



Degree Programme Section of the Education and Examination Regulations 2024-2025 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 2024-2025 academic year. The Education and Examination Regulations are revised and adopted again each year. Each degree programme has a single set of Education and Examination Regulations, consisting of an institutional section and a degree programme section, the latter adopted by each degree programme separately. The institutional section contains the basic regulations and is adopted to cover Windesheim as a whole. This degree programme section contains the more detailed regulations derived from these basic regulations which your degree programme has set, with approval from its Degree Programme Committee and 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 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 ([National Qualifications Framework International Business \(standard quality\)](#)), IB professionals are experts in the field of sustainable and responsible internationalization. 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 organization 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 organization, 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 by the attention to the integration of a second language and intercultural management and the opportunities to work for longer periods of time abroad (PLO3) and to 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", 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 (link: [Decision tree language choice IB students.pdf](#))

More information on our vision on education and learning can be found in our vision document on learning and education: [2024_Vision on Education and Learning IB_version 2.0.docx](#).

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. Testing and 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.

- Testing and assessment is organized as flexibly as possible in terms of time, place, type and content.
- Testing and assessment supports learning and guides 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. Tests are challenging
5. Fun

These 5 values are further explained in our [Assessment Policy International Business.docx](#).

Vision on formative testing

We apply formative behavior 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, however they will not be tested in a formative way.

We want to stress that we only formatively behave but do not test formatively. Formative behaviour is only used to test in a summative way. This makes a discussion and/or description of summative and formative testing obsolete.

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 COMPETENCES OR LEARNING OUTCOMES

Based on the recently established new [National Qualifications Framework International Business \(standard quality\)](#), the new first-year students start in a new first-year programme based on four new programme learning outcomes (PLOs). The International Business professional facilitates 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 this new propaedeutic phase is as follows (these students will also follow new curriculum years 2, 3 and 4, that of course will also be developed based on the new national IB framework):

Academic year 2024-2025 International Business year 1

Year 1				
Term1		Introduction International Business <ul style="list-style-type: none"> • Introduction International Business • Introduction to Research 	Term 2	Business Essentials <ul style="list-style-type: none"> • Fundamentals of International Marketing • Research in International Business • Value creation in International Business • Languages/intercultural management
Term 3		Operating in Dynamic Markets <ul style="list-style-type: none"> • Exploring IB opportunities • Organization Strategy and HRM • Fundamentals of Business Economics 	Term 4	Strategic Integration <ul style="list-style-type: none"> • Managing a business • Personal Professional Development • Languages/intercultural management

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

Academic year 2024-2025 International Business year 2, 3 and 4

Year	Semester 1		Semester 2
M1	Operations and People Finance &Accounting	M2	Marketing Sales Operations & Supply Chain Management
M3	Global Trends Lab Preparation Work placement	M4	Work placement Abroad
M5	Change management Family Business Applied Business Research I	M6	Study Abroad/ Work placement Abroad
M7	Applied Business Research II PPR	M8	Specialization Horizons International Business Global Trade Dynamics

Link to : [National Qualifications Framework International Business \(standard quality\)](#).

Link to accompanying Body of Knowledge, Skills and Attitude: [Suggested Body of Knowledge, Skills and Attitudes Framework International Business 2023 \(standard quality\)](#).

THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD

Globalisation calls for global citizens who are well suited to working with and in different cultures well as socially conscious, always considering global societal developments. The IB programme offers students the opportunity to gain knowledge and experience in a real-life-international classroom setting, engaging with students and staff from various cultural backgrounds, but also in real-life practice settings, through students exchanges with partner universities and work placements at international companies 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 sink 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.

Part of the new national IB profile is a: [Suggested Body of Knowledge, Skills and Attitudes Framework International Business 2023 \(standard quality\)](#).

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

4. STRUCTURE AND ORGANIZATION 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 ORGANIZATION OF THE DEGREE PROGRAMME

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

Programme switching

Windesheim enables students to switch to a different programme. This offers students who doubt their programme choice an opportunity to explore other programmes, as well as reflecting on their personal learning goals, qualities and interests. Windesheim believes it is important that, if possible, a student can transfer quickly and smoothly to another degree programme.

A general Windesheim agreement is that any student who meets the admission requirements can switch to any other Ad or Bachelor's degree programme in Term 1. The exact transfer time during Term 1 determines whether a study plan is needed. Many programmes offer the option of switching to another programme in the BML division in Terms 2, 3 and 4, based on

personalized arrangements. If switching is possible, the student is consulted in order to make the transfer as smooth and efficient as possible.

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

The switch coordinator/coach consults with the student to explore - and possibly arrange - the possibilities of switching to another degree programme.

Curriculum-independent assessment

Curriculum-independent education means that students can choose a different pathway by demonstrating their learning outcomes in another way than by taking the regular test(s) offered by the degree programme.

The student needs to inform the learning pathway adviser that they want to follow a different learning pathway. The learning pathway adviser explores the available options together with the student. Aspects to be considered in this exploration include at least feasibility and whether the student may be systematically evading certain test types or professional products that might be perceived as jeopardizing the validity and reliability of the student's individual assessment programme. The student's assessment pathway is discussed and agreed with the learning pathway adviser.

The student must indicate on the basis of which learning activities and/or work experience(s) evidence is or has been collected and how this evidence (can) demonstrate(s) achievement of the learning outcome(s).

The portfolio assessment¹ (the assessment) is performed by two independent assessors using the rubric(s) corresponding to the learning outcome(s). The degree programme assigns these assessors based on their content expertise.

The student receives the credits corresponding to the learning outcome(s) they have demonstrated.

A portfolio assessment may be resat once in the same semester or the semester immediately following. If the student fails this resit as well, they are then required to take the regular tests offered by the degree programme.

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.

¹ A portfolio assessment is a single integrated assessment time when it is determined, based on evidence in the portfolio and possibly by means of a criterion-directed interview (to be determined by the programme), which learning outcomes the learning professional masters.

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 their 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 their first year of study, arrangements must be made for completion of the propaedeutic examination². These arrangements shall be documented in a learning agreement. The student and the degree programme will prioritize the completion of the outstanding study units of the propaedeutic phase.

If the student has not satisfied the transition standard, but still wants to continue their study programme, they are placed in the transition group based on the student counsellor's study recommendation.

For students who start in the new curriculum (first-year students academic year 2024-2025)

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 student counsellor:

- 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 study units from the first year and to make use of counselling and/or remedial classes. Moreover, in consultation with the student, arrangements can be made concerning selections for their personal profile.

For students who started their studies in 2023 or earlier:

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 student counsellor:

- 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 counselling 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. These subjects are designated by the study department. IB students with 31 or more credits are allowed to participate in some year 2 courses: WOPP and the languages.

A student who does not satisfy the transition standard may request permission from their programme's Propaedeutic-phase Examination Board, on the basis of mitigating circumstances, to take part in study units from the main phase of their Bachelor's programme nonetheless. The student counsellor will substantiate this request with a recommendation. Please refer to the [Examination Board Regulations](#) for more details.

² The propaedeutic examination consists of all study units of the propaedeutic phase and represents a total of 60 ECTS credits.

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 agreement and will be evaluated every six months and modified if necessary, until the student satisfies 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 study units and tests only.

Students who in their first year of studies have obtained 50 ECTS 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 incorporated in the annual test schedule and communicated as such to the students in question.

4.3.2 BINDING DISMISSAL

Not applicable.

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

The major comprises several study units or modules representing a total of 225 credits. The major consists of:

4.4.1 MAJOR PROGRAMME

For an overview of the curriculum we refer to paragraph 3.2.

The main study phase distinguishes two educational levels: advanced and bachelor. Throughout the/his entire degree programme the student receives feedback regarding the development of his competences and his development in the personal and professional development and collects this feedback in an individual (career) portfolio. The coach guides the student in his study progress, very closely in the form of individual and group meet-ups every 1-2 weeks. As part of the bachelor phase students spend two semesters abroad: one to do their work placement and one to do study abroad or A second work placement.

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 your study abroad.

4.4.2 PROFESSIONAL PROFILE OPTIONS

For professional profile options, reference is made to Article 15 of the Education and Examination Regulations, Institutional Section and to Chapter 4 paragraph 5 of this document.

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

A student of International Business does his first work placement in the second semester of the second year. The student must do his work placement abroad. The IB student with a

non-Dutch passport can do his work placement in The Netherlands or abroad but not in his home country. Dutch students do their work placement in a country where the second language of their choice (French or German) is spoken. The work placement and the second language in combination with WISE lasts 16 weeks. Languages are taught in the first three years of the IB-programme. The preparation of the work placement starts in semester 1.

The work placement (M4) will take place abroad, in the second semester of year 2 and will last 16 weeks. However: an IB-student with a non-Dutch passport can do his work placement in the Netherlands or abroad, but not in his home country.

During M4 or M6 work placement students are supervised by a school supervisor and a company supervisor. For students who started before September 2024: for an International Business student it is mandatory to go abroad during two semesters, whereas 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 ORGANIZATION OF THE FINAL-PROJECT PHASE AND SPECIALIZATIONS OF THE BACHELOR'S DEGREE PROGRAMME

Students entering the fourth year of IB must hold 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 before 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 specialisation; "Global Trade Dynamics" or "Exploring horizons of international business".

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

Apart from the major programme, the student can use 15 ECTS freely to build their personal profile (PPR), by taking study units or modules within or outside of their own educational institute, see also the description in Article 15 paragraphs 8 and 9 of the Institutional Section of the EER.

Students have several options to choose from for their Personal Profiling Space (PPR):

- education at accredited institutions, e.g. minors at and outside Windesheim ('Kies op Maat', an exchange semester at a partner university), individual study units (University Electives), education (projects, study 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.
- 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 concerning the Personal Profile (PPR) can be found [here](#) or on the SharePoint site of the student's programme ([link to SharePoint Personal Profile Offerings](#)).

4.6 EXTRACURRICULAR EDUCATION

Honours Programme for Bachelor's Degree Programmes

Windesheim offers a number of honours programmes. Students can follow these programmes 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 listed here: <https://liveadminwindesheim.SharePoint.com/sites/HonoursProgramme>.

Students are selected based on their motivation, on having passed their propaedeutic year and on their interest in working with innovative teaching/learning methods (concept of giftedness and creative productivity). Together with the lecturers, the group constitutes a learning community focused on equality, exchange and learning from and with each other.

Transfer to a university

After completing a higher professional education (hbo) programme with a Bachelor's degree, it's possible for students to continue their studies at a university for a Master's degree. However, hbo graduates cannot start a Master's programme immediately after graduation. In nearly all instances, universities require students to follow a pre-Master's programme and obtain a certificate of successful completion. Pre-Master's programmes cover a single semester of studies (30 ECTS credits), or in some cases 2 semesters (60 credits).

Universities manage their own information provision and publicity about the pre-Master's programmes they offer. This can be found on their websites. The content, structure and organization of a pre-Master's track is the responsibility of the university in question.

The BML division has collaborative agreements with the University of Twente (UT) and Tilburg University (TiU), enabling students to attend and complete certain pre-Master's programmes as early as during their hbo studies. For questions about transfer to a university, students may contact their programme's learning pathway adviser or click [here](#) for more information. This SharePoint site contains a lot of practical information for students about continuing their studies at a university.

Preparatory courses:

Twice a year the BML division organizes preparatory courses in mathematics and statistics. These more quantitative fields of study are often included in a pre-Master's programme. These 'refresher' courses are taught for a better connection to the pre-Master's programme. The courses are timetabled in the evening. More information about these courses is provided twice a year during the information meetings. Invitations are arranged through SharePoint. Click [here](#) for more information.

4.7 NATIONALLY APPLICABLE REGULATIONS

n/a.

5 THE STUDENT AND THE EDUCATION

5.1 STUDENT COUNSELLING AND THE PERTINENT BEST-EFFORT COMMITMENT

The student is responsible for completing the degree programme successfully within the term set and has a best-effort commitment to do so. The student who suspects that, due to mitigating personal circumstances (including disability), they may suffer a study delay, is to report this in time to the student counsellor and general student counsellor. This report serves to minimize the study delay caused by the circumstances and, if deemed necessary by the student counsellor and/or general student counsellor, to make individual counselling arrangements. The report is deemed to be in time if it is received within four weeks of the start of said circumstances. Personal mitigating circumstances are listed in full in the WHW Implementing Decision 2008. Windesheim provides adequate counselling appropriate to the mitigating personal circumstances reported. If the student does not accept this counselling and fails to stick to the agreements made, the student himself runs a risk of study delay, with all the associated consequences.

In student counselling, a distinction is made between on the one hand standard student counselling by the student counsellor, practical training supervisors and the Student Support Centre (SSC) and on the other hand special counselling by the case manager, switch coach, learning pathway adviser and general student counsellor with referral options to the student psychologist and/or pastoral care. The main principle is that student counselling does not stand alone. There is continuous interaction between education and student counselling.

There is a **student counsellor** ('SB') available to each student for coaching and supervision during their entire studies. The student counsellor monitors the student's well-being, offers help in answering questions and dealing with problems concerning programme content, study progress and organization (planning) of the curriculum. Moreover, the student counsellor supports the student in their career orientation and supervises them in their personal and professional development. The student counsellor may refer a student in doubt to the division's **switch coordinator/coach**.

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

The **case manager** can be called in for special study counselling of the student pursuant to Article 22 of the Institutional Section of the EER. 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 runs their own company or is looking to start one can receive extra support from [Windesheim 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 counsellors 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 programme of the course is divided into four terms per year and 2 terms per semester, which is virtually the same for each academic year. Each period consists of ten weeks consisting of seven teaching weeks with one or two exam weeks at the end. In the first and second year, 2 periods are combined into semesters and education can extend over the periods. A steady number of contact hours of at least 16-18 hours per week in year 1, declining in years 2, 3 and 4.

The exams are offered at least twice a year. A student is entitled to 2 opportunities, which means that a maximum of 2 of the offered moments can be participated. To offer 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 committee.

In Educator, the standardisation of the study units, including the method of testing, weighing and stating credits, is explicitly stated digitally. The exam schedules for students are published in a timely manner via SharePoint. 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 programming of the study components is aimed, among other things, at sequential education in levels 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 (large) behind, the examination committee, 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 credits per year.

5.3 EVALUATION OF EDUCATION

Each study semester the degree programme evaluates its education. The evaluation has two goals: first, its 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.

At the start of each academic year, the programme manager and the degree programme committee together compose an annual evaluation plan. This annual evaluation plan and the evaluation results are published on the programme's web page for students. After each academic year, the degree programme committee reflects on the results and proposals for

improvement and incorporates their findings in an annual evaluation plan.

The DPC members are invited to the panel discussions that take place after each semester. The evaluations are discussed in the curriculum committee, the degree programme committee and with all lecturers. Part of the evaluation instruments is also the National Student Survey (NSE).

6 ASSESSMENT

The student is required to register for tests. No registration by the deadline means no participation in the test. More information can be found on the programme's webpage by clicking the link [Information on Tests](#). For more details, see the programme's assessment policy. For the assessment policy of the IB programme we refer to [Assessment Policy International Business and paragraph 3.1 of this EER](#).

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 committee 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. STUDY UNIT OVERVIEW

7.1 STUDY UNIT OVERVIEW

The overview of your majors, minors and study units (the study guide, as shown in Educator) can be found [here](#). The accompanying credit overview can be found [here](#).

7.2 TRANSITIONAL REGULATION

The predecessor of International Business, 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 a revised programme will be offered to new first year students; those students who did not obtain all the 60 credits of the Propaedeutic exam yet can obtain these credits one year after they followed the courses. After that, they need to do the courses of the new IB programme. 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, based on the [conversion chart](#).

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

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.

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

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 2024 until 1 September 2025. They have been published on www.windesheim.nl / www.windesheimflevoland.nl.

On 17 June 2024 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 8 May 2024, while the Unit Participation Council gave its approval on 14 June 2024.

Mr. J.C. Gomolka
Director of the division Business, Media and Law
17 June 2024