

# Student Handbook

edition august 2022



## Rotterdam Business School

BACHELOR PROGRAMMES

**overtref jezelf**



# Rotterdam University of Applied Sciences

Rotterdam University of Applied Sciences educates every student to become a professional who makes a valuable contribution to society. We work in an international and metropolitan setting that is the city of Rotterdam. We place equality, mutual respect, and emancipation at the core of all our activities, recognise the diversity of our students' backgrounds, and seek to create a better future for all.

## OUR VISION

Every student deserves to receive the best possible higher professional education in a context in which our students are seen and recognised for who they are, given equal opportunities and challenged to exploit their full potential. That's why our motto is: "exceed expectations".

Together, our students, lecturers, researchers, and other professionals shape the education we provide.

We see education as a mutual relationship between lecturers and students that is aimed at achieving improvement and innovation. Our students and lecturers are supported in their learning and teaching activities by researchers, professionals, and other members of our staff. All of them form part of a community in which they learn, grow, and develop with and from each other.

In our education, students develop a solid knowledge base, learn how to act in professional setting and solve any issues they may encounter, while at the same time also developing their own professional identities. Rather than regarding these as separate aspects, we work on them in an integrated and coherent way. We see learning as a process.

---

# Table of contents

<b>Rotterdam University of Applied Sciences</b> .....	2
<b>Introduction</b> .....	7
<b>PART 1: Education and examinations</b> .....	8
<b>Chapter 1 General provisions</b> .....	9
Article 1.1 Scope of the Student Handbook .....	9
Article 1.2 Information services .....	9
Article 1.3 Dean of the institute .....	9
Article 1.4 Exam Board .....	9
Article 1.5 Hardship clause and unforeseen circumstances .....	10
<b>Chapter 2 The institute Rotterdam Business School</b> .....	11
Article 2.1 Vision of the institute .....	11
Article 2.2 Study programmes (offer) .....	11
Article 2.3 Language of instruction .....	14
Article 2.4 Annual planning .....	14
<b>Chapter 3 Study</b> .....	16
Article 3.1 Credits and study load .....	16
Article 3.2 Study progress and student welfare .....	16
Article 3.3 Urgent Study Recommendation .....	17
Article 3.4 Progression/transferring from an AD to a Bachelor .....	18
Article 3.5 Switching study programmes .....	18
<b>Chapter 4 Assessments and examinations</b> .....	20
Article 4.1 General provisions .....	20
Article 4.2 Conditions for participation in assessments .....	20
Article 4.3 Public access to oral assessments .....	21
Article 4.4 Awarding credits .....	22
Article 4.5 Publication of the results .....	22
Article 4.6 Review .....	22
Article 4.7 Validity of study results .....	22
Article 4.8 Exemptions and recognition of acquired competencies (EVC) .....	23
Article 4.9 Final exam .....	23
Article 4.10 (Summa) cum laude .....	24
Article 4.11 Fraud and irregularities .....	24
Article 4.12 Invalidation of (partial) assessments .....	25

<b>Chapter 5 Other education-related information</b> .....	26
Article 5.1 Electives and minors .....	26
Article 5.2 Evaluation of education .....	28
<b>Chapter 6 Organisation of the education</b> .....	30
Article 6.1 Organisation .....	30
Article 6.2 Exam Board .....	30
Article 6.3 Administration office .....	31
Article 6.4 Student Affairs .....	31
Article 6.5 Advisory council .....	31
<b>Chapter 7 International Business</b> .....	32
Article 7.1 Profile .....	32
Article 7.2 Study programme-specific information .....	34
Article 7.3 Curriculum (education programme) propaedeutic phase .....	38
Article 7.4 Curriculum main phase .....	42
Article 7.5 Workplace requirement .....	49
Article 7.6 Internship .....	49
Article 7.7 Graduation .....	52
Article 7.8 Honours programme .....	53
Article 7.9 Conversion .....	53
Article 7.10 Compensation .....	55
Article 7.11 Entry requirements .....	55
Article 7.12 Extra assessment opportunity .....	55
Article 7.13 Study costs .....	55
Article 7.14 Internationalisation .....	55
Article 7.15 External experts .....	56
Article 7.16 Fast track .....	56
<b>Chapter 8 Study programmes IBMS / IBL / TMA</b> .....	60
Article 8.1 Profile .....	60
Article 8.2 Study programme-specific information .....	63
Article 8.3 Curriculum (education programme) propaedeutic phase .....	65
Article 8.4 Curriculum main phase .....	65
Article 8.5 Workplace requirement .....	65
Article 8.6 Internship .....	66
Article 8.7 Graduation .....	66
Article 8.8 Honours programme .....	66
Article 8.9 Conversion .....	66
Article 8.10 Compensation .....	68
Article 8.11 Entry requirements .....	68

Article 8.12 Extra assessment opportunity .....	68
Article 8.13 Study costs .....	69
Article 8.14 Internationalisation .....	69
Article 8.15 External experts .....	69
Article 8.16 Fast track .....	69
<b>PART 2: Rights and obligations</b> .....	<b>70</b>
<b>Chapter 1 Behaviour and effect</b> .....	<b>71</b>
Article 1.1 Conduct and integrity .....	71
Article 1.2 House rules and disciplinary measures .....	71
<b>Chapter 2 Rights</b> .....	<b>72</b>
Article 2.1 Right to education .....	72
Article 2.2 Right to support and guidance .....	72
Article 2.3 Right to facilities .....	72
Article 2.4 Right to legal protection .....	72
Article 2.5 Right to privacy .....	73
Article 2.6 Intellectual property rights .....	73
Article 2.7 Right to participatory decision-making .....	73
<b>Chapter 3 Obligations</b> .....	<b>74</b>
Article 3.1 Obligations .....	74
<b>APPENDICES</b> .....	<b>75</b>
<b>Appendix 1 Glossary</b> .....	<b>76</b>
<b>Appendix 2 Code of Conduct and Integrity</b> .....	<b>80</b>
<b>Appendix 3 Conduct and Measures Regulations</b> .....	<b>84</b>
<b>Appendix 4 Rules and Guidelines of the Exam Board</b> .....	<b>86</b>
<b>Appendix 5 Assessments Regulations</b> .....	<b>101</b>
<b>Appendix 6 Implementing Regulations for the Financial Support of Students</b> .....	<b>103</b>
<b>Appendix 7 Reviews / results</b> .....	<b>110</b>
<b>Appendix 8 Grading table</b> .....	<b>112</b>
<b>Appendix 9 Study Recommendation Regulations</b> .....	<b>113</b>
<b>Appendix 10 Interpretation of the IB curriculum</b> .....	<b>116</b>
<b>Appendix 11 Business pressure cooker</b> .....	<b>123</b>
<b>Appendix 12 Career paths semesters five, six and seven</b> .....	<b>125</b>

<b>Appendix 13 Conversion tables Academic Year 2022-2023</b> .....	131
<b>Appendix 14 Curriculum Schedules Academic Year 2022-2023</b> .....	171

# Introduction

With 40,000 students and almost 4,000 employees, Rotterdam University of Applied Sciences is a world in itself. We are a community in which we have made agreements about how education is structured and how we treat each other. There are legal guidelines for this, as defined by law (Higher Education and Research Act), but also guidelines that we have drawn up together. Guidelines that offer support and security and provide clarity on what we can and cannot expect not only from the university of applied sciences, but also from the students.

The law states that the student must be given adequate and clear information about the study programme. It's not only important to have the correct information about the study programme, but also to be familiar with the rights and obligations that are part of studying at Rotterdam University of Applied Sciences. We assume that everyone is familiar with the contents of this handbook and acts accordingly.

Many (house) rules, rights and obligations are described in this Student Handbook. Although topics such as culture, safety and integrity are not explicitly mentioned, the provisions in this student handbook reflect these standards that are highly valued by the university of applied sciences. In addition, it determines who is responsible for the implementation of these (house) rules, rights, and obligations, such as the Exam Board that guarantees the exit level, the management that oversees the day-to-day operations of the organisation and the Executive Board that administers the entire organisation. Tasks are mandated to the deans of the departments and institutes.

Many matters are described but there will always be exceptions that require a customised approach for a student. It depends on the subject whether this will involve the Exam Board, the dean of the institute or the Executive Board. These are the competent authorities to address any issues.

This Student Handbook contains not only the Education and Examination Regulations (OER), but also the Student Statute. This Student Handbook consists of two parts:

1. Education and Examinations: this contains information tailored to the student at that specific institute and study programme. Information on the content of the study programme and the corresponding examinations.
2. All other rights and obligations of the student, such as rules concerning how we treat each other at Rotterdam University of Applied Sciences and what we may expect from each other.

The texts in the handbook that relate to (the entire) Rotterdam University of Applied Sciences were adopted by the Executive Board (CVB) on March 28, 2022 after obtaining advice/consent from the Central Representative Board (CMR). The texts in the handbook that relate to the study programme/institute, in addition to the institutional texts, have been determined by the dean of Rotterdam Business School on 16 July 2022 after receiving advice/consent from/by the Institute Representative Board (IMR) and the Programme Advisory Committee(s) (OC).

Rotterdam University of Applied Sciences

**The Executive Board**

# **PART 1: Education and examinations**

# Chapter 1 General provisions

## Article 1.1 Scope of the Student Handbook

1. This Student Handbook applies to the bachelor and associate degree study programmes of the Rotterdam Business School in the study year 2022-2023. In the event of differences of interpretation between the English and Dutch texts, the Dutch text prevails.
2. If anything changes during the study year that affects the content of this handbook, the text in the handbook will be adjusted. This will also happen when the Executive Board makes decisions that affect the contents of this handbook.
3. In some parts of the handbook, we refer to a course guideline or course description. That course guideline or description is part of the Student Handbook. The study programme will ensure that the final version of the course guideline or description is available in a timely manner. In case of a conflict between the text of a course guideline or description and the Student Handbook, the text of the Student Handbook shall prevail.
4. In this handbook, the term "student" also includes the external student ('extraneus') as far as the text is applicable to him. This does not apply to the provisions on education and study career coaching. The external student is allowed to take examinations/assessments but cannot attend courses or take classes.
5. To make it easier to read, the text was written in the masculine form. Wherever the text refers to 'he', this can also mean 'she' or 'they'.

## Article 1.2 Information services

1. Upon enrolment, the student will receive an individual e-mail address from Rotterdam University of Applied Sciences. The university of applied sciences communicates with the student via this e-mail address. We therefore assume that the student checks the university of applied sciences' e-mail regularly. The university of applied sciences may also send communications to the home address or to the student's private e-mail address; it will use the contact information from Studielink for this purpose.
2. A lot of information about the institute, the study programme or the university of applied sciences can be found on Hint, the university's intranet. We refer regularly to Hint in this handbook.

*Tip: make sure that any changes to your address, e-mail and telephone information are immediately and correctly updated in Studielink. This allows us to always reach you.*

## Article 1.3 Dean of the institute

1. The Executive Board has several authorities based on the law to carry out tasks within the institute. The institute's dean executes these on behalf of the Executive Board.

## Article 1.4 Exam Board

1. The Exam Board is responsible for ensuring the quality of assessments and examinations. It does so in an objective and expert manner.
  2. The Exam Board assesses whether the graduate has achieved the required exit level and handles requests, for example, for exemptions or for an extra opportunity for a (partial) assessment. The student submits such requests via Osiris Case.
  3. Additional rules about the tasks and authority of the Exam Board and the execution of these tasks can be found in the Rules and Guidelines of the Exam Boards (appendix 4).
-

## Article 1.5 Hardship clause and unforeseen circumstances

1. In cases where the application of this handbook would result in significant unfairness, the Exam Board will decide, except in cases that are covered by the responsibility of the Executive Board or the institute's dean.
2. In cases where this handbook does not provide, the Executive Board will decide, except in cases that are covered by the responsibility of the institute's dean.

*Tip: the hardship clause allows for an exception in a case where the application of the rule in the Student Handbook would result in an unreasonable consequence.*

---

# Chapter 2 The institute Rotterdam Business School

## Article 2.1 Vision of the institute

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 act 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 and 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.

## Article 2.2 Study programmes (offer)

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).

### 2.2.1 International Business

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 has a four-year regular programme of 240 EC and an accelerated three-year Fast Track programme of 180 EC.

September 2018, study year 2018-2019, marked the beginning of the 'first-generation IB' programme, the start of "International Business with differentiations".

The start of the second-generation IB programme "International Business with specialisations" was in September 2020. This is a follow-up of the IB programme that started in September 2018.

### International Business with specialisations (second generation IB)

The IB programme "International Business with specialisations" (second-generation) started with a regular four-year programme and a three-year Fast Track programme in the study year 2020-2021, September 2020, called cohort 2020-2021.

- International Business (IB, croho: 30029)

In the IB programme with specialisations, a student can study one of four specialisations in years two to four of the programme. The specialisations a student can choose from, are:

- IB – Organisation & Change
-

- IB – Supply Chain
- IB – Commerce
- IB – Marketing

### **International Business with differentiations (first generation IB)**

The IB programme "International Business with differentiations" (first-generation), started in September 2018, cohort 2018-2019 and in September 2019, cohort 2019-2020.

In September 2021, these programmes do **not start** with the original regular and Fast Track programme. These programmes are converted into the 'second generation IB programmes: IB with specialisations'.

- International Business (IB, croho: 30029)

In the IB-programme with differentiations, a student studies one of four specialisations in years two to four of the programme. The differentiations a student can choose from, are:

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

The following conversion "International Business with differentiation" into "International Business with specialisations" takes place:

- International Business and Language (IB – IBL) converts into "IB – Commerce".
- International Business for Asia (IB – IBA) converts into "IB – Commerce".
- International Business and Management (IB – IBM) converts into "IB – Marketing" or "IB – Organisation & Change".
- International Business and Supply Chain Management (IB – IBS) converts into "IB – Supply Chain".

An overview with possible routes to graduation and conversion tables, are available on Hint for all cohorts. Please read article 7.2 and 7.9.

### **2.2.2. The former programmes**

The former programmes, that mark the period before September 2018, start in September 2021 only in year five:

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

The 'former' regular four-year programme of IBL, IBMS and TMA, and the three-year Fast Track study programmes of IBL and IBMS, have all been phased out. September 2018 marked the beginning of the 'first-generation IB' programme, the start of "International Business with differentiations". This means that **as of September 2018 no new enrolment** in the 'former' study programmes has been possible.

There are **two major implications** for students that study the former programmes IBL, IBMS and TMA:

1. After 31 August 2023 no diploma of these programmes, propaedeutic or bachelor, can be handed out anymore.
2. The original curricula, already converted to International Business with differentiations, will be converted again. This time into International Business with specialisations.

The following conversion takes place:

- International Business and Language (IBL) converts into "IB – Commerce".
- Trade Management for Asia (TMA) converts into "IB – Commerce".
- International Business and Management Studies (IBMS) converts into "IB – Marketing" or "IB – Organisation & Change".

An overview with possible routes to graduation and conversion tables, are available on Hint for all cohorts.

For the end qualifications, the conversion and other detailed information, please read Chapter eight.

### **2.2.3. Diploma**

**Cohort 2018-2019 and later** – Students who first started in the academic year 2018-2019 and in subsequent years, will receive an International Business diploma with notification of their differentiation

or specialisation, when they have completed their study programme.

**Cohort 2017–2018 and before** – All students who had already started in the academic year 2017– 2018 and before, will receive the diploma of the former programme on completing their study programme but **not later than 31 August 2023**. After this date only the International Business diploma can be awarded to graduates. This means that the student, for whom this is applicable, needs to graduate before 1 September 2023. If this is not possible the student needs to convert to International Business with specialisations (croho: 30029). This implies a compulsory change of croho and can have great impact. The same is applicable of the propaedeutic diploma. Please consult first your coach, and then Student Affairs.

#### 2.2.4. International Business: End qualifications

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

<b>Critical Thinking</b> Level 3 <a href="#">[1]</a>	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion
<b>Innovation &amp; Creativity</b> Level 3	WT2	Create innovative ideas in a changing business environment systematically
<b>International Business Awareness</b> Level 3	WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development
<b>International Business Communication</b> 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
<b>Collaboration</b> Level 3	WW6	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
<b>Management of Information as digital citizen</b> Level 3	WW7	Produce management information from various data sources in an international business environment.
<b>Personal &amp; Professional Development</b> 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
<b>Ethical &amp; Social Responsibility</b> Level 3	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment
<b>Intercultural Proficiency</b> 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 behaviour and strategic choices
<b>Marketing &amp; Sales</b> 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
<b>Finance &amp; Accounting</b> Level 2 (minimum)	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives
	TWM19	Recommend financing possibilities in a dynamic international environment
<b>Operations &amp; Supply Chain Management</b> Level 2 (minimum)	TWM20	Evaluate the operations processes within and between organisations
	TWM21	Manage the operations processes within and between organisations
<b>Organisation &amp; People</b> 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
<b>Business Research</b> 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* : overview of programme learning outcomes

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

[1] For further explanation about levels, see page 20 of the "National Framework International Business" (2016)

## Article 2.3 Language of instruction

The Rotterdam Business School institute provides education and administers examinations in the English language, for the following reasons:

- An international classroom experience strengthens the intercultural and international capacities of the student, in addition to strengthening their language skills. As a result, the student is better prepared for participation in a globalised labour market.
- English makes it possible for foreign lecturers to lecture at the RBS. Given their expertise and / or connection with the professional field, a foreign lecturer is of added value for the quality of education.
- The use of the English language makes it possible - on the basis of reciprocity - to have exchanges with partner universities / organisations and these exchanges stimulate cross-border knowledge exchange.

## Article 2.4 Annual planning

1. In principle, each study programme of Rotterdam University of Applied Sciences offers a curriculum of 1680 study hours per study year. The study year of Rotterdam University of Applied Sciences starts on 1 September and ends on 31 August.

The university calendar can be found on [Hint](#). RBS management will draw up the annual calendar prior

to the start of the academic year. The annual calendar contains important dates for students and staff, such as the dates of the education periods, examination weeks, retakes, holidays and other special days and activities. The specific programme timetable can also be found on HINT.

---

# Chapter 3 Study

## Article 3.1 Credits and study load

1. Each study programme offers a 'feasible curriculum'. The curriculum applies to students who complete their studies in 2 years (associate degree) or 4 years (bachelor). The curriculum schedule provides an overview of the structure of the study programme per study year, the courses, the study load per course and the assessment form.
2. The study load is expressed in credits (EC). This is the number of clock hours that the student spends to complete a course or obtain a certificate, under normal circumstances. One credit (1 EC) represents 28 study hours, including independent learning.
3. The study load for a study year of a full-time/dual-track study programme is sixty credits.
4. A course is at least one credit. After passing the assessment, the student receives the number of credits equal to the study load of the course.
5. The course description contains at least the following:
  - a. learning outcomes
  - b. place and alignment (structure) within the curriculum;
  - c. examination;
  - d. assessment.

*Tip: via Osiris Student you can request a study progress overview (SPO) at any time to check if the obtained credits have been processed correctly. If you suspect that something is incorrect, please contact the Administration Office of your study programme immediately.*

*Tip: we want you to successfully complete your study programme. Sometimes this requires additional support. Within the institute of your study programme, you can contact the study career coach (SLC), student counsellor, study programme advisor, peer coach or confidential counsellor. There are various programmes within the university of applied sciences that can [support you during your studies](#).*

## Article 3.2 Study progress and student welfare

1. Rotterdam University of Applied Sciences offers students study career coaching during their study programme and monitors their study progress. This enables us to provide optimal support to students during their studies, such as guide them in choices offered by the study programme and help them to successfully complete their study programme. Within their study programme, students can contact also first the coach and then Student Affairs.
2. If there are special circumstances (such as a [functional impairment, disability](#)) that may affect the study results, the student should contact the student counsellor and also first the coach and then Student Affairs as soon as possible. If necessary, the Exam Board will give the student the opportunity to take the (partial) assessments in a way that accommodates for the student's disability.
3. The student can also contact the [student welfare employees](#). These are student counsellors, student welfare advisors and peer coaches. They are there to help the students learn and improve their study skills and support, advise, inform, and counsel on welfare issues. Our goal is for the student to successfully complete their studies in the best possible health.
4. The student counsellor helps the student with issues that are not directly related to the study programme itself, but which do affect the study progress and the student's wellness.
5. *Study coaching.* If a study coach/mentor is assigned to a student, this is to assist 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.
  - In years one and two Study Career Coaching (SCC) is embedded in the Personal & Professional Development (PPD) programme of the Professional and Academic Skills (PAS) learning line. During the PPD sessions the main focus is on the personal development of individual students. Each

student has a study career coach. This coach is also the PPD teacher in the PAS course.

- In year three and four students are supported by different lecturers with different roles. A conscious separation is made between assessing and coaching. This means that students in year three and four still have a coach, in addition to the internship supervisor and thesis supervisor.

6. *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 connects students with peer coaches. See [Hint](#) for more information and terms.

7. *Summer School first-year programme*. Not applicable except for those who meet the criteria for the extra assessment opportunity or in case the Exam Board approves participation of the student.

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

9. *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](#).

Additional support is also available for other groups of students, such as "Studying parent", "Informal career", "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](#).

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

Ms. L.E. Blok BBA	+31 10 794 8090	<a href="mailto:L.E.Blok@hr.nl">L.E.Blok@hr.nl</a>
Mr. J.G. van Westrenen MSc	+31 10 794 6284	<a href="mailto:J.G.van.Westrenen@hr.nl">J.G.van.Westrenen@hr.nl</a>
Mr. E. Yilmaz BBA	+31 10 794 7068	<a href="mailto:e.yilmaz@hr.nl">e.yilmaz@hr.nl</a>
Ms. B.L. Fifis MA	+31 10 794 6874	<a href="mailto:b.l.fifis@hr.nl">b.l.fifis@hr.nl</a>
Ms. M.C.S. de Koning	+31 10 794 4362	<a href="mailto:m.c.s.de.koning@hr.nl">m.c.s.de.koning@hr.nl</a>

11. The confidential advisors are situated at the Posthumalaan / Kralingse Zoom site, this is:

Mr. W.J.J. de Folter	+31 10 794 6028	<a href="mailto:w.j.j.de.folter@hr.nl">w.j.j.de.folter@hr.nl</a>
----------------------	-----------------	--

*Tip: if you think your studies are going to be delayed, it's important to report this to your study career coach in a timely manner. You will then discuss what is causing the study delay and what help and/or support is needed.*

## Article 3.3 Urgent Study Recommendation

1. The institute's dean will give the student an urgent study recommendation at the end of the first year of enrolment (no later than 31 August) for the propaedeutic phase of a bachelor's programme or the first study year for an associate degree programme. This recommendation may be positive or negative. Students who participate in the 'learning outcomes experiment' will receive the study recommendation no later than at the end of the second year of enrolment.
2. Students will receive a positive study recommendation if they have met the study progress standard. The study progress standard is 48 credits, except for the Marketing (60 credits), Entrepreneurship and Retail Management (60 credits) and Industrial Design Engineering (52 credits) study programmes. When issuing the study recommendation, only the credits of the first-year curriculum apply. More information on the study recommendation can be found in the study

programme chapter.

3. Students will receive a negative study recommendation if they have not met the study progress standard. In that case, the student will be urgently advised to discontinue the study programme (or a study programme variant thereof). The student will be deemed unsuitable to successfully complete his study programme at Rotterdam University of Applied Sciences. The student may continue with the study programme.
4. When issuing the urgent study recommendation, the student's personal circumstances are taken into account if there is a causal connection between those circumstances and the failure to achieve the study progress standard. It does occur that a student does not meet the study progress standard due to personal circumstances. In this case, the institute's dean may decide to postpone the study recommendation until the next year of enrolment. In the next year of enrolment, previously acquired credits will not count towards the achievement of the study progress standard. The institute's dean shall inform the student of the requirements he needs to fulfil in order to receive a positive study recommendation after all.
5. The student must report personal circumstances to the study programme and the student counsellor in a timely manner: immediately after these circumstances have arisen. In that case the institute's dean may decide not to issue the recommendation for that study year yet.
6. If a student terminates enrolment via Studielink during the study year, he will not receive a study recommendation. In any subsequent year of enrolment, the study recommendation rules laid down for that study year shall apply.
7. More information about the binding study recommendation can be found in the [Study Recommendation Regulations](#) and on [Hint](#).

## Article 3.4 Progression/transferring from an AD to a Bachelor

Not applicable.

## Article 3.5 Switching study programmes

1. Ruling if a student wants to switch from another study programme, not being IB, to year one of the IB programme before the end of the academic year. This student will receive a propaedeutic diploma IB based upon exemptions of courses of the former programme and IB year 1 courses.

This is possible under the following 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 explore the extent to which it is possible to retain credits attained previously by way of exemptions. The definite request for exemptions needs to be submitted to the Exam Board for approval.
- The student is responsible for catching up on missed courses, including languages.
- A study contract is drawn up stipulating the agreed upon exemptions and the plan for catching up on missing courses.
- The contract and other administrative consequences are handled by Coordinator Student Affairs.

2. Ruling if a student wants to switch from another study programme, not being IB, 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. For students with less than 48 study points, see paragraph 1 above.

This is possible under the following 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, 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 for approval. If it is not possible to develop a suitable solution for finishing year one, the switch is **not** possible. In this case, the student will have to start IB year one and follow the complete programme of year one.
  - The student is responsible for catching up on any material / courses missed in year one that is necessary to continue successfully in year two and onwards of the new programme, including languages.
  - A study contract is drawn up stipulating the agreed upon alternative courses and the plan for catching up on missing courses.
  - The contract and other administrative consequences are handled by Coordinator Student Affairs.
-

# Chapter 4 Assessments and examinations

## Article 4.1 General provisions

1. The study programme concludes with an examination. A course is concluded with an assessment. If the student has successfully passed all assessments, the examination is passed.
2. Examiners administer (partial) assessments and examinations and assess (partial) assessments and examinations.
3. One assessment can consist of several partial assessments. No compensation is allowed between the results of partial assessments, unless stated otherwise in the course guideline.
4. In principle, a second assessment opportunity is offered for each assessment within a reasonable time frame. The exact arrangement is stated in the study programme chapter.
5. The curriculum schedule shows for each study year in which education period and in which form the assessments are offered.
6. The time of the (partial) assessment is published no later than 10 working days before the assessment date.
7. Each (partial) assessment is assessed with a result as listed in **appendix Reviews / results (appendix 7)**.

*Tip: there are various assessment forms, such as oral, a (group) report, your graduation thesis or a written assessment.*

*Tip: always check your registration on time and bring a valid ID to the assessment location.*

*Tip: if your studies are likely to be delayed, you can ask the Exam Board for an extra assessment opportunity in special cases. The Exam Board will then review your specific situation, including matters such as participation in previous assessments.*

*Tip: check the course description within which reasonable timeframe the resit opportunity will be offered.*

## Article 4.2 Conditions for participation in assessments

1. The student who wants to participate in a (partial) assessment must comply with the assessment regulations.
2. The student who has successfully passed a (partial) assessment may not participate in the next (partial) assessment opportunity.
3. If the student is required to pass one or more assessments to be allowed to participate in another assessment (entry requirement), this will be described in the study programme chapter of this student handbook and in the course guideline.
4. In the case of a course with compulsory attendance relating to practical exercises (indicated with the abbreviation 'CPE' in the curriculum schedule), it is a condition for the student's participation in assessments that he has complied with the compulsory attendance as described in the course manual.
5. At Rotterdam Business School, the student does not need to register to participate in (partial) assessments.
6. The student will be registered for participation in (sub-)assessments. Exception to this rule is the registration for assessments of electives. For practical information about registration and registration periods for electives, see [Hint](#).

### 4.2.1. Second opportunities of assessments

Written second opportunities take place during the academic year in which the course 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 opportunity is offered for each course, so a total of two attempts is permitted for each course.

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 opportunity counts as an "did not participate" for the assessment and cannot lead to an extra third opportunity,
- 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) is valid,
- when an assessment has multiple sub parts a 'not satisfactory' partial result could be permitted if requirement is a 'satisfactory result' on average,
- once the overall average of the grades of the individual tests, is 5.5 or above and the minimal requirements of the individual tests are met, the course is completed. In this case it is **not** allowed to retake an individual test of the course with an insufficient result to raise the overall grade of the course. After completion of the course, new results will be therefore invalid.

#### 4.2.2. Compulsory attendance Practical Exercise (CPE)

The following activities are defined as practical exercises:

- writing a thesis,
- doing a research assignment,
- participation in a computing practise,
- participation in an excursion of a field trip,
- to participate in a learning activity aimed at obtaining certain practical skills,
- taking part in a placement.

Attendance can be compulsory when an exercise is practical and compulsory attendance has added value. It can be applied via the two following options:

Option one: the lecturer grades the practical exercise of a student that takes place during the lectures. This a form of continuous assessment, where the separate grades either determine the result, or form a part of the result.

Option two: performing a certain percentage of exercises in class under supervision of the lecturer, is part of the course and examination. This means that **not** having done the practical exercises in class results into an insufficient result. The second opportunity in case of a "non-qualified" for the practical exercise part of the examination, is in the form of a crash course practical exercises.

CPE will be made known to the student via the curriculum schedule as well as the course description.

#### 4.2.3 Exceptions

If a student misses only one subject, other than an internship, it can be arranged for the student to complete that one unit to graduate or complete the first-year phase. (for example, an extra opportunity)

## Article 4.3 Public access to oral assessments

1. Oral (partial) assessments are not public.
  2. 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 for other attendees supported by arguments to the Exam Board.
  3. 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 description of the specific language
-

course. The recording will be digitally stored for four weeks on the internal network and will only be viewed by the lecturers and the Exam Board, to safeguard the privacy of the student.

## Article 4.4 Awarding credits

1. The student will receive the credits associated with the course if he:
  - a. has passed the assessment with a satisfactory result in accordance with the pass mark as included in the course guideline, or;
  - b. is entitled to study credits for an assessment with unsatisfactory result on the basis of a compensation scheme (as stated in the study programme's chapter), or;
  - c. has been granted an exemption by the Exam Board.

*Tip: if a temporary provision is granted, you can take part in the assessments with reservations. With reservations means that the result will not (yet) be awarded until a decision has been made.*

## Article 4.5 Publication of the results

1. The student will receive the result via Osiris no later than 15 working days after taking the (partial) assessment, except if the Exam Board is investigating suspected fraud. If the next assessment opportunity is sooner, the student will receive the result at least five working days before that assessment opportunity.
2. The Exam Board can correct a mistake in Osiris. This is possible up to two months after publishing the result of the (partial) assessment. After that period, correction is no longer possible, and the student is entitled to the result that is recorded in Osiris.

*Tip: if you disagree with a grade that has been awarded and recorded in Osiris, contact the examiner. If there are still objections to the assessment, you can file an appeal with the Examination Appeals Board (EAB) via the Complaints & Disputes Office. Please note that the EAB will not evaluate the content of the completed assessment or the assessment taken. The Board can only evaluate if the assessment was conducted properly.*

## Article 4.6 Review

1. The student has the right to review the (partial) assessment. The review takes place (digital or not) at a time that allows the student to sufficiently prepare for the next assessment opportunity.
2. At RBS, the review is no later than the third day before the second opportunity.
3. The student can make an appointment with the examiner for review at a different time. This is only possible if the student can demonstrate that, according to the examiner, there is a good reason for not being able to be present at the scheduled review.
4. The reason for scheduled review moments is that students can get feedback or answers to their questions from the lecturers if the rubric and the grading needs further explanation to fully understand where the focus should be. Students are given the opportunity to voice their disagreement with the registered grades up to two weeks after the assessment, with a maximum of four weeks after publication of the draft grades. For complaints, see article 6.2.

*Tip: you can contact the examiner concerned and indicate that you would like to review your assessment to gain insight into what the mistakes and difficulties were and to receive explanation and feedback. If you wish to resit, it is useful to ask for specific feedback about what you should focus on in preparation for the resit (via learning objectives, literature/chapters, readers, slides, etc.).*

## Article 4.7 Validity of study results

1. The study results are valid for at least five years and can only expire after that period if the
-

knowledge, skill, or insight regarding the educational unit has demonstrably become outdated.

## Article 4.8 Exemptions and recognition of acquired competencies (EVC)

1. If the student has relevant previously acquired knowledge, insight and skills that correspond with the learning objectives of a course from their exam programme, the Exam Board may exempt the student from taking the assessment. The student submits a request for exemption via Osiris Case. The Exam Board can grant an exemption on the following basis:
  - a. possession of a record, diploma, certificate, or other evidence (EVC-statement) of an equivalent level which proves that the student has fulfilled all the requirements of the course in question, either at the university of applied sciences, or another educational institution.
  - b. results obtained elsewhere.
2. The student will not be granted exemption from a partial assessment.
3. For Bachelor programmes, the total number of exemptions to be granted, expressed in credits, amounts to a maximum of 180 for enrolment in the propaedeutic phase of the programme and a maximum of 120 for intake in the main phase.
4. For associate degree study programmes, the total number of exemptions that can be granted is 60 credits.
5. More information on exemptions can be found in the Rules and Guidelines of the Exam Boards (appendix).

## Article 4.9 Final exam

1. The examination is successfully passed when all assessments of the courses that are part of the study programme have been successfully passed. As proof of this, the Exam Board will award a certificate. This applies to both the propaedeutic examination of a Bachelor programme and the final exam (of the entire Bachelor or associate degree study programme). More information can be found in the Rules and Guidelines of the Exam Boards.
2. The Exam Board may determine that a final research project is part of the examination.
3. The associate degree study programme does not have a propaedeutic year and thus no propaedeutic examination either.
4. The Exam Board does not award a certificate based on exemptions alone.
5. The Executive Board grants the following degree and distinction to the student who has successfully completed:
  - a. International Business – Bachelor of Business Administration (BBA)
  - b. International Business and Languages – Bachelor of Business Administration (BBA)
  - c. International Business and Management Studies – Bachelor of Business Administration (BBA)
  - d. Trade Management aimed at Asia – Bachelor of Business Administration (BBA)
6. A student who has not yet passed all assessments can ask the Exam Board for a statement affirming which assessments have been passed. At the RBS institute this is mandated to the Administration Office, where the student can request an authenticated study progress overview.

*Tip: the official graduation date is the day the Exam Board determines that you have obtained all the required credits.*

*Tip: report your termination of the study programme in Studielink, for example after graduation. Cancel your public transport card (OV chip card) and check whether you are entitled to a tuition fee refund. See [Regulations for the enrolment process](#).*

---

## Article 4.10 (Summa) cum laude

1. The Exam Board establishes (judicium) for both the propaedeutic examination and the final exam whether the student has passed cum laude or summa cum laude. If the student fulfils all the conditions for one of these distinctions, it will be stated on the certificate.
2. To be eligible for (summa) cum laude, the student must meet the following conditions:
  - a. the weighted average of the results obtained by the student for all courses that are part of the curriculum are at least:
    - a. 8.00 for the cum laude distinction;
    - b. 9.00 for the summa cum laude distinction, and
  - b. the student has obtained at least the following assessment for all courses that are part of the curriculum:
    - a. 7.00 or the alphanumeric equivalent for the cum laude distinction;
    - b. 8.00 or the alphanumeric equivalent for the summa cum laude distinction, and
  - c. all components of the graduating programme have been assessed with:
    - a. at least an 8.50 for the cum laude distinction;
    - b. at least a 9.00 for the summa cum laude distinction, and
  - d. the student has been granted exemptions for less than half of the curriculum, and;
  - e. the student has completed the study in no more than the nominal study duration plus one year of study, and;
  - f. the Exam Board has never determined any fraud committed by the student.
3. The conditions under 2c and 2e are no conditions for the propaedeutic examination. The first-year certificate must be obtained in one study year.
4. The study programme Fine Art and the study programme Design have an alternative arrangement.

1. The Exam Board establishes (judicium) for both the propaedeutic examination and the final exam whether the student has passed cum laude or summa cum laude. If the student fulfils all the conditions for one of these distinctions, it will be stated on the certificate.
2. To be eligible for (summa) cum laude, the student must meet the following conditions:
  - a. the weighted average of the results obtained by the student for all courses that are part of the curriculum are at least:
    - a. 8.0 for the cum laude distinction;
    - b. 9.0 for the summa cum laude distinction, and
  - b. the student has obtained at least the following assessment for all courses that are part of the curriculum:
    - a. 7.0 or the alphanumeric equivalent for the cum laude distinction;
    - b. 8.0 or the alphanumeric equivalent for the summa cum laude distinction, and
  - c. all components of the graduating programme have been assessed with:
    - a. at least an 8.5 for the cum laude distinction;
    - b. at least a 9.0 for the summa cum laude distinction, and
  - d. the student has been granted exemptions for less than half of the curriculum, and;
  - e. the student has completed the study in no more than the nominal study duration plus one year of study, and;
  - f. the Exam Board has never determined any fraud committed by the student.
3. The conditions under 2c and 2e are no conditions for the propaedeutic examination. The first-year certificate must be obtained in one study year.
4. The study programme Fine Art and the study programme Design have an alternative arrangement.

## Article 4.11 Fraud and irregularities

1. The Exam Board determines if there has been a fraud or an irregularity.
  2. Fraud is defined as conscious or unconscious acts, omissions, attempts or instigations to behave in a way that makes it completely or partly impossible to correctly and honestly assess someone's knowledge, insight, skills or (professional) attitude. Plagiarism is a form of fraud.
  3. An irregularity occurs when a (partial) assessment does not take place in accordance with the
-

Regulations for examinations and no proper assessment can be made of the student's acquired knowledge, insight, and skills.

4. If the Exam Board determines that fraud or an irregularity has taken place, it may impose the following sanction(s):
  - a. warning;
  - b. void the result of the assessment in question;
  - c. enter the result of fraud for the assessment in question;
  - d. exclude the student from participation in upcoming assessments;
5. In case of serious fraud, the Exam Board can submit a request to the Executive Board to permanently de-register the student from the study programme.
6. All provisions on fraud and irregularities can be found in the Rules and Guidelines of the Exam Boards (appendix).

## Article 4.12 Invalidation of (partial) assessments

1. The Exam Board can declare a (partial) assessment invalid if, in the reasonable opinion of the Exam Board, it seriously impedes the formation of a correct assessment of the acquired knowledge, insight and skills in all or in a significant number of the students. This may be the case in the following situations:
    - a. a general technical interruption or failure;
    - b. suspicions of large-scale fraud;
    - c. unforeseen circumstances;
    - d. insufficient quality of the (partial) assessment.
-

# Chapter 5 Other education-related information

## Article 5.1 Electives and minors

1. During the study programme, the student completes 12 elective credits in a full-time and dual-track Bachelor programme and 6 elective credits in an associate degree study programme. At least 2 credits are offered in the first year of study. There is a choice from a wide range of courses across the university of applied sciences/the institute/the programme. More information is available on [Hint](#).
2. The student chooses from the options within the requirements determined by the Executive Board. To take an elective, the student must check the requirements of their own study programme for including an elective in the exam programme.
3. All Bachelor programmes at Rotterdam University of Applied Sciences include a minor. For full-time and dual-track Bachelor programmes, the minor consists of 30 credits. The minor is included in the curriculum schedule. More information is available on [Hint](#).

### 5.1.1 Electives in general

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

- **Cohort 2020–2021 or later** – Students that study the regular four-year programme "International Business with specialisations", must complete elective education worth eight EC in total spread over years one and two.
- **Cohort 2018–2019 and 2019–2020** – Students that study the regular four-year programme "International Business with differentiations" must complete elective education worth eight EC. Exception to this rule is the differentiation programme IB: IBA where the student must complete elective education worth twelve EC spread over years one and two.
- **Cohort 2017–2018 or before** – Students that study the regular four-year programme "IBL" or "IBMS" or "TMA", must complete elective education worth twelve EC in total spread over years one and two. Exceptions to this rule are cohorts 2016–2017 and 2017–2018 "IBMS". These cohorts need to complete elective education worth eight EC.
- In the Fast Track programmes, the student does not need to complete any EC elective education.
- For students who want to prepare for the Honours programme (HP), there are HP electives.

#### 5.1.1.1 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 courses can be found on HINT.

#### 5.1.1.2 Electives and Dutch language

For EER and Non-EER students with a Non-Dutch Diploma of their preliminary training, who do not speak Dutch, Dutch is a mandatory language subject, either in the regular programme, consisting of courses in semester one, two and three, worth 12 EC, or in a series of three electives 'Dutch for non-Dutch' in year one and two, together worth six EC.

#### 5.1.1.3 Deficiency courses

Students that do not meet the subject combination and/or set of subject requirements at the start of the study programme have a 'formal deficiency' in this situation.

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

#### 5.1.1.4 Remedial courses

The RBS Dean, based on the advice of the Exam Board, can oblige students to attend remedial

(supplementary) 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 institution-wide elective education. Where the student is offered non-mandatory courses to improve their initial abilities, these courses are not part of 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 institution-wide elective education.

#### **5.1.1.5 Electives and Diagnostic test English**

In year one, a diagnostic test for English, called "English Placement test" is used to establish whether a student's command of the English language is sufficient to comprehend the educational material. If a student attains a 'not satisfactory' result for a diagnostic test, he or she will be required to complete the associated elective(s). The student can show competency through passing the diagnostic test or following and passing the remedial elective.

#### **5.1.2. Minor**

The minor is a full-time semester in the third or 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 2022–2023:

<b>Minor code</b>	<b>Title minor</b>
MINRBSDM22	Digital Marketing
MINRBSLCT22	Fieldlab Leadership for Circular Transition(s)
MINRBSCEC22	Circular Economy and Business Innovation
MINRBSFA22	International Sustainable Finance & Management
MINRBSLM22	International Logistics and Supply Chain Management
MINRBSREB22HP	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.

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. For the student who has a study delay, the minor "Digital Marketing" might be offered in semester eight.

#### **5.1.2.1. 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](http://www.kiesopmaat.nl).

If students want to attend a minor externally, they must submit a request to the Exam Board of their own study programme to be allowed to participate in the minor. The enrolment conditions and procedure are published on the KOM site.

Permission can be denied, for example, if the specific minor has too much resemblance with the core content of the current study programme.

### 5.1.2.2. Transfer-minor Business Administration

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.

Students of the RBS who aspire to obtain a Master's Business Administration at the University of Amsterdam (UvA) 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.

At the university of Twente, switch minors (Schakel minoren) are offered, to be found via KOM. The University of Tilburg offers possibility to follow a transfer minor only if the students has a sufficient result for all courses with an average of a 7.0.

To complete the IB Bachelor programme, 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 description of specific transfer-minor or the Minor page on Hint.

## Article 5.2 Evaluation of education

1. The Dean of the institute shall evaluate the education and regularly assess the curriculum.
2. The Dean will inform the Institute Representative Board and the Programme Advisory Committees on how and with what frequency the curriculum components are evaluated.
3. The Dean will inform the Programme Advisory Committees of the results of the evaluation, the intended modifications as a result thereof and the effect of actual modifications.

### 4. 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 must use the results of the evaluations, the recommendations of the course-owners, the recommendations of the study programme's Advisory Board, the Programme Advisory Committee and the class representatives meetings, or report back why they did not use the recommendations.

### 5. 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 consultative body that makes it possible to maintain contact with the business sector.

### 6. 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 periodic consultations with the management team about the quality of the study programme. 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/>.

### 7. Class representatives

Class representatives are periodically consulted by the course director about the quality of the study programme.

Being a class representative is structured via an elective. This implies that the student who wants to be a class representative, after selection by his class, registers to follow the elective. If the student successfully sits the end assessment, his being a class representative is awarded with two ECs.

# Chapter 6 Organisation of the education

## Article 6.1 Organisation

1. The University of Applied Sciences is governed by the Executive Board (CVB). The Supervisory Board (RVT) supervises the policies of the Executive Board and the entire operations of Rotterdam University of Applied Sciences as a whole. Rotterdam University of Applied Sciences is divided into institutes, each with their own management. Each study programme falls under an institute.
2. The institute's management is responsible for education, staff, resources, and facilities. The course director is responsible for the day-to-day operations of a study programme.

## Article 6.2 Exam Board

### 6.2.1 General

1. Each institute has one Exam Board. The Exam Board appoints the [examiners](#).
2. 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. The student can also submit directly to the Disputes Advisory Committee (objection) or the Examination Appeals Board (appeal). The student needs to submit to one of these bodies if the student doesn't agree with the decision of the Dean or the Exam Board. Advice: make sure to submit the complaint, objection or appeal within six weeks via the complaints page on [Hint](#) and explain in detail what it is about and send any supporting documents. 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.
3. The data the Exam Boards meets are published via [Hint](#).

### 6.2.2. 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.

### 6.2.3. 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 graduation assignment meets the quality requirements of the study programme.

---

## Article 6.3 Administration office

1. The Administration Office serves as a support function for the Bachelor programmes. Student affairs, student administration, scheduling, provision of information, planning and assessment organisation activities are among their core activities.
2. For questions, the student can go to the information desk. The Administration Office can also be reached via e-mail [administration.rbs@hr.nl](mailto:administration.rbs@hr.nl)
3. For more information, students and lecturers should contact the front office for the Administration Office. See HINT for more information and opening times.

## Article 6.4 Student Affairs

Coaches are the first contact for students to assist the student with any questions about student (success), rules and procedures, personal circumstances. For follow-up questions the student can consult [Student Affairs](#). Student Affairs is often the contact point for a student with a functional impairment, disability.

### *Question / complaint*

When the student has a specific question about his study programme, such as about assessments, exemption(s), grades, teachers, a tricky course, conversions... : in these cases the lecturer and/or the coach 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 the lecturer and/or the coach 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.

## Article 6.5 Advisory council

1. The university of applied sciences has the Central Representative Board (CMR) at a central level. At the institute level, there are also the Institute Representatives Board (IMR) and Programme Advisory Committees (OC).
2. The Central Representative Board and Institute Representatives Boards are involved in strategic (policy) issues such as budgets, policy decisions and objectives, the programme advisory committees are involved in structuring the education of the study programmes.
3. The three advisory councils have powers that are defined in the regulations. All regulations are available on [Hint](#).
4. Student elections are annual, staff elections are bi-annual. Further information about the Institute Participation Council and the Programme Advisory Committee, can be found via [Hint](#).

*Tip: In an advisory council, students and employees exercise the right to participate; this is a formal, legal, and democratic right. Elections are held once a year and you can run as a candidate for a seat on one of the advisory councils. If vacancies occur, interim elections will be held. Would you like to participate in the development and decision-making of the Rotterdam University of Applied Sciences?*

---

# Chapter 7 International Business

## Article 7.1 Profile

### 7.1.1. International Business

An "International Business" graduate 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 is able to perform as an intermediary within various 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; 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).

International Business is a fully English taught programme.

### 7.1.2. End qualifications for the programme "International Business" (IB)

#### *International Business Programme Learning Outcomes*

From cohort 2018–2019 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 is 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:

<b>Critical Thinking</b> Level 3 *	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion
<b>Innovation &amp; Creativity</b> Level 3	WT2	Create innovative ideas in a changing business environment systematically
<b>International Business Awareness</b> 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.

<b>International Business Communication</b> 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
<b>Collaboration</b> Level 3	WW6	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
<b>Management of Information as digital citizen</b> 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.

<b>Personal &amp; Professional Development</b> 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
<b>Ethical &amp; Social Responsibility</b> Level 3	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment
<b>Intercultural Proficiency</b> 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 engine 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.

<b>Marketing &amp; Sales</b> 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
<b>Finance &amp; Accounting</b> Level 2	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives
	TWM19	Recommend financing possibilities in a dynamic international environment
<b>Operations &amp; Supply Chain Management</b> Level 2	TWM20	Evaluate the operations processes within and between organisations
	TWM21	Manage the operations processes within and between organisations
<b>Organisation &amp; People</b> Level 2	TWM22	Draft the strategic cycle of parts of the organisation (process and content)
	TWM23	Assess the impact of change on the organisation
<b>Business Research</b> 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

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

## Article 7.2 Study programme-specific information

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. This is applicable on all content of Chapter seven.

**Important: thresholds are applicable for the academic year 2023–2024. This gives the student a year the possibility to prepare to meet the thresholds. Only via a separate decision made by the authorised persons, deviations of this principle are possible.**

### 7.2.1. Ending of the former programmes and International Business with differentiations

All bachelor study programmes are in a transitional phase. It is important to know that from September 2021 and onwards in years one to four only International Business with specialisations (the second-

generation) is taught.

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

Students that are part of cohort 2017–2018 or earlier started with the 'former' regular and fast track study programmes of IBL, IBMS and TMA. These programmes are phased out. September 2018 marked the beginning of the 'first-generation IB' programme, the start of "International Business with differentiations". This means that **as of September 2018 no new enrolment** in the 'former' study programmes has been possible.

There are **two major implications** for students that study the former programmes IBL, IBMS and TMA:

1. After 31 August 2023, no diploma of these programmes, propaedeutic or bachelor, can be handed out anymore.
2. The original curricula, already converted to International Business with differentiations, will be converted again. This time into International Business with specialisations.

For further detailed information about the programmes IBL, IBMS and TMA, please read Chapter eight.

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

The start of the second-generation IB programme "International Business with specialisations" was in September 2020. This is a follow-up of the IB programme "International Business with differentiations" that started in September 2018.

The cohorts 2018–2019 and 2019–2020 study International Business with differentiations. In the academic year 2022–2023 all courses of International Business with differentiations are converted in courses of International Business with specialisations.

#### *Main implications of the conversion*

- Lecturing in the courses of International Business with differentiations will **not** take place in 2022–2023.
- Students with a study delay will have no resit possibility anymore and all need to convert to courses of the new IB programme with specialisations that started in 2020–2021.

*The following conversion "International Business with differentiations" into "International Business with specialisations" takes place:*

- International Business and Language (IB – IBL) converts into "IB – Commerce".
- International Business for Asia (IB – IBA) converts into "IB – Commerce".
- International Business and Management (IB – IBM) converts into "IB – Marketing" or "IB – Organisation & Change".
- International Business and Supply Chain Management (IB – IBS) converts into "IB – Supply Chain".

An overview with possible routes to graduation and conversion tables, is available on Hint for all cohorts. Please read also article 7.9.

### **7.2.2. Diploma**

Students who started their study in the academic year 2018–2019 and in subsequent years, receive after completion of the programme an International Business diploma.

**Cohort 2018–2019** – For those students that started in year one on 1 September 2018, cohort 2018–2019, this implies that when they graduate after 2021–2022, they convert their curriculum from International Business with differentiations to International Business with specialisations. If they graduate in the academic year 2022–2023, they will still receive an International Business diploma with notification of their differentiation. After 2022–2023 these students will receive after graduation an International Business diploma with notification of their specialisation.

**Cohort 2019–2020** – For those students that started in year one on 1 September 2019, this implies that they will convert to International Business with specialisations for their year three and four. If they graduate in the academic year 2022–2023, they will receive an International Business diploma with notification of their differentiation. After 2022–2023 these students will receive after graduation an International Business diploma with notification of their specialisation.

Those students that have such a study delay, that they fully convert to the IB programme with a specialisation, already in the academic year 2021–2022, will receive after graduation an International

Business diploma with notification of their specialisation.

**Cohort 2020–2021 and cohort 2021–2022** – These students in their first year already study/studied the programme of International Business with specialisations. And therefore receive an International Business diploma with notification of their specialisation.

The overview below shows which diploma each cohort, that started an International Business programme study, will receive.

Academic year 2022–2023	Year 1	Year 2	Year 3	Year 4
	Cohort 2022–2023	Cohort 2021–2022	Cohort 2020–2021	Cohort 2019–2020
IBA / IB	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Differentiation IBA
IBL / IB	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Differentiation IBL
IBM / IB	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Differentiation IBM
IBS / IB	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Specialisation	IB-diploma Differentiation IBS

### 7.2.3. Enrolment 2022–2023

**Cohort 2017–2018 and earlier** – The student registers via Studielink for the main phase of the original programme, main phase IBMS or IBL or TMA.

**Cohort 2018–2019 to 2021–2022** – The student registers via Studielink for the main phase of the general International Business programme. There is no separate registration for the specialisation.

**Cohort 2022–2023** – The student registers via Studielink for the propaedeutic phase of the general International Business programme.

### 7.2.4. The curriculum of International Business: IB core

In the new curriculum, all courses (except for the thesis, internship, minor, and exchange) 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 two, as the student begins his/her chosen specialisation, fewer credits are allocated to the core. In year three, which is dedicated predominantly to internship or exchange and the specialisation, even fewer credits are covered in the core.

The Core courses cover all but one of the PLOs that are necessary to achieve the IB diploma. This means that all 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.<sup>[1]</sup> Moreover, all 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.

### 7.2.5. The curriculum of International Business: IB specialisations

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

- IB – Organisation & Change
- IB – Supply Chain

- IB – Commerce
- IB – Marketing

The specialisation track begins in year two and continues into year three. 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.

Fast Track students are **not** allowed to choose the specialisation Commerce, see article 7.16.

### **7.2.6. The curriculum of International Business: 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, Korean, Vietnamese and Indonesian).

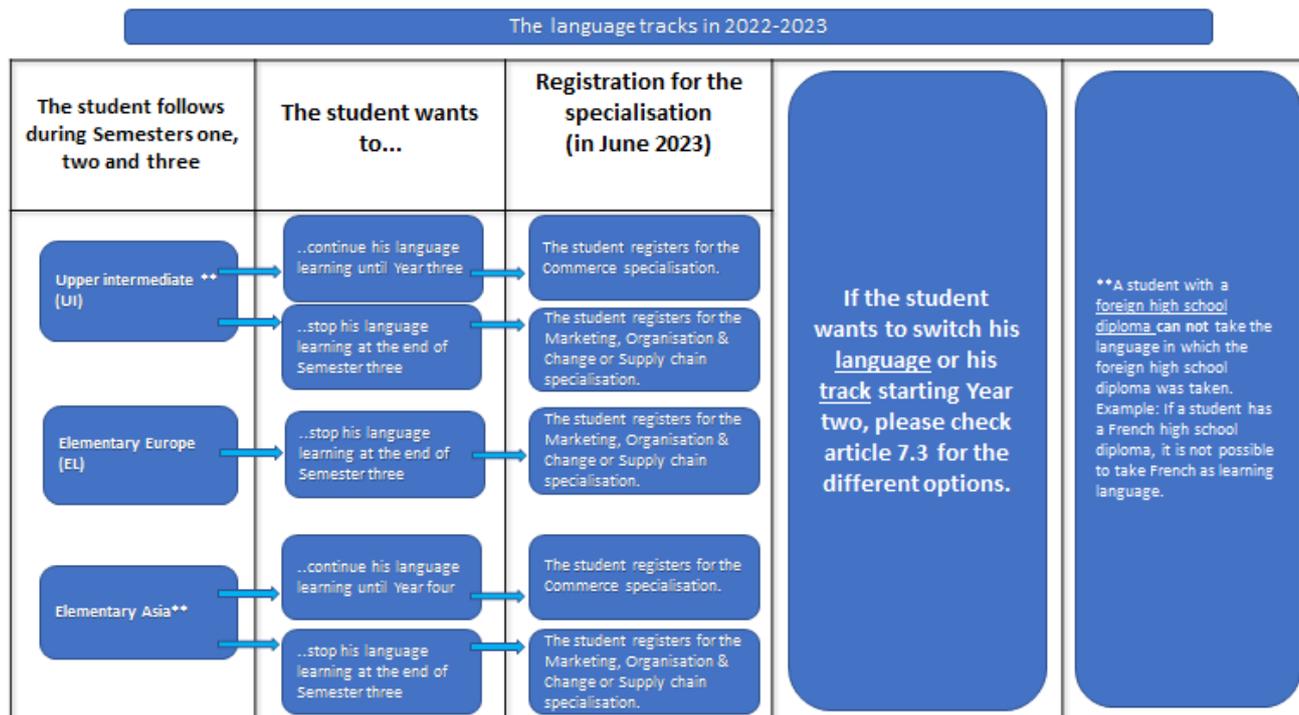
- A particular language course can only be offered if there are 15 or more enrolments for that course.
- For EER and Non-EER students with a Non-Dutch Diploma of their preliminary training, who do not speak Dutch, Dutch is a mandatory language subject, either in the regular programme, consisting of courses in semester one, two and three, worth 12 EC, or in a series of three electives 'Dutch for non-Dutch' in year one and two, together worth six EC.
- The student is not allowed to take the language in which he completed/graduated his prior education such as secondary school.
- The student is not allowed to choose his native language.
- 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.
- To meet different needs for the language skills from different professional fields, IB differentiates the language education roughly in three tracks.
  - A three-semester track Elementary languages. The final level of the European courses is A2 and for the Asian courses A2.1.
  - A three-semester track Upper Intermediate languages. The final level of the European courses is B2.1.
  - A five-semester track including one semester of exchange. 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 Upper Intermediate for the European languages and B1.1 for the Asian languages. This track is possible for Upper Intermediate European Languages or Elementary Asian languages.
    - For the year one student who followed Elementary European Languages, he can switch to Upper Intermediate five semester track. This switch is only possible for French, German, Spanish when:
      - The level in the new language is at least B1.1,
      - The student scored an eight average for his Elementary exams ( oral + written ) from semester one,
      - The student passes the oral evaluation done by the lecturer.

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 courses.

### **Specialisations and languages in the IB programme**

The choice of language and the choice of specialisation are related. The specialisations "Organisation & Change", "Marketing" and "Supply Chain" have a three-semester language track. The specialisation "Commerce" has a five-semester language track.

In the table beneath it is shown how languages and specialisations are connected.



[1] For further explanation see page 20 of the "Framework International Business" (2016)

### 7.2.7. The curriculum of International Business: Fast Track

The programme International Business also has an accelerated programme, the Fast Track. A description is given in article 7.16.

## Article 7.3 Curriculum (education programme) propaedeutic phase

### Propaedeutic phase: IB with specialisations, first-year regular programme

(year 1: cohort 2022-2023)

**Important: thresholds are applicable for the academic year 2023-2024. This gives the student a year the possibility to prepare to meet the thresholds. Only via a separate decision made by the authorised persons, deviations of this principle are possible.**

#### 7.3.1. The curriculum year one.

Year one is the propaedeutic phase of the English-taught 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 obtained.

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.

The Study Recommendation for year one of the study International Business is 48 study points:

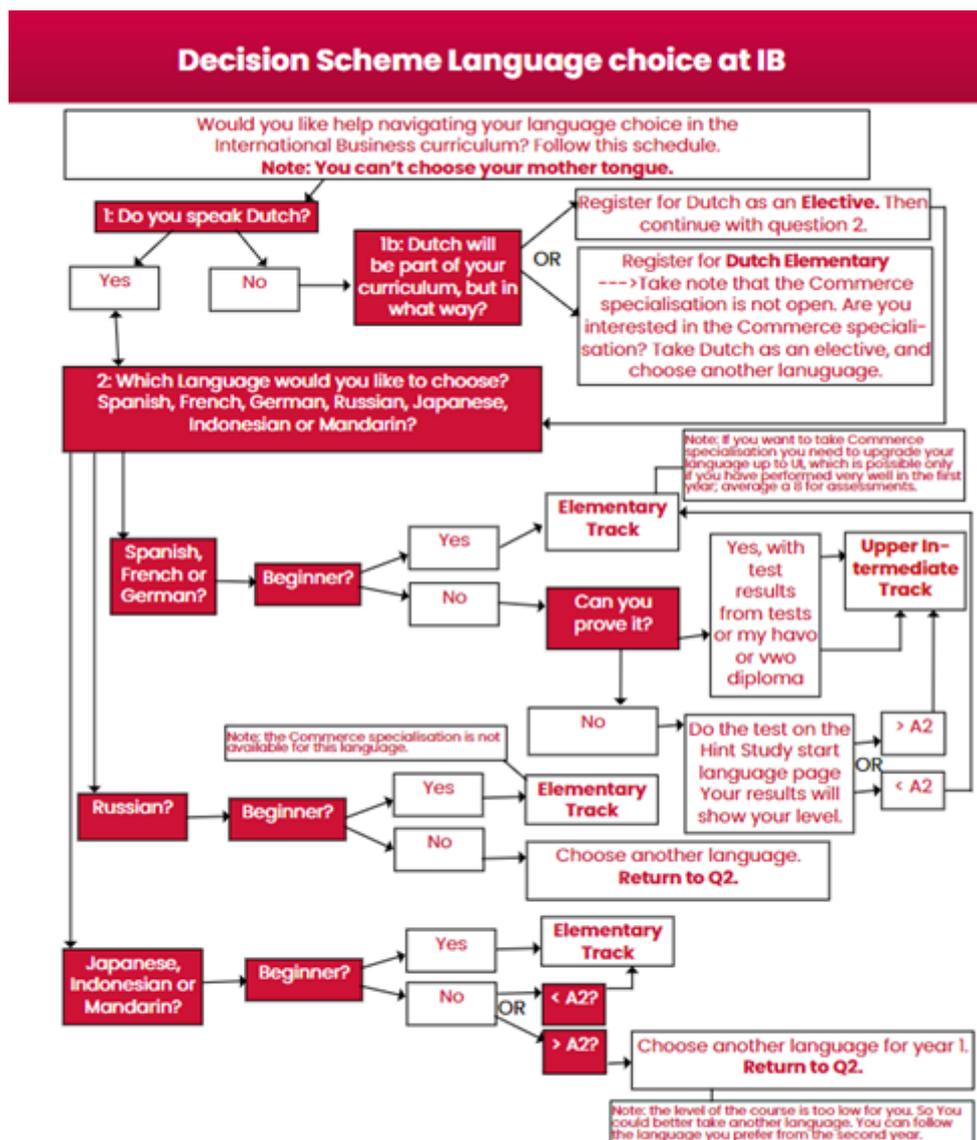
- **Cohort 2019–2020:** The BSR for this cohort is not executed due to Covid-19. Therefore no student progress standard is present.
- **Cohort 2020–2021:** The BSR is postponed till study year 2021–2022. This implies that the student must have obtained 48 EC of year one at the end of year two.
- **Cohort 2021–2022:** The BSR is postponed till study year 2022–2023. This implies that the student must have obtained 48 EC of year one at the end of year two.

There are no qualitative requirements.

### **Choosing languages**

A student's choice of language at the beginning of year one marks an important point in his/her academic career as it, in part, determines which specialisations the student is eligible for starting in year two.

- Students who choose and complete an Asian Elementary level language track or an Upper Intermediate level European language track are eligible for any specialisation.
  - Students who choose the Elementary level European language track are eligible for any specialisation except Commerce. Exception to this rule is explained in the paragraph "Switching between languages during year one." further down this article.
  - Fast track students may not choose Commerce as a specialisation. Their language choice is limited to Dutch, Mandarin, or Spanish, see subchapter 7.16.
-



### Restrictions in choosing languages

The rule that students cannot pursue a language in which he completed his former education is strictly adhered to. There are cases in which a student is already proficient in a language for various reasons such as speaking that language with family members, having followed a course before, or having lived in a particular country for some time. These students are discouraged from following language courses which have a lower level than their own proficiency level, and to encourage them to choose any other language or an Upper Intermediate course of the same language. Students are advised accordingly. However, if a student chooses a language course against the advice, this student is not forbidden to do so if his choice is not the language in which he completed his formal education.

Furthermore, it is not permitted to choose a language as an elective that is already part of the student's study programme or is his or her native language.

### Dutch and English

Because a knowledge of Dutch Culture and Language is important for integration into Dutch society, all international students are required to succeed the Dutch Language & Culture track, either through electives (six ECs) or as part of the regular Language & Culture track (twelve ECs). Those students who wish to stay and work in the Netherlands should opt for the more intensive regular Dutch Language & Culture track, while those students who anticipate returning to their home country after graduation or

elsewhere may opt for the basic Dutch courses taught in the electives. This requirement has been instituted not only because it encourages integration and fosters a sense of belonging here in the Netherlands, but also in anticipation of government requirements regarding Dutch for non-natives.

English is the language of instruction of this programme. A suitable level of English is therefore required. All students must take a diagnostic for English, called "English Placement test", at the beginning of year one. Students who have not reached the required level are offered support through remedial courses, through individual coaching provided by the English Language Centre (ELC) and through workshops also offered by the ELC. The student can show competency through passing the diagnostic test or following and passing the remedial elective.

### **Switching between languages during year one.**

The language choice can in principle only be changed during the first month of study or after the first academic year without any extra requirement. After that deadline, the student that wants to switch will have to take an oral evaluation done by the lecturer to check if he/she has the required level to integrate the new track. Depending on the moment of the request, a new route will be proposed to the student. In general, students are discouraged from switching language (tracks). Bear in mind that there could be some (practical) consequences e.g., class changes, schedule changes, possible study delay, etc.

English is regarded as the language of instruction and cannot be changed.

In very specific cases, it is possible to switch language (tracks) during the P-phase, but only after the consultation with the PPD coach and the language teachers and with the approval of the Course Director. The required eight EC for the language in the Propaedeutic phase doesn't need to be necessarily from one language.

The student may change language tracks at the end of year one under the following conditions

1. The student has prior knowledge of the language in the desired language. Under this condition, the language teacher determines if a switch is possible based on the student's pre-knowledge of the language.
2. The student seeks to "downgrade" from an upper-level language track to a lower-level track. In this instance, the student should be informed of the consequences, namely that he/she is no longer eligible for the Commerce specialisation.
3. The student is not happy with the first language choice but has no pre-knowledge of the desired language. This change is **not** advised and comes with great risk of study delay. The student will be informed of the risks by the language teacher as well as the PPD coach.
4. The student is advised to "downgrade" at the end of semester two because of poor performance in the upper-level language. In this instance, the student should be informed of the consequences, namely that he/she is no longer eligible for the Commerce specialisation.

Switching the language can be both upgrading and downgrading. Upgrading must always be approved by the course director.

### **7.3.2. Switching from another programme to IB**

See article 3.5.

### **7.3.3. Guidance and coaching in year one**

*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. The student can find detailed information via [Hint](#).

All additional support is available for other groups of students, as well such as "Studying parent", "Informal career", "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](#).

*Study coaching.* If a study coach/mentor is assigned to a student, this is to support 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.

- In years one and two Study Career Coaching (SCC) is embedded in the Personal & Professional Development (PPD) programme of the Professional and Academic Skills (PAS) learning line. During the PPD sessions focus is on the personal development of individual students. Each student has a study career coach. This coach is also the PPD teacher in the PAS course.

- In the years three and four students are supported by different lecturers with different roles. A conscious separation is made between assessing and coaching. This means that students in year three and four still have a coach, next to the internship supervisor and thesis supervisor.

**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.

**Summer School first-year programme.** Not applicable except for students who fulfill the requirements mentioned in the Rules & Guidelines of the Exam Board (R&R), see appendix four.

**Student Affairs.** See article 6.4.

**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.

The student can email the counsellors via [studentendecanaatz@hr.nl](mailto:studentendecanaatz@hr.nl). An appointment to see one of the student counsellors can be arranged via [Appointment](#).

### Curriculum schedule year one IB regular programme, cohort 2022-2023

Curriculum schedule Student Handbook																
Programme: International Business, 2022-2023, full time; IB																
Year 1 (Cohort: 2022-2023)																
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	CT	Contact time x 60 min.	Test	CT	Contact time x 60 min.	Test	CT	Contact time x 60 min.	Test	CT		
<b>Block 1</b>																
<b>IB Core</b>																
Introduction to International Business	IBPIBU120R1	6	36	D		O*										
Professional and Academic Skills Introduction to IB	IBPPAS120R1	6	35,5	CT		CT*								PE		
<b>Languages</b>																
Elementary Language semester 1 - A1 (FR/SP/GE/DU/RU)**	IBPELFR121R1/IBPELSP121R1/IBPELGE121R1/IBPELDU121R1/IBPELRU121R1	4	21											PE		
Elementary Language semester 1 - A1.1 (MA/JA/KO/VT/IN)**	IBPELMA121R1/IBPELJA121R1/IBPELKO121R1/IBPELVT121R1/IBPELIN121R1	4	21	O		O*								PE		
Upper Intermediate semester 1 - A2 (FR/SP/GE)**	IBPUIFR120R1/IBPUISP120R1/IBPUIGE120R1	4	21	O		O*								PE		
<b>Block 2</b>																
<b>IB Core</b>																
External Environment	IBPEEN122R1	6			48,5	WR,GAT		WR*,GAT*								
Professional and Academic Skills External Environment	IBPPAS220R1	6			32	CT		CT*						PE		
Elective ***		4			8											
<b>Languages</b>																
Elementary Language semester 1 - A1 (FR/SP/GE/DU/RU)**	IBPELFR121R1/IBPELSP121R1/IBPELGE121R1/IBPELDU121R1/IBPELRU121R1	4			21	O,WR		O*,WR*						PE		
Elementary Language semester 1 - A1.1 (MA/JA/KO/VT/IN)**	IBPELMA121R1/IBPELJA121R1/IBPELKO121R1/IBPELVT121R1/IBPELIN121R1	4			21	WR		WR*						PE		
Upper Intermediate semester 1 - A2 (FR/SP/GE)**	IBPUIFR120R1/IBPUISP120R1/IBPUIGE120R1	4			21	WR		WR*						PE		
<b>Block 3</b>																
<b>IB Core</b>																
Internal Environment	IBPIEN122R1	6					60	WR,GAT		WR*,GAT*						
Professional and Academic Skills Internal Environment	IBPPAS320R1	6					38	CT		CT*				PE		
<b>Languages</b>																
Elementary Language semester 2 - A2.1 (FR/SP/GE/DU/RU)**	IBPELFR221R1/IBPELSP221R1/IBPELGE221R1/IBPELDU221R1/IBPELRU221R1	4					24							PE		
Elementary Language semester 2 - A1 (MA/JA/KO/VT/IN)**	IBPELMA221R1/IBPELJA221R1/IBPELKO221R1/IBPELVT221R1/IBPELIN221R1	4					24	O		O*				PE		
Upper Intermediate semester 2 - B1.1 (FR/SP/GE)**	IBPUIFR220R1/IBPUISP220R1/IBPUIGE220R1	4					24	O		O*				CPE		
<b>Block 4</b>																
<b>IB Core</b>																
Business Model Canvas	IBBMC122R1	6							52	AT,AT*						
Professional and Academic skills Business Model Canvas	IBPPAS420R1	6							40	CT,CT*				PE		
Elective ***		4							8							
<b>Languages</b>																
Elementary Language semester 2 - A2.1 (FR/SP/GE/DU/RU)**	IBPELFR221R1/IBPELSP221R1/IBPELGE221R1/IBPELDU221R1/IBPELRU221R1	4							24	O,WR,O*,WR*				PE		
Elementary Language semester 2 - A1 (MA/JA/KO/VT/IN)**	IBPELMA221R1/IBPELJA221R1/IBPELKO221R1/IBPELVT221R1/IBPELIN221R1	4							24	WR,WR*				PE		
Upper Intermediate semester 2 - B1.1 (FR/SP/GE)**	IBPUIFR220R1/IBPUISP220R1/IBPUIGE220R1	4							24	WR,WR*				CPE		
		<b>60</b>			<b>7 weeks</b>		<b>7 weeks</b>		<b>8 weeks</b>		<b>8 weeks</b>					

**Legend**

In the column "test"  
 AT= Assignment  
 AS= 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.

See also Appendix - Curriculum Schedules Academic year 2022 - 2023

## Article 7.4 Curriculum main phase

### Main phase: IB with specialisations, years two to four regular programme

(year two: cohort 2021-2022 / year three: cohort 2020-2021 / year 4: cohort 2019-2020)

**Important: thresholds are applicable for the academic year 2023-2024. This gives the student a year the possibility to prepare to meet the thresholds. Only via a separate decision made by the authorised persons, deviations of this principle are possible.**

#### 7.4.1. Curriculum year two

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

In 2022-2023 there are four specialisations offered:

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

The minimum number of enrolments for a specialisation at the beginning of the year is 15 students to start the programme of a specialisation.

#### **7.4.2. Switching between specialisations in years two to four**

General rule: A switch to another specialisation is in principle **not** possible. A switch to another specialisation is up to the student and will create a study delay. A student that wants to switch to another specialisation within the IB programme, must start over with the specialisation at the beginning of the study year in September. The student follows the courses of the new specialisation from year two on. Courses that are part of the IB-core, do not need to be retaken.

##### *Switch specialisation at start of year two*

Students of year two are allowed to switch specialisation and/or language till September 12th 2022.

##### *Switch specialisation at the end of year two*

Exception: There is one exception to this rule. Under the conditions mentioned below, it is possible to switch at the end of year two from "year two specialisation Commerce" to "year three specialisation Marketing":

- The student has failed their language exams repeatedly.
- The student must agree and pass a remedial marketing course of seven EC to compensate for the missing marketing knowledge not gained due to the language courses.
- The student must complete all non language courses of the year two of the specialisation Commerce. Missing courses of the specialisation Commerce **cannot** be replaced by courses of year two specialisation Marketing. If the student cannot fulfil these criteria, the general rule is effective.
- After graduation the student will receive an IB diploma with the Marketing specialisation supplement.
- Student's reasons are to be assessed by the Course Director, whose permission is necessary.
- Student is responsible for catching up on missed courses, 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.

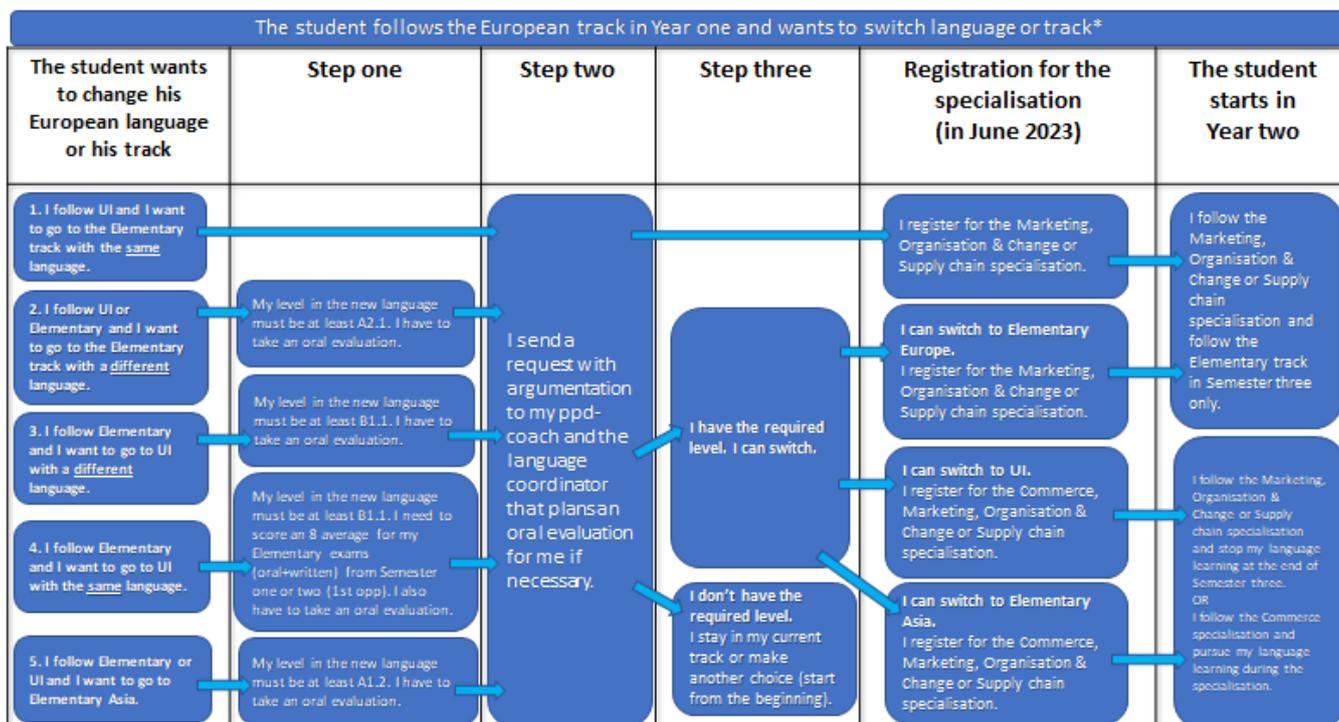
#### **7.4.3. Switching languages years two and three**

##### **Switching languages at the end of year one / the beginning of year two.**

If the student changes the language after one year of the study, he or she does not have to surrender the credits earned for the previous language chosen. This is allowed till September 12th 2022. All requests for a language change must be submitted to the Exam Board and approved by the Course Director IB.

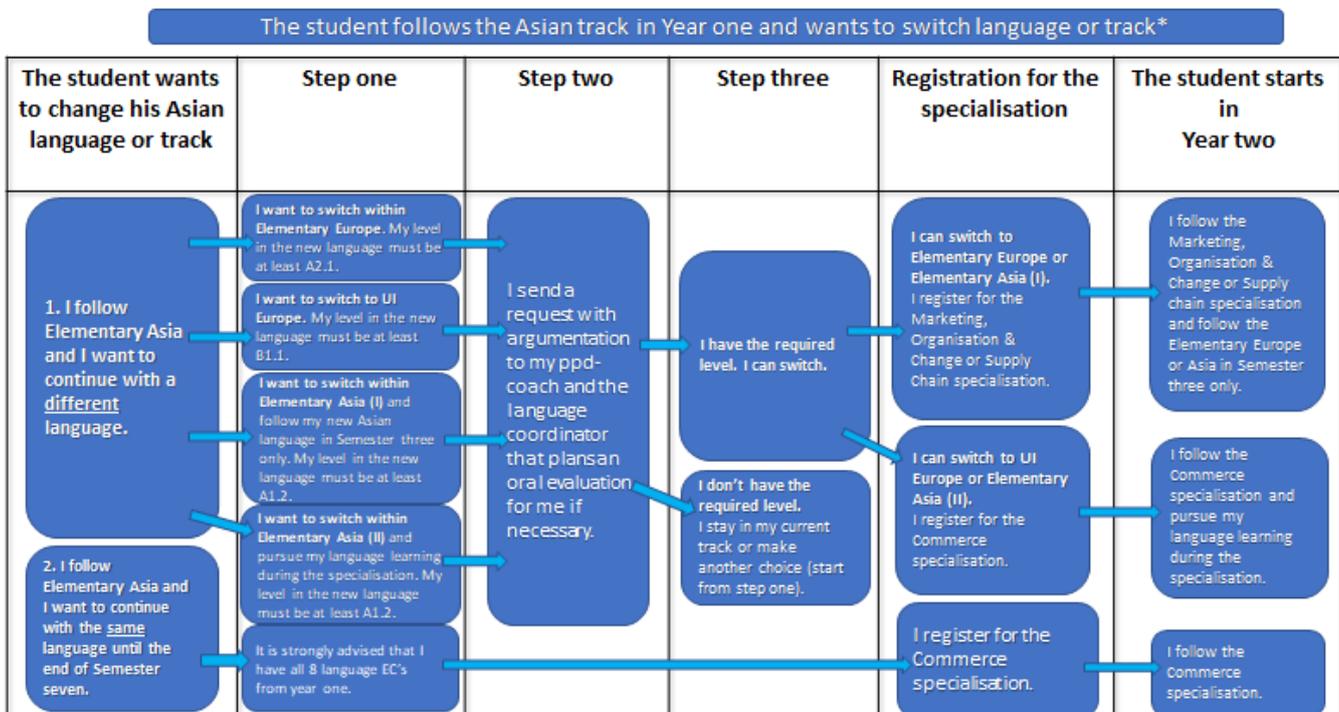
Under the following circumstances it is possible to switch languages and language tracks when the student has finished study year one.

##### *European languages*



\*If you have any other questions about language change, please contact one of the language coordinator.

### Asian languages



\*If you have any other questions about language change, please contact one of the language coordinator.

### Switching languages in year two or three.

In principle it is not allowed for a student to change the language during years two and three of the study programme. Only if the student repeatedly fails his language courses and the student clearly has not chosen the right language, a change of language can be considered at the beginning of year two till September 12th 2022. He or she does not have to surrender the credits earned for the previous

language chosen. All requests for a language change must be submitted to the Exam Board and approved by the Course Director IB.

### **7.4.3. Curriculum 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:

- Internship
- Graduation I
- Exchange or minor
- Graduation II

For a detailed description of the content of year two to four, see Appendix - [Interpretation of the curriculum - years two to four](#).

- Internship - see article 7.6.
- Exchange - see article 7.6.
- Minor - see article 5.1
- Graduation II - see article 7.7

### **Graduation I (semester six)**

This part of the programme consists of courses of the IB-core as well as courses of the specific specialisation. The total study load of Graduation I is 30 EC.

Requirements to start Graduation I, semester six, are:

1. The student has passed Propaedeutic phase (60 EC).
2. The student has obtained 30 EC from year two.

For the Fast Track student there are **no** requirements for Graduation I, see article 7.16.

For the students of cohort 2019-2020 of the former programme IB:IBA a different year four programme is in place. In the academic year 2022-2023, these students are in their fourth year. They follow the graduation I programme in their seventh semester, being the first semester of year four. A separate schedule specific for these students is added to schedules in the next part.

### **7.4.4. Study progress and coaching**

See articles 3.2 and 7.3.3

## **International Business - Year 2 - Specialisations: Marketing / Supply Chain / Organisation & Change**

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisations: Marketing / Supply Chain / Organisation & Change

Year 2-IB (Cohort: 2021-2022)

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		
<b>Block 1</b>												
<b>IB Core</b>												
IB Core Business Exploring Markets	IBPEXM121R2	5	41,5	AT		AT*						
IB Core PAS - Managing team process across cultures	IBPPAS121R2	4	32	CT		CT*					PE	
<b>Specialisation: Marketing</b>												
IB Marketing Services Marketing (IP integrated)	IBPSMC122R2-M	3	23	GAT		GAT*						
<b>Specialisation: Supply Chain</b>												
IB OPS Sustainable Port Cities (IP integrated)	IBPSPC122R2-S	3	23	RP		RP*						
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C Megatrends and Organisations of the Future (IP integrated)	IBPMAO122R2-O	3	23	GAT		GAT*						
<b>Languages</b>												
Elementary Language semester 3 - A2 (FR/SP/GE/DU/RU)**	IBPELFR321R2/IBPELSP321R2/IBPELGE321R2/IBPELDU321R2/IBPELJU321R2	(4)	21									PE
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	(4)	21	WR		WR*						PE
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUFR321R2/IBPUSP321R2/IBPUGE321R2	(4)	21	O		O*						PE
<b>Block 2</b>												
<b>IB Core</b>												
IB Core Business Business Case Development	IBPBCD121R2	5			43,75	AT		AT*				
IB Core PAS - Advancing your critical foundation	IBPPAS222R2	4			32	CT		CT*			PE	
Elective ***		2										
<b>Specialisation: Marketing</b>												
IB Marketing - Consumer Behaviour and Branding	IBPCBB122R2-M	3			19,25	GAT		GAT*				
<b>Specialisation: Supply Chain</b>												
IB OPS Lean Six Sigma	IBPSS122R2-S	3			19,25	CA		CA*				
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C Creating Competitive Advantage through Capability Systems	IBPCAD122R2-O	3			19,25	GAT		GAT*				
<b>Languages</b>												
Elementary Language semester 3 - A2 (FR/SP/GE/DU/RU)**	IBPELFR321R2/IBPELSP321R2/IBPELGE321R2/IBPELDU321R2/IBPELJU321R2	4			21	O, WR		O*, WR*				PE
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	4			21	O		O*				PE
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUFR321R2/IBPUSP321R2/IBPUGE321R2	4			21	WR		WR*				PE
<b>Block 3</b>												
<b>IB Core</b>												
IB Core Business Planning & Implementation	IBPBP122R2	5					43,75	AT		AT*		
IB Core PAS - Developing a professional profile	IBPPAS321R2	4					36,5	CT		CT*	PE	
<b>Specialisation: Marketing</b>												
IB Marketing - Marketing Communication	IBPMKC122R2-M	5						22	GAT		GAT*	
<b>Specialisation: Supply Chain</b>												
IB OPS Job Skills for IBS Pro	IBPIS122R2-S	5						22	CA		CA*	
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C International Strategy	IBPIS122R2-O	5						22	GAT		GAT*	
<b>Block 4</b>												
<b>IB Core</b>												
IB Core Business The Business Game	IBPGAM121R2	5							40,5	AT,AT*		
IB Core PAS - Sustainable Business Innovation	IBPPAS421R2	3							36,5	GAT, GAT*	PE	
Elective ***		2										
<b>Specialisation: Marketing</b>												
IB Marketing - Sales	IBPSAL122R2-M	6							22	GAT, GAT*		
<b>Specialisation: Supply Chain</b>												
IB OPS SAP Business Simulation	IBPSAP122R2-S	6							22	GAT, GAT*		
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C Dynamics of Non-profit Organisations, Public Organisations, and Social Enterprises	IBPORG122R2-O	6							22	GAT, GAT*		
		60	7 weeks		7 weeks		8 weeks		8 weeks			

**Legend**

In the column "Test"

AT= Assignment  
 AS= 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'

## International Business - Year 2 - Specialisation: Commerce

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce

Year 2-IB (Cohort: 2021-2022)

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		
<b>Block 1</b>												
<b>IB Core</b>												
IB Core Business Exploring Markets	IBPEXM121R2	5	41,5	AT		AT*						
IB Core PAS - Managing team process across cultures	IBPPAS121R2	4	32	CT		CT*					PE	
<b>Specialisation: Commerce</b>												
IB Commerce Entrepreneurship & import	IBPENT121R2-C	(6)	22,75									
<b>Languages</b>												
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUFR321R2/IBPUSP321R2/IBPUGE321R2	(4)	21	O		O*						PE
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	(4)	21	WR		WR*						PE
<b>Block 2</b>												
<b>IB Core</b>												
IB Core Business Business Case Development	IBPBCD121R2	5			43,75	AT		AT*				
IB Core PAS - Advancing your critical foundation	IBPPAS222R2	4			32	CT		CT*			PE	
Elective ***		2										
<b>Specialisation: Commerce</b>												
IB Commerce Entrepreneurship & import	IBPENT121R2-C	6			26,25	RP, PR		RP*, PR*				
<b>Languages</b>												
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUFR321R2/IBPUSP321R2/IBPUGE321R2	4			21	WR		WR*				PE
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	4			21	O		O*				PE
<b>Block 3</b>												
<b>IB Core</b>												
IB Core Business Planning & Implementation	IBPBP122R2	5					43,75	AT		AT*		
IB Core PAS - Developing a professional profile	IBPPAS321R2	4					36,5	CT		CT*	PE	
<b>Specialisation: Commerce</b>												
IB Commerce - Sales	IBPSAL121R2-C	(4)					14					
<b>Languages</b>												
Upper Intermediate semester 4 - B2.1 (FR/SP/GE)**	IBPUFR421R2/IBPUSP421R2/IBPUGE421R2	(7)					24	O		O*		PE
Elementary Language semester 4 - A2 (MA/JA)**	IBPELMA422R2/IBPELJA422R2	(7)					24	WR		WR*		PE
<b>Block 4</b>												
<b>IB Core</b>												
IB Core Business The Business Game	IBPGAM121R2	5							40,5	AT, AT*		
IB Core PAS - Sustainable Business Innovation	IBPPAS421R2	3							36,5	GAT, GAT*	PE	
Elective ***		2										
<b>Specialisation: Commerce</b>												
IB Commerce - Sales	IBPSAL121R2-C	4							19	RP, PR*, PR*		
<b>Languages</b>												
Upper Intermediate semester 4 - B2.1 (FR/SP/GE)**	IBPUFR421R2/IBPUSP421R2/IBPUGE421R2	7							24	WR, WR*	PE	
Elementary Language semester 4 - A2 (MA/JA)**	IBPELMA422R2/IBPELJA422R2	7							24	WR, O, WR*	PE	
		60	7 weeks		7 weeks		8 weeks		8 weeks			

**Legend**

In the column "Test"

AT= Assignment  
 AS= 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.

## International Business - Year 3 - Specialisations: Marketing / Supply Chain / Organisation & Change

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisations: Marketing / Supply Chain / Organisation & Change

Year 3-IB (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		
<b>Block 1</b>												
<b>IB Core</b>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
<b>IB Core</b>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
<b>IB Core</b>												
IB-Core Advanced International Business I	IBPAIB22R3	6					39,25	CT		CT*		
<b>Specialisation: Marketing</b>												
IB-Marketing Value Creation and Innovation I	IBPVC1121R3-M	9					35	RP		RP*		
<b>Specialisation: Supply Chain</b>												
IB-OPS Value Creation and Innovation I	IBPVC1121R3-S	9					35	RP		RP*		
<b>Specialisation: Organisation &amp; Change</b>												
IB-O&C Value Creation and Innovation I	IBPVC1121R3-O	9					35	RP		RP*		
<b>Block 4</b>												
<b>IB Core</b>												
IB-Core Advanced International Business II	IBPAIB22R3	6							31,75	CT,CT*		
Research Proposal & Res. Skills / Thesis -Preparation ***	IBPTH5121R4	(30)							2.0			
<b>Specialisation: Marketing</b>												
IB-Marketing Value Creation and Innovation II	IBPVC1221R3-M	9							35	RP,RP*		End level
<b>Specialisation: Supply Chain</b>												
IB-OPS Value Creation and Innovation II	IBPVC1221R3-S	9							35	RP,RP*		End level
<b>Specialisation: Organisation &amp; Change</b>												
IB-O&C Value Creation and Innovation II	IBPVC1221R3-O	9							35	RP,RP*		End level
		60	7 weeks	7 weeks	8 weeks	8 weeks						

**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.

\* Second opportunity  
 \*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student is able to go on internship or study abroad first depending on meeting the requirements  
 \*\*\* This considers the formulation of the research design until the research question and sub-questions.

## International Business – Year 3 – Specialisation: Commerce European Languages

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce EU LAN

Year 3-IB (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		
<b>Block 1</b>												
<b>IB Core</b>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
<b>IB Core</b>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
<b>IB Core</b>												
IB-Core Advanced International Business I	IBPAIB22R3	6					39,25	CT		CT*		
<b>Specialisation: Commerce</b>												
IB-Commerce Value Creation and Innovation I-Creative Marketing	IBPVC1121R3-C	4					12.0	PR		PR*		
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	(6)					18.5					
<b>Languages</b>												
Upper Intermediate semester 6 - B2 (FR/SP/GE)	IBPUJFR521R3/IBPUJSP521R3/IBPUJGE521R3	(8)					24,5	WR		WR*		
<b>Block 4</b>												
<b>IB Core</b>												
IB-Core Advanced International Business II	IBPAIB22R3	6							31,75	CT,CT*		
Research Proposal & Res. Skills / Thesis - preparation ***	IBPTH5121R4	(30)							2.0			
<b>Specialisation: Commerce</b>												
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	6							18.5	GAT,PR,GAT*,PR*		End level
<b>Languages</b>												
Upper Intermediate semester 6 - B2 (FR/SP/GE)	IBPUJFR521R3/IBPUJSP521R3/IBPUJGE521R3	8							24,5	O; O*;WR*		End level
		52	7 weeks	7 weeks	8 weeks	8 weeks						

**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.

\* Second opportunity  
 \*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student is able to go on internship or study abroad first depending on meeting the requirements  
 \*\*\* This considers the formulation of the research design until the research question and sub-questions.

## International Business – Year 3 – Specialisation: Commerce Asian Languages

Curriculum schedule Student Handbook												
Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce - Asian LAN												
Year 3-IB (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		
<b>Block 1</b>												
IB Core												
Period Abroad I: Internship or Exchange ** / ***	IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
IB Core												
Period Abroad I: Internship or Exchange ** / ***	IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
IB Core												
Period Abroad II: Exchange or Internship ** / ***	IBPEXC122R3 or IBPPLC122R3	(30)					78					
<b>Block 4</b>												
IB Core												
Period Abroad II: Exchange or Internship ** / ***	IBPEXC122R3 or IBPPLC122R3	30							78	PF,PF*		
		52	7 weeks	7 weeks	8 weeks	8 weeks						

\* Second opportunity  
 \*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation.  
 \*\*\* Commerce Asia students with Mandarin as their language and China as their country for Exchange, will continue block one & two [Exchange] with block three & four abroad [Internship] and will enrol into the graduation I programme in year four - semester seven

**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.

## International Business – Year 4 – Specialisations: Marketing / Supply Chain / Organisation & Change

Curriculum schedule Student Handbook												
Programme: International Business; 2022-2023; full time; IB Specialisations: Marketing / Supply Chain / Organisation & Change												
Year 4 (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		
<b>Block 1</b>												
Minor or Internship or Exchange **	Minor or IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
Minor or Internship or Exchange **	Minor or IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	(30)					11					End level
<b>Block 4</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	30						9	RP,O,RP*,O*			End level
		60	7 weeks	7 weeks	8 weeks	8 weeks						

\* Second opportunity  
 \*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student can choose depending on what is done in sem5

**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.

## International Business – Year 4 – Specialisation: Commerce European Languages

Curriculum schedule Student Handbook												
Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce EU LAN												
Year 4 (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		
<b>Block 1</b>												
Period Abroad II: Exchange or Internship **	IBPEXC122R3 or IBPPLC122R3	(30)	78									
<b>Block 2</b>												
Period Abroad II: Exchange or Internship **	IBPEXC122R3 or IBPPLC122R3	30		78	PF		PF*					
<b>Block 3</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	(30)					11					End level
<b>Block 4</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	30						9	RP,O,RP*,O*			End level
		60	7 weeks	7 weeks	8 weeks	8 weeks						

\* Second opportunity  
 \*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student can choose depending on what is done in sem5

**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.

## International Business – Year 4 – Specialisation: Commerce Asian Languages

Curriculum schedule Student Handbook												Legend	
Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce Asian LAN													
Year 4 (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			
<b>Block 1</b>													
<b>IB Core</b>													
IB-Core Advanced International Business I	IBPAI122R3	6	39,25	CT		CT*							
<b>Specialisation: Commerce</b>													
IB-Commerce Value Creation and Innovation I-Creative Marketing	IBPVC1121R3-C	4	12.0	PR		PR*							
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	(6)	18.5										
<b>Languages</b>													
Elementary Language semester 6 - B1.1 (MA/JA/IN)	IBPELMA521R3/IBPELIA521R3/IBPELINS21R3	(8)	24,5										
<b>Block 2</b>													
<b>IB Core</b>													
IB-Core Advanced International Business II	IBPAI222R3	6			31,75	CT		CT*					
Research Proposal & Res. Skills / Thesis - preparation **	IBPTHS121R4	(30)			2.0								
<b>Specialisation: Commerce</b>													
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	6			18.5	GAT,PR		GAT*,PR*				End level	
<b>Languages</b>													
Elementary Language semester 6 - B1.1 (MA/JA/IN)	IBPELMA521R3/IBPELIA521R3/IBPELINS21R3	8			24,5	WR,O		WR*,O*				End level	
<b>Block 3</b>													
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	(30)						11				End level	
<b>Block 4</b>													
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	30							9	RP,O,RP*,O*		End level	
		30	7 weeks		7 weeks			8 weeks		8 weeks			

In the column "test"  
 AT= Assignment  
 ASS= Assessment  
 CA= Continuous Assessment  
 D= Digital test  
 GAT= Group Assignment  
 MC= Multiple choice  
 O= Oralexam  
 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

\* Second opportunity

\*\* This considers the formulation of the research design until the research question and sub-questions.

See also Appendix – Curriculum Schedules Academic year 2022 – 2023

## Article 7.5 Workplace requirement

Not applicable.

## Article 7.6 Internship

**Important: thresholds are applicable for the academic year 2023–2024. This gives the student a year the possibility to prepare to meet the thresholds. Only via a separate decision made by the authorised persons, deviations of this principle are possible.**

### 7.6.1. Semester five and seven.

- The Internship abroad is part of the programme a student follows in semesters five or seven of his study. In these two semesters the student is able to choose out of different options for the semesters according to their needs. The options for the semesters are:
  - Internship abroad
  - Exchange or Minor (**important:** Minor is only possible in semester seven or eight)
- Some preferences/ orders of following the semesters have proven to be more successful than others. This entails:
  - To be an intern in China, the student must complete one semester studying in China (on exchange) prior to the Internship. This is because of visa reasons. These students will be abroad for one year.
  - Students who must resit courses from year one and two are advised to look at the semester in which this takes place and plan their period abroad accordingly.
- Students in the Commerce specialisation must spend two semesters abroad, being Internship abroad and Exchange. Students in the other specialisations must spend at least one semester in which they are abroad: Internship abroad or Exchange.
- Students in the Commerce must do their first period abroad in the country or region where their chosen language is spoken (i.e., commerce upper intermediate language or Asian language).
- Students in the Commerce that follow Asian language courses, follow language courses, worth 15 EC, and business courses, worth 15 EC, during their Exchange at the Asian University they visit. Students must complete these courses at the Asian University, see also sub paragraph "Results: specialisation Commerce with Asian languages" further in this article.

6. International students (EER / Non-EER) studying at the RBS can opt to do both internship and exchange in the Netherlands.
7. It is also possible for IB students to replace the periods abroad and/or minor with other options that may appear and are communicated with the students.

As described in the appendix "Career paths semester five, six and seven", the student can go on an Internship abroad or can go abroad to participate in an exchange programme, called Exchange.

### 7.6.2. Internship abroad

An Internship abroad may only be done at a company with:

- at least 10 Full Time Employees (FTE) (interns do not count),
- no relative in an executive position over the intern,
- sufficient supervision,
- the possibility to independently carry out a suitable assignment,
- Students in the Commerce Specialisation must do their Internship abroad where their chosen language is spoken.

The student is responsible for finding a company. The study load of the internship is 30 EC. The student needs approval of the Internship Coordinator to go on internship abroad. The Internship Guide provides detailed regulations on the internship abroad.

**Important!** Read the detailed description about possible paths and requirements for the student to follow and **all needed requirements** per specialisation in the appendix "[Career paths semesters five, six and seven](#)".

### 7.6.3. Exchange

Students that participate in exchange, follow courses at a University abroad. Students that go on exchange, can only choose a partner university out of the list of partner universities available via the RBS list or via the CoIA website if the courses are at sufficient level. 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.

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.

**Important!** Read the detailed description about possible paths for the student to follow and **all necessary requirements** per specialisation in the appendix "[Career paths semesters five, six and seven](#)".

#### Results

Students whose results for their exchange programme are not satisfactory and less than 18 EC after credit transfer in total are given the opportunity to complete a minor programme approved by the Exam Board during the new academic year.

Students who return from the exchange 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 exchange programme. The Exam Board will establish the extent to which the student has successfully completed the exchange programme component.

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 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 course Exchange. 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:
  1. RBS minor
  2. An HR minor which meets the above-mentioned criteria
  3. 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 Exchange programme need to be registered and approved via a request with the Exam Board via Osiris Case. Please contact the coordinator Study Exchange programme.

#### *Results: specialisation Commerce with Asian languages*

Students in the Commerce specialisation with an Asian Language, follow a programme consisting of 15 EC languages and 15 EC business at the Asian University.

Students in the Commerce specialisation that follow Asian language courses, worth 15 EC, and business courses, worth 15 EC, of the total of 30 EC (after credit transfer), during Exchange at the Asian University they visit as part of their exchange track. Students must complete these language and business courses at the Asian University. If not, the student will must take extra assessments at the RBS to show that the student has obtained the required level. These assessments can differ from the assessments of the Asian University.

The Exam Board will establish the extent to which the student has successfully completed the exchange programme component.

#### **7.6.4. Special/personal circumstances**

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. In case deemed relevant and necessary, an alternative to the Internship Abroad or Exchange 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 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, advice from the Coordinator Student Affairs must be provided.

#### **7.6.5. Incoming exchange students**

Incoming exchange students are students that study at a University outside the Netherlands, which is a RUAS partner, and follow a part of their study programme at the RBS.

For incoming exchange students that follow parts of the IB- programme of RBS and whose results of their exchange 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 incoming 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.

The regulations and requirements of this Student Handbook also apply to incoming exchange students.

## Article 7.7 Graduation

**Important: thresholds are applicable for the academic year 2023–2024. This gives the student a year the possibility to prepare to meet the thresholds. Only via a separate decision made by the authorised persons, deviations of this principle are possible.**

### 7.7.1. Conditions Graduation II

Graduation II (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 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. This course is in semester eight at the end of the study, is 30 EC and consists of a thesis and a defense.

#### Conditions to start Graduation II in semester eight:

- The student has obtained all ECs of the year one and two courses, has successfully completed the internship abroad and at least 20 ECs of the Graduation I programme. The student can prove this by making an Osiris print out (upload this to Intouch).
- 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 defense can only be planned after the student has obtained all other credits in the main phase except for the thesis.

#### Conditions to start Graduation II in semester seven:

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

For the Fast Track student the requirements for Graduation II are described in subchapter 7.16.

### 7.7.2. Setup Graduation II

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

– Graduation II is assessed by two lecturers. The assessment of the graduation II represents 80% of the final score. 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 graduation II 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.

– The oral part of the graduation II programme is the student's last educational activity. This means that no oral defense can take place until all other compulsory courses of the study programme have been finalised. The defense 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 12 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.

After their defense the students can request the IB 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.

## Article 7.8 Honours programme

Rotterdam University of Applied Sciences (RUAS) has developed an Honours Programme specifically for motivated students who are looking for an extra challenge. This is open to all ambitious and talented students that want to develop themselves into an excellent professional. That means you will need to show a high level of the following competences:

- Innovation Driven,
- Demand Driven,
- Collaborative Working,
- Interactive Learning, and
- Knowledge Creation.

The Honours Programme (HP) is followed during years two, three and four. The first year of the IB programme is used for recruitment and selection. To be considered eligible, students must not have any study arrears. To apply for the HP, students:

- must 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,
- need the written endorsement of at least three lecturers (an email to the HP Coordinator from the lecturer is sufficient).

During the first and second year, students can choose HP electives that have been designed to familiarise students with the HP competences. In addition, throughout the programme, students will be expected to participate in specifically designed projects by lecturers or organized by the students themselves. In year three, when students do their internship, they will be asked to complete an extra research assessment to contribute to the development of the HP competences. During the HP journey, students will have the support of a certified HP coach who will guide them to develop into an innovative professional.

The HP programme comes with 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 that will be used later as a basis for their portfolio.

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 competences. Once students have completed this document by the end of their studies, they will go forward to 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.

The Honours Programme is applicable for Fast Track programme students.

Note: see HINT, "[Honours Degree](#)" for information about the Honours Programme.

## Article 7.9 Conversion

### 7.9.1 General

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. In case the study programme has made no changes to the curriculum of the former academic year, there is no conversion table necessary.

**IMPORTANT!**

---

### **7.9.2. Conversion to "International Business with specialisations"**

In the academic year 2021-2022 the conversion takes place for all regular and Fast Track programmes. The "IB programme with differentiations" is converted into the "IB programme with specialisations".

The following conversion "International Business with differentiations" into "International Business with specialisations" takes place:

- International Business and Language (IB - IBL) converts into "IB - Commerce".
- International Business for Asia (IB - IBA) converts into "IB - Commerce".
- International Business and Management (IB - IBM) converts into "IB - Marketing" or "IB - Organisation & Change".
- International Business and Supply Chain Management (IB - IBS) converts into "IB - Supply Chain".

### **7.9.3. Students of cohort 2018-2019 and 2019-2020: regular four year programme**

Students that started the regular four-year programme International Business in September 2018 are in their fifth year of their study when they start in study year 2022-2023.

Students that started the regular four-year programme International Business in September 2019, are in their fourth year of their study when they start in study year 2022-2023.

These students started the "IB programme with differentiations".

#### **Implications for cohort 2018-2019**

- This student is in his fifth year in 2022-2023.

- For those students that still need to complete courses of year one (original programme: 2018-2019) and/or year two (original programme: 2019-2020) and/or year three (original programme: 2020-2021) and/or four (original programme: 2021-2022), these courses are converted into the new IB programme with specialisations.

#### **Implications for cohort 2019-2020**

- This student is in his fourth year in 2022-2023. The student will follow the courses of the "IB programme with specialisations" of year four.

- For those students that still need to complete courses of year one (original programme: 2018-2019) and/or year two (original programme: 2019-2020) and/or year three (original programme: 2020-2021), these courses are converted into the new IB programme with specialisations.

### **7.9.4. Students of cohort 2018-2019 and 2019-2020: three year Fast Track programme**

Students that started the three-year Fast Track programme International Business in September 2018 are in their fifth year of their study when they start in study year 2022-2023.

Students that started the three-year Fast Track programme International Business in September 2019, are in their fourth year of their study when they start in study year 2022-2023.

These students started the "IB programme with differentiations".

#### **Implications for cohort 2018-2019 and 2019-2020**

- This student has completed the full three year programme. This ends his regular lecturing time. Only a student with study delay, if needed will follow lecturing for those courses with delay. This is only possible after consulting the coach.

- For those students that still need to complete courses of year one and/or year two and/or year three, these courses are converted into the new Fast Track IB programme with specialisations.

### **7.9.5. Implications for cohort 2017-2018 and before**

The implications for students of these cohorts are explained in Chapter eight.

Please always consult the conversion tables in the appendix in this matter or get in contact with your coach first, then with Student Affairs.

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table and, if necessary, contact your Study Career Coach.*

## Article 7.10 Compensation

The IB programme does not offer a compensation option for a failing overall grade attained for one course based on the passing overall grade attained for other courses. If the assessment of a course consists of a number of assessments, a description in Osiris provides the rules governing a possibility to compensate a 'failing overall grade' result for one assessment on the basis of a 'passing overall grade' result for another assessment. Once the overall average of the grades of the individual assessments, is 5.5 or above and the minimal requirements of the individual assessments are met, the course is completed. In this case it is **not** allowed to retake an individual assessment of the course with an insufficient result to raise the overall grade of the course. It is also described in Osiris and the course description if there is a minimum requirement to the sub grade or set of sub grades.

## Article 7.11 Entry requirements

1. International Business applies entry requirements for the following courses or set of courses:
  - a. Internship Abroad
  - b. Graduation I
  - c. Graduation II
  - d. Minor
  - e. Exchange
2. If weighty reasons are present, the student can request an exemption of the requirements via the Exam Board.

## Article 7.12 Extra assessment opportunity

1. International Business does not organise extra assessment opportunities.
2. The Exam Board is authorised to decide in individual cases that a student is entitled to an extra, or an earlier, (partial) assessment opportunity. The student must submit a request for this via Osiris Case.
3. 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).

## Article 7.13 Study costs

1. The following additional study costs are the responsibility of the student:
  - a. Internship Abroad
  - b. Exchange
  - c. Thesis Abroad

## Article 7.14 Internationalisation

1. Within the programme International Business a student must at least spent one semester abroad. Depending on the specialisation this can also be two compulsory semesters abroad. The programme does offer opportunities for an internship abroad or education abroad, called Exchange.
  2. For the process and threshold of these semesters abroad, please read article 7.6.
  3. The student registers their place of residence as abroad in Osiris prior to departure. More information is available on Hint.
  4. Study results obtained abroad are submitted to the Exam Board for approval before these are processed in Osiris.
-

## Article 7.15 External experts

1. During the study programme external experts can be engaged for the education purposes, such as:
  - a. Guest lecturers,
  - b. Coaching of students during internship or exchange.
2. 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.

## Article 7.16 Fast track

**Important: thresholds are applicable for the academic year 2023–2024. This gives the student a year the possibility to prepare to meet the thresholds. Only via a separate decision made by the authorised persons, deviations of this principle are possible.**

### Fast Track

International Business has an accelerated programme, called Fast Track.

### Enrolment

Students with a pre-university (VWO) diploma or an equivalent from a school abroad, 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 with a positive 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.

### 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 courses aim to inspire a new generation of corporate executives to strive for a life of professional accomplishment and personal fulfilment 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 courses ranging from four to six EC. One business course will be dedicated to fundamental/theoretical knowledge and the second course 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.

### **Set up years one to three**

The first and second year of enrolment of the Fast Track is IB-wide. After the first two years, students from the Fast Track enter the regular year four 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 specific cohort.

#### *Year two*

The programme of year two consist of tailor-made Graduation I programme and an Internship.

### **Specialisations**

Within the Fast Track the student can choose one of the following specialisations:

- Marketing
- Organisation & Change
- Supply Chain

The student is **not** allowed to choose the specialisation Commerce. 15 or more enrolments in a specialisation group are needed for a guaranteed start of that specialisation.

### **Languages**

Students who register for the fast track IB can choose for Dutch, Mandarin, or Spanish as a foreign language. Languages are taught in the first three semesters of the study. 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.

<b>Language choice:</b>	<b>Specialisation</b>	<b>Programme:</b>
Spanish	Marketing, Organisation & Change, Supply Chain	Projects, internship: Spain
Mandarin	Marketing, Organisation & Change, Supply Chain	Projects, study exchange, internship: China
Dutch	Marketing, Organisation & Change, Supply Chain	Projects, internship: the Netherlands

### **The Honours programme**

The Honours Programme is applicable for Fast Track programme students.

### **Internship Fast Track IB**

The internship takes place in the second semester of year two. During this period, the student goes on an internship. The requirement to do follow Internship is:

- the student has obtained a minimum of 60 EC out of year one and two.

### **Minor Fast Track IB**

The requirements to follow a minor in year three are:

- the student has completed year one,

- the student has obtained 48 EC of year two.

### Graduation II Fast Track IB

Conditions to start Graduation II

- The student has obtained all ECs of year one and two.
- The student has no delay for projects or subjects for which an attendance requirement applies during the thesis period (such as a exchange or minor).

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

### Fast Track IB-IBA

The general rules of the set-up of the third year, is not applicable for the fast-track programme IB-IBA in 2021-2022. Because the Exchange must take place before the internship abroad, the following programme set-up is in place:

- Year two semester four: Exchange
- Year three semester five: Internship abroad
- Year three semester six: Graduation II, consisting of:
  - Thesis, worth 28 EC
  - Final Assessment Mandarin language, worth 2 EC

### Curriculum Schedule Fast Track IB year one, cohort 2022-2023

Curriculum schedule Student Handbook												
Programme: International Business Fast Track 2022-2023; full time: IB FT												
Year 1 (Cohort: 2022-2023)												
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		
<b>Block 1</b>												
<b>IB FT Core</b>												
Academic Writing and Critical Thinking	IBPACT121FT1	4	36	AT		AT*						
Qualitative Research Methods	IBPQRM121FT1	4	36	RP		RP*						
Professional Development I	IBPPD120FT1	(2)	9								PE	
Project Management and Collaboration I	IBPPMC119FT1	(2)	9								PE	
<b>Languages</b>												
Expert Track (Language, Society, History & Culture), part 1	IBPETS119FT1 IBPETD119FT1 IBPETM119FT1	(5)	23								PE	
<b>Block 2</b>												
<b>IB FT Core</b>												
International Business Awareness	IBPIBA121FT1	5		45	CT			CT*				End Level
Quantitative Research Methods And Management of Information	IBPQMI121FT1	5		45	CT			CT*				End Level
Professional Development I	IBPPD120FT1	2		9	CT			CT*			PE	
Project Management and Collaboration I	IBPPMC119FT1	2		9	PF			PF*			PE	
<b>Languages</b>												
Expert Track (Language, Society, History & Culture), part 3	IBPETS119FT1 IBPETD119FT1 IBPETM119FT1	5		23	WR,O			WR*,O*			PE	
<b>Block 3</b>												
<b>IB FT Core</b>												
Marketing and Distribution Plan	IBPMDP121FT1	5					48	CT		CT*		End Level
Internal Environment Analysis	IBPIA121FT1	6					54	CT		CT*		End Level
Professional Development II	IBPPD220FT1	(3)					14				PE	
Project Management and Collaboration II	IBPPMC219FT1	(3)					14				PE	
<b>Languages</b>												
Expert Track (Language, Society, History & Culture), part 4	IBPETS219FT1 IBPETD219FT1 IBPETM219FT1	(5)					23				PE	
<b>Block 4</b>												
<b>IB FT Core</b>												
International Entry Strategy	IBPIES121FT1	6					54			CT,CT*		End Level
Business Game	IBPBG5121FT1	5					48			CT,CT*		End Level
Professional Development II	IBPPD220FT1	3					13			CT,CT*	PE	
Project Management and Collaboration II	IBPPMC219FT1	3					13			PF,PF*	PE	
<b>Languages</b>												
Expert Track (Language, Society, History & Culture), part 5	IBPETS219FT1 IBPETD219FT1 IBPETM219FT1	5					22			WR,O,WR*,O*	PE	
		60	8 weeks	8 weeks	8 weeks	8 weeks						

**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 Schedule Fast Track IB year two, cohort 2021-2022

Curriculum schedule Student Handbook															
Programme: International Business Fast Track 2022-2023; full time: IB															
Specialisations: Marketing / Supply Chain / Organisation & Change															
Year 2 (Cohort: 2022-2023)															
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					
<b>Block 1</b>															
<b>IB FT Core</b>															
Business Communication and Correspondence	IBPBC221FT2	4	21	PF		PF*						End level			
ESR	IBPESR120FT2	3	27	CT		CT*						End level			
Professional Development III	IBPPD319FT2	(3)	14								PE	End level			
<b>Specialisation: Marketing</b>															
Value Creation I	IBPVC122FT2	7	18	RP		RP*						End level			
<b>Specialisation: Supply Chain</b>															
International Project and Lean Six Sigma	IBPIPL121FT2	7	42	CA		CA*						End level			
<b>Specialisation: Organisation &amp; Change</b>															
Value Creation and Innovation I	IBPVC1121FT2	7	29	CT		CT*						End level			
<b>Languages</b>															
Expert Track (Language, Society, History & Culture) part I	IBPETD319FT2	(4)	23												
	IBPETS319FT2														
	IBPETM319FT2			WR,O,PF	WR*,O*,PF*							PE			
<b>Block 2</b>															
<b>IB FT Core</b>															
Cultural Proficiency	IBPCP120FT2	2			16	CT,CT*									
Professional Development III	IBPPD319FT2	3			13	PF,PF*					PE	End level			
<b>Specialisation: Marketing</b>															
Value Creation II	IBPVC221FT2	7			18	RP,RP*						End level			
<b>Specialisation: Supply Chain</b>															
SCM and Technology	IBPSC121FT2	7			42	CA,CA*						End level			
<b>Specialisation: Organisation &amp; Change</b>															
Value Creation and Innovation II	IBPVC1221FT2	7			27	CT,CT*						End level			
<b>Languages</b>															
Expert Track (Language, Society, History & Culture), part III	IBPETD319FT2	4			23	WR,O,WR*O*									
	IBPETS319FT2					WR,O,WR*O*								PE	End level
	IBPETM319FT2					WR,O,PF,WR*,O*,PF*									
<b>Block 3 &amp; 4</b>															
Internship	IBPPLC122R3	30						78		78	PF,PF*	End Level			
		60		8 weeks		8 weeks		8 weeks		8 weeks					

**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  
 \* = 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.

See also Appendix – Curriculum Schedules Academic year 2022 – 2023

# Chapter 8 Study programmes IBMS / IBL / TMA

## Article 8.1 Profile

### Multiple programmes in one chapter

Because they are all in the same phase of transition and because all students of these programmes, regular four-year programme or Fast Track three-year programme, are in their sixth study year or more, the three former study programmes are discussed all at once.

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

### 8.1.1. International Business and Languages (IBL)

The programme "International Business and Languages" trains the student to be an international marketing manager, export manager or to hold a position in international trade. Therefore the student will not only learn English, but two other European languages at a high level as well. The student can choose between French, German, and Spanish. Additionally, the student will follow subjects aimed at entrepreneurship and trade, such as marketing, economy, and communication. The student will specialise in International Business, International Communication, and Intercultural Awareness. During the third year of the study programme, the student will complete a placement in a country where one of the languages learned is spoken. During the fourth year you will be studying abroad for six months. The study programme is provided in English and Dutch (in English from year 3).

#### End qualifications for the programme "International Business and Languages"

A graduate from the IBL programme distinguishes himself from other graduates on the basis of the competencies below.

#### 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).

**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.

**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).

**8.1.2. International Business and Management Studies (IBMS)**

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 data based 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.

**End qualifications for the programme "International Business and Management Studies"**

A graduate from the IBMS programme distinguishes himself from other graduates on the basis of the competencies below.

**Profession-related competencies**

- *International Business Competencies*
    - International Business Awareness, level 3
    - Intercultural Competency, level 3
  - *Generic management competencies*
    - International Strategic Vision development, level 3
    - Business Processes & Change Management, level 3
    - Entrepreneurial Management, level 3
  - *Functional core competencies*
    - International Marketing and Sales Management, level 3
    - International Supply Chain Management, level 3
    - International Operations Management
    - International Finance and Accounting, level 3
-

- International Human Resources Management, level 3

### **The generic competencies**

- *The interpersonal development competencies*
  - Leadership, level 3
  - Co-operation, level 3
  - Business Communication, level 3
- *Task-oriented competencies*
  - Business research methods, level 3
  - Planning and Organising, level 3
- *Intrapersonal development competencies*
  - Learning and Self-development, level 3
  - Ethical and Corporate Responsibility, level 3

### **8.1.3. Trade Management for Asia (TMA)**

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. 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).
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).
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**

1. Competence development – Developing professional competencies in trade management for Asia.
-

2. Project Management – Project and plan-based working method in multidisciplinary and multicultural teams within and outside of the company.
3. Management skills – Directing or managing a project or completed component within a company or import or export department.
4. 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.

*The following professional competencies must be acquired by every graduate on level II:*

- Intercultural Intelligence & Language in Asian Trade
- Entrepreneurship Related to an Asian Market
- Competence Development
- Consultancy

*For the following two professional competencies, at least one must be acquired on level III:*

- Import & Purchase Management in Asian Countries
- Export & Outsourcing (Management) in Asian Countries

*For the following two professional competencies, level II is the minimum final attainment level:*

- Project Management
- 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 behavioural 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 one's own behaviour 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).

## **Article 8.2 Study programme-specific information**

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. This applicable on all content of Chapter eight.

---

### 8.2.1. Ending of the programmes, regular four year and Fast Track three year.

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, the start of "International Business with differentiations". 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 "International Business with specialisations" was in September 2020. This is a follow-up of the IB programme that started in September 2018. Especially years one and two of the September 2020 IB programme are different in their set-up than the September 2018 years one and two.

#### *Overview of the former programmes*

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

There are **two major implications** for students that study the former programmes IBL, IBMS and TMA:

1. After 31 August 2023 no diploma of these programmes, propaedeutic or bachelor, can be handed out anymore.
2. The original curricula, already converted to International Business with differentiations, are converted again into International Business with specialisations in the academic year 2021-2022.

### 8.2.2. Diploma

The students of former programmes IBL, IBMS and TMA, started their study in 2017-2018 or before. They will receive, propaedeutic or bachelor, an IBL (croho: 34407) diploma, an IBMS diploma (croho: 34936) or a TMA (croho: 34041) diploma.

#### **Important! Conversion of croho compulsory after 31 August 2023**

This diploma, propaedeutic or bachelor, students can receive **not later than 31 August 2023**, after which only the International Business diploma will be handed out to graduates of this croho. 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 (croho: 30029). This implies a compulsory change of croho and can have great impact.

#### *The following conversion takes place:*

- International Business and Language (IBL) converts into
  - "International Business - specialisation: Commerce".
- Trade Management for Asia (TMA) converts into
  - "International Business - specialisation: Commerce".
- International Business and Management Studies (IBMS) converts into
  - "International Business - specialisation: Marketing" **or**
  - "International Business - specialisation: Organisation & Change".

Please consult first your coach and then Student Affairs. Please read article 8.9 for further details about the conversion!

### 8.2.3. Conversion into International Business with specialisations

The students of former programmes started their study in 2017-2018 or before. These students are in September 2022 in their sixth year of their study or more. This implies that all students of the former programmes have been taught the full four-year curriculum. This completes their regular lecturing time. Only students with study delay, if needed will follow lecturing for those courses with delay.

In 2021-2022 the conversion takes place for all regular and Fast Track programmes. They are converted into the "IB programme with specialisations".

#### *Main differences between IBL, IBMS, TMA and International Business with specialisations.*

- The end qualifications of the programmes IBL, IBMS and TMA are **not all similar** to the end qualifications of International Business.
- The set-up of the International Business with specialisations programme (see subchapter 7.4) differs completely from the set-up of the IBL, IBMS and TMA programmes.
- The moment of final assessment of end qualifications in the original curricula of IBL, IBMS and TMA

is **not always the same moment** for the curriculum of International Business with specialisations.

*Implication of the differences.*

This has implications for students that once started IBL (croho: 34407), IBMS (croho: 34936) or TMA (croho: 34041).

- Because in the past courses have already been converted to the International Business with differentiations, it is best to finish these courses in study year 2021-2022.
- In 2022-2023 these courses will be converted into modules of International Business with specialisations. This the second conversion and could lead to extra study load because of change of the set-up of these courses of International Business with specialisations.
- In 2023-2024 all available courses are of International Business with specialisations, but also the croho registration of study needs to be changed in "International Business", croho: 30029. As stated above, the diploma will also be converted into an IB-diploma with notification of the specialisation.

\* Croho= Central Register of Higher Education Study Programmes

## Article 8.3 Curriculum (education programme) propaedeutic phase

For all information about the content, the set-up, the Binding study Recommendation, possible qualitative criteria and how the coaching of year one students is organised, the student is referred to the Student Handbook of the propaedeutic phase of his IBL or IBMS or TMA programme.

For all information about the original curriculum schedule of year one, the student is referred to the Student Handbook of the propaedeutic phase of his IBL or IBMS or TMA programme.

**Please know that** of the fact that courses of year one has been converted. Please consult article 8.9 and the conversion tables of year one of the programme, see appendix "Conversion Tables".

## Article 8.4 Curriculum main phase

For all information about the content, the set-up, the Binding Study Recommendation, possible qualitative criteria and how the coaching of year one students is organised, the student is referred to the Student Handbook of the Main Phase of his IBL or IBMS or TMA programme.

**Important.** The courses "Internship", "Exchange" and the "Minor" as well as the programme of semester eight in year four, are all converted to the programme of the International Business with specialisations:

- Internship --> see article 7.6
- Exchange --> see article 7.6
- Minor --> see article 5.1
- Programme semester eight, year four --> see article 7.7

For all information about the original curriculum schedule of year two to four of the Main Phase, the student is referred to the Student Handbook of the Main Phase of his IBL or IBMS or TMA programme.

Please know that courses of the main phase most likely are converted. Please consult article 8.9 and the conversion tables of year two to four of the programme, see appendix "Conversion Tables".

## Article 8.5 Workplace requirement

Not applicable.

---

## Article 8.6 Internship

The courses "Internship Abroad" and "Exchange" of the programmes IBL, IBMS and TMA are converted to the programme of the International Business with specialisations:

- Internship --> see article 7.6
- Exchange --> see article 7.6

## Article 8.7 Graduation

The courses of the programme of semester eight in year four, are all converted to the programme of the International Business with specialisations:

- Programme semester eight, year four --> see article 7.7

## Article 8.8 Honours programme

There is an Honours Programme for students that want to develop themselves into an excellent professional. For all information about the original Honours Programme the student is referred to the Student Handbook of his IBL or IBMS or TMA programme.

## Article 8.9 Conversion

### 8.9.1. General rules

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made changes to the curriculum, these are included in the conversion table, see appendix Conversion Tables.

### IMPORTANT

### 8.9.2. Ending of the programmes, regular four year and Fast Track three year.

*Overview of the former programmes*

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

There are **two major implications** for students that study the former programmes IBL, IBMS and TMA:

1. After 31 August 2023 the diploma of these programmes, propaedeutic or bachelor, **cannot** be handed out anymore.
2. The original curricula, **already converted** to International Business with differentiations, will be converted again. This time into International Business with specialisations.

### 8.9.3. Compulsory change of croho after 31 August 2023

The students of former programmes IBL, IBMS and TMA, started their study in 2017-2018 or before. They will receive, propaedeutic or bachelor, an IBL (croho: 34407) diploma, an IBMS diploma (croho: 34936) or a TMA (croho: 34041) diploma.

This diploma, propaedeutic or bachelor, they can receive **not later than 31 August 2023**, after which only the International Business diploma will be handed out to graduates of this croho. 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 (croho: 30029). This implies a compulsory change of croho and can have great impact.

---

*The following conversion takes place:*

- International Business and Language (IBL) converts into
  - "International Business – specialisation: Commerce".
- Trade Management for Asia (TMA) converts into
  - "International Business – specialisation: Commerce".
- International Business and Management Studies (IBMS) converts into
  - "International Business – specialisation: Marketing" **or**
  - "International Business – specialisation: Organisation & Change".

Please consult first your coach, then Student Affairs.

#### **8.9.4. Conversion into International Business with specialisations**

In 2021-2022 the conversion takes place for all regular and Fast Track programmes. They are converted into the "IB programme with specialisations".

*Main differences between IBL, IBMS, TMA and International Business with specialisations.*

- The end qualifications of the programmes IBL, IBMS and TMA are **not all similar** to the end qualifications of International Business.
- The set-up of the International Business with specialisations programme (see article 7.4) differs completely from the set-up of the IBL, IBMS and TMA programmes.
- The moment of final assessment of end qualifications in the original curricula of IBL, IBMS and TMA is **not always at the same moment** as in the curriculum of International Business with specialisations.
- **No lecturing** will be offered of courses of the original IBL, IBMS and TMA programmes. It is only possible to take assessments of the converted courses.

*Implication of the differences.*

This has implications for students that once started IBL (croho: 34407), IBMS (croho: 34936) or TMA (croho: 34041).

- Because in the past courses have already been converted to the International Business with differentiations, it is best to finish these courses in study year 2021-2022.
- In 2022-2023 these courses will be converted into courses of International Business with specialisations. This is the second conversion and could lead to extra study load because of change of the set up of these courses of International Business with specialisations.
- In 2023-2024 all available courses are of International Business with specialisations, but also the croho registration of study needs to be changed in "International Business", croho: 30029. As stated above, the diploma will also be converted into an IB-diploma with notification of the specialisation.

#### **8.9.5. Implications for the regular four-year programme for IBL / IBMS / TMA students**

Students that started the regular four-year programme IBL / IBMS / TMA, did so in 2017-2018 or before.

These students are in September 2022 in their sixth year of their study or more. This implies that all students of the former programmes have been taught the full four-year curriculum. This completes their regular lecturing time. Only students with study delay, if needed will follow lecturing for those courses with delay. This is only possible after consulting Student Affairs.

*Overview paths to solve possible study delay.*

In the past courses have already been converted to the International Business with differentiations. Therefore consult the conversion tables, see appendix "Conversion Tables".

The student can have a study delay in courses of years one to four. O&C stands for "Organisation & Change".

- Study delay year one (original programme: 2017-2018 or before):

For those students that still need to complete courses of year one (original programme: 2017-2018 or before), these courses are converted into the new IB programme with specialisations.

- Study delay year two (original programme: 2018-2019 or before), year three (original programme: 2019-2020 or before) and year four (original programme: 2020-2021 or before): In the study year 2022-2023 all "old" courses of years two, three and four are converted to the courses of the "IB

programme with specialisations".

### 8.9.6. Implications for the Fast Track three-year programme for IBL / IBMS students

Students that started the three-year Fast Track programme IBL / IBMS, did so in 2017-2018 or before.

These students are in September 2021 in their seventh year of their study or more. This implies that all students of the former programmes have been taught the full three-year curriculum. This completes their regular Fast Track lecturing time. Only students with study delay, if needed will follow lecturing for those courses with delay. This is only possible after consulting Student Affairs.

*Overview paths to correct possible study delay.*

In the past courses have already been converted to the International Business with differentiations. Therefore consult the conversion tables, see appendix "Conversion Tables".

The student can have a study delay in courses of years one to four. O&C stands for "Organisation & Change".

- Study delay year one (original programme: 2017-2018 or before), study delay year two (original programme: 2018-2019 or before), year three (original programme: 2019-2020 or before): In the study year 2022-2023 all "old" courses of years one, two and three are converted to the courses of the "IB programme with specialisations":.

Please always consult the conversion tables, see appendix "Conversion Tables" get first in contact with your coach then with Student Affairs.

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table and, if necessary, contact your Study Career Coach.*

## Article 8.10 Compensation

Due to conversion the IBL, IBMS and TMA programmes do **not** offer a compensation option for a failing overall grade attained for one course based on the passing overall grade attained for other courses. 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 of a course on the basis of a 'passing overall grade' result for another test of the same course. Once the overall average of the grades of the individual tests, is 5.5 or above and the minimal requirements of the individual tests are met, the course is completed. In this case it is **not** allowed to retake an individual test of the course with an insufficient result to raise the overall grade of the course. It is also described in Osiris and the course description if there is a minimum requirement to the sub grade or set of sub grades.

## Article 8.11 Entry requirements

1. International Business implies entry requirements for the following courses or set of courses:
  - a. Internship
  - b. Graduation I
  - c. Graduation II
  - d. Minor
  - e. Exchange
2. If weighty reasons are present, the student can request for an exemption of the requirements via the Exam Board.

## Article 8.12 Extra assessment opportunity

1. International Business does not organise extra assessment opportunities.
  2. The Exam Board is authorised to decide in individual cases that a student is entitled to an extra, or an earlier, (partial) assessment opportunity. The student must submit a request for this via Osiris Case.
  3. When students lack only a single course, other than a placement, to be able to graduate or to
-

complete the first-year propedeutic phase, arrangements can be made such as an extra opportunity to take an assessment of components still to be obtained.

## Article 8.13 Study costs

1. The following additional study costs are the responsibility of the student:
  - a. Internship
  - b. Exchange

## Article 8.14 Internationalisation

1. For the International Business programme a student must at least spend one semester abroad. Depending on the specialisation this can also be two compulsory semesters abroad. does offer opportunities for an internship or education abroad.
2. For the process and thresholds of these semesters abroad, please read article 7.6.
3. The student registers their place of residence as abroad in Osiris prior to departure. More information is available on Hint.
4. Study results obtained abroad are submitted to the Exam Board for approval before these are processed in Osiris.

## Article 8.15 External experts

1. During the study programme external experts can be engaged for the education purposes, such as:
  - a. Guest lecturers,
  - b. Coaching of students during internship or exchange.
2. 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.

## Article 8.16 Fast track

For all information about the content, the set-up, the Binding study Recommendation, possible qualitative criteria and how the coaching of the students is organised, the student is referred to the Student Handbook of his Fast Track programmes IBL or IBMS.

For all information about the original curriculum schedule of year one, two and three, the student is referred to the Student Handbook of his Fast Track programme IBL or IBMS.

Please be aware of the fact that courses already have been converted to IB (year one) and IB:IBL and IB:IBM (years two and three). Please consult article 8.9 and the conversion tables of the programme, see appendix "Conversion Tables".

---

# **PART 2: Rights and obligations**

# Chapter 1 Behaviour and effect

## Article 1.1 Conduct and integrity

1. Within Rotterdam University of Applied Sciences we treat each other with respect and we reject all forms of unacceptable behaviour. Unacceptable behaviour includes discrimination, bullying or (sexual) harassment, aggression and violence.

*Tip: if you have encountered unacceptable behaviour at the university of applied sciences, such as bullying, (sexual) harassment, discrimination or aggression, you can contact a confidential counsellor. More information is available at [Hint](#).*

## Article 1.2 House rules and disciplinary measures

1. Anyone who is (online) in the buildings or on the grounds of the university of applied sciences or who uses its facilities must comply with these rules and the instructions given in this context.
  2. The Executive Board may impose disciplinary measures on a person (including a student) if that person acts contrary to the proper course of business in and around the university of applied sciences. If serious misconduct does not cease even after a warning, the university of applied sciences can permanently deny access to the buildings and grounds or permanently terminate registration.
  3. More information on these rules and measures (for "good conduct") can be found in the [Conduct and Measures Regulations](#).
-

# Chapter 2 Rights

## Article 2.1 Right to education

1. Rotterdam University of Applied Sciences offers the student education and guidance by qualified lecturers to develop knowledge and skills.
2. The study programme is structured in such a way that the 'average' student can reasonably graduate within the duration of the curriculum (nominal study duration).

## Article 2.2 Right to support and guidance

1. Rotterdam University of Applied Sciences offers the student support and guidance to study successfully, such as:
  - a. support if the student needs help because there are limiting circumstances, such as dyslexia or a chronic illness;
  - b. financial support if the student is at risk of being, or has been, delayed due to special circumstances. The conditions for financial support can be found in the Implementing Regulations the Financial Support of Students (Appendix 6);
  - c. study career coaching during the study programme and monitoring of study progress. This enables us to provide optimal support to students during their studies, such as guide them in choices within the study programme and help them to successfully complete their study programme.

*Tip: Take a look at [Hint](#) to see what support and guidance is available at Rotterdam University of Applied Sciences.*

*Tip: If you want to apply for financial support because your studies are delayed due to circumstances beyond one's control, such as an illness or special family circumstances, it's important that you report this to the student counsellor as soon as possible.*

*Tip: Do you have a functional impairment or disability? Please inform the student counsellor immediately. Together with the student counsellor, we will look at what you need to do study successfully. The sooner we know, the sooner we can take the desired measures. (Medical) supporting documents will be requested for the application. Also report any interim improvement or worsening of the disability or condition. Only then can we, as a university of applied sciences, adequately support you and help prevent (major) study delay or even a drop-out.*

## Article 2.3 Right to facilities

1. The student is entitled to access the buildings and facilities of the university of applied sciences.
2. Rotterdam University of Applied Sciences offers a variety of facilities such as workplaces, printing and copying facilities and other ICT facilities, as well as the use of the media library and laboratories.

*Tip: Also take a look [here](#) for various facilities that are not only aimed at successfully completing your study programme, but also offer useful and fun leisure activities.*

## Article 2.4 Right to legal protection

1. Through the Complaints & Disputes Office (BKG), the student can submit a complaint, objection (to the Advisory Appeal Board) or appeal (to the Board of Appeal for the examinations). The Complaints & Disputes Office makes sure that a submitted complaint, objection, or appeal is

referred to the right body to address the complaint. The student can choose from different categories to file a complaint via [Hint](#). For questions, please contact the Complaints & Disputes Office at [klacht@hr.nl](mailto:klacht@hr.nl). An overview of all applicable regulations can be found on [Hint](#).

2. If the student has a complaint about the university of applied sciences, the institute, or its employees, we expect the student to first present it to the employee or department concerned and ask for a response. If this does not resolve the issue, the student can contact the Complaints & Disputes Office. In accordance with the Complaints Regulations, the Complaints & Disputes Office will present the complaint to the relevant person or department with a request to address it.
3. If the student has a complaint about unacceptable behaviour, discrimination or (sexual) harassment, he/she will contact one of our counsellors for help, relief, and advice (see also Regulations on the Complaints Procedure for Unacceptable Behaviour).

*Tip: do you have a complaint, objection or appeal? Then you can submit this to the Complaints and Disputes Office.*

*Tip: if you lodge an appeal against an assessment, the content of the exam will not be assessed again by the Examination Appeals Board. The Examination Appeals Board is only allowed to check whether the assessment has been 'carefully constructed' and grant a reassessment. If you want an extra exam opportunity, you must submit a request to the Exam Board.*

## Article 2.5 Right to privacy

1. Rotterdam University of Applied Sciences handles personal data with care.
2. The student has, among other things, the right to review, the right to improve, supplement, delete or block data that are incorrect, incomplete, or irrelevant. You can find more information on [Hint](#).

## Article 2.6 Intellectual property rights

1. Everyone respects the original work of others.
2. In principle, the intellectual property rights of the work created by the student belong to the student.
3. The intellectual property rights of work created by the employee in the performance of his or her duties or for the benefit of the employer belong to the university of applied sciences as determined in the CAO-HBO (collective labour agreement for higher vocational education).

## Article 2.7 Right to participatory decision-making

1. [Participatory decision-making](#) involves the student in the decision-making process of the university of applied sciences. The student has a say in matters that are important to students through the right to vote (actively and passively) in the Central Representative Board (CMR), the Institute Representative Board (IMR) and the Programme Advisory Committee (OC).

*Tip: In an advisory council, students and employees of our university of applied sciences exercise their right to participate. This is a formal, legal, and democratic right. Elections are held once a year and every student and employee can run for a position on the advisory councils. If vacancies occur, interim elections will be held. Would you like to participate in the development and decision-making of the Rotterdam University of Applied Sciences?*

---

# Chapter 3 Obligations

## Article 3.1 Obligations

1. Every student at Rotterdam University of Applied Sciences has the duty to:
    - a. actively contribute to the education of the study programme in which he/she is enrolled;
    - b. be present and actively participate when required by the study programme, as indicated in this Student Handbook or in the course guideline (especially participation in a practical exercise);
    - c. actively contribute to a viable, safe and enjoyable study environment for the student and others;
    - d. behave respectfully in accordance with the rules of Rotterdam University of Applied Sciences;
    - e. take the initiative to be informed of everything that is important to attend the study programme, such as this Student Handbook and the course guidelines;
    - f. respect the copyright of educational material. It is not allowed to make copies of educational materials, (partial) assessments and lectures, other than for the purpose of their own study. It is also not allowed to distribute the educational material, in any format whatsoever;
    - g. insure himself for third-party liability and medical expenses. If the student is not (sufficiently) insured, Rotterdam University of Applied Sciences cannot be held liable for any damages or harm suffered by the student;
    - h. to report any unfair or undesired conduct by or on behalf of the University of Applied Sciences towards the student as soon as possible;
    - i. pay tuition fee (or examination fee in the case of external students) for each study year that the student is enrolled in a study programme.
-

# APPENDICES

## Appendix 1 Glossary

*Ad, associate degree study programme*

A two-year study programme in higher vocational education that prepares for level 5 of the European Qualification Framework (EQF) and the Dutch Qualification Framework (NLQF).

*Bachelor programme*

A four-year study programme in higher vocational education which, upon successful completion, confers the degree of Bachelor and the right to use a title.

*BKG (Dutch: bureau klachten en geschillen), Complaints & Disputes Office*

The office where a student, applicant or external student may submit a complaint or dispute.

*Pass mark*

The fail/pass limit of an assessment, the minimum number of points that must be achieved to obtain a passing grade.

*Grade, assessment, result*

Each course is assessed with a grade/assessment/result. This can be a grade between 1 and 10 (numerical), a description (almost satisfactory, good, etc.) or an alphanumeric assessment (VRIJ = exemption, VLD = completed, etc.).

*Tuition fee*

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

*CROHO*

Central Register of Higher Education Study Programmes. The national register of all study programmes managed by the Directorate DUO, Ministry of Education, Culture, and Science.

*Curriculum*

The education programme of the study programme that applies to the student.

*Curriculum schedule*

Schematic representation of the study programme's curriculum, including the structure of the courses/units of learning outcomes, the study load and the assessment form.

*Course participant*

A person who is enrolled at Rotterdam university of applied sciences to pursue education and take assessments and examinations for (parts of) a post-initial Master programme.

*Course*

Educational unit or unit of learning outcomes, part of the curriculum, expressed in credits, which is always evaluated with an assessment.

*Course description*

The course description provides students with basic information on the course, including at least the following: designation of the course (name and code), number of credits, learning objective, instructional format, assessment form and, if relevant, submission dates.

*Course guideline*

The course guideline contains the course description, as well as lesson content/subject matter/assignments, and serves as a syllabus. The internship guidelines and graduation guidelines serve a similar function.

*CVB, Executive Board of Rotterdam University of Applied Sciences*

The institutional board that is in charge of administration of the university of applied sciences pursuant to the Act and the Statutes.

*Study recommendation*

Every student receives a study recommendation at the end of their first year of enrolment in the propaedeutic phase. This will contain an advice on whether the student should continue the study programme or not.

*Ec, European credit*

Also known as credit. The study load of a study programme is expressed in credits.

*Examination*

The total of assessments that are part of a study programme or the propaedeutic phase of the Bachelor programme. The student who passes the examination will receive a certificate (diploma).

*External student (extraneus)*

A person who is enrolled at a university of applied sciences solely for the purpose of taking assessments (and examinations) of a study programme.

*Functional impairment, disability*

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

*Dispute*

An objection or appeal.

*Certificate*

Proof of successful completion of an examination. This is awarded upon the successful completion of the propaedeutic phase and/or the study programme.

*HBO, higher vocational education*

Within HBO there are: • the associate degree study programme (120 credits, no propaedeutic phase), • the Bachelor programme (240 credits), • the funded Master programme (at least 60 credits), and • the post-initial Master programme (at least 60 credits).

*Initial and post-initial study programmes*

Initial study programmes are funded by the government and post-initial study programmes are not. The majority of students follow an initial (associate degree, Bachelor, funded Master) study programme: a study programme that prepares the student for their start on the labour market, a post-initial (Master) study programme will build on this.

*Complaint*

A formal written expression of dissatisfaction about an act or behaviour towards the student by a person or body connected to Rotterdam 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 carry a maximum study load of 30 credits.

*OER (Dutch: Onderwijs- en examenregeling), Education and Examination Regulations*

The regulation as referred to in Article 7.13 of the WHW (Higher Education and Research Act), which provides information about the content and structure of the study programme (the

courses, examination opportunities, study load, etc.). The Education and Examination Regulations are part of the student statute.

#### *Study programme variant*

The structure of the study programme: part-time, full-time or dual-track.

#### *Osiris (Case)*

The study information system where the student can enrol for courses and the corresponding assessments, and where results and schedules can be viewed. It also contains the student's personal information, as well as information relating to student progress and notes.

#### *RIO (Dutch: Registratie Instellingen en Opleidingen)*

The new (successor to CROHO) national register in which an overview of all educational programmes, organizational design and accreditations/licenses are registered.

#### *School working day*

A day which is not a Sunday or a recognised statutory or bank holiday, as well as not a school holiday. See the definition of "non-working day" in the CAO-HBO (collective labour agreement for higher vocational education).

#### *Student*

A person who is enrolled at Rotterdam University of Applied Sciences to pursue an education and take assessments and examinations as part of a funded study programme.

#### *Study year*

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

#### *Study load*

The number of hours that the student must dedicate to their study programme, under normal circumstances, to complete a course or obtain a certificate.

#### *Credit*

The study load of a study programme is expressed in credits. One credit represents 28 study hours.

#### *Student statute*

Description of the rights and obligations of the student as referred to in the WHW (Higher Education and Research Act) with due observance of the exceptions referred to in article 7.59 WHW.

#### *SPO, study progress overview*

An overview of study results that provides insight into the student's study progress.

#### *Assessment*

An examination of the knowledge, insight and skills, as well as the assessment of the results of that examination.

#### *Assessing*

All information that is collected before, during and after education to provide an assessment of the student's learning and the level achieved.

#### *Exemption*

The written, signed and dated declaration of the Exam Board stating that the student named in

this declaration has been exempted from taking the assessment of the course specified in the declaration (and the corresponding number of credits).

*Week*

In principle, a week will consist of five school working days, from Monday to Friday. Sometimes Saturday is designated as a day of education.

*Act, WHW*

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

## Appendix 2 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 aspects<sup>1</sup> 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.

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.

## Appendix 3 Conduct and Measures Regulations

Rotterdam University of Applied Sciences has created regulations to ensure order, proper conduct, and the correct use of the facilities. Anyone who is in the buildings or on the premises of the Rotterdam University of Applied Sciences or who uses its (online) facilities, must comply with these regulations and the instructions given in this context. We ask everyone to be respectful towards each other.

### Article 1 Scope

1. This regulation has been derived from article 7.57h of the Higher Education and Research Act and on Rotterdam University of Applied Sciences regulations, which are available on [Hint](#).
2. For our agreements about integrity, see the Code of Conduct and Integrity (see appendix 2 of the Student Handbook).
3. For regulations on proper conduct during assessments, see the assessment regulations (appendix 5 of the Student Handbook).

### Article 2 Regulations (house rules)

We expect everyone to treat each other respectfully. That means:

1. Respect for each other and demonstrate appropriate behaviour
  - a. Quiet areas: we are always quiet in a designated quiet area;
  - b. Corona regulations: we comply with the applicable measures.
  - c. Be recognisable:
    - i. don't be anonymous (including online);
    - ii. no clothing that would make someone unidentifiable;
    - iii. be able to show proof of identity upon request.
  - d. Don't make any recordings without explicit permission.
2. Use respectful communication:
  - a. during educational activities, we communicate in Dutch;
  - b. careful use of communication resources within the (online) university of applied sciences environment.
3. Respect for each other's property and the facilities at Rotterdam University of Applied Sciences:
  - a. Use the spaces and the equipment for their intended purpose;
  - b. (Electronic/vaping) smoking is not allowed inside the buildings and on the premises of the university of applied sciences.

### Article 3 Consequences (disciplinary measures)

We will address anyone who does not behave respectfully. We expect that everyone complies with our instructions.

1. The dean may impose the following measures on a student: \
  - a. educational measure;
  - b. verbal warning;
  - c. written warning;
  - d. denial of access or termination of enrolment for up to a period of one year.
3. In serious cases the Executive Board may permanently deny access or terminate a student's enrolment.

4. The verbal warning may also be given by the course director involved on behalf of the dean.
5. In urgent cases a staff member of Rotterdam University of Applied Sciences may also have someone removed from the premises for safety reasons. In that case the procedure described in article 4 will be applied.

#### Article 4 Procedure

1. The measure, as described in article 3, paragraph 1, a, c, d, and paragraph 2, will only be applied after the person in question has been given the opportunity to be heard.
2. A decision to apply the measure as described in article 3, paragraph 1, a, c, d and paragraph 2, will be shared with the person in question in writing, with an explanation of the reason.
3. The decision to apply a measure as described in article 3, paragraph 2 (the permanent termination of enrolment or permanent denial of access) will only be used after a student has received a warning and has been given the opportunity to adjust their behaviour. If the student doesn't adjust their behaviour, the measure can be applied permanently.
4. Every decision that includes applying a measure, will be registered in Osiris.
5. A student can file an objection against a decision as described in article 3 with the Advisory Appeal Board (see the Regulations for the Advisory Appeal Board).

## Appendix 4 Exam Board Rules and Guidelines

### Explanation of this document:

The Student Handbook includes descriptions of the end-level qualifications and the educational content of the study programme. The Rules and Guidelines (R&R in Dutch) include the work method of the Exam Board is laid down for the student regarding assessments and examinations. Under the law, the content of the R&R falls under the authority of the Exam Board. The R&R is included as an appendix to the Student Handbook and is structured to firstly describe the formal (procedure-based) tasks, followed by the material (content-based) tasks.

The work method and implementation of the tasks are further explained in the 'Handbook for Exam Boards', written specifically for the Exam Boards. This is a separate document for internal use.

Furthermore, the Exam Board determines the guidelines and instructions for the examiners to assess and determine the results of (interim) examinations, written specifically for the examiners. This is a separate document for internal use ('Guidelines and Instructions' (R&A in Dutch)).

## Table of Contents

<b>RULES AND GUIDELINES</b> .....	<b>3</b>
<b>CHAPTER 1 GENERAL PROVISIONS</b> .....	<b>3</b>
Article 1.1 Scope.....	3
<b>CHAPTER 2 COMPOSITION AND WORK METHOD</b> .....	<b>3</b>
Article 2.1 Composition of the Exam Board.....	3
Article 2.2 Tasks, authorities and responsibilities of the Exam Board .....	4
<b>CHAPTER 3 ASSURING THE QUALITY OF ASSESSMENTS AND EXAMINATIONS</b> .....	<b>4</b>
Article 3.1 Accreditation .....	4
Article 3.2 Quality assurance.....	4
<b>CHAPTER 4 ASSURING THE ORGANISATION OF EXAMINATIONS (ASSESSMENTS)</b> .....	<b>5</b>
Article 4.1 Ensuring the organisation and coordination of assessments .....	5
<b>CHAPTER 5 DECISION-MAKING PROCEDURE</b> .....	<b>5</b>
Article 5.1 Decisions, proposed decisions, views of student and time frames .....	5
Article 5.2 Procedure of requests or complaints .....	6
Article 5.3 Appeal procedure after processing a request or complaint .....	6
Article 5.4 Conditions for filing a request or complaint .....	7
<b>CHAPTER 6 ASSESSMENTS AND EXAMINATIONS (ASSURANCE)</b> .....	<b>7</b>
Article 6.1 Exam programme.....	7
Article 6.2 Invalidation of (partial) assessments .....	7
Article 6.3 Elective courses and minors.....	8
<b>CHAPTER 7 REQUESTS AND SPECIAL CIRCUMSTANCES</b> .....	<b>8</b>
Article 7.1 General requests .....	8
Article 7.2 Compensation.....	8
Article 7.3 Exemptions.....	9
Article 7.4 External minor .....	9
Article 7.5 Individual arrangement.....	10
Article 7.6 Adjustments for students with a disability.....	10
<b>CHAPTER 8 CERTIFICATE</b> .....	<b>10</b>
Article 8.1 Procedural requirements.....	10
Article 8.2 Certificates and declarations .....	11
<b>CHAPTER 9 FRAUD, PLAGIARISM AND IRREGULARITIES</b> .....	<b>11</b>
Article 9.1 Fraud .....	12
Article 9.2 Plagiarism .....	12
Article 9.3 Irregularities.....	13
Article 9.4 Procedure.....	13
Article 9.5 Consequences in case of fraud and irregularities.....	14
<b>CHAPTER 10 FINAL PROVISIONS</b> .....	<b>14</b>
Article 10.1 Platform Exam Board Chairs .....	14
Article 10.2 Hardship clause.....	15

# Rules and Guidelines

## Chapter 1 General provisions

### Article 1.1 Scope

1. The Exam Board is responsible for ensuring the quality of the examination and the certificate. Within the framework of the Student Handbook, the Exam Board is authorised to define guidelines and instructions. This is how the Exam Board assesses and determines the result of assessments and examinations. These guidelines should be seen in the context of the core function of the Exam Board.
2. The law mentions two documents that must describe the regulations for assessments: the Student Handbook (which covers assessments and other information) and the Rules and Guidelines (R&R). The Executive Board and the deans of the institutes compile the Student Handbooks. The Student Handbook includes, among other information, descriptions of the end level qualifications and the educational content of the study programme. The Rules and Guidelines document includes the work method of the Exam Board regarding assessments and examinations. According to the law, the content of the R&R falls under the authority of the Exam Board.
3. In the event of differences in the interpretation between the English and Dutch texts, the Dutch text prevails.
4. The instructions that the Exam Boards may provide, refer to the examiners.
5. In these regulations, the term 'student' also includes course participants and/or external students ('extraneus'), if the text applies to them.
6. The following articles do not (completely) apply to (post initial) Master programmes.
  - articles 5.3 (appeal procedure after a request or complaint has been handled),
  - article 6.3 (elective courses and minors),
  - article 7.4 (external minor),
  - article 7.6 (adjustments for students with a disability).
7. These R&R will go into effect as of 1 September 2022. In principle, the R&R should not change during the study year. If the text in Osiris Case contradicts the R&R, the R&R text shall prevail.

## Chapter 2 Composition and work method

### Article 2.1 Composition of the Exam Board

1. The Executive Board appoints the chair and the members of the Exam Board based on their expertise in the corresponding study programmes. This occurs in accordance with article 7.12 a, sub clause 1 of the Higher Education and Research Act, on the recommendation of the dean.
2. The chairperson is responsible for the day-to-day operations of the Exam Board. In the absence of the chairperson, there is a vice-chair. The (official) secretary of the Exam Board supports the chairperson.

## Article 2.2 Tasks, authorities, and responsibilities of the Exam Board

1. The Exam Board determines in an objective and expert manner if a student has successfully passed their final exam. Based on the law, the Exam Board has a number of specific tasks and authorities for this purpose. The Exam Board is responsible for the following:
  - a. ensuring the expertise of the examiners,
  - b. safeguarding, monitoring, and analysing the quality of the assessment tools,
  - c. safeguarding and monitoring the assessment and certification,
  - d. overseeing the implementation of improvements in the above-mentioned tasks.
2. In addition to the previously described legal quality assurance tasks and authorities, the Exam Board is also responsible for the following:
  - a. guaranteeing the organisation of assessments (for the actual organisational process itself, see **'Instructions for assessments'**)
  - b. processing requests or complaints about the assessments and examinations (see [Requests and special circumstances](#)),
  - c. granting exemptions from taking one or more assessments,
  - d. imposing sanctions in case of proven fraud and irregularities committed by a student.

## Chapter 3 Assuring the quality of assessments and examinations

### Article 3.1 Accreditation

1. Every study programme is evaluated every six years by an external assessment firm. Thus, a group of independent experts evaluates the study programme. The purpose is to obtain or maintain the accreditation of the Accreditation Organisation of the Netherlands and Flanders (NVAO). The study programme receives a seal of approval when the NVAO approves the quality of the study programme. As a result, the study programme will be legally recognised. The examination process is a component of the quality of the education that is assessed in the accreditation.

### Article 3.2 Quality assurance

1. The Exam Board must objectively and expertly determine if each student meets the requirements of the study programme in order to obtain their degree.
2. In the context of its quality assurance role, the Exam Board distinguishes between procedure-based and content-based tasks. A procedural task includes:
  - a. ensuring R&R compliance,
  - b. supervising the correct use of assessment forms,
  - c. overseeing the expertise of the examiners.
3. For content-based tasks, the quality assurance focuses on the required end level. Quality control is performed in the following ways:
  - a. annually determining if the examination programme covers the end level qualifications,
  - b. determining if the assessments/components of the end level work comply with quality requirements, such as validity, reliability and transparency; This is done by screening instruments and procedures, as well as conducting random checks,

- c. requesting relevant information from the study programme to conduct the quality assurance task,
  - d. giving the study programme (un)solicited advice to implement (specific) improvements which are then monitored,
  - e. thoroughly checking and determining if the required components for the final exam have been obtained by the student.
  - f. providing a transparent report about the implementation of the Exam Board's tasks in an annual report.
4. The Exam Board can authorise an Examinations Advisory Committee to investigate the quality of the exam.

## Chapter 4 Assuring the organisation of examinations (assessments)

### Article 4.1 Ensuring the organisation and coordination of assessments

1. The dean of the institute is responsible for ensuring the appropriate assessment organisation and conditions, and the Exam Board is responsible for safeguarding these assessment conditions.
2. If a student finds the assessment conditions to be insufficient, the student can report this to the Exam Board no later than six weeks after the event. If the Exam Board receives word about serious deficiencies in the organisation of assessments, it will bring this to the attention of the dean of the institute. A possible consequence may be that the assessment is deemed invalid.
3. The Exam Board will conduct a structural check of the assessment organisation process. It will check if the assessment and examination system is sufficiently guaranteed to prevent, detect, and address any irregularities.

## Chapter 5 Decision-making procedure

### Article 5.1 Decisions, proposed decisions, views of student and time frames

1. The Exam Board usually decides within six weeks after receiving a request. When calculating this period, the (study programme or institute of the) university of applied sciences will not include designated holidays. Examples of decisions include:
  - a. a decision to grant exemptions,
  - b. a decision to approve graduation; this means that a student has complied with the end level qualifications for the study programme,
  - c. a decision to grant a special distinction, such as cum laude,
  - d. a decision to allow alternative assessment forms for students with a [functional impairment or disability](#) (see also article 3.2 of the Student Handbook),
  - e. the implementation of sanctions in case of fraud (including plagiarism),
  - f. decision to grant individual arrangements, such as early or extra assessment opportunities,
  - g. approval of education still to be pursued and completed abroad.
2. The Exam Board usually communicates its decision to the students via Osiris Case.

3. If a student disagrees with a decision, the student is allowed to request a hearing within five working days after the decision has been published by submitting a motivated request via Osiris Case. The student can then explain his view to the Exam Board.
4. The Exam Board will only grant the request for a hearing if the information on which the Exam Board has based its decision differs from the information provided by the student. If the difference has very minor consequences for the student, the Exam Board may still decide to not grant a hearing.
5. If the student has not requested a hearing or if the request has been denied, as described under paragraph 4, the decision will become final after five working days. A student may appeal a final decision (this does not apply to a course participant).

## Article 5.2 Procedure of requests or complaints

1. The student can submit a request or a complaint about the assessment and examination procedure to the Exam Board via Osiris Case. The student first goes through an amicable process (for example, by first talking to relevant people involved) and, when submitting a request or complaint, presents all relevant documents.
2. When processing a complaint, the Exam Board will hear the student and will ask the lecturer for information, and if necessary, also hear the lecturer. A minimum of two persons are involved in processing a complaint on behalf of the Exam Board. If the examiner involved is a member of the Exam Board, this examiner will not participate in handling the complaint.

## Article 5.3 Appeal procedure after processing a request or complaint

1. The Exam Board does not deal with the issue if the student does not agree with the *content* of an assessment, only the establishment of the assessment (assessment procedure) is considered. In that case, it is preferable for the student to first review the exam or request a review and meet with the examiner before proceeding with an appeal or complaint. If a student of a bachelor or funded master programme still files an appeal against an examiner's assessment, the student can only file an (administrative) appeal with the Examinations Appeals Board on the grounds that the 'Decision conflicts with the law'. See article 2.4 of the Student Handbook for further provisions about this and see [Hint](#). If a student/course participant of post-initial education still does not agree with an examiner's assessment, despite an attempt to come to an amicable resolution, the student may submit a complaint to the dean.

*Tip: The Examinations Appeals Board will not assess the student's knowledge or ability. In other words, the Examinations Appeals Board does not award the student any other assessment; there is only an assessment based on the requirements of due care and justification.*

2. The Exam Board addresses requests and/or complaints by giving the student a reply via a decision. An appeal to the Examinations Appeals Board is considered closed when the decision is made or if the student decides to withdraw the appeal.

*Tip: If you no longer have an interest, for example, because the case has been resolved, and/or a settlement has been reached, it's important that **you** personally withdraw your appeal with the Examinations Appeals Board. Keep in mind that, during or after a conciliation meeting, you will be*

*offered a specific timeframe (for example two days) to report to the Exam Board and the Examinations Appeals Board if you wish to pursue the appeal.*

#### Article 5.4 Conditions for filing a request or complaint

1. The student must submit a complaint in writing about the assessment process. The complaint must be submitted, in writing and with justification, within six weeks after the incident concerning the complaint has occurred.
2. If a request to the Exam Board is incomplete, the student must complete the request within ten working days. If the student fails to do so, the Exam Board will not further handle the request, due to a lack of substantiation.

## Chapter 6 Assessments and examinations (assurance)

#### Article 6.1 Exam programme

1. The Exam Board appoints each examiner, usually from within the study programme. The examiner creates and assesses the assessment and determines the result. Graduation components are always assessed by at least two examiners.
2. The student will pass the final exam when all the required exams (collectively also known as the exam programme) have been completed with a passing grade (or with any exemptions). After the assessment has been graded, the student will receive a result, which will be published via Osiris. The student may derive rights from the determined result, as long as the final grade in Osiris correctly reflects the reality.
3. The Exam Board may determine that a final assessment is part of the examination. The study programme chapter in the Student Handbook describes what this assessment involves and how many credits will be earned. The Exam Board may institute its own assessment in the following cases:
  - a. The Exam Board finds that the adjustments made to the assessments due to the Covid-19 pandemic do not provide enough assurance that the assessments provide a proper evaluation of the student's knowledge, insight, and skills,
  - b. a new similar pandemic occurs and adjustments to the exam methods described in the Student Handbook are necessary,
  - c. an internal accreditation or audit has resulted in an improvement plan,

#### Article 6.2 Invalidation of (partial) assessments

1. According to article 4.11 of the Student Handbook, the Exam Board can fully invalidate an assessment (opportunity) in the following cases:
  - a. a general technical interruption or failure,
  - b. suspicions of large-scale fraud,
  - c. insufficient quality of the (partial) assessment,
  - d. unforeseen circumstances.
2. A decision to invalidate the assessment will be made after consulting the dean and the examiner(s) involved. The study programme will immediately notify the students of the Exam Board's decision, via the regular communication channels of the university of applied sciences. The Exam Board can register the assessment in

question as Not Valid (NG). After invalidating an assessment, the Exam Board will consult with the examiner(s) as quickly as possible to determine to what extent the assessment will have to be (re)administered. Ideally, a new assessment should take place within two weeks after the original assessment date. This new assessment date will be published on Hint.

3. The Exam Board can invalidate an assessment of an *individual* student if it has become reasonably impossible for the examiner to properly grade the student's acquired knowledge, insight, and skills. The Exam Board can register the concerned assessment as Not Valid (NG). The Exam Board will ask the examiner of the study programme to enter the result as Not Valid.

### Article 6.3 Elective courses and minors

1. The minor is a coherent set of educational components around a theme relevant to the chosen Bachelor or Associate Degree study programme. The student's Exam Board determines, based on the criteria described in [article 7.4 of the R&R](#), if the student can participate in their chosen minor. Participation in the minor also depends on the number of available places.

*Tip: apply in time if you want to request an external minor. It could happen that your request is approved by the Exam Board, but the minor at another study programme has filled up and they can no longer admit you.*

## Chapter 7 Requests and special circumstances

### Article 7.1 General requests

1. Students can submit the following requests or complaints to the Exam Board via Osiris Case:
  - a. an exemption request for one or more courses,
  - b. a request for an additional or rescheduled assessment opportunity,
  - c. other requests for exemptions (individual arrangements) regarding courses and examinations, if applying the Student Handbook rules and regulations would result in unreasonable hardship (an appeal to the hardship clause),
  - d. complaints about an assessment,
  - e. a request to enrol in an external minor,
  - f. a request for results that have been or will be obtained externally,
  - g. if applicable: a request for a language switch,
  - h. a file statement request (see 'Other regulations').
2. Students can submit their request for graduation or postponement of graduation via Osiris Student under 'Request Diploma.'

*Tip: make sure that you submit a request for graduation (request or postponement) via Osiris Student and not via Osiris Case.*

### Article 7.2 Compensation

1. The Exam Board can allow the study programme to determine a compensation arrangement, according to the Exam Board's conditions. This means that not every assessment has to be passed for the student to receive credit for a course.

### Article 7.3 Exemptions

1. An exemption request must contain the name of the corresponding course and a justification for the exemption request. The Exam Board will assess the exemption request based on article 4.7 of the Student Handbook.
2. To support the request for exemption, the following (authenticated) current documents must be included:
  - a. the 'Exemptions' request form in Osiris Case, completed truthfully and in full,
  - b. a description of the educational content in relation to the exemption application (e.g., course guideline), and,
  - c. recommendation from an involved examiner about the submitted documents.
3. To grant an exemption based on an EVC statement, the student, in principle together with a [recognised organisation](#) must collect all the relevant information in a structured manner. The recognised organisation will record the result in an Experience certificate, which confirms the student's knowledge and skills, and is registered with the [EVC registry](#). The student then submits the certificate to the Exam Board.
4. The student must submit the exemption request before the start date of the course in question.
5. An exemption for a minor is possible if the student can demonstrate that he has acquired the in-depth and/or broader competencies at least at a university of applied sciences bachelor end level 6.
6. No exemption can be granted for the elective course if the elective course is used for mandatory supplementary courses or because of possible other requirements set by the student's own study programme regarding electives.
7. The Exam Board will not grant an exemption for an assessment that the student has already completed. The student is also no longer allowed to sit an assessment for which an exemption has been granted.
8. If a student has completed a course at a certain level but cannot demonstrate completion of the course at a lower level, and if there is no compensation within the programme, the Exam Board will not grant an exemption for the assessment of the lower-level course.
9. The Exam Board will not grant exemption for (components of) the graduating programme.

*Tip: make sure that your exemption request is clear, concise, complete and easy to understand. This is particularly important for your justification/motivation.*

### Article 7.4 External minor

1. Rotterdam University of Applied Sciences allows students in the Bachelor programme to complete an external minor. More information is available on [Hint](#).
2. The Exam Board uses the criteria below to determine whether the external minor is of sufficient level:
  - a. the minor has a sufficiently broadening and deepening character,

- b. the minor contributes to achieving the level that is required for the degree of this study programme, and fits within (the theme of) the profile of the study programme,
  - c. the minor relates sufficiently to the bachelor programme, but does not overlap too much,
  - d. The scope and depth of the minor is comparable to minors at the university of applied sciences level (higher education).
3. The external minor may consist of two components of 15 credits each, as long as these are offered in two consecutive blocks.

#### Article 7.5 Individual arrangement

1. After a course has been cancelled, the corresponding assessment will be offered two more times in the following study year. After that, the student must attend the replacement course or complete a replacement assignment. In the latter case, the student will follow a modified learning programme. In that case, the student can no longer resort to the original course.
2. If due to a curriculum change the student completes both the old and new courses, the old courses will be added manually to the conversion table.

#### Article 7.6 Adjustments for students with a disability

1. The Exam Board provides students with a disability, which has been recognised by a student counsellor, with the opportunity, if needed, to take assessments that have been adapted for the disability, in consultation with the study programme. See also article 3.2 of the Student Handbook
2. The student should contact Student Affairs with any practical or organisational requests (for example, the use of a laptop).
3. The student should contact the Exam Board if the request is of a more substantive nature, such as modified test formats (deviating from the regular exam method and/or the curriculum). If necessary, the Exam Board will request advice from the student counsellor about student requests of a funded master's programme.
4. In principle, the course participant, unlike the student, cannot make use of the advice of the student counsellor. Therefore, course participants are advised to contact the study programme to find out if there are any possible adjustments due to a disability. In consultation with the Exam Board, the study programme will, if necessary, give the course participant the opportunity to take the (partial) assessment in a way that takes the student's disability into account.

*Tip: for more information, see [Hint](#). If you experience an impediment because of a disability, make this known to the student counsellor as soon as possible and provide (medical) evidence.*

## Chapter 8 Certificate

### Article 8.1 Procedural requirements

1. In accordance with article 4.8 of the Student Handbook, the Exam Board determines the results of the examination. In principle, an examination has been passed when the student has successfully completed all the study programme's examinations. Where necessary, an additional assessment of the student's knowledge, insight and skills will take place. The Exam Board appoints examiner(s) to this end. If a student has performed with honours or with distinction, a judgement (summa) cum laude is awarded.
2. To receive a certificate, the student must submit a request to the Exam Board.
3. The official graduation date is the date on which the Exam Board confirms that all of the required credits have been obtained. The student will be notified of this decision within two days of the date on which the confirmation was made. The Student Services Centre (SSC) takes care of the registration of the certificate in the national diploma register.
4. The student who is eligible to receive a certificate can request the Exam Board to postpone this.

*Tip: do not terminate your enrolment via Studielink after you have completed your final exam! For the Exam Board to confirm your graduation, you must be enrolled. After that your enrolment will automatically be terminated. For more information, see [Enrolment process regulations for the bachelor programmes and associate degree programmes](#).*

## Article 8.2 Certificates and declarations

1. As evidence that the student has successfully completed the examination, the Exam Board will award a certificate. The certificate will be signed by an authorised member of the Exam Board.
2. The certificate states which components have been included in the examination and, in relevant cases, which qualification has been granted. The certificate includes a grade list and a supplement (in English). The purpose of the supplement is to provide insight into the nature and content of the completed study programme, partly to facilitate the international recognisability of study programmes. See [Hint](#) for more information.
3. If a student cannot receive the certificate yet or the student needs additional information, for example for re-enrolment or for an employer (abroad), the following options are available:
  - a. A study progress overview via Osiris Student.
  - b. A statement by the Exam Board according to article 4.8 sub clause 6 of the Student Handbook: If a student has successfully completed more than one assessment but is unable to receive their certificate via the Exam Board.
  - c. DUO statement via the DUO website.
  - d. Nuffic statement for a further [description of the diploma](#) or the recognition of the profession.

*Tip: would you like to know what is included in your certificate and supplement? See article 7.11 (and 7.19a) of the Higher Education and Research Act.*

## Chapter 9 fraud, plagiarism, and irregularities

## Article 9.1 Fraud

1. Fraud, as referred to in article 7.12b of the Higher Education and Research Act (*WHW*), is understood to mean the conscious or unconscious act, omission, attempt or incitement to conduct that makes it entirely or partly impossible to form a correct and honest opinion of someone's knowledge, insight, skills or (professional) attitude. Plagiarism is a manifestation of fraud.
2. The following situations are in any case, but not exclusively, considered fraud:
  - a. gaining access to the education programme or the examinations for improper reasons,
  - b. during an examination, to have at one's disposal means of which the use during the examination is not explicitly allowed on the examination sheet, for example a (smart) watch, papers, electronic equipment (such as a phone, laptop, or headphones),
  - c. cheating during an examination or exchanging information or collaborating in any way, inside or outside the (online) examination room,
  - d. swapping or exchanging the question and/or answer sheets handed out,
  - e. giving the opportunity or inciting (a) fellow student(s) to commit fraud,
  - f. making changes to the results of the examination after the time limit within which the examination must be completed has expired and/or the results have been handed in.
3. Serious fraud, as referred to in article 7.12b, paragraph 2, of the WHW, is in any case understood to mean:
  - a. putting himself or one or more fellow students in possession of assignments or answers for the examination concerned prior to the examination,
  - b. impersonating another student during the examination and taking/attending the examination, or the course offered in the place of that student, or signing on behalf of another student,
  - c. allowing oneself to be represented by someone else during the examination,
  - d. falsifying, manipulating and/or forging signatures, survey or interview answers or research data,
  - e. cheating on one's work during or outside the period of inspection of an assessed paper/examination,
  - f. cheating on examination results or study progress overviews,
  - g. committing serious forms of plagiarism as referred to in article 9.2 of these Regulations.
  - h. A form of serious plagiarism as referred to in article 9.2 section 2 under f up to and including j.
4. Making one's own work available to another may encourage fraud by providing an opportunity or by inciting others to commit fraud. It is also a case of participation in fraud if, during the examination, the opportunity is given to copy or if information is exchanged. 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 assessment of the knowledge, insights, skills or (professional) attitude of a person.

*Tip: in group work you have a collective responsibility. That is why you are responsible for monitoring possible plagiarism by fellow students.*

## Article 9.2 Plagiarism

1. Plagiarism is also understood to mean in any case:

- a. the use or copying of another's texts, data, or ideas without complete and correct source reference,
  - b. presenting the structure or the central ideas from third-party sources as one's own work or own thoughts, even if a reference to other authors is included,
  - c. failing to clearly indicate in the text, for example, by means of inverted commas or a particular style, that verbatim or near verbatim quotations have been used in the work, even if the source is correctly cited,
  - d. paraphrasing the content of other people's texts without providing sufficient source references,
  - e. making use of one's own work already produced in another course without the explicit and written permission of the examiner and/or submitting a previously submitted or similar text without correct and careful acknowledgement of the source and/or citation,
  - f. making substantial use of or copying other people's texts, data, or ideas without stating the source,
  - g. presenting the structure or the central ideas from third-party sources as one's own work or thoughts
  - h. copying the work of fellow students and letting it be seen as one's own work,
  - i. copying image, sound or test material, software, and programme codes from others without reference, and letting this be considered as one's own work
  - j. the submission of papers written by someone else (whether or not for payment), including papers acquired from a commercial institution.
2. Group members are jointly responsible for submitted work. If plagiarism is found in group work, the plagiarism is attributed to each of the group members, unless the (fellow) student demonstrates that he could not or should not have known that the other person was committing plagiarism. How far a student has been able to demonstrate his unknowingness is up to the Exam Board.
  3. **Article 9.1 section 4** is applicable by analogy in case of the appearance of plagiarism.

### Article 9.3 Irregularities

1. An irregularity occurs when, due to deviating circumstances, it is not or insufficiently possible to form an opinion about the acquired knowledge, insight and/or skills of the student(s). This is always the case when a partial exam is not administered according to the **instructions for assessments**. Committing irregularities may have consequences for the student if the Exam Board imposes any measures.
2. The following situations are definitely considered to be irregularities:
  - a. not providing written documentation for a (mandatory) plagiarism check,
  - b. registering for or participating in an assessment from which the person has been excluded by the Exam Board,
  - c. obtaining unauthorised access to education or assessments,
  - d. leaving the exam room without permission of the invigilator before the assignments and the answers of the assessment have been submitted.

### Article 9.4 Procedure

1. If there is any suspicion of an irregularity before, during or after the assessment, the following procedure applies:
  - a. The invigilator or examiner makes a note on the work submitted or to be submitted by the student and takes any evidence,

- b. the students will be allowed to complete the assessment,
  - c. The invigilator or examiner will file an official report, in which the invigilator or examiner states what has been observed and the reason why there is a suspicion of fraud or irregularities,
  - d. The invigilator or examiner then notifies the Exam Board of their suspicion of fraud and presents the official report,
  - e. Within five working days of receiving the notification, the Exam Board will inform the student of the fraud suspicion,
  - f. Within three weeks of receiving the notification the Exam Board will provide the student with an opportunity to be heard, for which the Exam Board will send the student an invitation,
  - g. Within two weeks after the student has been given the opportunity to be heard, the Exam Board will determine if there was a case of fraud or an irregularity,
  - h. if further investigation is required, the Exam Board may extend this period. They will notify the student of this in a timely manner,
  - i. The student will be notified in writing of the decision, as well as of any measures or sanctions imposed, in principle via Osiris Case,
  - j. any case of confirmed fraud or irregularity will be registered in Osiris.
2. If an examiner or invigilator suspects any irregularity before or during an assessment, he will report this to the Exam Board. Also, if after the assessment, the examiner determines that the student did not follow the rules, the examiner will report this to the Exam Board. If there was a (possible) breach of the Rules of Conduct of Rotterdam University of Applied Sciences, the Exam Board will transfer the notification to the dean of the institute.

## Article 9.5 Consequences in case of fraud and irregularities

1. If the Exam Board determines that there was a case of fraud or an irregularity with respect to the assessment, it may impose sanctions as described in the article 4.10 of the Student Handbook, or it may invalidate the exam according to article 4.11 of the Student Handbook.
2. When imposing a sanction, the Exam Board may take into consideration whether the student has been involved in an earlier case of fraud. In case of repeated fraud, the Exam Board may ask the Executive Board to permanently terminate the student's enrolment.
3. In case of suspected fraud or irregularities, the completed work will not be graded. The examiner will not provide a result or grade for the submitted work. If the Exam Board determines that no fraud or irregularities occurred, the completed work will still be graded.
4. If there is a suspicion or confirmation of fraud in an assessment, the Exam Board may decide to investigate any previously submitted work by the student for plagiarism. The student is expected to cooperate in such an investigation.
5. If fraud is discovered after the certificate has been issued, the Exam Board may decide to revoke the verdict previously passed on the examinee and, because of this verdict reclaim the issued certificate by means of the Executive Board.

## Chapter 10 Final provisions

### Article 10.1 Platform Exam Board Chairs

1. The Exam Board Chairs jointly form the Platform Chairs Exam Boards (PVE in Dutch) to agree on common frameworks based on the policy of Rotterdam University of Applied Sciences and to harmonise the implementation of these policies.
2. The objective of the PVE is to strengthen the position of the Exam Boards of Rotterdam University of Applied Sciences, while preserving its independence.
3. In order to further professionalise and embed quality, the PVE has further regulated her objectives and principles in the elaboration of her tasks in her own Regulations.

#### Article 10.2 Hardship clause

1. In cases where these Rules and Guidelines do not provide or when its application could lead to unreasonable hardship, the Exam Board will decide.

## Appendix 5 Assessments Regulations

### Article 1 General provisions

1. An assessment is an evaluation of the knowledge, insight, and skills, as well as the assessment of the results of that evaluation. An assessment can have various (online) formats, such as an open book assessment, an essay, a practical exam, a presentation, or a knowledge test.
2. An assessment may also include the submission of a paper.
3. This regulation describes all the rules for proper conduct during (partial) assessments at all degree programmes of Rotterdam University of Applied Sciences. The regulation is part of the Student Handbook.
4. Violating these regulations may be considered an irregularity according to article 4.10 of the Student Handbook.
5. If a student is granted a special facility due to a functional impairment associated with a disability or chronic illness, the student in question may be subject to different regulations.

*Tip: graduation projects and thesis defences are also defined as assessments.*

### Article 2 Regulations for all assessments

1. A student must be registered for the specific assessment to be able to participate in the assessment. Article 4.2 of the Student Handbook states whether the student is automatically registered by the study programme, and in which cases a student must register for an assessment.
2. To participate in an assessment a student must also provide proof of identity. This can be done with any valid proof of identity, including:
  - a. a passport or identity card, as long as the identity card is issued by one of the EU member states, Norway, Iceland, Lichtenstein or Switzerland, or;
  - b. a Dutch driver's license, or an EU driver's license, or;
  - c. a Dutch residency permit, or;
  - d. a Dutch W card or privileged persons document.
3. The student must be present before the assessment starts. If the assessment includes the uploading of an assignment, the student is responsible for verifying that the examiner has received the assignment. Students must also save a copy of the upload confirmation.

*Tip: your student ID card or a copy of your ID is not considered valid proof of ID. You will not be allowed to participate without a valid proof of ID.*

*Tip: please arrive on time or you will be refused entry.*

*Please note: registering for an assessment but not showing up or not (correctly) submitting your exam will be counted as an exam opportunity and will be registered in Osiris as 'not participated' (ND).*

### Article 3 Regulations for (digital) written assessments

1. The student must sign the attendance list.
2. During an assessment a student may only use the received assignment, the distributed assessment paper, and any permitted tools, as listed on the front page of the assessment. Anything except the permitted tools must be kept out of view and out of reach of the student.
3. In case of a digital assessment, only the permitted environment/software may be opened.
4. The student must keep their coat, bag, mobile phone, watch and any other non-permitted (electronic) tools out of reach and turn off their mobile phone. Wearing a watch during an assessment, including a smart watch, is not permitted.
5. As soon as the exam assignment has been distributed, the student is no longer allowed to communicate or exchange papers or any other tools with anyone else.
6. The student shall avoid any behaviour or posture that may give the impression that they are looking for information from someone else or consulting any information that is not permitted. The student shall avoid any situation that would allow a fellow student to see their work;
7. The use of toilet facilities is not allowed during an assessment.
8. During an assessment, the participants may only bring and consume water in a transparent container without a label. Any other food or drink is not permitted.
9. Students may not leave the room during the first 30 minutes and the last 15 minutes of an assessment.

*TIP: when doing a digital assessment, always check that you have no other tabs open except for the permitted pages.*

### Article 4 Supervision and fraud or irregularities

1. Supervision during an assessment is the responsibility of the invigilator and/or the examiner(s). The student will follow the instructions of the invigilator and/or examiner at all times. The invigilator and/or examiner will write an official report for every assessment.
2. If during the assessment a student exhibits behaviour that, according to the invigilator and/or examiner disturbs the order and the student doesn't cease this behaviour after having been addressed, a decision can be made to terminate the student's participation in the assessment and this will/can be reported to the Dean.
3. If the invigilator and/or examiner suspects a case of fraud or any other irregularity, the student in question is allowed to finish the assessment. The invigilator will record the situation in the official report and will notify the Exam Board of the suspicion after the assessment, accompanied by the official report. The assessment of the student in question will not (yet) be evaluated.

## Appendix 6 Implementing Regulations 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 Executive Board 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 the membership of the board of a student association.

### *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 application 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 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 various special activities.

## Chapter 1 Financial Support for Students

### Article 1.1 Criteria for financial support

1. 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. The student owes statutory tuition fees for the study programme concerned, and;
  - b. 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. is enrolled in an Associate degree program with a study load larger than 120 credits, or;
  - e. is enrolled in a master's program with a study load larger than 60 credits, or;
  - f. 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 entitled to student finance as a result.

### Article 1.2 Special circumstances

1. The special circumstances referred to in Article 1 sub c are:
  - a. Board activities (see article 3.1),
  - b. Illness or pregnancy and childbirth on the part of the applicant in question,
  - c. A handicap or chronic illness,
  - d. Extraordinary family circumstances,
  - e. A study programme that is insufficiently feasible or realistic,
  - f. involvement in sports activities at national or international level, by which the student has applicationed and been awarded top-level sports status by Rotterdam University of Applied Sciences,
  - g. Other circumstances than those referred to in a to f, which, in the event that an application for financial support submitted on that basis were not granted by the Executive Board, would lead to an exceptional case of extreme injustice.

## Chapter 2 Special Circumstances

### Article 2.1 Application for financial support in the case of special circumstances

1. The application procedure in case of special circumstances referred to in article 1.2 sub 1 under paragraph b until g 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 DUO 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 DUO requirements, an application can be sent to the Profiling Funds managing committee at Rotterdam University of Applied Sciences.
2. 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, after which phase two follows regarding the application for financial support. Financial support can only be granted after the course duration minus the previously enrolled years of higher education has expired.
3. 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.

4. If circumstances are expected to cause study delays, the student is obliged to report the special circumstances directly to the student counsellor. 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.
5. The application for the recognition of special circumstances and of the duration of the study delay is made by the student during or after the end of the period in which the special circumstance occurred. The application is submitted to the managing committee via the student counsellor, with a form for this purpose. This means that the student makes agreements with the university of applied sciences about financial support the moment that a special circumstance occurs or after it has occurred. Financial support can only be provided if the special circumstance caused or is expected to cause study delay.
6. The following items must be enclosed with the application for recognition:
  - a. A written recommendation from the student counsellor explaining the special circumstances;
  - b. A recommendation from the RBS Deans for the study programme in question, with an indication of the number of months in which the study delay can be made up, drawn up in consultation with the student concerned. 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;
  - c. Proof of registration;
  - d. Proof of possible interim deregistration;
  - e. Copies of documents detailing the student's progress;
  - f. The most recent notification relating to the student finance of the student;
  - g. If applicable, a written declaration from the Dean of the institute, confirming that the study programme was unachievable.
7. The managing committee shall inform the student in writing of the decision on the application for recognition of the special circumstances and the duration of the study delay, as soon as possible but no later than 60 days after the student has notified the special circumstances by means of his application. A copy of the recognition will be sent to the relevant student counsellor.

## Article 2.2 Granting and scope of financial support

1. Financial support shall be granted on grounds of the recognition of the special circumstances and the duration of the study delay. An application must be submitted separately, using a form designated for that purpose.
2. The financial support is provided to the student from the moment that the course duration has demonstrably expired minus the previous years of enrolment in higher education. Retroactive effect is generally not possible. The management committee shall take a decision on the application as soon as possible, but at the latest within 60 days.
3. The university of applied sciences pays out the financial support in monthly amounts equal to the governmental payment system of student grants). If financial support is granted, the student does not need to cancel his student grant, which allows him to continue to use his OV (public transport) card if applicable.

## Article 2.3 Level of financial support

1. The amount of financial support in the event of the performance grant or in the case of the student using the loan system is equal to a basic amount determined by the Executive Board, the supplementary grant that the person concerned receives under the Student Finance Act 2000, or

would have enjoyed, if he were entitled to or would have been entitled to claim it and, if applicable, the officially established equivalent of the OV-chipkaart.

2. By virtue of Article 7.51g of the Higher Education and Research Act, the Executive Board – at Rotterdam University of Applied Sciences, this role will be carried out 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 possibility can only be used in very exceptional circumstances, where an important consideration should be whether the omission of additional support would lead to unacceptable situations .

## Article 2.4 Requirements for granting financial support

1. During the period of payment of financial support, it is a requirement that the student is actually studying.
2. When determining the duration of financial support, a link shall be established between the special circumstances referred to in Article 2 and the study programme. The following determining factors will apply here: the duration and significance of the special circumstances, the actual delay and the time needed in order to make up the delay.
3. In case of financial support by virtue of Article 1.2 (1) b (administrative or social activities) it shall be demonstrated that such activities contribute to the educational institution or to the study programme that the student attends. An activity calendar should show how the accumulated study delay arose or will occur. This calendar should provide clarity about the nature of the administrative or social activities, what they entail and how much time they take. The managing committee may request a statement from the Dean confirming these activities.
4. It is the student's own responsibility to limit the study delay and the possible negative financial consequences as much as possible. 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. Due to certain special circumstances, the student can only apply 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 an application for financial support must first be submitted to the former educational institution .
6. In the event that the student is enrolled in more than one study programme, only the first enrolment will be recognised as the basis for the application.

## Article 2.5 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 2.6 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. The reason for notice of default may be the non-fulfilment of obligations.
2. An objection may be submitted to the Advisory Appeal Board against the decision by the managing committee.

## Article 2.7 Transitional and introductory stipulations

1. These implementing regulations have been adopted by the Executive Board after approval by the Central Representative Board.
2. Previous recognitions and amounts granted under previous regulations (most recently published in the August 2015 edition of the Student Handbook) are respected if these are more favourable to the student than the application of the current implementing regulations.

## Chapter 3 Board activities

### Article 3.1 Extracurricular activities

1. Extracurricular activities as referred to in Article 1.2 paragraph 1 under a of these regulations are:
  - a. a board position at a recognized Rotterdam student organisation;
  - b. a board position at a study association of Rotterdam University of Applied Sciences.
2. In order to qualify for financial support based on this regulation, the student may not receive credits for these activities.
3. If a student holds a (board) position for which financial support is already being received in another reasonable manner, the student has no right to financial compensation from the profiling fund.
4. Students who are exempted from their tuition fee as referred to in Chapter 4 of these regulations are also entitled to financial support from the Profiling Fund for their extracurricular activities during the study year in which the activities take place.

### Article 3.2 Board position at a Rotterdam student organisation

1. Each year, the Executive Board establishes a register that lists which associations and which associated board or committee positions may qualify for financial support pursuant to these regulations.
2. In order to be included in the register referred to in paragraph 1, the association must meet the following conditions:
  - a. The student organisation must have some size and full legal capacity, be accessible to students of Rotterdam University of Applied Sciences and be located in a municipality where Rotterdam University of Applied Sciences has a branch;
  - b. the student organisation does not act in violation of the applicable codes of conduct of Rotterdam University of Applied Sciences;
  - c. the student organisation does not act in violation of the KMT Code of Conduct;
  - d. the student organisation has statutes and annual reports that show that they are committed to Rotterdam students.

### Article 3.3 Board position at a Rotterdam University of Applied Sciences study association

1. Each year, the Executive Board establishes a register that lists which study associations and which associated board positions may qualify for financial support pursuant to these regulations.
2. In order to be included in the register referred to in paragraph 1, the study association must meet the following conditions:
  - a. the student organisation has full legal capacity;
  - b. the study association does not act in violation of the applicable codes of conduct of Rotterdam University of Applied Sciences;
  - c. the study association must be of some size, which is defined as 5% of the active student members in the associated study programme;

- d. the course director declares that the activities of this association contribute to academic and social bonding of the associated study programme;
- e. the study association annually hands over to the Student Organisation Advisor:
  - i. the composition of the board;
  - ii. the policy plan;
  - iii. the annual report, including a statement from the audit committee.

### Article 3.4 Application for financial support for a board position

1. The application for financial support is submitted to the Managing Committee by the treasurer, on behalf of the board;
2. The following shall be attached to the application, per board member:
  - a. the correct application form;
  - b. a proof of registration;
  - c. a study progress overview;
  - d. a proof of registration of the board members in the Chamber of Commerce (KvK).
3. The Managing Committee will decide as soon as possible, but no later than 60 days after receipt of the application.

### Article 3.5 Limit on number of months of financial support

Students can claim financial support from the Profiling Fund for their extracurricular activities for a maximum period of twelve (12) months.

### Article 3.6 Payment

1. The financial support as referred to in Article 3.2 is awarded to the individual student and paid monthly.
2. Financial support for student board members in a study association as referred to in Article 3.3 is made available in principle to the association.
3. Payment is made during the study year in which the student is registered as a board member of the association with the Chamber of Commerce (KvK). Payment is made monthly and is made within 10 days of the first day of the month.

## Chapter 4 Tuition fee exemption due to board membership

### Article 4.1 Conditions for the student organisation

1. In order to be eligible for an exemption of tuition fee due to board 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:
    - i. meet the requirements established in the guide "Student Associations at Rotterdam University of Applied Sciences",
    - ii. have a certain size, identified as 5% of active student members in the linked study programme with a minimum of 50 student members and
    - iii. have completed the preliminary procedure with the Dean of the institute.

## Article 4.2 Conditions for the enrolled students

1. Students who are eligible for the 'Statutory tuition fee exemption due to board 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 hold various part-time board positions which together constitute a full-time board position, and
  - c. are willing to sign a declaration renouncing the taking of education, taking assessments, sitting examinations and receiving guidance in study and research activities at the school or any other funded institution during the entire study year that they hold a board position.

## Article 4.3 Application procedure for enrolled students

1. The student applies for tuition fee exemption due to board membership by using an application form for that purpose before 1 July of the upcoming study year.
2. The application form is signed by the student and the Director of Administration, Information & Control.

## Article 4.4 Start and duration for the enrolled students

1. The tuition fee exemption due to board membership of enrolled students starts in September of the study year in which the student is a full-time board member.
2. The student is entitled to statutory tuition fee exemption once and for the duration of an entire study year, which runs from 1 September to 31 August, despite his enrolment.
3. The application for the tuition fee exemption due to committee membership applies for an entire study year and may not be interrupted or extended in the interim.
4. At the end of the study year in which the enrolled student was a full-time administrator, it is checked whether he meets the conditions as stipulated in section 1.2, paragraph 2 of article 1.2 Implementing Regulations for the Financial Support of Students. If it turns out that the student has not met this condition, he is obliged to pay the statutory tuition fee for that study year.

## Article 4.5 Mandate

1. The Director of Administration, Information and Control has been mandated by the Executive Board of Hogeschool Rotterdam to sign applications for tuition fee-free administration, after assessing the Management Committee of the Profiling Fund, and thereby grant exemption from the statutory tuition fees.
2. In the event that it appears that the student organisation of which a board member receives financial support in the context of the Profiling Fund does not meet the set criteria, the Executive Board may decide to end the financial support with immediate effect.
3. In the event that it appears that the student organisation of which a board member uses the possibility of tuition fee exemption does not meet the set criteria board, the Executive Board may decide to impose a measure on this student as stipulated in Article 3 of the Conduct and Measures Regulations (appendix 3 of the Student Handbook).

## Article 4.6 Final provision

These regulations enter into force on 1 September 2018 and were subsequently amended on March 22, 2021.

## Appendix 7 Reviews / results

The result of an (interim) examination/assessment can be expressed by both grades and as follows: Outstanding/Very Good/Good/More than Satisfactory/ Satisfactory, et cetera.

### Alphanumeric results

Alphanumeric results can be awarded:

- \* if a student has been registered for a course (interim) examination, but has not sat the (interim) examination, the student will receive an 'ND' (not taken part);
- \* if a student has not completed all parts of a course, then the abbreviation 'NA' (not completed) is administered;
- \* if there are reasonable doubts about the authenticity of the student's work or if there are doubts about the validity/quality of an interim examination, technical malfunction, et cetera, an 'NG' (not valid) is awarded. For more information, please refer to article.4.10.
- \* if fraude has been established by the Exam Board, the student will receive a mention of 'FRAUDE';
- \* if a student has been exempted by the Exam Board, the student will be awarded a 'VRY' (exemption).

The results Q (qualified), NQ (not qualified), C (competent) and NC (not competent) are qualifications that are used, for example, to indicate whether the student is qualified for a particular track, but also, for example, when adopting results obtained abroad.

### Results Abroad

In order to make our results transparent to other countries, we use the Grading Table. This is included in the Diploma Supplement.

Beoordeling (Dutch)	Assessment (English)	Omschrijving (Dutch)	Description (English)	Numeric Equivalent
U	U	Uitstekend	Outstanding	10
ZG	ZG	Zeer goed	Very good	9
G	G	Goed	Good	8
RV	RV	Ruim voldoende	More than satisfactory	7
V	V	Voldoende	Satisfactory	6
T	T	Bijna voldoende	Almost satisfactory	5
O	O	Onvoldoende	Fail	4
ZS	ZS	Zeer slecht	Very unsatisfactory	1
VLD	VLD	Voldaan	Fulfilled	
NVL	NVL	Niet voldaan	Not fulfilled	-
Q	Q	Qualified	Qualified	
NQ	NQ	Not Qualified	Not Qualified	
CO	CO	Competent	Competent	7

NC	NC	Niet competent	Not competent	5
XP	XP	Expert	Sophisticated	9
P	P	Voldoende	Pass	5,5
F	F	Onvoldoende	Fail	3,5
VRY	VRY	Vrijstelling	Exemption	
NA	NA	Niet afgerond	Not Completed	-
ND	ND	Niet deelgenomen	Subject/examination not taken	-
NG	NG	Niet geldig	Not valid	-
FRAUDE	FRAUDE	Fraude	Violation scholastic / ethical standards	-

## Appendix 8 Grading table

The Grading Table provides a comparison between grades given abroad and 'our' alphanumeric outcomes. The ECTS-credit Grading Table is a simple and reliable tool for converting and interpreting grades. The percentage of how often this grade 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](#)

<b>Dutch final grade</b>	<b>Total amount of the final grade</b>	<b>Frequency at Hogeschool Rotterdam</b>	<b>Cumulative frequency</b>	
10	14053	1.9 %	0 -	1.9
9	61139	8.1 %	2.0 -	10.0
8	172387	22.9 %	10.1 -	32.9
7	204688	27.2 %	33.0 -	60.1
6	300274	39.9 %	60.2 -	100.0
	<b>752541</b>	<b>100 %</b>		

There is a specific table for the Willem de Kooning Academy (WdKA):

[Grading table WdKA](#)

<b>Dutch final grade</b>	<b>Total amount of the final grade</b>	<b>Frequency at Willem de Kooning Academy</b>	<b>Cumulative frequency</b>	
10	251	1.5 %	0 -	1.5
9	1736	10.4 %	1.6 -	11.9
8	5260	31.5 %	12.0 -	43.4
7	4923	29.4 %	43.5 -	72.8
6	4546	27.2 %	72.9 -	100.0
	<b>16718</b>	<b>100 %</b>		

## Appendix 9 Study Recommendation Regulations

Student Success is key at Rotterdam University of Applied Sciences. Student Success can be enhanced by an integrated educational approach. The recommendation instrument is regarded as the keystone of this integrated approach. At the end of the first year of enrolment, Rotterdam University of Applied Sciences provides every student with a recommendation on the continuation of their studies in the study programme or at another. This applies to all full-time, part-time, and dual bachelor and associate degree study programmes. Study programmes that participate in the learning outcomes experiment issue the study recommendation no later than at the end of the second year of enrolment.

Every study programme of Rotterdam University of Applied Sciences offers a feasible curriculum, study guidance and will timely discuss any insufficient study progress with the student. The student is expected to indicate in time any obstacles that are negatively affecting his study progress. The student can view his current study results in Osiris.

### Article 1 Study recommendation

1. In accordance with article 7.8b of the law, at the end of the first year of enrolment in the propaedeutic phase of a bachelor's programme or the first year of enrolment in an associate degree programme, every student will be given written advice on the continuation of their studies in their study programme or another. The first year of enrolment runs from the moment of enrolment (1 September or later) until the end of the study year, 31 August following.
2. Study programmes participating in the learning outcomes experiment issue the study recommendation no later than at the end of the second year of enrolment.
3. Students enrolled in a programme that is part of the regular interim inflow in February will receive a negative study recommendation after six months of study if they have not achieved half of the total number of credits of the study progress standard applicable to the study programme.

### Article 2 Study progress (standard)

1. The student must obtain enough credits to receive a positive study recommendation at the end of the first year of enrolment. The study progress standard is 48 credits, except for the Marketing Management (60 credits), Entrepreneurship & Retail Management and Industrial Design Engineering (52 credits) study programmes. When calculating the study progress standard, we only count the credits that are described in the first-year curriculum.
2. If the student has met the study progress standard, he will receive a positive study recommendation and be allowed to continue his studies. If the student has not met this standard, he will receive a negative study recommendation and will be urgently advised to discontinue the study programme (or a study programme variant). The student will be deemed unsuitable to successfully complete his study programme at Rotterdam University of Applied Sciences. The student may continue with the study programme.

### Article 3 Conditions

1. The following conditions apply to the issuing of a negative study recommendation:
  - a. The student will be informed of the study recommendation regulation at the start of the study year.
  - b. There is a monitoring system in place for first-year study progress, partly to guarantee the student's insight into his study progress from the start of his studies.
  - c. The student is offered individual study counselling and early feedback in case of serious study performance deficits. If the student's study results give cause for concern, the study programme shall invite the student for an interview about the study results.
  - d. The student will be warned in time if he is not successful in his studies.
  - e. Any agreements and conclusions of the interviews will be recorded in writing and included in the student's file.

### Article 4 Criteria

1. The study programme may designate specific courses that must be successfully completed in order to receive a positive study recommendation. This means that merely achieving the study progress standard expressed in credits is not sufficient, but that one or more specific courses must also have been completed. These specific courses are mentioned in the relevant study programme chapter of the Student Handbook.
2. If a student starts the study programme in the course of the study year, specific agreements will be made with this student regarding the study progress standard applicable to this student.

### Article 5 Personal circumstances

1. When issuing an urgent study recommendation, the student's personal circumstances are taken into account if there is a causal connection between those circumstances and the failure to meet the study progress standard. These personal circumstances may include:
  - a. illness of the person concerned;
  - b. a physical, sensory or other type of functional disorder on the part of the applicant in question;
  - c. pregnancy of the person concerned;
  - d. extraordinary family circumstances;
  - e. membership, including the chairmanship, of the representative board, section thereof, student committee or Programme Advisory Committee;
  - f. other circumstances to be indicated by the Executive Board in which the student concerned carries out activities within the framework of the organisation and administration of institutional 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 promptly reporting any relevant personal circumstances to the study programme or student counsellor, so that the Dean can determine the influence of the circumstances on the study progress.

3. If the institute's dean believes that personal circumstances should be taken into account, the study recommendation will be given at the end of the next year of enrolment. The institute's dean shall notify the student of this decision.
4. Students who have not yet received a study recommendation because of personal circumstances as referred to in this article, will receive a study recommendation at the end of the next year of enrolment. In the next year of enrolment, any previously acquired credits will not count towards the achievement of the study progress standard. The institute's dean will inform the student of the requirements he must fulfil in order to receive a positive study recommendation after all.

#### Article 6 De-registering from a study programme during the study year

1. If a student terminates enrolment via Studielink during the study year, he will not receive a study recommendation. In any subsequent year of enrolment, the study recommendation rules laid down for that study year will apply.
2. In this next year of enrolment, previously acquired credits will also count towards the achievement of the study progress standard, in accordance with the validity of study results as provided in article 4.7 Student Handbook.

#### Article 7 Hardship clause

In unforeseen cases and in cases where application of these regulations leads to manifest injustice, the institute's dean shall decide.

#### Article 8 Entry into force

These regulations enter into force on September 1<sup>st</sup> 2022.

# **Appendix 10 Interpretation of the IB curriculum**

## Interpretation of the IB curriculum

The following document presents an overview of the IB curriculum with special attention paid to years two and three. The contents of years two and three for each learning track—Business, Professional and Academic Skills, and Language & Culture—are described in detail with reference to the specific PLOs covered. In addition, the storylines for the specialisations which commence in year two and continue until the end of year three are presented as well as a description of the unique projects carried out in these tracks.

Starting in year three the curriculum of the students will consist out of the following four elements (each the length of one semester): Graduation phase one (Graduation I), internship, Exchange (outgoing) or minor, graduation phase two (Graduation II). The education in year three described below always concerns Graduation I (unless otherwise mentioned). The elements of internship, Exchange (outgoing) or minor and Graduation II are not discussed in this document. The interpretation of these elements is similar to what it was before, and/or will not change this year.

### Overview Year one

For the year one curriculum, a professional situation with an appropriate professional product was chosen for each of the four blocks. Year one begins with a separate introduction to each subject and end by putting all these subjects together in the Business Model Canvas. These professional situations were based on the current experiences with the PLOs at Aucom Level one, Block one commences with a general introduction to the business subject areas covered in the program as well as introduction to studying at University. Block two introduces students to the external environment of a company and challenges them to perform an external analysis. Block three is, consequently, an introduction to the internal environment of a company in which student complete an internal analysis. And Block four brings blocks one-three together by focusing on business models, specifically the Business Model Canvas and the Sustainable adaptation of Value Proposition within this same model.

### **Year two - IB core - Business**

Where Year one focused on Business Models, Year two focuses on International Business practice. Block one 'Exploring Markets' starts with the market assessment phase of a market entry strategy. The market will be assessed from the perspective of several key areas: Economics, Law, and Marketing & Sales. Examples of topics that are addressed are: macroeconomics, international economics, contract law, market segments and a digital health check. The module is supported by Business Research, with qualitative research skills (desk research & literature review). At the end of the Block, students submit an individual Market Exploration Report.

---

During Block two 'Business Case Development', students write a Market Entry Report. The focus lies on Marketing & Sales, Organisation & People and Finance & Accounting. Topics that are addressed are, for example: STP, the 8Ps, industry analysis, internal analysis. Business Research will start with the quantitative research phase: students start this process by creating a survey.

Block three 'Planning & Implementation' focuses, as the title suggests, on the planning and implementation phase of market entry. Relevant business areas are: Operations & Supply Chain Management, Finance & Accounting and Law. Examples of topics that will be addressed during the Block are: Sales & Operations Planning, Value Chain Map, (non-)contractual liability, operational budgeting, and capital budgeting. Students finish their quantitative research by analysing the data they gathered with the survey. At the end of the Block, students submit an individual Operationalisation Report.

Block four 'The Business Game' functions as a capstone. Students are end-level tested (level two) on various PLOs, related to the following areas: Marketing & Sales, Finance & Accounting, Organisation & People and Operations & Supply Chain Management. The exciting feature of the Block is that students play a Business Game. Students play the Game in groups, and then write an individual report that is linked to their experiences.

### **Year three - IB core - Business**

During the third year of the International Business programme, in the Graduation I modules, students learn about economic, legal and financial challenges in a dynamic international business environment. Students have to demonstrate that they master legal, economic and financial knowledge and skills required for their own specialisation. A Masterclass-structure will be used. The modules allow for a student-centred learning experience, because during a part of the modules, the student is in charge of selecting the topics in relation to contemporary challenges to society and business that they consider the most relevant to their interests and future careers. Business English & Communication is an integral part of both Graduation I modules.

The goal of the first Block of Graduation I is that students demonstrate the ability to produce a clear and concisely written research report that displays advanced understanding of key concepts in international Law, Economics and Finance & Accounting that can support development of strategic decisions for various (international) organisations.

The Economics and Finance & Accounting tracks continue into the second Block of Graduation I: students demonstrate, in a thesis-structured, individual report, advanced International Business management skills in areas that will allow for development of strategic goals and decision-making by an international oriented company. An essential part

---

of the Block four module is the end-level assessment of several PLOs: BE&C (level three), IBA (level three), Finance & Accounting TWMone9 (level two).

### **Year two - IB core - PAS**

The aim of the PAS learning line in year two is to equip students with the professional and academic skills need to succeed in the ever-changing labour force and complex society. The focus of this year lies specifically on preparation for the internship. As such, the student develops specific cognitive and practical skills needed to address unpredictable change, develop creative solutions to complex problems, demonstrate independence and self-management when it comes to work and academic tasks and reflect on his or her individual performance as well as the performance of others (European Qualification Level 5).

Each PAS module in year two is centred around a specific topic which includes at least three PAS themes. There is a high level of integration within each PAS module and each module is complementary to the parallel Business and/or Specialisation module. For example, the PAS Block one, Year two module “Managing Teams processes Across Culture” takes its starting point from the fact that students in Business and in the Specialisation will be working in interculture groups to complete a project. Consequently, the PAS module focuses on conflict management, negotiations, team processes, and intercultural competence. Because of the heavy focus on group work in year two, the PAS theme Collaboration is end-level tested during this year.

Block two “Developing a Critical Foundation” focuses specifically on Report writing skills and Critical Thinking. The material from Ethical and Social Responsibility is used as content to develop the students’ writing and analysis skills as well as their ability to deal with ethical dilemmas confronted in the workplace.

Block three “Developing a Professional Profile” equips students with the tools needed to secure an internship and to excel during that internship. Topics covered include CVs and cover letters, interview simulations, as well as choosing an internship that matches the student’s interests and skills set.

Finally, block four “Sustainable Business Innovation” challenges students to develop an innovative solution to a business problem by creating a website which incorporates the subject areas of MOI, BE&C, ESR, and I&C.

### **Years three and four - IB core - PAS**

In years three and four, there is no separate PAS module. Instead, the PAS themes are interspersed in different modules throughout the curriculum where applicable. In year three, certain PAS themes are developed and end-level tested in the Core Business Module (BE&C), in the Specialisations (I&C and CT—not end-level tested) and in the internship (PPD,

ESR, IC). The remaining PAS PLOs are end-level tested in the Graduation II phase (CT, ESR, PPD, MOI)

### **Year two - IB core - Language & Culture**

All students will follow language and culture classes in the first semester. At the end, all students will have reached at least Mastering level A2 of one of the foreign languages taught in the Language & Culture learning line. They will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. For students that do not choose the Commerce specialisation, this is where the Language & Culture learning line comes to an end.

Students who follow the Commerce specialisation, will continue their language acquisition. In class there will be (even) more focus on business vocabulary and the application of it. In addition students will further develop a solid understanding of the cultural history and heritage of the country in which the language of their choice is spoken. This will help them understand the business culture of specific (clusters of) countries which will become one of their personal USPs. Wherever possible language and culture are connected in the lessons and assessment of the Language & Culture learning line.

### **Years three and four - IB core - Language & Culture**

In Years three and four the programme of the Language & Culture learning line takes place during semesters five, six and seven. The programme consists of three parts: two semesters are spent abroad for an internship and a study programme in the country in which the language of their choice is spoken. One semester (Graduation-one) takes place in Rotterdam during which students will continue their lessons of the Language & Culture learning line. At the end of the Graduation-one semester all language skills (speaking, writing, listening and reading) and the ability to assess the effect of cultural differences on organisational behaviour and strategic choices, are end-level tested. The order in which students follow these three semesters may vary per student. However, students are advised to start year three with a semester abroad, followed by the Graduation-one semester and finish with the second period abroad in semester seven.

### **Storylines Specialisations**

In addition to the three main learning tracks, the specialisations are also introduced in year two and continue until the end of year three. The storylines for these specialisations are discussed below.

### **Specialisation Track Organizations & Change**

In the specialisation track Organizations & Change the focus is on areas such as international business strategy, people management, innovation- and change management,

entrepreneurship, different types of organizations, to prepare the student for possible future jobs such as business developers, (HRM) managers, entrepreneurs, project managers and consultants.

This will be done by not only learning from experiences of the past, but especially by looking towards the future. The student will learn from interactive theory sessions as well as from guest lectures, case studies, master classes, and working on consultancy projects for real organizations. Moreover, the student will be practicing the most contemporary methodologies such as design thinking, the lean start-up and relevant business model development methods.

In year two the student will have the opportunity to work on two projects with a real client. One project (blocks three and four) will be related to international strategy. The other one (block four) will be related to a Non-Profit organization or a public organization. In year three the student will be given a real business problem to be solved. Hence, the student will act as consultants for a client. The student will apply the methodology of Business Design Thinking to come up with some innovative solutions and help the company grow.

### **Specialisation Track Marketing**

In the specialisation track Marketing, the student is prepared for future jobs as (digital) marketing managers, brand managers, marketing communications managers, business developers, entrepreneurs, and consultants.

This is done by not only teaching the student classic marketing theories and best practices from well-established companies, but also by practicing the most contemporary methodologies like design thinking and lean start-up and by using the most modern marketing tools. The student will get hands on experience while participating in bootcamps, masterclasses and all different types of interactive sessions. The student will be given the opportunity to work in a business idea of himself, learn how to ideate, prototype and test. In addition, the student will sharpen his knowledge on consumer behavior, create his own brand (logo, storyboards etc.) and work on the creatives of his brand (commercials, videos, content etc.) Finally, the student will learn how to empathize with his customer and how to make use of any possible opportunity to help his company grow and establish long lasting relationship with customers.

More specifically, in year two the student will work on his own business idea (groups of three) throughout the year. The methodology the student will use is the Lean Startup Methodology. This means that based on the theme of every block the student will need to create prototypes (MVPs) test them and improve them. The whole year two is set up around services and digital products which makes it fundamentally different from the classic academic marketing approach around physical products. In year three the student will be

---

given the opportunity to help a real company innovate from a marketing perspective. Hence, the student will act as consultants for a client. The student will apply the methodology of Design Thinking to come up with some innovative solutions and help the company grow.

### **Specialisation Track Commerce**

In the specialisation track Commerce, the student is prepared for future jobs such as sales managers business developers, account managers and international managers.

The Commerce specialisation gives the student the opportunity to polish his communication and intercultural skills and also master a foreign language. The student will learn not only about sales, trade marketing and marketing strategy, but also about cultural diversity within international companies. Languages are a big part of this specialisation, as they are a vital tool for the student in international commerce. The student will become experienced in dealing with social and cultural differences, which is needed for successful trade relations with business partners worldwide. The student will learn how to develop and build up his network within the business world, how to develop an enterprising attitude and how to adapt quickly to changing circumstances. Commerce offers language courses in the most widely spoken European and Asian languages.

In year two, the student will establish his own company, import goods and sell them in the Netherlands. In year three, the student will be given the opportunity to help a real company innovate from a sales perspective. Hence, the student will act as consultants for a client. The student will apply the methodology of Design Thinking to come up with some innovative solutions and help the company grow.

### **Specialisation Track Supply Chain**

In the specialisation track Supply Chain, the student is prepared for future jobs such as supply chain manager, logistics coordinator, operations manager and production planner.

The student will learn the ways of managing the flow of goods and services, from the raw material to the consumer goods the student can find on the shelf in the supermarket. By looking at the best practices in transportation, urban distribution, warehousing and port management the student will gain insight into the workings of effective and efficient supply chain management.

---

# Appendix 11 Business pressure cooker

## Appendix - Agile Consulting, an international Business Pressure Cooker.

This is the policy regarding: Agile Consulting, an international Business Pressure Cooker. Referred to as Business Pressure Cooker (BPC). Students can follow this program of 30 EC instead of their graduation one program (30 EC). This option is only available in the spring semester. *Note: Students who would like to follow this program as their minor option, are advised to pick the minor: All Stars instead.*

Replacement education program for "Graduation I"

In this semester, the (H)RBS programs offer an alternative study programme. This programme is part of the minor organizational unit, called Rotterdam International Case Academy. Students from the study programmes are given the opportunity to participate in these study components/projects if the Course Director of the relevant student has given their approval.

In this part, the students work together with students from other study programs on practical assignments or conduct practice-oriented research that is innovative in nature. To ensure a good connection between these projects and the student's own study programme, the following procedure is followed when applying for a replacement programme:

1. For the alternative education program that the student follows and for the alternative test program that the student takes, a generally approved statement of equivalence with the education and testing program of the student's degree program must be available in advance.
2. The competences/learning outcomes/learning outcomes tests in the alternative programme must be equivalent to the competences/learning outcomes/learning outcomes assessments in the "Graduation I semester" of the own study programme. The equivalence statement states when these competences/learning outcomes/learning outcomes are summatively assessed and how the assessment takes place (this guarantees equivalence).
3. In consultation with the curriculum committee, the own study program establishes tests from "graduation I" and the competences/learning outcomes/learning outcomes to be achieved therein.
4. The coordinator of the alternative programme (course director of the minor programme) records in the equivalence statement when and how the competences/learning outcomes/learning outcomes in the alternative program are tested.
5. The degree programme, the examination board of the relevant degree program and the coordinator of the alternative program approve the statement of equivalence and its validity by signing it.
6. The approved statement of equivalence is administered centrally in Osiris Student.
7. Signed declarations of equivalence are generally valid for one year and are extended for one year each time without notice. This means that an approved statement of equivalence between one specific study program and one specific replacement alternative program is valid for all students of the relevant study programme, whereby participation in the alternative program is, however, dependent on admission by the coordinator of the relevant program.
8. After successful completion of the alternative programme, a copy of the equivalence statement will be included in DocBase/Osiris Student (digital student file).

# **Appendix 12 Career paths semesters five, six and seven**

---

### ***Possible study career paths IB students after year two***

This appendix shows the organisation of semester five, six and seven in the IB curriculum.

The starting points are as follows:

1. Students in the Commerce specialisation must spend two semesters abroad, being Internship abroad and Exchange (outgoing).
  2. Students in the other specialisations must spend one semester and can choose to spend two semesters abroad: Internship abroad and/or Exchange (outgoing).
  3. Commerce students must spend their first period abroad in the country/region where their chosen language is spoken and this language is spoken at the company (i.e. Commerce Upper Intermediate European language or Asian language).
  4. It is possible for IB students to replace the periods abroad and/or minor with participation in the international case competition of HRBS or other options that may appear and are communicated to the students.
  5. Due to (personal) circumstances of the student, it might be necessary for the student that the semesters are switched, but this may lead to study delay
-

***Study career path years three and four - Specialisations Marketing, Organisation & Change and Supply Chain.***

Presented below are different possible study career paths after year two, including a policy regarding the period abroad for students that are in the specialisations Marketing, Organisation & Change and Supply Chain.

A student following one of the above-mentioned specialisations has a compulsory period abroad. This period abroad can be an Internship at a company or studying for one semester at one of the RUAS partner universities. Studying at RUAS partner universities is subject to availability. A student of the above-mentioned specialisations, can go abroad twice, like an Internship abroad and Exchange (outgoing), but this is not compulsory within these specialisations. The student must do an Internship abroad in semester five or seven, but may do Exchange (outgoing) or minor.

For international students (including students from the Dutch Antilles) we consider their study in the Netherlands already an Exchange (outgoing). They can therefore choose to stay in the Netherlands but can still go abroad if they want to, as well.

Below a schematic overview of the study path semesters five, six and seven:

**Study path semester five, six and seven for students within Marketing, Organisation & Change and Supply Chain**

YEAR three		YEAR four	
Sem five	Sem six	Sem seven	Sem eight
Period abroad I = Internship abroad or Exchange (outgoing)	Graduation I	Period abroad II = Internship abroad or Exchange (outgoing) or minor	Graduation II

***Requirements to go abroad in semester five and semester seven – specialisations Marketing, Organisation & Change and Supply Chain.***

**General remarks**

For international students (students with a foreign high school diploma), including students from the Dutch Antilles, the following remarks are in place:

1. One period must be an Internship in the Netherlands or Abroad
2. One period must be Exchange (outgoing) or Minor in the Netherlands or Abroad

Since international students in our programme are already abroad, they can opt to do both periods in the Netherlands.

For Dutch students (students with a MBO/HAVO or VWO Diploma from the Netherlands) the following remarks are in place:

1. One period must be an Internship Abroad.
2. One period must be Exchange (outgoing) or a Minor.

Students within the specialisation Marketing, Organisation & Change and Supply Chain must go abroad for at least one period. This can be an Internship abroad or can be Exchange (outgoing).

### **Year three: Period Abroad I (SEMESTER five)**

The requirements to go on Internship (abroad or in The Netherlands) or to go on Exchange (outgoing) in semester five, are:

1. The student has passed Propaedeutic phase (60 EC).
2. The student has obtained 18 EC from semester three (year two, blocks one and two)
3. **Only applicable for Internship:** or the student has obtained 48 EC at the end of year two.

### **Year three – Graduation I (SEMESTER six)**

The requirements to take Graduation I are:

1. The student has passed Propaedeutic phase (60 EC).
2. The student has obtained 30 EC from year two.

### **Year four: Period Abroad II (SEMESTER seven)**

1. If the student has done Internship abroad in semester five, then the student is going to Exchange (outgoing) or follow a Minor in the Netherlands.
2. If the student has done Exchange (outgoing) in semester five, then the student is going on Internship (abroad or in the Netherlands).

The requirements to go on Internship (abroad or in The Netherlands) or to go on Exchange (outgoing) or to a minor are:

1. The student has passed Propaedeutic phase (60 EC).
  2. The student has passed Internship abroad, minor or Exchange (outgoing) in semester five or six (30 EC).
  3. The student has obtained 48 EC from year two.
-

### **Study career path years three and four - Specialisation Commerce**

Presented below different possible study career paths after year two, including policy regarding period abroad for students that are in the commerce specialisation with European and Asian languages.

A student following the above-mentioned specialisation has **two compulsory periods abroad**. This period abroad will be an Internship at a company and studying for one semester at one of the RUAS partner universities. Studying at RUAS partner universities is subject to availability. During the first period abroad a student of the specialisation commerce will always go to a country or region where the Upper Intermediate Level language (i.e., Commerce Upper Intermediate European language or Asian language) is spoken.

For international students (including students from the Dutch Antilles) we consider their study in the Netherlands already an Exchange (outgoing). For their first period abroad, they have to go to the country of their chosen language. For their second period abroad, they may choose to stay in The Netherlands, but can still go abroad if they wish.

Below a schematic overview of the study path in semesters five, six and seven:

#### **Path one – route for commerce European languages**

YEAR three		YEAR four	
Sem five	Sem six	Sem seven	Sem eight
Period abroad I = Internship abroad or Exchange (outgoing)	Graduation I	Period abroad II = Internship abroad or Exchange (outgoing) depending on choice period abroad I	Graduation II

#### **Path two – route for commerce Asian languages**

YEAR three		YEAR four	
Sem five	Sem six	Sem seven	Sem eight
Period abroad I = Exchange (outgoing)	Period abroad II = Internship abroad	Graduation I	Graduation II

## **Requirements IB to go abroad – specialisation Commerce.**

### **General remarks**

For international students (students with a foreign high school diploma), including students from the Dutch Antilles, the following remarks are in place:

1. Period Abroad I (Exchange (outgoing) or Internship abroad) must be done in the language region of the chosen language (European Upper intermediate, or Asian language).
2. One period abroad must be Exchange (outgoing) and one period abroad must be an Internship Abroad.

For Dutch students (students with an MBO/HAVO or VWO Diploma from the Netherlands) the following remarks are in place:

1. Period abroad I (Study exchange or Internship abroad) must be done in the language region of the chosen language (European Upper intermediate, or Asian language).
2. One period abroad must be Exchange (outgoing) and one period abroad has to be an Internship abroad.
3. Two periods abroad.

### **YEAR three: Period Abroad I (SEMESTER five)**

The requirements to go on Internship abroad are:

1. The student has passed Propaedeutic phase (60 EC).
2. The student has obtained 18 EC from semester three (year two, blocks one and two)
3. **Only applicable for Internship abroad:** or the student has obtained 48 EC at the end of year two.

### **Year three: Graduation I (SEMESTER six)**

The requirements to take Graduation I are:

1. The student has passed Propaedeutic phase (60 EC).
2. The student has obtained 30 EC from year two.

### **Year four: Period Abroad II (SEMESTER seven)**

1. If the student has done Internship abroad in Period Abroad I, then you are going to Exchange (outgoing) (or follow a Minor in the Netherlands in case you are an international student) in Period Abroad II.
2. If the student has done Exchange (outgoing) in Period Abroad I, then you are going on Internship abroad (or in the Netherlands in case you are an international student) in Period Abroad II.

The requirements for entering are:

1. The student has passed Propaedeutic phase (60 EC).
  2. The student has passed Period Abroad I in semester five (30 EC).
  3. The student has obtained 48 EC from year two.
-

# **Appendix 13 Conversion tables Academic Year 2022-2023**

### **Appendix Conversion tables Student Handbook bachelor programme International Business 2022-2023**

In this appendix the student can find the conversion table for his cohort. A cohort represents all students that started in a specific academic year. It is important that the student knows his cohort to sort out what the changes will be for him. For example, when the student started year one in September 2017, the student is part of the cohort 2017-2028. When the student started year one in September 2020, the student is part of the cohort 2020-2021. If the student started the study in year two, then you are part of the cohort the year before he started. For example the student started in year two in September 2019, then the student is part of cohort 2018-2019.

Part one: International Business Management (IB:IBM) and International Business Management Studies (IBMS)

Part two: International Business for Asia (IB:IBA) and Trade Management for Asia (TMA)

Part three: International Business Languages (IB:IBL) and International Business Languages (IBL)

Part four: International Business Supply Chain

Part five: Fast track programmes

Part six: International Business

#### **Important**

All conversion tables are also visualized digitally. The student can consult these via the following [link](#).

When a table is hard to read, please consult the digital version via the link.

---

**Part one**

Cohort 2019-2020	IB:IBM
Cohort 2018-2019	IB:IBM
Cohort 2017-2018	IBMS
Cohort 2016-2017	IBMS
Cohort 2015-2016	IBMS
Cohort 2014-2015	IBMS
Cohort 2013-2014	IBMS
Cohort 2012-2013	IBMS
Cohort 2011-2012	IBMS
Cohort 2010-2011	IBMS

CONVERSION TABLE IB-IBM cohort 2019-2020														Version: July 27th 2022													
Exam programme	RBS190-IBMVT-II				Cohort 2019-2020 Diploma IB-IBM				Year 2021-2022				Year 2022-2023														
	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC											
Year one	IBMG511BR1	Getting Started	1	5	IBMG511BR1	5	Conversion	IBPPAS22OR1	Professional and Academic Skills External Environment	2	6	Result	IBPPAS22OR1	Professional and Academic Skills External Environment	2	6											
	IBMG1117R1	Business Understanding	1	5	IBMG1117R1	5	Conversion	IBPEI122R1	Introduction to International Business	1	6	Result	IBPEI122R1	Introduction to International Business	1	6											
	IBMENG17R1	English	1&2&3&4	4	IBMENG17R1	4	Conversion	IBPPAS22OR1	Professional and Academic Skills External Environment, only BE&C	2	6	Result	IBPPAS22OR1	Professional and Academic Skills External Environment, only BE&C	2	6											
	IBMBEP117R1	International Business Environment; Principles	2	5	IBMBEP117R1	5	Conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas, only BE&C	4	6	Result	IBPPAS42OR1	Professional and Academic skills Business Model Canvas, only BE&C	4	6											
	IBMHBA11BR1	International Business Environment; Applied	2	5	IBMHBA11BR1	5	Conversion	IBPEI122R1	External Environment	2	6	Result (last time) or conversion	IBPEI122R1	External Environment	2	6											
	IBMDUT11BR1	Foreign language Dutch A.1	1 & 2	3	IBMDUT11BR1	3	Conversion	IBPELU121R1	Elementary Language semester 1 (DU)	2	6	Result (last time) or conversion	IBPELU121R1	Elementary Language semester 1 (DU)	2	6											
	IBMFRE11BR1	Foreign language French A.1	1 & 2	3	IBMFRE11BR1	3	Conversion	IBPELU221R1	Elementary Language semester 2 (DU)	2	6	Result	IBPELU221R1	Elementary Language semester 2 (DU)	2	6											
	IBMFR21BR1	Foreign language French A.2.1	3 & 2 / 3 & 4	3	IBMFR21BR1	3	Conversion	IBPEFR221R1	Elementary Language semester 2 (FR)	3 & 4	4	Result	IBPEFR221R1	Elementary Language semester 2 (FR)	3 & 4	4											
	IBMFR31BR1	Foreign language French A.2.2	3 & 4	3	IBMFR31BR1	3	Result / Not offered in 2021	IBPEGE121R1	Elementary Language semester 1 (GE)	1 & 2	4	Result / Not offered in 2022	IBPEGE121R1	Elementary Language semester 1 (GE)	1 & 2	4											
	IBMGER1BR1	Foreign language German A.1	1 & 2 / 3 & 4	3	IBMGER1BR1	3	Conversion	IBPEGE221R1	Elementary Language semester 2 (GE)	3 & 4	4	Result	IBPEGE221R1	Elementary Language semester 2 (GE)	3 & 4	4											
	IBMGER2BR1	Foreign language German A.2	3	3	IBMGER2BR1	3	Result / Not offered in 2021	IBPELP121R1	Elementary Language semester 1 (SP)	1 & 2	4	Result / Not offered in 2022	IBPELP121R1	Elementary Language semester 1 (SP)	1 & 2	4											
	IBMSPH1BR1	Foreign language Spanish A.1	1 & 2	3	IBMSPH1BR1	3	Conversion	IBPELP221R1	Elementary Language semester 2 (SP)	3 & 4	4	Result	IBPELP221R1	Elementary Language semester 2 (SP)	3 & 4	4											
	IBMSPH2BR1	Foreign language Spanish A.2.1	3 & 4	3	IBMSPH2BR1	3	Conversion	IBPPAS32OR1	Professional and Academic Skills Internal Environment	3	6	Result / Not offered in 2022	IBPPAS32OR1	Professional and Academic Skills Internal Environment	3	6											
	IBMSPH3BR1	Foreign language Spanish A.2.2	3 & 4	3	IBMSPH3BR1	3	Result / Not offered in 2021	IBPPAS12OR1	Professional and Academic Skills Introduction to IB	1	6	Result	IBPPAS12OR1	Professional and Academic Skills Introduction to IB	1	6											
	IBMPM11BR1	Project Management	2	2	IBMPM11BR1	2	Conversion	IBPPAS22OR1	Professional and Academic Skills External Environment	2	6	Result (last time) or conversion	IBPPAS22OR1	Professional and Academic Skills External Environment	2	6											
	IBMDLP117R1	Leadership & Professional Development 1	2	2	IBMDLP117R1	2	Conversion	IBPPAS22OR1	Professional and Academic skills Business Model Canvas	4	6	Result (last time) or conversion	IBPPAS22OR1	Professional and Academic skills Business Model Canvas	4	6											
	IBMDOP11BR1	Internal Organization Analysis; Principles	3	6	IBMDOP11BR1	6	Conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6	Result (last time) or conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6											
	IBMOA11BR1	Internal Organization Analysis; Applied	3	4	IBMOA11BR1	4	Conversion	IBPPAS42OR1	Business Model Canvas	4	6	Result (last time) or conversion	IBPPAS42OR1	Business Model Canvas	4	6											
	IBMDP211BR1	Leadership & Professional Development 2	4	2	IBMDP211BR1	2	Conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6	Result (last time) or conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6											
	IBMBAP117R1	Business Models; Principles	4	5	IBMBAP117R1	5	Conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6	Result / Not offered in 2021	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6											
	IBMBMA11BR1	Business Models; Applied	4	5	IBMBMA11BR1	5	Conversion	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6	Result / Not offered in 2022	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6											
	IBMRUS11BR1	Foreign language Russian A.1	1 & 2	3	IBMRUS11BR1	3	Result / Not offered in 2021	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6	Result / Not offered in 2022	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6											
	IBMRUS21BR1	Foreign language Russian A.2.1	3 & 4	3	IBMRUS21BR1	3	Result / Not offered in 2021	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6	Result / Not offered in 2022	IBPPAS42OR1	Professional and Academic skills Business Model Canvas	4	6											
Exam programme	RBS208-IBVT-II Cohort 2018-2020 (IB-IBM) (Last Year)																										
Year two	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC											
		IBMDP117R2		3	Result (last time)		IBMDP117R2	Leadership and Professional Development Module 3		1	3	Conversion	IBPPAS11BR2	IB Core PAS - Managing team process across cultures	1	4											
		IBMP111BR2		3	Result (last time)		IBMP111BR2	Venture Strategy		1	4	Conversion	IBPPAS11BR2	IB Core Business The Business Game	1	5											
		IBMTB11BR2		3	Result (last time)		IBMTB11BR2	Tools for International Business		1	4	Conversion	IBPPAS11BR2	IB Core Business Exporting Markets	1	5											
		IBMNG21BR2		3	Result (last time)		IBMNG21BR2	English Level 2 (Writing for professional purposes)		1	3	Conversion	IBPPAS22BR2	IB Core PAS - Advancing your critical foundation	2	4											
		IBMDUT11BR2		3	Result (last time)		IBMDUT11BR2	Dutch A2.2		1 & 2	3	Conversion	IBPELU21BR2	Elementary Language semester 3 (DU)	1 & 2	3											
		IBMDUT11BR2		3	Result / Not offered in 2021		IBMDUT11BR2	Dutch B1.1		3 & 4	3	Result / Not offered in 2022	IBMDUT11BR2	Dutch B1.1	3 & 4	3											
		IBMFRE11BR2		3	Result (last time)		IBMFRE11BR2	French A2.2		1 & 2	3	Conversion	IBPELU21BR2	Elementary Language semester 3 (FR)	1 & 2	3											
		IBMFRE11BR2		3	Result (last time)		IBMFRE11BR2	French B1.1		1 & 2 / 3 & 4	3	Conversion	IBPELU21BR2	Upper Intermediate semester 2 (FR)	3 & 4	4											
		IBMFRE11BR2		3	Result / Not offered in 2021		IBMFRE11BR2	French B1.2		3 & 4	3	Result / Not offered in 2022	IBMFRE11BR2	French B1.2	3 & 4	4											
		IBMGER11BR2		3	Result (last time)		IBMGER11BR2	German A2.2		1 & 2	3	Conversion	IBPELU21BR2	Elementary Language semester 3 (GE)	1 & 2	4											
		IBMGER11BR2		3	Result (last time)		IBMGER11BR2	German B1.1		1 & 2 / 3 & 4	3	Conversion	IBPELU21BR2	Upper Intermediate semester 2 (GE)	3 & 4	4											
		IBMGER11BR2		3	Result / Not offered in 2021		IBMGER11BR2	German B1.2		3 & 4	3	Result / Not offered in 2022	IBMGER11BR2	German B1.2	3 & 4	4											
		IBMSPH11BR2		3	Result (last time)		IBMSPH11BR2	Spanish A2.2		1 & 2	3	Conversion	IBPELP21BR2	Elementary Language semester 3 (SP)	1 & 2	4											
		IBMSPH11BR2		3	Result (last time)		IBMSPH11BR2	Spanish B1.1		1 & 2 / 3 & 4	3	Conversion	IBPELP21BR2	Upper Intermediate semester 2 (SP)	3 & 4	4											
		IBMSPH11BR2		3	Result / Not offered in 2021		IBMSPH11BR2	Spanish B1.2		3 & 4	3	Result / Not offered in 2022	IBMSPH11BR2	Spanish B1.2	3 & 4	4											
		IBMTMG117R2		5	Result (last time)		IBMTMG117R2	Tools for Managing Organizations and People		2	5	Conversion	IBPPAS11BR2	IB Core Business Business Case Development	2	5											
		IBMOAE117R2		5	Result (last time)		IBMOAE117R2	Organization Analysis and Entry Strategy		2	5	Conversion	IBPPAS11BR2	IB Core Business Business Case Development	2	5											
		IBMFCAB11BR2		4	Result (last time)		IBMFCAB11BR2	Cultures and Business (F incl. IBC negotiations)		2	4	Conversion	IBPPAS11BR2	IB Core PAS - Managing team process across cultures	1	4											
		IBMTD117R2		5	Result (last time)		IBMTD117R2	Tools for Digital Business		3	5	Result (last time) or conversion	IBPPAS11BR2	IB Core Business Planning & Implementation	3	5											
		IBMHP11BR2		5	Result (last time)		IBMHP11BR2	Implementation Plan		3	5	Result (last time) or conversion	IBPPAS11BR2	IB Core Business Planning & Implementation	3	5											
		IBMHPA11BR2		2	Result (last time)		IBMHPA11BR2	Leadership and Professional Development Module 4		2	3 & 4	Conversion	IBPPAS11BR2	IB Core PAS - Developing a professional profile	3	5											
		IBMFM21BR2		4	Result (last time)		IBMFM21BR2	International Project (IP, Collaboration, Research, PM)		1 & 2 & 4	4	Result (last time)	IBPPAS11BR2	IB Marketing International Specialization Project	1 & 2 & 3 & 4	2											
		IBMBSA117R2		5	Result (last time)		IBMBSA117R2	Business Models For Sustainable Future		4	5	Conversion	IBPPAS11BR2	IB Core PAS - Sustainable Business Innovation	4	5											
		IBMRUS11BR2		3	Result / Not offered in 2021		IBMRUS11BR2	Russian A2.2		1 & 2	3	Result / Not offered in 2022	IBMRUS11BR2	Russian A2.2	1 & 2	3											
		IBMRUS21BR2		3	Result / Not offered in 2021		IBMRUS21BR2	Russian B1.1		3 & 4	3	Result / Not offered in 2022	IBMRUS21BR2	Russian B1.1	3 & 4	3											
Exam programme	RBS208 Cohort 2018-2020 (IB-IBM)																										
Year three	Year 2021-2022	IB Core			Year 2022-2023	IB Core			Block	EC	Year 2022-2023	IB Core			Block	EC											
		IBPAF21BR3	Study Abroad		1 & 2	3	Result (last time) or conversion	IBPCC122R3	Exchange		1 & 2	3	Result (last time) or conversion	IBPCC122R3	Exchange	1 & 2	3										
		IBPPLC121R3	Internship		1 & 2	3	Result (last time) or conversion	IBPPLC122R3	Internship		1 & 2	3	Result (last time) or conversion	IBPPLC122R3	Internship	1 & 2	3										
		IBPAB121R3	IB-Core Advanced International Business I		3	6	Result (last time) or conversion	IBPAB122R3	IB-Core Advanced International Business I		3	6	Result (last time) or conversion	IBPAB122R3	IB-Core Advanced International Business I	3	6										
		IBPAB211R3	IB-Core Advanced International Business II		4	6	Result (last time) or conversion	IBPAB22R3	IB-Core Advanced International Business II		4	6	Result (last time) or conversion	IBPAB22R3	IB-Core Advanced International Business II	4	6										
		Specialisation: MAR			IBPVC121R3-M	3	9	Result	Specialisation: MAR		3	9	Result	IBPVC121R3-M	IB-Marketing Value Creation and Innovation I	3	9										
					IBPVC121R3-M	4	9	Result			4	9	Result	IBPVC121R3-M	IB-Marketing Value Creation and Innovation II	4	9										
		Specialisation: OBC			IBPVC121R3-O	3	9	Result	Specialisation: OBC		3	9	Result	IBPVC121R3-O	IB-OBC Value Creation and Innovation I	3	9										
					IBPVC121R3-O	4	9	Result			4	9	Result	IBPVC121R3-O	IB-OBC Value Creation and Innovation II	4	9										
Exam programme	RBS208 Cohort 2019-2020 (IB-IBM)																										
Year four	Year 2021-2022	IB Core			Year 2022-2023	IB Core			Block	EC	Year 2022-2023	IB Core			Block	EC											
		IBPCC122R3	Exchange		1 & 2	3	Result (last time) or conversion	IBPCC122R3	Exchange		1 & 2	3	Result (last time) or conversion	IBPCC122R3	Exchange	1 & 2	3										
		IBPPLC122R3	Internship		1 & 2	3	Result (last time) or conversion	IBPPLC122R3	Internship		1 & 2	3	Result (last time) or conversion	IBPPLC122R3	Internship	1 & 2	3										
		MINRBSCEC22	Field Lab Circular Economy and Business Innovation		1 & 2	3	Result (last time) or conversion	MINRBSCEC22	Field Lab Circular Economy and Business Innovation		1 & 2	3	Result (last time) or conversion	MINRBSCEC22	Field Lab Circular Economy and Business Innovation	1 & 2	3										
		MINRBSCE11BR8			3	7	Result (last time) or conversion	MINRBSCE11BR8			3	7	Result (last time) or conversion	MINRBSCE11BR8		3	7										
		MINRBSCE11FP5			3	5	Result (last time) or conversion	MINRBSCE11FP5			3	5	Result (last time) or conversion	MINRBSCE11FP5		3	5										
		MINRBSCE11BRH			3	5	Result (last time) or conversion	MINRBSCE11BRH			3	5	Result (last time) or conversion	MINRBSCE11BRH		3	5										
		MINRBSCE211FP8			3	8	Result (last time) or conversion	MINRBSCE211FP8			3	8	Result (last time) or conversion	MINRBSCE211FP8		3	8										
		MINRBSCE211TH			3	5	Result (last time) or conversion	MINRBSCE211TH			3	5	Result (last time) or conversion	MINRBSCE211TH		3	5										
		MINRBSREB11HP	Real Experience Borderless Entrepreneurial Learning		1 & 2	3	Result (last time) or conversion	MINRBSREB11HP	Real Experience Borderless Entrepreneurial Learning		1 & 2	3	Result (last time) or conversion	MINRBSREB11HP	Real Experience Borderless Entrepreneurial Learning	1 & 2	3										
		MINRBSREB117HP			15	15	Result (last time) or conversion	MINRBSREB117HP			15	15	Result (last time) or conversion	MINRBSREB117HP		15	15										
		MINRBSREB117HP			15	15	Result (last time) or conversion	MINRBSREB117HP			15	15	Result (last time) or conversion	MINRBSREB117HP		15	15										
		MINRBSFA11BR3	International Finance and Accounting		1 & 2	3	Result (last time) or conversion	MINRBSFA11BR3	International Finance and Accounting																		



CONVERSION TABLE IBMS - cohort 2017-2018		Version: July 27th 2022																		
Exam programme	RB517D-IBMYT-R Cohort 2017-2018 Diploma IBMS																			
	Year 2017-2018	EC	Year 2018-2019	EC	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC
Year one	IBMS011781	5	IBMS011781	1	IBMS011781	Getting Started	1	5	IBMS011781	1	Conversion	IBPPAS2201	Professional and Academic Skills External Environment	1	5	Reit	IBPPAS2201	Professional and Academic Skills External Environment	1	5
	IBMSU11781	5	IBMSU11781	5	IBMSU11781	Business Understanding	1	5	IBMSU11781	5	Conversion	IBPBU12081	Introduction to International Business	1	6	Reit	IBPBU12081	Introduction to International Business	1	6
Year two	IBMNG11781	4	IBMNG11781	4	IBMNG11781	English	1&2	4	IBMNG11781	4	Conversion	IBPPAS2201	Professional and Academic Skills External Environment, only IB&C	2	6	Reit	IBPPAS2201	Professional and Academic Skills External Environment, only IB&C	2	6
	IBMBEP11781	5	IBMBEP11781	5	IBMBEP11781	International Business Environment: Principles	2	5	IBMBEP11781	5	Conversion	IBPEEN1201	External Environment	2	6	Reit (last time) or conversion	IBPEEN1201	External Environment	2	6
Year three	IBMCA11781	3	IBMCA11781	3	IBMCA11781	Foreign language Dutch A.1	1&2	3	IBMCA11781	3	Conversion	IBPELU2121	Elementary Language semester 1 (DU)	1&2	4	Reit	IBPELU2121	Elementary Language semester 1 (DU)	1&2	4
	IBMCA21781	3	IBMCA21781	3	IBMCA21781	Foreign language Dutch A.2.1	1&2	3	IBMCA21781	3	Conversion	IBPELU2121	Elementary Language semester 2 (DU)	1&2	4	Reit	IBPELU2121	Elementary Language semester 2 (DU)	1&2	4
Year four	IBMCA31781	3	IBMCA31781	3	IBMCA31781	Foreign language Dutch A.2.2	1&2	3	IBMCA31781	3	Conversion	IBPELU2121	Elementary Language semester 3 (DU)	1&2	4	Reit	IBPELU2121	Elementary Language semester 3 (DU)	1&2	4
	IBMCA41781	3	IBMCA41781	3	IBMCA41781	Foreign language Dutch A.2.3	1&2	3	IBMCA41781	3	Conversion	IBPELU2121	Elementary Language semester 4 (DU)	1&2	4	Reit	IBPELU2121	Elementary Language semester 4 (DU)	1&2	4
Year five	IBMGER11781	3	IBMGER11781	3	IBMGER11781	Foreign language German A.1	1&2	3	IBMGER11781	3	Conversion	IBPELU2121	Elementary Language semester 1 (GE)	1&2	4	Reit	IBPELU2121	Elementary Language semester 1 (GE)	1&2	4
	IBMGER21781	3	IBMGER21781	3	IBMGER21781	Foreign language German A.2.1	1&2	3	IBMGER21781	3	Conversion	IBPELU2121	Elementary Language semester 2 (GE)	1&2	4	Reit	IBPELU2121	Elementary Language semester 2 (GE)	1&2	4
Year six	IBMGER31781	3	IBMGER31781	3	IBMGER31781	Foreign language German A.2.2	1&2	3	IBMGER31781	3	Conversion	IBPELU2121	Elementary Language semester 3 (GE)	1&2	4	Reit	IBPELU2121	Elementary Language semester 3 (GE)	1&2	4
	IBMGER41781	3	IBMGER41781	3	IBMGER41781	Foreign language German A.2.3	1&2	3	IBMGER41781	3	Conversion	IBPELU2121	Elementary Language semester 4 (GE)	1&2	4	Reit	IBPELU2121	Elementary Language semester 4 (GE)	1&2	4
Year seven	IBMSPA11781	3	IBMSPA11781	3	IBMSPA11781	Foreign language Spanish A.1	1&2	3	IBMSPA11781	3	Conversion	IBPELU2121	Elementary Language semester 1 (SP)	1&2	4	Reit	IBPELU2121	Elementary Language semester 1 (SP)	1&2	4
	IBMSPA21781	3	IBMSPA21781	3	IBMSPA21781	Foreign language Spanish A.2.1	1&2	3	IBMSPA21781	3	Conversion	IBPELU2121	Elementary Language semester 2 (SP)	1&2	4	Reit	IBPELU2121	Elementary Language semester 2 (SP)	1&2	4
Year eight	IBMSPA31781	3	IBMSPA31781	3	IBMSPA31781	Foreign language Spanish A.2.2	1&2	3	IBMSPA31781	3	Conversion	IBPELU2121	Elementary Language semester 3 (SP)	1&2	4	Reit	IBPELU2121	Elementary Language semester 3 (SP)	1&2	4
	IBMSPA41781	3	IBMSPA41781	3	IBMSPA41781	Foreign language Spanish A.2.3	1&2	3	IBMSPA41781	3	Conversion	IBPELU2121	Elementary Language semester 4 (SP)	1&2	4	Reit	IBPELU2121	Elementary Language semester 4 (SP)	1&2	4
Year nine	IBMPP11781	2	IBMPP11781	2	IBMPP11781	Project Management	2	2	IBMPP11781	2	Conversion	IBPPAS2201	Professional and Academic Skills Internal Environment	3	2	Reit / Not offered in 2022	IBPPAS2201	Professional and Academic Skills Internal Environment	3	2
	IBMPP21781	2	IBMPP21781	2	IBMPP21781	Leadership & Professional Development 1	2	2	IBMPP21781	2	Conversion	IBPPAS2201	Professional and Academic Skills Introduction to IB	1	6	Reit	IBPPAS2201	Professional and Academic Skills Introduction to IB	1	6
Year ten	IBMPP31781	6	IBMPP31781	6	IBMPP31781	Internal Organization Analysis, Principles	3	6	IBMPP31781	6	Conversion	IBPEEN1201	Internal Environment	3	6	Reit (last time) or conversion	IBPEEN1201	Internal Environment	3	6
	IBMPP41781	4	IBMPP41781	4	IBMPP41781	Internal Organization Analysis, Applied	3	4	IBMPP41781	4	Conversion	IBPEEN1201	Internal Environment	3	6	Reit (last time) or conversion	IBPEEN1201	Internal Environment	3	6
Year eleven	IBMPP51781	2	IBMPP51781	2	IBMPP51781	Leadership & Professional Development 2	4	2	IBMPP51781	2	Conversion	IBPPAS2201	Professional and Academic skills Business Model Canvas	4	6	Reit	IBPPAS2201	Professional and Academic skills Business Model Canvas	4	6
	IBMPP61781	5	IBMPP61781	5	IBMPP61781	Business Models, Principles	4	5	IBMPP61781	5	Conversion	IBPPAS2201	Business Model Canvas	4	6	Reit (last time) or conversion	IBPPAS2201	Business Model Canvas	4	6
Year twelve	IBMPP71781	5	IBMPP71781	5	IBMPP71781	Business Models, Applied	4	5	IBMPP71781	5	Conversion	IBPPAS2201	Professional and Academic skills Business Model Canvas	4	6	Reit	IBPPAS2201	Professional and Academic skills Business Model Canvas	4	6









CONVERSION TABLE IBMS - cohort 2012-2013																										
Version: July 2016 (01)																										
HE120-IBMS-6 Cohort 2012-2013 (IBMS) (IBMS)																										
Exam programme	Year 2012-2013	EC	Year 2013-2014	EC	Year 2014-2015	EC	Year 2015-2016	EC	Year 2016-2017	EC	Year 2017-2018	EC	Year 2018-2019	EC	Year 2019-2020	EC	Year 2020-2021	EC	Year 2021-2022	EC	Year 2022-2023	EC	Year 2023-2024	EC	Year 2024-2025	EC
Year one	IBMS101	IBMS102	IBMS103	IBMS104	IBMS105	IBMS106	IBMS107	IBMS108	IBMS109	IBMS110	IBMS111	IBMS112	IBMS113	IBMS114	IBMS115	IBMS116	IBMS117	IBMS118	IBMS119	IBMS120	IBMS121	IBMS122	IBMS123	IBMS124	IBMS125	IBMS126
Exam programme	HE120-IBMS-6 Cohort 2012-2013 (IBMS) (IBMS)																									
Year one	IBMS101	IBMS102	IBMS103	IBMS104	IBMS105	IBMS106	IBMS107	IBMS108	IBMS109	IBMS110	IBMS111	IBMS112	IBMS113	IBMS114	IBMS115	IBMS116	IBMS117	IBMS118	IBMS119	IBMS120	IBMS121	IBMS122	IBMS123	IBMS124	IBMS125	IBMS126
Year two	IBMS201	IBMS202	IBMS203	IBMS204	IBMS205	IBMS206	IBMS207	IBMS208	IBMS209	IBMS210	IBMS211	IBMS212	IBMS213	IBMS214	IBMS215	IBMS216	IBMS217	IBMS218	IBMS219	IBMS220	IBMS221	IBMS222	IBMS223	IBMS224	IBMS225	IBMS226
Year three	IBMS301	IBMS302	IBMS303	IBMS304	IBMS305	IBMS306	IBMS307	IBMS308	IBMS309	IBMS310	IBMS311	IBMS312	IBMS313	IBMS314	IBMS315	IBMS316	IBMS317	IBMS318	IBMS319	IBMS320	IBMS321	IBMS322	IBMS323	IBMS324	IBMS325	IBMS326
Year four	IBMS401	IBMS402	IBMS403	IBMS404	IBMS405	IBMS406	IBMS407	IBMS408	IBMS409	IBMS410	IBMS411	IBMS412	IBMS413	IBMS414	IBMS415	IBMS416	IBMS417	IBMS418	IBMS419	IBMS420	IBMS421	IBMS422	IBMS423	IBMS424	IBMS425	IBMS426





**Part two**

Cohort 2019-2020      IB:IBA

Cohort 2018-2019      IB:IBA

Cohort 2017-2018      TMA

Cohort 2016-2017      TMA

Cohort 2015-2016      TMA

Cohort 2014-2015      TMA

Cohort 2013-2014      TMA

CONVERSION TABLE IB-IBA - Cohort 2019-2020																																	
Version July 29th 2022																																	
Exam program	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title																			
															Year 2019-2020	Year 2020-2021	Year 2021-2022	Year 2022-2023															
Exam program RBS190-BAVIT Cohort 2019-2020 (IB-IBA)	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title																			
															IBAAP11R1	Professional Challenge: Asia, the bigger picture (economic, social and political developments), part 1	1	6	Resit	3	6	Conversion	IBPPAS20R1	Professional and Academic Skills External Environment	2	6	Resit	IBPPAS20R1	Professional and Academic Skills External Environment	2	6		
															IBAAP21R1	Professional Challenge: Asia, the bigger picture (economic, social and political developments), part 2	1	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3		
															IBAEI01R1	Country Expertise Track: Japan (Language, Society, History & Culture) - 1	1	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3		
															IBAEI01R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 1	1	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3		
															IBAECH01R1	Country Expertise Track: China (Language, Society, History & Culture) - 1	1	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3		
															IBAECH01R2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 1	1	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	3		
															IBAEUM01R1	Professional Challenge: The European Market (Basic Business Knowledge), part 1	2	6	Resit	3	6	Conversion	IBPPAS20R1	Professional and Academic Skills Internal Environment	3	6	Resit	IBPPAS20R1	Professional and Academic Skills Internal Environment	3	6		
															IBAEUM11R1	Professional Challenge: The European Market (Basic Business Knowledge), part 2	2	3	Resit	3	3	Conversion	IBPEN120R1	Internal Environment	3	6	Resit (last time) or conversion	IBPEN122R1	Internal Environment	3	6		
															IBAEAO2R1	Country Expertise Track: Japan (Language, Society, History & Culture) - 2	2	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAEAO2R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 2	2	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAECH02R1	Country Expertise Track: China (Language, Society, History & Culture) - 2	2	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAECH02R1	Country Expertise Track: China (Language level 2, Society, History & Culture) - 2	2	3	Resit	3	3	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAPPD01R1	Personal and professional development	2	4	Resit	4	4	Conversion	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6	Resit	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6		
															IBAEAO3R1	Country Expertise Track: Japan (Language, Society, History & Culture) - 3	2	2	Resit	2	2	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAEAO3R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 3	2	2	Resit	2	2	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit / Not offered in 2022	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAECH03R1	Country Expertise Track: China (Language, Society, History & Culture) - 3	2	2	Resit	2	2	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAECH03R1	Country Expertise Track: China (Language level 2, Society, History & Culture) - 3	2	2	Resit	2	2	Conversion	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6	2	4	Resit	IBPELA121R1	Elementary Language semester 1 (IA) A1.1	1	6
															IBAMRA01R1	Professional Challenge: Market Research in Asia (Consumer Behaviour, Consumption Culture, Competitive Landscape), part 1	3	6	Resit	6	6	Conversion	IBPPAS120R1	Professional and Academic Skills Introduction to business	1	6	Resit	IBPPAS120R1	Professional and Academic Skills Introduction to business	1	6		
															IBAMRA11R1	Professional Challenge: Market Research in Asia (Consumer Behaviour, Consumption Culture, Competitive Landscape), part 2	3	3	Resit	3	3	Conversion	IBPEN120R1	External Environment	2	6	Resit (last time) or conversion	IBPEN122R1	External Environment	2	6		
															IBAEAO4R1	Country Expertise Track: Japan (Language, Society, History & Culture) - 4	3	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA/IA) A1	3	6	4	Resit	IBPELA221R1	Elementary Language semester 2 (IA/IA) A1	3	6	
															IBAEAO4R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 4	3	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA/IA) A1	3	3	Resit / Not offered in 2022	IBAEI04R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 4	3	3		
															IBAECH04R1	Country Expertise Track: China (Language, Society, History & Culture) - 4	3	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	4	Resit	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	
															IBAECH04R1	Country Expertise Track: China (Language level 2, Society, History & Culture) - 4	3	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	4	Resit	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	
															IBABBR01R1	Professional Challenge: Building Bridges (Professional Skills & Competences as an Added Value), part 1	4	3	Resit	3	3	Conversion	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6	Resit	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6		
															IBABBR11R1	Professional Challenge: Building Bridges (Professional Skills & Competences as an Added Value), part 2	4	3	Resit	3	3	Conversion	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6	Resit (last time) or conversion	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6		
															IBAEAO5R1	Country Expertise Track: Japan (Language, Society, History & Culture) - 5	4	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	4	Resit	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	
															IBAEAO5R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 5	4	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA) A1	4	3	Resit / Not offered in 2022	IBAEI05R1	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 5	4	3		
															IBAECH05R1	Country Expertise Track: China (Language, Society, History & Culture) - 5	4	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	4	Resit	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	
															IBAECH05R1	Country Expertise Track: China (Language level 2, Society, History & Culture) - 5	4	3	Resit	3	3	Conversion	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	4	Resit	IBPELA221R1	Elementary Language semester 2 (IA) A1	3	6	
Exam program RBS208-BAVIT E Cohort 2019-2020 (IB-IBA)	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title																			
															IBASUC01R2	Resit (last time)	5	Resit (last time)	5	5	Conversion	IBPENT121R2-C	IB Commerce Entrepreneurship & Import	1	6	2	6						
															IBASUC11R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBPEM121R2	IB Core Business Exploring Markets	1	5	Resit	IBPEM121R2	IB Core Business Exploring Markets	1	5			
															IBAEI01R2	Resit (last time)	2	Resit (last time)	2	2	Conversion	IBPELA121R2	Elementary Language semester 2 (IA) A2.1	1	2	Conversion	IBPELA121R2	Elementary Language semester 2 (IA) A2.1	1	2			
															IBAEI01R2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAEI01R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 1	1	2	Resit / Not offered in 2022	IBAEI01R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 1	1	2			
															IBAECH01R2	Resit (last time)	2	Resit (last time)	2	2	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	1	2	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	1	2			
															IBAECH01R2L2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAECH01R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 1	1	2	Resit / Not offered in 2022	IBAECH01R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 1	1	2			
															IBAFRE01R2	Resit (last time)	5	Resit (last time)	5	5	Conversion	IBAFRE01R2	Import enterprise: Foundational Research, part 1	2	5	Conversion	IBPENT121R2-C	IB Commerce Entrepreneurship & Import	1	6			
															IBAFRE11R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBAFRE11R2	Import enterprise: Foundational Research, part 2	2	4	Conversion	IBPBC121R2	IB Core Business Planning & Implementation	2	5			
															IBAEAO2R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBAEAO2R2	Country Expertise Track: Japan (Language, Society, History & Culture) - 2	2	4	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	1	6			
															IBAEAO2R2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAEAO2R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 2	2	4	Resit / Not offered in 2022	IBAEAO2R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 2	2	4			
															IBAECH02R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	2	4	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	1	6			
															IBAECH02R2L2	Resit / Not offered in 2021	4	Resit / Not offered in 2021	4	4	Conversion	IBAECH02R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 2	2	4	Resit / Not offered in 2022	IBAECH02R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 2	2	4			
															IBADY01R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBADY01R2	Import enterprise: Developing your business	2	4	Conversion	IBPBC121R2	IB Core Business Planning & Implementation	2	5			
															IBAEI03R2	Resit (last time)	2	Resit (last time)	2	2	Conversion	IBAEI03R2	Country Expertise Track: Japan (Language, Society, History & Culture) - 3	2	2	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	1	6			
															IBAEI03R2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAEI03R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 3	2	2	Resit / Not offered in 2022	IBAEI03R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 3	2	2			
															IBAECH03R2	Resit (last time)	2	Resit (last time)	2	2	Conversion	IBAECH03R2	Country Expertise Track: China (Language, Society, History & Culture) - 3	2	2	Conversion	IBPELA321R2	Elementary Language semester 3 (IA) A2.1	1	6			
															IBAECH03R2L2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAECH03R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 3	2	2	Resit / Not offered in 2022	IBAECH03R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 3	2	2			
															IBAMAS01R2	Resit (last time)	5	Resit (last time)	5	5	Conversion	IBAMAS01R2	Import Enterprise: Marketing & Sales, part 1	3	5	Conversion	IBPSAL121R2-C	IB Commerce - Sales	3	6			
															IBAMAS11R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBAMAS11R2	Import Enterprise: Marketing & Sales, part 2	3	4	Conversion	IBPAC121R2-M	IB Marketing - Marketing Communication	3	5			
															IBAEI04R2	Resit (last time)	2	Resit (last time)	2	2	Conversion	IBAEI04R2	Country Expertise Track: Japan (Language, Society, History & Culture) - 4	3	2	Conversion	IBPELA422R2	Elementary Language semester 4 (IA) A2	3	6			
															IBAEI04R2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAEI04R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 4	3	2	Resit / Not offered in 2022	IBAEI04R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 4	3	2			
															IBAECH04R2	Resit (last time)	2	Resit (last time)	2	2	Conversion	IBAECH04R2	Country Expertise Track: China (Language, Society, History & Culture) - 4	3	2	Conversion	IBPELA422R2	Elementary Language semester 4 (IA) A2	3	6			
															IBAECH04R2L2	Resit / Not offered in 2021	2	Resit / Not offered in 2021	2	2	Conversion	IBAECH04R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 4	3	2	Resit / Not offered in 2022	IBAECH04R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 4	3	2			
															IBAFAR01R2	Resit (last time)	5	Resit (last time)	5	5	Conversion	IBAFAR01R2	Import enterprise: Finalizing & Reflection, part 1	4	5	Conversion	IBPSAL121R2-C	IB Commerce - Sales	3	6			
															IBAFAR11R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBAFAR11R2	Import enterprise: Finalizing & Reflection, part 2	4	4	Conversion	IBPBI122R2	IB Core Business Planning & Implementation	3	5			
															IBAEAO5R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBAEAO5R2	Country Expertise Track: Japan (Language, Society, History & Culture) - 5	4	4	Conversion	IBPELA422R2	Elementary Language semester 4 (IA) A2	3	6			
															IBAEAO5R2	Resit / Not offered in 2021	4	Resit / Not offered in 2021	4	4	Conversion	IBAEAO5R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 5	4	4	Resit / Not offered in 2022	IBAEAO5R2	Country Expertise Track: Indonesia (Language, Society, History & Culture) - 5	4	4			
															IBAECH05R2	Resit (last time)	4	Resit (last time)	4	4	Conversion	IBAECH05R2	Country Expertise Track: China (Language, Society, History & Culture) - 5	4	4	Conversion	IBPELA422R2	Elementary Language semester 4 (IA) A2	3	6			
															IBAECH05R2L2	Resit / Not offered in 2021	4	Resit / Not offered in 2021	4	4	Conversion	IBAECH05R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 5	4	4	Resit / Not offered in 2022	IBAECH05R2L2	Country Expertise Track: China (Language level 2, Society, History & Culture) - 5	4	4			
Exam program RBS208-BAVIT E Cohort 2019-2020 (IB-IBA)	Year 2019-2020	Title	Block	EC	Year 2020-2021	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title																			
															IBPSAP121R3	Period Abroad / Internship or Study Abroad	1	2	30	Resit (last time) or conversion	IBPXC122R3	Exchange	1	2	30								
															IBPPLC121R3	Internship	3	6	30	Resit (last time) or conversion	IBPPLC122R3	Internship	3	6	30								
															Exam program RBS208-BAVIT E Cohort 2019-2020 (IB-IBA)																		













**Part three**

Cohort 2019-2020      IB:IBL

Cohort 2018-2019      IB:IBL

Cohort 2017-2018      IBL

Cohort 2016-2017      IBL

Cohort 2015-2016      IBL

Cohort 2014-2015      IBL

Cohort 2013-2014 to 2016-2016 IBL Dutch stream



CONVERSION TABLE IB-IBL - cohort 2019-2019																											
Version: July 20th 2022																											
Exam program	IB-IBL - Cohort 2019-2019																										
Year 2019-2020	EC	Year 2019-2020	Title	Block	EC	Year 2020-2021	Course code	Title	Block	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC		
IBU1811791	6	IBU1811791	Introduction to business	1	6	Rest (last time)	IBU1811791	Introduction to business	1	6	Conversion	IBP012091	Introduction to International Business	1	6	Rest	IBP012091	Introduction to International Business	1	6	Rest	IBP012091	Introduction to International Business	1	6	Rest	IBP012091
IBU1811791	1.6, 2	IBU1811791	Professional Identity semester 1	1.6, 2	6	Rest (last time)	IBU1811791	Professional Identity semester 1	1.6, 2	6	Conversion	IBP012091 or IBP012091	Professional Identity Introduction to IB or Professional Identity External Environment	1.6, 2	6	Rest	IBP012091 or IBP012091	Professional Identity Introduction to IB or Professional Identity External Environment	1.6, 2	6	Rest	IBP012091 or IBP012091	Professional Identity Introduction to IB or Professional Identity External Environment	1.6, 2	6	Rest	IBP012091 or IBP012091
IBU1811791	2	IBU1811791	International Environment	2	6	Rest (last time)	IBU1811791	International Environment	2	6	Conversion	IBP012091	International Environment	2	6	Rest (last time) or conversion	IBP012091	International Environment	2	6	Rest	IBP012091	International Environment	2	6	Rest	IBP012091
IBU1811791	2	IBU1811791	Corporate Social Responsibility	2	6	Rest (last time)	IBU1811791	Corporate Social Responsibility	2	6	Rest, no conversion	IBU1811791	Corporate Social Responsibility	2	6	Rest, no conversion	IBU1811791	Corporate Social Responsibility	2	6	Rest, no conversion	IBU1811791	Corporate Social Responsibility	2	6	Rest, no conversion	IBU1811791
IBU1811791	3	IBU1811791	Organizational Environment	3	6	Rest (last time)	IBU1811791	Organizational Environment	3	6	Conversion	IBP012091	Organizational Environment	3	6	Rest (last time) or conversion	IBP012091	Organizational Environment	3	6	Rest (last time) or conversion	IBP012091	Organizational Environment	3	6	Rest (last time) or conversion	IBP012091
IBU1811791	3.8, 4	IBU1811791	Professional Identity semester 2	3.8, 4	6	Rest (last time)	IBU1811791	Professional Identity semester 2	3.8, 4	6	Conversion	IBP012091 or IBP012091	Professional Identity Internal Environment or Professional Identity Business Model Canvas	3.8, 4	6	Rest	IBP012091 or IBP012091	Professional Identity Internal Environment or Professional Identity Business Model Canvas	3.8, 4	6	Rest	IBP012091 or IBP012091	Professional Identity Internal Environment or Professional Identity Business Model Canvas	3.8, 4	6	Rest	IBP012091 or IBP012091
IBU1811791	4	IBU1811791	International Marketing	4	6	Rest (last time)	IBU1811791	International Marketing	4	6	Conversion	IBP012091	Business Model Canvas	4	6	Rest (last time) or conversion	IBP012091	Business Model Canvas	4	6	Rest	IBP012091	Business Model Canvas	4	6	Rest	IBP012091

Exam program	IB-IBL - Cohort 2019-2019																										
Year 2019-2020	EC	Year 2019-2020	Title	Block	EC	Year 2020-2021	Course code	Title	Block	EC	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC		
IBU1811881	4	IBU1811881	Medium Language semester 1 French semester 1 (A1)	2	4	Rest (last time)	IBU1811881	Medium Language semester 1 French semester 1 (A1)	2	4	Conversion	IBP012191	Elementary Language semester 1 French (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 French (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 French (A1)	1.6, 2	4	Rest	IBP012191
IBU1811881	2	IBU1811881	Medium Language semester 1 Spanish semester 1 (A1)	2	4	Rest (last time)	IBU1811881	Medium Language semester 1 Spanish semester 1 (A1)	2	4	Conversion	IBP012191	Elementary Language semester 1 Spanish (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 Spanish (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 Spanish (A1)	1.6, 2	4	Rest	IBP012191
IBU1811881	2	IBU1811881	Medium Language semester 1 German semester 1 (A1)	2	4	Rest (last time)	IBU1811881	Medium Language semester 1 German semester 1 (A1)	2	4	Conversion	IBP012191	Elementary Language semester 1 German (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 German (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 German (A1)	1.6, 2	4	Rest	IBP012191
IBU1811881	2	IBU1811881	Medium Language semester 1 Dutch semester 1 (A1)	2	4	Rest (last time)	IBU1811881	Medium Language semester 1 Dutch semester 1 (A1)	2	4	Conversion	IBP012191	Elementary Language semester 1 Dutch (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 Dutch (A1)	1.6, 2	4	Rest	IBP012191	Elementary Language semester 1 Dutch (A1)	1.6, 2	4	Rest	IBP012191
IBU1811881	4	IBU1811881	Medium Level German - semester 2 (A2)	4	4	Rest (last time)	IBU1811881	Medium Level German - semester 2 (A2)	4	4	Conversion	IBP012191	Elementary Language semester 2 German (A2.1)	3.6, 4	4	Rest	IBP012191	Elementary Language semester 2 German (A2.1)	3.6, 4	4	Rest	IBP012191	Elementary Language semester 2 German (A2.1)	3.6, 4	4	Rest	IBP012191
IBU1811881	5	IBU1811881	High Level German - semester 1 (A2) - only written exam, conversations and texts and videos	2	5	Rest (last time)	IBU1811881	High Level German - semester 1 (A2) - only written exam, conversations and texts and videos	2	5	Conversion	IBP012191	Upper Intermediate Language semester 1 German (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 German (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 German (A2)	3.6, 4	4	Rest	IBP012191
IBU1811881	4	IBU1811881	Medium Level Spanish - semester 2 (A2)	4	4	Rest (last time)	IBU1811881	Medium Level Spanish - semester 2 (A2)	4	4	Conversion	IBP012191	Elementary Language semester 2 Spanish (A2.1)	3.6, 4	4	Rest	IBP012191	Elementary Language semester 2 Spanish (A2.1)	3.6, 4	4	Rest	IBP012191	Elementary Language semester 2 Spanish (A2.1)	3.6, 4	4	Rest	IBP012191
IBU1811881	2	IBU1811881	High Level Spanish - semester 1 (A2) - only written exam, conversations and texts and videos	2	5	Rest (last time)	IBU1811881	High Level Spanish - semester 1 (A2) - only written exam, conversations and texts and videos	2	5	Conversion	IBP012191	Upper Intermediate Language semester 1 Spanish (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 Spanish (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 Spanish (A2)	3.6, 4	4	Rest	IBP012191
IBU1811881	4	IBU1811881	Medium Level French - semester 2 (A2)	4	4	Rest (last time)	IBU1811881	Medium Level French - semester 2 (A2)	4	4	Conversion	IBP012191	Elementary Language semester 2 French (A2.1)	3.6, 4	4	Rest	IBP012191	Elementary Language semester 2 French (A2.1)	3.6, 4	4	Rest	IBP012191	Elementary Language semester 2 French (A2.1)	3.6, 4	4	Rest	IBP012191
IBU1811881	5	IBU1811881	High Level French - semester 1 (A2) - only written exam, conversations and texts and videos	2	5	Rest (last time)	IBU1811881	High Level French - semester 1 (A2) - only written exam, conversations and texts and videos	2	5	Conversion	IBP012191	Upper Intermediate Language semester 1 French (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 French (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 French (A2)	3.6, 4	4	Rest	IBP012191
IBU1811881	4	IBU1811881	Dutch Medium level semester 2 (B2) oral AND/OR written exam	4	4	Rest (last time)	IBU1811881	Dutch Medium level semester 2 (B2) oral AND/OR written exam	4	4	Conversion	IBP012191	Upper Intermediate Language semester 1 French (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 French (A2)	3.6, 4	4	Rest	IBP012191	Upper Intermediate Language semester 1 French (A2)	3.6, 4	4	Rest	IBP012191











**Part four**

Cohort 2019-2020      IB:IBS

Cohort 2018-2019      IB:IBS





**Part five**

Cohort 2021-2022      IB:FT spec.

Cohort 2020-2021      IB:FT spec.

Cohort 2019-2020      IB: FT IB:IBM / IB:IBS / IB:IBA / IB:IBL

Cohort 2018-2019      IB: FT IB:IBM / IB:IBS / IB:IBA / IB:IBL

CONVERSION TABLE FT IB spec. - cohort 2021-2022											Version: July 28th 2022					
Exam programme	FT Cohort 2021-2022															
	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC						
FT Year one	<b>IB Core</b>					<b>IB Core</b>										
		IBPACT121FT1	Academic Writing and Critical Thinking	1	4	Resit	IBPACT121FT1	Academic Writing and Critical Thinking	1	4						
		IBPQRM121FT1	Qualitative Research Methods	1	4	Resit	IBPQRM121FT1	Qualitative Research Methods	1	4						
		IBPPD120FT1	Professional Development I	1 & 2	2	Resit	IBPPD120FT1	Professional Development I	1 & 2	2						
		IBPPMC119FT1	Project Management and Collaboration I	1 & 2	2	Resit	IBPPMC119FT1	Project Management and Collaboration I	1 & 2	2						
		IBPIBA121FT1	International Business Awareness	2	5	Resit	IBPIBA121FT1	International Business Awareness	2	5						
		IBPQMI121FT1	Quantitative Research Methods And Management of Information	2	5	Resit	IBPQMI121FT1	Quantitative Research Methods And Management of Information	2	5						
		IBPPD220FT1	Professional Development II	3 & 4	3	Resit	IBPPD220FT1	Professional Development II	3 & 4	3						
		IBPPMC219FT1	Project Management and Collaboration II	3 & 4	3	Resit	IBPPMC219FT1	Project Management and Collaboration II	3 & 4	3						
		IBPMDP121FT1	Marketing and Distribution Plan	3	5	Resit	IBPMDP121FT1	Marketing and Distribution Plan	3	5						
		IBPIA121FT1	Internal Environment Analysis	3	6	Resit	IBPIA121FT1	Internal Environment Analysis	3	6						
		IBPIES121FT1	International Entry Strategy	4	6	Resit	IBPIES121FT1	International Entry Strategy	4	6						
		IBPBG121FT1	Business Game	4	5	Resit	IBPBG121FT1	Business Game	4	5						
		<b>Languages</b>					<b>Languages</b>									
		IBPETS119FT1	Expert Track (Language, Society, History & Culture), part 1 Spanish	1 & 2	5	Resit	IBPETS119FT1	Expert Track (Language, Society, History & Culture), part 1 Spanish	1 & 2	5						
		IBPETD119FT1	Expert Track (Language, Society, History & Culture), part 1 Dutch	1 & 2	5	Resit	IBPETD119FT1	Expert Track (Language, Society, History & Culture), part 1 Dutch	1 & 2	5						
		IBPETM119FT1	Expert Track (Language, Society, History & Culture), part 1 Mandarin	1 & 2	5	Resit	IBPETM119FT1	Expert Track (Language, Society, History & Culture), part 1 Mandarin	1 & 2	5						
		IBPETS219FT1	Expert Track (Language, Society, History & Culture), part 4 & 5 Spanish	3 & 4	5	Resit	IBPETS219FT1	Expert Track (Language, Society, History & Culture), part 4 & 5 Spanish	3 & 4	5						
		IBPETD219FT1	Expert Track (Language, Society, History & Culture), part 4 & 5 Dutch	3 & 4	5	Resit	IBPETD219FT1	Expert Track (Language, Society, History & Culture), part 4 & 5 Dutch	3 & 4	5						
		IBPETM219FT1	Expert Track (Language, Society, History & Culture), part 4 & 5 Mandarin	3 & 4	5	Resit	IBPETM219FT1	Expert Track (Language, Society, History & Culture), part 4 & 5 Mandarin	3 & 4	5						
Exam programme	FT Cohort 2021-2022															
	Year 2021-2022	Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC						
FT Year two							IBPCS119FT2	Corporate Strategy	1	5						
							IBPIT119FT2	International Trade and Consultancy I	1	4						
							IBPPD319FT2	Professional Development III	1 & 2	3						
							IBPPD319FT2	Expert Track (Language, Society, History & Culture) part I & III Dutch	1 & 2	4						
							IBPETS319FT2	Expert Track (Language, Society, History & Culture) part I & III Spanish	1 & 2	4						
							IBPETM319FT2	Expert Track (Language, Society, History & Culture) part I & III Mandarin	1 & 2	4						
							IBPID119FT2	Innovation and Digitalization	2	5						
							IBPIT219FT2	International Trade and Consultancy II	2	4						
							IBPESR120FT2	ESR	1	3						
							IBPCP120FT2	Cultural Proficiency	2	2						
							IBPPLC122R3	Internship	3 & 4	30						
							IBPBCC221FT2	Business Communication and Correspondence	1	4						
								<b>Specialisation: Marketing</b>								
								Value Creation I	1	7						
								<b>Specialisation: Supply Chain</b>								
								International Project and Lean Six Sigma	1	7						
								<b>Specialisation: Organisation &amp; Change</b>								
								Value Creation and Innovation I	1	7						
								<b>Specialisation: Marketing</b>								
								Value Creation II	2	7						
							<b>Specialisation: Supply Chain</b>									
							SCM and Technology	2	7							
							<b>Specialisation: Organisation &amp; Change</b>									
							Value Creation and Innovation II	2	7							







**Part six**

Cohort 2021-2022      IB: IB

Cohort 2020-2021      IB: IB

CONVERSION TABLE IB cohort 2021-2022												
Version: July 27th 2022												
Exam programme	EC	Year 2021-2022	RBS210-IBVT-R	Cohort 2021-2022 (IB spec.)			EC	Year 2022-2023	RBS210-IBVT-R	Cohort 2021-2022 (IB spec.)		
			Course code	Title	Block			Course code	Title	Block	EC	
Year 1			<b>IB Core</b>					<b>IB Core</b>				
	6		IBIBU120R1	Introduction to International Business	1	6	Resit	IBIBU120R1	Introduction to International Business	1	6	
	6		IBPAS120R1	Professional and Academic Skills Introduction to IB	1	6	Resit	IBPAS120R1	Professional and Academic Skills Introduction to IB	1	6	
	6		IBPEN120R1	External Environment	2	6	Resit (last time) or conversion	IBPEN122R1	External Environment	2	6	
	6		IBPAS220R1	Professional and Academic Skills External Environment	2	6	Resit	IBPAS220R1	Professional and Academic Skills External Environment	2	6	
	6		IBPEN120R1	Internal Environment	3	6	Resit (last time) or conversion	IBPEN122R1	Internal Environment	3	6	
	6		IBPAS320R1	Professional and Academic Skills Internal Environment	3	6	Resit	IBPAS320R1	Professional and Academic Skills Internal Environment	3	6	
	6		IBBMC120R1	Business Model Canvas	4	6	Resit (last time) or conversion	IBBMC122R1	Business Model Canvas	4	6	
	6		IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6	Resit	IBPPAS420R1	Professional and Academic skills Business Model Canvas	4	6	
			<b>Languages</b>					<b>Languages</b>				
	4		IBPELFR121R1/IBPELSP121R1/IBPELGE121R1/IBPELDU121R1	Elementary Language semester 1 (FR/SP/GE/DU)	1 & 2	4	Resit	IBPELFR121R1/IBPELSP121R1/IBPELGE121R1/IBPELDU121R1	Elementary Language semester 1 (FR/SP/GE/DU) A1	1 & 2	4	
	4		IBPELMA121R1/IBPELJA121R1	Elementary Language semester 1 (MA/JA)	1 & 2	4	Resit	IBPELMA121R1/IBPELJA121R1/IBPELKO122R1/IBPELVT122R1/IBPELIN122R1	Elementary Language semester 1 (MA/JA/KO/VT/IN) A1.1	1 & 2	4	
	4		IBPUIFR120R1/IBPUIISP120R1/IBPUIGE120R1	Upper Intermediate semester 1 (FR/SP/GE)	3 & 4	4	Resit	IBPUIFR120R1/IBPUIISP120R1/IBPUIGE120R1	Upper Intermediate semester 1 (FR/SP/GE) A2	3 & 4	4	
	4		IBPELFR221R1/IBPELSP221R1/IBPELGE221R1/IBPELDU221R1	Elementary Language semester 2 (FR/SP/GE/DU)	3 & 4	4	Resit	IBPELFR221R1/IBPELSP221R1/IBPELGE221R1/IBPELDU221R1	Elementary Language semester 2 (FR/SP/GE/DU) A2.1	3 & 4	4	
	4		IBPELMA221R1/IBPELJA221R1	Elementary Language semester 2 (MA/JA)	3 & 4	4	Resit	IBPELMA221R1/IBPELJA221R1/IBPELKO222R1/IBPELVT222R1/IBPELIN222R1	Elementary Language semester 2 (MA/JA/KO/VT/IN) A1	3 & 4	4	
	4		IBPUIFR220R1/IBPUIISP220R1/IBPUIGE220R1	Upper Intermediate semester 2 (FR/SP/GE)	3 & 4	4	Resit	IBPUIFR220R1/IBPUIISP220R1/IBPUIGE220R1	Upper Intermediate semester 2 (FR/SP/GE) B1.1	3 & 4	4	
Year two			<b>RBS21B</b>	<b>Cohort 2020-2021 (IB spec.)</b>				<b>RBS22B</b>	<b>Cohort 2021-2022 (IB spec.)</b>			
			Course code	Title	Block	EC	Year 2022-2023	Course code	Title	Block	EC	
							<b>IB Core</b>					
							IBPKM121R2	IB Core Business Exploring Markets		1	5	
							IBPCD121R2	IB Core Business Business Case development		2	5	
							IBPBP122R2	IB Core Business Planning & Implementation		3	5	
							IBPGAM121R2	IB Core Business The Business Game		4	5	
							IBPPAS121R2	IB Core PAS - Managing team process across cultures		1	4	
							IBPPAS222R2	IB Core PAS - Advancing your critical foundation		2	4	
							IBPPAS321R2	IB Core PAS - Developing a professional profile		3	4	
							IBPPAS421R2	IB Core PAS - Sustainable Business Innovation		4	3	
							<b>Languages spec Mar / O&amp;C / OPS</b>					
							IBPELDU321R2	Elementary Language semester 3 Dutch A2		1 & 2	4	
							IBPELFR321R2	Elementary Language semester 3 French A2		1 & 2	4	
							IBPELGE321R2	Elementary Language semester 3 German A2		1 & 2	4	
							IBPELSP321R2	Elementary Language semester 3 Spanish A2		1 & 2	4	
							IBPELUR322R2	Elementary Language semester 3 Russian A2		1 & 2	4	
							<b>Languages Commerce Europe</b>					
							IBPUIFR321R2	Upper Intermediate semester 3 Business French B1		1 & 2	4	
							IBPUIGE321R2	Upper Intermediate semester 3 Business German B1		1 & 2	4	
							IBPUISP321R2	Upper Intermediate semester 3 Business Spanish B1		1 & 2	4	
							IBPUIFR421R2	Upper Intermediate semester 4 Business French B2.1		3 & 4	7	
							IBPUIGE421R2	Upper Intermediate semester 4 Business German B2.1		3 & 4	7	
							IBPUIISP421R2	Upper Intermediate semester 4 Business Spanish B2.1		3 & 4	7	
							<b>Languages Commerce Asia</b>					
							IBPELJA321R2	Elementary Language semester 3 Japanese A2.1		1 & 2	4	
							IBPELMA321R2	Elementary Language semester 3 Mandarin A2.1		1 & 2	4	
							IBPELMA422R2	Elementary Language semester 4 Japanese A2		3 & 4	7	
							IBPELJA422R2	Elementary Language semester 4 Mandarin A2		3 & 4	7	
							<b>Specialisation: MAR</b>					
							IBPSMK122R2-M	IB Marketing Services Marketing		1	3	
							IBPCBB122R2-M	IB Marketing - Consumer Behaviour and Branding		2	3	
							IBPMKC122R2-M	IB Marketing - Marketing Communication		3	5	
							IBPSAL122R2-M	IB Marketing - Sales		4	6	
							<b>Specialisation: O&amp;C</b>					
							IBPMAO122R2-O	IB O&C Megatrends and Organisations of the Future		1	3	
							IBPCAD122R2-O	IB O&C Creating Competitive Advantage through Capability Systems		2	3	
							IBPIST122R2-O	IB O&C International Strategy		3	5	
							IBPORO122R2-O	IB O&C Dynamics of Non-profit Organisations, Public Organisations, and Social Enterprises		4	6	
							<b>Specialisation: OPS</b>					
							IBPSPC122R2-S	IB OPS Sustainable Port Cities		1	3	
							IBPSSS122R2-S	IB OPS Lean Six Sigma		2	3	
							IBPBS122R2-S	IB OPS Job Skills for IBS Pro		3	5	
							IBPSAP122R2-S	IB OPS SAP Business Simulation		4	6	
							<b>Specialisation: Commerce Europe + Asia</b>					
							IBPENT121R2-C	IB Commerce - Entrepreneurship & import		1 & 2	6	
							IBPSAL121R2-C	IB Commerce - Sales		3 & 4	4	

CONVERSION TABLE IB cohort 2020-2021													Version: July 27th 2022												
Exam program	RB5200-IBVT-R				Cohort 2020-2021 (IB spec.)																				
	Year 2020-2021		Title		Block	EC	Year 2021-2022		Course code		Title		Block	EC	Year 2022-2023		Course code		Title		Block	EC			
Year 1	IB Core																								
	IBPE1120R1		Introduction to International Business		1	6	IB Core		IBPE1120R1		Introduction to International Business		1	6	IB Core		IBPE1120R1		Introduction to International Business		1	6			
	IBPPA120R1		Professional and Academic Skills Introduction to IB		1	6	IB Core		IBPPA120R1		Professional and Academic Skills Introduction to IB		1	6	IB Core		IBPPA120R1		Professional and Academic Skills Introduction to IB		1	6			
	IBPE1121R1		External Environment		2	6	IB Core		IBPE1121R1		External Environment		2	6	IB Core		IBPE1121R1		External Environment		2	6			
	IBPPA121R1		Professional and Academic Skills External Environment		2	6	IB Core		IBPPA121R1		Professional and Academic Skills External Environment		2	6	IB Core		IBPPA121R1		Professional and Academic Skills External Environment		2	6			
	IBPE1122R1		Internal Environment		3	6	IB Core		IBPE1122R1		Internal Environment		3	6	IB Core		IBPE1122R1		Internal Environment		3	6			
	IBPPA122R1		Professional and Academic Skills Internal Environment		3	6	IB Core		IBPPA122R1		Professional and Academic Skills Internal Environment		3	6	IB Core		IBPPA122R1		Professional and Academic Skills Internal Environment		3	6			
	IBPPAC120R1		Business Model Canvas		4	6	IB Core		IBPPAC120R1		Business Model Canvas		4	6	IB Core		IBPPAC120R1		Business Model Canvas		4	6			
	IBPPA420R1		Professional and Academic skills Business Model Canvas		4	6	IB Core		IBPPA420R1		Professional and Academic skills Business Model Canvas		4	6	IB Core		IBPPA420R1		Professional and Academic skills Business Model Canvas		4	6			
	Languages																								
	IBPEL120R1/IBPELSP120R1/IBPEL120R1/IBPEL120R1		Elementary Language semester 1 (FR/SP/GE/DU)****		1 & 2	4	conversion		IBPEL120R1/IBPELSP121R1/IBPELGE121R1/IBPEL121R1		Elementary Language semester 1 (FR/SP/GE/DU)		1 & 2	4	Result		IBPEL120R1/IBPELSP121R1/IBPELGE121R1/IBPEL121R1		Elementary Language semester 1 (FR/SP/GE/DU) A1		1 & 2	4			
	IBPELMA120R1/IBPEL1A120R1		Elementary Language semester 1 (MA/JA)****		1 & 2	4	conversion		IBPELMA121R1/IBPEL1A121R1		Elementary Language semester 1 (MA/JA)		1 & 2	4	Result		IBPELMA121R1/IBPEL1A121R1/IBPEL121R1/IBPEL121R1		Elementary Language semester 1 (MA/JA/NO/VT/IN) A1.1		1 & 2	4			
	IBPUIP120R1/IBPUIPSP120R1/IBPUIGE120R1		Upper Intermediate semester 1 (FR/SP/GE)****		1 & 2	4	conversion		IBPUIP121R1/IBPUIPSP121R1/IBPUIGE121R1		Upper Intermediate semester 1 (FR/SP/GE)		1 & 2	4	Result		IBPUIP121R1/IBPUIPSP121R1/IBPUIGE121R1		Upper Intermediate semester 1 (FR/SP/GE) A2		1 & 2	4			
	IBPEL1R220R1/IBPELSP220R1/IBPELGE220R1/IBPEL1220R1		Elementary Language semester 2 (FR/SP/GE/DU)****		3 & 4	4	conversion		IBPEL1R221R1/IBPELSP221R1/IBPELGE221R1/IBPEL1221R1		Elementary Language semester 2 (FR/SP/GE/DU)		3 & 4	4	Result		IBPEL1R221R1/IBPELSP221R1/IBPELGE221R1/IBPEL1221R1		Elementary Language semester 2 (FR/SP/GE/DU) A2.1		3 & 4	4			
	IBPELMA220R1/IBPEL1A220R1		Elementary Language semester 2 (MA/JA)****		3 & 4	4	conversion		IBPELMA221R1/IBPEL1A221R1		Elementary Language semester 2 (MA/JA)		3 & 4	4	Result		IBPELMA221R1/IBPEL1A221R1/IBPEL1221R1/IBPEL1221R1		Elementary Language semester 2 (MA/JA/NO/VT/IN) A1		3 & 4	4			
IBPUIP1R220R1/IBPUIPSP120R1/IBPUIGE220R1		Upper Intermediate semester 2 (FR/SP/GE)****		3 & 4	4	conversion		IBPUIP1R220R1/IBPUIPSP220R1/IBPUIGE220R1		Upper Intermediate semester 2 (FR/SP/GE)		3 & 4	4	Result		IBPUIP1R220R1/IBPUIPSP220R1/IBPUIGE220R1		Upper Intermediate semester 2 (FR/SP/GE) B1.1		3 & 4	4				
Year two	IB Core																								
	IBPEXM121R2		IB Core Business Exploring Markets		1	5	Result		IBPEXM121R2		IB Core Business Exploring Markets		1	5	Result		IBPEXM121R2		IB Core Business Exploring Markets		1	5			
	IBPCO121R2		IB Core Business Business Case development		2	5	Result		IBPCO121R2		IB Core Business Business Case development		2	5	Result		IBPCO121R2		IB Core Business Business Case development		2	5			
	IBPBI121R2		IB Core Business Planning & Implementation		3	5	Result (last time) or conversion		IBPBI121R2		IB Core Business Planning & Implementation		3	5	Result		IBPBI121R2		IB Core Business Planning & Implementation		3	5			
	IBPGAM121R2		IB Core Business The Business Game		4	5	Result		IBPGAM121R2		IB Core Business The Business Game		4	5	Result		IBPGAM121R2		IB Core Business The Business Game		4	5			
	IBPPAS121R2		IB Core PAS - Managing team process across cultures		1	4	Result		IBPPAS121R2		IB Core PAS - Managing team process across cultures		1	4	Result		IBPPAS121R2		IB Core PAS - Managing team process across cultures		1	4			
	IBPPA221R2		IB Core PAS - Entry Strategy - Developing reporting skills - Critical foundation		2	4	Result (last time) or conversion		IBPPA221R2		IB Core PAS - Advancing your critical foundation		2	4	Result		IBPPA221R2		IB Core PAS - Advancing your critical foundation		2	4			
	IBPPA321R2		IB Core PAS - Developing a professional profile		3	4	Result		IBPPA321R2		IB Core PAS - Developing a professional profile		3	4	Result		IBPPA321R2		IB Core PAS - Developing a professional profile		3	4			
	IBPPA421R2		IB Core PAS - Sustainable Business Innovation		4	3	Result		IBPPA421R2		IB Core PAS - Sustainable Business Innovation		4	3	Result		IBPPA421R2		IB Core PAS - Sustainable Business Innovation		4	3			
	Languages spec Mar / O&C / OPS																								
	IBPELDU121R2		Elementary Language semester 3 Dutch A2		1 & 2	4	Result		IBPELDU121R2		Elementary Language semester 3 Dutch A2		1 & 2	4	Result		IBPELDU121R2		Elementary Language semester 3 Dutch A2		1 & 2	4			
	IBPELFR121R2		Elementary Language semester 3 French A2		1 & 2	4	Result		IBPELFR121R2		Elementary Language semester 3 French A2		1 & 2	4	Result		IBPELFR121R2		Elementary Language semester 3 French A2		1 & 2	4			
	IBPELGE121R2		Elementary Language semester 3 German A2		1 & 2	4	Result		IBPELGE121R2		Elementary Language semester 3 German A2		1 & 2	4	Result		IBPELGE121R2		Elementary Language semester 3 German A2		1 & 2	4			
	IBPELSP121R2		Elementary Language semester 3 Spanish A2		1 & 2	4	Result		IBPELSP121R2		Elementary Language semester 3 Spanish A2		1 & 2	4	Result		IBPELSP121R2		Elementary Language semester 3 Spanish A2		1 & 2	4			
	IBPEL1R121R2		Elementary Language semester 3 Russian A2		1 & 2	4	Result		IBPEL1R121R2		Elementary Language semester 3 Russian A2		1 & 2	4	Result		IBPEL1R121R2		Elementary Language semester 3 Russian A2		1 & 2	4			
Languages Commerce Europe																									
IBPUIP1R21R2		Upper Intermediate semester 3 Business French B1		1 & 2	4	Result		IBPUIP1R21R2		Upper Intermediate semester 3 Business French B1		1 & 2	4	Result		IBPUIP1R21R2		Upper Intermediate semester 3 Business French B1		1 & 2	4				
IBPUIGE121R2		Upper Intermediate semester 3 Business German B1		1 & 2	4	Result		IBPUIGE121R2		Upper Intermediate semester 3 Business German B1		1 & 2	4	Result		IBPUIGE121R2		Upper Intermediate semester 3 Business German B1		1 & 2	4				
IBPUIPSP121R2		Upper Intermediate semester 3 Business Spanish B1		1 & 2	4	Result		IBPUIPSP121R2		Upper Intermediate semester 3 Business Spanish B1		1 & 2	4	Result		IBPUIPSP121R2		Upper Intermediate semester 3 Business Spanish B1		1 & 2	4				
IBPUIFR121R2		Upper Intermediate semester 4 Business French B2.1		3 & 4	7	Result		IBPUIFR121R2		Upper Intermediate semester 4 Business French B2.1		3 & 4	7	Result		IBPUIFR121R2		Upper Intermediate semester 4 Business French B2.1		3 & 4	7				
IBPUIGE121R2		Upper Intermediate semester 4 Business German B2.1		3 & 4	7	Result		IBPUIGE121R2		Upper Intermediate semester 4 Business German B2.1		3 & 4	7	Result		IBPUIGE121R2		Upper Intermediate semester 4 Business German B2.1		3 & 4	7				
IBPUIPSP121R2		Upper Intermediate semester 4 Business Spanish B2.1		3 & 4	7	Result		IBPUIPSP121R2		Upper Intermediate semester 4 Business Spanish B2.1		3 & 4	7	Result		IBPUIPSP121R2		Upper Intermediate semester 4 Business Spanish B2.1		3 & 4	7				
Languages Commerce Asia																									
IBPELJA121R2		Elementary Language semester 3 Japanese A2.1		1 & 2	4	Result		IBPELJA121R2		Elementary Language semester 3 Japanese A2.1		1 & 2	4	Result		IBPELJA121R2		Elementary Language semester 3 Japanese A2.1		1 & 2	4				
IBPELMA121R2		Elementary Language semester 3 Mandarin A2.1		1 & 2	4	Result		IBPELMA121R2		Elementary Language semester 3 Mandarin A2.1		1 & 2	4	Result		IBPELMA121R2		Elementary Language semester 3 Mandarin A2.1		1 & 2	4				
IBPELMA421R2		Elementary Language semester 4 Japanese A2		3 & 4	7	Result (last time) or conversion		IBPELMA421R2		Elementary Language semester 4 Japanese A2		3 & 4	7	Result		IBPELMA421R2		Elementary Language semester 4 Japanese A2		3 & 4	7				
IBPELMA421R2		Elementary Language semester 4 Mandarin A2		3 & 4	7	Result (last time) or conversion		IBPELMA421R2		Elementary Language semester 4 Mandarin A2		3 & 4	7	Result		IBPELMA421R2		Elementary Language semester 4 Mandarin A2		3 & 4	7				
Specialisation: M&B																									
IBPPM1121R2-M		IB Marketing Services Marketing		1	3	Result (last time) or conversion		IBPPM1121R2-M		IB Marketing Services Marketing		1	3	Result		IBPPM1121R2-M		IB Marketing Services Marketing		1	3				
IBPCB121R2-M		IB Marketing - Consumer Behaviour and Branding		2	3	Result (last time) or conversion		IBPCB121R2-M		IB Marketing - Consumer Behaviour and Branding		2	3	Result		IBPCB121R2-M		IB Marketing - Consumer Behaviour and Branding		2	3				
IBPPM121R2-M		IB Marketing - Marketing Communication		3	5	Result (last time) or conversion		IBPPM121R2-M		IB Marketing - Marketing Communication		3	5	Result		IBPPM121R2-M		IB Marketing - Marketing Communication		3	5				
IBPSA121R2-M		IB Marketing - Sales		4	4	Result (last time) or conversion		IBPSA121R2-M		IB Marketing - Sales		4	4	Result		IBPSA121R2-M		IB Marketing - Sales		4	4				
IBPSP121R2-M		IB Marketing International Specialisation Project		1 to 4	2	Result (last time) or conversion		IBPSP121R2-M		IB Marketing International Specialisation Project		1 to 4	2	Result		IBPSP121R2-M		IB Marketing International Specialisation Project		1 to 4	2				
Specialisation: O&C																									
IBPPO121R2-O		IB O&C Megatrends and Organisations of the Future		1	3	Result (last time) or conversion		IBPPO121R2-O		IB O&C Megatrends and Organisations of the Future		1	3	Result		IBPPO121R2-O		IB O&C Megatrends and Organisations of the Future		1	3				
IBPCO121R2-O		IB O&C Creating Competitive Advantage through Capability Systems		2	3	Result (last time) or conversion		IBPCO121R2-O		IB O&C Creating Competitive Advantage through Capability Systems		2	3	Result		IBPCO121R2-O		IB O&C Creating Competitive Advantage through Capability Systems		2	3				
IBPST121R2-O		IB O&C International Strategy		3	5	Result (last time) or conversion		IBPST121R2-O		IB O&C International Strategy		3	5	Result		IBPST121R2-O		IB O&C International Strategy		3	5				
IBPOR121R2-O		IB O&C Dynamics of Non-profit Organisations, Public Organisations, and Social Enterprises		4	4	Result (last time) or conversion		IBPOR121R2-O		IB O&C Dynamics of Non-profit Organisations, Public Organisations, and Social Enterprises		4	4	Result		IBPOR121R2-O		IB O&C Dynamics of Non-profit Organisations, Public Organisations, and Social Enterprises		4	4				
IBPST121R2-O		IB O&C International Specialisation Project		1 to 4	2	Result (last time) or conversion		IBPST121R2-O		IB O&C International Specialisation Project		1 to 4	2	Result		IBPST121R2-O		IB O&C International Specialisation Project		1 to 4	2				
Specialisation: OPS																									
IBPSP1121R2-S		IB OPS Sustainable Port Cities		1	3	Result (last time) or conversion		IBPSP1121R2-S		IB OPS Sustainable Port Cities		1	3	Result		IBPSP1121R2-S		IB OPS Sustainable Port Cities		1	3				
IBPCL121R2-S		IB OPS Lean Six Sigma		2	3	Result (last time) or conversion		IBPCL121R2-S		IB OPS Lean Six Sigma		2	3	Result		IBPCL121R2-S		IB OPS Lean Six Sigma		2	3				
IBPBI121R2-S		IB OPS Job Skills for IBS Pro		3	5	Result (last time) or conversion		IBPBI121R2-S		IB OPS Job Skills for IBS Pro		3	5	Result		IBPBI121R2-S		IB OPS Job Skills for IBS Pro		3	5				
IBPSP121R2-S		IB OPS SAP Business Simulation		4	4	Result (last time) or conversion		IBPSP121R2-S		IB OPS SAP Business Simulation		4	4	Result		IBPSP121R2-S		IB OPS SAP Business Simulation		4	4				
IBPSP121R2-S		IB O&C International Specialisation Project		1 to 4	2	Result (last time) or conversion		IBPSP121R2-S		IB O&C International Specialisation Project		1 to 4	2	Result		IBPSP121R2-S		IB O&C International Specialisation Project		1 to 4	2				
Specialisation: Commerce																									
IBPENT121R2-C		IB Commerce Entrepreneurship & Import		1 & 2	6	Result		IBPENT121R2-C		IB Commerce Entrepreneurship & Import		1 & 2	6	Result		IBPENT121R2-C		IB Commerce Entrepreneurship & Import		1 & 2	6				
IBPSA121R2-C		IB Commerce - Sales		3 & 4	4	Result		IBPSA121R2-C		IB Commerce - Sales		3 & 4	4	Result		IBPSA121R2-C		IB Commerce - Sales		3 & 4	4				
Exam program YEAR 3 IB	RB5218																								
	Cohort 2020-2021 (IB spec.)																								
	Year 2020-2021		Title		Block	EC	Year 2021-2022		Course code		Title		Block	EC	Year 2022-2023		Course code		Title		Block	EC			
	IB Core																								
	IBPPEC121R3		Exchange		1 & 2	30	Result		IBPPEC121R3		Exchange		1 & 2	30	Result		IBPPEC121R3		Exchange		1 & 2	30			
	IBPBI121R3		Internship		1 & 2	30	Result		IBPBI121R3		Internship		1 & 2	30	Result		IBPBI121R3		Internship		1 & 2	30			
	IBPBA121R3		IB-Core Advanced International Business I		3	6	Result		IBPBA121R3		IB-Core Advanced International Business I		3	6	Result		IBPBA121R3		IB-Core Advanced International Business I		3	6			
	IBPBA121R3		IB-Core Advanced International Business II		4	6	Result		IBPBA121R3		IB-Core Advanced International Business II		4	6	Result		IBPBA121R3		IB-Core Advanced International Business II		4	6			
	IB Core Asia																								
	IBPEK121R3		Exchange		1 & 2	30	Result		IBPEK121R3		Exchange		1 & 2	30	Result		IBPEK121R3		Exchange		1 & 2	30			
	IBPCL121R3		Internship		1 & 2	30	Result		IBPCL121R3		Internship		1 & 2	30	Result		IBPCL121R3		Internship		1 & 2	30			
	Languages Commerce Europe																								
	IBPUIFR121R3		Upper Intermediate semester 6 Business French B2		3 &																				

# **Appendix 14 Curriculum Schedules Academic Year 2022-2023**

---

Curriculum schedule year one IB regular programme

Cohort 2022-2023

Curriculum schedule Student Handbook												
Programme: International Business; 2022-2023; full time; IB												
Year 1	(Cohort: 2022-2023)											
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		
<b>Block 1</b>												
<b>IB Core</b>												
Introduction to International Business	IBIBU120R1	6	36	D		D*						
Professional and Academic Skills Introduction to IB	IBPPAS120R1	6	35,5	CT		CT*					PE	
<b>Languages</b>												
Elementary Language semester 1 - A1 (FR/SP/GE/DU/RU)**	IBPELFR121R1/IBPELSP121R1/IBPELGE121R1/IBPELDU121R1/IBPELRU121R1	(4)	21								PE	
Elementary Language semester 1 - A1.1 (MA/JA/KO/VT/IN)**	IBPELMA121R1/IBPELJA121R1/IBPELKO122R1/IBPELVT122R1/IBPELIN122R1	(4)	21	O		O*					PE	
Upper Intermediate semester 1 - A2 (FR/SP/GE)**	IBPUIFR120R1/IBPUI SP120R1/IBPUIGE120R1	(4)	21	O		O*					PE	
<b>Block 2</b>												
<b>IB Core</b>												
External Environment	IBPEEN122R1	6			48,5	WR;GAT			WR*;GAT*			
Professional and Academic Skills External Environment	IBPPAS220R1	6			32	CT			CT*		PE	
Elective ***		4			8							
<b>Languages</b>												
Elementary Language semester 1 - A1 (FR/SP/GE/DU/RU)**	IBPELFR121R1/IBPELSP121R1/IBPELGE121R1/IBPELDU121R1/IBPELRU121R1	4			21	O;WR			O*;WR*		PE	
Elementary Language semester 1 - A1.1 (MA/JA/KO/VT/IN)**	IBPELMA121R1/IBPELJA121R1/IBPELKO122R1/IBPELVT122R1/IBPELIN122R1	4			21	WR			WR*		PE	
Upper Intermediate semester 1 - A2 (FR/SP/GE)**	IBPUIFR120R1/IBPUI SP120R1/IBPUIGE120R1	4			21	WR			WR*		PE	
<b>Block 3</b>												
<b>IB Core</b>												
Internal Environment	IBPIEN122R1	6					60	WR;GAT		WR*;GAT*		
Professional and Academic Skills Internal Environment	IBPPAS320R1	6					38	CT		CT*	PE	
<b>Languages</b>												
Elementary Language semester 2 - A2.1 (FR/SP/GE/DU/RU)**	IBPELFR221R1/IBPELSP221R1/IBPELGE221R1/IBPELDU221R1/IBPELRU221R1	(4)					24				PE	
Elementary Language semester 2 - A1 (MA/JA/KO/VT/IN)**	IBPELMA221R1/IBPELJA221R1/IBPELKO222R1/IBPELVT222R1/IBPELIN222R1	(4)					24	O		O*	PE	
Upper Intermediate semester 2 - B1.1 (FR/SP/GE)**	IBPUIFR220R1/IBPUI SP220R1/IBPUIGE220R1	(4)					24	O		O*	CPE	
<b>Block 4</b>												
<b>IB Core</b>												
Business Model Canvas	IBPBMC122R1	6								52	AT;AT*	
Professional and Academic skills Business Model Canvas	IBPPAS420R1	6								40	CT;CT*	PE
Elective ***		4								8		
<b>Languages</b>												
Elementary Language semester 2 - A2.1 (FR/SP/GE/DU/RU)**	IBPELFR221R1/IBPELSP221R1/IBPELGE221R1/IBPELDU221R1/IBPELRU221R1	4								24	O;WR;O*;WR*	PE
Elementary Language semester 2 - A1 (MA/JA/KO/VT/IN)**	IBPELMA221R1/IBPELJA221R1/IBPELKO222R1/IBPELVT222R1/IBPELIN222R1	4								24	WR;WR*	PE
Upper Intermediate semester 2 - B1.1 (FR/SP/GE)**	IBPUIFR220R1/IBPUI SP220R1/IBPUIGE220R1	4								24	WR;WR*	CPE
		60	7 weeks		7 weeks		8 weeks		8 weeks			

**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.

\* Second opportunity

\*\* 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, Vietnamese, Korean, Russian 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

\*\*\* 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

Curriculum schedule Student Handbook

Programme: International Business Fast Track 2022-2023; full time: IB FT

Year 1 (Cohort: 2022-2023)

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			
<b>Block 1</b>													
<b>IB FT Core</b>													
Academic Writing and Critical Thinking	IBPACT121FT1	4	36	AT		AT*							
Qualitative Research Methods	IBPQRM121FT1	4	36	RP		RP*							
Professional Development I	IBPPD120FT1	(2)	9								PE		
Project Management and Collaboration I	IBPPMC119FT1	(2)	9								PE		
<b>Languages</b>													
Expert Track (Language, Society, History & Culture), part 1	IBPETS119FT1	(5)	23								PE		
	IBPETD119FT1												
	IBPETM119FT1												
<b>Block 2</b>													
<b>IB FT Core</b>													
International Business Awareness	IBPIBA121FT1	5		45	CT		CT*					End Level	
Quantitative Research Methods And Management of Information	IBPQMI121FT1	5		45	CT		CT*					End Level	
Professional Development I	IBPPD120FT1	2		9	CT		CT*				PE		
Project Management and Collaboration I	IBPPMC119FT1	2		9	PF		PF*				PE		
<b>Languages</b>													
Expert Track (Language, Society, History & Culture), part 3	IBPETS119FT1	5	23		WR,O		WR*,O*				PE		
	IBPETD119FT1												
	IBPETM119FT1												
<b>Block 3</b>													
<b>IB FT Core</b>													
Marketing and Distribution Plan	IBPMDP121FT1	5				48	CT		CT*			End Level	
Internal Environment Analysis	IBPIA121FT1	6				54	CT		CT*			End Level	
Professional Development II	IBPPD220FT1	(3)				14					PE		
Project Management and Collaboration II	IBPPMC219FT1	(3)				14					PE		
<b>Languages</b>													
Expert Track (Language, Society, History & Culture), part 4	IBPETS219FT1	(5)	23								PE		
	IBPETD219FT1												
	IBPETM219FT1												
<b>Block 4</b>													
<b>IB FT Core</b>													
International Entry Strategy	IBPIES121FT1	6						54	CT;CT*			End Level	
Business Game	IBPBGS121FT1	5						48	CT;CT*			End Level	
Professional Development II	IBPPD220FT1	3						13	CT;CT*		PE		
Project Management and Collaboration II	IBPPMC219FT1	3						13	PF;PF*		PE		
<b>Languages</b>													
Expert Track (Language, Society, History & Culture), part 5	IBPETS219FT1	5	22								WR,O;WR*,O*	PE	
	IBPETD219FT1												
	IBPETM219FT1												
		60	8 weeks	8 weeks	8 weeks	8 weeks							

**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.

\* Second opportunity  
 \*\* Electives, Deficiency and Remedial Courses and English language are excluded from the Fast Track Programme

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisations: Marketing / Supply Chain / Organisation & Change

Year 2-IB (Cohort: 2021-2022)

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								
<b>Block 1</b>												
<b>IB Core</b>												
IB Core Business Exploring Markets	IBPEXM121R2	5	41,5	AT		AT*						
IB Core PAS - Managing team process across cultures	IBPPAS121R2	4	32	CT		CT*					PE	
<b>Specialisation: Marketing</b>												
IB Marketing Services Marketing (IP Integrated)	IBPSMK122R2-M	3	23	GAT		GAT*						
<b>Specialisation: Supply Chain</b>												
IB OPS Sustainable Port Cities (IP Integrated)	IBPSPC122R2-S	3	23	RP		RP*						
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C Megatrends and Organisations of the Future (IP Integrated)	IBPMAO122R2-O	3	23	GAT		GAT*						
<b>Languages</b>												
Elementary Language semester 3 - A2 (FR/SP/GE/DU/RU)**	IBPELFR321R2/IBPELSP321R2/IBPELGE321R2/IBPELDU321R2/IBPELRU322R2	(4)	21								PE	
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	(4)	21	WR		WR*					PE	
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUIFR321R2/IBPUIJP321R2/IBPUIGE321R2	(4)	21	O		O*					PE	
<b>Block 2</b>												
<b>IB Core</b>												
IB Core Business Business Case Development	IBPBCD121R2	5			43,75	AT		AT*				
IB Core PAS - Advancing your critical foundation	IBPPAS222R2	4			32	CT		CT*			PE	
Elective ***		2										
<b>Specialisation: Marketing</b>												
IB Marketing - Consumer Behaviour and Branding	IBPCBB122R2-M	3			19,25	GAT		GAT*				
<b>Specialisation: Supply Chain</b>												
IB OPS Lean Six Sigma	IBPLSS122R2-S	3			19,25	CA		CA*				
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C Creating Competitive Advantage through Capability Systems	IBPCAD122R2-O	3			19,25	GAT		GAT*				
<b>Languages</b>												
Elementary Language semester 3 - A2 (FR/SP/GE/DU/RU)**	IBPELFR321R2/IBPELSP321R2/IBPELGE321R2/IBPELDU321R2/IBPELRU322R2	4			21	O; WR		O*; WR*			PE	
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	4			21	O		O*			PE	
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUIFR321R2/IBPUIJP321R2/IBPUIGE321R2	4			21	WR		WR*			PE	
<b>Block 3</b>												
<b>IB Core</b>												
IB Core Business Planning & Implementation	IBPBPI122R2	5					43,75	AT		AT*		
IB Core PAS - Developing a professional profile	IBPPAS321R2	4					36,5	CT		CT*	PE	
<b>Specialisation: Marketing</b>												
IB Marketing - Marketing Communication	IBPMKC122R2-M	5					22	GAT		GAT*		
<b>Specialisation: Supply Chain</b>												
IB OPS Job Skills for IBS Pro	IBPIS122R2-S	5					22	CA		CA*		
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C International Strategy	IBPIST122R2-O	5					22	GAT		GAT*		
<b>Block 4</b>												
<b>IB Core</b>												
IB Core Business The Business Game	IBPGAM121R2	5							40,5	AT;AT*		
IB Core PAS - Sustainable Business Innovation	IBPPAS421R2	3							36,5	GAT; GAT*	PE	
Elective ***		2										
<b>Specialisation: Marketing</b>												
IB Marketing - Sales	IBPSAL122R2-M	6							22	GAT;GAT*		
<b>Specialisation: Supply Chain</b>												
IB OPS SAP Business Simulation	IBPSAP122R2-S	6							22	GAT;GAT*		
<b>Specialisation: Organisation &amp; Change</b>												
IB O&C Dynamics of Non-profit Organisations, Public Organisations, and Social Enterprises	IBPORG122R2-O	6							22	GAT;GAT*		
		<b>60</b>		<b>7 weeks</b>		<b>7 weeks</b>		<b>8 weeks</b>		<b>8 weeks</b>		

**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'

\* Second opportunity  
 \*\* 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, Russian 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  
 \*\*\* 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

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce

Year 2-IB (Cohort: 2021-2022)

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		
<b>Block 1</b>												
<b>IB Core</b>												
IB Core Business Exploring Markets	IBPEXM121R2	5	41,5	AT		AT*						
IB Core PAS - Managing team process across cultures	IBPPAS121R2	4	32	CT		CT*					PE	
<b>Specialisation: Commerce</b>												
IB Commerce Entrepreneurship & import	IBPENT121R2-C	(6)	22,75									
<b>Languages</b>												
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUIFR321R2/IBPUISP321R2/IBPUIGE321R2	(4)	21	O		O*						
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	(4)	21	WR		WR*						
<b>Block 2</b>												
<b>IB Core</b>												
IB Core Business Business Case Development	IBPBCD121R2	5			43,75	AT		AT*				
IB Core PAS - Advancing your critical foundation	IBPPAS222R2	4			32	CT		CT*			PE	
Elective ***		2										
<b>Specialisation: Commerce</b>												
IB Commerce Entrepreneurship & import	IBPENT121R2-C	6			26,25	RP;PR		RP*;PR*				
<b>Languages</b>												
Upper Intermediate semester 3 - B1 (FR/SP/GE)**	IBPUIFR321R2/IBPUISP321R2/IBPUIGE321R2	4			21	WR		WR*			PE	
Elementary Language semester 3 - A2.1 (MA/JA)**	IBPELMA321R2/IBPELJA321R2	4			21	O		O*			PE	
<b>Block 3</b>												
<b>IB Core</b>												
IB Core Business Planning & Implementation	IBPBPI122R2	5					43,75	AT		AT*		
IB Core PAS - Developing a professional profile	IBPPAS321R2	4					36,5	CT		CT*	PE	
<b>Specialisation: Commerce</b>												
IB Commerce - Sales	IBPSAL121R2-C	(4)					14					
<b>Languages</b>												
Upper Intermediate semester 4 - B2.1 (FR/SP/GE)**	IBPUIFR421R2/IBPUISP421R2/IBPUIGE421R2	(7)					24	O		O*		
Elementary Language semester 4 - A2 (MA/JA)**	IBPELMA422R2/IBPELJA422R2	(7)					24	WR		WR*		
<b>Block 4</b>												
<b>IB Core</b>												
IB Core Business The Business Game	IBPGAM121R2	5							40,5	AT;AT*		
IB Core PAS - Sustainable Business Innovation	IBPPAS421R2	3							36,5	GAT;GAT	PE	
Elective ***		2										
<b>Specialisation: Commerce</b>												
IB Commerce - Sales	IBPSAL121R2-C	4							19	RP;PR;RP*;PR*		
<b>Languages</b>												
Upper Intermediate semester 4 - B2.1 (FR/SP/GE)**	IBPUIFR421R2/IBPUISP421R2/IBPUIGE421R2	7							24	WR;WR*	PE	
Elementary Language semester 4 - A2 (MA/JA)**	IBPELMA422R2/IBPELJA422R2	7							24	WR;O;WR*	PE	
		60	7 weeks		7 weeks		8 weeks		8 weeks			

**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.

\* Second opportunity

\*\* 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

\*\*\* A student has to do 4 EC of electives in year two. 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 electives will be offered at the start of the academic year

Curriculum schedule Student Handbook

Programme: International Business Fast Track 2022-2023; full time: IB

Specialisations: Marketing / Supply Chain / Organisation & Change

Year 2 (Cohort: 2022-2023)

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		
<b>Block 1</b>												
<b>IB FT Core</b>												
Business Communication and Correspondence	IBPBCC221FT2	4	21	PF		PF*						End level
ESR	IBPESR120FT2	3	27	CT		CT*						End level
Professional Development III	IBPPD319FT2	(3)	14								PE	End level
<b>Specialisation: Marketing</b>												
Value Creation I	IBPVC122FT2	7	18	RP		RP*						End level
<b>Specialisation: Supply Chain</b>												
International Project and Lean Six Sigma	IBPIPL121FT2	7	42	CA		CA*						End level
<b>Specialisation: Organisation &amp; Change</b>												
Value Creation and Innovation I	IBPVC1121FT2	7	29	CT		CT*						End level
<b>Languages</b>												
Expert Track (Language, Society, History & Culture) part I	IBPETD319FT2	(4)	23									
	IBPETS319FT2											
	IBPETM319FT2			WR;O;PF		WR*;O*;PF*				PE		
<b>Block 2</b>												
<b>IB FT Core</b>												
Cultural Proficiency	IBPCP120FT2	2			16	CT;CT*						
Professional Development III	IBPPD319FT2	3			13	PF;PF*					PE	End level
<b>Specialisation: Marketing</b>												
Value Creation II	IBPVC221FT2	7			18	RP;RP*						End level
<b>Specialisation: Supply Chain</b>												
SCM and Technology	IBPSC121FT2	7			42	CA;CA*						End level
<b>Specialisation: Organisation &amp; Change</b>												
Value Creation and Innovation II	IBPVC1221FT2	7			27	CT;CT*						End level
<b>Languages</b>												
Expert Track (Language, Society, History & Culture), part III	IBPETD319FT2	4			23	WR;O;WR*O*						
	IBPETS319FT2					WR;O;WR*O*					PE	End level
	IBPETM319FT2					WR;O;PF;WR*;O*;PF*						
<b>Block 3 &amp; 4</b>												
Internship	IBPPLC122R3	30					78		78	PF;PF*		End Level
		60	8 weeks		8 weeks		8 weeks		8 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= 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

\* = 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 schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisations: Marketing / Supply Chain / Organisation & Change

Year 3-IB (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		
<b>Block 1</b>												
<i>IB Core</i>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
<i>IB Core</i>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
<i>IB Core</i>												
IB-Core Advanced International Business I	IBPAIB122R3	6					39,25	CT		CT*		
<i>Specialisation: Marketing</i>												
IB-Marketing Value Creation and Innovation I	IBPVCI121R3-M	9					35	RP		RP*		
<i>Specialisation: Supply Chain</i>												
IB-OPS Value Creation and Innovation I	IBPVCI121R3-S	9					35	RP		RP*		
<i>Specialisation: Organisation &amp; Change</i>												
IB-O&C Value Creation and Innovation I	IBPVCI121R3-O	9					35	RP		RP*		
<b>Block 4</b>												
<i>IB Core</i>												
IB-Core Advanced International Business II	IBPAIB222R3	6							31,75	CT;CT*		
Research Proposal & Res. Skills / Thesis -Preparation ***	IBPTHS121R4	(30)							2.0			
<i>Specialisation: Marketing</i>												
IB-Marketing Value Creation and Innovation II	IBPVCI221R3-M	9							35	RP;RP*		End level
<i>Specialisation: Supply Chain</i>												
IB-OPS Value Creation and Innovation II	IBPVCI221R3-S	9							35	RP;RP*		End level
<i>Specialisation: Organisation &amp; Change</i>												
IB-O&C Value Creation and Innovation II	IBPVCI221R3-O	9							35	RP;RP*		End level
		<b>60</b>	<b>7 weeks</b>	<b>7 weeks</b>	<b>8 weeks</b>	<b>8 weeks</b>						

**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.

\* Second opportunity

\*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student is able to go on internship or study abroad first depending on meeting the requirements

\*\*\* This considers the formulation of the research design untill the research question and sub-questions.

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce EU LAN

Year 3-IB (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		
<b>Block 1</b>												
<i>IB Core</i>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
<i>IB Core</i>												
Period Abroad I: Internship or Exchange **	IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
<i>IB Core</i>												
IB-Core Advanced International Business I	IBPAIB122R3	6					39,25	CT		CT*		
<i>Specialisation: Commerce</i>												
IB-Commerce Value Creation and Innovation I-Creative Marketing	IBPVC1121R3-C	4					12.0	PR		PR*		
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	(6)					18.5					
<i>Languages</i>												
Upper Intermediate semester 6 - B2 (FR/SP/GE)	IBPUIFR521R3/IBPUIISP521R3/IBPUIGE521R3	(8)					24,5	WR		WR*		
<b>Block 4</b>												
<i>IB Core</i>												
IB-Core Advanced International Business II	IBPAIB222R3	6							31,75	CT;CT*		
Research Proposal & Res. Skills / Thesis - preparation ***	IBPTHS121R4	(30)							2.0			
<i>Specialisation: Commerce</i>												
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	6							18.5	GAT;PR;GAT*;PR*		End level
<i>Languages</i>												
Upper Intermediate semester 6 - B2 (FR/SP/GE)	IBPUIFR521R3/IBPUIISP521R3/IBPUIGE521R3	8							24,5	O; O*;WR*		End level
		52	7 weeks	7 weeks	8 weeks	8 weeks						

**Legend**

**In the column "test"**

- AT= Assignment
- ASS= Assessment
- CA= Continous 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.

\* Second opportunity

\*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student is able to go on internship or study abroad first depending on meeting the requirements

\*\*\* This considers the formulation of the research design until the research question and sub-questions.

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce - Asian LAN

Year 3-IB	(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		
		<b>Block 1</b>												
		<b>IB Core</b>												
		Period Abroad I: Internship or Exchange ** / ***	IBPPLC122R3 or IBPEXC122R3	(30)	78									
		<b>Block 2</b>												
		<b>IB Core</b>												
		Period Abroad I: Internship or Exchange ** / ***	IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
		<b>Block 3</b>												
		<b>IB Core</b>												
		Period Abroad II: Exchange or Internship ** / ***	IBPEXC122R3 or IBPPLC122R3	(30)				78						
		<b>Block 4</b>												
		<b>IB Core</b>												
		Period Abroad II: Exchange or Internship ** / ***	IBPEXC122R3 or IBPPLC122R3	30						78	PF;PF*			
				52	7 weeks	7 weeks		8 weeks		8 weeks				

\* Second opportunity

\*\* These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation.

\*\*\* Commerce Asia students with Mandarin as their language and China as their country for Exchange, will continue block one & two (Exchange) with block three & four abroad (Internship) and will enrol into the graduation I programme in year four - semester seven

**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.

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisations: Marketing / Supply Chain / Organisation & Change

Year 4 (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								
<b>Block 1</b>												
Minor or Internship or Exchange **	Minor or IBPPLC122R3 or IBPEXC122R3	(30)	78									
<b>Block 2</b>												
Minor or Internship or Exchange **	Minor or IBPPLC122R3 or IBPEXC122R3	30		78	PF		PF*					
<b>Block 3</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	(30)					11					End level
<b>Block 4</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	30							9	RP;O;RP*;O*		End level
		<b>60</b>	7 weeks		7 weeks		8 weeks		8 weeks			
* Second opportunity												
** These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student can choose depending on what is done in sem5												

**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 schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce EU LAN

Year 4 (Cohort: 20192020)

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		
<b>Block 1</b>												
Period Abroad II: Exchange or Internship **	IBPEXC122R3 or IBPPLC122R3	(30)	78									
<b>Block 2</b>												
Period Abroad II: Exchange or Internship **	IBPEXC122R3 or IBPPLC122R3	30		78	PF		PF*					
<b>Block 3</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	(30)					11					End level
<b>Block 4</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	30							9	RP;O;RP*;O*		End level
		<b>60</b>	7 weeks	7 weeks	8 weeks	8 weeks						
* Second opportunity												
** These are the contact hours delivered to the student by the exchange partner (university) or by the internship organisation and student can choose depending on what is done in sem5												

**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

Curriculum schedule Student Handbook

Programme: International Business; 2022-2023; full time; IB Specialisation: Commerce Asian LAN

Year 4 (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		
<b>Block 1</b>												
<b>IB Core</b>												
IB-Core Advanced International Business I	IBPAIB122R3	6	39,25	CT		CT*						
<b>Specialisation: Commerce</b>												
IB-Commerce Value Creation and Innovation I-Creative Marketing	IBPVC121R3-C	4	12.0	PR		PR*						
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	(6)	18.5									
<b>Languages</b>												
Elementary Language semester 6 - B1.1 (MA/JA/IN)	IBPELMA521R3/IBPELJA521R3/IBPELINS21R3	(8)	24,5									
<b>Block 2</b>												
<b>IB Core</b>												
IB-Core Advanced International Business II	IBPAIB222R3	6			31,75	CT		CT*				
Research Proposal & Res. Skills / Thesis - preparation **	IBPTHS121R4	(30)			2.0							
<b>Specialisation: Commerce</b>												
IB-Commerce Value Creation and Innovation II-Project	IBPVC1221R3-C	6			18.5	GAT;PR		GAT*;PR*				End level
<b>Languages</b>												
Elementary Language semester 6 - B1.1 (MA/JA/IN)	IBPELMA521R3/IBPELJA521R3/IBPELINS21R3	8			24,5	WR,O		WR*;O*				End level
<b>Block 3</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	(30)						11				End level
<b>Block 4</b>												
Research Proposal & Res. Skills / Thesis	IBPTHS122R4	30							9	RP;O;RP*;O*		End level
		30	7 weeks		7 weeks		8 weeks		8 weeks			

**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

\* Second opportunity

\*\* This considers the formulation of the research design until the research question and sub-questions.