

# Degree Programme Section of the Education and Examination Regulations 2025-2026 International Business

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.*





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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 2025-2026 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 more detailed regulations your degree programme has set based on the basic regulations, with approval from its Degree Programme Committee and the Unit Participation Council.

## 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 obligations 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 that these regulations are revised and adopted again each year. This procedure has been adopted to ensure that the curriculum remains up to date. So it's 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).

#### 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](#)).

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.



This has been translated into four programme learning outcomes (PLOs):

- **PLO 1 – International business opportunities:** the IB professional defines international business opportunities and recommends possible strategies for the organisation to create sustainable multi-sided value for stakeholders.
- **PLO 2 – Business transformation:** The IB professional contributes to business (systems) transitions and transformations in order to optimize sustainable international business practices.
- **PLO 3 – Relationship management:** The IB professional cultivates and manages internal and external relationships with culturally diverse stakeholders in a responsible manner in order to achieve (mutual) business goals.
- **PLO 4 – Self-management:** The IB professional manages themselves in complex surroundings and continuously develop their professionalism for the benefit of the organisation, the field of international business and themselves.

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 his or her 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 five 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
5. Fun

These 5 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),
2. contributing to business (systems) transitions and transformations in order to optimise sustainable international business practices (PLO2),
3. cultivating and managing internal and external relationship with culturally diverse stakeholders in a responsible manner to achieve (mutual) business goals (PLO3).

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)

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

#### Academic year 2025-2026 - Year 1

| Year 1 |  |                                                                                                                                                                                                                                                         |        |                                                                                                                                                                                                                                                         |
|--------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term1  |  | <b>Introduction International Business</b> <ul style="list-style-type: none"> <li>• Introduction International Business</li> <li>• Introduction to Research</li> <li>• Languages/Intercultural Management</li> </ul>                                    | Term 2 | <b>Business Essentials</b> <ul style="list-style-type: none"> <li>• Fundamentals of International Marketing</li> <li>• Research in International Business</li> <li>• Fundamentals of Logistics</li> <li>• Languages/Intercultural Management</li> </ul> |
| Term 3 |  | <b>Operating in Dynamic Markets</b> <ul style="list-style-type: none"> <li>• Exploring IB opportunities</li> <li>• Organisation Strategy and HRM</li> <li>• Fundamentals of Business Economics</li> <li>• Languages/Intercultural Management</li> </ul> | Term 4 | <b>Strategic Integration</b> <ul style="list-style-type: none"> <li>• Managing a Business</li> <li>• Capstone Personal and Professional Development</li> <li>• Languages/Intercultural Management</li> </ul>                                            |

#### Academic year 2025-2026 - Year 2

| Year 2     |  |                                                                                                                                                                        |        |                                                                                                                                                            |
|------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1     |  | <b>Optimizing Business Performance</b> <ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Language and ICM</li> <li>• Career Compass</li> </ul> | Term 2 | <b>Navigating Business Success</b> <ul style="list-style-type: none"> <li>• Marketing &amp; Sales</li> <li>• Business Economics and Circularity</li> </ul> |
| Term 3 & 4 |  | <b>Internship</b> <ul style="list-style-type: none"> <li>• Internship</li> <li>• Language &amp; ICM</li> </ul>                                                         |        |                                                                                                                                                            |

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                                                                                  |
|---------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Year 1</b> | Operations & People<br>Finance & Accounting<br>Language                                    | International Digital Marketing & Sales<br>Operations & Supply Chain Management<br>Language |
| <b>Year 2</b> | Global Trends Lab<br>Preparation Work placement<br>Language                                | Work placement<br>Abroad<br>Language                                                        |
| <b>Year 3</b> | Change management<br>Family Business & Research<br>Applied Business Research I<br>Language | Study Abroad/<br>Work placement Abroad                                                      |
| <b>Year 4</b> | Applied Business Research II<br>Electives                                                  | Specialization<br>Horizons International Business<br>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 lecturers, 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 wants to make it possible for students to transfer quickly and smoothly to another degree programme or learning pathway. We call these switching programmes or learning pathways.

We make it possible for students to easily reconsider their goals and interests during their first year of study and choose education to match.

A general Windesheim agreement is that any student who meets all admission requirements can switch to another Ad or bachelor's programme in term 1 of the first year. If a student finds out during term 2, 3 or 4 that they are not in the right place, the programme will try to organize a customized approach to enable a switch. The switch coordinator or switch coach of the student's own division will supervise the student during orientation and switching.

Support is available for students in (re-)exploring other study programmes and deciding about a possible switch. The coach may refer a student in doubt to the division's switch coordinator.

The student signs up using the Student Support System (SBS). This is not something the coach can do. The switch coordinator/coach consults with the student to explore and help arrange the possibilities of switching to another degree programme.

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**

- There is a transition standard of 50 ECTS credits to be met for admission to the main phase of this degree programme. 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 student has met the transition standard by the end of the first year of study (see Institutional Section of the EER, Article 24, paragraph 1), they are admitted to the main phase of the degree programme.
- If the student has not met the transition standard by the end of the first year of study,



arrangements must be made for completion of the propaedeutic examination<sup>1</sup>. The student and the degree programme will prioritize the completion of the outstanding or examination units of the propaedeutic phase.

- On the basis of 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 or:
  - 0-25 ECTS credits after year 1: the student is placed in a first-year group again.
  - 30-45 ECTS credits after year 1: the student is given the opportunity to resit or examination units from the first year and to make use of coaching and/or remedial classes. Moreover, in consultation with the student, arrangements can be made concerning selections for their elective curriculum.
- A student who fails to meet the transition standard first reports to the learning pathway adviser. Subsequently, based on mitigating circumstances a well-reasoned request may be submitted to their programme's (Propaedeutic-phase) Examination Board for permission to follow educational units from the bachelor programme's main phase. The coach will substantiate this request with a recommendation.
- 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 the learning pathway plan and will be evaluated every six months and modified, if necessary, until the student satisfies the transition standard.

For the new academic year 2025-2026 there is a small change in the first-year curriculum. The change is shown in the following [transition overview 0-25 EC](#).

#### Study track class IB1X who started their studies in 2023

| Studytrack IB1X-students |                                                                                          |                                         |
|--------------------------|------------------------------------------------------------------------------------------|-----------------------------------------|
| Year                     | Semester 1                                                                               | Semester 2                              |
| 2024-2025                | Class IB1X<br>M3 WOPP (5 ECTS)<br>M3 Languages (5 ECTS)                                  | M4 internship (26+4ECTS)                |
| 2025-2026                | M3 NEW<br><br><i>Without:</i><br>M3 Career Compass (5 ECTS)<br>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 EC](#).

#### 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

<sup>1</sup> The propaedeutic examination consists of all examination units of the propaedeutic phase and represents a total of 60 EC credits.

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**

This concerns a more detailed specification of Article 15 of the Institutional Section of the EER.

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. As part of the main phase students who started their studies in 2024 or later spend at least one semester abroad, this is the internship in year 2 (non-Dutch students do their internship in the Netherlands or abroad, but not in their home country). Students who started their studies in 2023 or earlier spend two semesters abroad.

**Note:** 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.



#### **4.4.2 PERSONAL LEARNING PATHWAY IN THE PROFESSIONAL CURRICULUM**

The options available for choosing a personal learning pathway (in part) within one's professional curriculum are outlined in Article 15 of the Institutional Section of the EER 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".

#### **4.5 ELECTIVE CURRICULUM**

Apart from their Professional Curriculum, students can choose an elective curriculum of 15 credits (students who started their studies in 2023 or earlier) or 30 credits (students who started their studies in 2024 or later) of examination units within or outside of their educational institution (see also the specification in Article 15, paragraphs 8, 9 and 12 of the Institutional Section of the EER). The degree programme has established for the following examination units that they do not cause any overlap with the Professional Curriculum.

Students have several options to choose from for their elective curriculum:

- education (See Article 15, paragraph 12 of the Institutional Section of the EER) at accredited institutions, e.g. minors at and outside Windesheim ('Kies op Maat', an



exchange semester at a partner university), individual examination units (University Electives), education (projects, examination units and training modules) from other degree programmes, as well as the transfer modules or units a student can use for matching purposes (e.g. when considering a switch), or a pre-master's track.

- experience (a portfolio you can use to have your activities out of school validated). Extracurricular activities, such as (administrative) activities for a committee, an association, entrepreneurship, volunteering and work experience. The student must demonstrate that the extracurricular activities are at the higher professional education ('hbo') level. A minimum of 5 ECTS credits and multiple units of 5 each, up to a maximum of 30 ECTS credits, is applicable to assessment of the extracurricular activities.

More information about the elective curriculum can be found [here](#) or on the SharePoint site of the student's own programme.

## 4.6 EXTRACURRICULAR EDUCATION

### Honours Programme for bachelor's degree programmes

Windesheim offers a number of extracurricular honours programmes. Students can follow this programme only outside their regular curriculum. An honours programme represents 15 ECTS credits. The honours programme has one integral assessment time and must be completed in full. After completion of the programme, the student is awarded an Honours Predicate by means of a special annotation on their diploma (graduation with 240 + 15 ECTS credits). The admission requirements for honours programmes are specified [here](#).

The Honours programmes must be completed within a single academic year.

### Doing a pre-master's during the bachelor's programme

- Some universities offer a pre-master's programme in a so-called transfer minor. These pre-master's can be taken during one's bachelor's programme, often as part of the Elective Curriculum.
- More details can be found on [Kies op Maat](#) under the universities in question. Not all minors offered are suitable for the transfer to a master's degree programme; only those explicitly designated as transfer minors are.
- The Business Media and Law division has a partnership with the University of Twente (UT) and Tilburg University (TiU). In collaboration with these two universities, the Business Media and Law division twice a year organizes specific information sessions about pre-master's programmes matching the division's programmes.
- The pre-master's programmes concerned can be taken as transfer minors not only in the Elective Curriculum, but also after completion of the bachelor's degree programme.
- For more details about these information sessions students may contact the transfer coordinators of Business Media and Law, by sending an email to Mailbox BMR-doorstuden: [bmr-doorstuden@windesheim.nl](mailto:bmr-doorstuden@windesheim.nl).

### Preparatory courses

- For students who want to do a pre-master's programme (either during or after their bachelor's programme), the Business, Media and Law division organizes preparatory courses in the subject areas of English, Mathematics and Statistics.
- These preparatory courses are taught to facilitate the transfer to the pre-master's programme. The students follow these courses in the semester preceding their pre-master's programme. Mathematics and Statistics are taught online and in the evening. English is taught on campus. Information sessions about these preparatory courses are hosted twice a year.
- For more details about these preparatory courses students may contact the transfer coordinators of Business Media and Law, by sending an email to Mailbox BMR-

doorstuden: [bmr-doorstuden@windesheim.nl](mailto:bmr-doorstuden@windesheim.nl).

- Not until students have actually passed the tests of this course are they allowed to submit a request to the examination board of their own programme to have the marks achieved added to their grade list.

#### **Provision of information**

- For questions about transfer to a master's programme, students may contact their programme's learning pathway adviser. This learning pathway adviser knows the most commonly chosen master's programmes, matching the students' own programme, and informs them of the formal procedure and possibly required permission from the examination board.
- For more details about the above transfer minors, students may contact the transfer coordinators of Business Media and Law, by sending an email to Mailbox BMR-doorstuden: [bmr-doorstuden@windesheim.nl](mailto:bmr-doorstuden@windesheim.nl). Practical details can be found on the website [All about Transfer](#).

#### **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 responsible for completing the degree programme successfully within the term set and has a best-effort commitment to do so. If the student suspects that mitigating personal circumstances (including for instance a disability) may lead to study delay or a need for extra coaching or facilities, we expect the student to report this in good time, i.e. in time for intervention, to the student coach and the general student coach. This report serves to minimize the study delay caused by the circumstances and, if deemed necessary by the student coach and/or general student coach, to make individual coaching arrangements. Personal mitigating circumstances are listed in full in the WHW Implementing Decision 2008. Windesheim provides adequate coaching appropriate to the mitigating personal circumstances reported. If the student does not accept this coaching or fails to stick to the agreements made, any study delay is at the student's own risk.

#### Student Coaching

Student coaching consists of:

- basic coaching by the student coach, practical training supervisors, lecturers and the Student Support Centre (SSC), and
- special guidance by case managers, switch coaches, learning pathway advisers, general student coaches and student psychologists, including the option of referral to the [Student Pastoral Care RE:LINK](#).

An important principle in this is that student coaching is always related to the education; that's where the student is met and where there is most contact concerning the student's personal and professional development.

For the duration of their degree programme each student has a student coach('SB'), who provides supervision, coaching, help with questions about the content of the programme, organisation (planning) of the curriculum, and who monitors the student's study progress and well-being. Moreover, the student coach offers support in their personal and professional development and career development. The student coach gives a study recommendation by the end of the student's first academic year of registration (see Article 23 of the Institutional Section of the EER) based on various pillars (study choice and motivation, study skills, potentially relevant circumstances and study progress). A support route has been set up to arrive at a reasoned, meaningful study recommendation.

Any student can turn to the **Student Support Centre (SSC)** for free and easily accessible help. For instance, when they have doubts about study choice, in case of study delay, financial problems, for linguistic assistance or any other challenges. Click [here](#) for more information.

When there are doubts about the right study choice, students can contact their division's **switch coordinator/coach**. The switch coordinator knows all about the switching options available within Windesheim and helps students contact other degree programmes.

The **case manager** can be called in for special study coaching of the student pursuant to the Institutional Section of the EER, Article 22.



The case managers provide support in dealing with questions regarding study progress, study planning, developing study skills and professional skills and the award of facilities as specified in the Implementing Regulations on Studying with a Disability and the Profile Fund Regulations for elite sportspeople.

The student who has their own enterprise or is looking to start one can receive extra support from the **WH Centre for Entrepreneurship**. If a student meets certain prerequisites, they can apply for support under the Top Entrepreneurs Scheme.

The **learning pathway adviser** is readily available to student coaches within the programme and provides advice based on the student's career and learning pathway wishes. The learning pathway adviser is the expert on all possible learning pathways within the programme.

## 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 Educator, 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 17, paragraph 3: the study load of the full-time and work/study programmes equals 60 EC per year.

## **5.3 EVALUATION OF EDUCATION**

### **Evaluation**

Each term/semester the degree programme evaluates its education. These evaluations have two goals:

- first, their strategic goal is to optimize the quality of the education provided. This is done using the PDCA (Plan, Do, Check, Act) cycle.
- Secondly, each evaluation also has an operational goal, i.e. to detect any problems. The programme evaluations mainly concern the measurement, discussion and improvement of educational quality.

The evaluation results are published on the Sharepoint IB page for students.

## **6 ASSESSMENT**

The Institutional Section of the EER 2025-2026 specifies the basic rules concerning testing and assessment to be applied at all times, see the degree programme site under the hyperlink Examination Board/Education and Examination Regulations > EER.

The procedure for and information about test enrolment, the enrolment period and cancelling test enrolment is specified below. This information can also be found on the programme site under the hyperlink Test Information.

### **Test enrolment**

- To be allowed to sit examinations, students are required to enrol for all tests.

### **Test Enrolment Period in Central Test-taking Weeks**

- The enrolment environment shows for which tests the student can enrol. Not every test is offered in every term. See the annual test-taking schedule, which is available on the degree programme page under the hyperlink Test Information > Enrolment Procedure.
- The enrolment periods for the central test-taking weeks in the academic year 2025-2026 are:
  - Test-taking Period 1: Monday 1 September until Sunday 28 September 2025, 11:59 p.m.
  - Test-taking Period 2: Monday 10 November until Sunday 7 December 2025, 11:59 p.m.
  - Test-taking Period 3: Monday 2 February until Sunday 8 March 2026, 11:59 p.m.
  - Test-taking Period 4: Monday 13 April until Sunday 17 May 2026, 11:59 p.m.
  - Test-taking Period 5.1: Monday 13 April until Sunday 17 May 2026, 11:59 p.m.\*)
  - Test-taking Period 5.2: Monday 29 June until Wednesday 8 July 2026, 11:59 p.m.\*)

### **\*) Note concerning test-taking period 5.1**

- For test-taking period 5.1 the following applies: if the student has an unused test chance left, they must enrol for it, even if the test results of Term 4 haven't been published yet. If it turns out the student no longer needs to take part in 5.1 tests because they passed them in Term 4, their enrolment for test-taking period 5.1 will automatically be cancelled.



**\*\* Note concerning test-taking period 5.2**

- The student can enrol for test-taking period 5.2 from Monday 29 June up to and including Wednesday 8 July 2026, 11:59 p.m.
- If the student meets these conditions (see Institutional Section of the EER, Article 26, paragraph 6), learning pathway management staff will finalize their enrolment by 17 July 2026 at the latest, so that the student can take part in test-taking period 5.2.

**Test Enrolment Period during Class Weeks (Interim Tests)**

- The student can enrol for tests during class weeks from 4 weeks before the test date until the deadline of 2 weeks before the test date.

**Test Enrolment Procedure**

Enrolment in Educator -> My Enrolments

- If the student has enrolled in Educator, they will always receive a confirmation email in their Windesheim email account. It is the student's own responsibility to check this.
- If the student has any questions about test enrolment and special conditions, they can email them to [bmr-studievoortgang@windesheim.nl](mailto:bmr-studievoortgang@windesheim.nl).

**Not enrolled for a test**

If you don't enrol for a test, you cannot take part in it. The annual test schedule (see the programme website under the hyperlink Enrolment Procedure) shows when the test will be offered again. The groups listed below are eligible for test enrolment after the deadline:

- Students who are not linked to the right educational programme.
- Students switching study programmes or starting in the course of the academic year who were admitted to the education after the enrolment period.
- Kies-op-Maat students and exchange students.
- Students who were given permission to do so by the examination board.

If one of the above exceptions applies to a student, this student should send an email to [bmr-studievoortgang@windesheim.nl](mailto:bmr-studievoortgang@windesheim.nl) stating their name and student number as well as the reason why they were unable to enrol for tests.

**Cancelling test enrolment**

If a student decides not to sit a test after all, they must cancel their test enrolment in time. If a student fails to cancel their test enrolment in time, a No Show (NA) entry is recorded in the system.

**Cancelling test enrolment in Educator**

- The student can cancel their test enrolment in Educator until 11:59 p.m. on the last Sunday prior to the test-taking period.
- **During the test-taking period** test enrolment can be cancelled using [this form](#), as long as this is done prior to the start of the test, obviously.

## 6.1 CURRICULUM-INDEPENDENT ASSESSMENT

Curriculum-independent assessment is possible in the Personal Learning Pathway. This offers the student the following options:

- Either the student demonstrates the learning outcome(s) by sitting the standard exam offered, without taking part in educational activities;
- or the student opts for a different pathway and demonstrates the learning outcome(s) in a different way than by sitting the regular exam.

The student has the option of demonstrating the learning outcome(s) in a different way than by sitting the regular exam offered. There may be some exceptions to this, for instance if fixed national tests are used. Degree programmes may designate certain tests whose learning outcomes may not be demonstrated in a different way. This is specified and substantiated below for each programme.

**The student demonstrates the learning outcome(s) in a different way than by sitting the regular exam.**

- The test type is a portfolio assessment. This means that the student composes a portfolio and subsequently answers questions about it during a criterion-directed interview. The portfolio and the criterion-directed interview are assessed on the basis of the rubric of the examination unit.
- The assessment is conducted by an examiner of the student's own degree programme. The examiner has been appointed by the examination board and is a BQE-certified assessor.
- The learning coach provides the student with process-related supervision and coaching.
- For content-related coaching the student should find an expert (for example, from the professional field). This expert is not involved in the assessment.
- The student can take part in the Learning Community.
- If a student fails an exam twice in curriculum-independent assessment, they are recommended to sit the regular exam of the degree programme's standard learning pathway.

The steps the student follows in curriculum-independent assessment are briefly outlined below.

### ***STEP 1: Preparation***

- In an intake interview the student explores wants, needs and possibilities together with the curriculum-independent assessment coordinator of the Business Media and Law division.
- The student schedules the 'portfolio assessment' test in the Windesheim Educational Development Platform (WOP).
- Together with the examiners assigned by the EU manager/lecturer, the student schedules the criterion-directed interview.  
*Note. If the student uses Educator, this process is somewhat different.*
- For content-related coaching the student should find an expert (for example, from the professional field). This expert is not involved in the assessment.
- The student can take part in the Learning Community.



### ***STEP 2: Route***

- The student submits an action plan to the learning coach.
- Composition, management and execution of this plan is the student's own responsibility.
- The action plan is not a test and will not be assessed.
- The student collects sources and documentary evidence to demonstrate the learning outcome(s) matching the specified level of the examination units (NLQF levels 4+, 5 or 6).
- The learning coach provides the student with process-related supervision and coaching.

### ***STEP 3: Assessment***

- One week prior to the criterion-directed interview the student submits their portfolio in the VLE.
- For the assessment, the examiner uses the rubric(s) of the examination units concerned.
- After the criterion-directed interview the examiner enters the assessment result into the study progress monitoring system as a verbal assessment.

### **ChatGPT and Generative AI**

The IB programme follows the Windesheim [AI policy](#).

First of all, ChatGPT and other GenAI will help you become even better as an international business professional, we encourage their use. Even more, it is important that the programme prepares you for the responsible use of GenAI in the future professional field. At the same time, their use can intentionally or unintentionally lead to fraud. And you don't want that, do you? We therefore recommend that you read this information carefully. You will also find this information 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 you for the responsible use of GenAI in the future professional field.

- An important condition is that when using GenAI you are in the lead when writing, support your ideas with relevant sources and fully understand everything and can explain what you 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 you can clearly indicate where and how you 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 you suspect that a test/assignment does not reflect your competencies and learning outcomes, a conversation will be initiated with you with the aim of testing whether you have achieved the goals and/or learning outcomes and whether the test/assignment should be graded as unsatisfactory. If you still submit work during the resit of which you are probably not the author but a GenAI, you 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 you. 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, you are hardly or not in the lead in terms of content. You are not the author of what was written, ChatGPT (or any other GenAI application) is the author. At that moment you actively make 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 you include a statement regarding the use of ChatGPT and GenAI in accordance with the instructions in the study guide.



## 7 OVERVIEW OF EXAMINATION UNITS

### 7.1 OVERVIEW OF EXAMINATION UNITS

The overview of examination units (the study guide as shown in Educator) 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 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*.

### 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 case not provided for in this *Degree Programme Section of the Education and Examination Regulations*.

Should circumstances make it necessary to deviate from the adopted EER with regard to education and/or examination, this will be done after consultation and with the approval of the Degree Programme Committee of the programme in question.

### 9.4 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 2025 until 1 September 2026. They have been published on [www.windesheim.nl](http://www.windesheim.nl) / [www.windesheimflevoland.nl](http://www.windesheimflevoland.nl).

On 20 June 2025 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 of this *Degree Programme Section of the Education and Examination Regulations* not subject to their approval.

Approval was granted by the Degree Programme Committee on 15 May 2025, while the Unit Participation Council gave its approval on 19 June 2025.

Mr. J.C. Gomolka  
Director of the division Business, Media and Law  
20 June 2025

## TERMS AND DEFINITIONS

- The Windesheim definitions of terms for the bachelor's and associate degree programmes can be found in [Chapter 1, Article 1 Terms and definitions](#) of the Institutional Section of the Education and Examination Regulations 2025–2026.