



Teaching and Examination Regulations 2018-2019

Bachelor's degree programme in International Business (IB)
[30029 code]

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1 Introduction

Every degree programme is required by law to have Teaching and Examination Regulations. These Regulations contain provisions relating to the teaching of the degree programme and the associated examinations and interim examinations. You can find the latest Teaching and Examination Regulations for your degree programme in the [course prospectus](#) for your degree programme under ‘*Programme details*’.

1.1 Organisation of this document

Chapter 2 **Teaching** outlines the objectives of the programme, the associated intended learning outcomes and the way in which teaching is structured. It also provides an overview of the curricula offered by the programme, including any specialisations, and information on the student counselling. It also contains provisions relating to minors and progression to the main phase.

Chapter 3 **Interim examinations and partial examinations** describes all aspects of assessment: format, order, number of attempts, marking, inspection, etc. This chapter also describes how credits are obtained, the period of validity of results and exemptions, and special arrangements for students with a disability or language deficiency.

Chapter 4 **Rules governing conduct during interim examinations** describes the rules students must comply with when sitting interim examinations or partial examinations, what we understand by fraud and plagiarism and what the procedure is if fraud or plagiarism is suspected.

Chapter 5 **Study advice** contains provisions relating to the binding study advice and the consequences if you fail to reach the level you are required to reach by the end of the first year of your studies.

Chapter 6 **Examinations, first-year certificate and degree certificate** contains provisions relating to the certificates obtained at the end of the first year and the main phase and explains how you qualify for the classification ‘cum laude’ (with distinction).

Chapter 7 **Examination Board and Appeals Board** lists situations where you should contact the Examination Board and specifies when you may lodge an appeal with the Examination Appeals Board (COBEX).

Chapter 8 **Validity of Teaching and Examination Regulations** indicates who and what the Teaching and Examination Regulations apply to, how long they are valid for and how they are adopted.

Chapter 9 **Testing programmes** gives an overview of all the modules in the curricula offered by the degree programme, indicating the number of credits, the methods of assessment and when the examinations take place.

Chapter 10 **Definitions** explains the key terms used in the document.

Where ‘she’ is used, we also mean ‘he’.

1.2 Relevant sources of information in addition to the Teaching and Examination Regulations

[Students' Charter](#): sets out all the rights and obligations of students and prospective students. The Teaching and Examination Regulations form part of the Students' Charter.

[Course prospectus](#): the digital information source containing all relevant information on the degree programme and the modules.

[Test protocol](#) for digital, written and other tests: detailed rules governing how interim examinations and partial examination are administered.

[Studying with a disability](#): details of the special arrangements available for students with a disability.

[Top-level Sports Regulations](#): contains details of the special arrangements available for students who are top-level athletes.

[Entrepreneurships Regulations](#): contains details of special arrangements available for students who are entrepreneurs.

[Examination Board Regulations](#): these govern the composition, tasks and procedures of the Examination Board (only available in Dutch).

[Selection list of the Netherlands Association of Universities of Applied Sciences](#): this contains rules governing retention times for examinations and certificates (only available in Dutch).

1.3 Information on admission requirements

The general admission requirements for the Bachelor's programme are set out in the [Students' Charter](#). The specific admission requirements for the various curricula of the Bachelor's programme in International Business can be found in the [course prospectus](#).

2 Teaching

2.1 Objectives of the degree programme

The bachelor programme International Business (IB) aims to train students to become professionals who:

- have a solid knowledge base that makes them able to operate across a wide spectrum of international business sectors;
- draw on and critically interpret thought-leading research and develop research skills to inform entrepreneurial decision making;
- possess a global mindset that makes them able to act as a connector across various sectors and within a culturally diverse environment;
- possess the hands-on and entrepreneurial skills to cope with changing job market conditions, and are primed to adapt to the demands and challenges of our rapidly changing 21st-century economy and world; and
- have the knowledge base and mindset needed to provide for socially responsible solutions for the challenges of tomorrow.

2.2 Exit qualifications of the degree programme

Our International Business programme at AMSIB is geared to master a set of intended learning outcomes (ILOs). They are presented on the next page.

Programme ILOs (Intended Learning Outcomes) International Business and required levels

Domain	Themes	ID	Programme ILOs	Level
Ways of Thinking	Critical Thinking	CT	Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.	3
	Innovation & Creativity	IC	Create innovative ideas in a changing business environment systematically.	3
	International Business Awareness	IBA	Analyze patterns in global macro-economic factors and policies that drive international trade and business development.	3
Ways of Working	International Business Communication	IBC1	Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.	3
		IBC2	Use one or two additional languages to facilitate international business (= option ILO)	-
	Collaboration	COLL	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.	3
	Management of Information as digital citizen	MIDC	Produce management information from various data sources in an international business environment.	3
Living in the world	Personal & Professional Development	PPD1	Express reflections on his personal development with the aim of personal growth.	3
		PPD2	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	3
	Ethical & Social Responsibility	ERS	Formulate his own position concerning ethical and social responsibility in a professional environment.	3
	Intercultural	IP1	Mitigate the pitfalls of cultural differences in business and social contexts	3

	Proficiency	IP2	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.	3
		IP3	Use appropriate verbal and non-verbal communication in an intercultural setting.	3
		IP4	Assess the effect of cultural differences upon organisational behavior and strategic choices.	3
Tools for Working & Management	Marketing & Sales*	MS1	Develop a well-founded marketing plan to support the creation of value for international customers.	2*
		MS2	Use appropriate sales techniques in support of durable customer relationships.	2*
		MS3	Incorporate developments of the digital landscape in a marketing strategy.	2*
	Finance & Accounting*	FA1	Evaluate financial performance of the organisation from different stakeholders' perspectives.	2*
		FA2	Recommend financing possibilities in a dynamic international environment.	2*
	Operations & supply chain management*	OSCM1	Evaluate the operations processes within and between organisations.	2*
		OSCM2	Manage the operations processes within and between organisations.	2*
	Organisation & People*	OP1	Draft the strategic cycle of part(s) of the organisation (process and content).	2*
		OP2	Assess the impact of change on the organisation.	2*
	Business Research	BR	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.	3

*for AT LEAST one of these four themes, all PLO's should be assessed on level 3.



2.3 Curricula offered by the programme

The programme offers the following first year curricula only since this programme starts this year:

Year	Name	Number of credits	FT/PT/Dual education
First year	International Business	60	FT
First year	Three-year fast-track International Business (pre-university)	60	FT
First year	International Business Evening programme	60	PT

2.4 Structure of curricula

An academic year is sub-divided into four blocks of 10 weeks in year 1.

All the modules in the various curricula are listed in Chapter 9. The following details are specified for each module:

- the name of the module;
- the number of credits;
- the method of assessment for all interim examinations and partial examinations for the first and second attempts;
- the week/block in which the interim examination(s) and/or partial examinations are offered, for both the first and the second attempt.

Further information on the various modules can be found in the [course prospectus](#).

2.5 Education format

Our programme aims to enable our students to obtain solid business knowledge and propagate our AMSIB values (have a global mindset, be entrepreneurial and socially responsible) all within an evidence based (research) context. Our learning environment breathes the high expectations we have of our students. This is not only reflected by the quality of the work they need to deliver but also the professional attitude we expect students to demonstrate right from the start. This professional attitude is operationalised by the AMSIB code of professional conduct which is consistently modelled and stimulated by our lecturers

We do not see learning as a spectator sport: sitting in the classroom and listening does not teach students adequately. Instead we employ a flipped classroom model where students study and prepare at home and work and interact with each other and the lecturer in class. They hence learn by doing and through interaction with others. Our grouping adage for classes is 'large what can be large and small what needs to be small' and we incorporate technologies for efficient and modern educational delivery and assessment.

The degree programme is delivered in English with an exception for language modules other than English.

2.6 Evaluation of teaching

- Each module at AMSIB is evaluated systematically by the students. The module coordinator analyses the results of the module evaluations and the success rates of the modules, and then discusses them with the lecturers involved. For minors an additional evaluation on the coherence of the minor as a whole is done by students as well.

- Conclusions and implications of module evaluations are subject to discussion in the Study Council on a regular basis.
- The testing is evaluated by the Test Assessment Committee.
- The overall satisfaction of the students on the programmes is evaluated by the National Student Survey (NSE). AMSIB discusses the results of this survey with the Study Council, and the MT decides how to follow up on the results.
- The internship and thesis monitor evaluates the satisfaction of students and company supervisors on the process and content of these parts of the curriculum.
- The quality of the education that AMSIB students follow during their study abroad period is assured through the International Relations Coordinators. They also monitor the academic performance of students abroad, the curricular integration after their return, the quality of administrative procedures for student exchange and the overall student experience abroad. The partner network as a whole is reviewed every three years.
- The National Alumni Monitor evaluates the satisfaction of alumni 1.5 years after graduation and provides insight into the career paths of our graduates.

2.7 Student counselling

The programme manager will ensure that individual student counselling with regard to progress in terms of professional skills and professional development is provided for all students.

Students should contact their student counsellor if they have problems of a personal nature, whether or not these are directly connected with their studies. Student counsellors are bound by the provisions of the [Code of Conduct for Student Counsellors](#).

2.8 Track aimed at achieving a higher knowledge level

The degree programme does not offer a track aimed at achieving a higher knowledge level.

2.9 Minors

A minor consists of 30 credits and forms part of the main phase. Students may commence a minor if they have successfully completed their first year programme and have obtained 40 credits from the main phase¹.

Students can select a minor from:

- a. the range offered by the AUAS;
- b. the range offered by higher education institutions affiliated to Kies Op Maat (KOM), as listed on the website www.kiesopmaat.nl;
- c. the (transfer) minors offered by a higher education institution that is not affiliated to KOM;

¹ This does not apply to students who are on a three-year fast-track programme for school-leavers at pre-university level; these students must have obtained at least 10 credits from the main phase.

d. the minors offered by a higher education institution abroad.

The minor that a student chooses must be related to the ambitions of the student, and should not resemble other components of the degree programme with regard to content and level. The student must submit his/her choice of minor to the Examination Board of his/her degree programme for approval.

Exemption for the minor is possible for students who have acquired 30 credits of a main phase of another hbo or wo degree programme and whose content, scope and level should not resemble other components of the current degree programme (see 3.11).

Institutions that offer minors may have specific entry requirements for one or more of their minors.

If a minor is designated as a track aimed at achieving a higher level of knowledge, Section 2.8 will also apply.

The minors offered by the AUAS will be posted on the [minors website](#) by 1 March preceding the academic year concerned at the latest.

Students can select a minor from the range offered by the programme. These are listed in the [course prospectus](#).

2.10 Special arrangements for students with a disability

Students who have special needs due to a disability or chronic illness are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on the AUAS.

The programme manager will endeavour to offer students with a disability a learning environment that is equal, wherever possible, to that available to students without a disability and that offers equal opportunities for academic success. In the event of a request for a special arrangement, the programme manager will take the advice of the student counsellor. See also: [Studying with a disability](#).

The adjustments must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. Such adjustments may relate to:

- a. the accessibility of buildings;
- b. the curriculum, including work placements;
- c. course timetables;
- d. teaching methods, including supervision;
- e. teaching materials; and
- f. assessment (see also 3.13).

2.11 Progression from first year phase to main phase

Students will be admitted to the main phase of the degree programme if they have passed the first-year examination (see Chapter 6).

In addition to this, students who are enrolled in the propaedeutic year are allowed to follow education and take exams of the main phase in case:

- a. they have not yet passed the first-year examination but have obtained at least 50 credits (see Chapter 5);
- b. their study advice has been suspended due to personal circumstances (see Chapter 5).

2.12 Progression to a master's degree programme

N/A

3 Interim examinations and partial examinations

3.1 Format

Each module concludes with an interim examination. An interim examination for a module may comprise several partial examinations. Chapter 9 lists the testing programmes. These specify the method of assessment for the interim examinations or partial examinations for each module, for both the first and the second attempt.

The adopted testing programme may only be amended in exceptional circumstances on the recommendation of the programme committee and with the consent of the School Representative Advisory Council.

Based on the agreed testing programmes, the programme manager will ensure that the [course prospectus](#) specifies the intended learning outcomes (learning objectives) and study materials for each individual interim examination or partial examination, so students can prepare themselves as well as possible. The [course prospectus](#) will also specify whether examinations can be offset and/or weighed.

An interim examination or partial examination that is undertaken jointly by a group of students must be designed in such a way that it enables each of the students involved to obtain an individual mark, based on the intended learning outcomes, for an individually distinguishable performance. The rules given for the assignment will indicate precisely how the assessment will be conducted.

3.2 Sequential order

Chapter 9 Testing programmes specifies in which block or week the interim examinations or partial examinations will be held for each module.

Where applicable, the testing programmes will also indicate whether:

- a. a particular number of credits is required for participation in interim examinations and/or partial examinations for specific modules;
- b. certain modules must be passed before students can participate in specific modules.

3.3 Number of attempts

Each academic year, students have two opportunities to complete a module in the first-year phase or main phase. In the case of work placements and long-term assignments where a resit cannot take place in the same year, the programme manager may decide to offer students only one opportunity to complete a module in the same academic year.

If there is reason to do so based on a student's personal circumstances (see Section 5.2), the Examination Board may decide to deviate from the limitation in the number of times a student can retake an examination in a way that is advantageous for the student. The Examination Board will seek advice from the student counsellor and, where necessary, from the relevant lecturer and/or student counsellor before making a decision.

If a module is no longer offered, the degree programme will offer students a further two opportunities to take an interim examination or partial examination for this module in the following year.

If a student fails a module in the academic year in which she took the module and wishes to retake an interim examination or partial examination for that module the following academic year, the requirements imposed will be those that apply to the current academic year.

3.4 Examination timetable

The programme manager will draw up the examination timetable on an annual basis (see Chapter 9). When setting the dates for the testing opportunities in an academic year, the workload placed on students by the curriculum as a whole is taken into account.

The examination timetable must be finalised and made known to students at least two weeks before the start of the relevant block in year 1.

Students who fulfil the criteria of AUAS' [Top-level Sports Regulations](#) or [Entrepreneurship Regulations](#) may be eligible for a special examination timetable.

3.5 Arrangement and mandatory participation in practical components

The following modules contain one or more practical components:

Module	Arrangement	Mandatory participation
Business English 2 (BE2)	In class development of communication skills through debating	Yes
Cross Cultural Awareness (CCA)	In class development of cross-cultural competence and awareness through workshop activities, case studies, exercises and activities challenging students to step out of their comfort zones.	Yes
Personal and Professional Development 1 (PD1)	In class development of interpersonal, reflection and teamwork skills through exercises, assignments and workshop activities.	Yes
Personal and Professional Development (PD2)	In class development of interpersonal, reflection and teamwork skills through exercises, assignments and workshop activities.	Yes
Global Business Law (GBL)	Application of law and ethical insights on cases through in class discussion, debate and presentations to enhance complex problem solving and critical thinking skills	Yes
Professional & Academic Skills (PAS, FTP)	Continuous assessment of behaviour in terms of punctuality, preparedness, cooperation, leadership as well as active listening skills, conflict management, giving/receiving feedback.	Yes

Ethics, Responsibility and Sustainability (ERS)	In class development of analytical, critical thinking, (desk) research skills and ethical awareness in real life business cases, debates, reporting and presentations	Yes
Co-Creative Entrepreneurship 1 (CCE1)	In CCE students establish and run their own companies. In CCE1 in class development of business models on a learning by doing basis. Discussion, validation and decision making processes taking place in class are essential elements in developing entrepreneurial competencies.	Yes
Co-Creative Entrepreneurship 2 (CCE2)	In class company meeting to decide on operational, tactical and strategic issues as part of running a student company. Witnessing and participating in the decision making processes is key for the development of entrepreneurial soft skills.	Yes

Where modules involve mandatory participation, the [course prospectus](#) will specify the rules governing as a requirement for participation in the interim examination and/or partial examination.

3.6 Oral interim examination and/or partial examination

An oral interim examination and/or partial examination will always involve two examiners.

If, for organisational reasons, this is not practical, an exception may be made to this rule (except in the case of graduation modules). In that case, the oral interim examination and/or partial examination will have to be recorded.

An oral interim examination and/or partial examination is not open to the public, unless the Examination Board decides otherwise.

3.7 Standardisation of assessments

Interim examinations for all the degree programme's modules, including minors and modules from tracks for achieving a higher level of knowledge, will be awarded a mark between 1 and 10, with a maximum of one decimal place.

Partial examination will be awarded a mark between 1 and 10, with a maximum of one decimal place, or will be marked as 'pass' or 'fail'. The [course prospectus](#) indicates how such qualitative assessments are weighted when calculating the mark for the module.

A student's assessment result in an interim examination is deemed to be satisfactory if the mark allocated is 5.5 or higher. A student's assessment result in a partial examination is deemed to be satisfactory if the mark allocated is 5.5 or higher or if the student obtains a 'pass'.

If the interim examination comprises two or more partial examinations, the marks for which can be offset against each other, the student will pass the module if the weighted average of the partial examinations is 5.5 or higher. Offsetting of marks between modules is not permitted.

Where marks are offset, the student may be required to achieve a minimum mark of 5.0 for the partial examinations. If this is the case, it will be indicated in the [course prospectus](#) for the relevant module.

The results of partial examinations taken during integrated resits will lapse at the end of the relevant academic year.

Where requested by the student, the results of any modules that the student has taken at an institution abroad that form part of the student's degree programme may be converted into marks on a scale of 1 to 10 by the Examination Board, based on the available grading table of the foreign institution and that of the AUAS.

On completion of a module, the highest (rounded) grade achieved will determine whether or not the student has passed the module.

3.8 Recording and announcement of results

Interim examinations and partial examinations are assessed individually for each student. The mark is determined by the examiner or examiners.

The result of an interim examination or partial examination will be published in SIS no more than 15 working days after the examination date or submission date. For the reviewing period will be taken in account the date of the resit.

3.9 Allocation of credits

The student will be deemed to have passed the module and the relevant credits will be allocated if the student has obtained a passing mark for the interim examination. Credits will not be awarded for passing partial examinations.

Where a student is granted an exemption for a particular module, she will be deemed to have passed that particular module and the corresponding credits will be allocated.

The date of the interim examination or the last partial examination that resulted in successful completion of the module will be treated as the date on which the credits were obtained. For exemptions applies the date the exemption was granted.

3.10 Inspection

The student may inspect a marked interim examination or partial examination and the mark scheme used at a time to be designated by the degree programme.

Students may inspect their interim examination paper or partial examination paper up to a maximum of 15 working days after publication in SIS. For the planning of the date will be taken in account the date of the resit.

If, for justifiable reasons, the student is unable to be present at that time, she may inspect the marked interim examination or partial examination by appointment with the examiner. The Examination Board decides if justifiable reasons is applicable.

3.11 Granting of exemptions for (parts of) modules

The Examination Board is authorised to grant exemptions to students:

- a. if they have passed examinations at other higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to (parts of) the module for which the student wishes to be exempted;
- b. if they have acquired knowledge and skills outside higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to (parts of) the module for which the student wishes to be exempted. This provision is not applicable for the minor.

Students wishing to be considered for an exemption must submit a motivated and substantiated request to that effect in writing to the Examination Board before the teaching of the module for which exemption is being requested begins. The request must be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the modules for which an exemption is being requested.

The validity period of an exemption granted for (parts) of the module of the main phase is unlimited in principle, unless the exemption has been granted in respect of one of the modules listed in Section 9.7.

The Examination Board will determine, on the basis of the evidence submitted, whether the student has met the requirements of the relevant module.

The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant module or parts thereof. The Examination Board will inform the student of its decision by digital means within four weeks of the date on which the request was received.

Exemptions will be listed with the description 'exemption' in the examination results summary in SIS. A partial examination for which the student has been granted an exemption will not count towards the average final grade for the module of which this partial examination forms part.

3.12 Validity

In principle exam results and exemptions granted in the main phase have an unlimited period of validity.

3.13 Disabilities

The Examination Board may grant students with a disability an extension to the standard length of the interim examination or partial examination and/or allow them to use examination aids.

Students with a disability who would like to seek modifications to the assessment procedure must submit a substantiated request to this effect to the Examination Board. This request must be accompanied by a recommendation from the student counsellor. See also: [Studying with a disability](#).

3.14 Language deficiency

A student with a language deficiency because she has grown up abroad and who follows a degree programme that is delivered in Dutch may ask the Examination Board for an extension to the length of the examination and/or to be allowed to use a non-digital dictionary when taking interim examinations or partial examinations in the first and second year of enrolment. This request must be accompanied by a written recommendation from the student counsellor.

4 Rules for sitting interim examinations and partial examinations

4.1 Registration examinations and partial examinations

The faculty decides if and how student have to register for interim and partial examinations and resits.

The first chance for the examination is the first opportunity, immediately following the course taken. If there is registration: the student can cancel this first chance by unsubscribing for the first opportunity. If the student does not take part in the first opportunity and has not unsubscribed, there is a resit. With an unsatisfactory result at the first opportunity, there is also a resit.

If the student retakes a course from a previous academic year in a subsequent academic year and makes use of the subsequent first opportunity, this will be a resit.

4.2 Sitting interim examinations and partial examinations

When sitting interim examinations and partial examinations, the provisions of the relevant [test protocol](#) will apply: digital, written and other tests.

4.3 Own/individual work

Students will sit the interim examination or partial examination individually and may use the permitted study aids when doing so. Group assignments are an exception to the rule of individual interim examinations and partial examinations. For group assignments, each group product must make it possible to distinguish the individual performance of each student based on the intended learning outcomes (learning objectives).

Students must always submit their own work in interim examinations and partial examinations. When citing the work of others, students must apply the agreed [rules](#) for source acknowledgement.

If a student contravenes one or more of the provisions of Sections 4.4 and 4.5, she will be deemed to have committed plagiarism and/or fraud.

4.4 Definition of plagiarism

Plagiarism means:

- a. using or copying someone else's texts, data, ideas or images without a full and correct acknowledgement of sources;
- b. presenting the structure or central ideas developed by someone else as your own work or ideas, even if a reference to other authors has been included;
- c. not indicating clearly in the text, for example through the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if sources have been acknowledged correctly;
- d. paraphrasing the content of someone else's work without adequately acknowledging sources;

- e. copying (parts of) media files or other sources, software source codes, models and other diagrams of third parties without acknowledgement, thereby passing them off as your own work;
- f. submitting a text that has been submitted previously, or a similar text, for assignments of other programme modules without acknowledging the source;
- g. copying the work of your peers and passing it off as your own work;
- h. submitting documents that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise.

Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.

A student will be deemed to be complicit if fellow students copy his/her work with the student's consent and/or cooperation.

If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed to be accessories to plagiarism if they could or should have known that plagiarism had been committed.

4.5 Detection of plagiarism

The examiners and the Examination Board are authorised to check submitted work for plagiarism and, to that end, may use plagiarism detection programs. By submitting a text to be assessed, the student gives his/her implicit permission for the text to be included in the database of the detection programme concerned.

4.6 Definition of (serious) fraud

Fraud means any act, omission or attempt at or admission of behaviour that fully or partially prevents a correct and fair assessment of a person's knowledge, insights and skills or (professional) attitude from being made. Fraud includes:

- a. using aids other than those allowed during an interim examination or partial examination;
- b. copying during the interim examination or partial examination or exchanging information either inside or outside the examination room;
- c. pretending to be someone else during the interim examination or partial examination;
- d. being represented by someone else during the interim examination or partial examination;
- e. taking possession of the assignment or assignments of the interim examination before the date or time the examination concerned is due to take place;
- f. inventing and/or falsifying survey results, interview responses or research data.

Fraud can involve an interim examination or partial examination that the student is taking themselves, as well as allowing other students to act in a fraudulent manner.

Fraud as described under letters c. and d. and plagiarism as described under letter h. in Section 4.5 will in any case constitute serious fraud. Repeated fraud will be marked as serious fraud.

Depending on the actual circumstances of the particular case, other conduct may also be treated as fraud. No design is required for determining fraud as referred to in the chapter. Suspected fraud may be established before, during or after an interim examination or partial examination. An example of suspected fraud being established

after the examination is if, during the marking process, two or more students appear to have given identical or virtually identical answers, including incorrect answers, to a large proportion of the questions.

4.7 Procedure in the event of fraud and/or plagiarism

If there are serious grounds for suspecting that a student is guilty of fraud or plagiarism, the examiner or invigilator will notify the Examination Board.

The Examination Board will decide whether the student is actually guilty of fraud, including serious fraud, or plagiarism. If that is the case, the Examination Board will notify the student in writing, specifying the associated sanctions. Before reaching a decision, the Examination Board will give the student the opportunity to be heard, within a period of ten working days from notification.

If the student is found guilty of fraud or plagiarism, the Examination Board may prevent the student from taking certain interim examinations and/or partial examinations for a period of a maximum of one year. In the case of serious fraud the Examination Board may recommend to the Dean that the student's enrolment be terminated.

If the student is found guilty of fraud, the Examination Board may decide to check work submitted previously by the student concerned for fraud and, if fraud is detected, to impose sanctions.

If the fraud has been established as an indisputable fact, it will be recorded in SIS that the student has taken the interim examination or partial examination, but has not been awarded a mark due to fraud.

5 Study advice

5.1 Advice on continuation of studies after the first-year phase

At the end of each student's first year of enrolment in the first-year phase of the degree programme, the Examination Board, on behalf of the Dean, will provide the student with study advice regarding their continuation within the degree programme.

This study advice will be emailed to the student no later than 24 August. For students who were admitted in February, the ultimate date is 24 February instead.

The study advice has a binding negative character for students who, taking into account their personal circumstances (see 5.2), have earned fewer than 50 credits for modules in their first year. Results obtained through exemptions count towards the 50-credit minimum.

Students who have terminated their enrolment in the degree programme during the course of the first year of their studies will receive a study advice for their first year at the end of that year. This may be a negative binding study advice unless, based on the student's personal circumstances, the Examination Board believes that a negative binding study advice should not be issued.

Students who enrolled in the degree programme on 1 February and to whom a modified form of the curriculum applies will also be subject to the provisions of the above four sections, in which case the word 'year' in Section 1 must be replaced by the words '12 months'. Contrary to the previous sentence, the word 'year' may also be replaced by the words '13 months'. This (dual) exception to regular enrolment will be applied on the basis of organisational factors ensuing from a modified arrangement of the academic year for February enrolment.

5.2 Suspension of study advice at the end of the first-year phase

If at the end of the first year of enrollment for the propaedeutic phase the Examination Board cannot form an opinion on the suitability for the programme due to the student's personal circumstances, it may decide not to issue a study recommendation in the first year of enrollment.

If suspended, the study advice will be issued ultimately at the end of the second year of enrolment. If, with due regard for personal circumstances, the student has not successfully completed his/her first-year phase by the end of his/her second year of enrolment, the study advice will be negative and the student will not be allowed to continue the degree programme.

Study advice issued in the second year will follow the same procedure as the one followed for the issuing of standard study advice.

5.3 Personal circumstances

Personal circumstances include:

- a. illness;
- b. disability;

- c. pregnancy;
- d. exceptional family circumstances;
- e. membership of the Representative Advisory Council, School Representative Advisory Council, student committee or programme committee;
- f. membership of the board of a sizeable and active student organisation with full legal authority.

The student must communicate such personal circumstances in good time with the student counsellor.

5.4 Conditions governing study advice

Binding negative study advice cannot be issued if the student has not received at least one email from the degree programme in good time via email during the course of the academic year, warning him/her of the fact that she may receive a binding negative study advice and of what the associated consequences will be.

The Examination Board will only decide whether or not to issue binding negative study advice to a student after the student counsellor has been consulted about the personal circumstances that the student has discussed with the student counsellor (see 5.2).

The student counsellor will only issue a written recommendation if the student has notified the student counsellor about these personal circumstances in a timely manner. In this context, notification is deemed to be timely when it is given as soon as the circumstances occur or very soon thereafter.

Before issuing binding negative study advice, the Examination Board will allow the student to be heard.

5.5 Consequences of binding negative study advice

A student who has received binding negative study advice can no longer be enrolled as a student in the same degree programme at the AUAS.

The above provision applies to all specialisations listed in 2.3 and, where applicable, to the Associate degree programme.

The above provision also applies to the following degree programme(s) that share a common first-year phase with the degree programme in which the student was enrolled:

- a. International Business and Management Studies
- b. International Business and Languages

After a year, a student who has received a binding negative study advice may apply for enrolment in the same degree programme or in another degree programme to which the binding negative study advice applies. The Examination Board will only approve such an application if the student concerned can make a reasonable case that she will be able to successfully complete the degree programme within a reasonable period of time.

6 Examinations, first-year certificate and degree certificate

6.1 Examinations

The first-year phase and the main phase both end with an examination.

Students are deemed to have passed the examination if they have successfully completed all the modules for the relevant phase or programme, or an exemption has been granted for them.

Students can only pass the examination in the main phase if they have passed the first-year examination or have been granted an exemption for it.

6.2 First-year certificate and degree certificate

The Examination Board will issue a first-year certificate to students who have passed the first-year examination and a degree certificate to students who have passed the examination in the main phase.

If the student has successfully completed an honours track (intracurricular or extracurricular or honours minor), this will be specified on the degree certificate. The name of the track will be specified on the list of marks.

The marks on the list of marks will be rounded up to whole numbers. In addition to the list of marks, students will also receive a diploma supplement in English with their degree certificate.

The graduation date recorded on the first-year certificate or degree certificate will be the month in which the student sat his/her last interim examination.

A student may ask the Examination Board to delay the issuing of his/her degree certificate.

Students who have been granted exemption for the entire first-year phase will not receive a first-year certificate.

6.3 Degree

The Executive Board will award a Bachelor of Business Administration degree to students who have passed the examination in the main phase.

6.4 Calculation of average mark and 'cum laude' requirements

The average final mark for the first-year phase or the main phase is the weighted mathematical average of all the marks obtained in the interim examinations in the first-year or main phase.

Modules for which the student has been granted an exemption and extracurricular modules will not be included when [calculating](#) the weighted average final mark. If an exemption has been granted for more than a third of the curriculum in the first-year or main phase, a student will not receive an average mark and cannot be awarded a 'cum laude' degree (a degree with distinction).

Students will be eligible to have the words 'cum laude' recorded on their first-year certificate if they meet the following requirements:

- a. They have successfully completed their first-year phase within a maximum of one year.
- b. The weighted average final mark of their interim examination results for all the modules on the list of marks for the first-year examination is at least an 8.0 (not rounded off).

Students will be eligible to have the words 'cum laude' recorded on their degree certificate if they meet the following requirements:

- a. They have successfully completed the degree programme within the nominal study period.
- b. The weighted average final mark of the interim examination results for all the modules on the list of marks for the main phase is at least an 8.0 (not rounded off);
- c. the student's weighted average final mark for each of the modules internship and thesis is a minimum of 8.0 (not rounded off).

The Examination Board assesses whether to confer the designation 'cum laude'.

6.5 Statement

Upon request, a student who has passed more than one interim examination, but who cannot be awarded a first-year certificate or degree certificate, may be issued with a statement from the Examination Board that specifies the examinations that she has passed.

7 Examination Board and Appeals Board

7.1 Contacting the Examination Board

Every degree programme has an Examination Board. The Examination Board determines, in an objective and expert manner, whether or not the student meets the requirements of the Teaching and Examination Regulations and the exit qualifications for the degree programme.

Amongst others, students may contact the Examination Board with regard to the following requests:

- a. to be exempted from one or more interim examinations and/or partial examinations (see Section 3.11);
- b. to take an additional interim examination or partial examination (see Section 3.3);
- c. to extend the period of validity of an interim examination or partial examination that they have passed (see Section 3.12);
- d. to approve their choice of minor (see Section 2.9);
- e. for special arrangements to be made with regard to tests on account of a disability or chronic illness (see Section 3.13);
- f. for a longer examination time and permission to use a dictionary in the case of a language deficiency (see Section 3.14);
- g. for a revised examination timetable if the student is involved in top-level sports or entrepreneurship (see Section 3.4).
- h. if applicable, the approval for the composition of a study program

The Examination Board can be contacted via: [Examination Board](#)

7.2 Lodging an appeal with the Examination Appeals Board (COBEX)

Students may lodge an appeal with the Examination Appeals Board (COBEX) if they do not agree with a decision made by the Examination Board or by an examiner or examiners. Further information on COBEX and how students can lodge an appeal can be found in the *Legal protection through the Examination Appeals Board* section of the [Students' Charter](#).

8 Validity of Teaching and Examination Regulations

8.1 Scope

The Teaching and Examination Regulations for the International Business programme in academic year 2018-2019 apply to all students enrolled in the degree programme.

With the exception of the provisions relating to teaching and student counselling, the Teaching and Examination Regulations also apply to external students (i.e. students who are not being taught at the university but who are sitting interim examinations and/or partial examinations). Where appropriate, the word 'student' may therefore also be deemed to refer to external students.

Circumstances not provided for by the Teaching and Examination Regulations will be dealt with by the Dean.

8.2 Adoption

The Teaching and Examination Regulations will be adopted on an annual basis by the Dean of the faculty to which the degree programme belongs, on the recommendation and/or consent of the programme committee and the School Representative Advisory Council.

8.3 Validity and start date

The Teaching and Examination regulations will be valid for one academic year. In other words, Teaching and Examination Regulations from a previous academic year will not apply to a subsequent academic year. If necessary, transitional arrangements will be made for current students where rules or provisions are amended. Where transitional arrangements apply, this will be specified in Section 8.4.

During the course of the academic year, the Teaching and Examination Regulations may only be amended in the event of force majeure and provided that the result is not unreasonably disadvantageous for students. Interim changes will be decided by the Dean.

The start date of the Teaching and Examination Regulations is 1 September 2018.

8.4 Transitional arrangements

N/A

9 Testing programmes

9.1 First-year phase International Business programme

Units of study: Foundation Year Phase - 60 credits (Year 1)

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Introduction to Management	4	Block 1	Paper / Test (Written)	Block 3	Test (Written)
Business English 1	4	Block 1	Presentation / Test (Written) / Test (Digital)	Block 3	Presentation / Test (Written) / Test (Digital)
Financial Management 1	4	Block 1	Test (Written)	Block 3	Test (Written)
Personal Development 1	3	Block 1	Portfolio / Presentation	Block 3	Portfolio / Presentation
Marketing and Sales 1	4	Block 2	Assignment / Test (Written)	Block 3	Assignment / Test (Written)
Ethics, Respons. and Sustain.	4	Block 2	Assignment / Paper	Block 3	Assignment / Paper
Introduction to Quant. Methods	4	Block 2	Test (Written)	Block 3	Test (Written)
Cross Cultural Awareness	3	Block 2	Portfolio / Assignment	Block 3	Portfolio / Assignment
Principles of Economics	4	Block 3	Test (Written) / Assignment	Block 4	Test (Written)
Co-Creative Entrepreneurship 1	4	Block 3	Project / Paper / Continuous Assessment	Block 4	Project / Paper
Business English 2	4	Block 3	Test (Oral) / Test (Digital)	Block 4	Test (Oral) / Test (Digital)
Personal Development 2	3	Block 3	Portfolio / Assignment	Block 4	Portfolio / Assignment
Internat. Supply Chain Manag.1	4	Block 4	Test (Written)	Block 4	Test (Written)
Co-Creative Entrepreneurship 2	4	Block 4	Paper / Continuous Assessment	Block 4	Paper
Business Research 1	4	Block 4	Paper / Test (Written)	Block 4	Test (Written)
Information Technology	3	Block 4	Test (Digital)	Block 4	Test (Digital)

Click [here](#) for the course catalogue of year 1

9.2 First-year phase three year fast track International Business programme

Units of study: Foundation year phase - 60 credits (Year 1)

Course catalog	ECT S	Exam date	Course component	Resit date	Course component
Professional English Writing	5	Semester 1	Test (Digital)	Semester 1	Test (Digital)
Principles of Management	5	Semester 1	Assignment / Test (Written)	Semester 1	Test (Written)
Marketing & Sales Management	5	Semester 1	Assignment / Test (Written)	Semester 1	Test (Written)
Applied Research 1	5	Semester 1	Assignment / Test (Written) / Paper	Semester 1	Assignment / Test (Written) / Paper
Professional & Academic Skills	5	Semester 1	Assessment / Portfolio / Presentation	Semester 1	Assessment / Portfolio / Presentation
Managerial & Financial Acc.	5	Semester 1	Test (Written)	Semester 1	Test (Written)
Economics & Change	5	Semester 2	Test (Digital) / Assignment / Test (Written)	Semester 2	Test (Written)
Applied Research 2	5	Semester 2	Assignment / Paper	Semester 2	Assignment / Paper
Cross Cultural Management	5	Semester 2	Assignment / Product	Semester 2	Assignment / Product
Global Business Law	5	Semester 2	Project / Test (Written)	Semester 2	Project / Test (Written)
Business Information Technol.	5	Semester 2	Assignment / Test (Written) / Paper	Semester 2	Assignment / Test (written) / Paper
Governance, Sust. and Ent.	5	Semester 2	Assignment / Test (Written) / Paper	Semester 2	Test (Written)

Click [here](#) for the course catalogue of year 1

9.3 First-year phase International Business evening programme

Units of study: Foundation year phase - 60 credits (Year 1)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Marketing Research and Statistics 1	5	Block 1	Test (Written) / Assignment	Block 2	Test (Written) / Assignment
Management and Organisation 1	5	Block 1	Test (Written) / Assignment	Block 2	Test (Written) / Assignment
Corporate Plan 1	6	Block 2	Continuous Assessment	Block 3	Continuous Assessment
Business English 1	4	Block 2	Test (Written)	Block 3	Test (Written)
Accounting 1	5	Block 2	Test (Written)	Block 3	Test (Written)
European Law	5	Block 3	Test (Written)	Block 4	Test (Written)
Marketing 1	5	Block 3	Test (Written)	Block 4	Test (Written)
Principles of Economics	5	Block 4	Test (Written)	Block 4	Test (Written)
Corporate Plan 2	6	Block 4	Test (Written)	Block 4	Test (Written)
Business English 2	4	Block 4	Continuous Assessment / Test (Written)	Block 4	Continuous Assessment / Test (Written)
Employee Reflection report	10	Block 4	Test (Written)	Block 4	Test (Written)

Click [here](#) for the course catalogue of year 1

9.4 Modules that are due to expire

None of the modules in the International Business Programmes are due to expire.

10 Definition of terms

For the purpose of these regulations the terms below are defined as follows:

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of enrolment on 1 February, the period starting on 1 February and terminating on 31 January of the following calendar year;
- **assessment:** the assessment by an examiner of the extent to which a student or external student has met the requirements set for a particular course or part thereof;
- **Associate degree programme:** a programme as referred to in Section 7.8a of the WHW with a study load of at least 120 credits;
- **Code of Conduct for Student Counsellors:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam Code of Conduct for Student Counsellors, approved by the Executive Board on 8 May 2008;
- **competency:** an integral whole of professional knowledge, attitude and skills that a person needs to be able to function well within the relevant professional frameworks;
- **course:** an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the study programme curriculum, to which an examination is linked. Every course concludes with partial examinations or an interim examination;
- **course prospectus:** the digital information source containing all relevant information on the degree programme and the modules. In case of conflicting information between the Teaching and Examination Regulations and the course prospectus, the information of the Teaching and Examination Regulations applies.
- **credit:** the unit in which the study load is expressed as referred to in Section 7.4 of the WHW, whereby 60 credits are the equivalent of 1,680 study hours; One credit is the equivalent of 28 study load hours. Within a broader European context, credits are expressed in EC (European credits). Credits will only be awarded upon the successful completion of a course or if an exemption has been granted by the Examination Board;
- **Dean:** head of the faculty offering the study programme;
- **enrolment quota:** a fixed number of places allocated to a degree programme for which the number of applications exceeds the number of available places;
- **examination:** final element of a study programme as referred to in Section 7.3 of the WHW or the propaedeutic year as referred to in Section 7.8 of the WHW;
- **Examination Appeals Board:** board as referred to in Section 7.60 of the WHW;
- **Examination Board:** the board as referred to in Section 7.12 of the WHW;
- **examination programme:** overview of all interim and partial examinations for all courses in the propaedeutic year phase and main phase, specifying (at minimum) the following details, testing format for the first and second interim or partial examination, the number of credits, the block or week during which the interim or partial examination was administered;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **Executive Board:** the institutional administration as referred to in Sections 1.1 and 10.8 of the WHW;
- **faculty:** the organisational unit in which education is offered;

- **fast track programme:** a Bachelor's programme in which the full number of credits is offered and assessed within a shorter space of time, for instance 240 credits within three years;
- **final assignment:** the final product of a unit of study on the basis of which one or more of the exit qualifications of the degree programme are assessed;
- **final qualifications:** description of the study programme's final attainment level;
- **fraud:** an act as referred to in Section 6.1, paragraph 1 and 3 of these Regulations;
- **graduation track:** the combined units of study on the basis of which the exit qualifications of the degree programme are assessed, such as a final assignment and/or an internship;
- **honours programme:** excellence programme in the form of a special track for students in the 3rd and 4th years of the main phase of a study programme;
- **integrated resit:** one interim examination instead of two or more partial examinations that constitutes the second examination opportunity.
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **interim examination:** a test of knowledge, insight and skills as referred to in Sections 7.3 and 7.10 of the WHW, of which the result is expressed in an assessment concluding a course; An interim examination may be divided into two or more separate partial examinations;
- **international student:** a student of non-Dutch nationality who – to the extent the student concerned is subject to residency permit requirements and has been issued with such a residency permit – will pursue, is currently pursuing or has pursued a programme of study at an education institution established in the Netherlands;
- **joint propaedeutic year:** the first year of a degree programme approved by the Executive Board in which several CROHO degree programmes offer students a joint programme during the propaedeutic year;
- **main phase:** the phase of the study programme that follows directly after the propaedeutic year (post propaedeutic year stage);
- **minor programme:** a linked optional programme of 30 credits taken in the main phase, other than a specialisation;
- **partial examination:** a partial exam is part of an interim examination to which a partial assessment (partial mark) is attached. No credits (EC) can be awarded on the basis of a partial examination. No rights can be derived from the partial mark. The credits are awarded if the entire module has been completed with a satisfactory result. The (final) assessment of the module is a decision with legal effect against which an appeal is possible;
- **plagiarism:** an act as referred to in Section 6.1, paragraph 2 of these Regulations;
- **practical assignment:** exercises that can only take place under supervision during scheduled meetings, and which are aimed at acquiring a practical professional skill, and which are examined within the relevant module;
- **programme:** the interconnected whole of educational units administered by the study programme;
- **Programme Committee:** the Programme Committee as referred to in Section 10.3c of the WHW;
- **programme manager:** the individual charged with day-to-day management of the study programme;
- **propaedeutic year:** the foundation year phase of the study programme as referred to in Section 7.8 of the WHW;

- **Representative Council:** the council as referred to in Section 10.25 of the WHW;
- **RPL procedure:** procedure for the purpose of recognising, based on sound investigation, the acquired competencies and evaluating knowledge and skills acquired outside the education system by a person who is not enrolled in the study programme as a student or external student
- **SIS:** Student Information System;
- **specialisation:** a specialisation within the study programme as referred to in Section 7.13 of the WHW, other than a minor;
- **special track:** track, other than the three-year vwo track - as referred to in Section 7.9b of the WHW;
- **student:** a person who is enrolled at the institution as a student as referred to in Section 7.32 of the WHW;
- **Student Charter:** the charter as referred to in Section 7.59 of the WHW;
- **student counsellor:** a person appointed by the institution to inform and advise prospective and current students, the Dean, the study programme management and the Examination Board on student affairs and to counsel students in problems of a personal nature on request;
- **study adviser:** a person designated by the study programme to supervise students in academic, decision-making and planning processes, with the aim of facilitating effective academic progress;
- **study load hour:** one 1,680th part of the nominal study load of one full academic year;
- **study programme:** a Bachelor's programme as referred to in Section 7.3a, paragraph 2a of the WHW;
- **testing committee:** a committee as defined in Section 10 of the Examination Board Regulations; the committee advises the Examination Board on the quality of testing;
- **three-year fast-track programme for school-leavers at pre-university level:** a fast-track programme as referred to in Section 7.9a of the WHW with a study load of at least 180 credits;
- **track:** a degree programme approved by the Executive Board which differs from the registered CROHO Bachelor's programme offering the track, commencing from the propaedeutic year. The same diploma and the same final qualifications apply to the Bachelor's programme and track;
- **weighted average:** a calculation of the average final mark that also factors in the number of credits associated with the relevant units of study;
- **WHW:** The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek*, WHW).
- **Working days:** workings days are based on the yearly schedule of the AUAS/HvA. Saturdays, Sundays, holidays and mandatory days off are non-working days. Part-time programmes may indicate Saturdays as working days.