

Student Handbook

edition **november 2020**



Rotterdam Business School

BACHELOR PROGRAMMES

overtref jezelf





STUDENT HANDBOOK

The student handbook describes the rights and obligations you have as a student regarding education, tests and examinations. The student handbook also provides information on what you, as a student, can expect from the university of applied sciences in terms of education and related facilities and what the university of applied sciences expects from you as a student.

The student handbook consists of two parts:

- The study programme part: the part about your own study programme (chapter 10);
- The general part: the part that applies to every student enrolled at Rotterdam University of Applied Sciences (all chapters and appendices except chapter 10).

Below you will find a number of terms, in alphabetical order, that appear in the student handbook and/or that may be important during your study programme.

Tip: Also take a look at the definitions in article 1.4.

Assessment

A module (unit of study) ends with an exam. In principle, you have two opportunities to take exams per module per academic year. Always check in time that you are enrolled and bring a valid proof of identity with you to the exam. Each school has their own rules regarding the need to enrol for exams: see chapter 10.

The Exam Board appoints examiners (usually lecturers) to administer exams and determine the assessment, and they are authorised to check the exam and provide an assessment. If you do not agree with your grade, then you must contact the examiner. If you are unable to come to an agreement with the examiner, you can appeal to the Board of Appeal for the examinations.

→ Article 9.4

Behaviour

The university of applied sciences expects you to adhere to the general standards of manners and decency applicable in the Netherlands and the house rules of Rotterdam University of Applied Sciences, even if you are studying or doing a placement at another organisation or business.

→ Chapters 1 and 4 and the House Rules attached to this document.

Binding Study Recommendation (BSR)

Each student receives a study recommendation at the end of the first year of enrolment of the first-year stage (year 1). If this recommendation is negative because you have not passed the study progress norm (you have not acquired the minimum number of credits, in most programmes this is 48) then you will be deregistered from the study programme (rejection). Please note: Make sure that you report any personal circumstances to the student counsellor in good time.

Tip: You will first receive a warning during the academic year. You can indicate that you want to be heard and if you disagree with the decision, you can object/appeal.

→ Article 6.8 and the Regulations on Study Recommendations and Rejection attached to this document.

'Can' provision

The word 'can' is regularly used to indicate topics that have been arranged that could and may occur, but are not compulsory. An example is applying to the Exam Board for a possibility to take an additional exam due to exceptional circumstances.

→ Article 9.12

Certificate/diploma

If you obtained all 60 credits in the first year (first-year stage), you will receive the first-year certificate from the Exam Board as proof. If you successfully complete the study programme with 240 credits (60 first-year stage + 180 main phase), you will receive the certificate with a supplement. To receive the certificate, you must submit an official request to the Exam Board of your study programme via Osiris.

→ Articles 9.9 and 9.10

Complaint, objection, appeal

As a student, you have the right to lodge a complaint, objection or appeal. In the first instance, the RBS Deans or the Exam Board will handle the request. If you do not agree with the decision, you have the possibility to present your argument to the Advisory Appeal Board (objection) or the Board of Appeal for the examinations (appeal).

Tip: Make sure that you lodge your complaint, objection or appeal within six weeks via the complaints page on [HINT \(https://hint.hr.nl/nl/HR/english/rotterdam-uas/rights-obligations-and-protocols/complaints/\)](https://hint.hr.nl/nl/HR/english/rotterdam-uas/rights-obligations-and-protocols/complaints/) and that you explain in detail what it concerns and enclose any supporting documents.

→ Chapter 5

Confidential counsellors

If you encounter discrimination, (sexual) harassment, bullying, aggression or violence (undesirable behaviour), you can raise this issue with a confidential counsellor appointed by the university. They can help you by providing advice or support if you want to make an official complaint. For an overview of the confidential counsellors per location: <https://hint.hr.nl/nl/HR/english/study-information/study-help/my-study/my-student-assistance/confidential-counsellor/>.

→ Article 8.7 and the Regulations on Complaints Procedure for Undesirable Behaviour attached to this document.

Credits, ECs

The study load is expressed in credits (ECs): the number of hours you will normally spend studying to attain a module or a certificate. The study load for an academic year amounts to 60 credits. One credit (1 EC) equals 28 hours of study. Once you have passed an exam, you will receive the number of credits corresponding to the study load of the module.

Tip: You can request a study progress overview (SVO) via Osiris Student to check how many credits you have already attained.

→ Article 9.4

Cum laude

If your average grades are high (8.0 or higher) as of year 2 (main phase), you have the possibility of graduating Cum laude ('with distinction'). Article 9.11 states the conditions you must meet to be eligible for the extra mention on your diploma.

→ Article 9.11

Curriculum schedule

In your study programme's curriculum schedule, which can be found in chapter 10, you can read how your study programme is structured per academic year. For each module you can see the number of credits, the assessment format and, for example, whether there is mandatory attendance.

Distance learning

Distance learning is online education. Fortunately, Rotterdam University of Applied Sciences is getting more opportunities to take up classroom-based education again in addition to distance learning. This will take place step by step. Therefore, distance learning or online education where possible and studying and working at home will remain the norm for the time being.

<https://www.rotterdamuas.com/newsitem/coronavirus---the-latest-developments-as-it-relates-to-the-rotterdam-university-of-applied-sciences/165099/>.

<https://hint.hr.nl/nl/HR/english/study-information/study-help/>

Educational facilities

As a student at Rotterdam University of Applied Sciences you have access to various educational facilities, such as workstations, printing and copying facilities and other ICT facilities, as well as the media library, student information office, and help via the student counsellor.

Tip: Here, you can view the various facilities aimed not only at successfully completing your study programme but also at a useful and fun way to spend your free time.

<https://www.rotterdamuas.com/study-information/practical-information/facilities/>.

→ Chapter 8

Ending a study programme

After graduation, but also if you stop your study programme earlier, you register this in Studielink. Stop your public transport card and check whether you are entitled to a refund of tuition fees.

→ Articles 2.3 and 2.4

Exam Board

The Exam Board makes an objective and expert assessment of whether you, the student, meet the exit qualifications of the study programme. To this end, the Exam Board has drawn up rules for assessments and examinations, but also, for example, specifically for when fraud and plagiarism are suspected.

→ Chapter 11 and the Regulations for Exam Boards and Examiners attached to this document.

Examinations

Once you have passed the examination, you will receive a certificate (diploma). Your university of applied sciences study programme will be completed with an examination. When you have completed all tests with a pass, you have also passed the examination.

If you do not complete the study programme, you can ask the Exam Board for a declaration to that effect. This declaration applies for the tests you have passed.

Exemption

You can apply for one or more exemptions from the Exam Board via Osiris Zaak. Do that as soon as possible because there is a deadline (usually 1 October). You can see how to apply in article 9.8, but also check the information on exemptions in chapter 10.

→ Article 9.8 and Chapter 10 (specifically for the study programme)

Fraud and plagiarism

Cheating during an exam, copying texts or copying and pasting without mentioning the source or taking a paper from the internet are examples of fraud and plagiarism. If you commit fraud, the Exam Board could deny you the right to take part in exams. Not only will you be 'punished', but also anyone who knew or could have known about it.

→ Articles 9.6 and 11.9 -11.12

Functional disability

If there are factors that could influence your study results (functional impairments, such as dyslexia), contact the student counsellor and the 'studying with a disability' contact person as soon as possible.

→ Articles 8.8 and article 10.1.2.b

Grades, assessment, results

Each module is assessed with a grade/assessment/result. That could be with a grade from 1 to 10 (numeric), with a description (almost satisfactory good, etc.) or with an alphanumeric assessment (EXEMPT = exemption, PASS = passed, etc.)

→ Article 9.7 and the Actual Alphanumeric Results with Numerical Equivalents attached to this document.

Graduation

In the graduation phase of a university of applied sciences study programme, your knowledge and skills will be tested in various ways. Sometimes you do a graduation internship with a practical assignment or you might complete a final assessment, a thesis or portfolio. The examiner, usually a lecturer, assesses

the graduation product. The Exam Board of the study programme supervises this. Chapter 10 states what knowledge, insights and skills you should have after completing your study programme. The official date for graduation is the date on which the Exam Board establishes that you have attained all the required credits. Once you have completed all the requirements, you can apply for your certificate (diploma) from the Exam Board. You can do that via the certificate application form via Osiris Student. Do not forget to check whether all personal data in Osiris is correct.

→ Articles 9.9 and 9.10

Higher vocational education (HBO)

Higher vocational education consists of:

- Associate degree study programmes (120 credits, no first-year stage);
- Bachelor programmes (240 credits);
- Funded master programmes (at least 60 credits); and
- Unfunded master programmes (at least 60 credits).

HINT

HINT is the intranet for all students and staff of Rotterdam University of Applied Sciences.

Resits

In principle, each module can be tested twice. If you participated in the first round of exams and the result is unsatisfactory, in principle, you may resit that exam.

→ Articles 9.9 and 9.10

Student counsellor

It could happen that you get stuck during your study programme. This may have to do with something that happens at the university, or due to your home situation. In all cases, it is advisable to contact a student counsellor. In a personal meeting they will recommend the best course of action for you.

<https://hint.hr.nl/nl/HR/english/study-information/study-help/my-study/my-student-assistance/student-counsellor/>

→ Chapter 8.1 and article 10.1.4.e

Temporary provision

If you have lodged an objection or appeal against a decision that would normally require you to stop your studies (such as a negative BSR), you can still continue your studies with a temporary provision while the objection or appeal is being handled. You also have access to HINT. Please note that you will only receive your grades for any exams you may take during such a temporary provision if your appeal or objection is declared well-founded (i.e. if you are proved to be right). The temporary provision lapses on the date of the decision on your objection or appeal.

→ Chapter 5

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1 General Provisions

ARTICLE 1.1

Code of Conduct and Integrity

Introduction

In laying down this Code of Conduct and Integrity, Rotterdam University of Applied Sciences sets out to put in place safeguards to ensure an effective, safe and stimulating working and study climate within the organisation, in which each individual will interact with one another in a respectful manner and in which mutual acceptance and mutual trust constitute essential underpinning values. In the context of Point 10 of the Focus Programme, Rotterdam University of Applied Sciences also wants this Code of Conduct and Integrity to contribute towards the development of a strong culture of quality, in which each individual feels able to challenge another individual in an open and critical manner. Guidelines on good standards of behaviour are important if an atmosphere of this nature is to be created and maintained. This Code of Conduct and Integrity sets out the expectations of Rotterdam University of Applied Sciences where standards of behaviour are concerned. In a stimulating and safe working and study environment, collegiality, respect and attention for others all form part of a normal, good standard of behaviour and undesirable conduct is avoided.

Undesirable conduct is difficult to define. Undesirable conduct may be raised for discussion in situations where conduct is experienced as undesirable. Undesirable conduct must be prevented and combated and requires an active contribution from everyone who is employed by or studying at Rotterdam University of Applied Sciences. Individuals will be expected to consider their own conduct, but also to adopt a vigilant stance towards any form of undesirable conduct that they might observe in their own situation, as employees or students. Undesirable conduct must always be raised for discussion, either by challenging the person(s) concerned directly or by seeking the assistance of a third party. The Code of Conduct and Integrity forms part of the overall policy in place at the university of applied sciences, of the exemplary behaviour that is expected of its managers, the professional mentality required of its staff and the attitude to studying required of its students. This Code of Conduct and Integrity has been formulated with the greatest possible care. However, the use of legal language is unavoidable. A version of this Code of Conduct and Integrity that has been written in a more accessible style is also available. Please see the glossary in one of the appendices to this Code of Conduct and Integrity for definitions of the various terms used in this document.

Objective

The objective of this Code of Conduct and Integrity is to explicitly draw the various starting points and expectations to the attention of all staff and students.

Founding principles

In all of its activities, Rotterdam University of Applied Sciences upholds the fundamental principle that all persons are equal.

It does not make any distinction between gender, sexual orientation, religion, beliefs, cultural background or skin colour when recruiting and selecting staff and admitting students. Rotterdam University of Applied Sciences promotes mutual respect and tolerance.

Rotterdam University of Applied Sciences strives to achieve ideological multiformity and encounters and students will only be divided up into groups for educational purposes. Rotterdam University of Applied Sciences is emancipation-oriented in its approach (in the broad sense of the term), with due observance of democratic relations.

This Code of Conduct is based upon the founding principles of Rotterdam University of Applied Sciences, as laid down in the Statutes. The Statutes are published on HINT and on the Rotterdam University of Applied Sciences website.

The Code of Conduct and Integrity includes the rules for ethical aspects¹ associated with the activities carried out by the institution. These are prescribed by Article 1.7 of the Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek*) (WHW).

Starting points

Rotterdam University of Applied Sciences has elaborated on the above in a number of additional starting points:

1. Rotterdam University of Applied Sciences rejects all forms of undesirable conduct. Rotterdam University of Applied Sciences wishes to prevent and combat undesirable conduct by means of this Code of Conduct and Integrity, in its everyday actions and in the policy it develops.
2. Rotterdam University of Applied Sciences endeavours to enable students to resolve problems using a results-oriented approach. This means that students will work together regardless of social, religious or other views. This starting point imposes requirements on the way in which groups are put together for lectures, projects, assignments, etc. (multiform).
3. Rotterdam University of Applied Sciences allows ideological multiformity to form part of its education programmes and, by doing so, enhances knowledge of the backgrounds to different religions, beliefs and cultures.
4. In the assessment of parts of the education programmes, the professional mentality required for the profession for which students are being prepared will also play a role. Actions that are contrary to that professional attitude may result in negative assessments.

Code of Conduct and Integrity

1. As a member of staff or a student, I undertake to uphold this Code of Conduct and Integrity and to abide by it in my day-to-day actions.
2. I will interact with others in a manner that acknowledges the dignity of other people.
3. The way in which I act, dress, behave, etc. will be respectful and will take account of the viewpoints of others at the university of applied sciences. This means that I will dress in an appropriate manner for the school and profession for which I am being trained. Clothing that covers the face is not permitted at Rotterdam University of Applied Sciences.
4. I will refrain from all forms of undesirable conduct: particularly, discrimination, (sexual) intimidation, harassment, bullying, aggression and violence. I will make every effort to contribute to a safe school climate.
5. I will take care to uphold the name, interests and starting points of the university of applied sciences and will do so both at the university of applied sciences and when elsewhere (on placements, in publications, on social media, etc.).
6. I will treat the property of the university of applied sciences with care.
7. I will communicate in an honest and open manner and will refrain from any anonymous communications. I will take care when using the facilities provided by Rotterdam University of Applied Sciences. This pertains especially to Internet and telecommunications facilities. In terms of privacy, this means that I will not use personal data for any purpose other than specified.

¹ 'Ethical' is understood to mean systematic consideration of what people find appropriate.

8. The language that I will use to communicate with others at Rotterdam University of Applied Sciences will be the language used for the delivery of education. This will be the Dutch language (exceptions to this rule, namely the English learning routes and the language study programmes offered as part of teacher training, and other modules delivered in a foreign language).
9. I will act honestly and with due care and respect. I will treat all information attained confidentially as part of the study programme in a confidential manner.
10. I will refrain from any conduct that unnecessarily and/or unjustifiably brings, or could bring, the good name of Rotterdam University of Applied Sciences, one of its employees or one of its students into discredit.
11. I will carefully uphold the interests of the university of applied sciences, but will not do so in a manner that is detrimental to my own interests and/or the interests of other institutions or companies, whether or not in competition with Rotterdam University of Applied Sciences. If in doubt, I will consult my immediate line manager, especially where taking up other activities or paid activities is concerned.
12. This means that, as an employee, I will not favour any members of my family, partners or friends when granting (holiday) jobs, (paid) assignments or awarding study results. If in doubt, I will act transparently and refer decisions to my line manager.
13. In the event that an emotional relationship develops with an employee or student, I will abide by the standards of professionalism and impartiality. As an employee, this means that I will inform my line manager immediately of any relationship with a subordinate or student. This notification will be handled with the utmost discretion and lead to a solution that precludes interdependence. The agreements will be recorded in writing.
14. I am familiar with the following provisions regarding people and animals in terms of demonstrations and/or testing:
 - The involvement of individuals from the study programmes is limited to demonstrations, practice and/or treatment situations. If persons from the study programmes are involved, this always takes place with their consent and under the supervision of an authorised supervisor. This also applies to placements and study or graduation projects. If students practice on one another, this must be part of a mandatory requirement as stated in the Student Handbook (Education and Examination Regulations).
 - Insofar as persons are involved in medical research carried out under the responsibility of the university of applied sciences, this may not take place until a positive assessment has been obtained from the Medical Ethical Review Committee based on Article 16 of the Medical Research (Human Subjects) Act (*Wet medisch-wetenschappelijk onderzoek, WMO*).
 - The use of test animals is limited to curriculum components that form part of the specialisation of working with test animals. This use is only permitted when unavoidable, must be of a limited scope and as described in the Student Handbook (Education and Examination Regulations, EER). Compliance with the provisions of the Experiments on Animals Act (*Wet op de Dierproeven*) is required.
 - When providing information to prospective employees and students, attention must be devoted to ethical issues that may be of importance in the study programme concerned and, if so, whether or not they are mandatory.
15. I hereby subscribe to these starting points and rules, which I will observe and actively call others to account about, where necessary.

Scope

This Code of Conduct and Integrity is applicable to all contacts between members of staff and students at Rotterdam University of Applied Sciences, whether these contacts take place in a professional context or in relation to a course of study on the one hand, or outside this context on the other hand.

Compliance

Rotterdam University of Applied Sciences will endeavour to bring about the behaviour desired by adopting a proactive approach and displaying exemplary behaviour in work and teaching. This Code of Conduct and Integrity contains agreements and regulations that form a framework and guidelines for students and staff.

A more detailed implementation of measures that may be taken in the case of students or staff members in the event of serious contraventions of, or consistent actions contrary to these values have been included in the Student Handbook and in the Collective Labour Agreement for Professional Vocational Education, both of which have been published on HINT and on the Rotterdam University of Applied Sciences website.

Entry into force

This Code of Conduct and Integrity was incorporated into the Student Handbook on 1 September 2016. Rotterdam University of Applied Sciences will ensure that this Code of Conduct and Integrity is implemented in the education provided.

Adoption

Adopted by the Executive Board, following recommendations from the Central Representative Board.

Appendix: Definitions

Good standards of behaviour

Standards of behaviour and actions that are experienced as desirable or proper in social and economic life.

Undesirable conduct

Actions experienced as undesirable or improper in social and economic life. Undesirable conduct is in particular understood to mean discrimination, (sexual) intimidation, harassment, aggression and violence. The latter forms of undesirable conduct have been defined in detail in the Regulations on the Complaints Procedure in relation to Undesirable Conduct.

Member of staff

Any individual who is employed at Rotterdam University of Applied Sciences.

Students

Any individual who is enrolled at Rotterdam University of Applied Sciences to attend education and sit the assessments and examinations scheduled for a unit of study programme at the university of applied sciences.

ARTICLE 1.2

Communications from the university of applied sciences to students

Messages from Rotterdam University of Applied Sciences to the student are sent in writing via the correspondence address and electronically via the official email account of the university of applied sciences.

ARTICLE 1.3

Up-to-date personal data

Responsibility for the provision of correct and up-to-date personal data at the university of applied sciences will lie with the student in question. The student in question will ensure that any changes to the postal address are entered in Studielink as soon as possible.

ARTICLE 1.4

Definitions

Applicant

A person who has registered for a study programme at Rotterdam University of Applied Sciences, but has not yet been enrolled as a student.

AD: Associate degree

The Associate degree is a two-year higher education study programme resulting in a legally recognised diploma.

Final exam

See also Examination. The examination with which the first-year stage or the main stage of the study programme is concluded.

Graduating programme

A graduating programme may consist of various graduation components. This shows that the graduation phase is used to demonstrate the attainment of all of the various exit qualifications for the study programme, and that this cannot always be assessed in one single assignment. The graduating programme consists of all programme components that cover the exit qualifications. The more detailed content of the study programme can be found in the study programme-specific part of this Student Handbook. This is also referred to as 'graduation'.

Rejection

An official, written notification to a full-time, part-time or dual-track student informing the student that they will not be able to continue their present study programme. The student will no longer have the right to enrol for the study programme in question at Rotterdam University of Applied Sciences (see Article 7.8b of the Act, often referred to as a 'negative binding study recommendation').

Bachelor programme

See 'Study programme'.

Remedial course

A course to be completed by an individual student in order to rectify personal deficits in knowledge, insight or skills that have been established by the Exam Board.

Binding study recommendation (BSR)

Binding Study Recommendations: see study recommendations.

Complaints & Disputes Office (*Bureau Klachten en Geschillen, bkg*)

The office to which a complaint or dispute should be submitted by students/external students or by an applicant/future external student.

Central Representative Board

The participation body referred to in Article 10.17 of the Act.

Board of Appeal for the examinations

Board of Appeal for the examinations referred to in Article 7.60 of the Act.

The Appeals Tribunal for Higher Education

The Board of Appeal referred to in Article 7.64 of the Act.

Tuition fees

The money to be paid annually by a student to cover their enrolment for a study programme offered by the university of applied sciences.

Executive Board

The Executive Board of Rotterdam University of Applied Sciences, which is responsible for the management of the university of applied sciences under the Act and the Articles of the Stichting Hogeschool Rotterdam foundation.

Committee Undesirable Behaviour

The committee appointed by the competent authority, which is responsible for advising the competent authority on complaints submitted about discrimination, (sexual) intimidation, aggression/violence or harassment.

Compensation

The whole set of rules that determine whether and in which way 'not satisfactory' results can be compensated within the curriculum or within an examination consisting of a number of assessments.

Compensation block

A connected whole of two or more education units. It is possible to compensate assessment results that are 'not satisfactory' in a compensation block. If compensation blocks are available, these are indicated in the Education and Examination Regulations, which will also describe the conditions to be met in order to facilitate the compensation of a 'not satisfactory' assessment result.

CROHO – The Central Register of Higher Education Study Programmes

This register, which is maintained by the government, states exactly what a study programme is called, the number of credits applicable for the programme study load, the admissions requirements, etc.

Curriculum

The education programme that applies to the student.

Course

Or education unit. The smallest component of the study programme, expressed in credits, which is always concluded with an assessment. This was previously called a 'module'.

Course module description

The course module description provides students with basic information on the course, including the following at a minimum: course name and code, number of credits, learning objective, instructional format, assessment format and, if relevant, submission dates.

Course handbook

The course handbook contains the course module descriptions, as well as lesson content/subject matter/assignments, and serves as a syllabus. The work placement manual and thesis manual serve a similar function.

Deficiency

A situation in which someone is not admissible to the study programme because of the subject combination or subject cluster chosen by them, as evidenced by the certificate presented (see Article 7.25 of the Act).

Many deficiencies must be resolved before an applicant can start the study in question ('before enrolment'). Other deficiencies are subject to a ministerial arrangement at programme level, under which applicants will only be required to have resolved them before completing the examinations culminating in the attainment of the foundation certificate ('after enrolment'). The following applies in both cases: formal deficiencies.

Deficiency course

A course to be completed by a student with one or more deficiencies before they are awarded a certificate for the first-year examination, the successful completion of which will rectify a formal deficiency.

Directorate DUO, Ministry of Education, Culture, and Science

The Education Implementation Department (*Dienst Uitvoering Onderwijs*).

EC/European credit

Or credit. The study load of a study programme is expressed in EC (European credits). In accordance with the European Credit Transfer System, a European credit represents a study load of 28 hours.

ECTS-credit 'European Credit Transfer System'

This is the system used to assess the study load and it is based on 28 study hours per EC or credit. In the ECTS-credit, a Bachelor programme has a study load of 240 credits, corresponding to four times 1,680 study hours per study year.

Examination

The whole of assessments that form part of a study programme or of the first-year stage of a study programme (see also: Final exam).

The Exam Board

The Board, referred to in Article 7.12(2) of the Act, objectively and expertly determines whether a student meets the conditions that the Education and Examination Regulations impose on the knowledge, insight and skills necessary to obtain a degree.

Examination fees

The money to be paid by an external student before being permitted to take part in the examinations for a study programme or parts thereof.

Examination component

A part of a curriculum in which one or more courses can be established or in which an examination component can be defined again. This was previously called a 'norm block'.

Examiner

The official referred to in Article 7.12c (1) of the Act, who is responsible for conducting assessments and establishing the results of these assessments.

External student

A person who is enrolled at the university of applied sciences solely for the purpose of sitting exams for the education units that form part of the study programme and the final examinations for the same study programme.

February intake

Intake into a study programme with effect from 1 February.

Financial support for students (graduation fund)

The arrangement for the allocation of financial support is implemented by the university of applied sciences in accordance with Article 7.51 et seq. of the Higher Education and Research Act. Financial support is granted to students who, due to special circumstances, (are expected to) take longer to

complete their studies than the number of months of performance grant for higher education to which they are entitled. This applies to students who are enrolled for a study programme for which no degree has yet been awarded and that requires the payment of statutory tuition fees.

Fraud

Intentional or unintentional acts, omissions, attempts or incitement to behaviour that render it completely or partially impossible to appropriately form a correct and honest opinion on the knowledge, insights, skills or (professional) attitude that of a person.

Functional disability

The presence of one or more visible or invisible functional disability due to a long-term or permanent physical or psychological condition.

Dispute

A dispute shall be brought to the attention of *BKG* by submitting a written objection or lodging an appeal by a student/applicant or external student/prospective external student against a decision taken by a body of the Rotterdam University of Applied Sciences, not being a decision of a general nature or of a private legal nature.

The Advisory Appeal Board

The Advisory Appeal Board referred to in Article 7.63a of the Act.

Certificate

A piece of documentary evidence in accordance with Article 7.11 of the Higher Education and Research Act, which documentary evidence shows that an examination has been completed successfully. It will be issued upon completion of the first-year stage and/or upon completion of the study programme as a whole. It is often referred to by the term 'diploma'.

University of applied sciences

Rotterdam University of Applied Sciences (RUAS).

Student Handbook

The institution-specific and study programme-specific part of the student statute referred to in Article 7.59 of the Higher Education and Research Act, of which the Education and Examination Regulations form part.

Honours programme

The Honours programme at Rotterdam University of Applied Sciences is a programme for students who wish to develop themselves into excellent professionals and wish to graduate with an 'Honours degree'. In accordance with the frameworks in place within Rotterdam University of Applied Sciences, the content and implementation of the Honours programme is the responsibility of the RBS Deans.

Main phase

The second part of the Bachelor programme, the successful completion of which is rewarded with 180 credits. This part of the full-time study programme spans three consecutive academic years. The length of time applicable may be shorter for an accelerated study programme (see Main stage of the Bachelor programme).

Institutional Management

Executive Board (EB) is charged with the administration of the university of applied sciences based on Article 10.8 of the Higher Education and Research Act and the statutes of the Rotterdam University of Applied Sciences Foundation (Stichting Hogeschool Rotterdam).

Institutional tuition fees

The tuition fees to be paid by a student who is not required to pay statutory tuition fees.

The School

An organisational unit within the university of applied sciences that delivers one or more related study programmes.

RBS Dean(s)

The members of staff that are responsible, on behalf of the Executive Board, for the day-to-day management of the School and for the adoption and implementation of the policy pursued by the School.

International student

A student with a foreign nationality who – insofar as this concerns a student subject to a residence permit and based on the permit issued – is about to follow, is following, or has followed an educational programme at an educational institution in the Netherlands.

Elective course in the context of the university-wide elective space

Courses and minors approved by the CvB, on the advice of the board of directors, which the student must follow and obtain as part of the electives organised by the university of applied sciences (see also free choice of electives).

The individual student will choose an elective course from the elective courses provided by the university of applied sciences, subject to the preconditions determined by the Executive Board.

Elective course at study programme level or School level

In addition to university-wide elective education, elective education may also be organised at study programme or School level. A number of elective courses are intended specifically for students from the study programme or school. The credits awarded for these courses do not fall in the 'university-wide elective space' category.

Complaint

A complaint is defined as follows: a complaint in the sense of Article 7.59b of the WHW is an expression of dissatisfaction by a student/applicant or external student/future external student regarding an action by a person or body associated with Rotterdam University of Applied Sciences or about the quality of facilities, which complaint was not settled to the satisfaction of the complainant during at the initial stage. The object of the complaint is to obtain a decision or ruling from the university of applied sciences.

Learning outcome

The content and level of the knowledge, insight and skills required to achieve a specific number of credits. A unit of learning outcomes will have a maximum study load of 30 credits.

Student affairs employee

An employee of Rotterdam University of Applied Sciences who provides the student with organisational/administrative facilities and answers questions about registration (for assessments) and schedules.

Participatory decision-making

The rights and powers that can be applied by students and lecturers to exercise influence over the adoption, implementation of and checks on the policy of Rotterdam University of Applied Sciences and the decisions made on this basis.

Minor

A minor programme is a connected whole of education components on a theme that is relevant for the study programme chosen. Minors are organised by all of the study programmes.

n-th Year of enrolment

The study year in which the student is enrolled for the same study programme at the university of applied sciences for the n-th time.

Education and Examination Regulations (EER)

The Education and Examination Regulations referred to in Article 7.13 of the Higher Education and Research Act. At Rotterdam University of Applied Sciences, this consists of this institution-wide part of the EER (Chapters 1 to 9 inclusive, 11 and 12), together with the study programme-specific part of the EER (Chapter 10), which only applies for a specific study programme or study programmes.

Education unit

Or course. The smallest component of the course programme, the successful completion of which is rewarded with one or more credits and which is always concluded with an assessment.

Study programme

A study programme is a connected whole of education units that is geared towards the achievement of well-defined objectives relating to the knowledge, insights and skills required of individuals that complete a study programme, as referred to in Article 7.3 of the Higher Education and Research Act. A study programme may be organised on a full-time, part-time or dual-track basis.

Programme Advisory Committee

A committee that has been created for each study programme. Half of the committee will consist of students and the other half of lecturers and individuals from the field of study and/or the business sector, as referred to in Article 10.3c of the Higher Education and Research Act.

Osiris

The study information system that a student can use to register for courses and corresponding assessments and where results and schedules can be viewed. It also holds personal details for the student, as well as issues relating to student progress and notes.

Plagiarism

Plagiarism is a form of fraud.

Main stage of the Bachelor programme

The second part of the Bachelor programme, the successful completion of which is rewarded with 180 credits. Where offered as part of full-time education, this stage of the study programme will be offered in three consecutive academic years. The length of time applicable may be shorter for an accelerated study programme (see 'Main phase').

Practical exercise

The following is understood by the term 'practical exercise' as referred to in Article 7.13(2) (d) and (t) of the Higher Education and Research Act:

Participation in an educational activity that is geared towards the acquisition of certain skills. The education (course) must be of a practical nature, requiring the student to attend to be able to learn and practise certain practical skills. The student may also be obliged to take part in a practical exercise before being able to administer or sit the assessment in question.

First-year certificate/stage

The first part of the Bachelor programme, representing 60 credits. This part of the education spans one study year. The length of time applicable may be shorter for an accelerated study programme.

Regulations for financial support of students

Regulations for financial support of students: these are equivalent to the Implementing regulations for a graduation fund for the financial support of students.

School working day

A day, not being a Sunday or recognised Christian or national public holiday, and not being a school holiday. See the definition of "non-working day" (*niet-werkdag*) in the collective labour agreement for employees at Universities of Applied Sciences (CAO-HBO).

Placement

An education unit in which the student is employed by an organisation in professional practice, with the object of achieving the competences applicable for the study programme. They will do this on the basis of an agreement between the university of applied sciences, the placement provider and the student.

Quiet areas

Areas of buildings and on the grounds of Rotterdam University of Applied Sciences designated by the Executive Board as 'quiet areas' and recognisable as such.

Student

A person that is enrolled at the university of applied sciences to attend education and sit the assessments and examinations scheduled for a unit of study programme at the university of applied sciences. In practice, a unit of study programme variant will also be indicated upon enrolment: full-time, part-time or dual-track.

Student counsellor

An employee of Rotterdam University of Applied Sciences who provides the student with guidance, advises on making choices and works with the student to find solutions. The student counsellor makes the relevant legislation and regulations available to the student.

Study recommendations

A written recommendation relating to continuation of the study, issued at the end of the first year of enrolment for the first-year stage of each Bachelor programme. A study recommendation may also entail the rejection of a student from the study programme for which they are enrolled, as referred to in Article 7.8b of the Higher Education and Research Act.

Study year

The period of time that commences on 1 September and ends on 31 August of the next year.

Study load

The number of hours that the student will be expected to spend studying – under normal circumstances – to be able to successfully complete a course or attain a certificate. The study load of every study programme and every education unit is expressed in credits. The study load for an study year accounts for 60 credits. Sixty credits is the equivalent of 1680 hours of study. Students will only be able to attain a whole number of credits.

Study supervisor/study career coach

An employee of Rotterdam University of Applied Sciences who is the direct point of contact for the student during the study programme and who supports and challenges the student to develop individual competences in study and professional terms.

Credit

Or EC/European credit. The study load of a study programme is expressed in European credits. In accordance with the European Credit Transfer System, a European credit represents a study load of 28 hours.

Study progress norm

The norm for sufficient study progress.

Study progress overview

An overview of study results relating to the curriculum. This overview shows the components attained and the education still to be attended.

Assessment

An assessment of the knowledge, insight and skills attained by the examinee, as well as an evaluation of the outcomes of this research. If the assessment consists of a number of components that are to be

evaluated individually, then the Education and Examination Regulations or further arrangements to be issued to the student in good time and announced in the Education and Examination Regulations must describe the method used to arrive at the final assessment.

Elective space (university-wide)

In the education programme for each study programme, a number of credits have been reserved as laid down in the Education and Examination Regulations; the student will be expected to attain these credits for courses chosen from the university-wide elective education on offer. These credits are referred to jointly as the university-wide elective space.

Exemption

A written declaration made out in the name of an individual student, signed and dated by the Exam Board for the study programme, stating that the student has been exempted from sitting the test or assessment for the course indicated in the declaration and also stating the number of credits awarded for the successful completion of the course.

Week

In principle, a week will consist of five school working days, from Monday to Friday. Saturday may also be designated as an education day for special groups; this will be decided in consultation with those concerned.

Weighting of credits

The importance of the assessment for the determination of the final mark for the course.

Act

The Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW*).

Statutory tuition fees

The tuition fees to be paid by a student who falls under the provisions of the Higher Education and Research Act. The amount of all other tuition and examination fees is determined by the Minister.

ARTICLE 1.5

Entry into force and official title

The Student Handbook will enter into force on 1 September 2020. The regulations included in the Student Handbook will apply to students enrolled at the university of applied sciences as of this date. Where study programme-specific provisions are concerned, this will, naturally, only apply for students enrolled for the study programme in question. Changes to the regulations may not have a detrimental effect upon students enrolled before this date.

The Student Handbook may be cited as 'Student Handbook'.

ARTICLE 1.6

Content of the Student Handbook

1. The institution-specific part of the Student Handbook describes the rights and obligations of students enrolled at Rotterdam University of Applied Sciences and, where relevant in this context, also contains the mandates ensuing from it for the bodies within the university of applied sciences. The institution-specific stipulations are adopted by the Executive Board, following the agreement of or recommendations from the participatory decision-making.

2. The rights and obligations applicable to students ensue from:
 - a. Legislation and regulations applicable to them, in the Higher Education and Research Act (WHW) in particular;
 - b. The resolutions by the Executive Board, including this Student Handbook;
 - c. The Education and Examination Regulations for the study programme;
 - d. The decisions made by the RBS Deans;
 - e. The decisions made by the Exam Board and the examiners for the study programme.
3. This Student Handbook will also set out the rights and obligations of external students, insofar as the parts in question apply to these students.
4. In the event of a conflict between the text in a course description or course module description and the text in the (programme-specific part of the) Student Handbook, the Student Handbook text will prevail.
5. In cases not covered by this Student Handbook and in cases where the application of the Student Handbook leads to obvious injustices, the Executive Board will decide. In the light of the corona circumstances, the CvB may, in the interests of studiability, decide to deviate from the provisions of the Student Handbook insofar as the Student Handbook itself cannot be followed and if necessary.

ARTICLE 1.7

Connection with the Higher Education and Research Act

1. This Student Handbook is the student statute as defined in the Higher Education and Research Act, with due observance of the exceptions set out in Article 7.59 of the Higher Education and Research Act.
2. The Higher Education and Research Act specifies the parts that are subject to agreement or right of consent by the participatory decision-making.
3. The Executive Board will ensure that the Student Handbook is published annually on HINT.

2 Rights and obligations post-enrolment

See also the Enrolment and Preparation Regulations in HINT under University of Applied Sciences > Rights and obligations > Statutes and regulations > Enrolment and Preparation Regulations. The Executive Board has mandated the authority that the Rotterdam University of Applied Sciences is able to exercise on the basis of Article 7.32 and furthermore from the Higher Education and Research Act (WHW) to the Director of the Administration, Information and Control (including the Student Service Centre (SSC).

ARTICLE 2.1

General provision registration duration

Enrolment in a study programme is for the entire academic year. If enrolment takes place during the course of the study year, it remains valid for the remaining part of the study year.

ARTICLE 2.2

Rights and obligations post-enrolment

1. Enrolment as a student for a certain study programme will result in the following rights as a minimum:
 - a. Participation in the education provided by the university of applied sciences in relation to the enrolment in question, with the exception of those study programmes for which additional requirements apply or for which a capacity limitation applies (see the 'Enrolment and Preparation Regulations');
 - b. Sitting assessments and examinations within the study programme. The way in which this takes place is laid down in the Education and Examination Regulations for the study programme in question;
 - c. Access to the buildings of the university of applied sciences, except where opposed by the nature or importance of the education in the opinion of the Executive Board.
 - d. The use of educational facilities, such as media centres and laboratories, etc.;
 - e. The use of facilities intended for students, such as Student Information Office, the student counselling service, etc.;
 - f. Study career coaching, as described in the Education and Examination Regulations;
 - g. The possibility to be able to complete the study programme within a reasonable period of time at the university of applied sciences or another educational institution, where the Minister or the university of applied sciences has decided to end the study programme;
 - h. The right to vote and stand for election for the advisory councils at the university of applied sciences.
2. Enrolment as a student for a certain study programme will be subject to the following mandates as a minimum:
 - a. Participation in practical exercises, where this is mandatory in the Education and Examination Regulations;
 - b. Good conduct, in accordance with the rules laid down by the university of applied sciences;
 - c. Conduct based on the specific safety requirements stipulated in rooms in which this is necessary.

3. Enrolment as an external student will result in the following rights and obligations:
 - a. Sitting assessments and examinations within the study programme. The way in which this takes place is laid down in the Education and Examination Regulations;
 - b. Access to the buildings of the university of applied sciences, except where opposed by the nature or importance of the education in the opinion of the Executive Board.
 - c. The use of educational facilities, such as media centres and laboratories, etc.;
 - d. Good conduct, in accordance with the rules laid down by the university of applied sciences;
 - e. Conduct based on the specific safety requirements stipulated in rooms in which this is necessary.

The RBS Deans or Dean of the Facilities & IT department will clearly specify which rooms are subject to specific requirements.

ARTICLE 2.3

Termination of enrolment

Enrolment may be terminated prematurely during the academic year at the request of the student and on the initiative of and by the Executive Board.

At the request of the student

1. The Executive Board will terminate the enrolment of an individual who is enrolled for a study programme where requested to do so by the individual in question and will do so with effect from the month following the month in which the termination of enrolment is requested.
2. A student who wishes to terminate their enrolment will be required to submit a written request to this end to the Executive Board. This request will be submitted via Studielink.
3. As regards procedural rules relating to the termination of enrolment, the Executive Board refers to the digital application system for the university of applied sciences.
4. The Executive Board will notify both the individual in question and Directorate DUO, Ministry of Education, Culture, and Science about the termination of enrolment.
5. Where enrolment is terminated before the end of an academic year, as referred to above, some of the tuition fees will be reimbursed to the student.

On the initiative of and by the Executive Board

6. Where an individual who is enrolled for a study programme has failed to pay their tuition fees or examination fees despite having been ordered to do so, the Executive Board can terminate their enrolment with effect from the second month following the order (Article 7.42(2) of the Higher Education and Research Act).
7. In special cases, the Executive Board can, based on a recommendation from the Exam Board, the student counsellors and/or the RBS Deans and after careful consideration of the interests concerned, terminate or refuse the enrolment of a student for a study programme if actions on the part of the student have demonstrated their unsuitability for one or more of the professions for which the study programme for which they are enrolled is preparing them or for practical preparation for professional performance (Article 7.42a(1) of the Higher Education and Research Act).

The Executive Board will give the student the opportunity to present their case.
The reasoned decision will be announced in writing.

8. Where a student or external student has committed serious fraud, the Executive Board can, on the recommendation of the Exam Board, permanently terminate the enrolment of the individual in

question for the study programme (Article 7.12b(2) of the Higher Education and Research Act), once the Exam Board has given the individual in question the opportunity to present their case.

9. Where enrolment is terminated in an instance as referred to in Subsections 7 and 8 of this article, Article 4.1(1) and (2) or Article 6.8(6), the Executive Board will terminate enrolment with effect from the following month.
10. The Executive Board will notify both the individual in question and Directorate DUO, Ministry of Education, Culture, and Science about the termination of enrolment.
11. Where enrolment is terminated before the end of an academic year, as referred to above, some of the tuition fees will be reimbursed to the student (see also Enrolment and Preparation Regulations).

ARTICLE 2.4

Repayment of tuition fees

1. The student is entitled to reimbursement of one twelfth of the statutory tuition fee owed by them for each month of the academic year following the termination of their enrolment, unless there is an outstanding claim(s).
2. Where enrolment is terminated after graduation, the university of applied sciences will automatically refund the tuition fee. One-twelfth of the tuition fees will be refunded for each month commencing from the date on which enrolment is terminated. Should they wish to do so, the student shall be able to arrange for deregistration to be effected from a later month (thus, it is not necessary for this to be effected immediately after the final exam). Where a student wishes deregistration to be effected on a later date, they shall be required to submit a request to this end to the Finance/Student Application Department prior to their graduation. The amount of the reimbursed tuition fee will be lower in this situation.
3. Where enrolment is terminated with effect from July or August, the student will not be entitled to discontinue the payment of the instalments referred to in Article 2.4(1) or to the reimbursement of the tuition fees paid for these months, except where the Executive Board has arranged otherwise.
4. If a student passes away during the study year, one twelfth of the paid statutory tuition fee per month of the study year following their death will be reimbursed.
5. Reimbursement in cases other than those described in paragraph 2 shall be made at the written request of the person concerned.
6. A reduction in, exemption from or reimbursement of the examination fees paid by an external student will only be possible in the event of their death.

3 Financial support for students (graduation fund)

Financial support is available for students who, through special circumstances, have a study delay in their studies or are expected to fall behind. This applies to students who are enrolled in a study programme that requires the payment of a statutory tuition fee.

A request for financial support is made through the student counsellor. There are two phases to the application procedure: the request for recognition of special circumstances and the duration of the study delay and the application for granting financial support. Support can only be granted after the normal course duration minus any previous years of enrolment in higher education has passed. The implementation of the arrangement has been placed in the hands of a management committee that manages the (profiling) fund.

The university of applied sciences has introduced the attached 'Implementing Regulations for Student Financial Support Fund' for this purpose. The main outlines of this arrangement shall be described here. The full text of the arrangement has been included as an appendix to this Student Handbook.

ARTICLE 3.1

Financial support

1. Support

A student enrolled in a study programme at Rotterdam University of Applied Sciences who owes the statutory tuition fee (for the exact criteria for financial support, see Article 1 of the Implementing Regulations for a Graduation Fund for the Financial Support of Students) and who, due to special personal circumstances, has sustained a study delay or is expected to do so, can apply for financial support under the Student Financial Support Arrangement. Where a student wishes to receive financial support in this situation, they will be required to submit a request for the recognition of the length of the study delay sustained. The request will be directed to the managing committee and will be submitted via the student counsellor.

2. Reporting special circumstances

The student is mandated to immediately report any special circumstances that result in a study delay (or are likely to do so in due course) to the student counsellor.

The request for the recognition of special circumstances and of the duration of the study delay is submitted by the student during the period in which the special circumstance arises or immediately afterwards.

The request must be submitted to the managing committee, via the student counsellor, using a form designated for that purpose.

ARTICLE 3.2

Special circumstances

A special circumstance is a circumstance as described in the Higher Education and Research Act (WHW). These special circumstances are as follows:

- a. Membership of the board of a sizeable student organisation with full legal capacity from the Executive Board, a Programme Advisory Committee, course board in the sense of Article 2, the University Board, the Faculty Board, a body set up by virtue of the co-determination scheme in the sense of Article 2(2), or Article 10.16a(3) of the Higher Education and Research Act, the participation council, the council sub-committee or the Students' Council;
- b. Activities of an administrative or social nature which, in the opinion of the Institutional Management, are also in the interests of the institution or of the study programme being followed by the student;
- c. Illness, pregnancy and childbirth on the part of the student in question;
- d. A handicap or chronic illness;
- e. Special family circumstances;
- f. A study programme that is insufficiently feasible or realistic;
- g. Other special circumstances determined by the Institutional Management in which a student may find themselves, including involvement in sports activities at national or international level, by which the student has requested and been awarded top-level sports status by Rotterdam University of Applied Sciences;
- h. Other circumstances than those referred to in a to g, which, in the event that a request for financial support submitted on that basis were not granted by the Institutional Management, would lead to an exceptional case of extreme injustice.

4 House rules and disciplinary measures

ARTICLE 4.1

General

1. The Executive Board will issue instructions and, armed with these rules, can take measures to ensure that proper procedures are in place in the buildings and grounds of the university of applied sciences and that the individuals that fall under its authority are protected.
2. The RBS Deans, the Dean of Rotterdam Academy, the Dean of Rotterdam Mainport Institute, the Dean of the Facilities & IT department, or another Dean shall be able to issue (additional) written or verbal instructions or put measures in place, which instructions or measures shall apply for individuals enrolled for study programmes and individuals employed at the university of applied sciences in any capacity.

The (additional) instructions and measures referred to here pertain to the proper course of conduct in the School, the provisions and facilities to be provided on behalf of the university of applied sciences, reports in the event of illness and other house rules considered necessary.

ARTICLE 4.2

Scope

These house rules and disciplinary measures will apply to anyone who is in the employment of Rotterdam University of Applied Sciences or who is enrolled as a student, external student or module participant at the university of applied sciences, or anyone who is present in the buildings and grounds of Rotterdam University of Applied Sciences as a visitor.

ARTICLE 4.3

Instructions

1. The instructions issued will always include the following:
 - a. The rules of conduct set out in the Code of Conduct and Integrity.
The Code of Conduct and Integrity will apply mutatis mutandis to the house rules.
 - b. Working conditions and safety instructions
Everyone will be mandated to observe all instructions relating to working conditions and safety in the buildings and grounds of the university of applied sciences and to observe the instructions given by staff who have the authority to give instructions of this nature.
 - c. Smoking policy
Smoking is not permitted in or around the buildings or on the grounds of the Rotterdam University of Applied Sciences. This includes all forms of electronic cigarettes.
 - d. Environmental instructions
Staff and students will be mandated to act in accordance with the instructions provided by staff in

relation to efforts to maintain a clean environment in the buildings and grounds of the university of applied sciences.

- e. The use of mobile communication and information methods/equipment/objects/computer facilities
Everyone will observe all instructions issued by staff in relation to the use of fixed and mobile communication and information equipment and devices, such as mobile phones and sound amplifiers. Staff and students will observe all due care when using equipment, objects and computer facilities belonging to the university of applied sciences or third parties. Where the aforementioned is lost, destroyed or damaged, the damage caused will be recovered from the person responsible for the damage in question.
When using social media and in social media that can be linked to the university of applied sciences and/or its students and/or staff, students and staff will act with all due care and in a manner that is regarded as socially fitting.
- f. Use of mobile communication (images and/or sound)
Recording (images and/or sound) during lectures, practicals or at other places within the university of applied sciences and/or relating to the university of applied sciences, without the permission of the person or persons concerned, is not permitted. If recording is done for educational purposes, cognisance and (explicit) consent of the person(s) is required.
Any act that is contrary to this provision and also the circulation of recordings produced contrary to this instruction may constitute the infringement of an individual's privacy and is not permitted.
- g. The use of buildings
All persons must use the buildings of the university of applied sciences and the equipment present in the said buildings in accordance with their designated use.
- h. Quiet areas
The use of the quiet areas must comply with the Management regulations for quiet areas (see appendices).
- i. House rules
The house rules (see appendices) are based upon the Rotterdam University of Applied Sciences Code of Conduct and Integrity. Failure to comply with these house rules may result in sanctions or other measures.
- j. In order to spend time abroad as part of their studies at Rotterdam University of Applied Sciences, prior to departure students must provide their telephone number and residential address via Osiris (module: abroad). Prior registration by students in the Osiris student monitoring system is a condition for permission from the study programme to spend time abroad as part of their studies. If a student changes their residential address and/or telephone number during their stay abroad, they are required to pass on the new details via the student monitoring system referred to above.

ARTICLE 4.4

Instructions on health, safety and welfare

1. The university of applied sciences pursues a policy designed to protect the health, safety and welfare of students, external students, staff and other individuals present at the university of applied sciences. This policy is implemented on the basis of the regulations laid down in the Working Conditions Act (*Arbeidsomstandighedenwet*) and the Working Conditions Education Decree (*Arbeidsomstandighedenbesluit Onderwijs*), which is based on the aforementioned Act.
2. The rights arising for students will include:
 - a. The right to information and training on the hazards relevant for the study or professional performance;
 - b. The right to information about safety provisions and protective equipment;
 - c. The right to discuss health and safety risks with lecturers or managers;
 - d. The right to refuse a study assignment if continuing with the assignment would result in immediate danger;
 - e. The right to report problem areas to lecturers, managers, the occupational health and safety department and the environmental health department;
 - f. The right to a smoke-free study environment.

3. Anyone present in the buildings or grounds of the university of applied sciences will be required to observe the safety regulations, instructions and orders issued by an authorised party or parties. These shall include staff from Facilities and Information Technology, members of the internal emergency response team, evacuators, security officer and emergency service providers in general.

ARTICLE 4.5

Measures

1. In the event that the instructions and rules in this chapter are violated, the Executive Board, the RBS Deans or departmental Dean can take the necessary measures against the offender.

These student-related measures are as follows in ascending order:

- a. A verbal warning if the student has disregarded the instructions in question for the first time, with due observance of Paragraph e. This warning will be registered.
- b. A written warning if the student has disregarded the instructions in question for the second time. The warning will again be registered.
- c. (Full or partial) denial of access to the buildings and grounds for a period of up to one year, or the termination of enrolment for a period of up to one year.
- d. If a student has violated the instructions referred to and caused (serious) nuisance in the buildings and grounds of the university of applied sciences and is continuing to do so, even after receiving an order to refrain from doing so from or on behalf of the Executive Board, the Executive Board can permanently deny the student in question access to the institution or terminate their enrolment.
- e. Depending on the circumstances and the severity of the case in question, the decision may be taken to not issue a warning and to impose a more serious measure straight away.
- f. Any repeat offence will in principle give rise to a more severe measure.

Possible measures to be put in place in relation to members of staff:

- g. The disciplinary measures laid down in the CAO-HBO (collective labour agreement for employees at Higher Professional Education).
2. The Executive Board, the RBS Deans or departmental Dean will not impose the measure referred to in Subsection 1 under b, c, d and g before the offender has been given the opportunity to present their case or has been called upon to appear as required. The measure referred to in the previous sentence will be registered in Osiris. The offender can also arrange to be represented by a confidential counsellor or an authorised representative.
 3. A decision by the Executive Board or the RBS Deans respectively to impose the measure referred to in Paragraph 1 will be a reasoned, written decision. The offender will be notified of the decision by or on behalf of the Executive Board or the RBS Deans respectively within two weeks of the date on which the decision was taken.
 4. A student can lodge an objection against a decision as referred to in this article with the Advisory Appeal Board (see the Regulations for the Advisory Appeal Board, which have been included as an appendix to this document).
 5. In accordance with the collective labour agreement for universities of applied sciences in the Netherlands (CAO-HBO), a member of staff can lodge an appeal against a decision as referred to in this article with the Academic Staff Appeals Committee.

ARTICLE 4.6

Providing proof of identity

1. Any individual who is present in the buildings or grounds of the university of applied sciences will be expected to be able to provide proof of their identity when requested to do so by management or administrative staff.
2. The identity documents that will be accepted are valid driving licences, passports or identity cards. Students will not be permitted to prove their identity on the basis of a student ID card. Students who are not from the EU/EEA will be required to identify themselves by means of a legally valid Dutch residence document or a passport.
3. If the offender is unable or unwilling to prove their identity, they will be refused access to the buildings.

ARTICLE 4.7

Protection of personal data (privacy)

The General Data Protection Regulation (which replaces the Dutch Personal Data Protection Act with effect from 25 May 2018) establishes rules for the processing (storage, transfer, modification, etc.) of personal data. This Regulation (GDPR) applies to Rotterdam University of Applied Sciences in full.

The GDPR stipulates that personal data may only be processed if there is a genuine need to do so. The GDPR also requires that data processing must be restricted to what is strictly necessary and that data must be erased/destroyed when the purpose for which they were collected ceases to apply.

The GDPR requires the university of applied sciences to pursue a transparent privacy policy and keep adequate records of all processing operations in relation to personal data and any data breaches.

It is important to the university of applied sciences that its staff and students handle their own and one another's personal data with care. The university of applied sciences makes every effort to prevent data breaches. Careless handling of personal data can have detrimental consequences for staff and students. That is why the university of applied sciences has adopted a privacy policy, as well as a number of regulations. Further privacy-related information is available on the Hint privacy site.

Privacy legislation imposes significant fines for non-compliance. Carelessness can have considerable consequences for the university of applied sciences.

1. Rights arising for staff and students from privacy legislation

The GDPR grants a number of rights to students and employees ("data subjects") and also enables them to enforce these rights. These rights include:

- a. The right to be forgotten;
- b. The right to data portability (transfer of specific personal data);
- c. The right to access, correct, supplement, delete or block data, in the event that this data is incorrect, incomplete or irrelevant.

Students can direct requests with regard to these rights to the RBS Deans. The RBS Deans will have the Dean of the Administration, Information and Control department handle the request.

Staff can submit their request to the O&O Dean.

In principle, the request will be decided within four weeks.

The procedure for this is set out in the Regulations regarding the exercising of rights, as published in Hint and on the website.

It goes without saying that information can also be requested at any time from the Privacy Information Point at the university of applied sciences (PIP, privacy@hr.nl) or the Data Protection Officer. This officer holds an independent position within the university of applied sciences and is an advance party of the competent authority for personal data.

2. Register of processing operations

The university of applied sciences specifies the situations in which it will process personal data, what data is involved, the purposes for which it is processed and who has access to this data.

Processing activities in relation to personal data will be recorded in a register managed by the Privacy Officer. Based on the work processes applicable at the university of applied sciences, the processing operations will record, among other things, the personal data being handled during those work processes, the purpose for which the data are being processed, the persons entitled to review, inspect, examine and modify the relevant data, the retention periods and whether the data will also be processed outside of the university of applied sciences.

3. Regulations governing the use of the Internet and telecommunications (appendix to this Student Handbook)

Personal data is often processed electronically.

The regulations governing the use of the Internet and telecommunications provide rules that staff and students must respect when using the facilities made available by the university of applied sciences for work and study. The regulations also stipulate that any data breaches must be reported to the data breach response team without delay.

ARTICLE 4.8

Intellectual property rights, including copyright

Staff and students will be required to observe all instructions pertaining to the copying of copyright-protected works, which works will also include programs (software).

The intellectual property rights on papers and graduating programmes, etc. produced by students will be vested in the student in question, except where agreed otherwise.

The intellectual property rights on work produced by staff in the performance of their roles at the university of applied sciences or for the employer will be vested in the university of applied sciences under the collective agreement for universities of applied sciences in the Netherlands (CAO-HBO).

5 Legal protection arrangements

ARTICLE 5.1

Complaints & Disputes Office

A student has the right to submit a complaint or dispute (appeal or objection) to the Complaints & Disputes Office. Submitting a complaint or dispute can be done via the [web form on HINT](#). Students should first turn to their own School to reach a joint solution before submitting a complaint via BKG. If a complaint or dispute is received by the Complaints & Disputes Office (Bureau Klachten en Geschillen [BKG]), BKG will send an acknowledgement of receipt to the person submitting the complaint and states the person or committee that the complaint or dispute has been forwarded to for settlement.

Tip: make sure that the complaint, appeal or objection is submitted within six weeks via the complaints page on HINT. When submitting, it is important to include a comprehensive explanation and any supporting documents.

For more information about complaints, appeals or objections you can consult the following regulations in the appendix or on [HINT](#) :

- complaints regulations;
- regulations of the Advisory Appeal Board;
- regulations of the Board of Appeal for the examinations.

All complaints and disputes are archived by BKG after settlement so that an annual report can be made. This annual complaints report is part of the annual report that Rotterdam University of Applied Sciences publishes.

ARTICLE 5.2

Complaints and disputes under or pursuant to the Act

1. Complaints

Individuals will have a general right to submit a complaint. The complaint will usually primarily be dealt with by the RBS Deans at the preliminary stage. Should it be found that the RBS Deans has not handled a complaint to the satisfaction of the student or group of students in question, the said student or group of students will be able to apply to the Executive Board in writing, via the Complaints & Disputes Office.

Complaints will be handled in a manner that corresponds with the way in which complaints are handled in Title 9.1 of the General Administrative Law Act (Algemene wet bestuursrecht); see the Complaints Procedure, which has been included as an appendix to this document.

2. Exam Board and examiners

In the Regulations for Exam Boards and examiners (see the appendix to this Student Handbook), Articles 5 and 6 set out the duties and powers conferred on the Exam Boards and examiners. Students can submit a written complaint against the decisions of Exam Boards and examiners.

3. Board of Appeal for the examinations

The Board of Appeal for the examinations is an independent board that has been created by law. The Board of Appeal for the examinations will decide on judicial appeals lodged by students or external students against the following, amongst other things:

- a. Decisions to reject students on the basis of binding study recommendations (Articles 7.8b and 7.9 of the Act);
- b. Decisions by the Exam Board and examiners.

The regulations are provided at the back of this Student Handbook, in the appendices.

4. The Advisory Appeal Board

The Advisory Appeal Board is an independent advisory committee that has been established by law. It advises the Executive Board about any type of dispute that is not dealt with by the Board of Appeal for the examinations.

The regulations are provided at the back of this Student Handbook, in the appendices.

5. The Appeals Tribunal for Higher Education

Students will be able to lodge appeals with the Board of Appeal against a decision regarding a dispute. Students will be able to appeal against a decision of the Board of Appeal for the examinations or a decision of the Executive Board on the basis of advice from the Advisory Appeal Board.

6. Submission period

The period for the submission of an objection or appeal will be six weeks. The period will begin on the day after the one on which the decision is issued.

7. Official temporary provision of the Advisory Appeal Board/Board of Appeal for the examinations

If a student files an objection against the refusal of enrolment or files an appeal against an imposed negative binding study recommendation (NBSA), this student will receive an ex officio (automatic) temporary provision. This means that this student is allowed to attend courses and take exams (but these exams are not assessed) pending the objection or appeal procedure. This official temporary provision will expire after the decision from the Executive Board or the decision from the Board of Appeal for the examinations.

ARTICLE 5.3

Additional procedures put in place by the school's administration

1. Complaints procedure in relation to discrimination, intimidation, harassment, aggression and violence (undesirable conduct).

Anyone who is the victim of discrimination, intimidation, harassment, aggression or violence can approach a confidential counsellor or lodge a complaint with that complaints committee. It will be possible to lodge a complaint up to three years after the date on which the incident in question took place (see the appendix Regulations on the Complaints Procedure in Relation to Undesirable Conduct).

2. Complaints and disputes in the sphere of private law

A separate course of proceedings has been put in place for complaints and disputes in the sphere of private law, in the context of a private contract in the field of education and the activities attaching to this contract. See the Regulations relating to complaints and disputes in the context of commercial activities at Rotterdam University of Applied Sciences.

6 Study structure and support facilities

The Executive Board provides information to students and prospective students about the university of applied sciences, the study programme to be followed and the course names in such a way that they are able to compare study programme options, form a proper opinion of the content and the structure of the study programme to be followed and the examinations.

ARTICLE 6.1

Information about the structure, organisation and implementation of education

1. Bachelor programmes may be organised on a full-time, part-time or dual-track basis.
The way in which education has been organised is described in the study programme-specific part of the Education and Examination Regulations.
2. For each study programme or group of study programmes, the study programme-specific part of the Education and Examination Regulations states the valid procedure and the rights and duties relating to the education and the examinations.
3. The education will be provided and the examinations will be taken in Dutch. The Executive Board may specify a more detailed code of conduct with provisions for the use of a language other than Dutch.

ARTICLE 6.2

Guide on the calculation of the study load

1. The Executive Board will ensure the regular and prompt assessment of the Education and Examination Regulations and, when doing this, will consider the time consumption ensuing for students from the Education and Examination Regulations, which it will do in order to monitor and adjust the study load, where necessary.
2. The university of applied sciences will apply the following line when calculating the study load applicable for the courses of the study programmes.
The number of credits applicable for education units will be substantiated with activities that are expressed in a number of clock hours. The following will apply when determining the study load in hours:
 - a. Lecture hours: scheduled education participation applicable for the course, such as lecture hours, practicals, training courses, work groups (with or without lecturers) etc.
 - b. Independent learning (including research and experiments in education in the fine and performing arts), for which the following standards apply:
 - Reading time: three to ten pages per clock hour (depending on complexity, language, type page and font size);

- Presentations: the realistic amount of time involved in the preparation of presentation activities;
 - Consultation time: the realistic amount of time estimated for consultation activities;
 - Research time: the realistic amount of time involved in research activities;
 - Non-scheduled lesson time.
- c. Assessments and examinations (preparing, sitting and subsequent discussion): the realistic amount of time estimated.
- d. The preparation of assignments, essays, reports and graduating programmes, etc. (including the 'production and implementation' of education in the fine and performing arts): the realistic amount of time estimated, justified by the learning gains planned.
- e. Placements or other practical assignments: the realistic amount of time involved (including travel time) in placements or work activities.
- f. Travel time and other time: 5% of the study load.

ARTICLE 6.3

Right to the study load laid down by law

1. The study load will be expressed in whole credits; a credit will be equal to 28 hours of study.
A course will be rewarded with one credit or a multiple thereof.
The study load for a Bachelor programme at a school will be 240 credits.
2. The study programme-specific part of the Education and Examination Regulations will state the study load applicable for a study programme as a whole and for the individual courses.

ARTICLE 6.4

Right to a feasible study programme

1. The organisation of the Bachelor programme, including how the study load is spread, will be such that, as a rule, each student is reasonably able to attain 60 credits during each study year. This assumes a student carries out a nominal amount of studying.
The following will also apply:
A student should be offered an education programme consisting of 60 credits per study year, regardless of how far they have progressed with their study. RBS Deans shall make efforts to ensure that this is the case. RBS Deans shall ensure that the study load is spread proportionally within each study year.
2. Where students are enrolled after 1 September in a particular study year, the Exam Board shall adjust the standard for the study year in question proportionally and in all reasonableness and fairness.
3. Where a student observes that the curriculum offered does not meet these requirements, they can submit an objection to the Exam Board in writing.
4. The study programme-specific part of the Education and Examination Regulations will describe the placement obligations to be met by the student. RBS Deans will ensure that each student has the opportunity to secure a suitable placement.

ARTICLE 6.5

Right to affordable education

1. Enrolment will not depend on any monetary contribution other than tuition fees or examination fees. Study programmes may not require payment of any type from students who do not register for an examination in time.
2. Costs incurred by the university of applied sciences as a result of legal mandates to deliver education may not be passed on to the student.
3. The student will bear all costs relating to education requirements for their own use, such as books, materials and practical-related requirements, for the purpose of participation in education, assessments or examinations for the study programme for which a student is enrolled, except where determined otherwise.
4. The level of contributions for trips, introduction days, project weeks and placements, together with other costs for learning resources, must be reasonable.
5. RBS Deans will ensure that it provides students with a proper insight into the extent of costs for education requirements and of the monetary contributions earmarked well in advance of the start of the study year.
6. Where a student is unable to pay the contribution required, in a situation in which an activity or provision forms part of a mandatory part of the study programme, the student will be offered an equivalent alternative that is available at no cost. The University of Applied Sciences or the School can also provide the student with monetary support. See also the provisions relating to the Emergency Fund.

ARTICLE 6.6

Right to study career coaching

1. Students will be entitled to study career coaching and to the services of a student counsellor. Where prompted by the situation applicable for a student, the student will receive particular care in study career coaching.
2. RBS Deans shall ensure that study career coaching is provided throughout the various stages of the study, such as the first-year stage, the main stage of the Bachelor programme and during the placement, the graduation process and the international exchange.

ARTICLE 6.7

Right to information and advice

1. Students must have prompt access to information about facilities, subjects, rules and arrangements that are relevant for them.
2. Where a decision is made in relation to the continued existence of the study programme, study programme variant, mode of course delivery or study programme site, students will be informed promptly of the said decision.

ARTICLE 6.8

Study recommendation

1. A recommendation on a student's continuation of their study within or outside the study programme will be issued to each student at the end of their first year of enrolment for the first-year stage of any Bachelor programme, whether full-time or dual-track. For a part-time Bachelor programme, the Institutional Management will decide when that recommendation will be issued. This recommendation will be issued by the RBS Deans in accordance with the Regulations on Study Recommendation and Rejection (see appendix).
2. The RBS Deans will be able to include a rejection in the study recommendation, in accordance with the rules that have been included in the appendix Regulations on Study Recommendations and Debarment. A student will be rejected from their study programme where they have not completed the first-year stage yet and, with due observance of their personal circumstances, is not considered suitable for the study programme, because their study results do not meet the applicable study progress norm.
3. In cases in which students lack only a single course only needs to complete to prevent them from receiving a negative binding study recommendation, this situation can be overcome by making arrangements for these students (e.g. an additional resit for this final course). Further information about this provision is included in the study programme-specific part of the Education and Examination Regulations (see Chapter 10). This arrangement does not apply to the Small Business & Retail Management and Marketing study programmes.
4. If the study results for a student fall short of expectations, this student will be given a warning.
5. The student is responsible for the prompt reporting to the student counsellor of any relevant personal circumstances.
6. RBS Deans shall give the student the opportunity to present their case before proceeding to reject them from their study programme.
7. A student who has received a study recommendation in which they are rejected from their study programme will no longer be able to enrol as a student or external student for the same study programme at the university of applied sciences. This will also include study programmes that have the same first-year examination as the study programme in question.
8. After 1 June of the study year that follows the date on which the rejection is issued, the student will be able to submit a one-time request to the RBS Deans asking to be readmitted to the study programme (see the appendix Regulations on Study Recommendations and Rejection). In this request, the student will be required to demonstrate that they can complete the study programme successfully.
9. The following study programmes deviate from the defined study progress norm of 48 credits. These are the Small Business & Retail Management (COM), Marketing (COM) and Industrial Design Engineering (EAS) study programmes. Chapter 10 sets out which study progress norm applies to the study programme in question.
10. Study programmes included in the Learning Outcomes Experiment will issue the study recommendation relating to continuation of the study as referred to in Subsection 1 by no later than the end of the second year of enrolment for the first-year stage of the study programme.
11. In the light of the corona circumstances, the CvB may, in the interests of feasibility, decide to deviate from Article 6.8 insofar as the Student Handbook itself cannot be followed and deemed necessary.

ARTICLE 6.9

Legal protection

The student can lodge an appeal against decisions relating to the binding study recommendation (see 6.8) with the Board of Appeal for the examinations (see the Regulations for the Board of Appeal for the examinations, which has been included as an appendix to this document).

7 Quality assurance

ARTICLE 7.1

Quality assurance by the university of applied sciences

In the context of accreditation and external reviews, the university of applied sciences will engage in activities relating to quality assurance. These activities will include the following at the very least:

- The regular assessment of the institution;
- The regular assessment of the study programmes;
- The regular evaluation of the education and facilities by students;
- The development and maintenance of effective and efficient programme advisory committees.

ARTICLE 7.2

Right to quality and evaluation

1. The Executive Board will ensure that assessments of the quality of activities within the study programme are conducted on a regular basis, wherever possible in collaboration with other institutions, and conducted by independent experts in part.
2. Performance of the self-evaluation in preparation for the said assessment will be effected in part on the basis of the opinion of students about the quality of the education provided, including staffing.
3. Students will participate in the discussions organised in relation to the drafting of a self-evaluation report by a study programme.
4. The outcomes of the assessment will be made public.
5. RBS Deans will ensure that each student is given the opportunity to participate in a written assessment of the quality of the education and facilities at least once per year.
6. RBS Deans will determine how the outcomes of study programme quality evaluations by students are managed. Students will be notified of the aforementioned.
7. The Executive Board will engage in regular discussions with students about the quality of the education and student affairs within the university of applied sciences. The Executive Board will make the results of these discussions available to the student members of the Central Representative Board.
8. The annual report produced by the university of applied sciences will include the outcomes obtained on the quality of education.
9. The Programme Advisory Committee will engage in periodic consultation with RBS Deans.
10. The Executive Board shall regularly check whether the provisions of the Student Handbook relating to the Education and Examination Regulations are being implemented correctly by the Schools and shall, where necessary, issue relevant guidelines and instructions to the RBS Deans, as well as guidelines relating to organisational matters to the RBS Deans and the Chair of the Exam Board.

8 Student services

ARTICLE 8.1

Student services

Students who are enrolled at the university of applied sciences will be entitled to utilise the following services. Steps will be taken to ensure that any opening times and consultancy hours applicable for the facilities involved will be indicated clearly in a place that is easily accessible for students.

1. The student counselling service

The position of the student counsellors has been laid down in Article 7.34(1)(d) of the Higher Education and Research Act, which states that enrolment as a student entitles an individual to utilise the services of a student counsellor.

The student counsellors shall offer students information, advice and assistance for matters such as:

- a. Special/personal circumstances which could affect study progress (e.g. pregnancy, family circumstances, bereavement, caring for a family member, domestic violence/abuse, studying as a refugee, or combining studies with an elite sport/executive term etc.);
- b. Studying with a functional impairment, disability (e.g. dyslexia, ADHD, autism, mental health issues, chronic illness, addiction, visual, motor or auditory disabilities);
- c. Doubts about the choice of study programme (would the student be better placed in a different study programme within the Rotterdam University of Applied Sciences? Or in MBO (senior secondary vocational education), at a different university of applied sciences or research university? Or stop studying and start paid employment?);
- d. Help with studies (including training for students with ADHD, autism, dyslexia and coping with fear of failure and procrastination);
- e. Questions about finances (Directorate DUO, Ministry of Education, Culture, and Science, graduation fund, emergency funds, private funds, debt counselling);
- f. Questions about law and legislation (BSR, enrolment and deregistration, the Student Handbook, the Exam Board, the Higher Education and Research Act, the IND, or about how to submit a complaint);
- g. other questions, such as about housing etc.

The student counsellor will maintain the confidentiality of the information that a student shares with them when asking for their advice and assistance. More information about making an appointment and consultation hours can be found per location on Hint <https://hint.hr.nl/nl/HR/english/study-information/study-help/>.

2. The media centre

Students will be entitled to use the media centre facilities, subject to the preconditions applicable. Conditions (the lending period, for example) will be stated clearly and can be requested from the media centre.

3. Student Information Office

Students and prospective students can obtain information about all of the study programmes offered by the university of applied sciences from the desk of Student Information Office. Information is provided to prospective students in various ways. The university of applied sciences organises open days, open evenings, trial study days and orientation sessions. Added to the above, the Student Information Office regularly delivers information sessions at secondary schools in the period from October to March. The Student Information Office is also present at the orientation fair Studiebeurs Rotterdam with a number of students.

4. Centre of International Affairs (CoIA)

The Centre of International Affairs provides students at Rotterdam University of Applied Sciences with information and/or support about placements or studying abroad, grant options and collaboration

programmes between Rotterdam University of Applied Sciences and foreign institutions. The Centre of International Affairs also assists the study programme and the individual student with aspects relating to the implementation of the exchange programmes; for example, activities that a foreign student needs to complete before commencing their study programme: information, application procedure, registration with the Rotterdam University of Applied Sciences.

5. Language centre

The language centre is a drop-in support point where students and study career coaches can ask questions about language (Dutch) and language courses <https://hint.hr.nl/nl/HR/english/study-information/study-help/my-study/my-student-assistance/>.

6. Top-class sport

Rotterdam University of Applied Sciences can provide assistance to students to combine a study programme with an elite sport by coordinating the lecture programme with the training and competition schedules. This can include flexible schedules, extension of assessment dates, flexible placement periods and course materials on CumLaude Learning. An elite sport status is required in order to qualify. Students who are members of advisory councils also qualify for the top sport scheme. For more information, see <https://hint.hr.nl/nl/HR/english/study-information/study-help/study-help-per-targetgroup/i-am-a-top-athlete/>.

7. Confidential counsellors

The university of applied sciences has put in place rules to protect individuals from discrimination, (sexual) intimidation, harassment, aggression or violence (undesirable conduct). To give effect to these, a complaints procedure has been developed (see the appendix Regulations on the Complaints Procedure in relation to Undesirable Conduct). Students confronted with one or more of these problems can consult the confidential counsellors that have been appointed by the university of applied sciences to this end. The names of the confidential counsellors are published on HINT.

8. Studying with a functional impairment, disability

Rotterdam University of Applied Sciences can potentially offer assistance to students with a functional impairment, disability. A policy has been developed to ensure that participation in education by students with a disability is as successful as possible. For more information, see <https://hint.hr.nl/nl/HR/english/study-information/study-help/study-help-per-targetgroup/i-have-a-disability/>.

When the university of applied sciences is aware that a student has a functional disability, they can discuss this with the student in question to see what they require for the study programme to proceed successfully. Therefore, communicate this to the student counsellor at the start of the study programme and provide (medical) evidence of your disability.

The university of applied sciences defines functional impairment, disability as all disorders of a permanent nature. This includes visible motoric, sensory or psychological disorders, but also invisible disorders such as a fear of failure, dyslexia, RSI, chronic fatigue, depression, chronic illnesses and suchlike. If a student is faced with a functional impairment, disability during the study programme at the university of applied sciences, for example due to an accident or mental health issues, then it is important that the student counsellor is informed of the disability/illness within two months of it occurring. This also applies if the student has not incurred a study delay at that time. Also report any improvement or worsening of the disability in the interim. Only then can we, as a university of applied sciences, provide adequate assistance and help avoid a (long) study delay or even drop-out. Any request concerning studying with a functional disability will be assessed by the Exam Board on the basis of the advice of the student counsellor.

9. Students in Action

'Students in Action' is the place where students, lecturers and members of staff can turn for individual support with specific issues. They offer various workshops, events and electives that respond to current trends and developments in both education and society at large. A team of professionals and experience experts is ready to provide you with inspiration, advice, support and training, including about:

- students who are parents ([Student-parents in Action](#));
- students who are caregivers ([Hidden Carers](#));

- students with a functional impairment, disability ([PowerPlatform](#));
- students from the Caribbean ([Antuba](#));
- studying as a refugee ([Support for Refugee Students](#)); ([lecturer info](#));
- studying later in life ([SupportTeam 21+ and Part-time](#));
- LGBTQ+ students ([LGBTQ+](#));
- study associations; ([study associations](#));
- student fund; ([student fund](#));
- Promoting expertise among lecturers and staff.

See HINT for more information.

10. Exact Helpdesk

The Exact Helpdesk is a helpdesk for students and study career coaches where they can go with questions about science subjects, such as arithmetic, mathematics and physics. If you have any questions, you can contact the Exact Helpdesk via: helpdeskexact@hr.nl.

11. The Emergency Fund

The university of applied sciences has an Emergency Fund for students. The Emergency Fund can be used to make financial provisions in a financial (emergency) situation, in the form of a loan to a student for a certain period of time. This situation may not be of a structural nature and no other options may be open to the student in question. This is an interest-free loan. Each request to the fund relates to a maximum period of one year. Appeals to the Emergency Fund will be made via the student counsellor. See also the Regulations available on HINT at <https://hint.hr.nl/nl/HR/english/services/funds/student-emergency-fund/>.

12. Financial support for students (graduation fund)

Article 7.51 et seq. of the Higher Education and Research Act obliges the Institutional Management to make provisions to provide financial support to students that have sustained a study delay as a result of special circumstances. See chapter 3 of this Student Handbook.

The Executive Board has given responsibility for implementing the arrangement to the Managing Committee for the Graduation Fund.

13. Insurance

Each student is expected to have their own insurance for legal liability and medical expenses.

The university of applied sciences has two supplementary insurance policies for liability and accidents. These policies are only supplementary to individual student insurance policies and only apply if students are engaged in activities within the framework of the education offered.

In case of study, internship or other education activities **abroad**, each student is expected to purchase the necessary insurance(s). The student is thereby responsible for checking which insurance they require. If, however, the student does not take out (adequate) insurance, Rotterdam University of Applied Sciences cannot be held liable for damage incurred by the student while abroad.

9 Education and Examination Regulations (the institution-specific part)

ARTICLE 9.1

General

1. These Education and Examination Regulations are the Education and Examination Regulations referred to in Article 7.13 of the Higher Education and Research Act. The Education and Examination Regulations consist of both an institution-specific part (provided in this chapter) and a study programme-specific part (see Chapter 10).
2. Learning Outcomes Experiment
The study programmes included in the Learning Outcomes Experiment will offer a coherent set of units of learning outcomes, providing a basis for designing and tailoring education programmes according to the starting position, work situation, characteristics and needs of an individual student or a group of students.
The following study programmes are included in the Learning Outcomes Experiment:
 - The teacher training programme in Technical Vocational Training, the Associate degree for Assistants in Technical Vocational Training and the teacher training programmes for the German, English, French and Dutch languages;
 - The study programme Social Work;
 - study programme Nursing;
 - The Finance and Control (BE), Business Administration (BA), Marketing (CE), Human Resource Management (HRM) and Business IT & Management (BIM) study programmes.

ARTICLE 9.2

Offering education

This article does not apply to study programmes included in the Learning Outcomes Experiment.

1. Elective space: study load of at least 12 credits

In the education programme for each study programme, a number of credits have been reserved as laid down in the Education and Examination Regulations; the student will be expected to attain these credits for education units chosen from the university-wide elective education on offer. These credits are known as the university-wide elective space.

The curriculum for each study programme includes a number of credits for the attendance of elective courses. The part-time study programmes within the university of applied sciences are themselves able to determine whether and to what extent they wish to include an elective space within the curriculum. Elective courses are offered on a very wide range of subjects. These education units are a mandatory part of the study.

The student shall decide on specific elective courses at their own discretion, subject to the preconditions formulated by the RBS Deans. The elective education offered shall be determined each year for the entire university of applied sciences.

The study programmes offer elective education that is open to all students, in principle. The student is required to sign up to participate in these courses.

The student can choose between the following options as regards the activities as part of the elective space:

- a. By choosing from the range of education units that are offered by the university of applied sciences and that the study programme has reserved for elective space in the study programme-specific part of the Education and Examination Regulations;
- b. By attending mandatory remedial or deficiency courses (see Points 2 and 3 of this article);
- c. By submitting a prior proposal on how they would like to use the elective space; the RBS Deans will decide, based on the advice of the Exam Board, whether the education units proposed meet the requirements applicable (see further information about electives);
- d. By performing tasks on behalf of the university of applied sciences (participatory decision-making, organising activities like introduction weeks, etc.); the RBS Deans will decide, based on the advice of the Exam Board, the extent to which these activities will be rewarded with credits.

The credits in the elective space may not be obtained via an exemption or compensation regulation. It will only be possible to deviate from the rule that elective points may not be obtained on the basis of exemptions in those instances in which the Exam Board grants a student exemptions such that these exemptions, taken together, result in a situation where the student in question is exempted from the entire study programme for the first and/or second year of the study programme.

An exemption from elective education will also be possible where the Exam Board has determined that, in a certain year, exemptions may be granted for study programme modules for which the extent of exemptions to be granted for elective education will be determined in proportion to the extent of exemptions for 'standard' education.

The credits attained in the elective space may be transferred to a different and/or second study programme provided the first-year certificate or certificate of the first study programme has not yet been obtained.

The electives attained as part of a first-year certificate completed by a student or as part of a certificate awarded to the student may not be transferred to a different and/or second study programme.

Chapter 10 may contain deviations from the above.

2. Deficiency courses

If a study programme is subject to a subject combination or subject cluster requirement, the admission conditions in the study programme brochure will state the subject/modules concerned (see the Enrolment and Preparation Regulations).

Some study programmes, designated by the Minister, can be begun without having met requirements of this nature. Students that do not meet the subject combination and/or subject cluster requirements at the start of the study programme have a 'formal deficiency' in this situation.

Where this applies, the RBS Deans, based on the advice of the Exam Board, can mandate the student to attend deficiency courses. If these deficiency courses form part of the 60 credits available for the first-year programme, their successful completion will be rewarded with a number of credits.

A deficiency course may or may not form part of the university-wide elective space for the first year. If the result attained for a deficiency course is not satisfactory, other exam results cannot be used to compensate for this result.

Deficiency courses that are offered outside the study programme content will not be rewarded with any credits. The Education and Examination Regulations will indicate the mandates to be met by the student to eliminate a formal deficiency.

Students can only pass the first-year examination once the formal deficiency has been eliminated.

3. Remedial courses

The RBS Deans, based on the advice of the Exam Board, can mandate students to attend remedial courses when the study results show that the student lacks certain knowledge and skills that are vital for the study programme, or only possesses the said knowledge and skills to a limited extent.

By successfully completing mandatory remedial courses, the student obtains credits that count towards the attainment of the 240 credits available for the study programme content. The credits available for a mandatory remedial course will always replace the mandatory credits to be attained in the context of university-wide elective education. Where the student is offered non-mandatory courses to improve their initial abilities, these modules are outside the study programme and will not be rewarded with credits. Other assessment results cannot be used to compensate for the unsuccessful completion of a remedial course. The credit(s) attained for a mandatory remedial course will always replace the mandatory credits to be attained in the context of the university-wide elective education.

4. Minor programmes

The minor is a coherent unit of education components on a theme that is relevant for the study programme chosen. The minor takes place in the third or fourth year of the study programme. The minor is equal to 30 credits. The number of credits may be different for part-time courses; see the education programme for the study programme in the Education and Examination Regulations for more information.

In the minor, students acquire specific competences in Higher Professional Education that contribute to the exit qualifications for the study programme. The university of applied sciences publishes an annual overview that sets out which minors are available to students of the study programme in question. This overview is part of the Student Handbook. Students are required to sign up to participate in a minor. If the number of available places on the minor is not sufficient, the organising School will decide on how places are allocated.

The Exam Board for the study programme will decide if students are able to participate in the minor of their choice. If the minor is included in the overview referred to above, the decision of the Exam Board will be positive and places will be allocated based on the available places.

The student can choose between the following options as regards the activities as part of the *minor*:

1. Minor organised by the university of applied sciences

Students can choose a minor that is organised by a School within the university of applied sciences. This will give the student an additional qualification that gives their study programme a profile of their choice (entrance qualification). The minor will be pioneering and innovative, and will focus on current and challenging questions from professional practice. Knowledge and practice-led education have a ratio of approximately 50%-50%.

All minors offered by the Rotterdam University of Applied Sciences may form part of the study programme curriculum of students at the Rotterdam University of Applied Sciences, provided that this is shown in the overview referred to above.

If the choice of a minor for a student is not based on the overview referred to above, the student will be given the opportunity to explain their proposal/request to the Exam Board for the study programme.

2. Special minors

The university of applied sciences offers two special groups of minors:

a. Minor+

A minor+ focuses on excellence in the context of an Honours degree. A minor+ challenges students to develop further than the boundaries of their own discipline and is also focused on developing the students' responsibility for their learning and their professional and personal development. The Innovative Action competency profile forms the basis for the structure and implementation of the education for a minor+. This type of minor is therefore highly suitable for students wishing to graduate with an Honours degree. The minor+ is open to all Bachelor students. The motivation for the minor+ programme must be explained during an interview with or on behalf of the Exam Board for the study programme.

b. Transfer minor

Transfer minors are organised in consultation between the university of applied sciences and the respective Master programme with the aim of providing a smooth transfer (or one that is as smooth as possible) from the higher professional education Bachelor to the Master programme. These minors may therefore have differing characteristics. Additional requirements may be put in place for admission to these minors.

3. External minor - Kies op Maat (Custom Choice)

Students can choose to take their minor at a different university of applied sciences. The selection of these minors comes under 'Kies op Maat' (KOM) and can be found at www.kiesopmaat.nl.

If students wish to choose a minor outside their own university of applied sciences, they must submit a request to the Exam Board of their own study programme to be allowed to participate in the minor. The registration conditions and procedure are published on the KOM site.

4. International minor via 'study abroad'

Students may attain the minor by studying at a foreign educational institution with the permission of the Exam Board. A minor abroad may be stipulated for the School RBS IB study programme. For more information, see the study programme-specific part in the corresponding Student Handbook.

5. Honours degree

The Honours Programme at Rotterdam University of Applied Sciences is a programme for students who wish to develop themselves into excellent professionals and wish to graduate with an Honours Degree. Rotterdam University of Applied Sciences understands the following by excellence: 'the achievement, in collaboration with others, of innovative solutions that are of practical significance for the approach to be adopted to socially relevant issues'. <https://hint.hr.nl/nl/HR/english/study-information/choices-in-your-study-programme/honors-programme/>.

In accordance with the frameworks in place within Rotterdam University of Applied Sciences, the content and implementation of the Honours programme is the responsibility of the RBS Deans. Attainment of the exit level required is safeguarded by means of a final assessment and takes place at a central level.

a. Subject cluster and description

Graduation with an Honours degree classification implies that, in addition to the qualifications relevant to the Bachelor subject cluster, a student has also attained the extra distinction of being an excellent professional who has demonstrated that they also have the following competences from the Innovative Action competency profile:

- Innovation-oriented actions;
 - Demand-driven actions;
 - Multidisciplinary collaboration;
 - Interactive learning ability development;
 - Knowledge creation.
- The students can acquire these competences by completing the Honours programme.

b. Structure of the Honours programme

The Honours Programme consists of a Scouting & Recruitment component and a Research & Innovation component.

Based on the final report entitled "Van marge naar mainstream" ("From margin to mainstream"), the School will provide students involved in Honours education at Rotterdam University of Applied Sciences with an opportunity to develop their skills under the Innovative Action competency profile. A student who wishes to graduate with an Honours degree has the choice between taking a minor+ or a regular minor in which they work on a personal basis or with others and together with a lecturer to acquire the five competences of the "Innovative Action" subject cluster.

No extra credits are awarded for programme components and activities undertaken in order to obtain an Honours classification within the Bachelor programme.

The Honours programme is completed by a final Honours assessment.

c. Application and admission

Students will be requested or will apply for participation in the Honours programme, after which they will be asked to explain their reasons for enrolling in an admission interview. They will also be expected to be able to demonstrate that they do not have any study arrears.

For information about admission and on how to apply for a place on Honours programmes, see the project leader overview for each School. This can be found on HINT-study-Honours programme.

d. Examination and assessment

The Innovative Action competency profile forms the basis for Honours education and is used as the assessment framework for the exit level attained by students.

The procedure for the final Honours assessment is stipulated each year in the Honours Programme Final Assessment Guide. This can be found on HINT under Study/Honours programme/Graduation. The assessment of the Honours programme will be recorded separately in Osiris. No credits will be linked to this.

To complete the Honours programme successfully with an Honours degree, students will be expected to have completed the following activities with a positive result:

- The student has participated and completed the Honours education as set out by the study programme or the School;
- The student has met all conditions set by the study programme for the Bachelor programme and has obtained 240 credits;
- The student has completed the university-wide final assessment for the Honours programme with a pass;

The Exam Board for the student's own study programme will determine whether the student has completed the Bachelor programme successfully. The Honours coordinator of the School will determine whether a student has met the conditions necessary to be awarded an Honours degree. The Honours coordinator puts forward all Honours students to the Exam Board of the School for recognition of the Honours degree. The Exam Board carries out checks and will then countersign the recommendation.

e. Honours degree

If the Honours Programme is completed successfully, the words 'Honours Degree' will be stated on the back of the Bachelor certificate and a separate diploma supplement will be issued confirming the declaration of an Honours degree. The certificate and declaration will be issued by the Exam Board for the student's own Bachelor programme.

f. Information

More information is available on HINT under Study-Honours programme-Read more about the Honours programme-'become an excellent professional' brochure.

g. Exceed Expectations Grant

Each year, Rotterdam University of Applied Sciences awards the Exceed Expectations Grant intended for students with exceptional future plans. Students who have obtained an Honours degree as well as their Bachelor certificate in the current study year can apply for the scholarship of 5,000 euros. You can find more information on HINT.

ARTICLE 9.3

Learning Outcomes Experiment (offering education)

1. The study programmes included in the Learning Outcomes Experiment will have an experimental character, which is reflected in the following characteristics:

- Use will be made of units of learning outcomes;
- The manner in which the learning outcomes are attained is tailored to an individual student or a group of students;
- The assessment is not linked to the learning track.

2. Validation of previous learning results

- a. If a student provides evidence of previously achieved learning results, the Exam Board will, after registration for a study programme, assess previous learning results as learning outcomes achieved within a unit of learning outcomes using the student's portfolio, whether in digital form or otherwise.

- b. Previous learning results must be current at the time the Exam Board decides on validation.
This generally means the results can be no older than five years.
 - c. It is not possible to pass the final examination based on a validation decision alone (and/or any exemptions granted). Students will need to complete a minimum of one unit of learning outcomes by means of sitting assessments. Such units must also include a final product.
 - d. The validation outcome for each unit of learning outcomes will take one of the following forms:
 - i. An assessment expressed in points on a scale of 10 to 100 or the 'satisfactory' qualification, based on evidence that all the learning outcomes covered by the unit have been achieved, and the credits linked to the unit;
 - ii. The student is required to pass one or more (sub-)assessments before a final mark or a final 'satisfactory' assessment can be awarded to signify completion of the unit.
 - e. The Exam Boards must adopt regulations in relation to the execution of their validation powers and the timeframes they will apply in this regard. The regulations will be published in HINT.
 - f. Students will be notified via the study tracking system within 10 working days after the validation of the learning outcomes for a full unit of learning outcomes has been completed.
3. Education agreement
- a. The study programme will use the intake assessment and the validation by the Exam Board to prepare an education agreement, the parties to which will be the RBS Deans, as representatives of the study programme, and the student, and which agreement will in any event stipulate the following:
 - i. The duration of the agreement;
 - ii. The previous learning results that have been validated;
 - iii. The learning activities to be completed by the student by means of units of learning outcomes;
 - iv. The form that each of the (sub-)assessments linked to the unit of learning outcomes will take;
 - v. The particular supervision provided to the student throughout the term of the agreement;
 - vi. The participation in the practical environment during the student's learning activities and the supervision offered in this regard;
 - vii. In the event that a binding study recommendation is issued at the end of the first year of study, the minimum academic standard applicable to the student;
 - viii. Agreements relating to (the timelines for) interim adjustments and/or updates to the education agreement.
 - b. Interim amendments and/or updates to the education agreement will be included in an appendix to the agreement.
 - c. The learning outcomes defined in the education agreement must enable the student to comply with the study progress norm, which is identical for part-time and full-time study programmes. Study programmes included in the Learning Outcomes Experiment will issue the study recommendation relating to continuation of the study as referred to in Article 6.8, subsection 1, by no later than the end of the second year of enrolment for the first-year stage of the study programme.
4. The duty of care of the university of applied sciences
- a. Upon enrolment, students will receive information regarding their participation in the experiment and the meaning of the concept of learning outcomes.
- In the event the Learning Outcomes Experiment is terminated by the Minister, the university of applied sciences will consult the students and will ensure they are able to complete their study programme, either by participating in conventional part-time education or by enrolling for a different format of the study programme.

ARTICLE 9.4

General provisions relating to assessments and examinations

- 1. Each Bachelor programme involves two examinations: the first-year exam and the final exam. The first-year examination will be completed successfully if the 60 credits available for the first-year programme have been attained. The final exam will be completed successfully if the 180 credits

available for the main stage of the Bachelor programme have been attained and students have met the requirements applicable for the first-year stage.

2. The RBS Deans regulates the practical organisation of assessments and examinations.
3. An assessment is linked to each course. An exam can be taken orally, in writing or by other means (e.g. online). An exam ascertains the knowledge, insight and skills attained by the student in relation to a certain course and also the outcomes of this research.
4. Assessments in respect of a course that has been cancelled will be offered twice more in the study year following cancellation. After this period, the student will be required to take the converted course or complete an alternative assignment. A solid conversion table must be present.
5. In exceptional cases, the student can request the Exam Board to decide whether or not the student can still be admitted to an assessment, even if they are not registered for that exam.
6. The possibility to view the reviewed work takes place within a time period so that the viewing or feedback provided contributes to a considerable preparation for the resit.
7. If the assessment corresponding to a course has been completed with a satisfactory result, the student in question will be awarded the number of credits corresponding with the study load for the course in question.
8. The examination for the overall study programme or a particular stage of the study programme is completed successfully when all of the credits available for the study programme or a certain stage thereof have been attained. The Exam Board can then decide that a final research will form part of the examination. The study programme-specific part of the Education and Examination Regulations states what this research entails and how many credits students will be able to attain.
The Exam Board may institute an investigation in the following cases:
 - the Exam Board is of the opinion that the adjustments made with regard to testing as a result of the corona crisis in the period from 12 March 2020 to 31 August 2020 do not provide sufficient certainty that they have resulted in safeguarding the knowledge, insight and skills that were tested;
 - a new similar crisis occurs and adjustments are necessary in relation to the exam methods described in the Student Handbook;
 - fraud is detected during examinations (see also Chapter 11 of the Student Handbook), which calls the validity of the exam into question.A decision to investigate shall be taken within a reasonable period of time after the exam has been taken. It shall be carried out within a period of three months from the moment the Exam Board decides to start the investigation. Given the importance and impact of such an exceptional step, the investigation must be announced in advance to the students concerned, who will be informed of the possibility to appeal, the exam and Programme Advisory Committee as well as the RBS Deans.
9. A student may always request a study progress overview of the credits they have obtained via Osiris Student.
10. A resit is offered for each assessment within a reasonable timeframe, unless specified otherwise in the study programme-specific part (see Chapter 10). There should be a reasonable period between publishing a grade and the subsequent resit to enable the student to prepare for it.
11. The resit for an assessment corresponding to a course that extends beyond one block and/or for which student attendance is required will be offered within a reasonable period, preferably in the same study year.
The resit for a course of this nature may involve the performance of several additional activities by students.

12. The following study programmes are being given experimental space and may deviate from the provisions above. These are the Small Business & Retail Management (COM), Marketing (COM), Nursing (IVG) and Industrial Design Engineering (EAS) study programmes. Chapter 10 must set out the number of possible resits and when they will take place.
13. Study programmes included in the Learning Outcomes Experiment will be able to deviate from the above provisions in connection with the experiment. The frequency and scheduling of the assessments will be specified in the study programme-specific part (see Chapter 10).

ARTICLE 9.5

The procedure for assessments and examinations

1. An individual who meets the admissions requirements and is enrolled as a student or external student for the study programme in question will be entitled to sit assessments, resits and examinations (see Regulations on Enrolment and Preparation). In addition, the Exam Board can stipulate that only students who have registered for an assessment or resit are able to participate in the assessment or resit in question. This requirement must be stated in the study programme-specific section of the Education and Examination Regulations (Chapter 10).
The Exam Board can impose a maximum on the number of times that a student is allowed to participate in a certain assessment in a certain study year. A maximum of this nature must be stated in the study programme-specific part of the Education and Examination Regulations (Chapter 10).

A student who has completed an assessment successfully may not resit this assessment, unless the Exam Board decides otherwise for reasons of its own.

2. The description that corresponds to each course will state how the course will be assessed and how the final assessment will be carried out.
3. Where written assessments are concerned, students will be notified of how much time is available, what aids may be used and what assessment norms apply.
Where possible, the same will apply for other forms of assessment.

ARTICLE 9.6

Fraud (see also Chapter 11)

1. Where a student or external student commits fraud, the Exam Board can deny the individual in question the right to sit one or more assessments or examinations to be indicated by the Exam Board, for a period of up to one year, which period will be determined by the Exam Board. In the event of serious fraud, the Executive Board can permanently end the enrolment of the individual in question for the study programme on the proposal of the Exam Board (see Article 7.12b(2) of the Higher Education and Research Act).
2. Where fraud is discovered after a certificate has been awarded, the Exam Board can decide to revoke the decision expressed previously on the examinee and to demand the return of the certificate awarded on the basis of the said decision, which it will do through the intervention of the Executive Board.
3. The Exam Board will not impose a measure as referred to in Paragraph 1 or a measure as referred to in Paragraph 2 before the individual accused of fraud has been given the opportunity to present their case. When doing so, the offender will be able to arrange to be represented by a confidential counsellor or an authorised representative.

4. A decision by the Exam Board to impose a measure as referred to in the previous paragraphs will be a reasoned decision. The Exam Board will notify the offender of the decision in writing and within two weeks of the date on which the decision was taken.
5. The student in question will have the right to lodge an appeal against one of the decisions of the Exam Board referred to above with the Board of Appeal for the examinations (see the appendix: Board of Appeal for the examinations Regulations).

ARTICLE 9.7

Assessment results and criteria

1. Assessment criteria

The study programme-specific part of the Education and Examination Regulations (Chapter 10) will state which results can be attained for an assessment: grades, letters and/or the qualifications 'passed'/'failed' or 'satisfactory'/'not satisfactory'.

The aforementioned part of the Education and Examination Regulations will also state when an assessment result will be 'satisfactory', 'not satisfactory' and 'not satisfactory but possible to compensate under the compensation regulations'.

This Student Handbook includes an appendix ('Current alphanumerical results and numerical equivalent') which provides an overview of the various systems used to indicate assessment results and the connections between these systems.

2. Compensation scheme

If compensation is possible within the study programme concerned, this will be included in the study programme-specific part of the Education and Examination Regulations (see Chapter 10).

The following study programmes will be given experimental space. These are the Small Business & Retail Management (COM), Marketing (COM), Nursing (IVG), Industrial Design Engineering (EAS) and Mechanical Engineering (EAS) study programmes. Chapter 10 must set out how many and which subjects/modules may be compensated, whether a minimum final result has to be attained and what the minimum mean grade is.

3. Assessment results

The study programme-specific part of the Education and Examination Regulations (see Chapter 10) states how the results of an assessment will be announced and how students can arrange to inspect their work and find out how it was assessed. The Exam Board can establish guidelines and instructions related to assessing and determining assessment results.

The following provisions apply here:

- a. The result of an assessment shall be announced within three weeks of the date on which the assessment is conducted (not including student holidays). The Exam Board can shorten this period where it considers this necessary with a view to a resit;
- b. Once assessment results have been announced, students will be able to inspect the work submitted by them and its assessment;
- c. Students shall be entitled to an explanation of the assessment of the work submitted by them.

Students will only be able to derive rights from the results attained where the results have been approved and entered as definite results in the Osiris student monitoring system.

4. Period of validity

RBS Deans can decide that certain assessment results attained will not be valid for a period in excess of five years. The period of validity for assessments successfully completed can only be restricted if the knowledge, insight and skills that were assessed have demonstrably become outdated. This must be included in the study programme-specific part of the Education and Examination Regulations (see Chapter 10).

5. Retention period

1. Graduation work

During the course of assessment visits, study programmes are required to be in a position to offer graduation work for inspection for the last two full study years. In addition, study programmes in the aforementioned cases must be in a position to offer insight into the general graduation scheme and the graduation theses carried out over the last seven full years of study. As such, the study programme must retain the following for each study year:

- The graduation handbook (including the assessment method and assessment criteria);
- All graduation work, including assessments;
- The marking standards applied by the assessors;
- An overview of all graduation work for the study year (including the grade) in question.

Graduation work and additional documents from each year of study will be retained for a period of at least seven years.

2. Assessments, assignments and products that students use to demonstrate their exit level during (parts of) the study programme.

Not all exit qualifications will be assessed in the graduation work. The programme components in which exit qualifications are assessed at exit level will be determined on an annual basis for each study programme.

The study programme will retain the following for these study programme components for each study year:

- The course handbook (including the test/assignment used and the assessment criteria);
- All products produced by the students, including assessments;
- The marking standards applied by assessors;
- The grade list.

The documents referred to above will be retained for a period of at least seven years.

3. Assessments, assignments and products

The study programme will retain the following in relation to all assessments, assignments and products on the basis of which the study programme awards credits:

- The course handbook (including the assessment method and assessment criteria);
- The work carried out by the students, inclusive of assessments. In principle, this work is stored digitally. In the event of differing forms of assessment that would be impossible or difficult to store for two years, digital representations or, potentially, a selection of the work may be stored instead. The Dean of the School concerned makes the final decision.
- The marking standards applied by assessors;
- The grade list.

The retention obligations for minors and elective education apply for the study programme or School offering the course in question.

These documents will be retained for a period of at least two years.

ARTICLE 9.8

Exemptions

The Exam Board can grant an exemption from sitting one or more assessments, with due observance of the study programme-specific component of the Education and Examination Regulations (see Chapter 10):

- a. Based on assessments completed successfully in the past, in which a student has demonstrated their attainment of the learning objectives and the level corresponding to the course;
- b. Based on diplomas and certificates attained previously;
- c. Based on the accreditation of prior learning (APL) evidencing that the student has attained the competences corresponding to one or more assessments.

Exemptions may be granted for one or more assessments on the basis of the possession of a qualification, diploma, certificate or other documentary evidence (an APL document, for example) showing that the student has already met the requirements for the education units in question, within the university of applied sciences or elsewhere.

The following provisions apply for the procedure relating to exemptions and the awarding of exemptions:

1. Where a student believes that they are eligible for an exemption, they will address a request to the Exam Board.

This request is accompanied by at least three documents:

- a. The 'exemptions' request form, completed truthfully and in full;
 - b. A description of the content of the education on the basis of which the student requests the exemption (a course manual, reader or textbook, etc.);
 - c. Proof that the assessment corresponding to the education has been completed successfully (in the form of an authenticated grade list, for example).
2. a. Exemptions must be requested for the education offered in the study year in question.
b. Any request for exemption must be submitted to the Exam Board before the start of the examination for the course in question at the latest.
c. The period in which an exemption request is to be effected shall be stated in the study programme-specific part of the Education and Examination Regulations (see Chapter 10).
 3. a. A student who has already sat an assessment once cannot submit an exemption request for this assessment.
b. A student who has obtained an exemption for an assessment is not entitled to sit the assessment in question.
 4. The Exam Board will send the student a confirmation of receipt for the exemption request.
 5. The Exam Board will ask an examiner who is familiar with the competence requirements for the study programme in question to assess the exemption request and the accompanying documentary evidence. The examiner will assess whether the student in question has met the conditions for the course and will issue a recommendation to the Exam Board about whether or not to grant the exemption(s). The Exam Board will then make a decision and notify the student in writing of the outcome.
 6. The Exam Board will ensure that comparable decisions are made in comparable situations.
 7. An exemption will only be granted if it is not contrary to other provisions in the Education and Examination Regulations.
 8. The Exam Board will grant exemptions from the start of the current study year and prior to the start of the assessment for the course in question at the latest.
 9. An exemption will only be granted for a full course.
 10. The Exam Board can decide that, before the exemption is granted, a limited assessment will be initiated to establish the current command that the student has of the component for which the exemption is being requested. This assessment may be initiated where:
 - a. The knowledge and skills were gained more than three years previously;
 - b. The module participant is unable to provide sufficient proof.
 11. Where the Exam Board decides not to grant an exemption, this decision will be substantiated on the basis of the grounds.
 12. a. The Exam Board is authorised to grant exemptions; the Chair will sign the exemption decision.
b. The exemption decision states the date on which the exemption is granted and the assessment(s) in question.

13. Where a student is granted an exemption for an assessment, the credits corresponding to the course in question will be awarded to the student without the assessment having been completed successfully.
14. No exemptions will be granted that comprise a total of more than 180 credits, in the sense that the maximum number of credits for which an exemption may be obtained for intake of first year of a study programme will be 180 credits of the 240 credits to be attained in total. When entering a study programme in the main phase of the study programme, the maximum number of credits will be 120 of the 180 credits still to be attained. If an exemption is granted for 180 or 120 credits respectively, the remaining study load in any case also includes the graduating programme.
15. Requests for accreditation of prior learning (APL) may be submitted to the Exam Board.
16. Where minors are concerned, an exemption is possible up to a maximum of 15 credits, or a full exemption if a similar minor has already been completed successfully, either at the university of applied sciences or elsewhere, or if the student is able to demonstrate their attainment of the in-depth and/or broadening competences on the basis of the successful completion of a study programme at a university of applied sciences or the successful completion of pre-university education, both of the aforementioned in a domain that is relevant for the study programme, and thus that they are already in possession of an additional entrance qualification.
The Exam Board for the study programme for which the student is enrolled is authorised to grant this exemption on the basis of the recommendation of the examiner(s) for the minor in question. Where the request is received directly by the Exam Board for the study programme for which the student is enrolled, this Exam Board will forward the request to this examiner (or examiners), with the request to issue a recommendation on the exemption to the Exam Board.

In considering the completed higher professional or academic higher education, the Exam Board will request an examiner from the relevant study programme to issue advice.
17. In principle, the credits in the elective space may not be obtained via an exemption or compensation regulation. See Article 9.2 of this Student Handbook for further information.
18. Results for which an exemption has been granted will not be included in the calculation of the arithmetic mean for the cum laude regulations (also see Article 9.11).
19. The Regulations on study recommendation and rejection state that credits obtained via exemptions will not be taken into consideration in the application of the study progress norm (see the appendix Regulations on Study Recommendations and Debarment).

ARTICLE 9.9

Procedure for certificates

1. The first-year examination for a Bachelor programme will be completed successfully if the 60 credits for the first-year programme have been attained, including the credits scheduled for the first-year certificate in the university-wide elective space.
2. The final exam will have been completed successfully if the Exam Board has established that all of the credits required have been attained. Where a Bachelor programme is concerned, this is as follows: The first-year examination (60 credits) and the 180 credits for the post-first-year stage, including the credits schedule for the main stage of the Bachelor programme in the university-wide elective space. If the assessments for the courses that are part of a study programme or first-year phase of a Bachelor programme have been successfully completed, the examination is completed for a total of 240 credits.

The official date for graduation is the date on which the Exam Board establishes that all of the credits required have been attained. The student will be notified of this decision within two days of the date on which the attainment of credits has been established.

3. The certificates will be awarded during the study year, spread over time in a way that serves the interests of the students. The following is described in the study programme-specific part of the Education and Examination Regulations:
 - a. The number of times per year that the final exam will be taken and certificates awarded;
 - b. Mandates to be met by the student for the organisation before they will be able to attain the certificate.

ARTICLE 9.10

Certificates and declarations

1. The examiner or examiners shall register the successful completion of an assessment in Osiris.
2. The Exam Board will award a certificate as documentary evidence that an examination has been completed successfully after the Executive Board has declared that the procedural requirements applicable in this respect have been met. Just one certificate will be issued per study programme. The Student Service Center takes care of the registration of the certificate in the national diploma register.
3. Relevant information will be stated on the certificate for the successfully completed examination, which information will always include the following:
 - a. The name of the student;
 - b. The name of the university of applied sciences;
 - c. The official name of the study programme, as set out in the Central Register of Higher Education Study Programmes;
 - d. An overview of examination components and study results;
 - e. The name of any major completed by the student;
 - f. Where applicable: the professional requirements that have been met or the teaching qualification that has been obtained;
 - g. The degree that has been granted as referred to in Article 7.10a of the Higher Education and Research Act;
 - h. The accreditation date;
 - i. Where a joint study programme or a joint major as referred to in Article 7.3c of the Higher Education and Research Act is concerned, the name of the university of applied sciences or, in the case of a joint programme, institutions that delivered the study programme or major in question.
4. An individual who is entitled to be awarded a certificate shall be able to request the Exam Board not to proceed to do so yet, in accordance with rules to be determined by the Executive Board.
5. The Exam Board will add a supplement to the degree certificate. The object of the supplement is to provide an insight into the nature and content of the study programme completed, partly with a view to the international recognisability of study programmes. The supplement will always include the following information:
 - a. The name of the study programme and the institution that delivers the study programme;
 - b. Whether the study programme is delivered by a research university or by a school;
 - c. a description of the content of the study programme;
 - d. The study load for the study programme;
 - e. A grading table.The supplement is drawn up in English and complies with the agreed European standard format.

6. Where requested, an individual who has completed more than one assessment successfully who cannot be awarded a degree certificate as referred to above will receive a declaration to be issued by the Exam Board in question, which declaration relates at least to the assessments completed successfully by the individual in question.
7. A student who wishes to receive a certificate in a certain study year as proof they have completed an examination successfully shall submit a request to this end to the Exam Board. If it is confirmed that the student was not enrolled (correctly) in any year, but still attended education or sat assessments at the university of applied sciences, the Executive Board can decide that the certificate may only be awarded once the tuition fees or examination fees in question have been paid.
8. An individual who has not been enrolled, but still utilises education or examination facilities, will be required to pay compensation. The compensation to be paid will be the tuition fees to be determined by the Executive Board. The individual in question must also pay the tuition fees or examination fees applicable for the period in which the individual wrongly utilised the education or examination facilities. It is therefore possible that a student will be required to pay compensation plus the outstanding tuition fees or examination fees before they can receive the certificate.
9. The university of applied sciences can report a situation to the public prosecutor if a student participates in education but is not entitled to do so.

ARTICLE 9.11

Cum laude scheme

The Exam Board will award the '*cum laude*' classification for the result of a final exam, taking the criteria below into consideration.

1. The '*cum laude*' classification will be granted to a student who is graduating and has completed the main stage of the Bachelor programme with a weighted mean of 8.0 or higher. The weighting factor will be determined on the basis of the number of credits per course. This is the weighted arithmetic mean of the highest grades attained (as stated in Osiris) for all of the education units included in the final exam, including the graduating programme.
2. Every component of the graduating programme has been assessed as completed with a mean of at least 8.5 (not rounded off).
3. The student must have completed the study programme in a maximum of five years.
4. Results that have not been rewarded with a grade (for which the qualification Exemption or Pass has been awarded or for which just simply proof of participation has been registered) will not be included in the calculation of the weighted arithmetic mean. Results will not be rounded off upwards when calculating the weighted mean.
5. Where components have not been awarded a grade, but, for example, have been given the qualification '*satisfactory*', '*more than satisfactory*', '*good*', etc., the calculation will be based on the alphanumerical value that is specified in Osiris (see the appendix on current alphanumerical results and the numerical equivalent in this Student Handbook). Naturally, these results will be included when determining the weighted mean.
6. If a student is eligible for the '*cum laude*' classification, the '*cum laude*' classification or the words '*with distinction*' will be included on both the certificate and the diploma supplement. Classifications other than '*cum laude*' or '*passed*' will not be stated on the diploma.

ARTICLE 9.12

Exemptions

In instances not provided for in the Education and Examination Regulations, or in cases in which the application of the Education and Examination Regulations leads to clear unfairness, the (chair of the) Exam Board shall decide.

The following *may* be understood by the term “clear injustice”:

- a. Special circumstances, as stated in Article 3.2 of the Student Handbook, on the grounds of which the Exam Board may decide to make provisions;
- b. In cases in which students lack only a single course, other than a placement, to be able to graduate or to complete the first-year stage, this situation can be overcome by making arrangements for these students in relation to the components still to be attained (e.g. an extra resit).
- c. Other instances of “clear injustice”.

Where specific arrangements in this respect are stated in the study programme-specific part of this Student Handbook, these specific regulations will prevail over the regulations stated in this article.

In matters in which the Exam Board has competence, it will account for said matters in the annual report.

10 Course and Examination Regulations (programme-specific components)

SECTION 10.1

General rules

General rules in this article 10.1 apply to both International Business (IB) (10.1.a1) and IBMS/IBL/TMA (formerly known as Rotterdam Business School) (10.1.a2).

In light of the Covid-19 conditions, it may be decided in the interest of a feasible study programme to deviate from provisions in the Student Handbook insofar as the Student Handbook itself cannot be followed and if necessary.

All Bachelor study programmes are in a transitional phase. The 'former' study programmes are gradually phasing out. September 2018 marked the beginning of the 'first-generation IB' programme. This means that as of September 2018 no new enrolment in the 'former' study programmes has been possible.

The start of the second-generation IB programme is in September 2020. This is a follow-up of the IB programme that started in September 2018. The September IB programme is different in its set-up than the September 2018 version.

Overview of the former programmes

The former programmes, that mark the period before September 2018, start in September 2020 only in year four:

- International Business & Languages (IBL, croho¹: 34407)
- International Business & Management Studies (IBMS, croho: 34936)
- Trade Management for Asia (TMA, croho: 34041)

Overview of the 'first-generation IB' programme: IB with differentiations

The IB programme with differentiations (first-generation), that mark the period between September 2018 and August 2020, starts in September 2020 only in years two and three.

- International Business (IB, croho: 30029)

The IB-programme with differentiations is sub-divided into four differentiations, which are:

- International Business and Languages (IBL)
- International Business and Management (IBM)
- International Business and Supply Chain Management (IBS)
- International Business for Asia (IBA)

Overview of the 'second-generation IB' programme: IB with specialisations

The IB programme with specialisations (second-generation) starts in September 2020 only in year one.

- International Business (IB, croho: 30029)

¹ Croho= Central Register of Higher Education Study Programmes

In the IB-programme with specialisations, a student will follow in years two to four one of four specialisations in years two to four, which are:

- IB – Organisation & Change
- IB – Supply Chain
- IB – Commerce
- IB – Marketing

Diploma

Students who first enrolled in academic year 2018-2019 and in subsequent years, will receive an International Business diploma when they graduate. All students who were already enrolled in academic year 2017- 2018 and before, will receive the diploma of the former programme but not later than 31 August 2023, after which only the International Business diploma will be handed out to graduates. This means that the student for who this is applicable, he/she needs to graduate before 1 September 2023. If this is not possible the student needs to convert to International Business with specialisations.

The overview below shows which diploma each cohort will receive.

Academic year 2020-2021	Year 1	Year 2	Year 3	Year 4
	Cohort 2020-2021	Cohort 2019-2020	Cohort 2018-2019	Cohort 2017-2018
TMA / IBA / IB	IB-diploma Specialisation	IB-diploma Differentiation IBA	IB-diploma Differentiation IBA	TMA-diploma
IBL / IBL / IB	IB-diploma Specialisation	IB-diploma Differentiation IBL	IB-diploma Differentiation IBL	IBL-diploma
IBMS / IBM / IB	IB-diploma Specialisation	IB-diploma Differentiation IBM	IB-diploma Differentiation IBM	IBMS-diploma
IBS / IB	IB-diploma Specialisation	IB-diploma Differentiation IBS	IB-diploma Differentiation IBS	

Academic year 2021-2022: Merge of first-generation IB into second-generation IB

It is important to know that from September 2021 and onwards in years one to four only IB with specialisations (the second-generation) will be taught.

The curricula of the former programmes are at that moment phased out. The IB with differentiations (first-generation) ought to be taught in years three and four. The education of years three and four, based upon differentiations, will be replaced in September 2021 by the education of the IB with specialisation (second-generation).

Implications for students that follow the former programmes (IBMS, IBL, TMA)

For students that started their study before 1 September 2018, cohort 2017-2018 and before this implies that they either graduate in 2021-2022 and receive a diploma of the former programme or they convert to International Business with specialisations and receive a diploma International Business.

Implications for students that follow the first-generation International Business programmes (IB with differentiations)

For those students that started in year one on 1 September 2018, cohort 2018-2019, this implies that when they graduate in 2021-2022, they will receive an International Business diploma with notification of their differentiation. If they graduate after 2021-2022, they convert from International Business with differentiations to International Business with specialisations. If they graduate, they will still receive an International Business diploma.

For those students that started in year 1 on 1 September 2019, this implies that they will convert to International Business with specialisations for their year three and four. If they graduate, they will still receive an International Business diploma.

10.1.a1 The curriculum, first and second-generation, of International Business (IB)

International Business provides the students with a degree that meets the changing demands in the international and domestic labor market. An IB graduate can operate within the wide spectrum of the International Business domain. He or she has a set of interdisciplinary skills and a solid knowledge base and can perform as linking pin within various (international) business domains. IB graduates are versatile and able to cope with changing job market requirements. IB professionals in small and medium-sized companies are often generalists with a wide range of duties, often in an international context. In larger, internationally operating companies or multinationals, they generally have a more specialist role.

All IB programmes:

- prepare for roles in international management, (sustainable) business, trade, commerce,
- are taught and assessed in English,
- provide an International classroom: students and lecturers have diverse national backgrounds,
- offer International experiences as part of the programme: study and/or internship(s) abroad,
- place strong emphasis on skills: intercultural development, multidisciplinary thinking and ethical behavior and leadership,
- focus on global economic, social, and political developments,
- provide solid knowledge of key business functions: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People,
- offer the opportunity to develop additional language skills.
- Rotterdam University of Applied Sciences offers the curriculum for the study programme of International Business in accordance with its registration in the Central Register of Higher Education Study Programmes (CROHO).

International Business is a full-time Bachelor study programme. Graduates of the study programme of International Business receive the degree Bachelor of Business Administration (BBA).

International Business offers:

1. A regular four-year Bachelor programme
2. A three-year Bachelor programme for the students who have the Dutch VWO (pre-university) background or an international equivalent

IB Bachelor programmes and all its differentiations / specialisations share 24 Programme Learning Outcomes (PLOs). These shared PLOs form the core of every IB-diploma.

Critical Thinking Level 3 ²	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion
Innovation & Creativity Level 3	WT2	Create innovative ideas in a changing business environment systematically
International Business Awareness Level 3	WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development
International Business Communication Level 3	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience
	WW5	Optional: Use one or two additional languages to facilitate international business
Collaboration Level 3	WW6	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of Information as digital citizen Level 3	WW7	Produce management information from various data sources in an international business environment.

² For further explanation about levels, see page 20 of the “National Framework International Business” (2016)

Personal & Professional Development Level 3	LW8	Express reflections on his personal and professional development with the aim of personal growth
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment
Ethical & Social Responsibility Level 3	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment
Intercultural Proficiency Level 3	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences upon organisational behavior and strategic choices
Marketing & Sales Level 2 (minimum)	TWM15	Develop a well-founded marketing plan to support the creation of value for international customers
	TWM16	Use appropriate sales techniques in support of durable customer relationships
	TWM17	Incorporate developments of the digital landscape in a marketing strategy
Finance & Accounting Level 2 (minimum)	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives
	TWM19	Recommend financing possibilities in a dynamic international environment
Operations & Supply Chain Management Level 2 (minimum)	TWM20	Evaluate the operations processes within and between organisations
	TWM21	Manage the operations processes within and between organisations
Organisation & People Level 2 (minimum)	TWM22	Draft the strategic cycle of parts of the organisation (process and content)
	TWM23	Assess the impact of change on the organisation
Business Research Level 3	TWM24	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution

table 1: overview of programme learning outcomes

- WT = Ways of Thinking
- WW = Ways of Working
- LW = Living in the World
- TWM = Tools for Working and Management

In preparation for the IB with differentiations (first-generation), some of the former Bachelor programmes already started to implement the Programme Learning Outcomes (PLOs) of the IB-diploma. In the overview below is shown how the former programmes end qualifications will phase out in the academic year 2020-2021.

2020-2021	Year 1	Year 2	Year 3	Year 4
TMA / IBA / IB	IB: specialisation	IB: IBA differentiation	IB: IBA differentiation	TMA (former)
IBL / IBL / IB	IB: specialisation	IB: IBL differentiation	IB: IBL differentiation	IB: IBL differentiation
IBMS / IBM / IB	IB: specialisation	IB: IBM differentiation	IB: IBM differentiation	IB: IBM differentiation
IBS / IB	IB: specialisation	IB: IBS differentiation	IB: IBS differentiation	

10.1.a2 The former curricula of IBMS, IBL and TMA (known as Rotterdam Business School – RBS)

The RBS consisted of three full-time independent Bachelor programmes:

- International Business and Languages (IBL)
- International Business and Management Studies (IBMS)
- Trade Management for Asia (TMA)

These three study programmes are offered by 'Rotterdam University of Applied Sciences' in accordance with its registration in the Central Register of Higher Education Study Programmes (CROHO).

The academic year 2017-2018 was the last possible year of enrolment for the 'former' Bachelor programmes IBMS, IBL and TMA.

The Bachelor IBMS offered the following two programmes:

1. Regular four-year Bachelor programme
2. A three-year Bachelor programme for the students who have the Dutch VWO background or an international equivalent.

The Bachelor IBL offered the following two programmes:

1. Regular four-year Bachelor programme
2. A three-year Bachelor programme for the students who have the Dutch VWO background or an international equivalent.

The Bachelor TMA offered the following programme:

1. Regular four-year Bachelor programme
2. Bachelor of Business Administration (BBA):

All Bachelor programmes of the Rotterdam Business School comply with the Higher Economic Education profile (formerly called BBA-standard) as published on the website of the Netherlands Association of Universities of Applied Sciences.

b. Language of instruction

The study programmes have the following variants:

- all IB-differentiations / specialisations: fully English-taught
- IB / IBL / IBMS Fast track: fully English-taught
- IBMS: fully English-taught
- IBL: fully English-taught
- TMA: only year four both Dutch and English-taught programme, year one, two and three fully English-taught programme

10.1.1. STRUCTURE AND PARTICIPATION IN EDUCATION

Registration to participate in regular classes

Following admission, students are automatically registered for all regular courses and assessments. Any special courses for which registration is required will be announced well ahead in time. If a registration requirement is in place and a student has not registered, the student will be barred from participating in the course concerned.

Electives in general

To widen their scope of topics in year one and two students must follow electives.

- The former Bachelor programmes IBM and IBL as well as the IB programmes, the student must follow elective education worth eight EC in total spread over years one and two.
- Exception to this rule is the Bachelor programme IB: IBA where the student must follow elective education worth twelve EC spread over years one and two.
- In the Fast Track programmes, the student does not need to follow any elective education.
- For students who want to prepare for the Honours programme (HP), there are HP electives.

Electives and languages

It is **not** permitted to choose a language as an elective that is already part of the student's regular programme or is his or her native language. More information about the elective modules can be found on HINT.

Electives and Dutch language

For students who do not speak Dutch, Dutch is a mandatory language subject, either in the regular programme or in a series of three electives 'Dutch for non-Dutch' in year one and two, together worth six EC.

Electives and Diagnostic test English

In year one, a diagnostic test for English is used to establish whether a student has an English language deficiency. If a student attains a 'not satisfactory' result for a diagnostic test, he or she will be required to complete the associated elective as a remedial module (see articles 9.2.2 and 9.2.3). The student cannot pass year one with a deficiency and receive the propaedeutic diploma (first-year diploma). The student can show competency through passing the diagnostic test or following and passing the remedial elective.

Minor

The minor is an important part of the full-time semester in the fourth academic year in which the student specialises in a theme that is relevant to his or her field or by broadening his or her horizon in a field that matches with the student's (future) profession. RBS offers the following minors in 2020-2021:

Minor code	Title minor
MINRBSDM20	Digital Marketing
MINRBSCEC20	Field lab Circular Economy and Business Innovation
MINRBSMFA20	International Finance & Accounting
MINRBSLM20	International Logistics and Supply Chain Management
MINRBSREB20HP	REBEL (Real Experience Borderless Entrepreneurial Learning)

The study load is 30 EC for students. The student can choose to specialise by opting for a minor organised by their own institute or can widen their scope by choosing a minor at another institute as long as it is taught in English.

The student can however also opt for a minor offered by another programme or institution to acquire knowledge in another field. There are also minors that, after successful completion, offer a basic qualification for a post-graduate academic education. All RBS minors are offered in the seventh semester (start in September) of the study programme. A selection of RBS minors will also be offered in the sixth or eighth semester. If students want to choose a minor elsewhere as part of "Kies op Maat", they must submit a request to the Exam Board to be allowed to participate in a specific minor. Permission can be denied, for example, if the specific minor has too much resemblance with the core content of the current study programme. For more information, see HINT and article 9.2 sub 4.

Transfer-minor Business Administration

Students of the RBS who aspire a Master degree at the University of Amsterdam (UvA) in business can follow a transfer-minor Business Administration at the University of Amsterdam. Per study year it is decided if this opportunity is still available. To be admitted to this minor the student must meet the following requirements:

- weighted average grade of at least 7.5, based on year one through three (check the UvA-site for the exact calculation),
- a minimum of 180 EC (year one through three fully completed) on August 31 of the student's current academic year,
- a motivation letter,
- the student's curriculum vitae,
- a selection interview to be held with all students who register in March is optional.

To complete the IB Bachelor programme (first-generation) students write their individual thesis as mentioned in the curriculum overview. Successfully passing the transfer-minor cannot lead to any exemptions for (parts of) the Bachelor thesis at IB. For more details, check the course module description of specific transfer-minor or the Minor page on Hint.

10.1.2. STUDY PROGRESS

a. Binding Study Recommendation (BSR)

At the end of year one, students will receive either a positive or a negative (binding) study recommendation, indicating whether they can continue in year two of the programme (Section 7.8 of Article 5 of the Higher Education and Research Act).

After the first semester, students in the IB programme with specialisations receive an official warning regarding insufficient study results if they have earned less than 22 EC out of the 30 that can be earned.

After the first year of study, at least 48 EC must have been earned out of the 60 EC that can be obtained in the first year of the programme. If the number of credits earned is less, a negative Binding Study Recommendation will be issued, and the student will be excluded from the programme (negative Binding Study Recommendation).

For students with special circumstances, see articles 3.1 and 3.2, if applicable, the BSR shall be postponed until the end of the second year of enrolment for the first year of the programme. It is up to the Dean's discretion to either adopt the student counsellor's recommendation and the request of the student or reject the recommendation. A solid argumentation of the Dean is in these cases compulsory.

The RBS strives to have an exit interview with all students who have been issued a negative binding study recommendation. Students may be referred to other study programmes during these interviews.

The student can submit a request to the RBS Dean once, to be readmitted to the same study programme after a period of at least one year. In this request, students will be expected to convince institutional management that they will be able to complete the Bachelor programme successfully (Article 7.8b Subsection 5 of the Higher Education and Research Act (WHW)). This request can be submitted after 1 June of the academic year following the date on which the rejection was announced. If someone starts a study programme for which a BSR was previously issued, this would be the second year of registration for the first- year phase in terms of the BSR scheme.

b. Studying with a disability

If the student has a functional disability, like dyslexia, ADHD, or a chronic illness, you can receive extra study facilities depending on your disability. Detailed information you can find via Hint: <https://hint.hr.nl/nl/HR/english/study-information/study-help/study-help-per-targetgroup/i-have-a-disability/>.

Also help is available for other groups of students, like there are "Studying parent", "Informal carer", "Student from the Caribbean", "Studying status holder", "LGBTI+ student", "Top Athlete" and "Prospective student". Information for each of these groups can be found via Hint: <https://hint.hr.nl/nl/HR/english/study-information/study-help/study-help-per-targetgroup/>

c. Student progress and study coaching

Study coaching

If a study coach/mentor is assigned to a student, this is to aid the student in his progress throughout the study programme. The study coach/mentor is allowed to organise group and individual progress sessions with assigned students.

Study progress

All students can view their study results and study progress in Osiris Student.

Peer coaching

In addition to study coaching, students can call upon the support and guidance offered by students who have progressed to, at least, their second year at the school, the so-called 'Peer Coach'. The study coach/mentor or peer coordinator for the study programme puts students into contact with peer coaches. See HINT for more information and terms: <https://hint.hr.nl/nl/HR/english/study-information/study-help/my-study/my-student-assistance/peer-coach/>.

d. Summer School first-year programme

Not applicable except for sub-chapter 9.12.

e. Switching programmes

Switching towards IB year one from another study programme

A student that wants to switch from another study programme to year one of the IB programme before the end of the academic year. This is possible under certain conditions.

- The student complies to the standard entry requirements including English proficiency.
- Student's reasons are to be assessed by the Course Director.
- Permission of the Course Director is necessary.
- An intake interview is held with the Coordinator Student Affairs to establish the extent to which it is possible to retain credits attained previously by way of exemptions. The request for exemptions needs to be submitted to the Exam Board.
- Student is responsible for catching up on missed classes, including languages.
- A study contract is drawn up stipulating the agreed upon exemptions and the plan for catching up on missed classes.
- The contract and other administrative consequences are handled by Coordinator Student Affairs.

A student who wants to switch to the IB-programme at the end of academic year one, who has 48 study points or more and with or without a first-year certificate. This is possible under certain conditions.

- The student complies to the standard entry requirements including English proficiency.
- Student's reasons are to be assessed by the Course Director.
- Permission of the Course Director is necessary.
- Student will start in year two of the IB programme and simultaneously finish the first year of the other study programme.
- If finishing the first year of the other study programme is not feasible for some reason, the Coordinator of Student Affairs will propose alternative modules from year one of the IB programme to finish the first-year phase. Credits already obtained in the first year of the other programme will **not** be transformed into exemptions of the IB programme. The request for alternative modules needs to be approved by the Exam Board. If it is not possible to develop a suitable solution for finishing year one, the switch is **not** possible.
- Student is responsible for catching up on any material missed in year one that is necessary to continue successfully in year two of the new programme, including languages.
- A study contract is drawn up stipulating the agreed upon alternative modules and the plan for catching up missed material.
- The contract and other administrative consequences are handled by Coordinator Student Affairs.

Switching between IB-differentiations in years two to four.

A student that wants to switch to another differentiation within the IB programme. This is possible under certain conditions:

- Student's reasons are to be assessed by the Course Director
- Permission of the Course Director is necessary
- An intake interview is held with the Coordinator Student Affairs to establish the extent to which it is possible to retain credits attained previously by way of exemptions. The request for exemptions needs to be submitted to the Exam Board.

- Student is responsible for catching up on missed classes, including languages
- A study contract is drawn up stipulating the agreed upon exemptions and the plan for catching up on missed classes
- The contract and other administrative consequences are handled by Coordinator Student Affairs

10.1.3. GENERAL RULES RELATING TO ASSESSMENTS AND EXAMINATIONS

By “Assessments” we mean summative assessments. Summative assessments are assessments that evaluate student by comparing it against a standard. Student can only be rewarded study points by successfully passing summative assessments.

a. Online assessments

In the academic year 2020-2021, measures taken to avoid spreading of Covid-19 (Corona) will have impact on the way assessments are carried out. In September 2020, the 1.5-metre restriction, social distancing, will still be in place. Therefore, in the first semester (half year) of academic year 2020-2021 all assessments will be carried out as online assessments unless online assessing is not possible. When in future it is possible to carry out the assessments in an offline way, in a RUAS building, this will be announced at least 6 to 8 weeks in advance.

b. Online proctoring

When online proctoring will become compulsory, rules and regulations as well as the way in which it will be implemented, will be announced in advance.

c. Oral assessments

Oral assessment, including the thesis defence, are in principle not public for others than the required official attendees such as examiners. Student can submit a request supported by arguments to the Exam Board.

For languages it can be necessary to record the spoken language to determine the quality of the spoken language. If this is necessary, it will be stated in the course module description of the specific language module.

d. Assessments

Assessments take place either during or at the end of the module. Each module is assessed that same academic year.

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned when all assessments of that module are successfully passed.

Types and content of assessments

Each programme has provided an assessment plan which gives information on number and types of assessments. An overview is presented via the curriculum tables present in at the end of the sections 10.2 to 10.6. Detailed information about the requirements and duration of assessments are available in the course module descriptions.

e. Second opportunities of assessments

Written second opportunities take place during the academic year in which the module is assessed, unless the second opportunity concerns an educational unit from a previous academic year that is no longer offered during the academic year concerned. All other second opportunities taken in a form other than in writing are preferably offered the same academic year.

See the programme of each programme to find the planning of the second opportunities for each block. One second opportunities is offered for each module, so a total of two attempts is permitted for each module.

Regulations are as follows:

- Students are able to take an assessment for a second time in the same year if they obtained an assessment result (grade) of < 5.5 for the first opportunity, or if the student did not attend the first opportunity,
- if an opportunity is missed this will count as an ND (did not participate) for the assessment
- assessment results of a 5.5 or higher cannot be improved upon by means of a second attempt,
- if an insufficient grade is obtained for a second opportunity, the higher grade of the two opportunities (the first and second) counts,
- when an assessment has multiple sub parts a 'not satisfactory' partial result could be permitted if a 'satisfactory result' needs to be attained on average,
- if compulsory attendance (CPE) is in place, the student can be ruled out of the second opportunity due to the compulsory attendance regulation.

For exchange students that follow parts of the IB- programme of RBS and whose results of their study abroad programme are not satisfactory due to the student failing to follow the complete programme or due to the results not being satisfactory, the credits for the programme abroad will not be fully awarded. Students are expected to stay or to remain available online until after the exams. The IB-programme will not facilitate sitting the exams at the home university. It is the exchange student's responsibility to secure the arrangement of the second opportunity exams to be arranged by and taken at their home university. The IB-programme cannot guarantee that a suitable arrangement can be made.

f. Registering for assessments

The student will be registered for participation in (sub-)assessments. Exception to this rule is the registration for assessments of electives of which the registration is to be done by the students themselves. For practical information about registration and registration periods for electives, see HINT> practical information > exams.

g. The announcement of results

Results are announced no later than 15 working days after the administration of an assessment or examination, as indicated in the RBS calendar, and results will be announced via OSIRIS Student, see also section 9.6.3. The student is responsible for taking note of the results after each period. The results of elective modules are published by the Electives Office.

h. Reviewing results

After publication of the results a review opportunity will be organised within 15 working days, during which students can review the assessments taken. These review opportunities are established before the start of the academic year in question and included in the year calendar on HINT. These are scheduled review moments to get feedback or answer to questions students have, by lecturers. Students are given the opportunity to notify their disagreement with the marks registered up to six weeks after the publication.

i. Admission to specific modules

Entry-level requirements may be stipulated for individual modules. If students fail to meet these requirements, they will not be admitted to the module in question. These entry-level requirements are indicated in the course module descriptions for the current academic year of the study programme in question and can also be found in Osiris Student. The RBS Exam Board may decide otherwise in the context of feasibility, see article 6.3, subsection 2.

j. Results of Assessments

The table contained in the addenda to the general part of the RUAS guide shows which assessment results can be attained for an assessment or examination. No credits will be awarded for an individual test if a module consists of several individual assessments (sub-tests). In case the (Chair of the) Exam Board or the Institutional Management have granted an individual arrangement based on article 9.12, the final part of the graduation process must be the last educational activity. No rights can be derived from grades that have been entered 'in concept' or of exams that have been declared invalid for valid and justifiable reasons.

Students must attain a 5.5 or higher as overall mark for the module to earn the respective module credits. The module component associated with the module cannot be retaken if the module has been completed with an overall mark of at least 5.5 unless the Exam Board decides otherwise; see Art. 9.4.1.

The result of the propaedeutic and Bachelor examination is determined by the Exam Board. Thus, it is the Exam Board who determines when a student has passed her propaedeutic (and Bachelor) exam.

k. Exemptions (also see section 9.7)

Exemptions may be requested by the student; he or she can submit questions and requests for the Exam Board via the "My Cases" button in Osiris Student in the menu bar at the top.

The student will see different types of cases that can be submitted, such as application for exemptions, a complaint about a test, etc. From the moment the student has submitted a request, the student will be informed via Osiris Student. The student will find the answer to their question or request in Osiris Student, and all the details of their request or complaint. It is not possible to submit cases via email. The deadline to submit exemptions is the 1st of October.

l. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, these practical exercises in question have been marked with the code 'CPE' in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

m. Duration of exams

Assessments start at the time indicated on the assessment schedule. After the indicated start time no students will be admitted to the test (see also article 11.3.3a). Students are advised to arrive/log in at least 10 to 30 minutes before the beginning of the exam to complete the administrative actions and read the instructions.

Be aware that the maximum time allowed for an exam is 2 hours. Examiners can submit a request supported with arguments to the Dean and/or Management in case the exam cannot be properly done in two hours.

If approval has been given to exceed the two hours, then students can make use of the toilet during the exam. If students need to go to the toilet during the exam that takes place in a building, the student should request an invigilator to accompany them and the student must NOT carry any pager, mobile phone, question book, answer sheet or paper to the toilet. The invigilator will record student number and the leave and return time on a list which is afterwards stored confidentially.

Homework assessments (assignments)

Students are required to retain a personal (digital) copy of each assignment.

Module changes 2020 - 2021 academic year

The subject matter for the various modules is established each year. It should be stressed that the subject matter for a certain module may change from one module year to another, but not during the module of a module year. This is of importance for students wanting to make use of re-sit opportunities.

Re-sit opportunities are exams a student takes in the current academic year while having had the lecturers in years prior to this academic year as well already having had opportunities to take a first and second opportunity of specific module in the year prior to this academic year.

The following distinction is made in the event of changes to module subject matter.

Changes of a significant nature

Changes of this nature will result in a new module with a new code that replaces the former module and code. The changes are so drastic that it will be necessary for students to follow the lectures for the new module before being able to do a retake. In the event of changes of a significant nature, the new subject matter will be the subject of assessment and the former subject matter will also be assessed once more and are called re-sit opportunities. The re-sit opportunities give students the opportunity to take part in the written assessments twice within a period of 12 months without changes of a significant nature having been made to the module subject matter.

Changes of secondary importance

Changes of secondary importance are minor changes to the subject matter, of which students must be aware if they are able to complete the corresponding (written) assessment successfully, but that will have a limited impact on the study load and will not result in a different module.

In case a course of the previous academic year has been cancelled, then the rule of article 9.4 sub 4 of the Student handbook applies. This means that assessments in respect of a course that has been cancelled will be offered twice more in the current year following cancellation. After this period, the student will be required to take the converted course. In case there is a justified relevance for the student to convert immediately, a request can be submitted to the Exam Board.

The conversion tables offer insight in the conversion of the assessments of past academic years to the assessments of academic year 2020-2021. If a shortage in study points occurs an additional IB assignment will be offered to make certain that the total study load (240 study points) can be obtained. The Coordinator Student Affairs needs to be contacted to arrange this. In some cases, the conversion results in more study points that need to be obtained to meet requirements.

10.1.4. HOW EDUCATION IS ORGANISED

a. The Institute Representative Board of the School

Rotterdam University of Applied Sciences (RUAS) has a Central Advisory Board. Rotterdam University of Applied Sciences (RUAS) consists of different schools, or institutes, each of which has its own Institute Representative Board. The Institute Representative Board has the authority to confer with and give advice, upon request or on their own initiative, to the Dean of the institute about all matters concerning the institute. In addition, meetings are held in the preparatory phase of policymaking, and during the academic year about ongoing school matters.

For more information about the Central Advisory Board and the Institute Representative Board, see Hint: <https://hint.hr.nl/nl/HR/english/rotterdam-uas/organisation/participatory-decision-making/institute-representative-board/>

b. Programme Advisory Committee.

The programme advisory committee consists of representatives of students and lecturers affiliated with the programme. This committee represents the interests of the study programme and holds consultations with the management team of the study programme. The programme advisory committee has the right of consent. The members of the Study Programme Advisory committee are appointed after having been elected for membership of the committee. Elections for student members are held annually. For more information about the Programme Advisory Committee, see Hint: <https://hint.hr.nl/nl/Instituten/RBS/RBS-medewerkers-Thema-/Committees--Associations/Programme-Advisory-Committee/>

c. The annual timetable for Rotterdam University of Applied Sciences

The annual RUAS timetable is available via HINT

> Studie > Roosters en cijfers. The RBS board establishes the RBS annual calendar before the start of each academic year. The annual calendar consists of important dates for students and staff, such as the dates for blocks, assessment weeks, second opportunities, holidays and other special days and activities. The annual calendar is available via HINT: <https://hint.hr.nl/nl/Instituten/RBS/RBS-studenten-Thema/bachelor-programmes/IB/study-programme-information/practical-information/schedule/Exam-schedule/>.

d. Confidential advisors for students

The confidential advisors are situated at the Posthumalaan / Kralingse Zoom site, they are:

Ms. E.S.J. van Oosten	+31 10 794 6220	e.s.j.van.oosten@hr.nl
Mr. W.J.J. de Folter	+31 10 794 6028	w.j.j.de.folter@hr.nl

e. Student counsellors

The student counsellors are located at the Kralingse Zoom, they are:

Ms. L.E. Blok BBA	+31 10 794 8090	L.E.Blok@hr.nl
Mr. J.G. van Westrenen MSc	+31 10 794 6284	J.G.van.Westrenen@hr.nl
Mr. E. Yilmaz BBA	+31 10 794 7068	E.Yilmaz@hr.nl
Ms. B.L. Fifis MA	+31 10 794 6874	B.L.Fifis@hr.nl
Ms. S.C. Pedrosa da Silva MSc	+31 10 794 4362	S.C.pedrosa.da.silva@hr.nl

When to contact a student counsellor?

Always visit the student counsellor when there are concerns about a possible study delay due to personal circumstances. It can be any number of things: dealing with long-term illness, a death in the family, pregnancy, in case of disabilities such as ADHD, or when you are in debt. If the student is a top athlete and the student needs an adjusted schedule, it is a good idea to discuss this with a student counsellor. The student can also get advice from a student counsellor about paying for his study, the complaints procedure or financial facilities.

An appointment to see one of the student counsellors can be arranged via <https://hint.hr.nl/nl/HR/english/study-information/study-help/my-study/my-student-assistance/student-counsellor/appointment-student-counsellor/>.

f. Exam Board

The Exam Board monitors the quality of the exam and ultimately the quality of the diploma. The Exam Board determines in an objective and expert manner whether the student meets the end level of the programme.

Complaint, objection, appeal

A student has the right to submit a complaint, objection or appeal. Initially, a request is handled by the dean of the institute or by the examination board. If the student does not agree with the decision, it is possible to submit it to the Disputes Advisory Committee (objection) or the Examination Appeals Board (appeal). Advice: make sure to submit the complaint, objection or appeal within six weeks via the complaints page on HINT (<https://hint.hr.nl/nl/HR/Over-de-HR/Rechten-en-plichten/Klachten--what-to-do/>) and explain in detail what it is about and send any supporting documents.

The student can also submit an application for exemptions. The student can submit the request for the Exam Board via the "My Cases" button in Osiris Student in the menu bar at the top.

From the moment the student has submitted a case, the student will be informed via Osiris Student. The student will find the final decision in Osiris Student, and all the details of the student's request. It is not possible to submit cases via email.

The final examination will have been completed successfully if the Exam Board has established that all the required credits have been attained. The official date for graduation is the date on which the Exam Board establishes that all the required credits have been attained. Bear in mind that one of the diploma process requirements is that the student needs to apply for certification him/herself (via Osiris). If on the last business day in August the Exam Board finds that a student meets the requirements set by the

education and examination regulation to obtain a degree, the Exam Board may, notwithstanding article 9.9, issue the certificate without a request from the student to that effect. Regulations and meeting dates of the Exam Board are published on HINT.

g. Administration Office

The Administration Office serves a support function for the Bachelor programmes. Student affairs, student administration, scheduling, provision of information, planning and assessment organisation activities are among its core activities. For more information, students and lecturers should contact the front office for the Administration Office. See HINT for more information and opening times.

Question / complaint

When the student has a specific question about his study programme, such as about assessments, exemption (s), grades, teachers, a tricky course... : in these cases the lecturer or Student Affairs is the first contact person. If this does not lead to the right answer or the student does not agree with the outcome, the student can ask lecturer or Student Affairs to whom to turn to, like a course director, the coordinator for internships or some of the in this chapter described committees.

h. The Advisory Board

To maintain links with professional practice and stay up to date on developments in the professional field, International Business/RBS is supported by an advisory board from the business sector. The members of the advisory board hold management positions in businesses and organisations with an international focus. The advisory board meets twice a year in plenary meetings with the management team of International Business/RBS. International Business/RBS considers the advisory board a very useful consultation body that makes it possible to maintain contact with the business sector.

i. Curriculum Committee

This committee is responsible for developing and monitoring the content and quality of the curriculum of a study programme. For the development of the curriculum, the Curriculum Committee may use the recommendations from the study programme's Advisory Board, the Programme Advisory Committee and the class representatives meeting.

j. Assessment Committee

The Assessment Committee is mandated by the Exam Board. The RBS Assessment Committee gives advice on the quality of and on the processes surrounding assessments that are organised within RBS. This mainly concerns the quality checks before and after the assessments, i.e. test development, technical test analysis.

Based on the findings, the committee advises the Exam Board, as well the authors of the assessments, the Course Director, who is involved, and the Curriculum Committee. The guidelines for assessments are the reference guide for lecturers, Exam Board, and management. Each teaching period the Assessment Committee reports the findings to the Exam Board and the Management Team.

k. Thesis Committee

The Exam Board can mandate the assurance of the final level and of the quality of the graduation process to the Thesis/Graduation Committee. Nevertheless, the Exam Board remains responsible for the quality assurance.

Students are admitted for graduation if they meet the graduation requirements or, they are granted dispensation by the Exam Board based on reasons of maintaining a feasible study programme. The Thesis/ Graduation Committee determines whether the graduation assignment acquired by the student and the organisation providing the internship meets the quality requirements of the study programme.

SECTION 10.2

International Business: specialisations

10.2.1. GENERAL

The first of September 2020 marks the beginning of year one of International Business with specialisations, the so-called second-generation IB.

a. Characteristics of and exit qualifications for the programme

International Business Programme Learning Outcomes

From cohort 2017-2018 onwards the new International Business Programme Learning Outcomes (PLOs) are applicable. These PLOs have been derived from professional practice. They express not so much what a graduate has learned (in terms of education), but more what a graduate is capable of (in terms of actions and assignments that are relevant for the profession). To provide more clarity, the PLOs are divided in four domains: Ways of thinking, Ways of working, Living in the World and Tools for Working and Management.

Domain one: Ways of Thinking

IB graduates are equipped with all the critical thinking skills, attitudes, and knowledge they need to be a strategic asset for any organisation. He or she can act as a critical thinker with an international business awareness and able to systematically apply and select innovative ideas to allow organisations to cope with the rapidly changing business environment. The graduate's international business awareness comprises economic as well as social, cultural, and political behaviour of countries and (global) regions. As a critical thinker, he or she is deliberate in using the process of thoughtful evaluation to formulate a reasonable conclusion, whilst maintaining focus on practical solutions.

The IB programme delivers on the following learning outcomes in relation to ways of thinking:

Critical Thinking Level 3	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion
Innovation & Creativity Level 3	WT2	Create innovative ideas in a changing business environment systematically
International Business Awareness Level 3	WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development

Domain two: Ways of Working

A core ability of IB graduates is effective communication in English, the lingua franca of global business. The IB Programme adds one foreign language to the programme, for which reason an optional PLO (WW 5) has been included.

Whether they are interacting with colleagues in their own organisation or conveying a message to an (un)informed external audience, IB graduates are well prepared to represent their company and to act on its behalf. They have various ways of communicating at their disposal and can use the latest technology to support this. They can work in multicultural teams, connecting well with their peers, and able to balance the needs of team members whilst not losing sight of the tasks at hand. In today's world of big data, the graduates are familiar with digital technology, know the dos and don'ts of the digital world, and they are able to select and produce management information that is essential to monitor operations to maintain control.

International Business Communication Level 3	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience
	WW5	Optional: Use one or two additional languages to facilitate international business
Collaboration Level 3	WW6	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of Information as digital citizen Level 3	WW7	Produce management information from various data sources in an international business environment.

Domain three: Living in the World

IB graduates should always be valuable members of their community and be able to contribute beyond the scope of their work. The global issues that need to be addressed require a concerted effort from everyone. The IB programme ensures that our graduates are equipped to live in the world of tomorrow. He or she is used to collaborating with different cultures in a respectful and effective manner. IB graduates are therefore truly ready for intercultural interactions while acting in an ethically and socially responsible manner at work and in the community at large. Moreover, graduates take responsibility for their own actions and development and can deal with changing environments and working under stress. The IB programme therefore pays special attention to these facets, which are interwoven with the cognitive aspects of the discipline.

Personal & Professional Development Level 3	LW8	Express reflections on his personal and professional development with the aim of personal growth
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment
Ethical & Social Responsibility Level 3	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment
Intercultural Proficiency Level 3	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences upon organisational behavior and strategic choices

Domain four: Tools for Working and Management

IB students can grow into the strategic and tactical motor of an organisation and are equipped with working and management tools. They have a solid foundation in all elements of managing a business, enabling them to operate within and between various business areas of an organisation. IB graduates choose to have a deepened background in one of the areas of Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People to enable them to evaluate and improve the performance of the organisation. By using Business research, they can identify and find support for necessary changes. According to the MIT Young Adult Project, (Simpson, 2008), young people are capable of being leaders and entrepreneurs when their brain reaches full maturity in their mid-twenties. The IB programme prepares them for that moment by equipping them with the skills and knowledge to work effectively with people and organisations. The programme also prepares them for their life after graduation, helping them take the appropriate steps towards a leadership position or to become entrepreneurs.

Marketing & Sales Level 3	TWM15.1	Develop a well-founded marketing plan to support the creation of value for international customers
	TWM15.2	Evaluate legal cases and marketing and sales decisions based on the legal implications thereof.
	TWM16	Use appropriate sales techniques in support of durable customer relationships
	TWM17	Incorporate developments of the digital landscape in a marketing strategy
Finance & Accounting Level 2	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives
	TWM19	Recommend financing possibilities in a dynamic international environment
Operations & Supply Chain Management Level 2	TWM20	Evaluate the operations processes within and between organisations
	TWM21	Manage the operations processes within and between organisations
Organisation & People Level 2	TWM22	Draft the strategic cycle of parts of the organisation (process and content)
	TWM23	Assess the impact of change on the organisation
Business Research Level 3	TWM24	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution

- WT = Ways of Thinking
- WW = Ways of Working
- LW = Living in the World
- TWM = Tools for Working and Management

b. Contents of majors.

There will be no separate majors within the International Business with specialisations study programme.

10.2.2. CONTENT OF THE IB REGULAR PROGRAMMEME WITH SPECIALISATIONS - FULL-TIME

IB programme with specialisations, general.

IB graduates with specialisations serve as the link between a company and the international business environment; they establish and maintain contacts with the international stakeholders of an organisation. They adapt quickly to different cultures based on the understanding they have of cultural aspects that affect business. In other words, the IB graduates easily connect the behaviour of business partners in the context of their culture and respond accordingly.

To establish and maintain relations between the organisation and its stakeholders, IB graduates can identify the interests of an organisation, set objectives, and translate these objectives into business plans. To do so, IB graduates execute their research based on practical professional problems, being able to research complex international environments and market conditions to provide decision options or solid opinions. The research IB graduates conduct is credible and pragmatic; no matter if the research is based on primary or secondary sources. The IB graduate critically reflects upon the limitations of research and the implications these limitations have on the research outcomes. Whilst providing innovative decision options and opinions based on the research conducted IB graduates take the limitations of the organisation into account.

IB core

In the new curriculum, all modules (except for the thesis, internship, minor, and study abroad) are categorised as either part of the IB Core, the specialisation, or the language & culture track. The IB Core courses form the foundation of the entire curriculum. As can be seen in the curriculum schedule, the student follows IB Core Courses each year. However, the Core courses become less prominent over the years as the student begins to specialise in one of the four specialisation tracks. In year one, all credits not allocated to languages or electives are dedicated to the IB Core. This is so that each student obtains a strong foundation in business and professional and academic skills, and so that he or she is provided the necessary information to choose a specialisation track. In Year 2, as the student begins his/her chosen specialisation, fewer credits are allocated to the core. In Year 3, which is dedicated predominantly to internship or study abroad and the specialisation, even fewer credits are covered in the core. And in the last year as the student further specialises in the thesis and through the minor, this number is even less.

The Core courses cover all but one of the PLOs that are necessary to achieve the IB diploma. This means that all of the PLOs in the domains Ways of Thinking, Ways of Working, and Living in the World are covered at Aucom Level 3 (end level) in the IB Core.³ Moreover, all of the Tools for Working and Management are covered at Aucom Level 2 (end level) in the IB Core. With the addition of the Research PLO that needs to reach level 3, which also happens in the Core. The second Tools for Working and Management that must be achieved at Aucom level 3 will be covered in the Specialisation Track. The specialisation track adds breadth and depth to material covered in the core.

IB specialisations

In the IB-programme with specialisations, a student will follow in years two to four one of four specialisations, which are:

- IB – Organisation & Change
- IB – Supply Chain
- IB – Commerce
- IB – Marketing

The specialisation track then, begins in year 2 and continues into year 3. Roughly two-thirds of the specialisation track is spent expanding upon the breadth and depth of the specialisation topic; the final third is dedicated to reaching the applicable Tools for Working and Management at Aucom level 3. However, it is the intention that the student pursues the specialisation topic beyond just these credits (unless, of course, he or she discovers another passion within the Tools for Working and Management). The specialisation topic can, for example, be pursued further in the internship, minor, and/or in the thesis stage. These three periods make up 90 additional ECs that can be used to further the expertise in the specialisation topic.

Languages in the IB programme

Within IB many different languages are taught, European languages (French, Spanish, German, Russian and Dutch) as well as non-European languages (Mandarin-Chinese, Japanese and Indonesian). Languages are only taught if 15 or more participants are available at the beginning of the academic year. Dutch is taught only to international students who do not speak Dutch already. Every student, no matter his or her specialisation is required to take courses in a language of his or her choice in the first three semesters of the programme. Student is not allowed to take the language in which he completed his former education. Native languages are excluded from choosing. If one speaks a second native language next to Dutch, this is excluded from the student's options for language selection. Within our language education we also focus on culture. In addition, to PLO WW 5 (Use one or two additional languages to facilitate international business), PLO LW13 (Use appropriate verbal and non-verbal communication in an intercultural setting) is assessed in the language modules.

³ For further explanation see page 20 of the "Framework International Business" (2016)

To meet different needs for the language competency from different professional fields, IB differentiates the language education roughly in two tracks. The track for 6 semesters including one semester of study abroad is for students who want to develop themselves as trade, or commercial professionals in the future. The final level of the courses in this track is quite high compared to the general standards in the language education in the Netherlands. End level is B2.2 for the European languages and B1.2 for the Asian languages.

The other track for three semesters is for the students who want to build up their career in the field of marketing, supply chain management or in general management. The final level of these courses is A2.

Specialisations and languages in the IB programme

The choice of language and the choice of specialisation are related. Not all languages can be followed as part of a specialisation and vice versa. Not all languages are taught in the same semesters. In the table beneath it is shown how languages and specialisations are connected.

Track	Languages	Level	Period	Specialisation
Elementary	ALL languages French, German, Spanish, Dutch, Chinese and Japanese	A0 – A2.2 (European) A0 – A2.1 (Asian)	Semester 1, 2 and 3	Marketing, Supply Chain, Organisation & Change
Upper-Intermediate (I)	French, German, Spanish	A2.2 – B1.2	Semester 1, 2, 3	Marketing, Supply Chain, Organisation & Change
Upper-Intermediate (II)	French, German, Spanish	A2.2 – B2.1	Semester 1-4, 6 and 7	Commerce
Intermediate	Chinese and Japanese	A0 - B1.2	Semester 1-4, 6 and 7	Commerce
The Fast Track students cannot take the specialisation Commerce, and pick between Dutch, Chinese, or Spanish.				

a. Propaedeutic phase: IB with specialisations, first year regular programme (cohort 2020-2021)

Year one is the propaedeutic phase of the study programme and has two semesters of half an academic year. Each semester consists of two blocks. The first-year certificate (foundation year) is awarded if all requirements are met and all 60 ECs have been earned.

The various subjects within the blocks will be taught in relation to themes. For the year one curriculum, a professional situation with an appropriate professional product has been chosen for each of the four blocks. Year one begins with a separate introduction to each subject and ends by putting all these subjects together in the Business Model Canvas. These professional situations are based on the current experiences with the PLOs at level one Aucom.

Block one commences with a general introduction to the business subject areas covered in the programme as well as an introduction to studying at higher education level. Block two introduces students to the external environment of a company and challenges them to perform an external analysis. Block three is an introduction to the internal environment of a company in which students complete an internal analysis. And Block four brings blocks one to three together by focusing on business models, specifically the Business Model Canvas and the Sustainable adaptation of this same model. In the progression from block one to block four of year one, integration is increasingly apparent.

The culmination of year one is the decision to follow one of the specialisation tracks. The reason that this choice takes place at the end of year one is so that students have sufficient time to explore the different topics covered in the specialisations and match these with their strengths to arrive at an

appropriate choice. Aided by the Personal & Professional Development (PPD) track in the PAS learning line each student will choose a specialisation at the end of year one, block four.

For the detailed contents of the first-year study programme, see the curriculum table at the end of this section.

b. IB main-phase regular programme

Since years two to four are still to be developed, this handbook only includes general descriptions of the setup of years two through four.

Year two

In year two the student will continue with the IB-core, language and culture as well as will start with a specialisation.

Years three and four

In the last four semesters the student continues with his/her specialisation and the IB Core. The four semesters consist out of these parts:

1. Internship
2. Graduation phase 1
3. Study abroad or minor
4. Graduation phase 2

c. Conversion table

Year one of the IB programme with specialisations is taught for the first time in 2020-2021.

If modules of a previous year have changes in name and/or code and/or number of EC, a conversion is necessary. In case a course of the previous academic year is no longer part of the current curriculum, then the rule of article 9.4 sub 4 of the Student handbook applies. This means that assessments in respect of a course, that is no longer part of the current curriculum, will be offered twice more in the current year following the year of removal. After this period, the student will be required to take the converted course. In case there is a justified relevance for the student to convert immediately, a request can be submitted to the Exam Board.

Modules of year one of academic year 2019-2020 will have a first and a second opportunity for the final time. No lessons will be given for these modules. For some modules, a conversion will be possible.

A complete overview of conversion for cohort 2019-2020 is published on Hint.

Modules of year one of study programmes 2018-2019 and before, are converted to modules of year one of study programme 2019-2020 and therefore the student can take the resit-opportunities of these modules of 2019-2020 as stated in the paragraph above.

A complete overview of conversions from cohort 2015-2016 till 2019-2021 of year one modules, is published on Hint.

d. Compensation

The IB programme does not offer a compensation option for a failing overall grade attained for one module based on the passing overall grade attained for other modules. If the assessment of a module consists of a number of tests, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one test on the basis of a 'passing overall grade' result for another test. It is also described in Osiris and the course module description if there is a minimum requirement to the sub grade or set of sub grades.

e. Binding Study Recommendations (BSR)

By the end of year one students can see whether there is a good fit between them and the programme. To that end the study programme is designed to give an overview of the entire programme. As a result of this students will receive either a positive or a negative (binding) study recommendation, indicating whether they can continue in year two of the programme (section 7.8, article 5 of the Higher Education and Research Act).

After the first semester, students in the regular IB programme with specialisations receive an official warning regarding insufficient study results if they have earned less than 22 EC out of the 30 that can be earned.

After the first year of study, at least 48 EC must have been earned out of the 60 EC that can be obtained in the first year programme. If the number of credits earned is less, a negative Binding Study Recommendation will be issued, and the student will be excluded from the programme (negative Binding Study Recommendation).

For students with special circumstances, see articles 3.1 and 3.2, if applicable, the BSR shall be postponed until the end of the second year of enrolment for the first year programme. It is up to the Dean's discretion to either adopt the student counsellor's recommendation and the request of the student or reject the recommendation. A solid argumentation of the Dean is in these cases compulsory.

The RBS strives to have an exit interview with all students who have been issued a negative binding study recommendation. Students may be referred to other study programmes during these interviews.

The student can submit a request to the RBS Dean once, to be readmitted to the same study programme after a period of at least one year. In this request, students will be expected to convince institutional management that they will be able to complete the Bachelor programme successfully (Article 7.8b subsection 5 of the WHW). This request can be submitted after 1 June of the academic year following the date on which the rejection was announced. If someone starts a study programme for which a BSR was previously issued, this would be the second year of registration for the first- year phase in terms of the BSR scheme.

f. Internship, study abroad, minor

This part of the curriculum is still to be made definite and is therefore not yet applicable.

g. Requirements imposed on the performance of activities during the programme

Within the IB study programme, no requirements are set regarding the performance of work while following the programme.

h. External experts

The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.

i. Course module descriptions

The descriptions of the individual modules delivered as part of a programme are available via Osiris Student.

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned

j. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, the practical exercises in question have been marked with the code 'CPE' (Compulsory Practical Exercise) in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

k. Graduation phase 2

This part of the curriculum is still to be made definite and is therefore not yet applicable.

l. The Honours programme

In addition to article 9.6., Rotterdam University of Applied Sciences (RUAS) has developed an Honours programme specifically for innovative students who are looking for an extra challenge. This is open to all ambitious and talented students that want to achieve some extra specialisation in their studies.

In this case, the attainment of five new competencies relating to innovative behaviour: innovation driven, demand driven, collaborative working, interactive learning, and knowledge creation.

The Honours programme (HP) is followed during years two, three and four, year one of the programme is used for recruitment and selection. To be considered eligible, students must not have any study delay and will be required to write a motivation letter in which they indicate what the HP would mean to them and their professional careers and what they themselves could add to the HP.

To enable students to familiarise themselves with the programme at an early stage, RBS has developed various HP electives, which the student can follow during years one and two as part of the elective space. They enable students to see whether the programme would be right for them. Students will also complete a project that has been designed specifically for the HP, in which they will show that they can do the programme. During the first semester of year three, students will do an internship that will involve an extra research assignment. A certified Honours Assessment staff will coach the students and guide them on the road to develop into an innovative professional.

The HP is not without obligations. Students are expected to do extra-curricular assignments in every block. HP students are expected to spend approximately 560 hours extra on their HP assignments. The experiences from these assignments are described in STARR evaluations.

From the beginning students work on their HP Portfolio in which they file the STARR evaluations.

The portfolio is used as proof that students have mastered the five HP competencies. Once students have completed this document by the end of their studies, they will go forward for the final assessment. If successful, students will be awarded with an extra supplement of the Bachelor degree certificate, referring to the successful completion of the Honours Programme.

Note: see HINT and Learning Management System (LMS) for programme-specific information about the Honours Programme.

Curriculum tables, IB: specialisations regular route
Propaedeutic phase year one (IB: specialisations)

Curriculum scheme Study Handbook													
Programme: International Business: specialisations; 2020-2021; full time; IB													
Year 1	(Cohort: 2020-2021)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Introduction to International Business	IBPIBU120R1	6	36	MC		MC*						
	Elementary Language semester 1 (FR/SP/GE/DU)****	IBPELFR120R1/IBPELSP120R1/IBPELGE120R1/IBPELDU120R1	(4)	21									
	Elementary Language semester 1 (MA/JA)****	IBPELMA120R1/IBPELJA120R1	(4)	21	O								
	Upper Intermediate semester 1 (FR/SP/GE)****	IBPUIFR120R1/IBPUIISP120R1/IBPUIGE120R1	(4)	21	O								
	Professional and Academic Skills Introduction to IB	IBPPAS120R1	6	35,5	CT		CT*						
	Block 2												
	External Environment	IBPEEN120R1	6			48,5	WR;GAT;WR*;GAT*						
	Elementary Language semester 1 (FR/SP/GE/DU)****	IBPELFR120R1/IBPELSP120R1/IBPELGE120R1/IBPELDU120R1	4			21	O;WR;O*;WR*						
	Elementary Language semester 1 (MA/JA)****	IBPELMA120R1/IBPELJA120R1	4			21	WR;O*;WR*						
	Upper Intermediate semester 1 (FR/SP/GE)****	IBPUIFR120R1/IBPUIISP120R1/IBPUIGE120R1	4			21	WR;O*;WR*						
	Professional and Academic Skills External Environment	IBPPAS220R1	6			32	CT;CT*						
	Elective ***		2			8							
	Block 3												
	Internal Environment	IBPIEN120R1	6					60	WR;GAT		WR*;GAT*		
	Elementary Language semester 2 (FR/SP/GE/DU)****	IBPELFR220R1/IBPELSP220R1/IBPELGE220R1/IBPELDU220R1	(4)					24	O				
	Elementary Language semester 2 (MA/IN/JA)****	IBPELMA220R1/IBPELJA220R1	(4)					24	O				
	Upper Intermediate semester 2 (FR/SP/GE)****	IBPUIFR220R1/IBPUIISP220R1/IBPUIGE220R1	(4)					24	O				
	Professional and Academic Skills Internal Environment	IBPPAS320R1	6					38	CT		CT*		
	Block 4												
	Business Model Canvas	IBPBMC120R1	6							52	AT;D;AT*;D*		
	Elementary Language semester 2 (FR/SP/GE/DU)****	IBPELFR220R1/IBPELSP220R1/IBPELGE220R1/IBPELDU220R1	4							24	WR;O*;WR*		
	Elementary Language semester 2 (MA/JA)****	IBPELMA220R1/IBPELJA220R1	4							24	WR;O*;WR*		
	Upper Intermediate semester 2 (FR/SP/GE)****	IBPUIFR220R1/IBPUIISP220R1/IBPUIGE220R1	4							24	WR;O*;WR*		
	Professional and Academic skills Business Model Canvas	IBPPAS420R1	6							40	CT;CT*		
	Elective ***		2							8			
			60	7 weeks	1 week	7 weeks	4 weeks	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** In case you are in the possession of a Dutch diploma, you have to choose one level of one of the following languages: French / German / Spanish. You are not allowed to choose your native language.
In case you are in the possession of a Non-Dutch diploma, Dutch is mandatory for you either as regular language or as electives.

*** A student has to do 4 EC of electives in year one. It is up to the supply of electives as well as the choice of the student in which period these electives will be followed.
The student will be informed about the offer of electives as well as the periods in which which electives will be offered at the start of the academic year

**** Every student chooses 1 language at the elementary level from the language portfolio when they have no previous knowledge from this language: French; Spanish; German; Mandarin, Japanese and Dutch
Students chooses 1 language at the Upper intermediate level, when they have proof of language proficiency at A2.2 level of the chosen language
Dutch for non Dutch students is compulsory and may either follow Dutch as an elective (3X2 EC's) and choose a foreign language from the language portfolio or follow Dutch in an elementary language track

Legend

In the column "test"
AT= Assignment
ASS= Assessment
CA= Continuous Assessment
D= Digital test
GAT= Group Assignment
MC= Multiple choice
O= Oral exam
P= Presence
PF= Portfolio
PR= Presentation
RP= Report
WR= Written exam
SK= Skill
CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"
PE= module with 'Practical Exercises'
CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"
SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Main phase years two to four

The second to the fourth year programmes are still to be developed in more detail.

SECTION 10.3

International Business and Languages (IB: IBL), years two, three and four

10.3.1. GENERAL

In September 2018 International Business and Languages (IB: IBL) started as one of the four differentiations of International Business (IB), the so-called 'first-generation IB'. The other 3 differentiations are: International Business and Management (IB: IBM), International Business for Asia (IB: IBA) and International Business and Supply Chain Management (IB: IBS).

In academic year 2010-2021 the curriculum of IB International Business and Languages (IB: IBL) will be taught in years two, three and four of the programme. Although students of year four will receive a diploma of the former IBL programme, their year four curriculum has already been adapted to the IB: IBL curriculum.

Students that enrolled in the first year in academic year 2018-2019 (called: cohort 2018-2019) and all cohorts after 2018-2019, will receive an International Business diploma when they graduate. All students already enrolled, cohort 2017-2018 and earlier cohorts, will receive the diploma of the former programme International Business and Languages but not later than 31 August 2023. In the overview below is shown what diploma which academic year (cohort) receives.

Academic year	Diploma			
2020-2021	Year 1 (cohort: 2020-2021)	Year 2 (cohort: 2019-2020)	Year 3 (cohort: 2018-2019)	Year 4 (cohort: 2017-2018)
IB / IB: IBL / IBL	IB diploma Specialisation	IB diploma Differentiation IBL	IB diploma Differentiation IBL	IBL diploma

a. Characteristics of and exit qualifications for the programme

Applicable for cohort 2017-2018, 2018-2019 and 2019-2020

International Business Programme Learning Outcomes

From cohort 2017-2018 onwards the International Business Programme Learning Outcomes (PLOs) are applicable. These PLOs have been derived from professional practice. They express not so much what a graduate has learned (in terms of education), but more what a graduate is capable of (in terms of actions and assignments that are relevant for the profession). To provide more clarity, the PLOs are divided in four domains: Ways of thinking, Ways of working, Living in the World and Tools for Working and Management.

The PLOs are applicable for all IB differentiation and IB specialisations programmes. For an overview, see section 10.2.1.a.

Graduates of IB: IBL especially focus on the Marketing & Sales. More specifically this includes:

- Export account management, import account management, sales account management
- Internal sales/purchase department employee
- Marketing Management
- Product Management
- Online, social media Management
- Product/business development Management
- Foreign trade Advisor/Consultant
- Consultancy

Applicable for cohort 2016-2017 and earlier cohorts

The undermentioned competencies are applicable for these cohorts.

A graduate from the IBL programme distinguishes himself from other graduates based on the competencies below. These competencies have been derived from professional practice.

IBL competencies:

1. International Business

A graduate of the IBL programme can professionally develop, carry out and manage the commercial processes involved in international business.

Competency 1, level 2:

Initiate and create (contemporary) products and services for large or small international markets

Competency 2, level 3:

Implement, interpret, assess, and evaluate (international) market research.

Competency 3, level 3:

International market analysis and competition analysis. Determine, on the one hand, what the strengths and weaknesses of an organisation are based on analysis of internal processes and culture, as part of the value chain, and on the other hand, determine what the chances and threats are on the international market based on relevant national and international trends.

Competency 4, level 2:

Develop a marketing policy for a company operating nationally or internationally and be able to support the choices made.

Competency 5, level 3:

Set up, execute, and adjust various plans on internationalisation from a marketing policy point of view.

Competency 6, level 2:

International Sales and International Account

Management. Develop, maintain, and improve business relationships for purchasing, sales and service, and selling products and/or services with the help of modern media (such as customer relationship management, CRM).

2. International Communication

A graduate of the IBL programme is capable of professionally handling international business communication in three modern foreign languages.

Competency 7, level 3:

Communicate in three modern foreign languages with awareness of cultural differences, internal and external, national, and international.

Competency 8, level 2:

Lead an international company, an international business unit, business processes or an international project in the field of international purchasing and sales, and international communication.

Competency 9, level 3:

Interpersonal, social and communication skills.

3. Intercultural awareness

A graduate of the IBL programme has knowledge and insight into the importance of intercultural differences for the various phases of international business and can identify with various cultures to support international business processes.

Competency 10, level 3:

Personal professional international skills. The profession of an IBL graduate is in part characterised by frequent visits abroad for shorter or longer periods, and by him/her representing the interests of the company on site indirectly (promotion, research) or by working in direct contact with the client. He/she must be able to operate in all international regions where the company is represented. This demands various more specific, personal, professional skills from the IBL graduate

Competency 11, level 3:

Self-managing competency (intrapersonal or professional).

b. Contents of majors.

There will be no separate majors within the International Business with specialisations study programme.

10.3.2. CONTENT OF THE IB: IBL REGULAR PROGRAMME WITH DIFFERENTIATION – YEAR TWO TO FOUR FULL-TIME

IB: IBL programme, general (all cohorts)

IB: IBL graduates serve as the link between a company and the international business environment; they establish and maintain contacts with the international stakeholders of an organisation. They adapt quickly to different cultures based on the understanding they have of cultural aspects that affect business. Put differently, the IB: IBL graduates easily connect the behaviour of business partners in the context of their culture and respond accordingly.

To establish and maintain relations between the organisation and its stakeholders, IB: IBL graduates can identify the interests of an organisation, set objectives, and translate these objectives into business plans. To do so, IB: IBL graduates execute their research based on practical professional problems, being able to research complex international environments and market conditions to provide decision options or solid opinions. The research IB: IBL graduates conduct is credible and pragmatic; no matter if the research is based on primary or secondary sources. The IB: IBL graduate critically reflects upon the limitations of research and the implications these limitations have on the research outcomes. Whilst providing innovative decision options and opinions based on the research conducted IB: IBL graduates take the limitations of the organisation into account.

Languages in the IB: IBL programme

Applicable for cohort 2016-2017 and earlier

In the IB: IBL curriculum 2020-2021, the language courses and exams of levels N1, N2, N3 and N4 will not be offered anymore. Therefore, the student who still must take these language exams (oral and/or written) needs to follow a language course and sit an exam from the new curriculum. To find the corresponding course and exam, please consult the conversion table, see paragraph C.

In the new IB: IBL curriculum, the language courses of levels N6 and N8 will not be offered anymore. However, it is still possible to take the N6 and N8 level exams. At N6 and N8 students choose to take their exam in block 1 (2 attempts possible):

- T1 (week of 26 October) or
- T1H (week of 11 January)

Or in block 3 (two attempts possible):

- T3 (week of 5 April) or
- T3H (week of 21 June)

Please, contact your teacher for further information.

Applicable for cohort 2017-2018, 2018-2019 and 2019-2020

General considerations

The student is obligated to choose one High Level and one Medium Level language. Native languages are excluded from the options. If one speaks a second native language in addition to Dutch, this language is excluded from the student's options for language selection. For students who do not speak Dutch, Dutch is a mandatory language, either in the medium level language or in the electives Dutch for non-Dutch.

High-level language track

The high-level language track offers three language options: German, French and Spanish. Classes start at CEFR level A2.2. Students must choose a language (s)he already has prior knowledge of for the high-level language track. All language classes in the high-level language track will be taught in the target language to reach the CEFR level B2.2 for the high-level language track. The student is not allowed to choose an elective with the High-Level language as a topic.

Medium language track

The medium language track offers four language options: Dutch, German, French, and Spanish. The medium language track starts at level A1.1. At the end of the study programme the end level of the medium language track is B1.2 according to CEFR. The student is not allowed to choose an elective with the Medium Level language as a topic.

a. Propaedeutic phase: IB: IBL first-year regular programme, year one (cohort 2020-2021)

Year one of the IB: IBL will not be taught anymore and is replaced by year 1 "IB with specialisations", at the end of which the student can choose from multiple specialisations, see subchapter 10.2.

b. IB: IBL main-phase regular programme, year two (cohort 2019-2020), year three (cohort 2018-2019) and year four (cohort 2017-2018 and earlier cohorts)

For the contents of the main phase of the study programmes, please refer to the curriculum tables at the end of this article.

Year 2 projects

For feasibility reasons, the year two project coordinator may give a student who has not yet completed his/her first year the urgent recommendation not to participate in the year two projects. The year 2 project has compulsory attendance for the weekly tutor meetings.

c. Conversion table

If modules of a previous year have changed of name and/or code and/or number of EC, a conversion is necessary. In case a course of the previous academic year is no longer part of the current curriculum, then the rule of article 9.4 sub 4 of the Student handbook applies. This means that assessments in respect of a course, that is no longer part of the current curriculum, will be offered twice more in the current year following the year of removal. After this period, the student will be required to take the converted course. In case there is a justified relevance for the student to convert immediately, a request can be submitted to the Exam Board.

A complete overview of conversions from cohort 2015-2016 till 2019-2021, is published on Hint.

d. Compensation

The IBL programme does not offer a compensation option for a failing overall grade attained for one module based on the passing overall grade attained for other modules. If the assessment of a module consists of a number of tests, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one test on the basis of a 'passing overall grade' result for another test. It is also described in Osiris and the course module description if there is a minimal requirement to the sub grade or set of sub grades.

e. Binding Study Recommendations (BSR)

For a description of the BSR, see article 10.1.2.a. Due to Covid-19 in study year 2019-2020 the BSR is not applied and therefore the situation of a postponed BSR is not applicable in 2020-2021.

f. Period Abroad (Internship / Study abroad)

Period Abroad 1 (year 3)

Usually period abroad 1 takes place in year three, semester five. Due to the Covid-19 measures, this will be postponed to semester six and the content of semester six is taught in semester five. During this period, semester six, the student can go on an internship or can participate in a study exchange. Period Abroad 1 must be done in a region where your High-level language is an official language. Students can only choose a partner university out of the list. Please see the complete list of partner universities online via the CoIA website. Most partners allow a limited number of students per year. Be aware that competition for the available spots can be occasionally very high at some partners especially by some in Spain, Germany, United States and Canada.

The admission requirements for the Period Abroad 1 are as follows:

1. The student has passed Propaedeutic phase (60 EC)
2. The student has at least obtained 18 EC from Semester three (Year two, blocks 1+2)

An internship may only be done at a company with:

- at least 10 Full Time Employees (interns do not count),
- no relative in an executive position over the intern
- sufficient supervision provided
- the possibility to independently carry out a suitable assignment.

The study load of the internship is 30 EC. The Internship Guide provides detailed regulations on the internship.

Covid-19 conditions

Year 3: First half of the year (September 2020 – January 2021):

- Education that usually takes place in semester six (the second half of the third year).

Year 3: Second half of the year (February 2021 – June 2021):

- Internship/study abroad (high language) when national and international regulations do allow it.
- Only when travel restrictions are still in place, the student will have the possibility to do the internship in the Netherlands within an international company.

Internship conditions:

The internship will take place in a professional practice

- Internships in semester six and eight (both start February 2021) will have the requirement that companies are based outside the student's home country.
- The internship will last the same number of weeks as is now the policy for the different programmes and is stated in the study guide
- In principle, the internship will be completed at just one internship company⁴.
- During the internship period, the student will work independently on an in-depth assignment for the internship company, in which he will resolve a practice-related issue for the internship company by carrying out applied research and applying the knowledge.

Period Abroad 2 (year 4)

Usually period abroad 2 takes place in year four, semester seven. Due to the Covid-19 measures, the period abroad will be postponed to semester eight. The student has several options to choose from in semester seven and eight.

In semester seven, period abroad 2 can be replaced by a minor within the business domain (English taught). If the student already finished their study abroad in year three, he/she can opt for an internship in the Netherlands within an international company or the country he/she resides in at that moment. The student can also start with the thesis in semester seven, if all the entry requirements

⁴ The Internship Guide provides detailed regulations on the internship.

as stated in the thesis guide are met. This allows the student to go on study abroad in semester eight, if only national and international regulations do allow it.

The admission requirements for the Period Abroad 2 are as follows:

1. The student has passed Propaedeutic phase (60 EC)
2. The student has passed Period Abroad 1 (30 EC)
3. The student has at least obtained 48 EC from year two, including second opportunities

If the student has done an internship abroad in Period Abroad 1, then the student can do a study exchange abroad in Period Abroad 2. If the student has done a study exchange in Period Abroad 1, then the student can go on an internship (abroad or in the Netherlands) in Period Abroad 2.

Covid-19 conditions

Year 4: First half of the year (September 2020 – January 2021):

- Minor within the business domain (English taught). This is the replacement for the study abroad, see article 10.3.2.k.

or

- Internship in the Netherlands within an international company or the country you reside in at this moment. This only applies to those who have already been on study abroad. If you think you cannot find an internship, you can complete a minor course. The minor should also consist of an assignment (approximately 30%) in cooperation with a company.

or

- Writing a thesis is only possible when students have completed their internship in year 3 and meet all other entry requirements, see article 10.3.2.k.

Results

Students whose results for their study exchange abroad programme are not satisfactory, with the student earning less than 18 EC after credit transfer, are given the opportunity to complete a minor programme approved by the Exam Board during the new academic year. Students who return from the study abroad programme with 18 EC or more (after credit transfer) are given the opportunity to complete a business and/or management case approved by the Exam Board for the missing credits to finish the study abroad programme. The Exam Board will establish the extent to which the student has successfully completed the study abroad programme component.

In accordance with Articles 3.2, 6.8 subsection 4 and 9.12 of the Student Handbook, it may be decided to make (individual) arrangements regarding the mandatory abroad programme in year three, in case of special circumstances. Students are responsible for the prompt notification of the student counsellor of any relevant personal circumstances, so that the Institutional Management can determine the influence of the circumstances on the study progress. In case deemed relevant and necessary, an alternative to the Abroad Internship or Study Abroad Programme can be requested via an application in Osiris Case. Only in exceptional circumstances is it possible to deviate from above in consultation with the internship and/or Study Exchange programme coordinator.

In case personal circumstances are permanent, the student must contact the student counsellor and ask her/him for an advice regarding the request with the Exam Board (via Osiris Case) for an alternative. It is also advisable to explore with the counsellor (and possibly also coach and/or the coordinator Student Affairs) whether it may be possible to follow the regular programme without an arrangement. An appointment with the counsellor can be made digitally via the Hint page of the student counsellors. Additionally, an advice from the Student Coordinator must be provided.

The following marks are awarded for a study exchange programme:

- Not Qualified for an insufficient study exchange programme
- Qualified for a sufficient study exchange programme

The qualifications 'qualified', 'not qualified' will not be translated into numerical grades (see appendix 'Actual numerical outcomes with numerical equivalents' of the Student Handbook). The Student handbook furthermore states that the result 'qualified' for exchange programme will not be included when determining the weighted mean.

Qualified means that the student earned the full 30 EC of the Study Exchange programme.

Non-qualified students need to repair the missing grades by doing a retake assignment or minor. Which option applies, depends on the following:

- Student has earned 18-29 EC. The student will need to do an alternative assignment (approved by the Exam Board) to earn the missing points. A case assignment that matches the number of EC that a student needs, will be provided to the student by the coordinator Study Exchange programme.
- Student has earned 0-17 EC, then 0 EC will be awarded for the module Study Abroad. This means that the student will need to do a minor of 30 EC. The student needs to choose an English taught, international, business-oriented minor of 30 EC. The student can choose from the following minors:
 - a. RBS minor
 - b. An HR minor which meets the above-mentioned criteria
 - c. An external minor via the Kies op Maat programme which meets the above-mentioned criteria.

All applications for a minor due to not qualifying for Study Exchange programme need to be registered and approved via a request with the Exam Board via Osiris Case. Please contact the coordinator student affairs for more information on minor applications.

g. Requirements imposed on the performance of activities during the programme

Within the IB: IBL study programme, no requirements are set regarding the performance of work while following the programme.

h. External experts

The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.

i. Course module descriptions

The descriptions of the individual modules delivered as part of a programme are available via Osiris Student.

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned

j. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, the practical exercises in question have been marked with the code 'CPE' (Compulsory Practical Exercise) in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

k. Graduation

The thesis (30 EC) is part of the fourth-year programme and enables the student to demonstrate that he or she has attained the competencies of the professional profile for the IBL programme at the level required of a graduate from a university of applied sciences and that he or she is ready to enter professional practice.

COVID-19 conditions

Second half of the year (February 2021 – June 2021):

- Thesis (in the Netherlands or the student can request to do your thesis abroad)

or

- If thesis is completed in semester 7: Study abroad, when national and international regulations do allow it. If it is still not allowed to study abroad by this time, the student can do a minor.

Changes in requirements regarding companies will be communicated.

Conditions to start the thesis

- The student has obtained at least 110 ECs credits in years two + three. The student can prove this by making an Osiris print out (upload this to Intouch).
- The student has obtained all ECs of the year one and two modules/courses.
- The student has successfully completed the internship.
- The student has no delay for projects or subjects for which an attendance requirement applies during the thesis period (such as a minor).

The student's defence can only be planned after the student has obtained all other credits in the main phase except for the thesis.

For thesis semester seven starting requirement:

- The student has obtained all ECs of the year one.
- The student has obtained 110 ECs from year two and three.
- The internship is completed.

How the thesis topic is determined.

The student chooses a topic himself and will formulate a management issue based upon that topic with the thesis company. The student solves an International Business Management issue that has been formulated by the student in conjunction with the thesis company. The student solves the management issue by going through the research cycle.

The "Thesis Start Document" and the "Standard thesis contract" (both to be found in the Thesis Guide) must be handed in to the thesis coordinator. The thesis coordinator will then allocate a supervising lecturer. The supervising lecturer serves as the contact person from the school for the student during the research process.

Assessment of the thesis

The graduation programme is assessed by two lecturers. The substantive assessment of the thesis represents 80% of the final score for the thesis. The student will not pass if the result of the substantive assessment is lower than 5.5. The oral defence represents 20%.

The assessors evaluate the thesis report individually. If the difference in grades between the assessors is less than or equal to 1.0 point the average of both grades will be taken. If there is over 1.0 points difference in grade the assessors will discuss the evaluation. If the two assessors do not reach an agreement the Exam Board will appoint another assessor upon advice of the Course Director. This appointed assessor decides on the final – binding – grade of the student. The student will receive word about the evaluation, including the rubric with evaluations.

Defence of the thesis

The oral part of the graduation programme is the student's last educational activity. This means that no oral defence can take place until all other compulsory modules of the study programme have been finalised. The defence will only proceed when the student is evaluated with a sufficient grade (equal to or above 5.5) for the thesis report. The thesis defence is held in one of the buildings of Rotterdam University of Applied Sciences (RUAS). Deviations to the location are only possible with permission from the thesis coordinator.

Examination

Once a student can submit proof that all the components of the main phase graduation programme have been completed successfully, the result of the examination can be determined during the next meeting of the Exam Board. Each year, there are 6 occasions on which students can complete the final exam. The dates on which the Exam Board meets and the procedure for registering, which needs to be done by the student himself, for an examination meeting can be found on HINT. See the handbooks on Learning Management System (LMS) for more information on graduation-related procedures.

I. The Honours programme

In addition to article 9.6., Rotterdam University of Applied Sciences (RUAS) has developed an Honours programme specifically for innovative students who are looking for an extra challenge. This is open to all ambitious and talented students that want to achieve some extra specialisation in their studies. In this case, the attainment of five new competencies relating to innovative behaviour: innovation driven, demand driven, collaborative working, interactive learning, and knowledge creation.

The Honours programme (HP) is followed during years two, three and four, year one of the programme is used for recruitment and selection. To be considered eligible, students must not have any study arrears and will be required to write a motivation letter in which they indicate what the HP would mean to them and their professional careers and what they themselves could add to the HP.

To enable students to familiarise themselves with the programme at an early stage, RBS has developed various HP electives, which the student can follow during years one and two as part of the elective space. They enable students to see whether the programme would be suitable for them. Students will also complete a project that has been designed specifically for the HP, in which they will show that they can do the programme. During the first semester of year three, students will do an internship that will involve an extra research assignment. A certified Honours Assessment staff will coach the students and guide them on the road to develop into an innovative professional.

The HP is not without obligations. Students are expected to do extra-curricular assignments in every block. HP students are expected to spend approximately 560 hours extra on their HP assignments. The experiences from these assignments are described in STARR evaluations.

From the beginning onwards students work on their HP Portfolio in which they file the STARR evaluations. The portfolio is used as proof that students have mastered the five HP competencies. Once students have completed this document by the end of their studies, they will go forward for the final assessment. If successful, students will be awarded with an extra supplement of the bachelor's degree certificate, referring to the successful completion of the Honours Programme.

Note: see HINT and Learning Management System (LMS) for programme-specific information about the Honours Programme.

Curriculum tables, IB: IBL regular route

Main phase year two (IB: IBL)

Curriculum scheme Study Handbook													
Programme: International Business: differentiation Languages; 2020-2021; full time; IB: IBL													
Year 2	(Cohort: 2019-2020)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Entrepreneurship	IBLENT118R2	6	42,5	WR		WR*					PE	
	High language semester 3 (B1.2)	IBLHLFR318R2 / IBLHLSP318R2 / IBLHLGE318R2**	(5)	21	O		O*						
	Medium language semester 3 (B1-1)	IBLMLDU318R2 / IBLMLFR318R2 / IBLMLSP318R2 / IBLMLGE318R2**	(4)	21									
	Professional Identity semester 3	IBLPID319R2	(6)	21,5								PE	
	Elective***		2	12									
	Block 2												
	Import	IBLIMP118R2	7			42,5	WR;PF;WR*;PF*					PE	
	High language semester 3 (B1.2)	IBLHLFR318R2 / IBLHLSP318R2 / IBLHLGE318R2**	5			21	WR;O; WR*;O*					PE	
	Medium language semester 3 (B1-1)	IBLMLDU318R2 / IBLMLFR318R2 / IBLMLSP318R2 / IBLMLGE318R2**	4			21	WR;O; WR*;O*						
	Professional Identity semester 3	IBLPID319R2	6			21,5	PF;PF*					PE	
	Elective***		2			12							
	Block 3												
	Digital Marketing	IBLDIG118R2	3					4,5	GAT		GAT*	PE	
	High language semester 4 (B2.1)	IBLHLFR418R2 / IBLHLSP418R2 / IBLHLGE418R2**	(5)					24	O		O*		
	Medium language semester 3 (B1-1)	IBLMLDU418R2 / IBLMLFR418R2 / IBLMLSP418R2 / IBLMLGE418R2**	(4)					24					
	Sales	IBLSAL118R2	6					52	WR;GAT		WR*;GAT*	PE	
	Professional Identity semester 4	IBLPID419R2	(4)					24,5				PE	
	Elective***		2					12					
	Block 4												
	Export	IBLEXP118R2	6							36,5	WR;PF;WR*;PF*	PE	End level
	High language semester 4 (B2.1)	IBLHLFR418R2 / IBLHLSP418R2 / IBLHLGE418R2**	5					24	WR;O; WR*;O*			PE	
	Medium language semester 4 (B1.2)	IBLMLDU418R2 / IBLMLFR418R2 / IBLMLSP418R2 / IBLMLGE418R2**	4							24	WR;O;WR*;O*		
	Professional Identity semester 4	IBLPID419R2	4							24	PF;PF*	PE	
	Elective***		2							12			
			60	7 weeks	1 week	7 weeks	4 weeks	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** In case you are in the possession of a Dutch diploma, you have to choose one level of one of the following languages: French / German / Spanish. You are not allowed to choose your native language.

In case you are in the possession of a Non-Dutch diploma, Dutch is mandatory for you.

*** A student has to do 4 EC of electives in year one. It is up to the supply of electives as well as the choice of the student in which period these electives will be followed.

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block.
 SP will be awarded, a sufficient result provided, after the assessment.

Main phase year three (IB: IBL)

Curriculum scheme Study Handbook													
Programme: International Business: differentiation Languages; 2020-2021; full time; IB: IBL													
Year 3	(Cohort: 2018-2019)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Integrated Business Competition	IBLEXP219R3	(8)										
	Masterclass Creative Marketing	IBLMCM119R3	4	31,5	GAT; AT		GAT*; AT*						End level
	Masterclass Research	IBLMRS119R3	4	27	D		D*						
	High Language semester 6 (B2.2)	IBLHLFR519R3 / IBLHLSP519R3 / IBLHLGE519R3	(7)	24	SK;WR		SK*;WR*						End level
	Professional Identity semester 6	IBLPID519R3	(7)	21									End level
	Block 2												
	Integrated Business Competition	IBLEXP219R3	8			7	GAT; AT;GAT*; AT*						
	High Language semester 6 (B2.2)	IBLHLFR519R3 / IBLHLSP519R3 / IBLHLGE519R3	7			12^+18^^	PF; PF*						End level
	Professional Identity semester 6	IBLPID519R3	7			24,5	PF;PF*						End level
	Block 3												
	Study abroad or Internship Abroad	IBLSAB119R3 or IBLPLC119R3	(30)					4**/78					
	Block 4												
	Study abroad or Internship Abroad	IBLSAB119R3 or IBLPLC119R3	30							4**/78	AT;AT*		
			60	7 weeks	1 week	7 weeks	4 weeks	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** These are the contact hours delivered to the student by the lecturer and by the company or university

^ Masterclass W1 & W2

^^ Regular lecturers W3-W7

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Main phase year four (IB: IBL)

Curriculum scheme Study Handbook													
Programme: International Business Languages; 2020-2021; full time; IBL													
Year 4	(Cohort: 2017-2018)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical exercise	End level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1		60										
	Study abroad	IBLSAB119R3 or IBLPLC119R3	(30)	78								PE	
	Block 2												
	Study abroad	IBLSAB119R3 or IBLPLC119R3	30			78	AT		AT*			PE	
	Block 3												
	Research Proposal & Res. Skills / Thesis	IBLTHS120R4	(30)					11				CPE	End level
	Block 4												
	Research Proposal & Res. Skills / Thesis	IBLTHS120R4	30							11	RP;O;RP*;O*		End level
			60	10 weeks		10 weeks		10 weeks		10 weeks			

* Second opportunity

** These are the contact hours delivered to the student by the study abroad company

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

SECTION 10.4

International Business and Management Studies (IB: IBM), years two, three and four

10.4.1 GENERAL

In September 2018 International Business and Management (IB: IBM) started as one of the four differentiations of International Business (IB), the so called 'first-generation IB'. The other 3 differentiations are: International Business and Languages (IB: IBL), International Business for Asia (IB: IBA) and International Business and Supply Chain Management (IB: IBS).

In academic year 2010-2021 the curriculum of IB International Business and Management (IB: IBM) will be taught in years two, three and four of the programme. Although students of year four will receive a diploma of the former IBMS programme, their year four curriculum has already been adapted to the IB: IBM curriculum.

Students that enrolled in the first year in academic year 2018-2019 (called: cohort 2018-2019) and all cohorts after 2018-2019, will receive an International Business diploma when they graduate. All students already enrolled, cohort 2017-2018 and earlier cohorts, will receive the diploma of the former programme International Business and Management Studies (IBMS) but not later than 31st of August 2023. In the overview below is shown what diploma which academic year (cohort) receives.

Academic year	Diploma			
2020-2021	Year 1 (cohort: 2020-2021)	Year 2 (cohort: 2019-2020)	Year 3 (cohort: 2018-2019)	Year 4 (cohort: 2017-2018)
IB / IB: IBM / IBMS	IB diploma Specialisation	IB diploma Differentiation IBM	IB diploma Differentiation IBM	IBMS diploma

a. Characteristics of and exit qualifications for the programme

Applicable for cohort 2017-2018, 2018-2019 and 2019-2020

International Business Programme Learning Outcomes

From cohort 2017-2018 onwards the International Business Programme Learning Outcomes (PLOs) are applicable. These PLOs have been derived from professional practice. They express not so much what a graduate has learned (in terms of education), but more what a graduate is capable of (in terms of actions and assignments that are relevant for the profession). To provide more clarity, the PLOs are divided in four domains: Ways of Thinking, Ways of Working, Living in the World and Tools for Working and Management.

Professionals of the future need to be able to determine meaning or significance to what is being done (sense making), to have social intelligence, to apply novel and adaptive thinking, to translate vast amounts of data into abstract concepts and to understand databased reasoning. The list of skills students should master to be able to function in the 21st century is often referred to as 21st century skills. The growing importance of 21st century skills is the basis for the choice of the KSAVE model, which led to the IB Framework.⁵

⁵ See for further explanation "National Framework International Business" (2016)

The PLOs are applicable for all IB differentiations and IB specialisations programmes. For an overview, see section 10.2.1.a.

IB: IBM aims to deliver graduates who can operate as knowledgeable generalists and/or intermediaries within a wide spectrum of international business domains. A graduate has excellent interdisciplinary and intercultural communication skills, a solid knowledge base and a keen awareness of the effects of ongoing globalisation processes on international business and management environments. He/she can execute a wide array of international business operations in the fields of marketing, sales, finance and management, human resources and supply chain management at various levels and in different capacities. IBM Rotterdam has its own distinct profile, which is aligned with the goals of Rotterdam Business School (RBS) as part of Rotterdam University Applied Sciences (RUAS). In line with the RUAS policy, RBS places strong emphasis on its regional and urban context, focusing on international business services, transport and logistics, and innovative entrepreneurship within the city and region of Rotterdam. Importantly, the focus of the programme is international and is not limited to Rotterdam and its region (the metropole Rotterdam, the Hague) alone.

The programme subscribes to the RUAS policy of focusing on the regional labour market, but at the same time explicitly aims to open avenues to the wider world of business and management. In addition to the strong connections to the international business environment in the region (and beyond) and offering students the opportunity to learn a foreign language, the programme also distinguishes itself from other IB programmes through its investment in sustainable management and logistics. RBS emphasises the great importance of educating students in sustainable development and professional integrity within the international business context.

Applicable for cohort 2016-2017 regular IBMS programme and earlier cohorts

Characteristics and final competencies of the study programme for the students in the fourth year. The final competencies attained by the IBMS Bachelor are:

Profession-related competencies

- I. *International Business Competencies*
 - 1.1 International Business Awareness, level 3
 - 1.2 Intercultural Competency, level 3
- II. *Generic management competencies*
 - 2.1 International Strategic Vision development, level 3
 - 2.2 Business Processes & Change Management, level 3
 - 2.3 Entrepreneurial Management, level 3
- III. *Functional core competencies*
 - 3.1 International Marketing and Sales Management, level 3
 - 3.2 International Supply Chain Management, level 3
 - 3.3 International Operations Management
 - 3.4 International Finance and Accounting, level 3
 - 3.5 International Human Resources Management, level 3

The generic competencies

- IV. *The interpersonal development competencies*
 - 4.1 Leadership, level 3
 - 4.2 Co-operation, level 3
 - 4.3 Business Communication, level 3
- V. *Task-oriented competencies*
 - 5.1 Business research methods, level 3
 - 5.2 Planning and Organising, level 3
- VI. *Intrapersonal development competencies*
 - 6.1 Learning and Self-development, level 3
 - 6.2 Ethical and Corporate Responsibility, level 3

b. Contents of majors.

There will be no separate majors within the International Business with specialisations study programme.

10.4.2 CONTENTS OF THE PROGRAMME

a. Propaedeutic phase: IB: IBM first year regular programme, year one (cohort 2020-2021)

Year one of the IB: IBM will not be taught anymore and is replaced by year 1 "IB with specialisations", at the end of which the student can choose from multiple specialisations, see subchapter 10.2.

b. IB: IBM main-phase regular programme, year two (cohort 2019-2020), year three (cohort 2018-2019) and year four (cohort 2017-2018 and earlier cohorts)

The main phase consists of six semesters (three to eight).

Organisation of the second year (year two, semester three and four)

The second-year study programme (first year of the main phase) also consists out of four blocks, like year one. The themes of year two blocks dive deeper into topics, based on the foundation laid in year one. The second year builds on the first year in that it combines in-depth international business subjects with themes as digital business and sustainability so that students can deepen their knowledge and broaden their horizon. Students learn to think critically and strategically and receive training in communication, negotiation, and leadership skills.

Both in year one and two students can choose from a varied programme of electives and thus personalise their learning trajectory.

The level of qualification of most of the modules of year two is level two out of three. As part of the redesign of the curriculum, the programme has introduced international projects to the Project Management Course. Project Management is taught via international projects with strategic partners worldwide, if Covid-19 circumstances allow it.

Second year students can be selected to experience this international study trip. The main goal of the international projects is to provide students from various countries the opportunity to broaden their cross-cultural communication and management skills and apply the knowledge in various fields such as marketing, logistics, finance, and project management. Also, students will have more opportunity to make their own choices about the regions and industries they wish to explore.

Languages

The foreign language programme is offered in Spanish, German, Dutch, Russian or French. IB: IBM will offer all second-year language levels (Dutch, French, German, Spanish and Russian) at the beginning of the academic year.

International students who are not native Dutch speakers are obligated to keep Dutch, either as their foreign language module or as electives (three out of the four electives in year one and two) since they will be living and studying in the Netherlands.

Students with a Dutch senior general secondary (havo) or pre-university (vwo) certificate cannot take Dutch as their foreign language. The student may not choose his or her native language as the foreign language module.

It is not permitted to choose a language as an elective that is already on the student's study schedule or is his or her native language.

Students who have completed the year one language programme (earned all credits) cannot change the foreign language programme in year two. All requests for a foreign language change must be submitted to the Course Director and the Exam Board.

Organisation of the third year (semester five and six)

The emphasis of the third and fourth year is on career orientation. The third year consists of two semesters (five and six).

Semester five: To successfully complete the internship and internship report a minimum mark of 5.5 (30 EC) is necessary (see also the internship manual). For more information about internships and the entry-level requirements, see subarticle f. of this article.

Students with a Dutch secondary school certificate (MBO, HAVO, VWO) must spend at least one semester abroad in an internship, study abroad or graduation internship. It is also possible to spend more than one semester abroad.

Semester six: this semester consists of two blocks. The study programme focuses on theoretical, skills-, communication- and leadership and professional development modules, also of 30EC. In semester six students must attain a 5.5 or higher as overall mark for the courses to earn the respective course credits. During semester six, the Minor must be chosen, which will be timetabled for semester seven (30 EC per semester).

Due to Covid-19 regulations the set-up of year three in 2020-2021 has changed, see sub chapter 10.4.2.f.

Organisation of fourth year (semester seven and eight)

The fourth year consists of two semesters (seven and eight) and three components:

1. Specialisation minor in the Netherlands or study abroad
2. Graduation Thesis

Students can only complete their fourth year of study if they meet the following requirements about the units of study:

Students must earn a 5.5 or higher for each minor module; a 5.5 or higher must also be earned for all module components.

A thesis (30 EC) must be written during semester eight (the graduation assignment). Successful completion of the thesis, with a minimum mark of 5.5 is compulsory. For more information on the calculation of this mark, see the Thesis Guide, as made available on Intouch (Praktijklink).

Degree / diploma

If the student has earned the first-year certificate and passed all module components during the main phase of the study programme, the student will receive a certificate and the degree BBA. A list of marks for all modules/projects will be enclosed with the certificate.

For the contents of the main phase of the study programmes, please refer to the curriculum tables at the end of this section.

c. Conversion table

If modules of a previous year have changed of name and/or code and/or number of EC, a conversion is necessary. In case a course of the previous academic year is no longer part of the current curriculum, then the rule of article 9.4 sub 4 of the Student handbook applies. This means that assessments in respect of a course, that is no longer part of the current curriculum, will be offered twice more in the current year following the year of removal. After this period, the student will be required to take the converted course. In case there is a justified relevance for the student to convert immediately, a request can be submitted to the Exam Board.

A complete overview of conversions from cohort 2015-2016 till 2019-2021, is published on Hint.

d. Compensation

The IB: IBM or the IBMS programme does not offer a compensation option for a failing overall grade attained for one module on the basis of the passing overall grade attained for other modules unless the student started in 2013-2014 or earlier. If the assessment of a module consists of a number of tests, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one test on the basis of a 'passing overall grade' result for another test. It is also described in Osiris and the course module description if there is a minimal requirement to the sub grade or set of sub grades.

e. Binding Study Recommendations (BSR)

For a description of the BSR, see article 10.1.2.a. Due to Covid-19 in study year 2019-2020 the BSR is not applied and therefore the situation of a postponed BSR is not applicable in 2020-2021.

f. Internship & study abroad

Internship (year 3)

Internship takes place in year three during the fifth or sixth semester.

Covid-19 conditions

Due to Covid-19 RUAS/RBS is forced to adjust the third year IB: IBM/IB: IBS and students can choose what to do in which semester of year three:

Year 3: First half of the year (September 2020 – January 2021):

- Education semester six

or

- Internship in the Netherlands within an international company

NB: Only students who are currently physically abroad already, and who want to follow an internship there - and therefore do not have to travel for it - are allowed to fulfil this requirement of their study programme abroad, provided that they also meet all the other requirements for an internship abroad.

Year 3: Second half of the year (February 2021 – June 2021):

- Internship (abroad) when national and international regulations do allow it in the Netherlands within an international company

or

- If an internship is completed in semester five: Education semester six (regular)

An internship may only be done at a company with:

- at least 10 Full Time Employees (interns do not count),
- no relative in an executive position over the intern
- sufficient supervision provided
- the possibility to independently carry out a suitable assignment.

The study load of the internship is 30 EC. The Internship Guide provides detailed regulations on the internship.

Approval of the Internship

The internship coordinator will approve an internship if the internship action plan submitted complies with the following requirements:

Evidenced by	
The student has complied with the internship thresholds applicable for an internship in Semester three of Year three	60 EC for Year one, 45 EC in Year two,
The internship company has sufficient learning potential for the student to be able to attain the required level.	Application Internship form (incl. scan)

The Internship Guidelines contain further information and detailed regulations of the internship.

Studying abroad/Minor Mandatory one semester participation abroad (year 4)

Dutch students, that have done their secondary school in the Netherlands, must spend at least one semester education abroad. This student can choose to be abroad during internship or graduation or exchange programme abroad. Alternatively, Dutch students can spend several semesters abroad. In conformity with article 3.2, 6.8 sub 4 and 9.12 Student Handbook, it may be decided to make (individual) arrangements regarding the mandatory abroad programme in case of special circumstances. Students are responsible for the prompt notification of the student counsellor of any relevant personal circumstances, so that the Institutional Management can determine the influence of the circumstances on the study progress. Only in exceptional circumstances is it possible to deviate from above in consultation with the internship and/or Student Abroad Programme coordinator and

the Coordinator Student Affairs. In this case of deemed relevance and necessity, an alternative to the Abroad Internship or Study Abroad Programme can be requested via Exam Board by filling in an application in Osiris Case.

In case personal circumstances are permanent, the student must contact the student counsellor and ask her/him for an advice regarding the request with the Exam Board (via Osiris Case) for an alternative. It is also advisable to explore with the counsellor (and possibly also coach and/or the coordinator Student Affairs) whether it may be possible to follow the regular programme without an arrangement. An appointment with the counsellor can be made digitally via the Hint page of the student counsellors. Additionally, an advice from the Student Coordinator must be provided.

Admission to study abroad programme (semester seven)

To be eligible for the selection interviews for the study abroad programme, the student must have earned at least 108 EC in January of the academic year concerned from the first-year study programme (60 EC) and at least 48 EC from year two. In July before the start of the study abroad programme, a final check is performed. This is to see if the student has earned the required 168 EC to be allowed to follow the study abroad programme.

These credits are broken down as follows:

- First year study programme completion (60 EC)
- Second year study programme completion (60 EC)
- Internship completion (30 EC)
- At least 18 EC earned during semester six (block four and five).

The Curriculum Committee assesses the study programme for the exchange students at the end of the academic year prior to the exchange semester. The study programme is drawn up by the Exchange Programme Coordinator in co-operation with the exchange partner (or university) and the student.

After the study abroad, the Exam Board verifies, validates, and awards the marks and credits for the exchange programme after receiving the transcript from the exchange partner.

The following marks are awarded for an exchange programme:

- Not Qualified for an insufficient exchange programme
- Qualified for a sufficient exchange programme

The qualifications 'qualified', 'not qualified' will not be translated into numerical grades (see appendix 'Actual numerical outcomes with numerical equivalents' of the Student Handbook). The Student handbook furthermore states that the result 'qualified' for exchange programme will not be included when determining the weighted mean.

Qualified means that the student earned the full 30 EC of the Study Abroad programme.

Non-qualified students need to repair the missing grades by doing a retake assignment or minor.

Which option applies, depends on the following:

Student has earned 19-29 EC. The student will need to do an alternative assignment (approved by the Exam Board) to earn the missing points. A case assignment that matches the number of EC that a student needs, will be provided to the student by the coordinator Study Abroad Programme.

Student has earned 0-18 EC, then 0 EC will be awarded for the module Study Abroad Programme. This means that the student will need to do a minor of 30 EC. The student needs to choose an English taught, international, business-oriented minor of 30 EC. The student can choose from the following minors:

- a. RBS minor
- b. An HR minor which meets the abovementioned criteria
- c. An external minor via the Kies op Maat programme which meets the abovementioned criteria.

All applications for a minor due to not qualifying for Study Abroad Programme need to be registered and approved via a request with the Exam Board. Please contact the Coordinator Student Affairs for more information on minor applications.

Admission to the Minor programme (semester seven)

Students who cannot follow a study abroad programme in semester seven can follow a minor. Minors from a different school of Rotterdam University of Applied Sciences or from a different institution must be congruent with the international character of the IBM study programme. A minor registration is mandatory for participation in a minor. The minor registration is followed by an evaluation of the student's choice. Choosing a minor outside the IBM programme is only possible by submitting a request to the Exam Board before the minor starts. In addition, the coordinator minor needs to be contacted by the student.

International minors for the IB: IBM programme 2020-2021

IB: IBM is offering five international minors. Students are always permitted to participate in these international minors, if they meet the admission requirement and register for the minor.

International Minor: Business + Management 2020-2021

- MINRBSFA20 - Minor International Finance & Accounting
- MINRBSLM20 - Minor International Logistics and Supply Chain Management
- MINRBSDM20 - Minor Digital Marketing
- MINRBSREB20HP - Minor REBEL (Real Experience Borderless Entrepreneurial Learning)
- MINRBSCEC20 - Field lab Circular Economy and Business Innovation

g. Requirements imposed on the performance of activities during the programme

Not applicable.

h. External experts

The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.

i. Course module descriptions

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned

j. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, the practical exercises in question have been marked with the code 'CPE' in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

k. Graduation

The thesis (30 EC) is part of the fourth year programme and enables the student to demonstrate that he or she has attained the competencies of the professional profile for the IBM(S) programme at the level required of a graduate from a university of applied sciences and that he or she is ready to enter professional practice.

Covid-19 conditions

Year 4: First half of the year (September 2020 – January 2021):

- Minor in the Netherlands

or

- Thesis in the Netherlands

Year 4: Second half of the year (February 2021 – June 2021):

- If the minor is done in the first semester, now: Thesis in NL (or the student can request to do his thesis abroad)

or

- If thesis is completed: Study abroad (when national and international regulations do allow it).
- If it is still not allowed to study abroad by this time, the student can do a minor in this period.

Conditions to start the thesis

- The student has obtained at least 110 ECs credits in years two + three. The student can prove this by making an Osiris print out (upload this to Intouch).
- The student has obtained all ECs of the year one and two modules/courses.
- The student has successfully completed the internship.
- The student has no delay for projects or subjects for which an attendance requirement applies during the thesis period (such as a minor).

The student's defence can only be planned after the student has obtained all other credits in the main phase except for the thesis.

For thesis semester seven starting requirement:

- The student has obtained all ECs of the year one.
- The student has obtained 110 ECs from year two and three.
- The internship is completed.

How the thesis topic is determined:

The topic of the graduation programme must relate to the content of the IB: IBM programme. In other words, the topic must in any case be of an international business nature.

The student chooses a topic himself and will formulate a management issue based upon that topic with the thesis company. The student solves an International Business Management issue that has been formulated by the student in conjunction with the thesis company. The student solves the management issue by going through the research cycle.

The "Thesis Start Document" and the "Standard thesis contract" (both to be found in the Thesis Guide) must be handed in to the thesis coordinator. The thesis coordinator will then allocate a supervising lecturer. The supervising lecturer serves as the contact person from the school for the student during the research process.

Assessment of the thesis

The graduation module is assessed by two lecturers. The substantive assessment of the thesis represents 80% of the final score for the thesis. The student will not pass if the result of the substantive assessment is lower than 5.5. The oral defence represents 20%.

The assessors evaluate the thesis report individually. If the difference in grades between the assessors is less than or equal to 1.0 point the average of both grades will be taken. If there is over 1.0-point difference in grade the assessors will discuss the evaluation. If the two assessors do not reach an agreement the Exam Board will appoint another assessor upon advice of the Course Director. This appointed assessor decides on the final – binding – grade of the student. The student will receive word about the evaluation, including the rubric with evaluations.

Defence of the thesis

The oral part of the graduation programme is the student's last educational activity. This means that no oral defence can take place until all other compulsory modules of the study programme have been finalised. The defence will only proceed when the student is evaluated with a sufficient grade (equal to or above 5.5) for the thesis report. The thesis defence is held in one of the buildings of the Rotterdam, University of Applied Sciences. Deviations from this are only possible with permission from the thesis coordinator.

Examination

As soon as a student can submit proof that all the components of the main phase graduation programme have been completed successfully, the result of the examination can be determined during the next meeting of the Exam Board. Each year, there are 12 occasions on which students can complete the final exam. The dates on which the Exam Board meets and the procedure for registering for an examination meeting can be found on HINT. See the handbooks on Learning Management System (LMS) for more information on graduation-related procedures.

After their defence the students can request the IBMS certificate. The request is processed by the back office and Exam Board. The dates for the Exam Board meetings can be found on the study calendar. If a student needs to complete only one more course before graduation and no regular assessment is scheduled in the remainder of the academic year, the Exam Board may, on the request of the student, grant an additional opportunity to complete the course.

I. The Honours programme

In addition to article 9.6., Rotterdam University of Applied Sciences (RUAS) has developed an Honours programme specifically for innovative students who are looking for an extra challenge. This is open to all ambitious and talented students that want to achieve some extra specialisation in their studies. In this case, the attainment of five new competencies relating to innovative behaviour: innovation driven, demand driven, collaborative working, interactive learning, and knowledge creation.

The Honours programme (HP) is followed during years two, three and four, year one of the programme is used for recruitment and selection. To be considered eligible, students must not have any study arrears and will be required to write a motivation letter in which they indicate what the HP would mean to them and their professional careers and what they themselves could add to the HP.

To enable students to familiarise themselves with the programme at an early stage, RBS has developed various HP electives, which the student can follow during years one and two as part of the elective space. They enable students to see whether the programme would be right for them. Students will also complete a project that has been designed specifically for the HP, in which they will show that they can do the programme. During the first semester of year three, students will do an internship that will involve an extra research assignment. A certified Honours Assessment staff will coach the students and guide them on the road to develop into an innovative professional.

The HP is not without obligations. Students are expected to do extra-curricular assignments in every block. HP students are expected to spend approximately 560 hours extra on their HP assignments. The experiences from these assignments are described in STARR evaluations.

From the beginning onwards students work on their HP Portfolio in which they file the STARR evaluations. The portfolio is used as proof that students have mastered the five HP competencies. Once students have completed this document by the end of their studies, they will go forward for the final assessment. If successful, students will be awarded with an extra supplement of the bachelor's degree certificate, referring to the successful completion of the Honours Programme.

Note: see HINT and Learning Management System (LMS) for programme-specific information about the Honours Programme.

Curriculum tables, IB: IBM regular route

Main phase year two (IB: IBM)

Curriculum scheme Study Handbook												
Programme: International Business: differentiation Management; 2020-2021; full time; IB:IBM												
Year 2 (Cohort 2019-2020)												
Module name	Module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
			Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
Block 1												
Leadership and Professional Development Module 3	IBMLPD317R2	(3)	10,5								PE	
Venture Strategy	IBMVST118R2	5	33	CA		CA*						
Tools for International Business	IBMTIB118R2	4	25,5	D;AT		D*;AT*					PE	
English Level 2 (Writing for professional purposes)	IBMENG218R2	(3)	10,5								PE	
Foreign Language	***	(3)	21								PE	
International Project (IP, Collaboration, Research, PM)	IBMPM218R2	(4)	10,5								PE	
Cultures and Business (Culture)	IBMCAB118R2	(4)	12	CT		CT*						
Elective	**	2	8		8							
Block 2												
Leadership and Professional Development Module 3	IBMLPD317R2	3			6	PF;PF*						
Business Models For Sustainable Future	IBMBMS217R2	5			27	PF;PF*					PE	
English Level 2 (Business Correspondence)	IBMENG218R2	(3)			6	PF;PF*					PE	
Foreign Language	***	3			21	O;WR;O*;WR*					PE	
Cultures and Business (European Affairs)	IBMCAB118R2	(4)			7,5	CT;CT*						
Block 3												
Leadership and Professional Development Module 4	IBMLPD418R2	(2)					6				PE	
Tools for Digital Business	IBMTFD117R2	5					54	WR		WR*	PE	
Implementation Plan	IBMIMP118R2	5					9	CT		CT*	PE	
English Level 2 (Introduction to Academic Writing)	IBMENG218R2	(3)					10,5				PE	
Foreign Language	***	(3)					21				PE	
International Project (IP, Collaboration, Research, PM)	IBMPM218R2	(4)					10,5				PE	
Elective	**	2					8		8			
Block 4												
Leadership & Professional Development Module 4	IBMLPD418R2	2							6	PF;PF*	PE	
Tools for Managing Organizations and People	IBMTMO117R2	5							34,5	D;D*		
Organization Analysis and Entry Strategy	IBMOAE117R2	5							33	GAT;GAT;GAT*;GAT*	PE	
English Level 2 (Argumentative Essay incl. CT)	IBMENG218R2	3							10,5	PF;OF*	PE	
Foreign Language	***	3							21	O;WR;O*;WR*	PE	End Level
International Project (IP, Collaboration, Research, PM)	IBMPM218R2	4							10,5	PF;PF*	PE	
Cultures and Business (IBC Negotiations)	IBMCAB118R2	4							12	CA;CA*	PE	
		60	7 weeks	1 week	7 weeks	4 weeks	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** Elective and Remedial Courses are offered 4 times per year and students choose and complete 2 of them in both the first and second year of their studies

*** In case you are in the possession of a Dutch diploma, you have to choose one level of one of the following languages: French / German / Spanish/ Russian. You are not allowed to choose your native language. International students who are not native Dutch speakers are obligated to select Dutch, either as their foreign language module or as electives (3 out of 4 electives in year 1 and 2).

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT = Combined test

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Main phase year three (IB: IBM)

Curriculum scheme Study Handbook												
Programme: International Business: differentiation Management; 2020-2021; full time; IB:IBM												
Year 3 (Cohort 2018-2019)												
			Block 1, 2				Block 3		Block 4		Practical Exercise	End Level
			Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
Module name	Module code	SP										
Semester 1 (block 1, 2)												
Placement (abroad)	IBMPLC118R3	30	5			RP		RP*			POA	
Block 3												
Consultancy & Innovation Management	IBMCIN118R3	5					34	GAT;WR;WR*		GAT*	POA	End level
Case Solving-1	IBMCAS119R3	7					42	CT;CA		CA*;CT*	PO	End level
Leadership & Professional Development Module 5	IBMBSL118R3	(5)					11				PO	End level
Block 4												
Consultancy & Innovation Management	IBMCIN218R3	5							34	GAT;WR;GAT*;WR*	POA	End level
Case Solving-2	IBMCAS218R3	8							42	CT;CA;CT*;CA*	PO	End level
Leadership & Professional Development Module 5	IBMBSL118R3	5							11	PF;O;PF*;O*	PO	End level
		60	20 weeks				8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

Legend

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 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT = Combined test

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Main phase year four (IB: IBM)

Curriculum scheme Study Handbook												
Programme: International Business Management Studies; 2020-2021; full time; IB: IBM												
Year 4 (Cohort 2017-2018)												
			Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
Module name	Module code	SP	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
Block 1 & 2												
Minor **		30										
Digital Marketing	MINRBSDM20											
	MIRBSMK117DM	5	27	AT;AT*								
	MIRBSMK117PI	4	27	GAT;GAT*							PO	
	MIRBSMK117PM	6	13	GAT;GAT*							PO	
	MIRBSMK217DM	5			27	AT;AT*						
	MIRBSMK217IM	4			27	GAT;GAT*					PO	
	MIRBSMK217PM	6			13	GAT;GAT*					PO	
Finance and Accounting	MINRBSFA20											
	MIRBSFA119SF	5	24	PR;RP		PR*;RP*						
	MIRBSFA118CI	5	16	WR; RP		WR*;PR*						
	MIRBSFA119P1	5	12	RP		RP*						
	MIRBSFA217AI	5			16	WR;WR*						
	MIRBSFA218MC	5			16	WR;WR*						
	MIRBSFA217P2	5			12	RP;RP*						
International Logistics and Supply Chain Management	MINRBSLM20											
	MIRBSLM120OP	5	24	WR;AT;PA		WR*;AT*;PA*					PO	
	MIRBSLM120SY	5	13	AT		AT*						
	MIRBSLM120DM	5	24	WR;AT;PA		WR*;AT*;PA*					PO	
	MIRBSLM220SC	5	24	WR;WR;PA		WR*;WR*;PA*					PO	
	MIRBSLM220DS	5			4	AT;AT*						
	MIRBSLM220PR	5			24	WR;WR;PA;WR*;WR*;PA*					PO	
Circular Economy and Business Innovation	MINRBSCEC20											
	MIRBSCEC118TH	5	13	CA		CA*					PO	
	MIRBSCEC117PS	3	13	AT		AT*						
	MIRBSCEC118PR	7	3	GAT		GAT*					PO	
	MIRBSCEC218TH	5			13	AT;AT*						
	MIRBSCEC217PS	3			13	AT;AT*						
	MIRBSCEC218PR	7			3	GAT;GAT*					PO	
Real Experience Borderless Entrepreneurial Learning	MINRBSREB20HP											
	MIRBSREB117HP	15	40	AT, AT*								
	MIRBSREB217HP	15			40	AT;AT*						
Rotterdam South. Creating Space	MIRBSRCS120HP	30	36		52	RP;WR;PR;RP*;WR*;PR*						
Study Abroad Programme **	IBMSAP119R4	30				AT;AT*						
Block 3 & 4												
Minor ***												
Circular Economy and Business Innovation	MINRBSCEC20											
	MIRBSCEC117TH	5					13	CA		CA*	PO	
	MIRBSCEC117PS	3					13	AT		AT*		
	MIRBSCEC118PR	7					3	GAT		GAT*	PO	
	MIRBSCEC218TH	5							13	AT;AT*		
	MIRBSCEC217PS	3							13	AT;AT*		
	MIRBSCEC218PR	7							3	GAT;GAT*	PO	
Block 3 & 4												
Graduation placement/ Thesis	IBMTHS119R4	30					9					End Level
Graduation placement/ Thesis	IBMTHS119R4								9	RP;PR;RP*;PR*		End Level
		60	10 weeks		10 weeks		10 weeks		10 weeks			

* Second opportunity

** In the first two blocks of year 4, the student participates in a minor or does a study abroad

*** In the third and fourth block of year 4, the student does his graduation placement and thesis. For those students who still need to follow a minor only the minor "Circular Economy and Business Innovation" is there to follow.

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT = Combined test

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

SECTION 10.5

International Business and Supply Chain Management (IB: IBS), years two, three and four

10.5.1. GENERAL

In September 2018, International Business and Management (IB: IBS) started as one of the four differentiations of International Business (IB), the so called 'first-generation IB'. The other three differentiations are: International Business and Languages (IB: IBL), International Business for Asia (IB: IBA) and International Business and Management (IB: IBM).

Students that enroll will receive an International Business diploma when they graduate.

In the overview below is shown what diploma which academic year (cohort) receives. Because IBS is a new differentiation, only students of year one, two and three are present in academic year 2020-2021.

Academic year	Diploma			
2020-2021	Year 1 (cohort: 2020-2021)	Year 2 (cohort: 2019-2020)	Year 3 (cohort: 2018-2019)	Year 4 Not applicable
IB / IB: IBS	IB diploma Specialisation	IB diploma Differentiation IBS	IB diploma Differentiation IBS	

The curriculum of the differentiation IBS is developed in detail for years one, two and three.

Year four is still under construction, nevertheless some details are already described in this student handbook to give the student an impression.

a. Characteristics of and exit qualifications for the programme

International Business Programme Learning Outcomes

From cohort 2017-2018 onwards the International Business Programme Learning Outcomes (PLOs) are applicable. These PLOs have been derived from professional practice. They express not so much what a graduate has learned (in terms of education), but more what a graduate is capable of (in terms of actions and assignments that are relevant for the profession). To provide more clarity, the PLOs are divided in four domains: Ways of Thinking, Ways of Working, Living in the World and Tools for Working and Management.

Professionals of the future need to be able to determine meaning or significance to what is being done (sense making), to have social intelligence, to apply novel and adaptive thinking, to translate vast amounts of data into abstract concepts and to understand databased reasoning. The list of skills students should master to be able to function in the 21st century is often referred to as 21st century skills.

The PLOs are applicable for all IB differentiation and IB specialisations programmes. For an overview, see section 10.2.1.a.

IBS aims to deliver graduates who can operate as knowledgeable generalists and/or intermediaries within a wide spectrum of international business domains. A graduate has excellent interdisciplinary and intercultural communication skills, a solid knowledge base and a keen awareness of the effects of ongoing globalisation processes on international business and management environments. S/he is able to execute a wide array of integrated international business operations in the fields of marketing, sales, finance and management, human resources, and supply chain management at various levels and in different capacities. IBS Rotterdam have its own distinct profile, which is aligned with the goals of Rotterdam Business School (RBS) as part of Rotterdam University Applied Sciences. In line with

the Rotterdam University of Applied Sciences policy, RBS places strong emphasis on its regional and urban context, focusing on international business services, transport and logistics, and innovative entrepreneurship within the city and region of Rotterdam. Importantly, the focus of the programme is not limited to Rotterdam and its region (the metropole Rotterdam, the Hague) alone.

The programme subscribes to the Rotterdam University of Applied Sciences policy of focusing on the regional labour market, but at the same time explicitly aims to open avenues to the wider world of business and management. In addition to the strong connections to the international business environment in the region (and beyond) and offering students the opportunity to learn a foreign language, the programme also distinguishes itself from other IB programme's through its investment in sustainable management and logistics. RBS emphasises the great importance of educating students in sustainable development and professional integrity within the international business context.

The IBS differentiation has a strong focus on Logistics- and Supply Chain Management and does not offer a foreign language additional to English besides Dutch for non-Dutch students via the electives, see article 10.4.2.b.

b. Contents of majors.

There will be no separate majors within the International Business with specialisations study programme.

10.5.2. CONTENTS OF THE PROGRAMME

a. Propaedeutic phase: IB: IBS first year regular programme, year one (cohort 2020-2021)

Year one of the IB: IBS will not be taught anymore and is replaced by year 1 "IB with specialisations", at the end of which the student can choose from multiple specialisations, see subchapter 10.2.

b. IBS main-phase regular programme, year two (cohort 2019-2020) and year three (cohort 2018-2019).

This is general information. The main phase consists of six semesters.

Organisation of the second year

The second year of the study programme (first year of the main phase) consists out of four blocks, like year one. The themes of year two blocks dive deeper into topics, based on the foundation laid in year one. The second year builds on the first year in that it combines in-depth international business subjects with themes as e-business and sustainability so that students can deepen their knowledge and broaden their horizon. Students learn to think critically and strategically and receive training in communication, negotiation, and leadership skills.

The level of qualification of most of the modules of year two is Aucom level 2 out of 3. As part of the redesign of the curriculum, the programme has introduced international projects to the Project Management Course. Project Management is taught via international projects with strategic partners worldwide.

Second year students can be elected to experience this international study trip. The main goal of the international projects is to provide students from various countries the opportunity to broaden their cross-cultural communication and management skills and apply the knowledge in various fields such as marketing, logistics, finance, and project management. Also, students will have more opportunity to make their own choices about the regions and industries they wish to explore.

Both in year one and two students can choose from a varied programme of electives and thus personalise their learning trajectory.

Languages

International IB: IBS students who are not native Dutch speakers or do not speak Dutch at an independent level, are obligated to select Dutch as electives (three out of the four electives in year one and two) since they will be living and studying in the Netherlands.

Organisation of the third year (semester five and six)

The emphasis in the third and fourth year is on career orientation.

The third year consists of two semesters (five and six), with semester six consisting of two blocks.

To successfully complete the internship and internship report a minimum mark of 5.5 (30 EC) is necessary (see also the internship manual). For more information about internships and the entry-level requirements, see subarticle f. of this article.

Students with a Dutch secondary school certificate (MBO, HAVO, VWO) and have followed their education in the Netherlands, must spend at least one semester abroad in an internship, study abroad or graduation internship. It is also possible to spend more than one semester abroad.

Semester six is a study programme focusing on theoretical, skills-, communication- and leadership and professional development modules, also of 30EC. In semester six students must attain a 5.5 or higher as overall mark for the courses to earn the respective course credits. During semester six, the Minor must be chosen, which will be timetabled for semester seven (30 EC per semester).

Due to Covid-19 regulations the set-up of year three in 2020-2021 has changed, see sub chapter 10.5.2.f.

Organisation of fourth year (semester seven and eight)

The fourth year consists of two semesters (seven and eight) and three components:

3. Specialisation minor in the Netherlands or study abroad
4. Graduation Thesis

Students can only complete their fourth year of study if they meet the following requirements about the units of study:

Students must earn a 5.5 or higher for each minor module; a 5.5 or higher must also be earned for all module components.

A thesis (30 EC) must be written during semester eight (the graduation assignment). Successful completion of the thesis, with a minimum mark of 5.5 is compulsory. For more information on the calculation of this mark, see the Thesis Guide, as made available on Intouch (Praktijklink).

Degree / diploma

If the student has earned the first-year certificate and passed all module components during the main phase of the study programme, the student will receive a certificate and the degree BBA. A list of marks for all modules/projects will be enclosed with the certificate.

For the contents of the main phase of the study programmes, please refer to the curriculum tables at the end of this section.

c. Conversion table

Not applicable.

d. Compensation

The IB: IBS programme does not offer a compensation option for a failing overall grade attained for one module on the basis of the passing overall grade attained for other modules. If the assessment of a module consists of a number of tests, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one test on the basis of a 'passing overall grade' result for another test. It is also described in Osiris and the course module description if there is a minimal requirement to the sub grade or set of sub grades.

e. Binding Study Recommendations (BSR)

For a description of the BSR, see article 10.1.2.a. Due to Covid-19 in study year 2019-2020 the BSR is not applied and therefore the situation of a postponed BSR is not applicable in 2020-2021.

f. Internship and study abroad

Internship (year 3)

Internship takes place in year three during the fifth or sixth semester.

Covid-19 conditions

Due to Covid-19 RUAS/RBS is forced to adjust the third year IB: IBM/IB: IBS and students can choose what to do in which semester of year three:

Year 3: First half of the year (September 2020 – January 2021):

- Education semester six

or

- Internship in the Netherlands within an international company

NB: Only students who are currently physically abroad already, and who want to follow an internship there - and therefore do not have to travel for it - are allowed to fulfil this requirement of their study programme abroad, provided that they also meet all the other requirements for an internship abroad.

Year 3: Second half of the year (February 2021 – June 2021):

- Internship (abroad) when national and international regulations do allow it in the Netherlands within an international company

or

- If an internship is completed in semester five: Education semester six (regular)
- An internship may only be done at a company with at least 10 Full Time Employees (interns do not count), is not allowed to be in a department where a relative has an executive position, where sufficient supervision is provided and where the possibility exists to independently carry out a suitable assignment.

The study load of the internship is 30 EC.

Approval of the Internship

The internship coordinator will approve an internship if the internship action plan submitted complies with the following requirements:

Evidenced by	
The student has complied with the internship thresholds applicable for an internship in Semester three of Year three	60 EC for Year one, 45 EC in Year two,
The internship company has sufficient learning potential for the student to be able to attain the required level.	Application Internship form (incl. scan)

The Internship Guidelines contain further information and detailed regulations of the internship.

Studying abroad/Minor Mandatory one semester participation abroad (year 4)

Dutch students, that have done their secondary school in the Netherlands, must spend at least one semester education abroad. This student can choose to be abroad during internship or graduation or exchange programme abroad. Alternatively, Dutch students can spend several semesters abroad. In conformity with article 3.2, 6.8 sub 4 and 9.12 Student Handbook, it may be decided to make (individual) arrangements regarding the mandatory abroad programme in case of special circumstances. Students are responsible for the prompt notification of the student counsellor of any relevant personal circumstances, so that the Institutional Management can determine the influence of the circumstances on the study progress. Only in exceptional circumstances is it possible to deviate from above in consultation with the internship and/or Student Abroad Programme coordinator and the Coordinator Student Affairs. In this case of deemed relevance and necessity, an alternative to the Abroad Internship or Study Abroad Programme can be requested via Exam Board by filling in an application in Osiris Case.

In case personal circumstances are permanent, the student must contact the student counsellor and ask her/him for an advice regarding the request with the Exam Board (via Osiris Case) for an alternative. It is also advisable to explore with the counsellor (and possibly also coach and/or the coordinator Student Affairs) whether it may be possible to follow the regular programme without an arrangement. An appointment with the counsellor can be made digitally via the Hint page of the student counsellors. Additionally, an advice from the Student Coordinator must be provided.

Admission to study abroad programme (year 3: semester six)

To be eligible for the selection interviews for the study abroad programme, the student must have earned at least 108 EC in January of the academic year concerned from the first-year study programme (60 EC) and at least 48 EC from year two. In July before the start of the study abroad programme, a final check is performed. This is to see if the student has earned the required 168 EC to be allowed to follow the study abroad programme.

These credits are broken down as follows:

- First year study programme completion (60 EC)
- Second year study programme completion (60 EC)
- Internship completion (30 EC)
- At least 18 EC earned during semester six (block four and five).

The Curriculum Committee assesses the study programme for the exchange students at the end of the academic year prior to the exchange semester. The study programme is drawn up by the Exchange Programme Coordinator in co-operation with the exchange partner (or university) and the student.

After the study abroad, the Exam Board verifies, validates, and awards the marks and credits for the exchange programme after receiving the transcript from the exchange partner.

The following marks are awarded for an exchange programme:

- Not Qualified for an insufficient exchange programme
- Qualified for a sufficient exchange programme

The qualifications 'qualified', 'not qualified' will not be translated into numerical grades (see appendix 'Actual numerical outcomes with numerical equivalents' of the Student Handbook). The Student handbook furthermore states that the result 'qualified' for exchange programme will not be included when determining the weighted mean.

Qualified means that the student earned the full 30 EC of the Study Abroad programme.

Non-qualified students need to repair the missing grades by doing a retake assignment or minor.

Which option applies, depends on the following:

Student has earned 19-29 EC. The student will need to do an alternative assignment (approved by the Exam Board) to earn the missing points. A case assignment that matches the number of EC that a student needs, will be provided to the student by the coordinator Study Abroad Programme.

Student has earned 0-18 EC, then 0 EC will be awarded for the module Study Abroad Programme. This means that the student will need to do a minor of 30 EC. The student needs to choose an English taught, international, business-oriented minor of 30 EC. The student can choose from the following minors:

- d. RBS minor
- e. An HR minor which meets the abovementioned criteria
- f. An external minor via the Kies op Maat programme which meets the abovementioned criteria.

All applications for a minor due to not qualifying for Study Abroad Programme need to be registered and approved via a request with the Exam Board. Please contact the Coordinator Student Affairs for more information on minor applications.

Admission to the Minor programme (year 4: semester seven)

Students who cannot follow a study abroad programme in semester seven can follow a minor. Minors from a different school of Rotterdam University of Applied Sciences or from a different institution must be congruent with the international character of the IBM study programme. A minor registration is mandatory for participation in a minor. The minor registration is followed by an evaluation of the student's choice. Choosing a minor outside the IBM programme is only possible by submitting a request to the Exam Board before the minor starts. In addition, the coordinator minor needs to be contacted by the student.

International minors for the IB: IBS programme 2020-2021

IB: IBS is offering five international minors. Students are always permitted to participate in these international minors if they meet the admission requirement and register for the minor.

International Minor: Business + Management 2020-2021

- MINRBSFA20 - Minor International Finance & Accounting
- MINRBSLM20 - Minor International Logistics and Supply Chain Management
- MINRBSDM20 - Minor Digital Marketing
- MINRBSREB20HP - Minor REBEL (Real Experience Borderless Entrepreneurial Learning)
- MINRBSCEC20 - Field lab Circular Economy and Business Innovation

g. Requirements imposed on the performance of activities during the programme

Not applicable.

h. External experts

The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.

i. Course module descriptions

The descriptions of the individual modules delivered as part of a programme are available via Osiris Student.

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned

The Honours programme

In addition to article 9.6., Rotterdam University of Applied Sciences (RUAS) has developed an Honours programme specifically for innovative students who are looking for an extra challenge. This is open to all ambitious and talented students that want to achieve some extra specialisation in their studies. In this case, the attainment of five new competencies relating to innovative behaviour: innovation driven, demand driven, collaborative working, interactive learning, and knowledge creation.

The Honours programme (HP) is followed during years two, three and four, year one of the programme is used for recruitment and selection. To be considered eligible, students must not have any study arrears and will be required to write a motivation letter in which they indicate what the HP would mean to them and their professional careers and what they themselves could add to the HP.

To enable students to familiarise themselves with the programme at an early stage, RBS has developed different HP electives, which the student can follow during years one and two as part of the elective space. They enable students to see whether the programme would be right for them. Students will also complete a project that has been designed specifically for the HP, in which they will show that they can do the programme. During the first semester of year three, students will do an internship that will involve an extra research assignment. A certified Honours Assessment staff will coach the students and guide them on the road to develop into an innovative professional.

The HP is not without obligations. Students are expected to do extra-curricular assignments in every block. HP students are expected to spend approximately 560 hours extra on their HP assignments. The experiences from these assignments are described in STARR evaluations.

From the beginning onwards students work on their HP Portfolio in which they file the STARR evaluations. The portfolio is used as proof that students have mastered the five HP competencies. Once students have completed this document by the end of their studies, they will go forward for the final assessment. If successful, students will be awarded with an extra supplement of the Bachelor degree certificate, referring to the successful completion of the Honours Programme. Note: see HINT and Learning Management System (LMS) for programme-specific information about the Honours Programme.

j. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, the practical exercises in question have been marked with the code 'CPE' in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

k. Graduation (year 4)

The thesis (30 EC) is part of the fourth year programme and enables the student to demonstrate that he or she has attained the competencies of the professional profile for the IB: IBS programme at the level required of a graduate from a university of applied sciences and that he or she is ready to enter professional practice.

Covid-19 conditions

Year 4: First half of the year (September 2020 – January 2021):

- Minor in the Netherlands

or

- Thesis in the Netherlands

Year 4: Second half of the year (February 2021 – June 2021):

- If the minor is done in the first semester, now: Thesis in NL (or the student can request to do his thesis abroad)

or

- If thesis is completed: Study abroad (when national and international regulations do allow it).
- If it is still not allowed to study abroad by this time, the student can do a minor in this period.

Conditions to start the thesis

- The student has obtained at least 110 ECs credits in years two + three. The student can prove this by making an Osiris print out (upload this to Intouch).
- The student has obtained all ECs of the year one and two modules/courses.
- The student has successfully completed the internship.
- The student has no delay for projects or subjects for which an attendance requirement applies during the thesis period (such as a minor).

The student's defence can only be planned after the student has obtained all other credits in the main phase except for the thesis.

For thesis semester seven starting requirement:

- The student has obtained all ECs of the year one.
- The student has obtained 110 ECs from year two and three.
- The internship is completed.

How the thesis topic is determined:

The topic of the graduation programme must relate to the content of the IB: IBS programme. In other words, the topic must in any case be of an international business nature.

The student chooses a topic himself and will formulate a management issue based upon that topic with the thesis company. The student solves an International Business Management issue that has been formulated by the student in conjunction with the thesis company. The student solves the management issue by going through the research cycle.

The "Thesis Start Document" and the "Standard thesis contract" (both to be found in the Thesis Guide) must be handed in to the thesis coordinator. The thesis coordinator will then allocate a supervising lecturer. The supervising lecturer serves as the contact person from the school for the student during the research process.

Assessment of the thesis

The graduation programme is assessed by two lecturers. The substantive assessment of the thesis represents 80% of the final score for the thesis. The student will not pass if the result of the substantive assessment is lower than 5.5. The oral defence represents 20%.

The assessors evaluate the thesis report individually. If the difference in grades between the assessors is less than or equal to 1.0 point the average of both grades will be taken. If there is over 1.0-point difference in grade the assessors will discuss the evaluation. If the two assessors do not reach an agreement the Exam Board will appoint another assessor upon advice of the Course Director. This appointed assessor decides on the final – binding – grade of the student. The student will receive word about the evaluation, including the rubric with evaluations.

Defence of the thesis

The oral part of the graduation programme is the student's last educational activity. This means that no oral defence can take place until all other compulsory modules of the study programme have been finalised. The defence will only proceed when the student is evaluated with a sufficient grade (equal to or above 5.5) for the thesis report. The thesis defence is held in one of the buildings of the Rotterdam, University of Applied Sciences. Deviations from this are only possible with permission from the thesis coordinator.

Examination

As soon as a student can submit proof that all the components of the main phase graduation programme have been completed successfully, the result of the examination can be determined during the next meeting of the Exam Board. Each year, there are 12 occasions on which students can complete the final exam. The dates on which the Exam Board meets and the procedure for registering for an examination meeting can be found on HINT. See the handbooks on Learning Management System (LMS) for more information on graduation-related procedures.

After their defence the students can request the IBMS certificate. The request is processed by the back office and Exam Board. The dates for the Exam Board meetings can be found on the study calendar. If a student needs to complete only one more course before graduation and no regular assessment is scheduled in the remainder of the academic year, the Exam Board may, on the request of the student, grant an additional opportunity to complete the course.

Curriculum tables, IBS regular route

Main phase year two (IB: IBS)

Curriculum scheme Study Handbook												
Programme: International Business: differentiation Supply Chain Management; 2020-2021; full time; IB:IBS												
Year 2 (Cohort 2019-2020)												
Module name	Module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
			Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
Block 1												
Leadership and Professional Development Module 3	IBMLPD317R2	(3)	10,5								PO	
Venture Strategy	IBMVST118R2	5	33	CA		CA*					POA	
Tools for International Business	IBMTIB118R2	4	25,5	D;AT		D*;AT*					PO	
English Level 2 (Writing for professional purposes)	IBMENG218R2	(3)	10,5								PO	
International Project (IP, IB-S Port Management, Research, PM, Collaboration)	IBSPM219R2	(4)	10,5								PO	
Cultures and Business (Culture)	IBMCAB118R2	(4)	12	CT		CT*						
Elective		2	8									
Block 2												
Leadership and Professional Development Module 3	IBMLPD317R2	3			6	PF;PF*						
Business Models For Sustainable Future	IBMBMS217R2	5			27	PF;PF*					PO	
IB-S Lean Six Sigma	IBSCML319R2	3			21	AT;AT;GAT;AT*;AT*;GAT*					PO	
English Level 2 (Business Correspondence)	IBMENG218R2	(3)			6	PF;PF*					PO	
Cultures and Business (European Affairs)	IBMCAB118R2	(4)			7,5	CT;CT*						
Block 3												
Leadership and Professional Development Module 4	IBMLPD418R2	(2)					6				PO	
Tools for Digital Business	IBMTFD117R2	5					54	D		D*	PO	
Implementation Plan	IBMIMP118R2	5					9	CT		CT*	PO	
English Level 2 (Introduction to Academic Writing)	IBMENG218R2	(3)					10,5				PO	
International Project (IP, IB-S Port Management, Research, PM, Collaboration)	IBSPM219R2	(4)					10,5				PO	
Elective		2					8		8			
Block 4												
Leadership & Professional Development Module 4	IBMLPD418R2	2							6	PF;PF*	PO	
IB-S Supply Chain Strategy ****	IBSCMS419R2	3							21	AT;GAT;MCAT*;GAT*;MC*	POA	
Tools for Managing Organizations and People	IBMTMO117R2	5							34,5	D;D*		
Organization Analysis and Entry Strategy	IBMOAE117R2	5							33	GAT;GAT;GAT*;GAT*	PO	
English Level 2 (Argumentative Essay incl. CT)	IBMENG218R2	3							10,5	PF;PF*	PO	
International Project (IP, IB-S Port Management, Research, PM, Collaboration)	IBSPM219R2	4							10,5	PF;PF*	PO	
Cultures and Business (IBC Negotiations)	IBMCAB118R2	4							12	CA;CA*	PO	
		60	7 weeks	1 week	7 weeks	4 weeks	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** Elective and Remedial Courses are offered 4 times per year and students choose and complete 2 of them in both the first and second year of their studies

*** In case you are in the possession of a Dutch diploma, you have to choose one level of one of the following languages: French / German / Spanish/ Russian. You are not allowed to choose your native language.

International students who are not native Dutch speakers are obligated to select Dutch, either as their foreign language module or as electives (3 out of 4 electives in year 1 and 2).

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continous Assesment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT = Combined test

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient

Main phase year three (IB: IBS)

Curriculum scheme Study Handbook												
Programme: International Business: differentiation Supply Chain Management; 2020-2021; full time; IB:IBS												
Year 3 (Cohort 2018-2019)												
Module name	Module code	SP	Block 1, 2				Block 3		Block 4		Practical Exercise	End Level
			Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
Semester 1 (block 1, 2)												
Placement (abroad)	IBMPLC118R3	30	5			RP		RP*			POA	
Block 3												
Consultancy & Innovation Management	IBSCIN120R3	5					34	GAT;WR;WR*		GAT*	POA	End level
Case Solving-1	IBSCAS120R3	7					42	CT;CA		CA*;CT*	PO	End level
Leadership & Professional Development Module 5	IBMBSL118R3	(5)					11				PO	End level
Block 4												
Consultancy & Innovation Management	IBSCIN220R3	5							34	GAT;WR;GAT*;WR*	POA	End level
Case Solving-2	IBSCAS220R3	8							42	CT;CA;CT*;CA*	PO	End level
Leadership & Professional Development Module 5	IBMBSL118R3	5							11	PF;O;PF*;O*	PO	End level
		60	20 weeks				8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT = Combined test

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

SECTION 10.6

International Business for Asia (TMA / IB: IBA), years two, three and four.

10.6.1. GENERAL

In September 2018 International Business for Asia (IB: IBA) started as one of the four differentiations of International Business (IB), the so-called 'first-generation IB'. The other 3 differentiations are: International Business and Management (IB: IBM), International Business and Languages (IB: IBL) and International Business and Supply Chain Management (IB: IBS).

In academic year 2020-2021 the curriculum of International Business for Asia (IB: IBA) will be taught in years two and three.

The former TMA programme will be taught in year 4 and has an English and Dutch version.

Students that enrolled in the first year in academic year 2018-2019 (called: cohort 2018-2019) and all cohorts after 2018-2019, will receive an International Business diploma when they graduate. All students already enrolled, cohort 2017-2018 and earlier cohorts, will receive the diploma of the former programme Trade Management for Asia but not later than 31 August 2023.

What diploma which academic year (cohort) receives is shown in the overview below

Academic year	Diploma			
2020-2021	Year 1 (cohort: 2020-2021)	Year 2 (cohort: 2019-2020)	Year 3 (cohort: 2018-2019)	Year 4 (cohort: 2017-2018)
IB / IB: IBA / TMA	IB diploma Specialisation	IB diploma Differentiation IBA	IB diploma Differentiation IBA	TMA diploma

a. Characteristics of and final competencies for the study programme

Applicable for cohort 2018-2019 and 2019-2020 (IB: IBA)

International Business Programme Learning Outcomes

From cohort 2018-2019 onwards the International Business Programme Learning Outcomes (PLOs) are applicable. These PLOs have been derived from professional practice. They express not so much what a graduate has learned (in terms of education), but more what a graduate is capable of (in terms of actions and assignments that are relevant for the profession). To provide more clarity, the PLOs are divided in four domains: Ways of thinking, Ways of working, Living in the World and Tools for Working and Management.

The PLOs are applicable for all IB differentiations and IB specialisations programmes. For an overview, see section 10.2.1.a.

International Business for Asia educates students to become a bridge between European and Asian businesses. An international business programme specifically aimed at Asia is necessary because of the importance of the Asian market for European businesses and vice versa, and the (importance of understanding) intercultural differences between both continents. Our students can combine knowledge and skills of a broad range of subjects: European and Asian business, Asian culture, society and politics, Asian language (Mandarin, Japanese or Indonesian), intercultural skills, etc. Therefore, our students need to be flexible, culturally sensitive, and entrepreneurial.

A graduate of IB for Asia can operate within the wide spectrum of the international Business Administration domain. He or she has a set of interdisciplinary skills and a solid knowledge base and

can perform as an intermediary within various business domains. IB for Asia graduates are versatile and able to cope with changing job market requirements. IB for Asia professionals in small and medium-sized companies are often generalists with a wide range of duties, often in an international context. In larger, internationally operating companies or multinationals, they generally have a role as a specialist; the list below gives examples of such specialisms or roles in the different functional areas (mentioned under the domain Tools for Working and Management in the list of Programme Learning Outcomes). Furthermore, the programme meets the increasing demand for knowledgeable and skilled IB professionals with a solid grip of generic or so-called *21st century skills*, such as communication skills, collaboration, critical thinking, intercultural sensitivity, innovative thinking, information management, flexibility and personal and professional development.

Graduates of IB for Asia especially focus on the Marketing & Sales. More specifically this includes:

- Export account management, import account management, sales account management
- Internal sales/purchase department employee
- Marketing Management
- Product Management
- Online, social media Management
- Product/business development Management
- Foreign trade Advisor/Consultant
- Consultancy

Applicable for cohort 2017-2018 and earlier cohorts

The following overview shows the professional qualifications required of a trade manager specialising in Asia. This overview distinguishes between professional competencies (also referred to as critical professional competencies) and several personal skills to be demonstrated by the professional at the start of his or her career. These skills – and the underlying conditional knowledge and insights – are the focus of the Trade Management for Asia programme. They reflect the programme's vision on what students are expected to learn to become good professionals at the start of their careers. The last column in the curriculum overview shows which courses involve an assessment of final competencies.

The four specific TMA professional competencies

1. **Intercultural intelligence and language in Asian Trade** – '(Appropriate) intercultural and language intelligence for doing business in Asian countries'
 - 1.1 English language - Communicating both verbally and in writing in English (at an advanced level: Common European Framework Listening C1, Reading C1, Spoken Interaction C1, Spoken Production B2, Writing B2).
 - 1.2 Asian language - Communicating both verbally and in writing in the Asian language (Indonesian: B2, Mandarin level 2: B2/C1, Mandarin level 1 and Japanese: B1).
 - 1.3 Cross cultural communication in an Asian context - Using knowledge of and experience with Asian cultures in an effective manner to arrive at effective communication in cross-cultural business situations, as well as building and maintaining business networks with individuals and agencies.
2. **Entrepreneurship related to an Asian market** – 'Create opportunities for new business in Asia' Formulating and carrying out a business plan (including strategic and/or operational marketing plan and/or risk analysis and/or country analysis and/or market analysis and/or logistics aspects and/or legal basis and/or organisational and/or cross-cultural aspects and/or aspects of Corporate Social Responsibility [CSR] and/or quality care and/or financial aspects and/or personnel aspects and/or communication plan) using the relevant ICT resources.
3. **Import & purchase management in Asian countries** – 'Develop and/or carry out a reliable strategy for the import of products and services in Asian countries' Formulating and carrying out a purchase or import (policy) plan (including strategic decisions and/or risk analysis and/or country analysis and/or market analysis and/or logistics aspects and/or legal basis and/or cross-cultural aspects and/or financial aspects and/or aspects of Corporate Social Responsibility [CSR] and/or quality care) using the relevant ICT resources.

4. **Export & outsourcing (management) in Asian countries** – ‘Develop and / or carrying out a reliable strategy for the export of products and services in Asian countries’ Formulating and carrying out an export (policy) plan and/or outsourcing plan (including strategic and/or operational marketing plan and/or risk analysis and/or country analysis and/or market analysis and/or logistics aspects and/or legal basis and/or organisational and/or cross-cultural aspects and/or quality aspects and/or aspects of Corporate Social Responsibility [CSR] and/or quality care and/or financial aspects and/or personnel aspects) using the relevant ICT resources.

The four generic TMA professional competencies

5. **Competence development** – Developing professional competencies in trade management for Asia.
6. **Project Management** – Project and plan-based working method in multidisciplinary and multicultural teams within and outside of the company.
7. **Management skills** – Directing or managing a project or completed component within a company or import or export department.
8. **Consultancy** – Developing/advising on/supporting/supervising/coaching/explaining an internationalisation strategy (including international communication policy) for Asia or the Netherlands.

The competencies are not separate but complement and reinforce one another. Competency 1, intercultural intelligence, is important for all business contacts with Asia. The accent of competency 2 is on entrepreneurship, finding niches and conducting research into new or improved opportunities in Asian trade and services. The accent of competencies 3 and 4 is on the actual sale and execution of products and/or services. The combination of business skills with cultural and linguistic competencies is essential for professional practitioners.

Level of knowledge and professional competencies

Both knowledge and competencies are developed step by step. We use the level indication described below for this development. The level indication is based on the European Qualification Framework (EQF). This level differentiation has been developed for the first year to Bachelor level for each of the eight professional competencies, as described in section 4.5. Also described is which Dublin Descriptor and/or BBA (Bachelor of Business Administration) standards and/or personal skills apply for each professional competency.

Knowledge area level (including BBA core modules)	Competency development level	
First year level [EQF level 4/5]	1. Ample factual and theoretical knowledge within a field of work or study	I. Guided Familiar structured methods can be applied directly in accordance with set standards. Work is carried out within a familiar, simple, and structured context. Students can gather, critically evaluate, and select information. Group work and routines are carried out under guidance.
Core phase level, end of year 2 [EQF level 5]	2. Ample specialised factual and theoretical knowledge within an area of work or study and awareness of the limitations of that knowledge	II. Supervised Less structured, familiar methods adapted to changing situations. Familiar, more complex, and partially structured context. Interpreting & analysing. Group work or individual, working with guidelines and procedures in complex situations.
Profiling phase, Bachelor level [EQF level 6]	3. Advanced knowledge of an area of work or study that implies critical insight into theories and principles	III. Independent Complex, unstructured; improving methods and adapting standards to the situation. Unfamiliar, more complex and (partially) unspecified context. (Strategic) designing, integrating with professional practice. Individual, working independently in complex situations.

The following professional competencies must be acquired by every graduate on level II:

1. Intercultural Intelligence & Language in Asian Trade
2. Entrepreneurship Related to an Asian Market
5. Competence Development
8. Consultancy

For the following two professional competencies, at least one must be acquired on level III:

3. Import & Purchase Management in Asian Countries
4. Export & Outsourcing (Management) in Asian Countries

For the following two professional competencies, level II is the minimum final attainment level:

6. Project Management
7. Management Skills

The personal skills

- To adequately apply the four specific and four generic professional competencies, certain personal skills are vital. These personal skills are as follows for trade managers for Asia:
- Commitment (showing involvement with the group or organisation),
- Conscientiousness and concern for quality (having an eye for detail and delivery the required quality),
- Collaboration (a valuable group member, making a valuable contribution to the achievement of the group objectives),
- Flexibility (achieving an objective that has been set by changing his behavioral style and/or approach),
- Critical attitude/analytical skills/formation of an opinion (considering all information available before arriving at logical, realistic, and well-founded decisions, conclusions, and advice),
- Cultural sensitivity (aligning own behavior or actions to social work situations, drawing on insights gained in other cultures),
- Market-oriented approach (becoming familiar with and keeping up to date on developments in the market),
- Taking initiative (acting proactively),
- Result-oriented approach (focusing on achieving the results envisaged and not giving up until they have been achieved),
- Problem-solving (promptly identifying problems that arise in a practical situation and responding with appropriate concrete action),
- Customer orientation (smooth, efficient, and personal response to the stated and unstated needs of clients).

b. Contents of majors (all cohorts)

There are no separate majors for the TMA or IB (differentiation: IBA) study programme.

10.6.2. CONTENTS OF INTERNATIONAL BUSINESS FOR ASIA STUDY PROGRAMME

a. Propaedeutic phase: IB: IBA first year regular programme, year one (cohort 2020-2021)

Year one of the IB: IBA will not be taught anymore and is replaced by year 1 "IB with specialisations", at the end of which the student can choose from multiple specialisations, see subchapter 10.2.

b. IB: IBA main-phase regular programme, year two (cohort 2019-2020) and year three (cohort 2018-2019) and TMA main-phase: year four (cohort 2017-2018 and before)

For the contents of the main phase of the study programmes, please refer to the curriculum tables at the end of this article.

Applicable for cohort 2019-2020 and 2018-2019

Main phase of IB for Asia year two and three

Language choice

In year one the student has chosen one of the three languages: Mandarin, Indonesian or Japanese. This choice will apply throughout the student's study.

Native languages are excluded from this choice. If a student speaks a second native language, this is excluded from the student's options for language selection. If the student opts to do an Asian language as an elective, this language may not be the same as the main language chosen.

Elective 'Dutch for non-Dutch'

For non-Dutch students it is mandatory to take in a series of three electives 'Dutch for non-Dutch' in year one and two, together worth six EC.

Year two – Import project

The core of year two is the Import Project. In the Import project, students will work in project groups, in which they will set up a real company, do market research, import a product from Asia, sell this product in The Netherlands and then dissolve the company.

Block 1: Setting up your company

Students will take the first steps towards their import company. They will have workshops on Management Theory and project management skills and apply this in the setup of their company and they will start doing marketing and market research. The main deliverables of this block will be a project plan that outlines how the group will execute their import business and a trend analysis.

Block 2: Foundational research

In this block, students will focus on doing research for their import enterprise, such as market research and using other marketing and research tools to identify the product that they will import from Asia. In workshops, lectures and other project work students will learn about marketing, market research, logistics, law and finance, which they will immediately need to apply in their project tasks. The main deliverables of this block are a market research report and a procurement plan.

Block 3, week 1-3: Developing your business

In the first three weeks of the third block, groups take steps to further develop their business. This means they will finalise their business plan. The knowledge that they have gained for this in block 2 (Logistics and Finance) will be further expanded on, and students will also learn more about sustainability. Their work will also be complemented by skills development in the field of writing (specifically tailored to writing a business plan) and management skills. Deliverables are the Business Plan and a HR report.

Block 3, week 4-8: Marketing and Sales

The second part of the third block will focus on the sales and marketing side of the import enterprise, with the aim to successfully sell the imported product on the Dutch market. Students will be learning about digital marketing and e-commerce, commercial strategies, and financial operations of running a business. Management skills will, as always, be a continuing part of their work as students run their business. Deliverables of this block are a Sales presentation, a Trade fair, website & social media, and a Shareholder presentation.

Block 4: Finalising & reflection

The import enterprise will be finalised and wound down in the final block of the year. Students will learn about the financial aspects of this part of business, but also about reporting results – both financial and non-financial – with the aim of answering the question: how did the business do? This is supported by skills development such as presentation skills and writing skills. The block will also be used to reflect on other elements of the import enterprise, such as whether the research strategies used at the beginning of the year proved adequate for a successful project. Deliverables of this block are an Annual Report and a second HR report.

Country Expert track year two

The Country Expert Track has two elements: the language line, in which students focus on acquisition of their chosen Asian language and the society line. The Country Expert Track module consists of 14 EC from which 10 for language and 4 for society. Language is assessed in every block. The society line is assessed in block 2 and 4.

The society line of the first-year expert track is exploratory in nature and focuses only on students' focus countries. The second year, instead, looks beyond national borders and offers three in-depth themes that students need to understand Asian societies today: historical developments; political systems and developments; and religion and philosophy. Workshops on general developments, such as colonialism or nationalism, serve as a framework for subsequent in-depth analysis of developments in their focus countries. Also, students need to attend a certain number of guest lectures on developments in other Asian countries to broaden their horizon and understand developments across national borders. Assessment will be based on an essay exam on political systems and written essays in which historical and religious aspects are linked to current developments in their focus countries.

Year three

Students will spend their third year of study abroad in their Asia focus country for a study abroad period (year three, semester one) and an internship abroad (year three, semester two).

This will allow the students to acquire an in-depth knowledge of the Asian language of their choice, and it will contribute to the development of their intercultural competence. Working as an intern in an Asian company is necessary for developing their network for their future business environment, since doing business in Asia cannot take place without a prior relationship.

Students who do not meet the Asia threshold and who will go abroad with a (half) year delay, should catch up on year 2 courses they still need to pass to be allowed to go to Asia. Management is investigating how to facilitate students with study delay to meet the Asia threshold requirements as soon as possible.

Due to Covid-19 regulations the set-up of year three in 2020-2021 has changed, see sub chapter 10.6.2.f.

Applicable for cohort 2017-2018 and before

Main phase of TMA year four and after

In the main phase an attendance requirement applies to skills education and for the foreign languages. Students can miss a maximum of two lectures for subjects with an attendance requirement per block/ education period, except where stated otherwise in the course module description in Osiris.

A student who has not met the attendance requirement will not be permitted to participate in the test or assessment for the course in question. The same will also apply for the re-take. Under the requirements stipulated, the normal codes of conduct on attendance are observed, students are to be on time, meetings are not to be left before they have ended, and students are to be prepared where required. The lecturer will keep an attendance list during modules for which attendance is mandatory. The attendance requirement also applies to students repeating a module, except when the examiner or project coordinator believes that a student has serious concerns that are such that compliance with the attendance requirement is not justified.

Due to Covid-19 regulations the set-up of year four in 2020-2021 has changed, see sub chapter 10.6.2.f and k.

c. Conversion

In case a module of the previous academic year(s) is no longer part of the current curriculum, then article 9.4 sub 4 of the Student Handbook applies. This means that assessments of a module that is no longer part of the current curriculum will be offered twice more in the current year following cancellation. After this period, the student will be required to take the conversion module. The conversion module does not necessarily represent the same amount of EC as the original module. In case there is a justified relevance for the student to convert immediately, a request can be submitted to the Exam Board.

There is no conversion available for year 2 of cohort 2018-2019. This the group of students that followed year 2 IB:IBA last year, study year 2019-2020. In 2020-2021 all exams will be offered again twice. In 2021-2022 there will be a conversion to IB with specialisations.

A complete overview of conversions from cohort 2015-2016 till 2019-2021, is published on Hint.

d. Compensation

The TMA/IBA programme does not offer a compensation option for a failing overall grade attained for one module on the basis of the passing overall grade attained for other modules. If the assessment of a module consists of a number of tests, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one test on the basis of a 'passing overall grade' result for another test. It is also described in Osiris and the course module description if there is a minimal requirement to the sub grade or set of sub grades.

e. Binding Study Recommendations (BSR)

For a description of the BSR, see article 10.1.2.a. Due to Covid-19 in study year 2019-2020 the BSR is not applied and therefore the situation of a postponed BSR is not applicable in 2020-2021.

f. Internship and study abroad (year 3)

Students of the IBA programme are required to have an international experience with a strong Asian component during year three. This comprises 2 semesters in Asia, a study abroad at one of our partner universities (30 EC) and an internship abroad (30 EC). The study abroad takes place in semester five in the country of the language choice of the student. The internship takes place in semester six, preferably in the same country, but a different Asian country belongs to the possibilities. The Study Abroad Coordinator gives permission for this.

Covid-19 conditions

Year 3: Semester five: in order of preference

1. Special Programme

- 15 EC's online business education developed by IBA and 15 EC's online language education based on current study abroad programme from partner universities China, Japan, and Indonesia,

or

- 15 EC's business education and 15 EC's language both developed by IBA (online)

or

- 15 EC's business education and 15 EC's language both developed by a partner university (online)

2. Internship in the Netherlands within an international company, Asia oriented or internship in home country within an international company, Asia oriented (for international students only)

Year 3: Semester six: in order of preference

1

- Internship abroad, when national and international regulations do allow it.

or

- Internship in the Netherlands within an international company, Asia oriented

or

- Internship in home country within an international company, Asia oriented (for international students only)

2. If internship is completed in semester five: Study abroad, when national and international regulations do allow it.

3. Special Programme

- 15 EC's online business education developed by IBA and 15 EC's online language education based on current study abroad programme from partner universities China, Japan and Indonesia,

or

- 15 EC's business education and 15 EC's language both developed by IBA (online)
- or
- 15 EC's business education and 15 EC's language both developed by a partner university (online)

Conditions Internship

Requirements regarding companies:

- The internship will take place in a professional practice
- Internships in semester 5 (start September 2020) will be in the Netherlands/home country in an international company, for IBA/TMA with an Asian orientation.
- Internships in semester 6 (start February 2021) will have the requirement that companies are based in Asia.
- The internship will last 14 weeks.
- In principle, the internship will be completed at just one internship company.
- During the internship period, the student will work independently on an in-depth assignment for the internship company, in which he will resolve a practice-related issue for the internship company by carrying out applied research and applying the knowledge

For **students who couldn't complete their study abroad programme** in academic year 2019-2020 semester six, due to Covid-19 in Asia and weren't able to switch to an internship, they need to do retake semester six. This means these students unfortunately will have a study delay. For these students:

- Semester six is the above-mentioned semester six.
- Semester seven is the above-mentioned semester five.
- Semester eight they will do their thesis in the Netherlands.

Applicable for cohort 2017-2018 and before

Period abroad during years three and four

The 'Study abroad' and internship abroad are mandatory. The student is only allowed to participate in the curriculum components 'Study abroad' (study exchange, 30 EC) and 'Internship abroad' (30 EC) if the following requirements are met by the reference dates of the first of October and the first of April, respectively, prior to the study semester abroad:

- The first-year certificate
- 50 EC from the second year of the regular curriculum, including:
 - all components of the Asian language instruction during the second year
 - all internship components during the second year, including internship preparation
 - the Study Coaching Programme during the second year

The above does not apply if the statutory feasibility standard of 40 EC per academic year cannot be met.

The supervision and assessment are described in the course module description and internship handbook.

Applicable for cohort 2018-2019

Asia threshold

In study year 2020-2021 students of cohort 2018-2019 will follow the 'Study abroad' (study exchange, 30 EC) and 'Internship abroad' (30 EC).

The registration for study abroad will take place between February and May (depends on the university) 2020. The following requirements need to be met:

- At least 48 EC in the first year phase;
- 14 EC from block one and two of year two, including
 - A sufficient for the module "Country expert track: ... (IBAEJA01R2/ IBAEIN01R2/ IBAECH01R2/ IBAECH01R2L2)" of block one (2 EC);
 - A sufficient for the module "Country expert track: ... (IBAEJA02R2/ IBAEIN02R2/ IBAECH02R2/ IBAECH02R2L2)" of block two (4 EC);
 - 8 EC out of the four Import Enterprise modules of block one and two combined with restraint that the student needs a sufficient for one of the following two modules:
 - IBASUC11R2 Import enterprise: Setting up your company, part 2 (4 EC)
 - IBAFRE11R2 Import enterprise: Foundational Research, part 2 (4 EC)

Internship requirements applicable for all cohorts

An internship may only be done at a company with at least 10 FTEs (interns do not count), where no family members work, where sufficient supervision is provided and where the possibility exists to independently carry out the internship assignment. The study load of the internship is 30 EC. All regulations regarding the internship abroad can be found in the Internship Manual.

Study Abroad

TMA/IBA students are required to attend the Study Abroad programme. During the study abroad semester the student attends a module package consisting of the following:

- a. Several separate business modules: Business Component (15 points)
- b. Several separate language modules: Language component (15 points)

If a student has not attained certain components of the study abroad semester, he or she must take the assignments which are specially developed for this purpose in the Netherlands to replace components 'a' and 'b' above.

The following marks are awarded for a study abroad programme:

- Not Qualified for an insufficient study abroad programme
- Qualified for a sufficient study abroad programme

The qualifications 'qualified', 'not qualified' will not be translated into numerical grades (see appendix 'Actual numerical outcomes with numerical equivalents' of the Student Handbook). The Student handbook furthermore states that the result 'qualified' for exchange programme will not be included when determining the weighted mean.

Qualified means that the student earned the full 15 EC of the Business component and/or the 15 EC of the Language component of the Study Abroad programme. Non-qualified students (student has earned less than 15 EC of the component) need to repair the missing grades by doing a replacement assignment. Which assignment the student needs to do, depends on the component and the number of missed credits.

Business Component: The student will need to do an alternative assignment (approved by the Exam Board) to earn the missing points. A case assignment that matches the number of EC that a student needs, will be provided to the student by the coordinator Study Abroad Programme.

Language Component: Students who attain a 'not satisfactory' result for (parts of) the Language component (representing a total of 15 EC) of the study abroad will be given the opportunity to do an area language programme created specifically for this purpose.

Personal circumstances

In conformity with article 3.2, 6.8 sub 4 and 9.12 Student Handbook, it may be decided to make (individual) arrangements regarding the mandatory programme abroad in case of special circumstances. Students are responsible for the prompt notification of the student counsellor of any relevant personal circumstances, so that the Institutional Management can determine the influence of the circumstances on study progress. Only in exceptional circumstances is it possible to deviate from above in consultation with the internship and/or Student Abroad Programme coordinator and the Coordinator Student Affairs. In this case of deemed relevance and necessity, an alternative to the Abroad Internship or Study Abroad Programme can be requested from the Exam Board by filling in an application in Osiris Case.

In case personal circumstances are permanent, the student must contact the student counsellor and ask her/him for an advice regarding the request with the Exam Board (via Osiris Case) to an alternative. It is also advisable to explore with the counsellor (and possibly also coach and/or the coordinator Student Affairs) whether it may be possible to follow the regular programme without an arrangement. An appointment with the counsellor can be made digitally via the Hint page of the student counsellors. Additionally, an advice from the Coordinator Student Affairs must be provided.

g. Requirements imposed on the performance of activities during the programme (applicable for all cohorts)

Within the IB: IBA and TMA study programme, no requirements are set regarding the performance of work while following the programme.

h. External experts

The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.

i. Course module descriptions

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned

The course module descriptions of the individual modules delivered as part of a programme are available via Osiris Student.

j. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, the practical exercises in question have been marked with the code 'CPE' in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

k. Graduation (year 4)

The thesis (26 EC) is part of the fourth-year programme and enables the student to demonstrate that he or she has attained the competencies of the professional profile for the TMA programme at the level required of a graduate from a university of applied sciences and that he or she is ready to enter professional practice.

Covid-19 conditions

For 'regular' students TMA who have been able to complete their study abroad either physically or online or were able to switch their study abroad to an internship in the Netherlands within an international company, Asia oriented the following options are possible:

Students completed their study abroad

Year 4: Semester seven, September 2020

- Internship in the Netherlands within an international company, Asia oriented
- or
- Internship in home country within an international company, Asia oriented (for international students only)
- or
- Internship in Indonesia
- or
- Thesis (in the Netherlands or home country)

Year 4: Semester eight, February 2021

- Thesis (either in Asia or in the Netherlands)

If thesis is completed in semester seven:

- Internship, when national and international regulations do allow it.
- or
- Internship in the Netherlands within an international company, Asia oriented
- or
- Internship in home country within an international company, Asia oriented (for international students only)

Students completed their internship in the Netherlands/in home country

Year 4: Semester seven, September 2020

Special Programme

- 15 EC's online business education developed by TMA and 15 EC's online language education based on current study abroad programme from partner universities China, Japan, and Indonesia,

or

- 15 EC's business education and 15 EC's language both developed by TMA (online)

or

- 15 EC's business education and 15 EC's language both developed by a partner university (online)

Year 4: Semester 8, February 2021

- Thesis (in the Netherlands, Asia, or home country)

Conditions Thesis

The following general criteria apply when you apply for a thesis assignment with a thesis company

- The organisation will supply products and/or services within the International Business professional profile
- The organisation offers the possibility to work on tasks and problems that are representative of the profession
- Qualified supervision
- The company must employ a minimum of 8 FTE [1]
- During the period, time should be created for supervision and reflection
- Sufficient opportunity to take part in formal and informal consultation

Requirements for the context of your thesis assignment (TMA)

The following general criteria apply to the context of your thesis assignment:

- The thesis assignment should have an Asian focus and character.
- The focus of the thesis assignment should be on a complex and relevant Asian Business issue in an organisation that meets the requirements (refer to page 8 of the thesis manual).
- The student should be able to identify new developments and assess the impact to the internal and external environment of the company regarding your thesis assignment.
- To answer student's research, question the student should be able to execute an (Asian market) analysis as a basis for student's results and recommendations.
- The student should be able to prioritise student's recommendations and formulate an advice on investment of money, time, and energy.
- The student should be able to present student's conclusion and recommendations with conviction to management and other target groups to receive support for execution.
- The student should be able to manage and regulate student's own development with respect to learning, working in a result-oriented way, taking initiatives, and operating flexibly and independently.

Conditions to start the thesis

Students are required to fulfil a few special conditions before being able to start to write their graduation thesis. The student can register to start his thesis/graduation programme if:

- the student has obtained at least 120 credits in academic years two, three and four
- the student has completed and passed all year two modules
- the student has completed and passed the year three export project
- the student has completed and passed the year three internship abroad, including submission of all associated reports

The student's defence can only be planned after the student has obtained all other credits in the main phase except for the thesis.

For thesis semester seven starting requirement:

- The student has obtained all ECs of the year one.
- The student has obtained 110 ECs from year two and three.
- The internship is completed.

The thesis accounts for 26 credits. The complete graduation programme consists of the modules SLC Year four, Final Assessment in English, Final Assessment in Asian Languages and the thesis.

How the thesis topic is determined:

- The topic of the graduation programme must relate to the content of the TMA programme. In other words, the topic must in any case be of an international business nature and linked to Asia.
- It must be based on a business assignment.
- It must involve a combination of theoretical and practical research, whereby the theoretical research serves the interests of the practical research to be conducted. The practical research must be carried out for a company with at least 8 FTE.
- It must reflect the practical work (research) done by the student and must not be limited to a compilation of or paraphrasing of as much literature as possible on the topic.
- Based on theoretical and practical research, it must include elements that are new and original, i.e. recognisable as the opinions, conclusions, and recommendations of the student in question.

The "Thesis Start Document" is to be found in the Thesis Guide and must be handed in to the thesis coordinator. The thesis coordinator will then allocate a supervising lecturer. The supervising lecturer serves as the contact person from the school for the student during the research process.

Assessment of the thesis

The graduation programme is assessed by two lecturers. The substantive assessment of the thesis represents 80% of the final score for the thesis. The student will not pass if the result of the substantive assessment is lower than 5.5. The oral defence represents 20%.

The assessors evaluate the thesis report individually. If the difference in grades between the assessors is less than or equal to 1.0 point the average of both grades will be taken. If there is over 1.0-point difference in grade the assessors will discuss the evaluation. If the two assessors do not reach an agreement the Exam Board will appoint another assessor upon advice of the Course Director. This appointed assessor decides on the final – binding – grade of the student. The student will receive word about the evaluation, including the rubric with evaluations.

Defence of the thesis

The oral part of the graduation programme is the student's last educational activity. This means that no oral defence can take place until all other compulsory modules of the study programme have been finalised. The defence will only proceed when the student is evaluated with a sufficient grade (equal to or above 5.5) for the thesis report. The thesis defence is held in one of the buildings of Rotterdam, University of Applied Sciences. Deviations from this are only possible with permission from the thesis coordinator.

Examination

Once a student can submit proof that all the components of the main phase graduation programme have been completed successfully, the result of the examination can be determined during the next meeting of the Exam Board. Each year, there are 6 occasions on which students can complete the final exam. The dates on which the Exam Board meets and the procedure for registering for an examination meeting can be found on HINT. See the handbooks on Learning Management System (LMS) for more information on graduation-related procedures.

After their defence the students can request the TMA certificate. The request is processed by the back office and Exam Board. The dates for the Exam Board meetings can be found on the study calendar. If a student needs to complete only one more course before graduation and no regular assessment is scheduled in the remainder of the academic year, the Exam Board may, on the request of the student, grant an additional opportunity to complete the course.

I. The Honours programme

In addition to article 9.6., Rotterdam University of Applied Sciences (RUAS) has developed an Honours programme specifically for innovative students who are looking for an extra challenge. This is open to all ambitious and talented students that want to achieve some extra specialisation in their studies. In this case, the attainment of five new competencies relating to innovative behaviour: innovation driven, demand driven, collaborative working, interactive learning, and knowledge creation.

The Honours programme is followed during years two, three and four, year one of the programme is used for recruitment and selection. To be considered eligible, students must not have any study delay and will be required to write a motivation letter in which they indicate what the HP would mean to them and their professional careers and what they themselves could add to the HP.

To enable students to familiarise themselves with the programme at an early stage, RBS has developed various HP electives, which the student can follow during years one and two as part of the elective space. They enable students to see whether the programme would be right for them. Students will also complete a project that has been designed specifically for the HP, in which they will show that they can do the programme. During the first semester of year three, students will do an internship that will involve an extra research assignment. Certified Honours Assessment staff will coach the students and guide them on the road to develop into an innovative professional.

The Honours Programmema is not without obligations. Students are expected to do extra-curricular assignments in every block. Honours students are expected to spend approximately 560 hours extra on their HP assignments. The experiences from these assignments are described in STARR evaluations. From the beginning onwards students work on their HP Portfolio in which they file the STARR evaluations. The portfolio is used as proof that students have mastered the five HP competencies. Once students have completed this document by the end of their studies, they will go forward for the final assessment. If successful, students will be awarded with an extra supplement of the bachelor's degree certificate, referring to the successful completion of the Honours Programme.

Note: see HINT and Learning Management System (LMS) for programme-specific information about the Honours Programme.

Curriculum tables, IBA / TMA regular route

Main phase year two IB: IBA

Curriculum scheme Study Handbook													
Programme: International Business: differentiation for Asia; 2020-2021; full time; IB: IBA													
Year 2	(Cohort: 2019-2020)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
Block 1													
	Import enterprise: Setting up your company, part 1	IBASUC02R2	5	80	PF		PF*						
	Import enterprise: Setting up your company, part 2	IBASUC11R2	4		WR		WR*						
	Country Expertise Track: Japan (Language, Society, History & Culture) - 1**	IBAEJA01R2	2	26	WR		WR*						
	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 1**	IBAEIN01R2											
	Country Expertise Track: China (Language, Society, History & Culture) - 1**	IBAECH01R2											
	Country Expertise Track: China (Language level 2, Society, History & Culture) - 1**	IBAECH01R2L2											
	Elective/remedial teaching		2	14									
Block 2													
	Import enterprise: Foundational Research, part 1	IBAFRE02R2	5			80	PF		PF*				
	Import enterprise: Foundational Research, part 2	IBAFRE11R2	4				WR;WR*						
	Country Expertise Track: Japan (Language, Society, History & Culture) - 2	IBAEJA02R2	4	26	OR; AT;OR*;AT*		OR; AT;OR*;AT*						
	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 2	IBAEIN02R2											
	Country Expertise Track: China (Language, Society, History & Culture) - 2	IBAECH02R2											
	Country Expertise Track: China (Language level 2, Society, History & Culture) - 2	IBAECH02R2L2											
	Country Expertise Track: Japan (Language, Society, History & Culture) - 3	IBAEJA03R2	2	16	WR		WR		WR*				
	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 3	IBAEIN03R2											
	Country Expertise Track: China (Language, Society, History & Culture) - 3	IBAECH03R2											
	Country Expertise Track: China (Language level 2, Society, History & Culture) - 3	IBAECH03R2L2											
	Elective/remedial teaching		2	14									
Block 3													
	Import enterprise: Developing your business	IBADYB01R2	4					20	PF; PF*				
	Import Enterprise: Marketing & Sales, part 1	IBAMAS01R2	5					80	PF		PF*		
	Import Enterprise: Marketing & Sales, part 2	IBAMAS11R2	4						WR		WR*		
	Country Expertise Track: Japan (Language, Society, History & Culture) - 4	IBAEJA04R2	2	26	OR		OR		OR		OR*		
	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 4	IBAEIN04R2											
	Country Expertise Track: China (Language, Society, History & Culture) - 4	IBAECH04R2											
	Country Expertise Track: China (Language level 2, Society, History & Culture) - 4	IBAECH04R2L2											
	Elective/remedial teaching		2	14									
Block 4													
	Import enterprise: Finalizing & Reflection, part 1	IBAFAR01R2	5							80	PF;PF*		
	Import enterprise: Finalizing & Reflection, part 2	IBAFAR11R2	4								WR;WR*		
	Country Expertise Track: Japan (Language, Society, History & Culture) - 5	IBAEJA05R2	4	26	GAT; AT; GAT*;AT*		GAT; AT; GAT*;AT*		GAT; AT; GAT*;AT*		GAT; AT; GAT*;AT*		
	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 5	IBAEIN05R2											
	Country Expertise Track: China (Language, Society, History & Culture) - 5	IBAECH05R2											
	Country Expertise Track: China (Language level 2, Society, History & Culture) - 5	IBAECH05R2L2											
			60	7 weeks	1 week	7 weeks	4 weeks	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** A. If you chose to follow an Asian language as an elective, this may not be the same language as the Asian language in your main programme.

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Main phase year three IB: IBA

Curriculum scheme Study Handbook													
Programme: International Business: differentiation for Asia; 2020-2021; full time; IB: IBA													
Year 3	(Cohort: 2018-2019)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1 & 2												
	Study China - Language Education China	IBALCH120R3	15	8 + 75**			AT;AT*						
	Study Japan - Language Education Japan	IBALJA120R3											
	Study Indonesia - Language Education Indonesia	IBALIN120R3											
	Study China - Minor Exporting to Asia: China	IBAMCH120R3	15	8 + 75**		8 + 75**	AT;AT*						
	Study Indonesia - Minor Exporting to Asia: Indonesia	IBAMIN120R3											
	Study Japan - Minor Exporting to Asia: Japan	IBAMJA120R3											
	Block 3 & 4												
	Internship Asia: research assignment / assessment by intership supervisor + reflection report	IBAIN120R3	30					5 + 50 ***		5 + 50 ***	AT;AT*		
			60	10 weeks		10 weeks		10 weeks		10 weeks			

* Second opportunity

** These are the contact hours delivered to the student by the exchange partner (university) in Asia

*** These are the contact hours delivered to the student by the internship organization in Asia

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continous Assesment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Main phase year four TMA
English taught

Curriculum scheme Study Handbook													
Programme: Trade Management for Asia; 2020-2021; full time; TMA													
Year 4	(Cohort: 2017-2018)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1 & 2												
	Consultancy/acquisition	TMACON01R4E	2			6	PF		PF*				
	Internship Asia: practical training & SCC	TMABOR05R4E	25				ASS		ASS*				End level
							PF		PF*				End level
	Internship Asia: Assignment						AT		AT*				End level
	Final Test Japanese	TMAAJA02R4E	2				RP;O		RP*;O*				End level
	Final Test Mandarin	TMAAMA02R4N1E											End level
	Study Career Coaching: Intercultural Competence (8)	TMASLC05R4E	1			1	PF		PF*				End level
	Block 3 & 4												
	Research Methods: Thesis (7)	TMAMTS01R4E	2					14	AT		AT*	CPE	
	Study Career Coaching (8)	TMASLC03R4E	1					4	PF		PF*		End level
	Thesis (7)	TMATHS119R4E	26								AT; AT*		End level
	Final Test English (9)	TMAAEN01R4E	1								O, RP; O*, PR*		End level
			60	10 weeks		10 weeks		10 weeks		10 weeks			

* Second opportunity

(7) Both the thesis module as the module Research Methods for the thesis will be offered both in the first as in the second semester of the same year.

(8) Both Study Career Coaching TMASLC03R4E and TMASLC05R4E will be offered both in the first as in the second semester of this year.

(9) There are no fixed dates for the final assessment for English. Please, contact your teacher to set a date for your own assessment.

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continous Assesment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Dutch taught

Curriculumschema hogeschoolgids													
Opleiding: Trade Management gericht op Azië; 2020-2021; volijd; TMA													
Jaar 4 (Cohort: 2017-2018)													
	Cursusnaam	Cursuscode	SP	Blok 1		Blok 2		Blok 3		Blok 4		Praktische oefening	Eindniveau
				contacttijd x 60 min.	Toets	contacttijd x 60 min.	Toets	contacttijd x 60 min.	Toets	contacttijd x 60 min.	Toets		
	Blok 1 & 2												
	Consultancy/acquisitie	TMACON01R4	2			6	PF		PF*				
	Stage Azië: praktijkdeel en SLC	TMABOR05R4	25				AS		AS*				Eindniveau
							PF		PF*				Eindniveau
	Stage Azië: stageopdracht						O		O*				Eindniveau
	Eindtoets Indonesisch	TMAAIN02R4	2				V;M		V;M*				Eindniveau
	Eindtoets Japans	TMAAJA02R4											Eindniveau
	Eindtoets Mandarijn niveau 1	TMAAMA02R4N1											Eindniveau
	Eindtoets Mandarijn niveau 2	TMAAMA02R4N2											Eindniveau
	Studieloopbaancoaching: Assessment Interculturele Competent	TMASLC05R4	1			1	PF		PF*				Eindniveau
	Blok 3 & 4												
	Onderzoeksmethodiek: scriptie (7)	TMAMTS01R4	2					14	O		O*	POA	
	Studieloopbaancoaching (8)	TMASLC03R4	1					4	PF		PF*		Eindniveau
	Scriptie (afstudeeronderzoek) (7)	TMATHS119R4	26								O; O*		Eindniveau
	Eindtoets Engels (9)	TMAAEN01R4	1								V;M V*;M*		Eindniveau
			60	10 weken		10 weken		10 weken		10 weken			

* Tweede kans

(7) Zowel de scriptie als de module onderzoeksmethodiek (als genoemd onder OP3 en 4) worden gespiegeld aangeboden.

(8) Zowel SLC03R4 als TMASLC05R4 worden gespiegeld aangeboden

(9) Voor de eindtoets Engels gelden meerdere mogelijke toetsdata. Neem daarvoor contact op met de docent.

Legenda

In de kolom "Toets"

AS= Assessment
CA = Continuous Assessment
D= Digitale toets
GO = groepsopdracht
MC= Multiple choice
M= Mondeling
O= Opdracht
P= Presentatie
PF=Portfolio
S= Schriftelijk
V= Verslag

* = Tweede kans

In de kolom "Praktische oefening"

PO= cursus 'praktische oefeningen'
POA= verplichte aanwezigheid bij cursussen met 'praktische oefeningen'

In de kolom "SP"

SP tussen haakjes - het onderwijs van deze cursus vindt plaats in meerdere onderwijsperiodes, SP worden toegekend, bij voldoende resultaat, toegekend na toetsing.

SECTION 10.7

Fast track international Business.

10.7.1. GENERAL

a. General

Students with a pre-university (VWO) diploma or an equivalent from a foreign university, such as the International Baccalaureate, can register for the three-year IB Fast Track with specialisations programme, consisting of a three-year programme for 180 EC.

Enrolment conditions for the IB Fast Track programme with specialisations:

- a Dutch pre-university (VWO) diploma, or
- an IB (International Baccalaureate) from an accredited institution

Further conditions are:

- an IELTS 6.0 or TOEFL iBT 80 (for students without a Dutch VWO diploma)
- a Study Programme Check interview without a binding negative recommendation.

The Fast Track consists of a three-year study programme for a total of 180 EC. The study is structured in such a way that the speed-up in comparison with the regular four-year route takes place during the first and second year of enrolment. In this way, a former VWO student demonstrates that he or she has more knowledge and skills than a student with a HAVO background.

The structure of the Fast Track study is as follows:

year 1 (60 EC) → IB with specialisations

year 2 (60 EC) → IB with differentiations

year 3 (60 EC) → IB with differentiations

Professional Qualifications

For all professional qualifications required, see article 10.2.1. an International Business Programme Learning Outcomes.

Language of instruction

The Fast Track is English taught.

b. Contents of majors (all cohorts)

There are no separate majors for the Fast Track IB study programmes.

10.7.2 FAST TRACK INTERNATIONAL BUSINESS

a. Propaedeutic phase: IB Fast Track with specialisations, first year regular programme (cohort 2020-2021)

Applicable for cohort 2020 - 2021

Fundamentals of the Fast Track

The comprehensive, advanced Fast Track curriculum combines established theoretical concepts with practical case-study applications. Infused with ethical reference points for values-based leadership, the Fast Track programme focuses on the need to educate future business professionals in an interdisciplinary way, through which students develop an integrated worldview and actively explore the role of business in society. The curriculum is rooted in business fundamentals, such as marketing, finance and accounting, operations, logistics, business research and organisation and people. In addition, a number of innovative modules aim to inspire a new generation of corporate executives to

strive for a life of professional accomplishment and personal fulfillment and to clarify their core values and live them in all domains of their lives. Focused on meeting the challenges of the contemporary business environment (such as globalisation, increasing pace of change, and growing competition), the programme is tailored to meet the needs of aspiring future professionals and emphasises the responsibility of leaders not only to care about the maximisation of corporate value but to safeguard standards of moral and ethical conduct.

The design of the Fast Track curriculum is a mixture of continuous programmes and an integrated curriculum. The core business part of the curriculum (Finance and Accounting, Operations, Management of Information, Marketing and Sales, Organisation and People, Economics and Business Communication) is built up upon the integrated curriculum principles. All subjects will be integrated and aligned with the block-specific theme to allow the students to understand the interdependence of different business areas and related topics. This will enable them to get a bigger picture of the business life and understand the necessity of alignment of different parts of the organisation towards a common goal.

Each block of the integrated part of curriculum will consist of two modules ranging from four to six EC. One business module will be dedicated to fundamental/theoretical knowledge and the second module will be dedicated to the application of that knowledge to multiple real-life situations (problem, assignment, task).

In addition to the integrated subjects, there are also separate continuous learning tracks that span the whole year: Foreign Languages, Leadership Professional Development, and Project Management and Collaboration.

Languages

Students who register for the fast track IB can choose for Dutch, Mandarin or Spanish as a foreign language. Student is not allowed to take the language in which he completed his former education. Native languages are excluded from choosing. If one speaks a second native language next to Dutch, this is excluded from the student's options for language selection. Although, it cannot be guaranteed that language groups with less than 20 students will be offered.

Language choice:	Specialisation	Programme:
Spanish		Projects, internship: Spain
Mandarin		Projects, study exchange, internship: China
Dutch		Projects, internship: the Netherlands

b. Main phase: IB Fast Track with differentiations, second and third year regular programme (cohort 2019-2020 and 2018-2019)

Applicable for cohort 2018-2019 and 2019-2020

The first and second year of enrolment of the Fast Track for these cohorts is IB-wide. This means that IB: IBL, IB: IBM, IB: IBS and IB: IBA students mostly follow a joint programme. In addition to the integrated subjects, there are also separate continuous learning tracks that span the whole year: Foreign Languages, Leadership Professional Development, and Project Management and Collaboration. IB: IBL differentiation students follow a specific language programme and specialise themselves in Marketing & Sales.

Year 3 of the IB Fast Track is equal to year 4 of the regular IB programmes, the so called first-generation IB-programmes. The first and second year of enrolment of the Fast Track is IB-wide. After the first two years, students from the Fast Track IB: IBM/ IB: IBS/IB: IBA/IB: IBL programme enter the regular year 4 of the IB programme (i.e. in their third year of enrolment), provided they meet the quantitative requirement as mentioned in the student handbook of the IB regular programme of that particular cohort.

Languages

Students who register for the fast track IB can choose for a language depending on their differentiation. Student is not allowed to take the language in which he completed his former education. Native languages are excluded from choosing. If one speaks a second native language next to Dutch, this is excluded from the student's options for language selection. In the overview below the possibilities are described. A limitation is that it cannot be guaranteed that language groups with less than 20 students will be offered.

Overview Fast Track IB year two

Applicable for cohort 2019-2020

Language choice:	Course:	Programme:
Spanish	IBL, IBM or IBS	Projects, internship: Spain
Mandarin	IBA	Projects, study exchange, internship: China
Dutch	IBL, IBM or IBS	Projects, internship: the Netherlands

From another perspective:

Course chosen:	Language:	End level	Programme:
IBM	Spanish or	B1	Projects, internship: Spain
	Dutch	B1	Projects, internship: the Netherlands
IBL	Spanish or	B2	Projects, internship: Spain
	Dutch	B2	Projects, internship: the Netherlands
IBA	Mandarin	B1	Projects, study exchange, internship: China
IBS	Spanish or	B1	Projects, internship: Spain
	Dutch	B1	Projects, internship: the Netherlands

Overview Fast Track IB year three

Applicable for cohort 2018-2019

Language choice:	Course:	Programme:
French	IBL, IBM or IBS	Projects, internship: France
Spanish	IBL, IBM or IBS	Projects, internship: Spain
Mandarin	IBA	Projects, study exchange, internship: China
Dutch	IBL, IBM or IBS	Projects, internship: the Netherlands

From another perspective:

Course chosen:	Language:	End Level	Programme:
IBM	French or	B1	Projects, internship: France
	Spanish or	B1	Projects, internship: Spain
	Dutch	B1	Projects, internship: the Netherlands

IBL	French or	B2	Projects, internship: France
	Spanish or	B2	Projects, internship: Spain
	Dutch	B2	Projects, internship: the Netherlands
IBA	Mandarin	B1	Projects, study exchange, internship: China
IBS	French or	B1	Projects, internship: France
	Spanish or	B1	Projects, internship: Spain
	Dutch	B1	Projects, internship: the Netherlands

Professional Qualifications

For all professional qualifications required, see article 10.2.1.an International Business Programme Learning Outcomes.

Applicable for cohort 2018-2019

Propaedeutic phase year one and two.

Not applicable, see for tables of content the study handbook 2018-2019.

c. Conversion table 2018-2019 / 2019-2020

If modules of a previous year have changed of name and/or code and/or number of EC, a conversion is necessary. In case a course of the previous academic year is no longer part of the current curriculum, then the rule of article 9.4 sub 4 of the Student handbook applies. This means that assessments in respect of a course, that is no longer part of the current curriculum, will be offered twice more in the current year following the year of removal. After this period, the student will be required to take the converted course. In case there is a justified relevance for the student to convert immediately, a request can be submitted to the Exam Board.

The conversions of the study programme 2018-2019 and 2019-2020 applicable for the study programme of 2020-2021 are published on Hint.

d. Compensation

The IB Fast Track programmes do not offer a compensation option for a failing overall grade attained for one module based on the passing overall grade attained for other modules. If the assessment of a module consists of a number of tests, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one test on the basis of a 'passing overall grade' result for another test. It is also described in Osiris and the course module description if there is a minimal requirement to the sub grade or set of sub grades.

e. Binding Study Recommendations (BSR)

For Binding Study Recommendations (BSR), see article 10.1.2.a.

f. Internship / study abroad

Internship IB: IBA

The internship takes place in the second semester of year two. During this period, the student goes on an internship. The internship of IB: IBA fast track students must be done in a region where their High-level language is an official language. For further information, see article 10.6.2.f.

Internship IB: IBM, IB: IBS and IB:IBL.

The study load of the internship is 30 EC.

The Internship Guides of IB:IBM/IB:IBS and IB:IBL provide detailed regulations on the internship, see articles 10.3.2.f., 10.4.2.f and 10.5.2.f.

Covid-19 conditions IB: IBM, IB: IBL, IB: IBA and IB: IBS

Due to Covid-19 changes in the standard regulations are possible. For these changes see the sub chapters 10.3.2-f, 10.4.2-f, 10.5.2-f and 10.6.2-f.

The study load of the internship is 30 EC. The Internship Guide provides detailed regulations on the internship.

g. Requirements imposed on the performance of activities during the programme (applicable for all cohorts)

Within the Fast Track study programme, no requirements are set regarding the performance of work while following the programme.

h. External experts

The Exam Board may appoint external experts as examiners. When appointing external examiners, the Exam Board shall apply the profile of internal examiners (available on Hint) as much as needed.

i. Course module descriptions

The course module descriptions of the individual modules delivered as part of a programme are available via Osiris Student.

The course module description explains the following about the assessments/examinations to be taken:

- The form or manner and order in which the module is assessed
- The block in which the assessment takes place
- Number of credits that can be earned

j. Practical exercises

When there is an obligation to participate in practical exercises, about the enrolment to the exam, the practical exercises in question have been marked with the code 'CPE' in the curriculum tables. The design of the practical exercise is mentioned in the course module description.

k. Graduation

Covid-19 conditions IB: IBM, IB: IBL, IB: IBA and IB: IBS

Due to Covid-19 changes in the standard regulations are possible. For these changes see the sub chapters 10.3.2-k, 10.4.2-k, 10.5.2-k and 10.6.2-k.

Conditions to start the thesis

- The student has obtained at least 50 ECs credits in year two. The student can prove this by making an Osiris print out (upload this to Intouch).
- The student has obtained all ECs of year one.
- The student has successfully completed the internship.
- The student has no delay for projects or subjects for which an attendance requirement applies during the thesis period (such as a study abroad or minor).

The student's defence can only be planned after the student has obtained all other credits in the main phase except for the thesis.

m. The Honours programme

Not applicable for Fast Track programme students.

Content of the IB Fast Track Programme

Applicable for cohort 2020-2021

Propaedeutic phase year one

Curriculum scheme Student Handbook

Programme: International Business Fast Track: specialisations; 2020-2021; full time: IB FT

Year 1	(Cohort: 2020-2021)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Principles of Business Tools	IBPPBT119FT1	4	36	D		D*						
	Applied Business Tools	IBPABT119FT1	4	36	RP		RP*						
	Professional Development I	IBPPD120FT1	(2)	9								PE	
	Project Management and Collaboration I	IBPPMC119FT1	(2)	9								PE	
	Expert Track (Language, Society, History & Culture), part 1	IBPETS119FT1	(5)	23								PE	
		IBPETD119FT1											
		IBPETM119FT1											
	Block 2												
	Principles of Business Environment Analysis	IBPPBE119FT1	5			45	D; D*						
	Applied Business Environment Analysis	IBPABE119FT1	5			45	RP; RP*						
	Professional Development I	IBPPD120FT1	2			9	CT; CT*					PE	
	Project Management and Collaboration I	IBPPMC119FT1	2			9	PF; PF*					PE	
	Expert Track (Language, Society, History & Culture), part 3	IBPETS119FT1	5	23		WR; O; WR*; O*						PE	
		IBPETD119FT1											
		IBPETM119FT1											
	Block 3												
	Principles of Business Models	IBPPBM120FT1	6					54	D		D*		
	Applied Business Models	IBPABM119FT1	5					45	PF		PF*		
	Professional Development II	IBPPD220FT1	(3)					14				PE	
	Project Management and Collaboration II	IBPPMC219FT1	(3)					14				PE	
	Expert Track (Language, Society, History & Culture), part 4	IBPETS219FT1	(5)	23								PE	
		IBPETD219FT1											
		IBPETM219FT1											
	Block 4												
	Principles of International Trade and Globalization	IBPPTG120FT1	6							54	D; D*		
	Applied International Trade and Globalization	IBPATG119FT1	5							45	CT; CT*		
	Professional Development II	IBPPD220FT1	3							13	CT; CT*	PE	
Project Management and Collaboration II	IBPPMC219FT1	3							13	PF; PF*	PE		
Expert Track (Language, Society, History & Culture), part 5	IBPETS219FT1	5	22						WR; O; WR*; O*		PE		
	IBPETD219FT1												
	IBPETM219FT1												
			60	7 weeks	1 week	7 weeks	1 week	8 weeks	1 week	8 weeks	4 weeks		

* Second opportunity

** Electives, Remedial Courses and English language are excluded from the Fast Track Programme

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Applicable for cohort 2019-2020
Main phase year two

Curriculum scheme Student Handbook													
Programme: International Business Fast Track: differentiation for Asia; 2020-2021; full time: IB FT IBA													
Year 2	(Cohort: 2019-2020)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Corporate Strategy	IBPCS119FT2	5	45	D		D*						End level
	International Trade and Consultancy I	IBPIT119FT2	4	32	CT		CT*						End level
	Ethical and Social Responsibility	IBPESR120FT2	3	27	CT		CT*						End level
	Professional Development III	IBPPD319FT2	(3)	14								PE	
	Expert Track (Language, Society, History & Culture) part I	IBPETM319FT2	2	16	WR;O;PF		WR*;O*;PF*					PE	
	Block 2												
	Innovation and Digitalization	IBPID119FT2	5			45	D;D*						End level
	International Trade and Consultancy II	IBPIT219FT2	4			32	CT;CT*						End level
	Expert Track (Language, Society, History & Culture), part III	IBPETM419FT2	2			16	WR;O;PF;WR*;O*;PF*					PE	End level
	Cultural Proficiency	IBPCPS120FT2	2			16	CT;CT*						
	Professional Development III	IBPPD319FT2	3			13	PF;PF*					PE	End level
	Block 3 & 4												
	Study Abroad Programme	IBPSAP119FT2	30					10 / 78**			PF;PF*		
			60	7 weeks	1 week	7 weeks	4 weeks	21 weeks					

* Second opportunity

** These are the contact hours delivered to the student by the lecturer and by the university

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block. SP will be awarded, a sufficient result provided, after the assessment.

Curriculum scheme Student Handbook													
Programme: International Business Fast Track: differentiation Languages; 2020-2021; full time: IB FT IBL													
Year 2	(Cohort: 2019-2020)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Corporate Strategy	IBPCS119FT2	5	45	D		D*						End level
	International Trade and Consultancy I	IBPIT119FT2	4	32	CT		CT*						End level
	Ethical and Social Responsibility	IBPESR120FT2	3	27	CT		CT*						End level
	Professional Development III	IBPPD319FT2	(3)	14								PE	
	Expert Track (Language, Society, History & Culture), part I	IBPETD319FT2	(4)	23								PE	
	Block 2												
	Innovation and Digitalization	IBPID119FT2	5			45	D;D*						End level
	International Trade and Consultancy II	IBPIT219FT2	4			32	CT;CT*						End level
	Expert Track (Language, Society, History & Culture), part II	IBPETD319FT2	4			22	WR;O;WR*;O*					PE	End level
	Cultural Proficiency	IBPCPS120FT2	2			16	CT;CT*						
	Professional Development III	IBPPD319FT2	3			13	PF;PF*					PE	End level
	Block 3 & 4												
	Placement	IBPPL119FT2	30					10 / 78**			PF;PF*		End level
			60	7 weeks	1 week	7 weeks	4 weeks	21 weeks					

* Second opportunity

** These are the contact hours delivered to the student by the lecturer and by the company

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block.
 SP will be awarded, a sufficient result

Curriculum scheme Student Handbook													
Programme: International Business Fast Track: differentiation Management; 2020-2021; full time: IB FT IBM													
Year 2	(Cohort: 2019-2020)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Corporate Strategy	IBPCS119FT2	5	45	D		D*						End level
	International Trade and Consultancy I	IBPIT119FT2	4	32	CT		CT*						End level
	Professional Development III	IBPPD319FT2	(3)	14								PE	End level
	Ethical and Social Responsibility	IBPESR120FT2	3	27	CT		CT*						End level
	Expert Track (Language, Society, History & Culture), part I	IBPETD319FT2	(4)	23								PE	
	Block 2												
	Innovation and Digitalization	IBPID119FT2	5			45	D;D*						End level
	International Trade and Consultancy II	IBPIT219FT2	4			32	CT;CT*						End level
	Expert Track (Language, Society, History & Culture), part II	IBPETD319FT2	4			22	WR;O;WR*;O*					PE	End level
	Cultural Proficiency	IBPCPS120FT2	2			16	CT;CT*						
	Professional Development III	IBPPD319FT2	3			13	PF;PF*					PE	End level
	Block 3 & 4												
	Placement	IBPPL119FT2	30					10 / 78**			PF;PF*		End level
			60	7 weeks	1 week	7 weeks	4 weeks	21 weeks					

* Second opportunity

** These are the contact hours delivered to the student by the lecturer and by the company

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block.
 SP will be awarded, a sufficient result

Curriculum scheme Student Handbook													
Programme: International Business Fast Track: differentiation Supply Chain; 2020-2021; full time: IB FT IBS													
Year 2	(Cohort: 2019-2020)												
	Course module name	Course module code	SP	Block 1		Block 2		Block 3		Block 4		Practical Exercise	End Level
				Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test	Contact time x 60 min.	Test		
	Block 1												
	Corporate Strategy	IBPCS119FT2	5	45	D		D*						End level
	International Trade and Consultancy I	IBPIT119FT2	4	32	CT		CT*						End level
	Professional Development III	IBPPD319FT2	(3)	14								PE	End level
	Ethical and Social Responsibility	IBPESR120FT2	3	27	CT		CT*						End level
	Expert Track (Language, Society, History & Culture), part I	IBPETD319FT2	(4)	23								PE	
	Block 2												
	Innovation and Digitalization	IBPID119FT2	5			45	D;D*						End level
	International Trade and Consultancy II	IBPIT219FT2	4			32	CT;CT*						End level
	Expert Track (Language, Society, History & Culture), part II	IBPETD319FT2	4			22	WR;O;WR*;O*					PE	End level
	Cultural Proficiency	IBPCPS120FT2	2			16	CT;CT*						
	Professional Development III	IBPPD319FT2	3			13	PF;PF*					PE	End level
	Block 3 & 4												
	Placement	IBPPL119FT2	30					10 / 78**			PF;PF*		End level
			60	7 weeks	1 week	7 weeks	4 weeks	21 weeks					

* Second opportunity

** These are the contact hours delivered to the student by the lecturer and by the company

Legend

In the column "test"

AT= Assignment
 ASS= Assessment
 CA= Continuous Assessment
 D= Digital test
 GAT= Group Assignment
 MC= Multiple choice
 O= Oral exam
 P= Presence
 PF= Portfolio
 PR= Presentation
 RP= Report
 WR= Written exam
 SK= Skill
 CT=Combined testing

* = Second opportunity

In the column "Practical Exercise"

PE= module with 'Practical Exercises'
 CPE= Compulsory Attendances for modules with 'Practical Exercises'

In the column "SP"

SP in brackets – the education of this course is spread over more than one block.
 SP will be awarded, a sufficient result

Applicable for cohort 2018-2019

Main phase year three

See the curriculum tables year four of IB: IBL, IB: IBA and IB: IBM.

Students of the FT IB: IBS follow in the first semester the minor “International Logistics and Supply Chain Management” and in the second semester the programme of IB:IBM.

11 Regulations on the assessment and examination system

These regulations were drafted by the Executive Board (RBS Deans) and the Exam Boards and relate to proper procedures as regards the assessment and examination system.

Under Article 7.10(3) of the Higher Education and Research Act, the Executive Board is responsible for the practical organisation of exams and final examinations.

Under Article 7.12b of the Higher Education and Research Act, the Exam Board is responsible for ensuring the quality of the organisation of and procedures for assessments and final examinations.

ARTICLE 11.1

Registering for assessments, examinations and other forms of testing

1. Students who are enrolled as students for the study programme in question and who meet the admissions requirements described in the Student Handbook are admissible to the assessments, resits and examinations.
2. To be able to participate in an assessment or examination, some Schools operate a digital registration system and prior registration is required.
Each School must apply a single uniform set of regulations governing enrolment, unless the study programme-specific part of this Student Handbook expressly provides otherwise on account of exceptional circumstances.
3. Where registration is required and a student is not included on the registration list, they will not be admitted to the assessment or examination in question.
4. In exceptional cases, the student can request the Exam Board to decide whether or not the student can still be admitted to an assessment, even if they are not registered for that exam.

ARTICLE 11.2

Proof of identity

1. Students must be able to present proof of their identity when participating in an assessment.
2. Students who are participating in a written test must place an identity document in a visible position on the corner of the table, where this document can be checked by the invigilators.
3. The identity documents that will be accepted are valid driving licences, passports or identity cards. Students will not be permitted to prove their identity on the basis of a student ID card. Students who are not from the EU/EEA will be required to identify themselves by means of a legally valid Dutch residence document or a passport.
4. If students are unable to provide proof of their identity, they will be excluded from participation in the assessment.

ARTICLE 11.3

The written test

1. Start and end times

Assessments are administered during an assessment session. This assessment session consists of two periods. The first period is used by the invigilator on duty to take care of all necessary administrative tasks. This includes, but is not limited to, establishing the identity of every student, having each student sign the attendance list and handing out the assessment assignments to all students. This first period lasts ten minutes. The application of the ten-minute rule ensures 90 minutes of pure assessment time. The start may be given before the first ten minutes; in other words, the assessment can start as soon as the administration has been completed, even if this is less than ten minutes, provided that the time when the assessment time will expire is clearly communicated. The second period is used by the students to take the assessment. Students must be present before the start of the assessment session; in other words, during the first period. After the assessment session has started, students will no longer be admitted to the assessment. The start time that must be posted on the students' schedule is the start time for the assessment session. This provision is without prejudice to the additional time allocated to students with dyslexia.

2. Prior to the start of the assessment

Students:

- a. Will take a seat at a table, except where they are allocated a place, place their bags in front of their tables and hang up their coats over the back of their chairs and will turn off their mobile phones and all other non-permitted (communication) devices before and during the assessment and place them in their bags;
- b. Will sign the assessment attendance list;
- c. Will place writing utensils on their table;
- d. Will place any other permitted aids on their table. These will be stated on the cover sheet of the assessment;
- e. Will only be permitted to use the materials issued by the invigilator during the assessment.

3. During the assessment

- a. No permitted aids may be loaned to others during the assessment.
- b. During the assessment, students will observe absolute silence;
- c. During the assessment, students will avoid giving the impression of wanting to look at the work of fellow students through their behaviour and posture;
- d. During the assessment, students will avoid a situation in which fellow students are able to look at the work produced by them;
- e. During the assessment, students will follow the instructions of the invigilator at all times.
- f. During the assessment, the invigilator will indicate when students may leave. The first point when students are able to leave is 30 minutes after the assessment started. Any students who wish to leave will indicate their wish to do so by raising their hands. Students will hand their work in to the invigilator.
Once this has been done for all students wishing to leave, the invigilator will give these students permission to leave the room.
- g. The invigilator will indicate when the last 10 minutes of the assessment have started. At the end of the assessment time, students will only leave the room at a sign from the invigilator, unless the assessment ends early as described in Article 11.8(2).
- h. During the assessment, students will not be permitted to use the toilet, except where arranged otherwise in specific individual cases as a result of special circumstances.
- i. Eating is not permitted during the assessment. Students will be permitted to drink water during assessments, provided this is drunk from a transparent sports bottle or another type of packaging that can be checked for fraud.

4. At the end of the assessment

- a. Students who are still working on the assessment up to the end of the assessment time will put away their writing materials at a sign from the invigilator and will hand their work in to the invigilator.
- b. Students will hand in the assignment(s) and rough paper to the invigilator together with their answers.

ARTICLE 11.4

Written tests that have been lost

1. Where the assessment answers that were handed in have been lost after they were recorded by the invigilator, students will be given the opportunity to resit the assessment.
2. Where assessment answers have been lost after a score was awarded by the examiner, that result will be regarded as the definite result.

ARTICLE 11.5

Oral tests

As a rule, a minimum of two examiners will be present during an oral test.

ARTICLE 11.6

Papers

1. Students or groups of students who submit a paper as part of an assignment or as part of a test will be expected to satisfy themselves that the examiner has actually received the paper in question. Students will also be expected to retain a copy of any written papers submitted. Students will be required to retain documentation (photo or digital files) for other papers.
2. Where a paper that has been submitted goes missing because of the examiner, no score will be awarded. In this situation, the examiner can request the student to provide the examiner with a copy of a written paper or the documentation for the paper.

ARTICLE 11.7

Digital assessments

1. By starting the question part of a digital assessment, the student declares their agreement with the digital assessment code. The student will be able to read the digital test code immediately after starting the assessment, before starting the questions.
2. Where a digital assessment does not run properly or stalls, the Exam Board can decide to conduct the test on paper, either for all students or just for the students affected by the technical problems.
3. Some digital assessments may consist of a number of blocks of questions. Where this is the case, the questions from the first question block must be answered first, before the student can proceed to the next question block. In this case, it will also not be possible to return to previous question blocks to change answers that have already been given.
4. As regards the ultimate mark awarded for an assessment, students will not be able to derive any rights from any percentage of grades scored that may be displayed at the end of the digital test and/or from any brief access report (coaching report) sent.

ARTICLE 11.8

Written record

1. Once the assessment has ended, the invigilator must sign the written record included with each assessment and must state any relevant observations on that form.
2. If, at any point during the assessment, a student is suspected to have committed fraud, the invigilator is entitled to interrupt the student's assessment without further discussion, to collect their work and to deny the student any further access to the room in which the assessment is being held. This must be stated on the written record.

ARTICLE 11.9

Fraud procedure (plagiarism)

1. In the event that any presumed fraud or plagiarism is observed, the examiner/invigilator will immediately inform the student concerned and also submit a written notification to the Exam Board, enclosing the written documents and their observations.
2. The Exam Board will then give the student the opportunity to present their case, within a period of three weeks.
3. The Exam Board will determine whether any fraud or plagiarism has taken place and will inform the student of its decision in writing, referring to the opportunity to submit an appeal to the Board of Appeal for the examinations.
4. The measure imposed will be noted in the student's file (Osiris).

ARTICLE 11.10

Definitions

1. Fraud is defined as any intentional or unintentional act, omission, attempt or incitement to behaviour that renders it completely or partially impossible to appropriately form a correct and honest opinion on the knowledge, insights, skills or (professional) attitude of a person. Fraud will in any event be understood to include the following:
 - a. If it is confirmed, during or after an assessment, that the student is using, has used, or has or has had access to aids that are not expressly permitted (other than a calculator, mobile telephone, smartwatch, books, syllabi, notes or similar things permitted by the Exam Board);
 - b. If it is confirmed, during or after an assessment, that the student looks or has looked at the work produced by another student or students;
 - c. If it is confirmed, during or after an assessment, that the student encourages or gave other students the opportunity to look at their work;
 - d. If it is confirmed, during or after an assessment, that the student gives or has given information to other students about the content and answers to the assessment during the assessment;
 - e. If it is confirmed, during or after an assessment, that the student gives or has given incorrect or false information about their identity during the assessment;
 - f. If it is confirmed, during or after an assessment, that the student has commissioned another person to impersonate them;
 - g. If the module participant, before the date or time at which the assessment is to take place, is in possession of or has available a copy of the questions or assignments contained in the assessment concerned.
 - h. If it is confirmed that the student has forged an assessment document, for example in relation to the placement.

2. Plagiarism is a form of fraud. Plagiarism will in any event be understood to include the following:
 - a. The use or copying of texts, data, ideas, images, prototypes or similar that are the property of others, without providing full and accurate details of the source;
 - b. Presenting the structure or central thinking contained in sources produced by third parties as your own work thoughts, even if a reference to other authors has been included;
 - c. Paraphrasing (passages from) the content of texts produced by others, without sufficiently acknowledging the source in question;
 - d. Reproducing statistics, graphics, tables or illustrations without acknowledging the source in question;
 - e. Resubmitting work previously submitted by the student or another person without providing a full and correct source acknowledgement;
 - f. Copying the work of fellow students and allowing this to be taken as one's own work.

ARTICLE 11.11

Complicity

1. Both the perpetrator and co-perpetrator of fraud or plagiarism will be (or may be) punished.
2. In the event that the copying of the work of another student takes place with the consent and/or assistance of that other student, the latter will be deemed to be an accessory to an act of plagiarism.
3. In the event that, in the case of a joint paper, one of the authors commits plagiarism, their co-authors are deemed to be an accessory to an act of plagiarism, if they could or should have known that the other person was committing plagiarism.

ARTICLE 11.12

Sanctions in cases of fraud or plagiarism

In the event of fraud or plagiarism, the Exam Board is authorised to impose sanctions, as defined in Article 7.12b of the Higher Education and Research Act.

1. The Exam Board will impose the following punishments in the event of fraud:
 - a. Acts such as those defined in Article 11.10(1), a to d, will result in the assessment submitted being declared invalid, a reprimand and possible exclusion from participation in one or several specific assessment(s) for a minimum of one (1) credit and a maximum of fifteen (15) credits.
 - b. Acts such as those defined in Article 11.10(1), e to h, will result in the assessment submitted being declared invalid, a reprimand and complete exclusion from participation in all assessments, examinations or other forms of testing within the study programme concerned for a period of twelve (12) months.
 - c. Any repeat offences will always give rise to a more severe sanction.
 - d. In cases involving serious and/or repeated fraud (three or more), the Executive Board may, following a proposal made by the Exam Board, definitively terminate the enrolment of the student for the study programme concerned (Article 7.12b(2) of the Higher Education and Research Act).
2. The Exam Board will impose the following punishments in the event of plagiarism:
 - a. In the event that certain sections from existing texts have been copied, but the student has still conducted research of their own, acts such as those defined in Article 11.10(2) will result in the paper submitted being declared invalid, a reprimand and the possible exclusion from participation in one or several specified assessment(s) for a minimum of one (1) credit and a maximum of fifteen (15) credits.

- b. In the event that the entire project, or considerable parts thereof, including the research presented as the student's own work, has originated from existing material and other published literature or research, acts such as those defined in Article 11.10(2) will result in the paper submitted being declared invalid, a reprimand and complete exclusion from participation in all examinations and other forms of testing relating to the study programme concerned, for a period of six (6) months.
 - c. In the event that the paper relates to a graduation project, the supervisory activities carried out by the graduation supervisor, in addition to the submission date, will be suspended for the duration of that period.
 - d. Any repeat offences will always give rise to a more severe sanction.
 - e. In cases involving serious and/or repeated plagiarism, the Executive Board may, following a proposal made by the Exam Board, definitively terminate the enrolment of the student for the study programme concerned (Article 7.12b(2) of the Higher Education and Research Act). (By way of a guideline for sanctions imposed following a first 'offence' (Article 11.12(1a) and (2a)), a student will be excluded from a course or courses equating approximately to four (4) credits).
3. General stipulations in the event of fraud or plagiarism:
- a. In the event that a student has received a sanction in connection with a confirmed case of fraud or plagiarism, they will no longer be eligible to receive a positive classification (cum laude), as defined in Article 9.11 of the Student Handbook.
 - b. The Exam Board will not grant any exemptions on grounds of results obtained elsewhere during the period in which the student was excluded from participating in assessments under the study programme, in accordance with this particular Article.
 - c. In the event that the student is registered on more than one study programme, the Exam Board will consult the Exam Board of that other study programme, before any sanction is applied.
 - d. In the event that the confirmed action relates to a course that forms part of the Honours programme, the Exam Board may determine that the student be denied the possibility to continue their participation in the study programme.
 - e. In the case of actions not referred to in these regulations or in the case of special circumstances, the Exam Board is entitled to rule differently.

ARTICLE 11.13

Studying with a disability

The Exam Board will grant students who are studying with a disability the opportunity to sit an assessment that has been adjusted in line with their disability, where necessary. It will do so after obtaining the advice of the student counsellor. Where necessary, students must be able to provide proof of their disabilities.

ARTICLE 11.14

Cases for which no provision exists

All matters relating to the rules on conducting assessments and examinations that are not covered by these regulations will be at the discretion of the Exam Board.

12 Other information

ARTICLE 12.1

Study year, annual planning and schedules

The Rotterdam University of Applied Sciences (RUAS) study year commences on 1 September and ends on 31 August. The semi-annual intake commences on 1 February and ends on 31 August. The study year counts 46 weeks during which education can be given. The semi-annual intake counts 23 weeks. In principle, all education activities relating to the new academic year (introduction, start of curriculum, etc.) start on 1 September. If 1 September falls on a weekend, the study year will commence on the first Monday after 1 September. Regarding the semi-annual intake, the date of 1 February applies under the same conditions as for 1 September.

Each study programme at Rotterdam University of Applied Sciences is responsible for providing 1680 hours of study per academic year and offering a viable programme. The study programme composes an annual plan.

Besides the mandatory holidays included in the CLA, the Rotterdam University of Applied Sciences has set the period between Christmas and New Year as a holiday. Other specific holidays are established annually. In the summer period, each School designates a period of four consecutive weeks with limited contact hours in order to facilitate leave and facility maintenance. Activities with regard to graduation, Summer School, deficiencies, etc. can still be undertaken. The interpretation of the other weeks (autumn, spring and May holidays and the remaining weeks around the mandatory summer period) is left to the study programme in consultation with the School.

Rotterdam University of Applied Sciences-wide minors and Rotterdam University of Applied Sciences-wide electives have set periods of 22 and 11 weeks of education respectively during which education can take place. Rotterdam University of Applied Sciences-wide minors have two periods of 22 weeks and Rotterdam University of Applied Sciences-wide electives have four periods of 11 weeks.

ARTICLE 12.2

Participatory decision-making

1. Advisory councils

- a. The university of applied sciences has a Central Representative Board. The Central Representative Board is the advisory council as referred to in Article 10.17 of the Act.
- b. The university of applied sciences has a number of local advisory councils as referred to in Article 10(25) of the Act. These local advisory councils are the School Advisory Councils.
- c. The composition of the Central Representative Board and of the local advisory councils has been laid down in the regulations of the advisory council drafted for the university of applied sciences (see HINT).

2. Powers and duties

The powers and duties of the Central Representative Board and the local advisory councils are laid down in the regulations of the advisory council drafted for the university of applied sciences (see HINT).

3. Information

Students who would like more information about participatory decision-making can contact the official secretary's office for the Central Representative Board (cmr@hr.nl). Information about

the councils can be found in the Education and Examination Regulations and on the website of the university of applied sciences. The councils advise on a large number of matters. The Central Representative Board also has a right of consent with regard to e.g. the quality assurance system and parts of the Education and Examination Regulations; i.e. it can potentially block a decision. In a number of cases, the School Advisory Council has a right of consent (in relation to the Strategic School Plan, for example).

4. Programme advisory committees

Each study programme or group of study programmes has a programme advisory committee. The programme advisory committee is tasked with advising on promoting and ensuring the quality of the study programme provided. The committee also has a right of consent in relation to some subjects of the Education and Examination Regulations that are regulated in the Programme Advisory Committee Regulations. The composition, powers and duties of the programme advisory committees are laid down in the Programme Advisory Committee Regulations (see HINT).

Appendix: Regulations on Study Recommendations and Rejection

A recommendation on a student's continuation of their study within or outside the study programme is issued by Rotterdam University of Applied Sciences to each student at the end of their first year of enrolment for the first-year stage of any Bachelor programme, whether for the full-time or dual-track Bachelor programme. For a part-time Bachelor programme, the Institutional Management will decide when that recommendation will be issued.

Where a student has not completed the first-year phase yet and, with due observance of their personal circumstances (see Article 1.5), is not considered suitable for the Bachelor programme, the binding study recommendation issued will entail their rejection from the study programme for which they are enrolled if the student fails to attain the study progress norm.

PARAGRAPH 1

The first year of enrolment in the first-year stage

ARTICLE 1.1 STUDY RECOMMENDATION

In accordance with Article 7.8b of the Higher Education and Research Act, each student will be issued with a written recommendation on the continuation of their study within this Bachelor programme or elsewhere at the end of their first year of enrolment for the first-year stage of a full-time or dual-track variant of a Bachelor programme. For a part-time Bachelor programme, the Institutional Management will decide when that recommendation will be issued.

The first year of enrolment will run from the time of enrolment (1 September or later) up to the end of the study year, being 31 August of the next year.

ARTICLE 1.2 REJECTION

A student who has not yet completed the first-year stage and, with due observance of their personal circumstances (see Article 1.5), is not considered suitable for the Bachelor programme, will receive a rejection from the study programme for which they are enrolled if the student has failed to attain the study progress norm. This will apply regardless of whether the student is enrolled for a full-time, dual-track or part-time variant of a Bachelor programme. A student who receives a study recommendation that entails a rejection will be de-registered from the study programme.

ARTICLE 1.3 CONDITIONS

A study recommendation will only entail a rejection where the following conditions have been met.

1. At the start of the first year of enrolment for the first-year stage of a full-time, dual-track or part-time variant of a Bachelor programme, each student will be informed of the criteria and procedure applicable for study recommendations, the possibility that they could be rejected from the study programmes for which they are enrolled and of the opportunity to lodge an appeal against debarment with the Board of Appeal for the examinations. A monitoring system is in place for student progress in the first year of the first-year certificate, partly with the object of guaranteeing students an insight into their study progress right from the start of their studies.

2. Study career coaching will be provided on an individual basis. Amongst other things, this will entail that students receive feedback at an early stage where their study achievements are falling far short of the results expected.
There will be at least three formal times when students receive study career coaching (based on enrolment before 1 October):
 - a. After the end of block 1, an interview is held with the student about the study results for the period;
 - b. After the end of block 2 and, if necessary, at the end of block 3 as well, an interview is once again held on the study results achieved to date;
 - c. If study achievements are falling far short of the results expected, the RBS Deans will issue the students in question with an official warning;
 - d. Prior to the official notification at the end of the study year, in which the students is informed that they have failed to meet the study progress norm and, as such, will be rejected from the study programme for which they are enrolled, the RBS Deans will give this student the opportunity to present their case. At this time, the student can raise substantive objections, but can also report any personal circumstances that may have influenced their study progress. (Article 7.8b(3) and (4) of the Higher Education and Research Act).
The conclusions ensuing from the interviews held are recorded in writing and added to the student's file.
3. The first-year stage will be organised so that an insight is gained into the content of the Bachelor programme, with the possibility of referral and/or selection at the end of the said stage (Article 7.8(5) of the Higher Education and Research Act).

ARTICLE 1.4 CRITERIA

1. A study recommendation will entail the rejection of a student from the study programme for which they are enrolled where the student has failed to attain at least 48 credits for components of the first-year programme for the programme at the end of their first year of enrolment for the first-year stage of a Bachelor programme from the university of applied sciences. A different study progress norm applies to certain designated study programmes. These are the Small Business & Retail Management (COM), Marketing (COM) and Industrial Design Engineering (EAS) study programmes. Chapter 10 sets out which study progress norm applies to the study programme in question.
2. In addition to the criteria for rejection as described in Article 1.2 and in Paragraph 1 of this article, the study-programme specific part of the Education and Examination Regulations (Chapter 10 of the Student Handbook) may establish that, in calculating the study progress norms, only the academic results of those parts of the first-year curriculum indicated in Chapter 10 will apply. This means that simply achieving the study progress norms expressed in credits is not sufficient.
3. Students who are part of the standard interim intake in February will receive a rejection after having studied for half a year if they have attained half the total number of credits of the study progress norm that applies for their study programme or fewer.
4. Study programmes included in the Learning Outcomes Experiment will issue the above-mentioned study recommendation relating to continuation of the study by no later than the end of the second year of enrolment for the first-year stage of the study programme.
5. Credits attained as a result of exemptions will only be taken into consideration where the educational performance on the basis of which the exemption is granted was effected in the same study year as the study year for which the recommendation is issued.
6. Credits attained in a different Bachelor programme, via a second enrolment, shall only be taken into consideration if the RBS Deans of the Bachelor programme for which the recommendation is issued have previously established that the credits in question are relevant for its own Bachelor programme.

7. Where a student switches to the first-year stage of a Bachelor programme offered by the university of applied sciences during the course of the study year, additional agreements will be made with this student about the obligations to be met by them in order to avoid rejection. This provision will apply for students originating from Rotterdam University of Applied Sciences and for students originating from a different institution for higher education. The agreements made will be recorded in writing and added to the file of the student in question.
8. Where a student (not being a standard enrolment with effect from 1 February) enrolls for the first-year certificate of a university of applied sciences' Bachelor programme during the course of the study year and said student has not been enrolled in higher education up to the time of the said enrolment (in short: a student who starts later; not a student who switches from one study programme to another), individual agreements will be made with this student about the obligations to be met by them in order to avoid rejection. The agreements made will be recorded in writing.

ARTICLE 1.5 PERSONAL CIRCUMSTANCES

1. It will be possible to deviate from the criteria stated in Article 1.4 if prompted by personal circumstances applicable for the student. The following guidelines apply here:
 - a. Illness of the person concerned;
 - b. A physical, sensory or other type of functional disorder of the person concerned;
 - c. Pregnancy of the person concerned;
 - d. Special family circumstances;
 - e. Membership, including chairmanship of the Central Representative Board, the School Advisory Council, Students' Council, a Student Committee or Programme Advisory Committee;
 - f. Other circumstances to be indicated by the Institutional Management in which the student concerned carries out activities within the framework of the organisation and administration of School affairs;
 - g. Membership of the board of a student organisation of any size with full legal capacity or of the board of a comparable organisation of any size that focuses on promoting the general interest of society and carries out activities to that end;
 - h. Circumstances other than those referred to under a to g, which would lead to an exceptional case of extreme unfairness if not taken into consideration.
2. The student is responsible for the prompt reporting to the student counsellor of any relevant personal circumstances, so that the RBS Deans can determine the influence of the circumstances on the study progress.
3. If the RBS Deans believes that personal circumstances should be taken into consideration, the study recommendation shall be postponed until the end of the second year of enrolment for the first-year programme. RBS Deans shall notify the student of its opinion.
4. The student who, due to personal circumstances as described in this article, has not yet received the study recommendation will receive the study recommendation at the end of the second year of enrolment for the first-year programme. In the second year of enrolment, the student must have attained a total of new credits that is equivalent to the study progress norm that is applicable for their study programme, or must have completed the first-year stage.

ARTICLE 1.6 ENDING A STUDY PROGRAMME

1. Students who de-register before 1 February (as a consequence of which they are formally de-registered as students with effect from 1 February) will not be rejected from the study programmes for which they were enrolled.
2. Students who de-register after 1 February (as a consequence of which they are formally de-registered as students with effect from 1 March or later) will be issued with a study recommendation, which may entail the rejection of the said students from the study programmes for which they were enrolled, where appropriate.

PARAGRAPH 2

Procedure and consequences

ARTICLE 2.1 THE BINDING NATURE OF THE REJECTION

The rejection is binding; i.e., a student who receives a study recommendation that entails a debarment will be de-registered from the study programme. A student who is rejected will no longer be able to enrol as a student or external student for the same Bachelor programme at Rotterdam University of Applied Sciences, whether for the full-time, part-time or dual-track variants.

The student can submit a request to the RBS Deans once, to be readmitted to the same study programme after a period of at least one year. In this request, students will be expected to convince institutional management that they will be able to complete the Bachelor programme successfully (Article 7.8b paragraph 5 of the Higher Education and Research Act).

This request can be submitted after 1 June of the academic year following the date on which the rejection was announced. RBS Deans will make a decision on the request before 1 September, allowing the student to resume the programme in September if the decision is positive.

ARTICLE 2.2 THE PROCEDURE FOR STUDY RECOMMENDATIONS AND REJECTION

1. The student will be issued with written study recommendations by the end of the study year at the latest. Prior to this, the RBS Deans shall give students the opportunity to present their cases (Article 7.8b(4) of the Higher Education and Research Act).
2. A definitive study recommendation will be issued. Where students attain further credits after this, the RBS Deans shall be able to decide to withdraw the definitive study recommendation.
3. A study recommendation will consist of:
 - The study recommendation itself, which may or may not entail a rejection from the study programme for which they are enrolled;
 - The number of credits attained.

ARTICLE 2.3 ADDITIONAL INFORMATION FOR REJECTION

Where a student is rejected, the notification issued to the student in question will include the following, in addition to the information referred to in Article 2.2(3):

- a. Notification that the student will no longer be able to enrol at Rotterdam University of Applied Sciences as a student or external student for the Bachelor programme in question;
- b. Where possible, a recommendation for a different study programme, within or outside the university of applied sciences;
- c. The possibility to lodge an appeal against the rejection.

ARTICLE 2.4 RESPONSIBILITIES AND POWERS

Study recommendations will be issued at School/study programme level.

A rejection shall be issued subject to the responsibility of the RBS Deans;

When preparing a binding study recommendation, the decision of the Exam Board and/or the Study Career Coach shall be taken into consideration at the very least.

In the event of a rejection, the student counsellor in question shall be notified promptly by the RBS Deans.

ARTICLE 2.5 HARDSHIP CLAUSE

RBS Deans shall decide on unforeseen cases and on cases in which the application of these regulations results in clear unfairness.

ARTICLE 2.6 APPEAL

Students who have been issued with a rejection can lodge an appeal against this with the Board of Appeal for the examinations.

ARTICLE 2.7 ENTRY INTO FORCE

These regulations enter into force on 1 September 2019.

Appendix: Regulations for Exam Boards and examiners

ARTICLE 1

Exam Boards

1. Each study programme or groups of study programmes offered by the university of applied sciences has its own Exam Board. The Exam Board objectively and expertly determines whether a student meets the conditions that the Education and Examination Regulations impose on the knowledge, insight and skills necessary to obtain a degree.
2. The same Exam Board shall apply for the full-time, part-time and dual-track variants of the same study programme.
3. RBS Deans shall determine whether and, if yes, for which group of study programmes a joint Exam Board shall be created. In a case of this nature, the study programmes in question will fall under the same School.
4. Where study programmes have a joint first-year phase, a special board will be mandated for students who have enrolled for the first year of this first-year programme. This board will exercise the powers conferred on the Exam Board on behalf of the exam boards in question. The following is mandated:
 - a. Either one of the Exam Boards for the study programmes in question;
 - b. Or a special First-Year Programme Board to be created by the Exam Boards in question.The mandate is the same for all of the study programmes concerned.
5. The Executive Board and the RBS Deans shall be able to issue the Chair of the Exam Board with guidelines of an organisational nature.
6. If this would be beneficial to how the Exam Board functions the corresponding RBS Deans – whether or not on the recommendation of the study programme management – may decide that an Exam Board divides its tasks over chambers. In this case, each chamber will be responsible for a number of study programmes to be indicated by the RBS Deans and each will have a chairperson. One of the chairs from the established chambers will also be the chairperson of the Exam Board.
7. If an Exam Board is divided into chambers, then these chambers will meet at least twice a year in a joint meeting for purposes including mutual coordination.

ARTICLE 2

Composition and chairmanship of the Exam Board

1. On the recommendation of the RBS Deans in question, the Executive Board shall decide on the number of members applicable for Exam Boards and shall appoint members on the basis of their expertise in the field of the study programme in question or in the field of one of the study programmes that forms part of the group of study programmes in question.

2. The Executive Board will put sufficient safeguards in place to ensure that the Exam Board is able to operate in a way that is independent and expert.
3. When appointing the members of the Exam Board or, in the case of a division into chambers, each chamber falling under an Exam Board, the Executive Board shall ensure that:
 - a. At least one member is a lecturer for the study programme in question, or for one of the study programmes that form part of the relevant group of study programmes;
 - b. At least one member is from outside the study programme in question, or from outside one of the study programmes that form part of the relevant group of study programmes;
 - c. Members of management or individuals that otherwise bear financial responsibility in the institution are not appointed.
4. Before a member is appointed, the RBS Deans will consult the members of the Exam Board in question on behalf of the Executive Board.
5. Appointment will be for a period of one study year; reappointment will always be possible. Interim removal from the Exam Board will only be effected by means of resigning or following the loss of the capacity on the basis of which the appointment was originally effected. The Executive Board will ensure that the Chair and members demonstrate that they are performing their duties as required. The RBS Deans to which a study programme is accountable may not be members of the Exam Board, or be appointed as chairman of the Exam Board. The same restrictions apply for Course Managers if they do not have any duties relating to the provision of education and staff from the Administration Office. The Exam Board can decide that all or parts of its meetings will be conducted behind closed doors.
6. Where an officer has been appointed as the Head of Student Affairs for the study programme or School in question, they will – if they are not already a member of the Exam Board in question – be affiliated to the Exam Board in question in the capacity of advisor and will attend the meetings of the Exam Board, at which they will have the right to speak. In a situation where special personal circumstances apply for a student, the student counsellor will issue solicited or unsolicited advice to the Board.
7. The activities of the Exam Board will be set out in rules of procedure, which may stipulate that there be an executive committee and that members of the Board – or staff assigned to the Board in their official capacity – will be responsible for special duties, such as running the secretary's office. The rules of procedure will provide for arrangements relating to meeting convocation, meeting frequency, the quorum, rules on voting, and reporting. These rules of procedure will be adopted by the Executive Board.
8. The Chair will represent the Board externally. Where the Chair is absent, their duties will be taken over by a member of the Exam Board, who will be appointed on an annual basis.

ARTICLE 3

Examiners

1. The Exam Board will appoint examiners who fulfil the profile laid down by the Executive Board. For the purpose of this article, "members of staff" will also be understood to mean those individuals that perform the duties required of a member of staff, but on the basis of secondment or hiring (external employees).
2. The Exam Board may appoint experts from outside the university of applied sciences to act as co-assessors and external examiners. These external examiners will be required to:
 - a. Have relevant assessment and examination-related expertise and/or a knowledge of the professional field, and
 - b. Have successfully completed training on the 'Assessment of the Actual Examination Process', for which a certificate of participation is awarded.

3. Where members of staff are appointed as examiners, this appointment will lapse with immediate effect as soon as the individual in question ceases to be one of the members of staff who are responsible for the delivery of education for the study programme in question. Where experts are appointed as examiners, their appointment will apply for a period of one study year and may always be extended for another consecutive period.
4. In exceptional cases, the Exam Board may, if so requested by management, deviate from the profile laid down by the Executive Board.

ARTICLE 4

Duties and powers conferred on the Exam Board

1. The Exam Board has the following duties and powers:
 - a. To objectively and expertly determine whether a student meets the conditions that the Education and Examination Regulations imposes on the knowledge, insight and skills necessary to obtain a degree (Article 7.12(2) of the Higher Education and Research Act);
 - b. To issue certificates proving that the examination has been completed successfully (Higher Education and Research Act 7.11(2)). An individual who is entitled to be awarded a certificate can request the Exam Board not to proceed to do so yet, in accordance with rules to be determined by the Institutional Management (Article 7.11(3) of the Higher Education and Research Act);
 - c. To award declarations as referred to in Article 7.11(5) of the Act (an overview of assessments completed successfully);
 - d. To appoint examiners (Article 7.12c(1) of the Higher Education and Research Act);
 - e. To ask for information from examiners (Article 7.12c(2) of the Higher Education and Research Act);
 - f. To impose rules on the performance of the tasks and powers set out in g, h and i in relation to measures to be put in place in the event of fraud (Article 7.12b(2) and (3) of the Higher Education and Research Act) (Student Handbook, Article 9.6);
 - g. To safeguard the quality of assessments and examinations (Article 7.12b(1a) of the Higher Education and Research Act), an Examinations Advisory Committee can be authorised by the Exam Board to assess examination practice;
 - h. To establish guidelines and instructions within the framework of the Education and Examination Regulations, as referred to in Article 7.13 of the Higher Education and Research Act, for the assessment and determination of the results of assessments and examinations;
 - i. To grant exemptions from sitting one or more assessments (Article 7.12b(1d) of the Higher Education and Research Act) (Article 9.8 of the Student Handbook);
 - j. To safeguard the quality of the organisation of and procedure for assessments and examinations (Article 7.12b(1e) of the Higher Education and Research Act);
 - k. To monitor the quality of design and the usage of the sample question database;
 - l. To prevent assessments and/or resits from containing identical and/or nearly identical questions.
2. The Exam Board prepares an annual report regarding its activities. The Exam Board makes this report available to the Executive Board.
3. The Exam Board will not have any duties and/or powers conferred on or assigned to it in this capacity other than the duties and/or powers referred to above.
4. The awarding of degrees by the Institutional Management as referred to in Article 7.10a of the Higher Education and Research Act is hereby mandated to the Chair of the Exam Board.

ARTICLE 5

Duties and powers conferred on examiners

1. Examiners shall have the following duties and powers:
 - a. To conduct assessments and establish the results thereof (Article 7.12c(1) of the Higher Education and Research Act);
 - b. Where a written test is concerned, to make the questions available to the Exam Board at least one week before the assessment, or however much earlier as determined by the Exam Board;
 - c. To provide information to the Exam Board (Article 7.12c(2) of the Higher Education and Research Act);
 - d. To issue documentary evidence proving that an assessment has been completed successfully (Article 7.11 of the Higher Education and Research Act) (Article 9.10(1) of the Student Handbook).
2. Examiners will not have any duties or powers conferred on or assigned to them in this capacity other than the duties or powers referred to above.

ARTICLE 6

Appeal

1. Students will be able to lodge an appeal against the decisions of Exam Boards and examiners with the Board of Appeal for the examinations for the university of applied sciences. The regulations applicable in this respect, based in part on the Act, have been included in an appendix to this document: Regulations for the Board of Appeal for the examinations.
2. Where an appeal has been lodged against a decision by an examiner, the Board of Appeal for the examinations will send the relevant notice of appeal to the Exam Board in question, pursuant to Article 7.61(3) of the Act.
3. An appeal can be lodged against a decision by the Board of Appeal for the examinations with the Board of Appeal (Article 5.2 of the Student Handbook).

ARTICLE 7

Final provisions; transitional arrangement

These regulations enter into force on 1 September 2019; from this date onwards, existing university-wide regulations with respect to exam boards and examiners will no longer apply.

Appendix: Complaints Procedure

ARTICLE 1

Definition

A complaint is understood to mean: a complaint as referred to in Article 7.59b of the Act is an expression of dissatisfaction by a student, applicant, external student or future external student about an action on the part of a person or body affiliated to Rotterdam University of Applied Sciences, or about the quality of provisions, and that has not been handled to the satisfaction of the complainant at the preliminary stage. The object of a complaint is to obtain an opinion or decision from the university of applied sciences.

ARTICLE 2

Submission

1. The complaint is submitted in writing to the Complaints & Disputes Office in the form of a letter or the digital complaint form.
2. The Complaints & Disputes Office will then send out a confirmation of receipt and forward the complaint to the competent body.

ARTICLE 3

Person handling the complaint

Complaints will in principle be handled by the Dean of the School or director of services. However, the Executive Board may decide to handle the complaint itself.

ARTICLE 4

Opportunity to be heard

1. The person handling the complaint will give the complainant and the person to whose actions the complaint relates an opportunity to be heard.
2. It is possible to forgo hearing a complainant if:
 - a. The complaint is clearly unfounded;
 - b. The complainant has declared that they do not wish to avail themselves of the right to be heard;
 - c. The complainant fails to declare within a reasonable period set by the administrative body that they wish to avail themselves of the right to be heard.

ARTICLE 5

Processing period

1. The complaint will be processed within six weeks of the written complaint being received.
2. The person handling the complaint may adjourn the processing of the complaint for no more than four weeks. The complainant and the person to whose actions the complaint relates will be notified of the adjournment in writing.

ARTICLE 6

Processing

The person handling the complaint will provide the complainant with written notification of the findings of the investigation into the complaint, their decision regarding the complaint, the reasons for these and details of any consequences that may arise as a result. The person handling the complaint will send a copy of this to the Complaints & Disputes Office.

ARTICLE 7

Appeal

If the person handling a complaint fails to resolve the complaint in a manner that is satisfactory to the student, the student or group of students in question may have recourse in writing to the Executive Board. In this situation, the Executive Board may assess the complaint both in terms of its content and the procedures followed. When submitting a complaint, students may request assistance and advice from the student counsellor. However, the student counsellor will not act as the student's adviser during the proceedings.

ARTICLE 8

Inadmissibility

1. The person handling the complaint is not mandated to process the complaint in the event that it relates to an action:
 - a. That was the subject of a complaint submitted and processed on a previous occasion;
 - b. That took place more than one year before the date that the complaint was submitted;
 - c. Against which the complainant could have submitted an objection;
 - d. Against which the complainant is able to submit an appeal.
2. The person handling the complaint is not mandated to process the complaint if the interest of the complainant or the importance of the action is clearly insufficient.
3. The complainant will be informed as quickly as possible if a decision is made not to process a complaint, but no later than four weeks after the date on which the complaint was received. A copy of this will be sent to the Complaints & Disputes Office. If the complainant is not in agreement with the viewpoint of the person handling the complaint, they may have written recourse to the Executive Board.

ARTICLE 9

Final provision

These regulations enter into force on 1 September 2020 and may be cited as Complaints Regulations.

Appendix: Advisory Appeal Board (AAB) Regulations

ARTICLE 1

Definitions

A dispute will be made known through the preparation of a written objection, or through the submission of an appeal by a student/applicant or external student/future external student, against a decision that has been taken by a body at Rotterdam University of Applied Sciences, not being a decision of general application or in the sphere of private law.

ARTICLE 2

The Advisory Appeal Board

1. The university of applied sciences has an Advisory Appeal Board for the use of students, external students and other interested parties (Article 7.63a(1) of the Higher Education and Research Act). The members of the Advisory Appeal Board are functionally independent.
2. The Advisory Appeal Board consists of a Chair and at least two members; the Chair is not included in and does not act as one of these members, subject to the responsibility of the administrative body.
3. The Board reaches a decision regarding the application of Article 7:4(6), Article 7:5(2) of the General Administrative Law Act.
4. The Advisory Appeal Board issues recommendations to the Institutional Management regarding objections in relation to other decisions, or the absence thereof, by virtue of that Act and the regulations derived therefrom, than the decisions referred to in Article 7.61.

ARTICLE 3

Submitting the dispute

1. A dispute is submitted in writing to the Complaints & Disputes Office.
2. Disputes must be submitted within a period of six weeks after the decision to which the dispute relates is made known.
3. The document in which the dispute is submitted must be signed and dated and must include the name, address and place of residence of the person submitting the dispute, together with a full and precise description of the dispute and any relevant circumstances. It should preferably be accompanied by (copies of) written documents that substantiate or explain the background to the dispute. The person submitting the dispute must clearly indicate the grounds for the dispute and the reasons why it has been submitted.
4. The person submitting the dispute will receive a confirmation of receipt.

ARTICLE 4

Amicable settlement

The Advisory Appeal Board will take steps to establish whether it is possible for the parties to achieve an amicable settlement.

ARTICLE 5

Fast-track procedures

In cases requiring a rapid response that cannot be delayed, the Chair or the Deputy Chair of the Advisory Appeal Board may issue a recommendation to the Institutional Management as quickly as possible. Within one week of receipt of the objection, the Chair or the member will determine whether a rapid response is needed and will convene a session. Where public institutions are concerned, Institutional Management will reach a decision within four weeks of receipt of the objection, contrary to Article 7:10 of the General Administrative Law Act.

ARTICLE 6

The right to hear and be heard

1. Cases will be heard by the Board. The Board can to assign the duty to hear the case to the Chair or to a member who is not part of, nor is acting on behalf of the administrative body.
2. It is possible to forgo hearing an interested party if:
 - a. The objection is clearly inadmissible;
 - b. The objection is clearly unfounded;
 - c. The interested party has declared that they do not wish to avail themselves of the right to be heard;
 - d. The interested party fails to declare within a reasonable period set by the administrative body that they do not wish to avail themselves of the right to be heard; or
 - e. The objection is fully upheld and the interests of other parties remain unaffected by this.
3. A representative of the administrative body is invited to be heard and is given an opportunity to explain the viewpoint of the administrative body.

ARTICLE 7

Recommendation

The recommendation made by the Committee will be issued in writing to the Executive Board and will include a report on the hearing in question.

ARTICLE 8

Decision

1. Once the recommendation of the Advisory Appeal Board has been received, the competent authority (the Executive Board) will take a decision as quickly as possible, but within a period of ten weeks. The decision will be notified in writing and the recommendation will be attached.
2. If the decision on the objection is contrary to the recommendation by the Board, the reason for this will be stated in the decision and the recommendation will be enclosed with the decision.

ARTICLE 9

Entry into force

These regulations enter into force on 1 September 2010 and its short title for citation purposes is the Regulations for the Advisory Appeal Board.

Appendix: Regulations for the Board of Appeal for the examinations

ARTICLE 1

Board of Appeal for the examinations

At several points in this Student Handbook, reference is made to the Board of Appeal for the examinations. Generally speaking, the submission of an appeal to the Board of Appeal for the examinations must be regarded as a last resort: an appeal is only made once all other attempts to resolve a dispute have proved unsuccessful. In the majority of cases, conflicts or complaints can be resolved more quickly with the assistance of the student counsellor or the study career coach. If this proves unsuccessful, it is advisable to contact the student counsellor or the head of student affairs of the study programme in question before submitting an official notice of appeal. This allows the student to obtain information about the exact form required for a notice of appeal, which other documents are to be included with the notice of appeal and the deadline by which the appeal must be submitted.

Decisions made by the Board of Appeal for the examinations are binding for the competent authority and the student in question. An appeal cannot be submitted to any other higher authority at the university of applied sciences. However, an appeal can be submitted to the Board of Appeal in The Hague.

1. The statutory tasks of the Board of Appeal for the examinations

Within the university of applied sciences itself, an Board of Appeal for the examinations is provided for use by students, external students and other interested parties (Article 7.60 of the Act). This Board holds the powers assigned by the Act to the Board of Appeal for the examinations. The Board of Appeal for the examinations may decide to convene Chambers (Article 7.60 of the Act). This has been done at Rotterdam University of Applied Sciences. Two Chambers have been created.

2. Composition of the Board of Appeal for the examinations

The Board of Appeal for the examinations is made up of a Chair, a deputy Chair, members and, if necessary, deputy members, all of whom are appointed by the Executive Board. The Chair is not employed by Rotterdam University of Applied Sciences. The Executive Board is required to make strenuous efforts to appoint one of the members and, if applicable, one of the deputy members of each Chamber from amongst the student body of Rotterdam University of Applied Sciences. In each case, the Central Representative Board will be invited to nominate the student members or deputy student members referred to in this paragraph.

3. Requirements relating to the Chair and Deputy Chair

The Chair and Deputy Chair will fulfil the requirements pertaining to eligibility for appointment to the position of judicial officer, as referred to in Article 5 of the Judicial Officers (Legal Status) Act (Wet rechtspositie rechterlijke ambtenaren).

ARTICLE 2

Powers conferred on the Board of Appeal for the examinations

1. The Board of Appeal for the examinations has the exclusive right to make decisions with regard to appeals submitted by students or external students against:
 - a. Decisions in the sense of Article 7.8b(3) and (5), and Article 7.9(1) of the Higher Education and Research Act (this relates to decisions to reject, based upon a binding study recommendation);
 - b. Decisions on the successful completion of the final exam, as referred to in Article 7.9d of the Higher Education and Research Act;
 - c. Decisions, not being decisions of a general nature, taken by virtue of the stipulations of or in accordance with Part 2 of chapter 7 of the Higher Education and Research Act, with a view to admission to examinations;
 - d. Decisions taken by virtue of a supplementary request, in the sense of Articles 7.25(5) and 7.28(4) of the Higher Education and Research Act;
 - e. Decisions taken by exam boards and examiners;
 - f. Decisions taken by committees in the sense of Article 7.29(1) of the Higher Education and Research Act; and
 - g. Decisions taken by virtue of Articles 7.30a and 7.30b of the Higher Education and Research Act, with a view to admission to the study programmes referred to in that article.
2. A decision will be equated with a refusal to reach a decision. If a decision has not been taken within the deadline determined by law or, in the absence of such a deadline, has not been taken within a reasonable period, this will be deemed to be equivalent to a refusal to take a decision. A reasonable period is a maximum of three weeks.
3. The appeal may be submitted by the interested party, student, prospective student or external student.

ARTICLE 3

Grounds for appeal

The appeal referred to in Article 2 can be submitted in relation to the fact that:

- a. The decision is contrary to any generally binding regulation;
- b. The body responsible for taking the decision has clearly made use of its power for a purpose other than the purposes for which those powers were granted;
- c. If it had considered the interests involved, the relevant body could not reasonably have reached the decision in question;
- d. The decision is contrary to any other principle of proper administration that forms part of the overall sense of justice.

ARTICLE 4

Duty to provide information

The bodies and employees, as well as the examiners of the institution will submit any information to the Board of Appeal for the examinations that the Board deems necessary in order for it to carry out its task.

ARTICLE 5

Submitting appeals

The person submitting the appeal (the appellant) will be required to abide by the procedures provided for in the rules of procedure applicable when seeking legal redress via the Board of Appeal for the examinations. The full text of the rules of procedure for the Board of Appeal for the examinations is available from the Secretary and the student counsellors. A brief summary of the procedure that is most customary is given below.

1. The appeals period

Judicial appeals must be submitted within a period of six weeks. When calculating this period of six weeks, the (study programme or School of the) university of applied sciences will not include designated holidays. This period will commence on the day after the date on which the decision is announced. If the notice of appeal is submitted by post, it must have been delivered to the Complaints & Disputes Office before the expiry of the appeals period.

If the notice of appeal is not submitted on time, it will not be processed, unless the appellant is able to demonstrate that the appeals period was exceeded as a result of circumstances beyond one's control.

2. The notice of appeal

The notice of appeal must meet a number of requirements:

- a. It must be signed;
- b. As a minimum, it must state the name, address, place of residence and student number;
- c. The notice of appeal must be dated;
- d. It must indicate the decision in relation to which the appeal is being submitted, as well as the body or member of staff that took that decision, and the grounds for the appeal.

The written decision issued by the relevant body, against which the student wishes to appeal, must also be submitted with the notice of appeal. Sometimes, this is not possible; for example, if the body concerned refuses to issue a decision or if the appeal relates to an action and not a decision.

The appellant must state clearly the nature of their objection, why they believe that the decision must not be allowed to stand and what demand is being made. This may be written in simple language.

It is recommended that assistance is requested here from the student counsellor or another expert.

The notice of appeal must be clearly legible (preferably typed), be addressed to the Board of Appeal for the examinations and must be submitted to the Complaints & Disputes Office. A notice of appeal is submitted in writing to the Complaints & Disputes Office.

3. Admissibility

The admissibility of the person submitting the notice of appeal depends on whether they have respected the statutory appeals period, on any failure to observe the necessary procedure, and on whether the interests of the person concerned are directly affected by the disputed decision.

4. The amicable settlement phase

The Chair of the Board of Appeal for the examinations will request the parties concerned to attempt to arrive at an amicable settlement. The relevant body has a period of three weeks in which to do this.

If a settlement is not possible, the body against whose decision the student has appealed (the respondent) will submit a statement of defence. The statement of defence must include all necessary and relevant decisions for the appeal.

The body in question is entitled to request a period of grace to enable it to put together a statement of defence.

The Chair of the Board of Appeal for the examinations will reach a decision regarding that request.

A further exchange of documents may then take place. The parties will be kept informed by the secretary.

5. The session

If it is not possible to reach an amicable settlement, the appeal submitted by the appellant will then be processed by the Board of Appeal for the examinations. The parties are usually invited to attend a

session of the Board of Appeal for the examinations.

The parties will be informed in good time of the date and time of the session.

The parties are always entitled to be assisted by legal counsel or to be represented by a duly

authorised third party. They are also entitled to bring witnesses and experts along to the session.

At the request of one of the parties, the Chair may decide to hold the session, or part of the session,

behind closed doors. The names of the witnesses and experts must be submitted to the Secretary,

no later than four days before the start of the session of the Board of Appeal for the examinations.

If witnesses are to appear on behalf of one of the parties, the other party must be informed of this at least two school working days in advance and that party will then also be entitled to put forward witnesses of its own.

Furthermore, it is possible for the appellant to submit a statement of reply, after which the respondent can once again respond by submitting a rejoinder.

All documents will be available for viewing three days in advance of the session of the Board of Appeal for the examinations, unless they are of a highly personal nature (to be determined by the Chair). They may be viewed upon application to the secretary. The Board may also summon witnesses or experts itself.

At the session, both parties will receive an opportunity to explain its stance once again.

Finally, the parties will be entitled to amend the contents of the appeal, the statement of defence, the statement of reply or the rejoinder, along with the grounds on which these are based, up to the closure of the session, unless this would unreasonably disadvantage the other party.

The Board of Appeal for the examinations is entitled to merge related cases, or to separate cases that are not related to one another.

6. The decision

The Board of Appeal for the examinations will confer and will issue its decision in the Board's chamber within ten weeks of the date on which the notice of appeal was submitted. The Chair of the Board of Appeal for the examinations will detail the grounds that apply in the event that the period is extended. This part of the session will not be open to the public.

The written decision will usually follow within a period of two to three weeks. This period may be extended. The decision will be backed up by documentary evidence and by the issues raised during the session.

The decision rendered by the Board of Appeal for the examinations may read as follows:

1. *The appeal is fully or partially justified:*

The relevant decision is set aside, either partially or in full. The Board may require the respondent to make a new decision, taking into account the decision of the Board. In some cases, the decision will impose a deadline in that regard;

2. *The appeal is unfounded:*

The disputed decision will remain in force;

3. *The appeal is inadmissible.*

as such, the judicial appeal will be rejected. The Board of Appeal for the examinations will not proceed to examine the details of the case.

ARTICLE 6

Fast-track procedures

In urgent cases, the appellant may request a interim provision whilst awaiting the decision of the Board with regard to the principal appeal. Any request of this nature must be submitted in writing and be accompanied by relevant reasons. The Chair will arrive at a decision once they have heard the relevant body or examiner concerned, or has requested the said body or examiner to appear at the very least. Having evaluated a request, the Chair of the Board of Appeal for the examinations will issue a written decision as quickly as possible.

ARTICLE 7

Final provision

These regulations enter into force on 1 September 2019. On that date, the existing university-wide regulations relating to the Board of Appeal for the examinations cease to apply and these regulations may be cited as the Regulations for the Board of Appeal for the examinations.

Appendix: Regulations on the Complaints Procedure in Relation to Undesirable Conduct (Discrimination, (Sexual) Intimidation, Aggression or Violence and Harassment)

ARTICLE 1

Definitions

Aggression or violence

Incidents in which a member of staff or student is the victim of psychological or physical harassment, threats or attacks, in circumstances that are directly connected with their work or studies.

Guidance officer

An individual who has been appointed by or on behalf of the Executive Board to guide the accused, at their request, in accordance with Article 4b.

Accused

The member of staff or the student at the university of applied sciences who is accused of discrimination, (sexual) intimidation or aggression/violence or harassment in the work or study environment.

Committee (on Matters Relating to Undesirable Conduct)

The committee appointed by the Executive Board, which is responsible for advising the Executive Board on complaints submitted about discrimination, (sexual) intimidation, aggression/violence or harassment.

Discrimination

Making a distinction between members of staff or students on the basis of their religion, beliefs, political persuasion, race, gender or otherwise, as referred to in Article 1 of the Dutch Constitution (Grondwet).

(Sexual) intimidation

Any form of verbal, non-verbal or physical conduct with a sexual connotation that has the aim or consequence of affecting the dignity of the person, particularly if a threatening, hostile, offensive, degrading or abusive situation is created.

Complainant

The member of staff or student enrolled for a study programme at the university of applied sciences who feels that they are experiencing discrimination, (sexual) intimidation or aggression/violence or harassment in their work or study environment and who approaches the confidential counsellor or the Committee Undesirable Behaviour with a complaint about the aforementioned as a direct interested party.

Undesirable conduct

As a general rule, any unwanted behaviour linked to (sexual) intimidation, aggression and/or violence, harassment, discrimination, stalking or unequal treatment.

The parties

The complainant and accused involved in a matter brought before the committee.

Bullying

All forms of intimidating conduct of a structured nature, by one or more employees (colleagues, managers) towards an employee or a group of employees who is/are unable to defend themselves against this conduct.

Confidential counsellor

An individual who the Executive Board has appointed to perform the duties referred to in Article 4a.

ARTICLE 2

Area of application

These regulations will apply to anyone who is employed or studying under the scope of authority of the Executive Board at Rotterdam University of Applied Sciences. The area of application will be limited to the persons named. With regard to persons who do not have an employment contract with the university of applied sciences, but who do carry out work for it, the regulations will be applied by analogy wherever possible.

ARTICLE 3

Access to a confidential counsellor and guidance officer

1. Anyone who feels that they are the victim of discrimination, (sexual) intimidation, aggression/violence or harassment can consult a confidential counsellor or submit a complaint to the committee. A complaint can be submitted up to three years after the date of the incident in question.
2. Anyone who is accused of discrimination, (sexual) intimidation, aggression/violence or harassment can consult a guidance officer.

ARTICLE 4

Confidential counsellor

1. The Executive Board will appoint two confidential counsellors for students for each main site of the university of applied sciences, with preference being given to one woman and one man. The confidential counsellors carry out their duties on location. For more information about the locations, see HINT. On the recommendation of Human Resources, the Executive Board will appoint two confidential counsellors for staff at Rotterdam University of Applied Sciences: one woman and one man.
2. The confidential counsellor will act solely on the basis of a direct request from the complainant and with their permission; the consent of the complainant is required for every step taken by the confidential counsellor.
3. The confidential counsellor will guarantee confidentiality at all times.
4. The confidential counsellor will have the following duties at the very least:
 - a. To function as the first point of contact for individuals who feel that they are the victims of discrimination, (sexual) intimidation, aggression and/or violence, harassment or bullying;

- b. To support and provide aftercare to the individuals in question;
 - c. To advise complainants on further steps to be taken;
 - d. To take steps geared towards the achievement of a solution, at the request of the complainant;
 - e. To provide guidance to persons who are considering submitting a complaint to the committee, at the request of the person in question.
5. If required, the confidential counsellor can invoke the right to decline to give evidence against a complainant.
 6. Where the Executive Board recognises the right to decline to give evidence, the Executive Board will appoint a different confidential counsellor.
 7. Each of the confidential counsellors and the member of staff from the support system that coordinates their activities will only have access to their own archives. Data will be destroyed after five years or after the date on which the activities of the confidential counsellor end. If requested by the Executive Board, a report (or anonymised report) will be prepared on the subjects discussed within a certain period.

ARTICLE 4B

Guidance officer

1. On the recommendation of Human Resources, the Executive Board will appoint at least two guidance officers for students and staff at Rotterdam University of Applied Sciences, who will include at least one woman and one man.
2. The guidance officer will act solely on the basis of a direct request from the accused and with their permission; the consent of the accused is required for every step taken by the guidance officer. The accused will be free to choose a guidance officer themselves.
3. The guidance officer will guarantee confidentiality at all times.
4. The guidance officer will have the following duties at the very least:
 - a. To act as the first point of contact for individuals who have been accused of discrimination, (sexual) intimidation, aggression and/or violence or harassment;
 - b. To support and provide aftercare to the individuals in question;
 - c. To advise the accused on further steps to be taken;
 - d. To take steps intended to find a solution, at the request of the accused;
 - e. To provide guidance to accused individuals who are considering submitting a complaint to the committee, at the request of the accused.
5. If required, the guidance officer will be able to invoke the right to decline to give evidence against an accused person.
6. Where the Executive Board recognises the right to decline to give evidence, the Executive Board will appoint a different guidance officer.
7. Where the guidance officer believes that a case is too complex for guidance by them, a referral may be made to a lawyer. The question of which party is to bear the costs incurred will be considered on a case by case basis.
8. Each of the guidance officers and the member of staff from the support system that coordinates their activities will only have access to their own archives. Data will be destroyed after five years or after the date on which the activities of the guidance officer end. If requested by the Executive Board, a report (or anonymised report) will be prepared on the subjects discussed within a certain period.

ARTICLE 4C

Incompatibility

The roles of confidential counsellor and guidance officer are incompatible.

ARTICLE 5

Committee Undesirable Behaviour

1. The Executive Board will set up a committee for matters relating to discrimination, (sexual) intimidation and aggression/violence or harassment, which committee will have three members. The committee will choose a chair and a secretary from amongst its members.
2. A deputy will be appointed for each member.
3. The appointment of members and deputy members and the termination of the said appointment will be done by the Executive Board. The Central Representative Board will be invited to make a recommendation for one of the members and one of the deputy members. Members and deputy members of the committee will be appointed for a period of three years.
4. At least one committee member and her deputy will be a woman, while at least one committee member and his deputy will be a man. The aim is for at least one committee member and deputy to be a student. Confidential counsellors and guidance officers will not be appointed as members of the committee. At least one committee member will be eligible for appointment as a district court judge, in accordance with Article 5 of the Judicial Officers (Legal Status) Act (*Wet rechtspositie rechterlijke ambtenaren*).
5. A member of the committee will be challenged in the event that they are directly or indirectly involved, or has been directly or indirectly involved, in discrimination, (sexual) intimidation or aggression and violence or harassment about which a complaint has been submitted.
6. The Executive Board will ensure that sufficient psychosocial and legal expertise is present amongst members of the committee, together with sufficient expertise in relation to the way in which the university of applied sciences is organised. At least one member of the committee will be responsible for the (sexual) intimidation key area and one member for the discrimination key area.

ARTICLE 6

Duties and powers of the committee

The committee is responsible for investigating the complaints submitted to it. The committee will decide on the admissibility and validity of complaints. It will report to and advise the Executive Board on any measures to be taken.

The committee will also report on cases of non-admissibility and/or invalidity.

ARTICLE 7

Requirements for written complaints

1. Complaints will be submitted to the secretary of the committee in writing or digitally, stating the name and surname and signed by the complainant, and will contain:
 - a. A description of the incident of discrimination, (sexual) intimidation or aggression and violence or harassment;
 - b. The name or names of the accused or individuals accused;
 - c. A description of the steps taken by the complainant.
2. Documents that relate to the steps taken will be submitted to the committee.

ARTICLE 8

The applicable procedure for the committee

1. The committee will meet to discuss each complaint.
2. The committee will decide whether or not a complaint is admissible within two weeks of the date on which the complaint is received and will notify the complainant of its decision. Such decisions will be taken within five working days if the committee is of the opinion that the interests involved provide grounds for urgency.
Where this time limit is exceeded, the complainant will be notified accordingly.
3. Where a complaint is admissible and is accepted for handling, the committee will send a copy of the complaint and of all other documents submitted to it in relation to the complaint to the accused.
4. Where a complaint is declared admissible, the complainant and the accused will be heard separately. The hearing will not be open to the public. A summary report of this hearing will be prepared. A report will not be finalised before the individual in question signs the report in indication of their approval, where possible, but as 'seen' in any event.
5. Both parties will be able to arrange to be represented by a counsel.
6. The committee can hear witnesses and other involved parties who are able to provide information about the circumstances in which the discrimination, (sexual) intimidation, aggression, violence or harassment took place.
7. Where they are heard as witnesses, the confidential counsellors and guidance officers can invoke the right to decline to give evidence in relation to information that has been divulged to them confidentially.
8. Meetings of the committee will not be open to the public.

ARTICLE 9

Reports and advice

1. The committee will issue a written report to the Executive Board within six weeks of the date on which a complaint is declared admissible.
Such decisions will be taken within four weeks if the committee is of the opinion that the interests involved provide grounds for urgency. Before the committee proceeds to issue a report to the Executive Board, it will give the complainant and the accused the opportunity to make known their views on the report to be issued, either verbally or in writing, to the committee within two weeks. The report on the hearing will form part of the report, except where the committee decides against this for serious reasons. These reasons will be communicated. The committee will also be able to advise the Executive Board on any measure to be taken or sanction to be imposed.
A copy of the report and of the advice will be sent to the complainant, the accused, the confidential counsellor and the guidance officer.
In the final report, the committee must explicitly state how it has dealt with the views expressed by the complainant on the one hand and those of the accused on the other hand (and the arguments on which this was based). The committee's documents will not be open to the public.
2. Where the report and the advice cannot be issued to the Executive Board within the period allowed for this purpose, the committee will notify the complainant and the accused of this fact. When doing this, it will indicate a reasonable period in which it is anticipated that the report and the advice will be issued.
3. The advice issued by the committee may be either preventative or corrective in nature, or a combination of both. Measures may also be advised that are designed to arrive at a solution that is acceptable to both parties (mutual settlement).

The committee can advise the Executive Board to impose the following measures:

a. Against students:

- Warnings;
- Full or partial denial of access to the buildings and grounds of the university of applied sciences, in accordance with the period of time referred to in this Student Handbook;

b. Against members of staff:

- The disciplinary measures laid down in the CAO-HBO (collective labour agreement for employees at Higher Professional Education).

ARTICLE 10

Decision

Within ten working days following receipt of the recommendation, the Executive Board will take a decision on that recommendation and will inform the parties concerned of that decision. If the decision deviates from the recommendation, the Executive Board must state the reasons why the recommendation was not followed.

The procedure that forms part of the Collective Labour Agreement for the Higher Professional Education sector (CAO-HBO) (proposed decision, opportunity to submit an objection, decision and appeal) will apply to staff and students as appropriate.

ARTICLE 11

Deadlines

All of the deadlines referred to in this decision will be suspended during the holidays as designated by (the study programme or the School of) the university of applied sciences.

ARTICLE 12

Protection of confidential counsellors, guidance officers and committee members

The Executive Board will ensure that confidential counsellors, guidance officers and committee members suffer no disadvantage with regard to their position at the university of applied sciences as a result of their role as confidential counsellor, guidance officer or committee member.

ARTICLE 13

Facilities

The Executive Board will provide confidential counsellors, guidance officers and the (members of the) committee with the resources they require to carry out the tasks assigned to them.

ARTICLE 14

Confidentiality

All persons involved must take the utmost care to ensure the confidentiality of any information that comes to their notice. The names of individuals will only be divulged in reports or elsewhere if the committee feels that it is necessary to do so.

ARTICLE 15

Mandatory to consult and report any sex offences

1. If the Executive Board becomes aware in any manner whatsoever that a person to whom tasks have been assigned on behalf of the institution may possibly have committed a sex offence, in the sense of Part XIV of the Dutch Criminal Code (*Wetboek van Strafrecht*), against an underage student within the institution, the competent authority will immediately consult the confidential educational inspector referred to in Article 6 of the Education Inspection Act.
2. If the consultation referred to in the first subsection leads to the conclusion that there is a reasonable assumption that the person concerned has committed an offence of the type referred to in the first subsection against an underage student within the institution, the Institutional Management will immediately report the offence to an investigating officer as referred to in Article 127 in conjunction with Article 141 of the Dutch Code of Criminal Procedure (*Wetboek van Strafvordering*) and will also inform the confidential education inspector of this without delay.
3. If a member of staff becomes aware that a person assigned with a task on behalf of the institution has committed or may have committed an offence of the type referred to in Paragraph 1 against an underage student within the institution, that member of staff must inform the Executive Board of this without delay.

ARTICLE 16

Short title and entry into force

This procedure enters into force on 1 September 2019 and its title for citation purposes is "Regulations on the Complaints Procedure in Relation to Undesirable Conduct (Discrimination, (Sexual) Intimidation, Aggression or Violence and Harassment)". This procedure will replace any regulations in force prior to that date.

Appendix: Implementing Regulations for a Graduation Fund for the Financial Support of Students

General

The rules stated below are implementation regulations arising from the stipulations of the Higher Education and Research Act (Article 7.51 et seq.) and the Student Finance Act 2000. Article 7.51 et seq. of the Higher Education and Research Act obliges the Institutional Management to make provisions to provide financial support to students who have sustained a study delay as a result of special circumstances. The Act refers to students who are enrolled for a study programme that requires the payment of statutory tuition fees.

The Executive Board has given responsibility for implementing the arrangement to the Managing Committee for the Profiling Fund and has set this out in the 'Regulations for the Managing Committee for the Profiling Fund'.

Based on Articles 7.47a and 7.51e of the Higher Education and Research Act the Profiling Fund Managing Committee will also assess applications from students who would like to be eligible for tuition fee exemption due to committee membership.

Types of financial support

Financial support is granted to students who, due to special circumstances, are delayed or are expected to take longer to complete their studies than the normal course duration minus any previous months of enrolment in higher education. This applies to students who are enrolled for a study programme for which no degree has yet been awarded and that requires the payment of statutory tuition fees. Statutory provisions are in place within the Student Finance Act 2000 to assist students in the event of incapacity for work or special circumstances. At the request of the student, the minister determines whether special circumstances apply within the meaning of the Student Finance Act 2000. The implementation is the responsibility of the Directorate DUO, Ministry of Education, Culture, and Science and requires a supporting statement from the educational institution. Within Rotterdam University of Applied Sciences, the student counsellors are mandated to carry this out.

There is a separate ministerial regulation in Article 7.51k of the Higher Education and Research Act that refers to financial support for a number of special activities.

CHAPTER 1

Financial Support for Students

Article 1.1 Criteria for financial support

A student who incurs a study delay or is expected to incur a study delay as a result of special circumstances as intended in Article 2 during the course duration, minus any previous months of enrolment in higher education, is entitled to support if:

- a. (in accordance with Articles 7.51a, 7.51b and 7.51c of the Higher Education and Research Act)

- b. The student owes statutory tuition fees for the study programme concerned,
The student is entitled or was entitled for this study programme to a performance grant for higher education as intended in the Student Finance Act 2000; this only regards dual-track and full-time students, and
- c. The student has sustained or is expected to sustain a study delay as a result of special circumstances, or
- d. The student is enrolled in a study programme to which the Institutional Management has applied Article 7.4a(8) of the Higher Education and Research Act, or
- e. The student is enrolled at the relevant institution of higher education in a study programme for which accreditation has not been granted again and for which the individual is no longer requesting student finance as a result.

ARTICLE 1.2 SPECIAL CIRCUMSTANCES

1. The special circumstances referred to in Article 1 are:
 - a. Membership of the board of a student organisation that meets the criteria established in Articles 1.2.2 and 2.1.1 or by the Programme Advisory Committee, the body set up by virtue of the co-determination scheme in the sense of Article 10.16a(3) of the Higher Education and Research Act, the participation council, the council sub-committee or the Students' Council,
 - b. Activities of an administrative or social nature that, in the opinion of the Institutional Management, are also in the interests of the institution or of the study programme being followed by the student,
 - c. Illness or pregnancy and childbirth on the part of the applicant in question,
 - d. A handicap or chronic illness,
 - e. Extraordinary family circumstances,
 - f. A study programme that is insufficiently feasible or realistic,
 - g. Other special circumstances determined by the Institutional Management in which a student may find themselves, including involvement in sports activities at national or international level, by which the student has requested and been awarded top-level sports status by Rotterdam University of Applied Sciences,
 - h. Other circumstances than those referred to in a to g, which, in the event that a request for financial support submitted on that basis were not granted by the Institutional Management, would lead to an exceptional case of extreme injustice.
2. Membership of the board of a student organisation
A special circumstance as established by the Institutional Management is holding a board position in a student organisation.
 - a. To be designated as such, the student organisation must be of a considerable size and have full legal capacity, be open to students of Rotterdam University of Applied Sciences and be located in a municipality in which Rotterdam University of Applied Sciences has a campus.
 - b. The request for recognition of the special circumstance and the duration of the study delay (or expected study delay), must be submitted in writing, together with the required documents, during the period in which the special circumstance arose or directly thereafter, by the student organisation directly to the managing committee via the form provided for this purpose.
 - c. Recognition will only be granted when the student organisation and the membership meet the conditions that have been set for the student organisation when a student wishes to study with a tuition fee exemption due to committee membership, see Article 2.1.1.
 - d. Students with a tuition fee exemption due to committee membership during the academic year in which the student has a tuition fee exemption due to committee membership will not be granted financial support from the Profiling Fund due to exercising this administrative function.
 - e. Students can request recognition for a maximum of twelve months. Financial support can only be granted after the normal course duration minus any previous months of enrolment in higher education has passed.

ARTICLE 1.3 REQUEST FOR FINANCIAL SUPPORT IN THE CASE OF SPECIAL CIRCUMSTANCES LEADING TO A STUDY DELAY, AS INTENDED IN ARTICLE 1.2

1. The application procedure consists of a preliminary procedure and two subsequent phases. In the preliminary procedure, if possible considering the special circumstances, an request is first sent to the Directorate DUO, Ministry of Education, Culture, and Science for a year's extension of the grant period. The same applies for students who are not entitled to the performance grant. If the request is rejected or the special circumstances do not meet the Directorate DUO, Ministry of Education, Culture, and Science requirements, an application can be sent to the Profiling Funds managing committee at Rotterdam University of Applied Sciences.
After the preliminary procedure, there are two distinctive subsequent phases. The first phase starts with the application for recognition of the special circumstances and the duration of the study delay, which is followed by the second phase regarding the application for granting the financial support. Financial support can only be granted after the normal course duration minus any previous years of enrolment in higher education has passed.
2. The managing committee of the Profiling Fund will decide whether to recognise the special circumstances and the duration of the study delay, with a view to granting the financial support.
3. In the event that the circumstances are expected to lead to a study delay, the student is mandated to report the special circumstances to the student counsellor directly. The student counsellor will record this notification in Osiris and will treat it as confidential information. The student can request to review, inspect, examine the record made by student counsellor.
4. The request for the recognition of special circumstances and of the duration of the study delay will be submitted by the student during or following the period in which the special circumstance arose. The request must be submitted to the managing committee, via the student counsellor, using a form designated for that purpose. This will involve the student making agreements with the university of applied sciences with regard to financial support at the time that a special circumstance arises or after it has arisen. Financial support may only be provided in the event that the special circumstance have caused, or is expected to cause, the student to incur a study delay.
5. The following items must be enclosed with the request for recognition:
 - A written recommendation from the student counsellor, containing an explanation of the report regarding the special circumstances;
 - A recommendation from the RBS Deans for the study programme in question, with a statement regarding the number of months, which, in consultation with the student, is equivalent to the number of months of study delay that they are required to make up. In determining the number of months' study delay that the student has incurred with regard to their studies, account must be taken of the way in which teaching is organised; the aim is to limit as much as possible any delay caused to a student's course of study;
 - Proof of registration;
 - Proof of any premature deregistration;
 - Copies of documents detailing the student's progress;
 - The most recent notification relating to the student finance of the student;
 - A written declaration from the RBS/WdKA Dean, confirming that the study programme was unachievable.
6. Decision whether to grant financial support
The managing committee will inform the student in writing of the decision relating to their request for recognition of the special circumstances and the duration of the study delay. This will be done as quickly as possible, but no later than 60 days after the student reported the special circumstances by submitting their application. A copy of the recognition will be sent to the relevant student counsellor.
7. Granting and scope of financial support
Financial support will be granted on grounds of the recognition of the special circumstances and the duration of the study delay. An application for granting financial support must be submitted separately, using a form designated for that purpose.
The financial support is provided to the student from the time at which it can be demonstrated that the course duration minus any previous years of enrolment in higher education have passed. Generally speaking, financial support cannot be granted retroactively. The management committee shall take a decision on the request as soon as possible, but at the latest within 60 days.

The university of applied sciences will pay the financial support in monthly instalments (in the same manner that the government pays out student finance). If financial support is granted, the student does not need to cancel their student finance, which means that they can continue to use their OV (public transport) card if relevant.

ARTICLE 1.4 SCOPE OF FINANCIAL SUPPORT

In the case of the performance grant, or if the student uses the loan system, the scope of the financial support is equal to the basic amount determined by the school's administration, the additional grant provided to the student concerned by virtue of the Student Finance Act 2000, or which the student could have received if they had applied for it and, if applicable, the officially established monetary equivalent of the OV (public transport) card.

By virtue of Article 7.51g of the Higher Education and Research Act, the Institutional Management – at Rotterdam University of Applied Sciences, this role will be carried out on behalf of management by the managing committee for the Profiling Fund – can determine in exceptional cases that, as a result of the additional support that will be granted the amount of the financial support to be granted will be higher than the standards indicated by the student finance scheme. This opportunity may only be used in highly exceptional circumstances, in which it would be important to consider whether a decision to not provide additional financial support would give rise to situations that would be unacceptable.

ARTICLE 1.5 REQUIREMENTS REGARDING THE GRANTING OF FINANCIAL SUPPORT

1. During the period when financial support is paid, it is a requirement that the student is actually studying.
2. When determining the duration of the financial support, a link will be made between the special circumstances referred to in Article 2 and the way in which teaching is organised. The following determining factors will apply here: the duration and significance of the special circumstances, the actual delay incurred, and the time needed in order to make up the delay.
3. In the event of granting the financial support by virtue of Article 1.2 (1) b (administrative or social activities) it should be demonstrated that such activities contribute to the educational institution or to the study programme being followed by the student. An activity calendar should be used to demonstrate how the study delay has arisen or will arise. This calendar must provide clarity about the nature of the management or social activities, what they entail and how much time they take. The managing committee may request a statement from the Dean as a confirmation of these activities.
4. It is the student's own responsibility to do as much as possible in order to limit the study delay and the potential negative financial consequences of this. The student must seek advice from the student counsellor and from the responsible supervisor(s) within the School for this purpose (such as the study career coach or coordinator for student affairs).
5. By virtue of certain special circumstances, the student will only be entitled to submit a request for financial support to one institution; either to Rotterdam University of Applied Sciences or another institution. If the circumstances arose during a study at an educational institution not being Rotterdam University of Applied Sciences, then a request for financial support must be sent to the former educational institution first.
6. In the event that the student is enrolled in more than one study programme, only their first enrolment will be recognised as grounds for the request.

ARTICLE 1.6 OTHER REGULATIONS

Since 1 September 2000, the payment from the Student Financial Support Fund has been designated as tax-exempt, which means that Rotterdam University of Applied Sciences does not inform the Netherlands Tax and Customs Administration (*Belastingdienst*) of the amounts paid out.

ARTICLE 1.7 SPECIFIC STIPULATIONS

1. The issuing of a notice of default to the student by the Executive Board may lead to discontinuation or a claim for repayment of the financial support. Reasons for the issuing of a notice of default may include the failure of the student to fulfil their obligations.
2. An objection may be submitted to the Advisory Appeal Board against any decisions by the managing committee.

ARTICLE 1.8 TRANSITIONAL AND INTRODUCTORY STIPULATIONS

1. These implementing regulations were adopted by the Executive Board, following approval from the Central Representative Board.
2. Previous recognitions and amounts granted under previous regulations (most recent version published in the August 2015 edition of the Student Handbook) will be honoured if these are more favourable to the student than the application of the current implementing rules.

CHAPTER 2

Tuition fee exemption due to committee membership

ARTICLE 2.1 CONDITIONS APPLICABLE TO THE STUDENT ORGANISATION

1. For students to be eligible for a tuition fee exemption due to committee membership, the student organisation must:
 - a. not act in contravention of the Code of Conduct and Integrity of Rotterdam University of Applied Sciences,
 - b. in the case of a study association:
 1. meet the requirements established in the guide "Student Associations at Rotterdam University of Applied Sciences",
 2. have a certain size, further defined as 5% of the active student members of the linked study programme of study with a minimum of 50 student members and
 3. have completed the preliminary procedure with the Dean.

ARTICLE 2.2 CONDITIONS APPLICABLE TO THE ENROLLED STUDENTS

1. Students who are eligible for the 'Tuition fee exemption due to committee membership' scheme are those who:
 - a. Are enrolled in an initial study programme at Rotterdam University of Applied Sciences that requires the payment of statutory tuition fees, and
 - b. Hold a full-time board position, or holds several part-time board positions which together constitute a full-time board position, and
 - c. are prepared to sign a statement in which they waive following education, taking assessments, sitting examinations and receiving supervision with study programme and research activities at the school or any other funded institution during the entire academic year that they hold a board position.

ARTICLE 2.3 APPLICATION PROCEDURE FOR ENROLLED STUDENTS

1. The student applies for tuition fee exemption due to committee membership by using an application form for that purpose before 1 July of the upcoming academic year.
2. The application form is signed by the student and the Dean of Administration, Information & Control.

ARTICLE 2.4 START AND DURATION FOR THE ENROLLED STUDENTS

1. The tuition fee exemption due to committee membership of enrolled students starts in September of the academic year in which the student is a full-time committee member.
2. The student has the right to statutory tuition fee exemption once and for the duration of an entire academic year, which runs from 1 September to 31 August, despite their enrolment.
3. The request for the tuition fee exemption due to committee membership applies for an entire academic year and may not be interrupted or extended in the meantime.
4. At the end of the academic year in which the enrolled student was a full-time director, a check is carried out to see whether they meet the conditions as stipulated in section 1.2, paragraph 2 of article 1.2 implementing regulation for Student Financial Support Fund. If during a check it appears the student has not met this condition, they will be mandated to pay the statutory tuition fee for that academic year.

ARTICLE 2.5 MANDATE

The Executive Board of Rotterdam University of Applied Sciences has mandated the Administration, Information & Control Dean, after an assessment by the managing committee of the Profiling Fund, to sign the applications for tuition exemption due to committee membership and grant the exemption of the statutory tuition fees.

In the event the student organisation for which a committee member receives financial support in the context of the Profiling Fund does not meet the established criteria, then the Executive Board may decide to end the financial support with immediate effect. In the event that the student organisation for which a board member uses the possibility of tuition fee exemption due to committee membership to study, then the Executive Board may decide to impose a measure on this student as stipulated in Article 4.5 of the Student Handbook.

ARTICLE 2.6 FINAL PROVISION

These regulations enter into force on 1 September 2018.

Appendix: Regulations regarding the use of the Internet and telecommunications at Rotterdam University of Applied Sciences

Rotterdam University of Applied Sciences offers staff and students the opportunity to use Internet and other telecommunications facilities to carry out their work and study activities. Certain rules apply to the use of these facilities made available by Rotterdam University of Applied Sciences.

These regulations set out the rules for the use of these facilities and apply to all staff, students and guest users of Rotterdam University of Applied Sciences. Specific rules may apply to any or all of these groups of users.

ARTICLE 1

Definitions

The terms below are defined as follows in these regulations:

GDPR: General Data Protection Regulation

Administrator: the Dean of the Facilities and Information Technology (FIT) department.

Executive Board: the Executive Board of Rotterdam University of Applied Sciences.

Data breach: a breach of security as referred to in Article 4(12) of the GDPR, leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed.

Dean: the head of a School or department of the Rotterdam University of Applied Sciences.

Data Protection Officer (DPO): an officer as referred to Article 37 of the GDPR, who has been appointed by Rotterdam University of Applied Sciences to monitor the implementation of and compliance with the General Data Protection Regulation.

Guest users: users authorised by Rotterdam University of Applied Sciences to use the Internet and telecommunications facilities as intended in these regulations, who are neither staff nor students.

Users: employees, students and guest users.

Rotterdam University of Applied Sciences: Rotterdam University of Applied Sciences.

Internet and telecommunications facilities: all cabled and wireless communication, computer and network facilities within Rotterdam University of Applied Sciences for the purposes of data communication. In all cases, these facilities include access to and use of the Rotterdam University of Applied Sciences

network and all equipment connected to it, the corresponding software and the connections to other networks, such as the Internet, computer, audio-visual and other ICT equipment in classrooms and in other spaces at the school. These facilities also include telephone and e-mail facilities.

Employee(s): any person employed to carry out tasks at or on behalf of Rotterdam University of Applied Sciences, as well as external personnel.

Personal data: any information relating to an identified or identifiable natural person ('data subject'); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

Register of processing operations: the register detailing processing activities as referred to in Article 30 of the GDPR.

Social media: online communication platforms used to post and share information with others in a manner other than e-mail.

Student(s): any person enrolled as a student or external student in a study programme at Rotterdam University of Applied Sciences.

System administrator(s): employee(s) with specific privileges within ICT systems as part of administrative tasks that fall within their job responsibilities.

Access code: a user/login name and password (also the corresponding authentication code for employees).

Processing: any operation or set of operations that is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

ARTICLE 2

Scope, purpose and starting points

1. Unless otherwise provided or inferred from the nature of the provisions, these regulations apply to employees, students and guest users. These regulations also apply to natural persons who use the network facilities of other institutions that are accessed using Rotterdam University of Applied Sciences login data (eduroam).
2. These regulations lay down rules for the use of Internet and telecommunications facilities.
3. They serve the following purposes at a minimum:
 - System and network security;
 - Monitoring of network integrity and stability;
 - Protecting personal data;
 - Protecting confidential information;
 - Preventing discrimination, sexual intimidation, threats or violence, as well as other criminal offences;
 - Protecting the intellectual property rights of Rotterdam University of Applied Sciences and third parties;
 - Preventing unauthorised, improper and excessive use and
 - Managing costs.

ARTICLE 3

General provisions regarding the use of the facilities

1. Rotterdam University of Applied Sciences makes Internet and telecommunications facilities (such as public computers, tablets, telephones, cable and wireless network connections, e-mail and Internet access, software, storage capacity, printers and electronic learning environments) available to users for purposes of carrying out work and study activities.
2. Users are required to treat all facilities made available to them with the utmost care and not to leave any equipment to which they are logged in 'locked' after use. When an employee leaves the work premises, locking is only permitted if the absence is to be brief and sufficient supervision by a colleague or colleagues can be guaranteed.
3. Limited private use of the facilities is permitted. However, this use may not disrupt the proper functioning of the network or other ICT facilities at Rotterdam University of Applied Sciences and may not cause a nuisance to others or violate the rights of Rotterdam University of Applied Sciences or third parties.
4. It is not permitted to make any changes to the settings in facilities made available by the HR in the buildings or grounds of Rotterdam University of Applied Sciences without the written consent of the system administrator. This consent may be subject to specific conditions.
5. Connecting private equipment and applications to the facilities within Rotterdam University of Applied Sciences is only permitted if this use is in compliance with these regulations.
6. Users must follow the instructions provided by or on behalf of Rotterdam University of Applied Sciences with regard to the use of the facilities.
7. Rotterdam University of Applied Sciences may make the use of the facilities subject to additional usage rules and conditions.

ARTICLE 4

Access code

1. The access code assigned to users is strictly personal and may not be shared with others.
2. Users must handle their access code carefully. They are personally responsible at all times for the (further) use of the access code and the consequences of such use.
3. Users are required to take all reasonable measures for the security of their access code. If the code is lost or if unauthorised use takes place, the system administrator must be notified immediately.
4. If unauthorised use is suspected, the system administrator can block access to the account in question, or arrange for this to be carried out, with immediate effect.

ARTICLE 5

Unauthorised actions

1. With regard to the use of the facilities, the following actions or behaviours (or lack thereof) are not permitted at all:
 - a. Actions that undermine the integrity, stability, continuity or proper functioning of the facilities;
 - b. Gaining access, or providing access for a third party, to another user's account or data, unless this takes place in connection with monitoring activities by Rotterdam University of Applied Sciences;
 - c. Gaining access to program components of computer systems or modifying or destroying these (or enabling this) without explicit written consent;
 - d. Using or misusing system or access codes belonging to other persons;
 - e. Gaining access, or providing access for a third party, to computer or other ICT systems, e-mail and other accounts, or other facilities for which access has not explicitly been granted;

- f. When using the facilities, especially e-mail and social media, impersonating another person in order to, for example, create the impression to a third party that this person is the sender of this data;
 - g. Reading, copying, modifying or deleting data (including e-mail) intended for another person, unless this is done in connection with monitoring activities by Rotterdam University of Applied Sciences;
 - h. Intentionally transmitting computer viruses to and via the facilities, or allowing this to be done through attributable acts or omissions;
 - i. Copying the programs, data files and documentation made available by Rotterdam University of Applied Sciences in connection with work and study activities, or making them available for inspection, or providing access to unauthorised users.
2. The following are also considered a violation of these terms of use:
- a. Accessing Internet services with racist, discriminatory or pornographic content from workplaces, classrooms or other Rotterdam University of Applied Sciences rooms or premises, or using the facilities from another location, unless this is demonstrably necessary as part of an educational or research assignment;
 - b. Generating, sending or forwarding (or enabling this) messages containing the content intended under a. or with sexually or otherwise intimidating content or messages that incite discrimination, hatred and/or violence;
 - c. Sending (or enabling this) unsolicited messages to large numbers of recipients simultaneously or distributing malicious software (such as malware or ransomware);
 - d. Using file sharing or streaming services that generate so much data traffic that this disrupts the proper functioning and availability of the network or other facilities;
 - e. Using software made available by Rotterdam University of Applied Sciences for purposes of work and study activities in violation of the licensing conditions;
 - f. Downloading films, music, software and other copyrighted material from any illegal sources or if the employee or student is aware, or should be aware, that this is in violation of copyright laws;
 - g. Distributing films, music, software and other copyrighted material to third parties;
 - h. Incorporating in a website or assignment any third-party photographs or other visual material that could be assumed to be protected under copyright law, without having obtained the express written permission of said third party;
 - i. Carrying out or enabling any other actions not set out in these regulations that are punishable by law.

ARTICLE 6

Information security; reporting processing to the Data Protection Officer

- 1. In using the facilities for purposes of work or study activities, users must comply with Rotterdam University of Applied Sciences regulations for information security and personal data protection.
- 2. Users are expected to act carefully and proactively to adequately safeguard the computers and other equipment made available to them by Rotterdam University of Applied Sciences, such as smartphones and tablets. Any mobile equipment provided by Rotterdam University of Applied Sciences, including laptops and telephones, must at all times be protected by means of a password or other security measure, in order to safeguard against unauthorised use and unlawful access.
- 3. If users use Rotterdam University of Applied Sciences facilities on their own equipment or devices, the following rules must be observed at a minimum:
 - a. The equipment or device must have an adequate virus scanner and firewall installed and all software settings must be updated regularly;
 - b. Unauthorised access or processing of personal data must be avoided.
- 4. Study results may only be processed and announced through the student monitoring system used by Rotterdam University of Applied Sciences (Osiris).
- 5. Students must be able to access education and make academic progress without obstacles and without having to share their personal data with others by means of Internet and telecommunications facilities not made available by Rotterdam University of Applied Sciences.

6. Any automated processing of personal data must be notified to the administrator of the register of processing operations, using the relevant notification form. All processing operations must be approved by the DPO and will be recorded in the register of processing operations kept by the university of applied sciences.

Note: This provision makes it mandatory to report the creation of any database or file containing personal data from Rotterdam University of Applied Sciences (such as address lists for a group of students or employees, or schedules stating the names of students and/or lecturers), by means of a form used to create a processing activity.

ARTICLE 7

Personal data protection; obligation to report data breaches

1. Files containing personal information on users that are distributed outside Rotterdam University of Applied Sciences using an Internet connection (including e-mail), stored on a storage medium (CD-ROM, USB stick, etc.) or otherwise transmitted by data communication (such as a phone, tablet or smartwatch) must always be protected using adequate encryption to prevent unauthorised access or processing wherever possible.
2. Use of cloud-based services to process (e.g. transfer or store) personal data or share files containing personal data is not permitted, unless this processing takes place using Internet and telecommunications facilities provided by Rotterdam University of Applied Sciences in connection with work or study activities as intended in Article 3(1).
3. On becoming aware of a data breach, users must report this immediately to the Data Breach Response Team at Rotterdam University of Applied Sciences.
4. Data breaches that must be reported to the Response Team include:
 - a. Loss or theft of a phone, computer, laptop, tablet/phablet, USB stick, CD-ROM or other type of data carrier, as well as forms and documents containing personal data from Rotterdam University of Applied Sciences;
 - b. Infection with malware, ransomware or other types of similar viruses;
 - c. Attack by a hacker.
 - d. A disaster, such as a fire in a data centre.

ARTICLE 8.

Confidential information

1. If, in carrying out their work or study activities, users gain access to information designated by Rotterdam University of Applied Sciences as confidential and which they are, or should be, aware is confidential, they must treat this information confidentially.
2. If Rotterdam University of Applied Sciences has established guidelines to ensure that confidentiality is maintained, these must be followed.
3. Rotterdam University of Applied Sciences guidelines for processing (such as sending and storing) confidential information in the 'cloud' must be followed.

ARTICLE 9

Use of social media

1. Without prejudice to Rotterdam University of Applied Sciences Social Media Protocol and the HR Code of Conduct and Integrity, as well as other provisions of these regulations, users must comply with the following guidelines regarding the use of social media.

2. The use of social media made available by Rotterdam University of Applied Sciences (such as Yammer) is not anonymous; when communicating via social media, employees and students must always state their name and job title, or that they are enrolled in a study programme at Rotterdam University of Applied Sciences.
3. Personal data, such as an address, phone number, photograph or other privacy-related information relating to users, must not be processed via social media that is made available by Rotterdam University of Applied Sciences without the prior consent of Rotterdam University of Applied Sciences.
4. Personal data of users must not be processed on social media, such as private platforms (for example, LinkedIn, Facebook, Hyves, Instagram, Twitter etc.) or private applications (such as the messaging services WhatsApp, Telegram, Snapchat etc.), without the explicit written consent of the person(s) whose information this concerns, and the processing of this information must also not harm the interests of Rotterdam University of Applied Sciences.
5. The Social Media Protocol sets out rules of conduct and recommendations for the use of social media; this protocol forms part of these regulations and is enclosed as an appendix.

ARTICLE 10

General monitoring and targeted investigation

1. The system administrators monitor the use of the facilities for purposes of system and network security.
2. Under the responsibility of the administrator, this general monitoring ensures that unauthorised users do not gain access the systems and network, and that users are able to use the network safely.
3. Data may be collected in order to monitor compliance with the regulations. This information is only accessible to the system administrator concerned and may be shared with other system administrators, after being anonymised, for purposes of technical measures aimed at system and network security.
4. If general monitoring gives rise to a reasonable suspicion of unauthorised use or use of the facilities in violation of these regulations, the user concerned will be questioned by or on behalf of the Dean of the department or School involved. The user will be given the opportunity to explain the situation.
5. The Dean concerned may then request that the administrator carry out a targeted investigation or arrange for this to be carried out.
6. A targeted investigation examines the traffic data from the use of the facilities, in particular e-mail, social media and the Internet, as well as network security and stability. If relevant, the content of the data traffic (messages and files) may subsequently also be examined. The person involved will be notified of this.
7. If relevant, the administrator can decide to launch a targeted investigation. In this case, the administrator will inform the person involved as well as the Dean of the School or department concerned.
8. Contrary to Subsections 5 and 7, a targeted investigation that involves employees appointed as a company doctor, data protection officer, confidential counsellor, student counsellor, or employees or students who are members of a participation body will only take place at the request of the Executive Board.
9. The results of the investigation will be set out in writing and reported to the Dean concerned. The Dean will inform the person involved as quickly as possible and give them the opportunity to present their case. A report of this hearing is prepared.
10. The informing of the person involved as intended above can be postponed if circumstances give cause to do so because this might seriously obstruct the targeted investigation.
11. As a disciplinary measure and if circumstances give cause to do so, the administrator can impose a temporary restriction on the user's access to and use of the facilities.
12. In addition to the provisions of this article regarding a targeted investigation and without prejudice to Paragraph 8, at the request of the Dean concerned, the Policy Development and Implementation (BOI) Manager of the Facilities and Information Technology (FIT) department (or their substitute) can grant access to the e-mail account of an employee who is not in a position to carry out their duties

for a longer period other than for holiday leave or short-term absenteeism due to illness, or who refuses to carry out their work activities. Access will be granted if the Dean believes this is necessary to ensure the progress of business operations. The BOI Manager will inform the Data Protection Officer that access has been granted.

13. The e-mail account may only be accessed in the presence of the system administrator. If private e-mail is found in the e-mail account, it will be placed in a separate folder unread.
14. The provisions of Paragraphs 12 and 13 also apply to employees who are no longer employed.

ARTICLE 11

Taking measures

1. If an employee or student acts in violation of these regulations or refuses to follow the instructions of the system administrator, the Dean concerned can take measures, depending on the nature and severity of the violation.
2. If a guest user acts in violation of these regulations or refuses to follow the instructions of the system administrator, the administrator or Dean concerned can take measures they deem fitting, depending on the nature and severity of the violation.
3. If justified by the results of a targeted investigation as intended in Article 10, the Dean concerned can take measures against the person involved, depending on the nature and severity of the violation. If the person involved has not yet had the opportunity to present their case as part of the targeted investigation, this hearing must take place before any measures can be taken.

ARTICLE 12

Contents of measures imposed

1. In the event that the targeted investigation shows that an employee has used the facilities in an improper manner, the Dean concerned can take the following disciplinary measures as intended in the Collective Agreement for Universities of Applied Sciences in the Netherlands (Chapter P-4): written reprimand, transfer, suspension or dismissal with immediate effect. Imposing a measure as intended here is carried out in keeping with the procedure described in the Collective Agreement for Universities of Applied Sciences in the Netherlands (Chapter P-2) and requires the approval of the Executive Board.
2. In situations as intended in the first paragraph, the Dean concerned can impose a disciplinary measure on a student as intended in (Article 7.57h of the) Higher Education and Research Act, namely to deny access to Rotterdam University of Applied Sciences buildings and grounds for a period of up to one year. In serious cases, the Executive Board can permanently deny access to Rotterdam University of Applied Sciences.
3. If the provisions of these regulations are violated by guest users, possible measures (temporary or otherwise) include denied use of and access to the facilities or, as the most common measure, immediate termination of the collaboration, without prejudice to the right of Rotterdam University of Applied Sciences to claim compensation for any and all damage related to or resulting from the violation.
4. In imposing a measure, the procedures as intended in Article 4.5 of the Student Handbook must be followed.

ARTICLE 13

Legal protection

1. The employee subject to a disciplinary measure can submit an appeal to the Board of Appeals for Personnel as intended in (Chapter S of) the Collective Agreement for Universities of Applied Sciences in the Netherlands within six weeks of the date on which the decision is issued.
2. The student subject to a disciplinary measure can submit an objection to the Advisory Appeal Board within six weeks of the date on which the decision is issued.

ARTICLE 14

Entry into force and final provisions

1. These regulations will enter into force on 25 May 2018 and will replace the most recently adopted version of these regulations prior to this date.
2. These regulations are established and modified by the Executive Board. The Central Representative Board is given the opportunity to exercise its right of consent with regard to these regulations.
3. The Executive Board will decide in cases not provided for by these regulations.

Appendix: Rotterdam University of Applied Sciences Social Media Protocol

Social media participation

Social media make a valuable addition to our way of communicating. Rotterdam University of Applied Sciences recognises the importance of using these online facilities. Online discussions and/or publications involving or relating to Rotterdam University of Applied Sciences create new opportunities for engaging with our target groups, provided those communications are carried out in a serious, well-considered and respectful manner. In other words, they should make a positive contribution to the reputation of Rotterdam University of Applied Sciences.

It is essential that the influence and reach of social media not be underestimated – all content that is shared is available to anyone. The ease and speed of this method of communication can mean this aspect is readily overlooked. Please be mindful of this, as anything expressed online by our members of staff (and students) will in some way affect how our organisation is viewed by the general public. Rotterdam University of Applied Sciences is also active on social networks and currently uses social media to attract students. We will expand these activities in the future, using a strategic approach.

In the following pages, we have provided a number of guidelines for active participation in social media as described above and on other platforms such as blogs and forums. This document also sets out the online communication guidelines applied by Rotterdam University of Applied Sciences.

This document is not static but will be updated as appropriate to reflect new trends and developments.

Tips

Please see the following sections for a number of recommendations that you may find helpful when using social networks.

1. Reflect our organisation

When we are online, there is hardly any distinction between our professional and personal lives. Certain expectations arise as soon as it is clear that you work at Rotterdam University of Applied Sciences. We therefore ask that you act as an ambassador for our organisation. But please note: you are not authorised to speak on our behalf.

2. Create added value

Social media owe much of their power to the ability to create added value. This should also be your objective whenever you make use of social networks. You can create added value by contributing a fresh perspective that will make people think, or by sharing information that will allow them to increase their knowledge or to solve problems, or that will enhance the reputation of the university of applied sciences. Your goal should be to develop good relationships with your target groups and build mutual trust.

3. If in doubt, ask for advice

Don't proceed if you are unsure. If any doubts come up when you are about to publish an article or post a comment, carefully review whether your text meets our guidelines and don't just hit "Send". If you are still concerned, please contact the communications adviser in your School.

4. Learn from your mistakes

Take responsibility for your mistakes and admit when you have unintentionally made an incorrect statement. Be open about this and act fast to correct any mistakes. Always add a comment if you decide to make changes to an earlier post.

5. Posts can take on a life of their own

You should be aware that any contributions, including those posted on a closed forum, will be publicly available for a long time. They will always be retrievable. Keep in mind that it is practically impossible to remove information from the internet at a later stage, even if it is removed from the original platform. Your posts can also be reposted elsewhere by others and be seen by target groups other than those you originally had in mind.

Guidelines

Rotterdam University of Applied Sciences applies the following communication guidelines in all its communications with its target groups, whether online or otherwise.

1. Respectful communication

As a general rule, all communication must be based on respectful interaction with others. Online communications are no exception to this. Online discussions can at times stir up emotions. Always remain polite and professional, and show respect for the opinions, culture, customs and values of others, regardless of whether you agree with them. Avoid any language that could be regarded as offensive or abusive.

2. Speaking on our behalf

Statements made by members of staff online are open to misinterpretation. This is why you should only speak in a personal capacity and never on behalf of Rotterdam University of Applied Sciences.

3. Be clear about who you are

If you post about Rotterdam University of Applied Sciences online, you must use your real name and indicate how you are connected with the university of applied sciences. Use the first person ("I" statements) and clearly state that you are writing in a personal capacity, meaning that your views do not necessarily represent those of the university of applied sciences.

4. Online contact with the press

You might be contacted through social networks by journalists wanting to ask questions about Rotterdam University of Applied Sciences. Online and offline contacts with the press are governed by the same rules. Do not give any statements and refer them to the university's press officer within the Concern Staff department.

5. Make use of your expertise

You will create more impact when your writing relates to topics within your area of expertise, particularly anything in relation to Rotterdam University of Applied Sciences and education. Make sure your opinions are always based on objective and verifiable facts.

6. Be critical

All members of staff are personally accountable for their behaviour online and any content they post on the internet. It is therefore important that you critically reflect on the impact an online contribution could have – not only on a personal level, but also with regard to your colleagues and the university of applied sciences. Please avoid making any statements that put the reputation of Rotterdam University of Applied Sciences at risk. And do not be tempted into making derogatory statements about other educational institutions.

7. Unauthorised use of our organisation name

Do not cite Rotterdam University of Applied Sciences or use our logo unless authorised. Obtain permission from the Concern Staff department. If you come across any communications containing unacceptable language about co-workers or Rotterdam University of Applied Sciences, please report such irregularities to the Concern Staff department as soon as possible.

8. Source acknowledgment and rights-holders

Respect all copyrights and trademarks in relation to music, videos, text, photographs and similar. Always ensure you clearly acknowledge your sources when referencing other publications and/or studies. Never share confidential information that is exclusively intended for internal use.

9. Laws and regulations

Respect all applicable laws and regulations, including those governing sensitive information, personal data and the protection of intellectual property rights as discussed above. Clearly, Rotterdam University of Applied Sciences cannot accept responsibility for any content posted to social networks by members of staff and students.

Students and social media

An increasing number of students take to social media, where they share information about their studies at the Rotterdam University of Applied Sciences. In their teaching practice, lecturers are also more and more often encouraging students to make active use of social media. This development aptly illustrates how the education sector is keeping pace with current trends in new media. However, students can at times be unaware of the impact of online communication. A clip or blog that seemed like harmless fun in their student days might not be seen the same way by future employers. Share key tips and guidelines from this social media protocol with your students and help them steer clear of any posts that could have far-reaching consequences for them and the university of applied sciences, regardless of their intent.

House rules

Over 39,000 students and 4,000 employees. Many different faces, cultures and characters all under one roof. A small town within the big city of Rotterdam.

We enjoy working and studying together in the spirit of cooperation and we respect one another. That is why we have established house rules. These help us maintain a safe learning and work environment.

The Code of Conduct and Integrity (see Article 1.1 of the Student Handbook) established by the Executive Board is expressed in the following house rules. The captions for the images are for illustrative purposes only. These are our house rules:



We hebben respect voor elkaar.



In de stilleruimtes zijn we stil.



Roken doen we alleen waar dat is toegestaan.



We gaan zorgvuldig om met de belangen en eigendommen van elkaar en van de hogeschool.



Alle ruimtes laten we schoon en netjes achter.



We gebruiken computers van de hogeschool alleen voor onze studie.



In het onderwijs communiceren we in het Nederlands.



We onthouden ons van ongewenst gedrag en spreken elkaar daarop aan.

Appendix: Management regulations for quiet areas

1. Quiet areas are those areas of the buildings and the grounds of Rotterdam University of Applied Sciences designated by the Executive Board and recognisable as such. These areas fall under the management of the Facilities & Information Technology Department.
2. The quiet areas may only be used by employees and students of the university of applied sciences. The quiet areas are only accessible during the opening hours of the respective locations.
3. The use of the quiet areas must comply with the following statutes:
"The university of applied sciences bases its activities on the equality of people; the recruitment and selection of personnel and admission of students makes no differentiation on the basis of gender, sexual orientation, faith or beliefs, cultural background or colour of skin." "The foundation promotes mutual respect. It strives for diversity of personal beliefs and interaction and thus assigns students to groups solely on the basis of education."
4. Other users of the quiet areas may not be disrupted.
The use of the quiet areas must be in keeping with the 'quiet' designation.
5. No food or drinks may be consumed in the quiet areas.
6. No materials other than those provided by the university of applied sciences may be left behind in the quiet rooms.
7. Instructions given by employees of the university of applied sciences must be followed.
8. If users cause a nuisance, employees of the Facilities & Information Technology Department have the right to deny access to employees and/or students or to ask them to leave the quiet areas.

Appendix: Actual numerical outcomes with numerical equivalents

In addition to results in the form of figures (1 up to and including 10, with one decimal place or in the form of a whole number), Rotterdam University of Applied Sciences awards the following alphanumerical grade:

Beoordeling	Beoordeling (Engels)	Omschrijving	Omschrijving (Engels)	Numerieke equivalent
A	A	Zeer goed	Pass with merit	9
B	B	Ruim voldoende	Good pass	7
C	C	Bijna voldoende	Near pass	5
D	D	Zeer onvoldoende	Bad fail	3
E	E	Onbeoordeelbaar	Cannot be assessed	1
U	U	Uitstekend	Pass with distinction	10
ZG	ZG	Zeer goed	Pass with merit	9
G	G	Goed	Very good pass	8
RV	RV	Ruim voldoende	Good pass	7
V	V	Voldoende	Pass	6
T	T	Bijna voldoende	Near pass	5
O	O	Onvoldoende	Fail	4
ZS	ZS	Zeer slecht	Very poor	1
VLD	VLD	Voldaan	Fulfilled	
NVL	NVL	Niet voldaan	Not fulfilled	-
	Q	Qualified	Qualified	
	NQ	Not Qualified	Not Qualified	
	P	Voldoende	Pass	5,5
	F	Onvoldoende	Fail	3,5
XP	XP	Expert	Sophisticated	9
CO	CO	Competent	Competent	7
NC	NC	Nog niet competent	Not yet competent	5
VRV	VRV	Vrijstelling	Exemption	
NA	NA	Niet afgerond	Not Completed	-
ND	ND	Niet deelgenomen	Subject/examination not taken	-
FRAUDE	FRAUDE	Fraude	Violation scholastic / ethical standards	-

Appendix Grading Table

The Grading Table provides a comparison between grades given abroad and 'our' alphanumeric grades.

The ECTS-credit Grading Table is a simple and reliable tool for converting and interpreting grades. The percentage of how often this mark is given (accumulated) is shown after the original grade. The conversion to the local grade (home institution) is based on the accumulated percentage for the student group at the school that is most similar to the student group at the host institution. The grade earned by the local student group with the same percentage is used as the converted grade.

Rotterdam University of Applied Sciences
Grading table for the entire Rotterdam University of Applied Sciences

National/ institutional grade	Total number of results with that grade	Percentage of total group
10	16090	1,8%
9	65056	7,3%
8	202035	22,8%
7	258496	29,1%
6	345877	39,0%
	887554	100%

An example of the Diploma Supplement with Grading Table will be posted on the Rotterdam University of Applied Sciences website.

There is a specific table for the Willem de Kooning Academy (WdKA):
Grading table Willem de Kooning Academy

National/ institutional grade	Total number of results with that grade	Percentage of total group
10	143	0,6%
9	1611	6,5%
8	5958	24,0%
7	8453	34,0%
6	8681	34,9%
	24846	100%