains more detailed regulations derived from the institutional regulations which your degree programme has set.

Both sections are inseparably linked; however, in the event of any conflict between the two, the provisions of the Institutional Section take precedence.

Windesheim has chosen to establish the Education and Examination Regulations *(OER)* on a yearly basis. This programme section is valid from 1 September 2026 to 1 September 2027. The choice of this period was made to ensure the currency and relevance of the education. Following the approval of the participation bodies, these regulations are fixed for the duration of one academic year.

The Degree Programme Section must be approved by the relevant bodies, after which the regulations remain fixed for one academic year. The Degree Programme Section is valid from 1 September 2026 to 1 September 2027.

You are currently reading the **Degree Programme Section** of the EER for International Business, established with the approval of the Degree Programme Committee and the Unit Participation Council.

International Business is designed with flexibility in mind. Students follow a **Personal Learning Pathway** structured around clearly defined learning outcomes. Within this framework, you gradually assume greater responsibility for your study pace and for selecting appropriate learning and assessment formats.

While the programme offers flexibility in how you achieve the learning outcomes the learning outcomes themselves apply to the programme as a whole and may only be amended in exceptional circumstances such as for students who have already commenced their studies.

2 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

2.1 DURATION AND VALIDITY OF THE EDUCATION AND EXAMINATION REGULATIONS

The Education and Examination Regulations (EER) provide an overview of the rights and responsibilities of both students and the programme. Windesheim issues a new set of EER each year. This programme section is valid from 1 September 2026 to 1 September 2027. This annual review ensures that the regulations remain up to date and support the personalised learning pathway. Always check that you have the version for the current academic year.

2.2 PERSONAL LEARNING PATHWAY

The **Personal Learning Pathway** represents a shift from standard, uniform learning routes to student-centred education. It recognises that every student is unique, with different ways of learning and varying preferences for what, where, when, and with whom they study. The pathway is designed to make your learning process personal, challenging, and flexible.

Following a Personal Learning Pathway allows you to take responsibility for your own learning, tailored to your individual needs. You can make choices about **what** you study (content), **how** you learn it (format), **where** and **when**, and at what **pace.**

While you determine your own route, the final qualifications remain fixed. Within this framework, you shape your own learning journey. This approach develops adaptable professionals, equipped for a rapidly changing labour market and achieve the overarching Lifelong Learning Outcome (LLO).

Your student adviser supports you through coaching and guidance, helping you develop self-regulation skills and take ownership of your learning process.

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).

Vision on education
Windesheim's strategic direction states that Windesheim focuses on "personal and professional development of (future) professionals and developing a learning culture for students and employees as well as companies and institutions" (Windesheim University of Applied Sciences, 2023, p. 5) (in Dutch).

According to the National Qualifications Framework IB (2023) IB professionals are experts in the field of sustainable and responsible internationalisation. They see viable opportunities and know how to translate these into strategies to achieve multiple value creation: not only focusing on financial-economic value, but also on social and ecological value. (pp. 11) Multiple value creation is also a core issue for the BML division. In addition, IB professionals have an enterprising and investigative attitude, they are creative, and they can think and work multidisciplinary and collaborate with each other in a multicultural environment.

Within the profile of the IB professional as described by the IB Framework, the IB programme in Zwolle distinguishes itself through the attention to the integration of a second language and intercultural management and the opportunities to work for longer periods of time abroad (PLO3) as well as through personal and professional development (PLO4).

Personal and professional development

In the context of lifelong development, we attach great importance to self-regulated learning. The world in which today's students are trained is not necessarily the world in which they will work tomorrow. As also indicated in the "Strategische Koers" (2023), new knowledge is becoming available in society, new questions are constantly being asked, and professional requirements are changing accordingly. (Windesheim University of Applied Sciences, 2023, p. 16) Self-regulation is indicated as one of the most essential skills for learning (Boud, 2000) and is therefore one of our top priorities.

Second language and intercultural management and stay abroad

In the IB Framework, the IB professional is described as a bridge builder: "to forge international partnerships and create bridges between cultures and contexts." (National Platform International Business, 2023, p. 12). In our view, language and culture are inextricably linked in order to achieve fruitful collaborations based on a good understanding that are necessary for internationalization. To experience this, we believe it is essential that the student also spends some time abroad.

IB students all choose a second foreign language. Dutch students have to choose between the German and French language; international students follow Dutch as a second language. In cases in which it is difficult to decide what the options are for a specific student we use this decision tree.

The English language requirement for international students who apply for IB is to have passed a test with the minimum score in the table in the following appendix "Language Tests appendix to the Code of Conduct".

More information on our vision on education and learning can be found in our vision document on learning and education.

Vision on assessment

The BML division has chosen to further complement and refine the goals Windesheim wants to achieve with assessment. The degree programmes of the BML division are aligned as much as possible with the student's work experience and individual learning needs. Personalized education is offered. For us, personalized learning means that the education to be followed is tailored to the student's wishes, preferences and needs. Obviously, this education must result in the student meeting the qualifications as laid down in the relevant national degree programme profile at the end of his/her studies. But the essence is that the student is enabled to determine their own learning pathway. This gives the student freedom of choice. Assessment is an integral part of personalized education. For testing, this means that:

- The degree programme has learning outcomes that are formulated independently of the learning pathway.
- Assessments are organized as flexibly as possible in terms of time, place, type and content.
- Assessments support learning and guide the learning process.

A description of the different values we have as an IB team when it comes to assessments is formulated. These four values are formulated in collaboration with the whole team, including the degree programme manager of IB.

1. Variety in assessments
2. Transparency
3. Fairness
4. Assessments are challenging

These four values are further explained in our Assessment Policy International Business.

Vision on formative testing

We apply formative behaviour in some form in all our courses. There is room for students to check regularly whether they are on the right track by asking feedback of the teacher. Formative behaviour is only used to prepare the student for the summative test.

The values identified are being carried by the team of IB and are in line with the vision of BML and the vision of Windesheim on testing in general.

3.2 THE DEGREE PROGRAMME LEARNING OUTCOMES

The first-year and second-year students start in the programme based on the in 2023 established new National Qualifications Framework International Business (standard quality) including the accompanying Body of Knowledge, Skills and Attitude: Suggested Body of Knowledge, Skills and Attitudes Framework International Business 2023 (standard quality).

The International Business professionals facilitate sustainable international (global) business development and they do so by:

1. defining international business opportunities and recommending possible strategies for the organisation to create sustainable multi-sided value for stakeholders (PLO1 - International business opportunities),

2. contributing to business (systems) transitions and transformations in order to optimise sustainable international business practices (PLO2 - Business transformation),

3. cultivating and managing internal and external relationship with culturally diverse stakeholders in a responsible manner to achieve (mutual) business goals (PLO3 - Relationship management).

To do this successfully, they need to:

4. manage themselves in a complex surrounding and develop their professionalism for the benefit of the organisation, the field of international business and themselves (PLO4 - Self-management)

The programme for the first, second and third year is as follows:

Academic year 2026-2027 - Year 1

Year 1	
Semester 1	**Introduction International Business** - Introduction International Business - Introduction to Research - Languages/Intercultural Management **Business Essentials** - Fundamentals of International Marketing - Research in International Business - Fundamentals of Logistics - Languages/Intercultural Management
Semester 2	**Operating in Dynamic Markets** - Exploring IB opportunities - Organisation Strategy and HRM - Fundamentals of Business Economics - Languages/Intercultural Management **Strategic Integration** - Managing a Business - Capstone Personal and Professional Development - Languages/Intercultural Management

Academic year 2026-2027 - Year 2

Year 2	
Semester 1	**Optimizing Business Performance** - Operations Management - Language and ICM - Career Compass **Navigating Business Success** - Marketing & Sales - Business Economics and Circularity
Semester 2	**Internship** • Internship • Language & ICM

Academic year 2026-2027 - Year 3

Year 3	
Semester 1	**Global Business Development** - Smart Industry - Global Sales & Accountmanagement - Personal Branding - Global Dynamics & Supply Chain Management - Family Business & Research
Semester 2	**Entrepreneurship & Value Creation** • International Project Management & Marketing • Integral Systems Thinking for Value Creation • Worthwhile Entrepreneurship • Second language & ICM *Two electives to be chosen from the four options:* • Advanced Finance • Export • Cambridge English C2 • Lean Six Sigma Green Belt

Students who started their studies in 2023 or earlier follow the curriculum based on the previous national framework from 2018. Their programme is as follows:

Academic year 2025-2026 – *curriculum based on previous national framework IB 2018*

	Semester 1	**Semester 2**
Year 1	Operations & People Finance & Accounting Language	International Digital Marketing & Sales Operations & Supply Chain Management Language
Year 2	Global Trends Lab Preparation Work placement Language	Work placement Abroad Language
Year 3	Change management Family Business & Research Applied Business Research I Language	Study Abroad/ Work placement Abroad
Year 4	Applied Business Research II Electives	Specialization Horizons International Business Global Trade Dynamics

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 and who are 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 abroad. 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 lectors, lecturers, companies, organisations and students, the programme enables IB students to develop analytical and critical thinking as well as 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.

Together with the work field representatives of our advisory board (who represent different sectors) we decide which aspects of the suggested BOKSA (Suggested Body of Knowledge, Skills and Attitudes Framework International Business 2023, standard quality) should get priority in our new curriculum.

4. STRUCTURE AND ORGANISATION OF THE DEGREE PROGRAMME

4.1 DEGREE PROGRAMME TYPE

The International Business programme provides education in a full-time programme.

4.2 GENERAL STRUCTURE AND ORGANISATION OF THE DEGREE PROGRAMME

Programme/learning pathway switching
Windesheim enables students to transfer smoothly and efficiently to another degree programme or learning pathway. This process is referred to as **programme switching**.

During the first year, students can explore and reorient their goals and interests and choose courses and programmes in an education pathway that best aligns with their aspirations, with support from their transfer/switch coordinator or adviser.

A Windesheim-wide agreement allows first year students who meet all admission requirements to transfer/switch to another associate degree or bachelor's programme during Term 1 of the first year. If a student discovers in Terms 2, 3, or 4 that they are in a programme that does not suit them, a customised approach will be arranged to facilitate a transfer/switch. Student's switch coordinator or switch coach from their division will supervise and support them throughout orientation and the switching process. Students are encouraged to seek guidance from their switch coordinator, switch coach, or student adviser throughout orientation and the switching process.

Degree Programme text (as supplement to the Institutional Section Windesheim Text for transferring to another programme): The detailed transfer process within the Degree Program Business Media and Law (BML) can be found here (in Dutch).

For an overview of our curriculum, we refer to paragraph 3.2 and 7.1.

4.3 THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME

The current curriculum of the IB programme consists of a propaedeutic phase and a main phase. During the propaedeutic phase, the emphasis is on acquiring basic skills and knowledge and students work on (practical) projects.

For an overview of the propaedeutic phase, we refer to paragraph 3.2 and 7.1.

4.3.1 FROM THE PROPAEDEUTIC PHASE TO THE MAIN PHASE

Transition standard for full-time bachelor's programmes
To gain admission into the main phase of the programme you must earn at least 50 European Credit Transfer and Accumulation System (ECTS).

You will receive a written study recommendation explaining your progress and next steps. This recommendation is to be issued in accordance with the Implementing Regulations on Study Recommendations in the Propaedeutic Phase.

Once you have met these requirements, and in accordance with Article 21 of the Institutional Section of the EER Personal Learning Pathway, you will be granted access to the main phase of the programme.

If you have not met the progression standard by the end of your first year, you will need to agree with your programme on how to complete the propaedeutic phase (the first year of the bachelor's programme). It is important to prioritise completing any outstanding assessment units. (*EvEs – Eenheden van Examinering*) from this phase so you can move forward to the main phase.

The following applies:

Full-time students will be placed into a group based on the ECTS credits you have earned in the first year and in consultation with their academic adviser:

- If you have **0–25 ECTS** after the first year, you will be placed in a first-year group again.
- If you have **30–45 ECTS** after the first year: you will have the opportunity to retake the Assessment Unit (*EvEs*) from the first year and to make use of academic support and/or remedial teaching. You may also agree with your adviser on how to use any free-choice credits.
- If special circumstances apply, tailored agreements can be made with you. These are recorded in a study route plan and reviewed every six months. They may be adjusted as needed until you meet the progression standard.
- If you do not meet the progression standard, you may, based on exceptional circumstances, submit a reasoned request to the (propaedeutic) Examination Board for permission to take assessment units (*EvEs*) from the main phase of the bachelor's programme. Your request must be supported by a recommendation from the academic advisor.

Study track class IB1X who started their studies in 2023

Studytrack IB1X-students		
Year	**Semester 1**	**Semester 2**
2024-2025	Class IB1X M3 WOPP (5 ECTS) M3 Languages (5 ECTS)	M4 internship (26+4ECTS)
2025-2026	M3 NEW ***Without:*** M3 Career Compass (5 ECTS) M3 Languages/ICM (5 ECTS)	M7 NEW: minor or Study Abroad (30 ECTS)
2026-2027	M5 NEW	M6 NEW
2027-2028	M8 Graduation Track NEW	

For the students who obtained 30-45 credits in their first year we refer to the transition overview 30-45 ECTS.

For students who started their studies in 2023 or earlier:
Based on the credits obtained in the first year of study, the student is placed in one of the following two groups, after consultation with their coach:

- 0-30 credits: students with 0-30 credits after one academic year will be placed in a first-year group again;
- 31-49 credits: students are given the opportunity to retake courses from the first year and to make use of coaching and/or remedial classes. In addition, arrangements can be made in consultation with the student, to fill in their personal profile in semesters 1 and 2, and/or students can take courses from the main phase in advance for a maximum of 10 credits. The study department of IB determines which examination units (modules) can be chosen. IB students with 31 or more credits are allowed to participate in some year 2 courses: Career Compass and the languages.

A student who does not meet the transition standard may request permission from their programme's Propaedeutic-phase Examination Board, on the basis of mitigating circumstances, to take part in examination units from the main phase of their bachelor's programme nonetheless. The coach will substantiate this request with a recommendation.
Please refer to the *Examination Board Regulations* for more details, which can be found on the Sharepoint site of the Examination Board.

It is possible to make customized arrangements with the student if the student's mitigating circumstances give rise thereto. The arrangements with the student are documented in a personal learning agreement and will be evaluated every six months and modified, if necessary, until the student meets the transition standard.

The student who fails to meet the transition standard after two years of registration in the degree programme must first complete their propaedeutic examination and may therefore participate in propaedeutic-phase examination units and tests only.

Students who in their first year of studies have obtained 40 credits or more are offered a third test chance in the academic year of starting their studies, to enable them to pass their propaedeutic exam. This third test chance is – if applicable - incorporated in the annual test schedule and communicated as such to the students in question.

4.4 THE PROFESSIONAL CURRICULUM OF THE (BACHELOR'S) DEGREE PROGRAMME

The professional curriculum comprises several examination units representing a total of 225 credits for students who started their studies in 2023 (the other 15 credits = elective space) or earlier and 210 credits (the other 30 credits = elective space) who started their studies in 2024 or later.

4.4.1 THE PROFESSIONAL CURRICULUM

For an overview of the curriculum, we refer to paragraph 3.2 and 7.1.
The main study phase distinguishes two educational levels: advanced and bachelor. Throughout the entire degree programme students receive feedback regarding the development of their competences and personal and professional development. The coach guides the student in their study progress, very closely in the form of individual and group meet-ups regularly.

4.4.2 OPTIONS IN THE PROFESSIONAL CURRICULUM

The options available for choosing a personal learning pathway (in part) within one's professional curriculum are outlined in Article 13 Personal Learning Pathway Institutional Section of the EER applies to the personal learning pathway as well as in Chapter 4.5 of this document.

4.4.3 STRUCTURE AND ORGANISATION OF THE INTERNSHIP AND/OR OTHER PRACTICAL COMPONENTS

An International Business student does the internship in the second semester of the second year. Students must do their internship abroad. The IB-student with a non-Dutch passport can do an internship in the Netherlands or abroad but not in their home country. Dutch students do their internship in a country where the second language of their choice (French or German) is spoken. The internship in combination with the second language assignment lasts 20 weeks (including two weeks for preparation and two weeks for finalizing reports and portfolios). The preparation for the internship starts in semester 1 of year 2.

During internships students are supervised by a school supervisor and a company supervisor. For International Business students who started before September 2024 it is mandatory to go abroad during two semesters, whilst one of these needs to be linked to your language choice. Students with a non-Dutch passport are exempted.

For students with a Topsport- or TOR-status is the following applicable: you can get a dispensation for the second semester abroad, on request, you can opt for an English taught minor or a work placement at a Dutch company with an international background. You can send this request to the Examination Board. The first semester abroad will remain mandatory.

4.4.4 STRUCTURE AND ORGANISATION OF THE FINAL-PROJECT PHASE AND SPECIALIZATIONS OF THE BACHELOR'S DEGREE PROGRAMME

Students entering the fourth year of IB must have obtained all 60 credits of the Propaedeutic exam, which means that students who do not yet hold the 60 credits must first obtain these 60 credits. Propaedeutic credits must be submitted in Educator no later than 31 August of the academic year, prior to M7.

In the first term of the fourth year the focus is on Research on bachelor level in the course Applied Business Research II, the second term the focus is on Personal Profiling. In the second semester the student chooses a specialization; "Global Trade Dynamics" or "Exploring Horizons of International Business".

The end-level of the International Business programme under the **old** curriculum is defined and achieved in the modules identified as end-level modules in the attached credit overview Endlevel year 4.

Complete overview of end-level modules for students in "old" curriculum: endlevel previous curriculum.

The end-level of the International Business programme under the **new** curriculum is defined and achieved in the modules identified as end-level modules in the attached credit overview Endlevel year 3.

4.5 ELECTIVE CURRICULUM

15 credits (for students who started their studies in 2023 or earlier) or 30 credits (for students who started their studies in 2024 or later) with assessment units either within or outside the institution. Article 13 of the Institutional Section applies accordingly.

You can use your elective space in different ways:
- By taking additional courses: for the Personal Learning Pathway, see Article 13 of the Personal Learning Pathway in the Institutional Section of the Education and Examination Regulations).
- By having relevant experiences recognised: you can include extracurricular in a portfolio and have them validated for credit

More information about the elective space can be found here (in Dutch) or on your programme's SharePoint site.

- Students have several options to choose from for their elective curriculum (30 ECTS):
- They can opt for Qualifications, such as Study Abroad, Kies op Maat minors, Massive Online Open Courses, courses from Windesheim Educational Programmes, or courses from previous education.
- Or they choose to write a portfolio about their Working Experiences, and they give proof of mastering the predescribed learning outcomes.
- Two requirements: The level of both, the qualifications and the working experiences must be on basis UAS-level and there must not be undesirable overlap with the IB-curriculum. More information about the elective curriculum can be found here (in Dutch) or on the SharePoint site of the student's own programme.

As part of the Study Abroad programme all Windesheim students must follow the Windesheim-wide education module WISE (Windesheim Intercultural Skills Explorer). This programme is mandatory to prepare for study abroad

Following a pre-master during you bachelor's programme
After completing a bachelor's degree, you can choose to continue with a master's degree. Most professional (HBO) master's programmes are open to you directly. For many university master's programmes, you will need to complete a pre-master first. At some universities, this pre-master can even take this pre-master during your bachelor's programme as an elective, called a **transfer minor**.

The Business, Media, and Law programme has partnerships with the University of Twente (UT) and Tilburg University (TiU). Together with these universities, we organise pre-master information sessions twice a year, specifically for students in Business, Media, and Law.

You can find detailed information about the offerings of both professional (HBO) and university master's programmes on the website: Continuing from bachelor's to master's/ *Doorstuderen van bachelor naar master* (in Dutch).

Preparatory Courses

- If you want to follow a pre-master programme (during or immediately after your bachelor's degree), the Business, Media and Law offer preparatory courses in English, Mathematics, and Statistics.
- These preparatory courses are designed to facilitate a smoother transition into the pre-master programme. You take these courses in the semester before the pre-master. Mathematics and Statistics are offered online in the evenings, while English is taught on campus. Briefing sessions about these preparatory courses are organised twice a year.
- If you pass the assessments for these courses, you can submit a request to the Examination Board of your programme to have the earned credits added to your transcript: English 1 ECTS, Mathematics 2 ECTS, Statistics 2 ECTS.

For more information about these preparatory courses, you can contact the Progression Coordinators of the Business, Media and Law domain via the BMR Progression mailbox: bmr-doorstuderen@windesheim.nl.

Advisory Information

If you have questions about progressing to a master's programme, you can contact the Study Route Adviser of your programme. They are familiar with the most common master's programmes relevant to your degree and can explain the formal procedures and any approvals you may need from the Examination Board.

For information about the transfer minors, pre-master information sessions, and preparatory courses, you can contact the Progression Coordinators of the Business, Media and Law programme via the BMR Progression mailbox: bmr-doorstuderen@windesheim.nl. Practical information can be found on the site: All About Progression / *Alles over doorstuderen* (in Dutch).

4.6 EXTRACURRICULAR EDUCATION

Honours Programme for bachelor's degree programmes

Windesheim offers honours programmes that you can take alongside the regular curriculum. Each programme is worth 15 ECTS credits and must be completed in full. It includes one integrated assessment such as a main project or task, which demonstrates that you have mastered all the skill and knowledge in the honours programme.

You are expected to complete honours programme within one academic year.

When you successfully complete the programme, your diploma will include an honours designation, showing that you graduated with 240 + 15 ECTS.

The eligibility requirements for joining an honours programme are described here (in Dutch).

Selection: you are selected for the honours programme based on your motivation, progress in the propaedeutic phase, and your willingness to engage with innovative learning. Together with the lecturers, students form a learning community where everyone learns from and with each other, based on equality and exchange.

Each honours programme is structured around active, real-world learning. You will work in multidisciplinary groups on assignments that have societal relevance. You also have the flexibility to focus on your own interests through an **individual learning pathway** and personal leadership projects.

Assessment:
To complete an honours programme, you must:
- successfully finish the **integrated assessment** (for example, a main task or project that shows you have mastered all the skills and knowledge in the honours programme)
- actively participate in the Windesheim honours community, as your contribution is part of the assessment; you are assessed on your project and your engagement with the group and pathway activities.

4.7 NATIONALLY APPLICABLE REGULATIONS

n/a.

5. THE STUDENT AND THE EDUCATION

5.1 STUDENT COACHING AND THE PERTINENT BEST-EFFORT COMMITMENT

Own responsibility
The student is personally responsible for making every reasonable effort to successfully complete the programme within the prescribed timeframe.

If, due to personal circumstances (including, for example, a disability), the student anticipates potential study delays or believes additional support or accommodations may be required, they are expected to inform their student advisor and student welfare officer in a timely manner, that is, while intervention is still possible.

The purpose of this communication is to minimise study delays resulting from these circumstances and, if deemed necessary by the student advisor and/or student welfare officer, to establish individual arrangements for guidance.

The personal circumstances are fully listed in *Artikel 2.1 Uitvoeringsbesluit WHW 2008* (in Dutch) which ensures adequate support appropriate to the circumstances reported.

If the student does not accept this support or fails to comply with the agreed arrangements, the risk of study delay remains the responsibility of the student.

Student Coaching
Student Support is provided in two main forms: **general support** and **special support**.

General Student Support provides guidance to help you progress in your studies and supports your personal and professional development. Every student has access to a student adviser (or equivalent role, such as learning team advisor, learning coach, student counsellor) throughout their programme.

You can also access support from the Student Support Centre (SSC) (in Dutch), which provides free and easily accessible assistance for challenges such as:

- Study planning or academic progress
- Delays in completing your programme
- Financial or personal difficulties
- Language support
- Other issues that may affect your studies

Additionally, some programmes have a **Study Route Adviser**, who can provide guidance about possible study pathways and choices within the programme. The study route adviser can support student advisors with advice tailored to your learning goals.

Special Student Support ensures that students can participate in classes or examinations in an adapted way when needed. This may include adjustments for physical or learning disabilities, personal circumstances, or participation in the Personal Learning Pathway */ Eigen Leerroute*.

Special support may involve:

- Implementation of accommodations in teaching or examinations
- Involvement of a case manager to coordinate support measures
- Additional guidance for students with special circumstances, such as running their own business or starting a company, available through relevant centres (e.g., Entrepreneurship Centre)

These measures are provided in accordance with the Institutional Section of the Education and Examination Regulations specifically Artikel 19 - for students following the Personal Learning Pathway.

5.2 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. The quality of the degree programme is constantly monitored (see paragraph 5.3).
The study programme is divided into four terms per year and 2 terms per semester, which is virtually the same for each academic year. Each term consists of ten weeks comprising seven teaching weeks with two exam weeks at the end. In the first and second year, 2 terms are combined into semesters, and education can extend over the periods. A consistent weekly contact time of at least 16–18 hours is offered in the first year, gradually decreasing in the second, third, and fourth years.

Each exam is offered at least twice a year. Students may only take two of these exam opportunities. In order to facilitate a resit opportunity after term 4, there is a term 5 at the end of the academic year. In special circumstances, the student must contact the examination board.
In order to be able to take the exam for the first-year module Managing a Business, students have to participate in a management simulation game, which is only offered once a year. The assessment is based on the simulation game, so in order to do the assessment (or the resit), the student must have participated in the game. In case a student is excluded from the group assignment based on unprofessional behaviour, the resit will take place the following academic year.

In Educator and in MijnWindesheim.nl, the standardisation of the examination units, including the method of testing, weighing and stating credits, is explicitly stated digitally. The exam schedules for students are shown in Xedule. In addition, students have the option to view their grade list digitally at any time and it is also possible to register for exams digitally.

The structuring of the study components is designed, among other objectives, to provide education in a progressive, sequential manner and a good spread of the study load (60 EC per year, which amounts to approximately 15 EC per period). Each study unit has a study guide in which the learning objectives, work and test formats and study tasks including planning are described. These study guides are available on the digital learning environment (Brightspace).

For students who fall behind extensively, the examination board, on the advice of the Learning Pathway Adviser and/or study coach, determines how the student can catch up. For this purpose, the Learning Pathway Adviser draws up a study agreement for each student. The institutional part of the OER provides guidelines for this.

Study load per year
Institutional Section of the EER, Article 15 Personal Learning Pathway Institutional Section of the EER applies to the personal learning pathway, paragraph 3: the study load of the full-time and work/study programmes equals 60 ECTS per year.

5.3 EVALUATION OF EDUCATION

The programme evaluates its teaching each period/semester. The evaluations have two main aims:
- Firstly, the strategic aim is to optimise the quality of education, for which the **PDCA cycle** (Plan, Do, Check, Act) is applied.
- Secondly, each evaluation has an operational aim, such as identifying potential issues.

Programme evaluations primarily focus on measuring, discussing, and improving the quality of teaching.
The evaluation results are published on the programme page for students.

6. ASSESSMENT

Assessment rules for your programme are based on the **Institutional Section of the Education and Examination Regulations 2026 - 2027** and the **Examination Rules 2026 – 2027**. These documents set the minimum requirements for assessments in your programme.

Students are responsible for registering for assessments and for following the deadlines and procedures. information about registration, the registration period, and deregistration can be found on the programme website under **Assessment Information /** *Toetsinformatie*.

Some assessments may also be scheduled in the **evening**, depending on the programme variant.

6.1 ASSESSMENT PERSONAL LEARNING PATHWAY

Registering and Deregistering for Assessments
To take part in any assessment, you must register for it (see Article 27 **Institutional Section of the Education and Examination Regulations** which applies to the Personal Learning Pathway). Registration ensures that the programme can organise exams and assignments properly. Deadlines vary depending on the type of assessment and the period in which it takes place.

All relevant information about registration, deregistration, and assessment scheduling is available in the Registration Application and on the programme page under Assessment Information > Registration Procedure.

Some assessments may not be available every period. Always check the Assessment Year Schedule for the exact timing.

1. **Registration and deregistration *Deadlines**
- For scheduled assessments during **central assessment weeks: Regulations on Testing and Examination Academic Year 2026-2027.
  *The exact dates can be found in the registration application
  *See the Windesheim Jaarroostersite: jaarkalender Onderwijs en toetsing 2026-2027 (in Dutch)

2. **System Information**
- The registration system shows which assessments are available for you.
- Not every assessment is offered every period. Always confirm via the Assessment Year Schedule. In the programme section under the heading Assessment Information > registration procedure.

3. **Special Notes for Assessment Period 5.1**
- If you still have an open assessment attempt, you must register for period 5.1, even if results from period 4 are not yet published.
- If you have already passed the assessment in period 4, your registration for period 5.1 will be cancelled automatically.

4. **Special Notes for Assessment Period 5.2**
- Registration is open from Monday 28 June to Wednesday 7 July 2027, 23:59.
- If you meet the required conditions - (see Article 22 paragraph 6 Institutional Section of the Education and Examination Regulations 2026 – 2027 Personal Learning Pathway) - the learning pathway administration staff will finalise your registration by 15 July 2027, enabling your participation in period 5.2.
- Students who started their studies in February will have their third assessment opportunity scheduled after the end of the September semester.

How to Register for Assessments
- Register via My Windesheim
- Go to My Windesheim > Register > Assessments.
- After registering, check yourself that your registration was successful.
- If you have questions about registration or any special conditions, email: bmr-studievoortgang@windesheim.nl

Not Registered for an Assessment = No Participation
- **Important:** You cannot participate in an assessment if you have not registered for it during the designated registration period.
- Check the Assessment Year Schedule (on the programme website under Registration Procedure) to see when the assessment will be offered again.

Exceptions - Who Can Register After the Deadline
You may still be allowed to register after the deadline if you belong to one of these groups:
- Students not linked to the correct study pathway.
- Switchers or interim entrants who joined the programme after the registration period.
- *Kies Op Maat* (tailored choice programme) students and exchange students.
- Students who have received special permission from the Examination Board.
- **Action:** If you meet one of these exceptions, email bmr-studievoortgang@windesheim.nl to request late registration. Include your student number, study programme, and the assessment you want to register for.

Cancelling Registration
- **Cancelling Registration for Personal Learning Pathway**
- If you decide not to take an assessment you previously registered for, you must cancel your registration in the registration application.
- The deadline for cancelling a registration is shown in the application.

Cancelling via My Windesheim
Instructions for Students:
- Log in to **My Windesheim**
- Go to the **Registration** tab.
- Cancel your registration for the relevant assessment before the assessment starts.

6.2 CURRICULUM-INDEPENDENT ASSESSMENT

Within the Personal Learning Pathway, both the standard route and curriculum-independent assessment are possible. This gives you, the student, the following options:
- You can demonstrate the learning outcome(s) using the standard assessment, without participating in the associated teaching activities.
- Alternatively, you may choose a different route and demonstrate the learning outcome(s) in a way other than the standard assessment provided.

Exceptions to Curriculum-Independent Assessment
You may be able to demonstrate learning outcomes in a way other than the standard assessment.
However, there can be exceptions. For example, certain nationally mandated assessments may require you to take the standard test. Each degree programme may also specify assessments for which learning outcomes **cannot** be demonstrated in another way.
Details and justification for any such exceptions are provided by each programme below.

Demonstrating Learning Outcomes via Alternative Assessment
Some units of study or units of examination may only be achieved in one specific way.

For units where alternative demonstration of learning outcomes is possible:
- The assessment format is a portfolio assessment. You will compile a portfolio and participate in a criterion-referenced interview based on the portfolio. The portfolio, together with the interview, is evaluated using the rubric for that unit of examination.
- Assessment is conducted by an examiner from your programme, appointed by the Examination Board. The examiner is BKE-certified (Dutch certification, Basic Teaching Qualification) and qualified as an assessor.
- For content guidance, you may consult an expert (for example, from the professional field). The expert provides advice but does not participate in assessment.
- You are fully responsible for planning and completing the entire process.

The complete process description can be found here (in Dutch).

6.3 CHATGPT AND GENERATIVE AI

The IB-programme follows the Windesheim AI policy (in Dutch).

First of all, ChatGPT and other GenAI will help the student to become even better as an international business professional, we encourage their use. Even more, it is important that the programme prepares the student for the responsible use of GenAI in the future professional field. At the same time, their use can intentionally or unintentionally lead to fraud. We therefore recommend that our students read this information carefully. The information can also be found on Brightspace. Below are the main points from the document in question:

1. When ChatGPT can be used (and other GenAI)
It is important that the programme prepares the student for the responsible use of GenAI in the future professional field.
- An important condition is that when using GenAI the student is in the lead when writing, support their ideas with relevant sources and fully understand everything and can explain what they have written.
- In many cases we allow GenAI use as a tool, for example to overcome freezing and/or writer's block, or to improve one's own sentence formulations.

2. When ChatGPT (and other GenAI) cannot be used

- ChatGPT (and other GenAI) is NOT acceptable as a source of information in papers/assignments (unless the teacher makes an explicit exception for specific assignments).
- Information provided by ChatGPT (and other GenAI) should always be checked based on sources that provide reliable information.
- Information that is confirmed by reliable sources is substantiated with these sources and not with ChatGPT (and other GenAI).
- It is important that the student can clearly indicate where and how they used ChatGPT (and other GenAI).

3. Indications for a suspicion of fraud

What signals can alert examiners to the possible use of GenAI?

- It contains sources that upon inspection do not appear to exist, or that have not been used correctly.
- There is insufficient substantiation with relevant existing and reliable sources.
- The writing contains factual/substantive inaccuracies.
- The use of abstract concepts and ideas that the teacher reasonably suspects that the student does not understand and/or cannot apply and/or connect to events in the professional field.
- Describing events, activities and research in the professional field that the teacher reasonably suspects that the student has not experienced and/or carried out.
- The content of the papers of different students is very similar, without being formulated exactly the same (NB. It happens that GenAI generates substantively similar output).

4. In case of misuse or fraud

When used incorrectly.

If the assessor suspects that a test/assignment does not reflect the competencies and learning outcomes, a conversation will be initiated with the student with the aim of testing whether the student has achieved the goals and/or learning outcomes and whether the test/assignment should be graded as unsatisfactory. If the student still submits work during the resit of which the student is probably not the author but a GenAI, the assessor must report it to the examination board. The examination board will reach a decision in which communication whether or not GenAI should be used and if so, how, will play an important role.

Fraudulent use

Unfortunately, there are also problematic uses of ChatGPT and GenAI in general. GenAI enables effortless generation of answers to test and homework questions. In addition, reports of a reasonable level can be generated. This opens up the possibility of (partially) compiling a portfolio with material based on GenAI without any significant input from the student. This could pose a significant threat to education, especially to some commonly used methods for assessing learning outcomes and competencies. In case of problematic use, the student is hardly or not in the lead in terms of content. The student is not the author of what was written, ChatGPT (or any other GenAI application) is the author. At that moment the student actively makes it impossible for the assessor to assess the learning outcomes (/competencies). This is fraud in accordance with Article 11 of the Windesheim Examination Regulations, paragraphs 1 and 2. Reporting to the Examination Board is always necessary.

In every portfolio and other forms of written assignments the student includes a statement regarding the use of ChatGPT and GenAI in accordance with the instructions in the study guide.

6.4 GROUP WORK AND ASSESSMENT

The student registers individually for the test and submits the work individually, on time, and in full via the prescribed system. Without a valid registration and submission, no assessment will be awarded. The examiner assigns an individual assessment per student.

If not, all group members submit simultaneously, the group product will be assessed exclusively for the students who submitted it individually. Other students must use a subsequent test opportunity in this academic year to submit the group product. For more information, please refer to the course syllabus of the relevant EvE.

7. OVERVIEW OF EXAMINATION UNITS

7.1 OVERVIEW OF EXAMINATION UNITS

The following applies to the personal learning pathway:
At the start of your studies (first semester of the first year), you will be provided with an initial learning pathway. During this semester, your courses and instruction are scheduled for you. However, you are responsible for planning your exams and registering for the tests you wish to take.

From the following semesters onward, as a student in the Personal Learning Pathway, you are fully responsible for:
- Planning which courses and learning activities (Units of Examination and educational activities) you want to follow.
- Scheduling your exams and registering for the tests you wish to take.

All course planning and exam registration can be managed in your Personal Environment.

The overview of examination units can be found here.

Credit overview
The credit overview can be found here.

7.2 TRANSITIONAL REGULATION

The predecessor of International Business called International Business and Languages, has come to an end in August 2023. Students from the former IBL programme need to register as IB student and do a customized programme to obtain a bachelor degree in International Business. The Learning Pathway Adviser can be of help to discuss the content of the programme.

In September 2024 the new first-year of the revised IB programme based on the new National Qualifications Framework International Business (standard quality) was implemented. Students who obtained less than 30 ECTS have to restart their IB-program. We advise these students to make an appointment with the propaedeutic coordinator with whom they can make a custom-made plan.

8. ACCREDITATION

By decision dated 26 September 2022 (NVAO), the degree programme was accredited for an indefinite time. The submission deadline for the next external assessment report is set for 1 May 2028.

9. CONCLUSION

9.1 OBJECTION AND APPEAL

Any decisions taken under these regulations may be appealed to the Windesheim Board of Appeal for Examinations. The relevant regulations are set out in the Institutional Section of the Student Charter.

9.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

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

9.3 CONTINGENCIES

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

Additional Programme Statement:
If, due to unforeseen circumstances, it becomes necessary to make deviations from the established education and examination regulations regarding teaching and/or assessment, this will only happen after consultation with and approval from the Degree Programme Committee (DPC) of your programme.

9.4 EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION

This Programme Section of the Education and Examination Regulations is part of the Programme Section of the Student Charter. These regulations take effect on 1 September 2026 and remain in force until 1 September 2027. They have been made publicly available on www.windesheim.nl / www.windesheimflevoland.nl.

The Degree Programme Section of the Education and Examination Regulations for the International Business was adopted on 18 June 2026, by the Division Director on behalf of the Executive Board.

Approval was granted by the Degree Programme Committee and the Unit Participation Council for those parts subject to their approval, and the Degree Programme Committee was consulted on the remaining parts.

Degree Programme Committee granted approval on 13 April 2026, and the Unit Participation Council granted approval on 5 June 2026.

Mr. J.C. Gomolka
Director of the division Business, Media and Law
18 June 2026

REFERENCES - TERMS AND DEFINITIONS

References

- Boud, D. (2000). *Sustainable assessment: Rethinking assessment for the learning society*. Studies in Continuing Education.

Terms and definitions

- The Windesheim definitions of terms for the bachelor's and associate degree programmes can be found in Chapter 1, Article 2 Terms and definitions of the Institutional Section.