



Teaching and Examination Regulations 2018-2019

Bachelor's degree programme in International Business and
Management Studies (IBMS)
[34936 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 exit qualifications 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 and Management Studies can be found in the [course prospectus](#).

2 Teaching

2.1 Objectives of the degree programme

During the course of the degree programme, students will acquire knowledge, opinions and skills in the field of International Business and Management Studies. On completion of the degree programme, students can start working as junior professionals in the professional field of the degree programme. They will be independent, critical thinkers who are capable of operating in an urban, creative and innovative context.

2.2 Exit qualifications of the degree programme

On completion of the degree programme, students will have the following exit qualifications:

The programme profile of IBMS includes a description of the competencies that are to be acquired and the three levels at which they are achieved. The levels are:

1. Basic level (usually reached after the first year)
2. Level after the second year (advanced level = professional in training)
3. Bachelor level (= newly qualified)

The three competency levels correspond with the various phases of the IBMS programme and the learning objectives in the course descriptions. Below are the descriptions of the competencies at level 3.

Professional Competencies

I. International Business Competencies

1. International Business Awareness	
The ability to outline and evaluate the key patterns and trends in international business activity, the different approaches to internationalisation, the influence of increasing globalisation, international trade systems, and financial relations, and the role of several principal institutions (e.g. WTO, EU, IMF, World Bank) on international business. The student can assess the impact of these trends on his/her own activities as well on the business policy.	
Level 3	<ol style="list-style-type: none"> 1. The ability to do an extensive research and to make a transparent synopsis of an international study. On this basis, he can advise management on the opportunities and threats in the international legal and business environment. 2. The student shows a clear interest in international developments beyond the immediate scope of his own activities and reads specialist literature on this topic. 3. The ability to attune his own activities and those of the company to international trends.

2. Intercultural Competency

<p>The ability to explain the differences between national, organisational, and occupational cultures and to outline strategies for adapting to these differences in e.g. human resources management, marketing, and intercultural communication. The student can identify the relevant dimensions of cultures and has developed awareness of his/her own cultural background. The student can adapt his/her behaviour to the standards in other cultures and maintain an international network essential to his/her tasks.</p>	
Level 3	<ol style="list-style-type: none"> 1. The student can recognise and appreciate cultural differences in behaviour and values. 2. He has developed an open attitude and is motivated to work abroad. He can make effective use of empathy, or “frame of reference shifting”, to understand and be understood across cultural boundaries. 3. He can maintain an international network essential to his tasks and to the company.

II. General Management Competencies

<p>3. International Strategic Vision Development</p> <p>The ability to use conceptual and strategic skills to contribute to the development and evaluation of the internationalisation strategy of a company.</p>	
Level 3	<ol style="list-style-type: none"> 1. The ability to translate trends in the environment to opportunities and threats for the organisation. 2. He should be able to assess an international strategic policy for a company, clearly defining the strategic limits. 3. He can contribute to the adjustment of a vision and strategy. 4. He can assess the consequences of a vision and strategy for business policies and processes.
<p>4. Business Processes and Change Management</p> <p>The ability to research and analyse relevant international business problems, to propose policy goals and objectives, and to prepare alternative solutions that optimise business and human resources processes and strengthen the synergy between strategic, structural, and cultural aspects of the organisation. The student’s role will combine the four quadrants.</p>	
Level 3	<ol style="list-style-type: none"> 1. The ability to create and change organisational policy while respecting the interdependence between company strategy, business structure, and human resources processes.
<p>5. Entrepreneurial Management</p> <p>The ability to proactively seek and commercially evaluate business opportunities for both new and existing products/services. The ability to take risks in order to optimise business profit. The ability to write and defend a business plan for a (start-up) company.</p>	
Level 3	<ol style="list-style-type: none"> 1. The ability to contribute, in co-operation with others, to an optimal exploration by the company of the opportunities for both new and existing products/services in the market and the necessary risks involved. 2. The student contributes to a proactive, opportunity-seeking attitude in the company and

	encourages the company to make effective use of these opportunities.
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III. Functional Key-Areas Competencies

6. International Marketing and Sales Management The ability to perform a country analysis on macro, industry, and micro levels, and to conduct an international market survey in order to assess foreign market opportunities and competition. The ability to formulate market-entry strategies; to draft an international marketing plan; and to implement, co-ordinate, and control the international marketing programme.	
Level 3	1. The ability to create, change, and implement a strategic international marketing plan that includes an analysis of the international environment of the company's position. The plan contains strategies in product development, pricing, distribution, and international advertising and promotion.
7. International Supply Chain Management The ability to assess processes and decisions involved in developing international (i.e. export/import operations), focusing on supply chain management, and explaining the meaning and application of key logistical concepts.	
Level 3	1. The ability to assess international business operations and to advise management on the key issues of supply chain management.
8. International Finance and Accounting The ability to perform and evaluate a wide variety of cost and revenue calculations, to transform (cost and revenue) data into information needed for decision making, and to contribute to the budgeting process (Management Accounting). The ability to evaluate and to contribute to key accounting summaries (profit and loss account, balance sheet, and cash-flow statement), and to outline the differences between various (external) reporting standards (among which are IFRS; Financial Accounting). The ability to evaluate investment opportunities (capital budgeting), to contribute to and assess the mixture of long-term (international) debt and equity financing (capital structure), to contribute to and evaluate short-term assets and liabilities (working capital management), and to contribute to managing (financial) risks (Financial Management).	
Level 3	1. The ability to describe and understand the consequences of the various risks inherent to international business. 2. The ability to contribute to management control of a multinational organisation by means of an integrated application of his knowledge of business accounting, management accounting, financial management, and other relevant aspects.
9. International Human Resource Management (HRM) The ability to understand and integrate the availability, employability, motivation, and vitality of people (employees) as the key factors of (I)HRM. The ability to identify, evaluate, and develop the broad spectrum of positions and responsibilities related to the management of Human Resources. The ability to formulate the	

responsibilities and tasks for the proper running of an HR Department; the ability to formulate the relevant leadership features in resolving HR-related issues. The ability to understand the importance of generating (quantitative) HR data and HR information relevant for the evaluation and development of corporate or organisational strategy.	
Level 3	1. As level 2, plus the ability to assume strategic responsibility in formulating relevant HR policies and practices for the further development of the organisation or corporation in international and intercultural context.

IV. Interpersonal Competencies

1. Leadership The ability to take initiative and a leading role within a (project) team in order to reach a defined goal, as well as the skill to create and maintain productive relationships within teams. The student role will be that of a mentor/facilitator.	
Level 3	1. The ability to choose a role as a leader depending on the situation. He needs to have a great awareness of the different styles of leadership, conflict models, and negotiating techniques. 2. He is able to convince others easily by using arguments. 3. He is able to make decisions even when the outcome is unsure, and he is able to motivate persons to work in a team.
2. Co-operation The ability to actively contribute to a group product or results, as well as procuring a constructive co-operation climate/environment. The student's role will be that of a mentor/facilitator.	
Level 3	1. The ability to encourage others to obtain results through co-operation by sharing ideas and giving in to the wishes of others, when necessary to progress as a group. 2. The ability to fulfil an exemplary role within the team. 3. The ability to keep contributing and participating, even when he is no longer directly involved. 4. The ability to provide new ideas to improve results collectively.
3. Business Communication The ability to express him-/herself fluently and correctly in English, both in speech and in writing. The ability to lead discussions, express ideas, make proposals, draft reports, and give presentations. The ability to make proper use of audio-visual aids in presentations.	
Level 3	1. Good operational command of the English language in a wide range of real world situations, e.g. can participate effectively in discussions and meetings (level C1).

V. Task-oriented Competencies

4. Business Research Methods <p>The ability to apply relevant scientific insights, theories; and concepts; to combine several subjects; and to gather information and draw conclusions in a methodical and reflective manner. The ability to act carefully and punctually and to produce output that is literate, numerate, and coherent. The student's role will combine the four quadrants.</p>	
Level 3	<ol style="list-style-type: none"> 1. To spot complex issues and to search information from a broad range of resources. To be able to integrate theory and practice. 2. To be able to indicate the information needs in complex situations. 3. To draw conclusions from complex research data.
5. Planning and Organisation <p>The ability to plan, manage, control, and evaluate personal work activities and group work in projects. The ability to make use of relevant techniques in his/her activities to monitor his/her own performance. His/her role will be that of a controller/coordinator.</p>	
Level 3	<ol style="list-style-type: none"> 1. The ability to stimulate others to harmonise the planning and organisation of projects and activities in an effective manner, in relation to his own activities.

VI. Intrapersonal Competencies

6. Learning and self-Development <p>The ability to identify his/her strengths and weaknesses and to indicate how and when s/he intends to improve his weaknesses; knows the limits of his/her competencies and can critically evaluate and account for his/her own actions; and can take criticism and put it to good use. Takes initiative and works independently. The student's role will be that of a mentor/facilitator.</p>	
Level 3	<ol style="list-style-type: none"> 1. The ability to know the limits of his competencies, to critically evaluate and account for his own actions, to take criticism and put it to good use. 2. The ability to take feedback, take initiative, and work independently.
7. Ethical Responsibility <p>The ability to act in accordance with the accepted principles of right and wrong that govern the conduct of a profession.</p>	
Level 3	<ol style="list-style-type: none"> 1. The graduate should be able to contribute actively to a corporate social responsibility policy, like an ethics work group or committee. 2. He is able to handle dilemmas in a manner that he shows that he is responsible and can be held accountable.

2.3 Curricula offered by the programme

The programme offers the following curricula:

	Name	Number of credits	FT/PT/Dual education
Main phase	International Business and Management	180	FT
Specialisation(s)	International Finance and Control Entrepreneurship International Marketing Organisational Leadership and Change Global Trade and Supply Chain Management		
Fast-track VWO programme	International Business and Management Studies	120	FT
Evening programme	International Business and Management Studies	180	PT

2.4 Structure of curricula

An academic year is sub-divided into four blocks of 10 weeks in year 2 and two semesters of 20 weeks in years 3 and 4.

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

- a. the name of the module;
- b. the number of credits;
- c. the method of assessment for all interim examinations and partial examinations for the first and second attempts;
- d. 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 educational vision is based on the seven principles of good practice in undergraduate education developed by Chickering and Gamson (Chickering, A.W., and Gamson, Z.F. (1991). "Applying the Seven Principles for Good Practice in Undergraduate Education". *New Directions for Teaching and Learning*. Number 47, Fall 1991. San Francisco: Jossey-Bass Inc.)

These principles are:

Principle 1: Encourage contact between students and lecturers.

Principle 2: Encourage students to work together.

Principle 3: Use active teaching methods.

Principle 4: Provide regular feedback.

Principle 5: Emphasise “time-on-task”.

Principle 6: Expect a lot from students.

Principle 7: Respect differences in talents and learning styles.

The degree programme is delivered in English with the exception of language modules in modules other than English

2.6 Evaluation of teaching

- Each module at AMSIB is evaluated by 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 the students are also doing an additional evaluation of the overall coherence of the minor.
- 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 Student Council and Student Advisory Board, 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;
- 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

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 should have obtained at least 10 credits for the main phase..

- 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).

Students have access to all the specialisations listed in Section 2.3.

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 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 learning objectives, 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 years 1 and 2 or semester in years 3 and 4.

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
Communication Skills in English 5	In class development of writing and research skills in working on assignments.	Yes
Current Issues in Business and Society (CIBS)	In class development of ethical, critical thinking and presentation skills by debating and presenting	Yes (exempted for thesis or internship abroad)
Customer Relationship Management (CRM)	In class development of customer relationship management skills by doing practical assignments.	Yes
Art Business Culture (ABC)	In class or on location development of creative and presentation skills by discussing and debating.	Yes
Advanced Leadership Development (ALD)	In class development with regard to 1. Reflect upon your personal leadership. Challenge your dysfunctional beliefs. (self-awareness, reflection) 2. Reflect upon where you are now (through dashboard) 3. Reflect upon what work means to you and what makes your life worthwhile (workview and lifeview) 4. Reflect upon when you are engaged and what gives you energy (through a log of your daily activities) 5. Generate your personal development plan/life design resulting in three different five year plans (using design tools) 6. Proactively take action (prototype) your five year plans through informative interviews or other actions 7. Collaborate, coach, listen actively within your design team.	Yes

Module (minors)	Arrangement	Mandatory participation

Economy, Trade & Business (ETT, minor Building Partnerships in Thailand)	In class development of debating, discussion and presentations skills	Yes
Global Marketing Communications (GMC, minor International Marketing)	In class development of debating skills and leadership skills. The latter by students leading case study debates. Continuous Assessment both formative and summative.	Yes
Controlling and Accounting (CAP, minor Business Process Integration)	In the CAP classes, students from different educational backgrounds train their ability to work in an ERP-environment, while researching and implementing solutions in its finance modules. Feedback and feedforward on accounting and controlling skills within and linked to ERP-systems during classes.	Yes
Supply Chain Management (SCM, minor Business Process Integration)	In the SCM classes, students from different educational backgrounds train their ability to understand internal and external supply chain integration in an ERP and SCM (advanced planning) environment. Skills related to logistic and financial metrics, strategies and synchronizations are developed to support the skills to identify best practices within supply chain management. With the performance of a Quick Scan within a company the students analyse the supply chain theory and company practices and best practices.	Yes
Business Process Simulation (BPS, minor Business Process Integration)	In class development of collaborative, planning and ERP systems skills in practical business processes (interactive in departments, projects and during meetings)	Yes
Project Management English/Nederlands (PRME/N, minor Business Process Integration)	In class development of collaborative, management, presentation, leadership and operational skills through leading a project group, by writing, discussing and presenting (parts of) project plans, to be executed by a team in the BPS.	Yes
Ethics, Entrepreneurial Finance and Law (EFL, minor Entrepreneurship)	In class development of problem solving and critical thinking skills and skills applying law and ethical insights on cases through in discussion, debate and presentations.	Yes
Cases in Leadership and Change (CLC, minor Organisation Leadership & Change)	In class development of teamwork, debating and critical thinking skills through discussion of cases a.o.	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.

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 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 (part-time/evening 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 Languages
- b. International Business

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 the 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 and Management Studies 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

Students who have not yet passed first year modules of the regular 4 year day-time IBMS programme can resit these modules in most cases by taking an exam in the modules of the first year International Business programme as far as these are (close to) identical. For those modules which have changed significantly this is not possible, for these cases the following clean sweep resit exams will be offered. In the fast track and evening IBMS programme all first modules can be resitted by doing the corresponding module in the International Business programme.

Old course	Credits	Course name	What to do?	New Course Code	Block	Resit block
1000ITME15	4	Introduction to Management	Offer clean sweep		Block 1	Block 3
1000EN1_15	4	Business English 1	Offer clean		Block 1	Block 3

			sweep			
1000FM1E15	4	Financial Management 1	Convert	1000FM1_18	Block 1	Block 3
1000PPD_15	3	Personal Performance & Devel.	Students are allowed to redo decentral components		Semester 1	Semester 2
1000MMFE16	4	Marketing Man. Fundamentals	to be determined		Block 2	Block 3
1000CCW_15	3	Cross Cultural Awareness	Students are allowed to redo decentral components		Block 2	Block 3
1000PREE16	4	Principles of Economics	Offer clean sweep		Block 1	Block 3
1000EN2_16	4	Business English 2	Convert	1000BE2_18	Block 3	Block 4
1000TDV_15	3	Team Development	Students are allowed to redo decentral components		Block 3	Block 4
1000BU1E16	4	Business Research 1	Convert but offer resit exam twice!!	1000BR1_18	Block 3	Block 4
1000ITYE15	4	Information Technology	Convert	1000ITY_18	Block 4	Block 4
1000SDM_16	4	Sales & Digital Marketing	Offer clean sweep		Block 3	Block 4
1000FM2E15	4	Financial management 2	Offered in IBL Y2		Block 4	Block 4
1000CCE_14	8	Co-creative Entrepreneurship	Students are allowed to redo decentral components		Semester 2	Semester 2
1000BU2E16	3	Business Research 2	to be determined		Block 4	Block 4

9 Testing programmes

General regulations

1. Every student is required to prepare for lessons. What is requested of the students in terms of lesson preparation is stated in the study manual of each module or on the MyAUAS of that module.
2. Modules in which written work (e.g. reports, assignments, essays, papers) must be handed in will not be graded if the level of English is inadequate. If that is the case, students have to hand in their assignment again.
3. The foreign languages chosen (Dutch, French, German, Portuguese or Spanish) have to be foreign to the student, i.e. students may not choose the language which is their mother tongue.

9.1 First-year phase

First year IBMS modules will no longer be offered since the IBMS programme is replaced by the International Business (IB) programme from September 2018. For those students who have not yet passed first year IBMS modules of the regular IBMS programme a resit of these modules is in most cases in fact taking the exam in the corresponding modules of the first year International Business programme as far as these are (close to) identical. For those modules which have changed significantly, this is not possible. In these cases clean sweep resit exams will be offered. In the fast track VWO IBMS and evening IBMS programme all first modules can be resitted by doing the corresponding module in the International Business programme. See 8.4 for the transitional arrangements i.e. details about first year modules and how to resit.

9.2 Main phase IBMS regular programme (including specialisations and minors)

General regulations

1. Every student is required to prepare for lessons. What is requested of the students in terms of lesson preparation is stated in the study manual of each module or on the MyAUAS of that module.
2. Modules in which written work (e.g. reports, assignments, essays, papers) must be handed in will not be graded if the level of English is inadequate. If that is the case, students have to hand in their assignment again.
3. Before starting internship, exchange or minor in year 3 students must have obtained at least 40 EC in year 2 (this does not apply to fast track students).

Year 2

Units of study: Post-foundation year phase - 60 credits (Year 2)

Units of study: Post-foundation year phase - 60 credits (Year 2)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Business Research 3	3	Block 1	Product / Test (Written)	Block 3	Product / Test (Written)
SAP-ERP	4	Block 1	Test (Digital)	Block 3	Test (Digital)
Cases in Corporate Finance	3	Block 1	Test (Written)	Block 3	Test (Written)

International Trade and Money	4	Block 1	Assignment / Test (Written)	Block 3	Test (Written)
Business English BEC Higher	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Int. Supply Chain Management	5	Block 2	Assignment / Test (Written)	Block 3	Test (Written)
Professional Branding 1	2	Semester 1	Continuous Assessment / Portfolio / Presentation	Semester 2	Portfolio / Presentation
Cases in Corporate Finance	3	Block 3	Test (Written)	Block 4	Test (Written)
International HRM	4	Block 3	Assignment / Test (Written)	Block 4	Test (Written)
Int. Business & European Law	5	Block 4	Assignment / Test (Written)	Block 4	Assignment / Test (Written)
International Bus. Challenge	8	Semester 2	Continuous Assessment / Paper/ Presentation		
Professional Branding 2	2	Semester 2	Continuous Assessment / Paper/ Presentation	Semester 2	Paper/ Presentation
Art, Business and Culture	4	Block 1, 2 & 3	Portfolio		
Critical Thinking Elective	4	Block 1, 3 & 4	Continuous Assessment / Paper/ Test (Written)	Block 4	Paper/ Test (Written)
Customer Relationship Man.	4	Block 2 & 4	Assignment / Paper	Block 4	Assignment / Paper
Digital Language in Business	4	Block 1	Assignment / Test (Written) / Presentation	Block 4	Assignment/ Paper/ Presentation
Intercultural Bus. Man.	4	Blocks 1, 2, 3 & 4	Presentation / Test (Written) / Assignment		
Managing in a Globalized Econ.	4	Blocks 1, 2, 3 & 4	Paper / Presentation / Assignment	Block 4	Paper / Assignment
The Non Profit Challenge	4	Block 3 & 4	Product / Continuous Assessment / Portfolio	Block 4	Product / Portfolio
Business Dutch 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business French 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business German 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Portuguese 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Spanish 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Dutch 2	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business French 2	4	Block 1 / Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business German 2	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)

Business Portuguese 2	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Spanish 2	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Dutch 3	4	Block 3	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business French 3	4	Block 2 / Block 3	Test (Oral) / Test (Written)	Block 3 / Block 4	Test (Oral) / Test (Written)
Business German 3	4	Block 2 / Block 3	Test (Oral) / Test (Written)	Block 3 / Block 4	Test (Oral) / Test (Written)
Business Portuguese 3	4	Block 3	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Spanish 3	4	Block 3	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Dutch 4	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business French 4	4	Block 1, 3 & 4	Test (Oral) / Test (Written)	Block 3 / Block 4	Test (Oral) / Test (Written)
Business German 4	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Portuguese 4	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Spanish 4	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business French 5	4	Block 3 / Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business German 5	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Chinese Mandarin 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Japanese 1	4	Block 1	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Chinese Mandarin 2	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Japanese 2	4	Block 2	Test (Oral) / Test (Written)	Block 3	Test (Oral) / Test (Written)
Business Chinese Mandarin 3	4	Block 3	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Japanese 3	4	Block 3	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Chinese Mandarin 4	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Business Japanese 4	4	Block 4	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)

Click [here](#) for the course catalogue of year 2

Year 3 and 4, minor, exchange, internship and thesis in 2017-2018

Global exchange requirements

Students who started studying IBMS in 2015-2016 who wish to participate in the first annual ranking (December 2016 – February 2017) for study abroad in the 2017-2018 academic year must have passed their propaedeutic exam by 1 September 2016. Additional requirements for ranking are laid down in the *Study Abroad Guide* on MijnHvA.

Before starting an exchange study programme students must have passed the propaedeutic year examination and obtained at least 40 EC in the main phase.

Students who want to do the exchange study programme in French, German, Spanish or Portuguese must have passed the first four modules of that language before departure and/or ensure that they have the language level which is required at the at partner university (see the remarking in the ranking list or check with the International Office).

For the exchange study programme, students must submit a study plan with the subjects chosen to the International Relations Coordinator who has a mandate from the Examination Board for approval.

Students who have obtained less than 30 EC in the exchange study programme need to make up for failed exchange subjects by choosing subjects offered to exchange students at the AMSIB. They also have to keep in mind that there should be no overlap with the mandatory subjects of their BBA or the exchange study programme. Students should contact the study advisor before the start of the semester concerned to discuss the subjects they want to choose.

All IBMS students are obliged to go on global exchange. An exception to this rule for IBMS, IBL and IB students can be made for students who have compelling personal circumstances and/or followed non-Dutch secondary education abroad: those may ask the Examination Board for permission to do a replacing programme at the AUAS.

Minor requirements

- There should be no overlap between the minor and the major.
- Students who choose to do a minor at AUAS or another University of (Applied) Sciences in the Netherlands should enrol on time and need approval of the Examination Board before the start.
- Before starting a minor at AUAS or another University of (Applied) Sciences in the Netherlands students must have passed the propaedeutic year examination and obtained at least 40 EC in the main phase.
- The entrance requirements for each minor are specified on: www.amsterdamuas.com/minors.

Specialisation requirements

The specialisation will be mentioned on the diploma (certificate or appendix) when the following three requirements are met:

1. a student has successfully followed (passed) one of the IBMS Minors (30 EC) in the field of the specialisation chosen:
 - Entrepreneurship
 - International Finance and Control
 - International Marketing
 - Organisation, Leadership and Change
 - Global Trade and Supply Chain Management

2. The focus of the student's International Field Based Learning i.e. the internship (30 EC) lies within the field of the specialisation that was chosen and meets the specific requirements for the International Field Based Learning as specified in the module guide.
3. The subject of the Thesis (20 EC) lies within the field of the specialisation that was chosen and meets the specific requirements for the Thesis as specified in the module guide.

Prerequisites for starting the internship

You must have completed the first year of the programme (60 credits) and must have obtained a minimum of 100 credits of the main phase (2nd & 3rd year) before being allowed to start your internship.

Prerequisites for starting the thesis

Students are only allowed to start with their thesis when at least 200 EC have been earned, i.e.:

- the complete foundation year (60 EC),
- at least 110 EC from the Main Phase (years 2, 3 and 4) of their programme (excluding internship),
- the internship (30 EC), i.e. all internship deliverables, including the final internship report, are uploaded to OnStage.

Units of study: Post-foundation year phase - 60 credits (Year 3)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Minor	30	Semester 1		Semester 2	
Exchange	30	Semester 2		Semester 2	

Click [here](#) for the course catalogue of year 3

Units of study: Post-foundation year phase - 60 credits (Year 4)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Internship	30	Semester 1 / Semester 2	Paper	Semester 2	Paper
Current Iss. in Busi. and Soc.	4	Semester 1 / Semester 2	Project / Paper	Semester 2	Project / Paper
Academic Writing	4	Semester 1 / Semester 2	Assignment / Test (Written)	Semester 2	Test (Written)
Advan. Leadership Development	2	Semester 1 / Semester 2	Assignment	Semester 2	Assignment
Thesis	20	Semester 1 / Semester 2	Project	Semester 2	Project

Click [here](#) for the course catalogue of year 4

Units of study: Minors - 30 credits
Courses Minor Building Partnerships in China

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Assignment + China Program	20	Semester 1	Assignment	Semester 2	Assignment
Economy, Trade & Business	2	Semester 1	Continuous Assessment / Assignment / Test (Written)	Semester 2	Continuous Assessment / Assignment / Test (Written)
Sourcing, Research & Organization	2	Semester 1	Assignment	Semester 2	Assignment
Chinese Language Basics	2	Semester 1	Test (Written)	Semester 2	Test (Written)
Culture, Society & Population	2	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)
Geography, History & Politics	2	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)

Courses Minor Building Partnerships in Thailand

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Assignment + Thailand Program	20	Semester 1	Assignment	Semester 2	Assignment
Economy, Trade & Business	2	Semester 1	Continuous Assessment / Assignment / Test (Written)	Semester 2	Assessment / Assignment/ Test (Written)
Sourcing, Research & Organization	2	Semester 1	Assignment	Semester 2	Assignment
Thai Language Basics	2	Semester 1	Test (Written)	Semester 2	Test (Written)
Culture, Society & Population	2	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)
Geography, History & Politics	2	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)

Courses Minor Business Process Integration

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Business Process	10	Semester 1	Project	Semester 2	Project

Simulation					
Human Resource Management	5	Semester 1	Project	Semester 2	Project
Project Management	5	Semester 1	Project	Semester 2	Project
Supply Chain Management	5	Semester 1	Project	Semester 2	Project
Strategic Enterprise Management	5	Semester 1	Project	Semester 2	Project
Controlling and Accounting	5	Semester 1	Project	Semester 2	Project
Treasury Management Project	5	Semester 1	Project	Semester 2	Project

Courses Minor City Marketing in Europe

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Exploring the City	6	Semester 2	Continuous Assessment / Test (Written)	Semester 2	Continuous Assessment / Test (Written)
English Advanced Communication 1	2	Semester 2	Assignment	Semester 2	Assignment
IVCF Project	10	Semester 2	Project / Assignment	Semester 2	Project / Assignment
Final Evaluation	6	Semester 2	Assessment / Portfolio	Semester 2	Assessment / Portfolio
English Advanced Communication	2	Semester 2	Test (Written)	Semester 2	Test (Written)
Power of Images and Languages	4	Semester 2	Paper	Semester 2	Paper

Minor Corporate Entrepreneurship and Innovation

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Customer Development	10	Semester 1	Portfolio	Semester 2	Portfolio
Technology in Business	5	Semester 1	Assignment	Semester 2	Assignment
Managing Entrepreneurship & Innovation	5	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)
Causes in Entrepreneurship	5	Semester 1	Assignment / Paper	Semester 2	Assignment / Paper
Sales, Negotiation &	5	Semester 1	Continuous Assessment /	Semester 2	Continuous Assessment /

Culture			Assignment / Test (Oral)		Assignment / Test (Oral)
Ethics, Entrepreneurial Finance & Law	5	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)

Minor Global Trade and Supply Chain Management

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Purchasing	5	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)
Logistics Concepts	5	Semester 1	Assignment / Test (Written)	Semester 2	Test (Written)
Supply Chain Finance	5	Semester 1	Assignment / Test (Written)	Semester 2	Test (Written)
Export Management	5	Semester 1	Paper / Presentation	Semester 2	Paper / Presentation
Supply Chain Innovation	5	Semester 1	Assignment / Presentation	Semester 2	Assignment / Presentation
Supply Chain Management Lab	5	Semester 1	Assignment	Semester 2	Assignment

Minor International Finance and Control

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Management Control	5	Semester 1	Assignment / Test (Written)	Semester 2	Test (Written)
Accounting and Control in ERP	5	Semester 1	Assignment/ Test (Written)	Semester 2	Test (Written)
Financial Risk Management	5	Semester 1	Test (Written)	Semester 2	Test (Written)
International Financial Accounting	5	Semester 1	Test (Written)	Semester 2	Test (Written)
Investment Analysis	5	Semester 1	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)
Behavioural Finance	5	Semester 1	Test (Written)	Semester 2	Test (Written)

Minor International Marketing

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Digital Marketing Essentials	5	Semester 1	Paper / Project	Semester 2	Paper / Project
Services Marketing	5	Semester 1	Project / Test (Written)	Semester 2	Project / Test (Written)
Consumer Branding	5	Semester	Project / Test (Written)	Semester	Project / Test (Written)

		1		2	
Global Marketing Communications	5	Semester 1	Continuous Assessment / Project/ Test (Written)	Semester 2	Continuous Assessment / Project/ Test (Written)
Strategic Market Management	5	Semester 1	Project / Test (Written)	Semester 2	Project / Test (Written)
Market Research Management	5	Semester 1	Assignment/ Presentation/ Project	Semester 2	Assignment / Presentation/ Project

Minor Organization, Leadership and Change

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Business Process Simulation	10	Semester 1	Project	Semester 2	Project
International Strategy and Organization	5	Semester 1	Paper / Test (Oral)	Semester 2	Paper / Test (Oral)
Contemporary Topics in Organizational Behavior	5	Semester 1	Presentation / Test (Oral)	Semester 2	Presentation / Test (Oral)
Cases in Leadership and Change	5	Semester 1	Paper / Test (Written)	Semester 2	Paper / Test (Written)
Business Models and Services in a Digital World	5	Semester 1	Paper / Presentation / Test (Written)	Semester 2	Paper / Presentation / Test (Written)

Minor Business Consultancy Clinic

Course Description	ECTS	Block	Course Components	Resit	Resit Components
Business Consultancy Clinic	20	Semester 2	Portfolio / Paper	Semester 2	Portfolio / Paper
Customer Development	5	Semester 2	Portfolio	Semester 2	Portfolio
Technology in Business	5	Semester 2	Assignment	Semester 2	Assignment
Managing Entrepreneurship & Innovation	5	Semester 2	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)
Sales, Negotiation & Culture	5	Semester 2	Continuous Assessment / Assignment / Test (Oral)	Semester 2	Continuous Assessment / Assignment / Test (Oral)
Ethics, Entrepreneurial Finance & Law	5	Semester 2	Assignment / Test (Written)	Semester 2	Assignment / Test (Written)

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

9.3 Main phase three-year fast-track programme for school-leavers at pre-university level

General regulations

1. Every student is required to prepare for lessons. What is requested of the students in terms of lesson preparation is stated in the study manual of each module or on the MyAUAS of that module.
2. Modules in which written work (e.g. reports, assignments, essays, papers) must be handed in will not be graded if the level of English is inadequate. If that is the case, students have to hand in their assignment again.
3. Students who have completed their foundation year are admitted to the main phase. Students who have obtained 50 to 59 EC must consult the student advisor on their study programme and submit a study plan to pass the foundation year, along with as many second year modules as possible.

Minor requirements

- There should be no overlap between the minor and the major, FTP-electives and global exchange courses. (exceptions will be considered)
- The entrance requirements for each minor are specified on: www.amsterdamuas.com/minors. FT students should have acquired 70 EC (60 in the foundation year and 10 in the main phase) to enrol for a minor.

Specialisation requirements

The specialisation will be mentioned on the diploma (certificate or appendix) when a student has fulfilled the following requirements:

- The student has successfully followed (passed) one of the IBMS Professional Minors (30 EC) in the field of the specialisation that was chosen (Finance, Marketing or Business Organisation, see the minors mentioned below);
- The focus of the student's International Field Based Learning (15 EC) & Graduation Research Paper (15 EC) lies within the field of the specialisation that was chosen (Finance, Marketing or Business Organisation)
- Specific requirements for the International Field Based Learning and thesis are specified in the FTP graduation track manual.

Global Exchange requirements

- First ranking round: Students who started studying IBMS fast track in 2016-2017 who wish to participate in the first annual ranking (December 2017 – February 2018) for study abroad in the 2018-2019 academic year must have earned 70 EC in the first three semesters of the fast track programme.
- Second ranking round: If student didn't earn enough credits to participate in the first ranking round, then they can participate in the second annual ranking (September 2018) if they have earned their Propadeuse + 40EC.
- For the exchange study programme, students must submit a study plan with the subjects chosen to the International Relationship Coordinator who has a mandate from the Examination Board for approval.
- Students who have obtained less than 30 ECs in the Global Exchange programme have to make up for failed courses by choosing replacement courses offered at the AMSIB. They also have to keep in mind that there should be no overlap with the major or the exchange study programme. Students should contact the study advisor before the start of the semester concerned to discuss the subjects they choose.
- All students are obliged to go on global exchange. An exception to this rule can be made for students who have compelling personal circumstances or followed non-Dutch secondary education abroad, those may opt for a replacing programme (FTP Electives) at the AUAS.

Graduation Track: Internship and Thesis

The following requirements are applicable:

- Before starting the internship a minimum of at least 100 EC must have been obtained by the student to be allowed to start her internship;

- Before starting the thesis students a minimum of at least 100 EC must have been obtained by the student to be allowed to start her internship.

Study programme: int. bus. & man. stud. FTP

Variant: Fast Track

Academic plan: 52241

CROHO-number: 34936

Units of study: Post-foundation year phase - 60 credits (Year 2)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Business Mathematics & Stat.	5	Semester 1	Assignment / Test (Digital)	Semester 1	Test (Digital)
Business Operation Management	5	Semester 1	Test (Written)	Semester 1	Test (Written)
Global Market Economics	5	Semester 1	Assignment / Test (Written)	Semester 1	Test (Written)
Marketing Strategy	5	Semester 1	Presentation / Paper / Test (Written)	Semester 1	Test (Written)
Corporate Finance and Invest.	5	Semester 1	Test (Written)	Semester 1	Test (Written)
Global Human Resource Man.	5	Semester 1	Test (Written) / Assignment	Semester 1	Test (Written)
Minor	30	Semester 2		Semester 2	

Click [here](#) for the course catalogue of year 2

Units of study: Post-foundation year phase - 60 credits (Year 3)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Global Exchange	30	Semester 1		Semester 2	
Internship	15	Semester 2	Paper	Semester 2	Paper
Thesis	15	Semester 2	Paper	Semester 2	Paper

Click [here](#) for the course catalogue of year 3

9.4 Main phase Evening IBMS programme

Units of study: Post-foundation year phase - 60 credits (Year 2)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
International Commercial Law	5	Block 2	Test (Written)	Block 3	Test (Written)
Management and Organisation 2	5	Block 1	Test (Written)	Block 2	Test (Written)
Marketing 2	5	Block 1	Test (Written) / Project	Block 2	Test (Written) / Project
Marketing Research 2	5	Block 4	Test (Written)	Block 4	Test (Written)
International Expansion Project 1	6	Block 2	Project	Block 3	Project
Business English 3	4	Block 3	Test (Oral) / Test (Written)	Block 4	Test (Oral) / Test (Written)
Management Accounting	5	Block 3	Test (Written)	Block 4	Test (Written)
Cross Cultural Analysis	5	Block 4	Test (Written)	Block 4	Test (Written)
International Expansion Project 2	6	Block 4	Project	Block 4	Project
Mock Group Thesis	9	Block 4	Test (Written)	Block 4	Test (Written)
Human Resource Management	5	Block 2	Test (Written) / Assignment	Block 3	Test (Written) / Assignment

Click [here](#) for the course catalogue of year 2

Units of study: Post-foundation year phase – 60 credits (Year 3)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
Case study in International Business	30	Semester 1	Test (Written) / Project	Semester 2	Test (Written) / Project
Placement	30	Semester 2	Paper	Semester 2	Paper

Click [here](#) for the course catalogue of year 3

Units of study: Post-foundation year phase – 60 credits (Year 4)

Course catalog	ECTS	Exam date	Course component	Resit date	Course component
International Econ. and Bus.	5	Block 1	Test (Written)	Block 2	Test (Written)
Corporate Finance	5	Block 1	Test (Written)	Block 2	Test (Written)

Research Methodology	5	Block 2	Test (Written)	Block 3	Test (Written)
Business English 4	5	Block 2	Test (Written)	Block 3	Test (Written)
International Money & Business	5	Block 3	Test (Written)	Block 4	Test (Written)
Strategic Human Resource Man.	5	Block 3	Test (Written) / Assignment	Block 4	Test (Written) / Assignment
Supply chain and logistic management	5	Block 4	Test (Written)	Block 4	Test (Written)
Strategic Management	5	Block 4	Test (Written) / Project	Block 4	Test (Written) / Project
Dissertation	20	Semester 2	Paper	Semester 2	Paper

Click [here](#) for the course catalogue of year 4

9.5 Special tracks

N/A

9.6 Modules that are due to expire

None of the modules in the International Business Management 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.