

# Degree Programme Section of the Education and Examination Regulations 2023-2024 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 2023-2024 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). This international study programme focuses on intercultural business differences, which are an integral part of the programme. The curriculum is structured so that learning content, tasks and projects are up to date and reflect what happens in today's international business world. This includes practical assignments for companies/ entrepreneurs when possible. Upon successful completion of the programme, IB will grant a Bachelor of Business Administration degree in International Business. The IB programme prepares for roles in international management, (sustainable) business, international trade and cross border E-commerce.

### 3.2 THE DEGREE PROGRAMME COMPETENCES OR LEARNING OUTCOMES

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

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

The model ensures the substance of the International Business Degree Programmes, the



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

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

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

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

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

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

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

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



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



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

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

### 3.3 THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD

Globalisation calls for global citizens who are well suited to working with and in different cultures well as socially conscious, always considering global societal developments. The IB programme offers students the opportunity to gain knowledge and experience in a real-life-international classroom setting, engaging with students and staff from various cultural backgrounds, but also in real-life practice settings, through students exchanges with partner universities and work placements at international companies 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 and innovative skills. Among the job opportunities available to graduates are positions in the fields of export management, international product management, international marketing management, sales management and international advertising. Some of our graduates are Marketing and Communication Managers, Sales Managers, Business Developers and Market Analysts.

## 4 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

#### **Switching from one programme to another within Windesheim**

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 another Ad or Bachelor's programme in study period 1. The exact transfer time during study period 1 determines whether a study plan is needed. Many programmes offer the option of switching to another programme in the BML division in study periods 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 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 and together they explore the possibilities of the student switching to another degree programme.

#### **Switching programmes in the BML division**

Switching in the BML division means that a BML student is considering a switch from programme A to programme B within BML. Switching to the BML division is also possible for students coming from another division. The switch options to BML division programmes are listed [here](#). The switch process is looked at individually for each student

#### **Curriculum-independent education**

Curriculum-independent education for students means that they have the option of demonstrating their mastery of an Examination Unit (EU) in another way than by taking part in the educational activities offered by the degree programme. Students can do so by submitting a portfolio consisting of various professional products.

We have established the following procedure for curriculum-independent education:

- The student takes control of their learning and decides to demonstrate a learning outcome independently of any curriculum. This means that the student does not opt for the curriculum-based (or 'default') learning pathway, i.e., the required educational activities and tests of the EU in question.





- The student informs the lecturer of the EU that they want to develop and demonstrate the learning outcome(s) of the EU in question independently of the curriculum. Subsequently, the programme assigns the student a learning coach. The learning coach supervises the student's preparation of the portfolio.
- Prior to this pathway, the student prepares a learning plan. This learning plan serves to set out how the student intends to develop and demonstrate the learning outcome(s). The learning plan is assessed by the learning coach. If necessary, the learning coach calls in the help of a lecturer. The learning coach (and possibly also the lecturer for the required expertise) assesses whether the student's learning plan is adequate for demonstrating the learning outcome(s). After the learning plan has been approved by the learning coach (and/or the lecturer for the required expertise), a learning agreement is drawn up.
- The student starts working on their portfolio. This portfolio may consist of various professional products and types of evidence. The student demonstrates by means of the portfolio how they comply with the learning outcome(s) of the EU.
- The student hands in the portfolio to the learning coach before the agreed deadline.
- The portfolio is subsequently assessed by one or two independent assessors (assigned by the degree programme). No assessment will be scheduled as long as the student has not received a Pass mark for the portfolio. Hence, a Pass mark for the portfolio is an absolute prerequisite for scheduling an oral assessment.
- If the oral assessment (taken by one or two independent assessors) then results in a Pass mark, the student is awarded the credits corresponding to the EU. The oral assessment result is input by the programme's examiners.

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

### **From the propaedeutic phase to the main phase**

Notwithstanding the provisions of Article 25 of the *Institutional Section of the Education and Examination Regulations*, this degree programme does not apply a binding study result standard to be met. There is, however, a **transition standard of 50 credits** to be met for **admission to the main phase**.

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

The student who does **not** satisfy the transition standard will be placed in the transition group based on his student counsellor's study recommendation. On the basis of the credits obtained in the first year of study, the student is placed in one of the following three groups,





in consultation with his/her student counsellor:

- 0-25 credits: students with 0-25 credits after one academic year will be placed in a first-year group again;
- 30 - 45 credits: students are given the opportunity to work exclusively on their resits of first-year subjects. They can make use of the repair tracks offered by their study department;
- 41-53 credits: in addition to doing resits of first-year subjects, students can also work on their personal profile in semesters 1 and 2. They can make use of the course catalogue. In semester 1, students can also take main-phase subjects up to a maximum of 10 ECTS credits.

Note:

1. An IB-student follows the course Work Placement Preparation and his second language of the second year.
2. Mandatory for the work placement in the second semester, second year, is a 'pass' for work placement preparation (WOPP) of the first semester and 50 credits of the first year IB.
3. The 'pass' for work placement is valid for one academic year only.

The above grouping is intended as a guideline. Personalized arrangements can be made with the student. The arrangements made with the student are recorded and laid down in the **learning agreement**. As long as the student still fails to meet the transition standard, the arrangements documented in the learning agreement are subject to evaluation every six months and will be modified if necessary.

A student who does **not** satisfy the transition standard may request permission from his programme's propaedeutic-phase examination board, on the basis of mitigating circumstances, to take part in study units from the main phase of his Bachelor's programme nonetheless. The examination board will examine whether the educational programme is feasible for the student and what mitigating circumstances apply. The student counsellor will substantiate this request with a recommendation.

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

The student is subsequently not allowed to take part in study units or tests for his personal profile or for the main phase of his degree programme.

Students who have obtained 50 credits or more after their first year of study, are offered a third examination chance to still pass their propaedeutic examination. This third examination chance is incorporated in the annual exam schedule and communicated as such to the students.

#### 4.3 THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME

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



semesters abroad: one to do their work placement and one to do study abroad or 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.

## FROM THE PROPAEDEUTIC PHASE TO THE MAIN PHASE

### *Transition*

There is a transition standard of **50 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, 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 examination<sup>1</sup>. 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.

The student who does **not** satisfy the transition standard will be placed in the transition group based on their student counsellor's study recommendation. On the basis of the credits obtained in the first year of study, the student is placed in one of the following two groups, in 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 languages.

The above grouping is intended as a guideline. Personalized arrangements can be made with the student. The agreements with the student are recorded and laid down in the learning agreement. As long as the student still fails to meet the transition standard, the arrangements documented in the learning agreement are subject to evaluation every six months and will be modified if necessary.

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 examination board will examine whether the educational programme is feasible for the student and what mitigating circumstances apply. The student counsellor will substantiate this request with a recommendation.

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



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 only. The student is subsequently not allowed to take part in study units or tests for their personal profile or for the main phase of the degree programme.

Students who have obtained 50 credits or more after their first year of study, are offered a third examination chance to still pass their propaedeutic examination. This third examination chance is incorporated in the annual exam schedule and communicated as such to the students.

#### **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 210 credits. The major consists of:

#### **MAJOR PROGRAMME**

Apart from your major programme, as a student you can use 15 credits freely to build your personal profile, by taking study units or modules within or outside of your own educational institute. However, it is not allowed for study units or modules to cause any undesirable overlap in your curriculum, which must be at least of higher professional education ('hbo') level.

The degree programme has established for the following study units or modules that they do not cause any overlap with the proposed major programme:

List here the study units and modules approved by the degree programme for inclusion in personal profiles. For instance, university electives ('HKMs'), minors, individual study units, pre-master's track or modules.

List of options approved by the examination board

The student has several options to choose from for his Personal Profile (PPR):

- Education at accredited institutions, e.g., minors at and outside Windesheim, university electives, education (projects, subjects and training modules) from other degree programmes, as well as the transfer modules a student can use for matching purposes (e.g., when considering a switch), pre-master's track.
- Extracurricular activities, such as (administrative) activities for a board or committee, an association, entrepreneurship, volunteering and work experience. The student must demonstrate that his extracurricular activities are at the higher professional education ('hbo') level. A minimum lower threshold of 5 ECTS credits and multiple units of 5 each is applicable to assessment of the extracurricular activities.

#### **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.

#### **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. The work placement (25 credits) and the second language in combination with WISE (5 credits) lasts 16 weeks.

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

The minor International Sustainable Development (ISD) can be chosen as work placement.

Students with TOP or TOR status receive dispensation of 2 semesters abroad. For M6, they can opt for an English-language minor or an internship at a Dutch company with an international background.

#### **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 Propedeuse, which means that students who do not yet hold the 60 credits must first take care of them before starting M7.

That the time when the Propedeuse credits must be in Educator is set to 31 August of the academic year, prior to M7.

In the first term of year four is the focus on Research on bachelor level in the course Applied Business Research II, the second term is Personal Profiling. In the second semester the student chooses a specialisation; Cross border E-commerce or Exploring horizons of international business.

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

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

The degree programme has established for the following study units or modules that they do not cause any overlap with the proposed major programme:

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

- Education at accredited institutions, e.g., minors at and outside Windesheim ('Kies op Maat'), university electives, the Honours Programme, education (projects, subjects and training modules) from other degree programmes, as well as the transfer modules a student can use for matching purposes (e.g., when considering a switch), 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, is applicable to assessment of the extracurricular activities.

Students' options in filling their personal profile are outlined [here](#).

This section also contains information about assessment of the learning outcomes.

#### 4.6 EXTRACURRICULAR EDUCATION

##### Honours Programmes

Windesheim offers a number of honours programmes. Students can follow these programmes apart from their regular curriculum. They can also use them as part of their personal profile. An honours programme then represents 15 ECTS credits. The honours programme has one integral assessment moment and must be completed in full. Students who choose the honours programme as part of their free personal profile will not receive a separate Honours Predicate, unlike students who complete the programme in addition to their regular curriculum (i.e., on top of the 240 ECTS credits of their degree programme). The students receive a special annotation on their diploma. The admission requirements for honours programmes are listed [here](#).

Each honours programme is designed on the basis of the combined 8 characteristics of the honours learning environment. You work in a *multidisciplinary* group of students on *authentic assignments* focused on *social impact*. The freedom to create your own personal profile can be found in the *individual learning journey* and in *personal leadership*. Students are selected based on their motivation, on passing the 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.

##### Preparatory courses

Twice a year the Business, Media and Law division organizes preparatory courses in the subject areas of Mathematics and Statistics. These more quantitative fields of study are often included in a pre-Master's programme. The courses are taught to help you brush up on these subjects so that the transition to the pre-Master's programme will be easier. The courses are timetabled in the evening. More information about these courses is given at the information sessions, which are held twice a year. You will be invited via Sharenet. Click [here](#) for more information on this subject.

##### Collaboration with Tilburg University (TiU)

We also have a collaboration agreement with Tilburg University enabling you to choose a minor from several pre-Master's programmes, which you can do during your higher professional education programme. This is called an 'embedded' pre-Master. After completion of this 'embedded' pre-Master, you can start your Master's programme at TiU immediately after your higher professional education. The overview below shows from which degree programmes students can do a pre-Master (and subsequently a Master's programme).

Name of pre-Master's and Master's programme
Accountancy
Finance
International Business Taxation
Information Management *)
International Management
Marketing Management
Marketing Analytics
Strategic Marketing
Supply Chain Management



You can be admitted to this 'embedded' pre-Master if you have obtained all 120 ECTS credits of the two academic years preceding the semester of taking the pre-Master. And if you have scored a minimum average of 7.0 for all modules in those two years. Pre-Master's programmes at TiU are only offered in the first semester of an academic year. More information about this transfer track is given at the information sessions with the TiU, which are held once a year. You will be invited via Sharenet.

(\*: Information management has a different admission requirement, which will be explained during the information session.)

For more information, click [here](#).

Windesheim offers a selection of Honours Programmes, which you can follow in addition to your regular curriculum. You can also use them as part of your personal profile. An Honours Programme then represents 16 ECTS credits. The Honours Programme has one integral assessment moment and must be completed in full. Students who choose to use the Honours Programme for their free profile will not receive a separate Honours Predicate, unlike students who complete the programme in addition to their regular curriculum (i.e., on top of the 240 ECTS credits of their degree programme).

The Honours Programme has one integral assessment moment and must be completed in full. No partial marks are awarded.

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

## 5 THE STUDENT AND THE EDUCATION

### 5.1 STUDENT COUNSELLING

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





## 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. To ensure the feasibility of the degree programme we offer:

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

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

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

### **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 period/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 listing the majors and minors to be evaluated in the upcoming academic year. The education is evaluated with lecturers and students during and after each semester. Improvement actions resulting from evaluations are carried out by the responsible individuals. Action items that take more time are incorporated in the activity plan of the subsequent year. Educational evaluation results are published on the programme's SharePoint site. Extracurricular programme parts are also evaluated. 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 quality of the degree programme is constantly monitored. We do an oral evaluation one a year, during period 2. This will be done with a large group of students, different students from all classes. At the end of year 4, there will be another kind of evaluation. This will be about the whole study, all 4 years.

The evaluation rounds are first held with the students. The result is then shared with the team, in some cases individually. Then it goes to the PDC and finally the findings can/will be shared on Sharenet to be transparent.





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

## 6 ASSESSMENT

You are required to register for your tests. No registration by the deadline means you can't sit the tests. You can find more information about the timeline for test registration and deregistration and test chances on your programme's community site, by clicking on the link [Examinations](#).

## 7 STUDY UNIT OVERVIEW

### 7.1 STUDY UNIT OVERVIEW

#### [Credit overview](#)

Availability of information about study units:

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

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

Click here for 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 2027.

## 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*.

Due to developments in the corona situation and potential implications for education, the programme may decide to make changes to study unit content and types of test/exam as documented in these EER.

This applies to semester 1 as well as semester 2 of the 2023-2024 academic year. 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 2023 until 1 September 2024. They have been published on [www.windesheim.nl](http://www.windesheim.nl) / [www.windesheimflevoland.nl](http://www.windesheimflevoland.nl).

On July 2023 the *Degree Programme Section of the Education and Examination Regulations* of the Bachelor's degree programme 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 2023, while the Unit Participation Council gave its approval on 12-06-2023.

Mr. J.C. Gomolka  
Directeur van het domein Business, Media en Recht  
1 juli 2023