International Business
30029

Model EER bachelor 2019-2020 (ENG)

Faculteit International Business & Communication
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Reader's guide

The EER starts with a list of definitions, defining the most important matters relating to the educational and examination programmes.

The rest of the EER comprises two parts:

Part 1 lists the rules arising from the Higher Education and Scientific Research Act (WHW), the policy of Zuyd University of Applied Sciences, and the policy of the programme department and the faculty. The contents of part 1 specify how the study programme is structured, list rules concerning examinations and final examinations, and detail what you can expect of the institution in such matters. In each chapter, these rules must answer the following questions:

Chapter 1 General provisions.
- Who does the EER apply to?
- For which purposes and how can you contact the Board of Examiners?
- What can you do if you have an objection or complaint?
- What can you do if you wish to appeal a decision based on the EER?

Chapter 2 The study programme.
- What are you studying to become (educational profile) and which objectives are part of that?
- Where can you read whether you are eligible for the study programme?
- Which tracks and final specializations does the study programme have?
- Which language is used during the study programme?
- Which costs, regular or extra, are related to the study programme and what are your rights if you are unable to pay these costs?

Chapter 3 Education.
- When do the educational activities start?
- Which rules apply to minors, electives, and external assignments?
- What are practical exercises and which rules apply to them?
- What can you do if you have not obtained your propaedeutic certificate, but wish to start the post-propaedeutic phase (Post-first-year phase)?
- What must you do if components from a previous study programme are no longer offered when you have not yet obtained the course credits?
- Which specific rules apply for dual or part-time tracks?

Chapter 4 System of examinations and final examinations.
• How often can you resit an examination and when are you entitled to a resit?
• Which rules apply if you want to sit examinations that are not included in your study programme?
• When does an attendance requirement apply?
• When have you passed an examination and how are assessments determined?
• When can you be granted exemptions and what must you do for them?
• How are examinations scheduled and what are the rules when registering for examinations?
• What are your rights concerning looking at marked examinations?
• What about the storage of examination results?
• When are you entitled to special facilities and what must you do to make use of them?
• What are the rules concerning instances of fraud and irregularities?
• What are considered circumstances beyond students’ control?

Chapter 5 Academic guidance counselling, study progress, and notices to terminate or continue studies.

• What has been arranged for academic guidance counselling?
• How is your study progress monitored and how do you view this?
• What are the rules and standards regarding binding and non-binding notice to terminate or continue studies?

Chapter 6 Degree certificates and statement.

• When do you receive degree certificates or statements?
• What is included in a degree certificate or statement?
• When do degree certificates bear the citation ‘cum laude’?

Chapter 7 Concluding provisions – adoption & amendment – evaluation.

• What should you do if your interests are disproportionately harmed through the application of the EER or in the event of unforeseen circumstances?
• What are the arrangements concerning determining, changing, and evaluating the EER?

Part 2 sets out the educational and examination programme. Chapter 1 of part 2 provides all information relating to the structure of the teaching and examinations, broken down by variant, final specialization, and block. Part 2 also provides information about the academic year timetable, the block structure, the examination regulations, and the academic guidance counselling.
Term list

Definitions applied in these regulations:

**Academic guidance counsellor/mentor**
A staff member who monitors the academic progress of the student and who mentors the student in this regard.

**Academic year**
The period commencing on 1 September of any year and ending on 31 August of the following year [ART. 1.1, WHW].

**Accelerated track**
A track of 180 ECs within the Bachelor's-level programme and oriented towards students with a VWO (pre-university) diploma [ART. 7.9a, WHW].

**Assessment**
A method or set of methods for grading the competences or standardized procedures that enable assessment of competences.

**Associate Degree programme**
An Associate degree programme (Ad) is a separate degree that a higher vocational education institution can award upon the successful completion of a two-year programme. Associate degree programmes are independent study programmes within the Dutch higher education system.

**Bachelor's programme**
Initial HBO (higher vocational education) study programme [ART. 7.3 and 7.3-a WHW]. A student who has passed the final assessment will be awarded a Bachelor's degree. For each study programme, the Board of Governors will add such information to the degree title as it decides.

**Board of Examiners**
The Board of Examiners is the body responsible for determining in an objective and expert manner whether a student meets the conditions laid down by the education and examination regulations regarding the knowledge, understanding, and skills required for the award of a degree. [ART. 7.12, WHW]

**Board of Governors**
The Board of Governors [ART. 10.2 WHW] of the Zuyd University of Applied Sciences Foundation with the tasks and authorities as set out in the most recently adopted version of the Zuyd University of Applied Sciences Administrative and Management Regulations.

**Certificate of Experience**
The certificate stating the competences the individual has demonstrated as assessed against a specific, nationally recognized standard, the level of those competences, and how the competences have been demonstrated.

**CMR**
The Central Participation Council [ART. 10.17 WHW].

**Competence**
Competence is the capacity to apply and further develop available knowledge, understanding, skills, and attitude in order to adequately perform concrete tasks in professional life.

**Contact hour**
A scheduled hour during which one or several students are physically in contact with a lecturer, supplemented by the hours that arise on the basis of arrangements between student(s) and lecturer(s), as set out in the EERs. In this case, an 'hour' is understood to be sixty minutes.

**CROHO**

*Central Register of Higher Education Study Programmes* containing all study programmes leading to an HBO (higher vocational education) degree certificate with the degree title attached thereto, subject to passing the final assessment leading thereto [ART. 6.13 WHW].

**Degree certificate**

Documentary evidence issued by the Board of Examiners that the student has passed the propaedeutic assessment or the final assessment of a study programme included in the CROHO [ART. 7.11, WHW].

**Diploma supplement**

A standardized addition to the degree certificate/diploma containing relevant details of the study programme, based on the model developed by the European Commission, the Council of Europe, and CEPES, the educational arm of UNESCO.

**Director**

The head of the faculty as referred to in Article 10.3 b, paragraph 2, WHW. In accordance with Article 23, paragraph 5 of the Executive Regulations, the director's duties include drafting the teaching programmes and the programme-specific section of the EER.

**Dispute Advice Committee**

The committee that issues advice on payment of tuition fees, enrolments and termination of enrolments, the award of degrees, etc. [ART. 7.63-A WHW]

**Dual study programme**

Study programme whereby one or more periods of study may be exchanged for periods of work experience related to the programme. Such a study programme will therefore contain study and work elements. The work element is a part of the study programme and can therefore qualify for course credits [ART. 7.7, WHW].

**EC**

European Credit, a unit that represents a 28-hour study load. The EC is equal to a course credit [ART. 7.4 (1), WHW]. When an examination is taken and passed, the student is awarded the number of ECs corresponding to that unit of study as listed in part 2 of this EER.

**ECTS**

European Credit Transfer System enables the transfer of students between countries by expressing the study load in a way that allows comparison (in *European Credits*).

**Elective options**

A group of units of study from a study programme, including projects, as chosen by a student to enable them to emphasize their own competences within their study programme.

**Enrolment year**

The period of continuous enrolment of a student commencing on the date of enrolment for a study programme and ending twelve months thereafter.

**Examination**

An examination must be sat for each unit of study which tests the knowledge, understanding,
attitude, and skills of the candidate, and which evaluates the results of the examination. An examination may consist of multiple partial examinations. The results of examinations can be viewed in OSIRIS under the reference 'course result'. Partial examinations are referred to as 'tests' in OSIRIS.

**Examinations Appeals Board**

The Examinations Appeals Board (Appeals Board) [ART. 7.60-63 WHW].

**Examiner**

A person designated by the Board of Examiners (and who may or may not be an employee of the university of applied sciences) who administers the examinations and documents the results thereof [ART. 7.12c WHW].

**Exemption**

Full or partial exemption from the requirement to sit an examination in order to satisfy the enrolment or admission conditions and/or to obtain course credits in respect of sitting propaedeutic (foundation year) or final assessment.

**External assignment**

A request from a legal entity other than the Zuyd University of Applied Sciences to one or more study programmes of the institution oriented towards having a student or group of students perform an assignment. The director has the power to make a binding recommendation for the performance of this assignment, in observance of the authorities of the Board of Examiners.

**External student**

Someone registered as an external student at the institution [ART. 7.32, WHW] and as such is only attending for the purposes of sitting final examinations [ART. 7.36, WHW].

**Extra opportunity**

The opportunity to take an extra examination that can be awarded to a student outside the standard scheduled examinations/resits.

**Facility**

Steps taken by an authorized staff member or body within the institution to provide the student with assistance with the aim of supporting and guiding their study progress.

**Faculty participation board**

The participation board of a faculty [ART. 10.25 WHW].

**Final assessments**

The propaedeutic (first-year phase) or final assessments of a study programme [ART. 7.8 and 7.10, WHW].

**Final specialization**

A course programme decided by the director consisting of a cohesive package of post-propaedeutic phase units of study. The final specialization is specified on the degree certificate.

**Institution**

Zuyd University of Applied Sciences as run by the Zuyd University of Applied Sciences Foundation, registered in Heerlen.

**Intermediate Vocational Education programme (MBO)**

A middle-management training programme, either a specialist study programme or a professional study programme designated by the minister [ART. 7.2.2, WEB].

**Key project**
A key project is a unit of study evaluated by one or more examiners and on the basis of which the relevant competence acquisition of a programme can be demonstrated. This may be a dissertation (e.g. Bachelor's thesis), internship report, artwork(s), performance, etc.

**Learning abroad agreement**
Agreement between the student and the Board of Examiners in which the relevant educational institutions set out the agreements regarding the student's educational activities abroad, in accordance with the ECTS system.

**Learning path**
The units of study in which the student wishes to be examined, either *at the same time* or *in sequence*, in order to acquire the competences relevant to a study programme. A student wishing to follow a learning path not defined in this EER requires the permission of the Board of Examiners.

**Major**
The core units of study of a study programme, in which all students must sit examinations to acquire the competences necessary to be awarded a degree certificate.

**Master’s study programme**
Initial HBO (higher vocational education) study programme [ART. 7.3 WHW], upon completion of which the student is awarded a Master’s degree.

**Minor**
Elective component of 15 ECs. See also 'Zuyd minor'.

**Nominal study load**
The study load excluding the time involved in preparing for resitting examinations.

**Notice to terminate or continue studies**
A binding recommendation issued to the student during the first year of the propaedeutic phase on whether or not to continue with the study programme. This notice may entail the student's rejection for further participation in the study programme. [see: *Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences*]

**Optional course profile**
Scope for a student to choose to study a maximum of 120 ECs selected from one or more Zuyd minors, other minors, or elective courses (including projects) from the student's own study programme. A study programme consists of a *major* plus an *optional course profile*.

**Partial examination**
A test, the grade for which contributes to the grade for the examination of which it is a part. The EER will specify the weighting factor of every partial examination. Partial examinations are referred to as 'tests' in OSIRIS.

**Part-time study programme**
A study programme designed so that in addition to studying, the student can also carry out other work. This work may qualify for course credits in the form of *exemptions* or, subject to conditions imposed by the Board of Examiners, be treated as units of study.

**Post-propaedeutic phase (Post-first-year phase)**
The phase of the study programme following the propaedeutic (first-year) phase and which is concluded by the final assessment.

**Practical exercises**
Practical exercises involve one or more cohesive units of study whereby the examiner is able to grade
the performance of the student through observation.

Programme
A cohesive package of units of study aimed at achieving well-defined objectives as to knowledge, understanding, skills, and attitude that the student following such programme must acquire [ART. 7.3, WHW]. Study programmes may be full-time, part-time, or a dual study programme, and taught up to Bachelor’s degree level.

Propaedeutic phase (first-year phase)
The phase concluded by the propaedeutic (first-year phase) examinations [ART. 7.8 WHW].

Student
The person registered as a student at the institution [ART. 7.32-7.34, WHW].

Student counsellor
A staff member who advises the student on matters involving study and student life. The student counsellor also assists and mediates in personal problems of any kind, material or otherwise.

Study block
A study block comprises one of the four terms making up an academic year. These blocks have comparable study loads. Before the start of an academic year, the Board of Governors decides upon the dates on which each new study block commences.

Study load
The standardized load in terms of time allocated to each study programme and unit of study expressed as whole European Credits (ECs) [ART. 7.4, WHW] and as set out in the EER.

Study plan
A progression of units of study agreed between the student and their mentor/academic guidance counsellor in order to be eligible for the final assessment. This progression may differ from the sequence of the standard programme.

Study Programme Committee
A programme committee, consisting of students and lecturers, is established for each programme or group of programmes. This programme committee is tasked with providing advice on improving and assuring the quality of the study programme. Furthermore, the programme committee has the right to prior consultation and the right of assent regarding a number of topics related to education, including the EER, as described in ART. 9.18, WHW.

Unit of study
A cohesive package of competences to be acquired, expressed as whole course credits.

WBP

WHW

Work experience agreement
Agreement between the student, the director for the study programme for which he/she is registered, and the organization in which the student undertakes the work experience element of the study programme. The work experience agreement sets out concrete terms regarding external learning activities within the student’s learning path for a pre-determined length of time.
**Working day**
A day, not being a Saturday or Sunday, or any generally observed holiday or national holiday designated by the government not falling during any free time scheduled by the Board of Governors.

**WSF 2000**

**Zuyd Minor**
Minor of 15 ECs identified as such and accessible to the students of at least two study programmes.
1 General Provisions

1.1 Scope

§1 These education and examination regulations apply to all students and external students who were registered for the study programme International Business with CROHO study programme code 30029.

These regulations apply to both students of full-time and part-time education.

§2 No rights can be derived from education and examination regulations (EERs) from previous years. Exceptions to this apply for specific rules and regulations such as those listed in the transitional measures in Article 3.9.

1.2 Board of Examiners, tasks and authorities

§1 The Board of Examiners determines whether you possess the knowledge, insights, and skills as specified in these education and examination regulations (EERs) required to receive the degree that applies to this study programme.

§2 You can contact the Board of Examiners to request the following:

1. obtain an exemption for one or more examinations;
2. obtain an exemption for participation in practical exercises while retaining permission to take the accompanying examination. The Board of Examiners then has the option to set the following requirements;
3. take an examination for which you do not meet the entry criteria
4. gain admission to tracks/learning paths subject to the approval of the Board of Examiners;
5. extend the period of validity of an examination or partial examination that you have successfully completed;
6. a request to sit an extra resit;
7. facilities and adaptations for students with a disability or chronic disease;
8. study facilities because of students’ participation in competitive sports at an elite level;
9. deviating from these Education and Examination regulations, if you can demonstrate that their application would have an unreasonable effect.

§3 The Board of Examiners can be reached via the following e-mail address: examboard.ib@zuyd.nl.

1.3 Appeal, objection, and right of complaint

§1 The Zuyd University of Applied Sciences has a Loket Rechtsbescherming (Legal Protection Office).
This office can be contacted by sending an e-mail to rechtsbescherming@zuyd.nl. To see the topics you can contact the Legal Protection Office for and what your rights are in such cases, please refer to paragraphs two to five inclusive.

§2
If you do not agree with a decision made by the director or the Board of Examiners based on the EER, you can file an appeal with the Legal Protection Office (see paragraph 1). Your appeal will be reviewed by the Examinations Appeals Board. In such cases, the rules from the Examinations Appeals Board Regulations of the Zuyd University of Applied Sciences apply. You can find these regulations on Zuydnet.

§3
If they have an interest in doing so, incoming students, students, or external students can contact the Legal Protection Office (see paragraph 1) to file with the Dispute Advice Committee an appeal against payment of tuition fees, enrolments, termination of enrolments, award of degree, etc.

§4
You can submit a complaint under the Complaints against Undesirable Conduct Regulations through the complaints office rechtsbescherming@zuyd.nl. These regulations are available on Zuydnet.

§5
You can file complaints such as on other behaviour or procedures originating from or enacted by an employee, a student, or a body of the University of Applied Sciences based on the Zuyd University of Applied Sciences Ombudsman Assistance Regulations. You can do so by contacting the Legal Protection Office (see paragraph 1) at the Ombudsman. The eligible complaints are listed in the Zuyd University of Applied Sciences Ombudsman Assistance Regulations. These regulations are available on Zuydnet.

§6
If students submit an appeal, objection, or complaint based on this article and the regulations noted in such cases, they maintain the right to take examinations for the study programme provided they are enrolled for the study programme in question.
2 Programme

2.1 Objective of the study programme

The central theme of the International Business (IB) study programme is doing business across borders. IB educates global minds for business and prepares its students for an international career, in multinationals as well as SMEs. IB professionals in small and medium-sized companies are often generalists with a wide range of duties, often in an international context. In larger, internationally operating companies or multinationals, they generally have a more specialist role. Some examples of IB professions:

International Marketing & Sales
- Export management and import management
- Sales management and account management
- Online, social media management

International Finance & Accounting
- Financial analyst
- Financial management
- Financial specialist/advisor

International Operations & Supply Chain Management
- Logistics and inventory planning management
- Lean and material flow management
- Operations management

International Organization & People
- Process management
- Project management
- Business development and innovation management

2.2 Educational profile

International Business is based on the national framework of International Business (2017). The document IB national framework can be found on the Zuydnet IB page (study information -> curriculum->national framework IB).

2.3 Requirements for practising the profession

Students following a study programme to enter a profession for which statutory requirements have been laid down regarding the acquiring of competencies for practicing such a profession, will be given the opportunity to satisfy such requirements within the nominal study load of the study programme.

2.4 Admission

§1
You will be admitted to the study programme, as such the rules from the Regulations on admission to
and enrolment at Zuyd University of Applied Sciences apply. These regulations are available on www.zuyd.nl.

§2
On the www.zuyd.nl website, you can find a referral to your own study programme which lists all information on which requirements you must meet to be admitted to your study programme. It also lists what your possibilities are and what you can do if you do not meet the admission requirements but still want to be admitted to the study programme.

2.5 Variants

§1
You can only follow the full-time educational variant of the study programme.

§2
Holders of VWO (pre-university) diplomas can follow a three-year accelerated variant of 180 ECs. This track is described in part 2.

2.6 Final specializations

§1
Students can follow the following final specialization(s) of the study programme:

- Strategic Marketing
- Strategic Management
- Supply Chain Management
- International Finance

§2
Not applicable

§3
Not applicable

2.7 Language of instruction

§1
The language of instruction of the study programme is English. The reason for the use of this language of instruction is to prepare students for an international field of work or career.

§2
In some cases, units of study may be offered in a language other than the study programme’s language of instruction as the origins of the lecturer or guest lecturer may necessitate this. If a language other than the language of instruction is used, this will always be noted in the description of the unit of study in this EER together with the reason for the use of this other language.

§3
The code of conduct regarding the language of instruction applies for all education given in languages other than Dutch. This code of conduct is available on Zuydnet.

2.8 Extra costs

§1
For your enrolment as a student, you can only be charged tuition fees.

§2
To follow the study programme, you must be able to purchase the following study necessities. We expect the following costs to be your responsibility: The costs of these study necessities are estimated at approximately €800 (reading materials, business games etc). Costs for year 3 (internship abroad and/or study exchange abroad) vary depending on choices and place of internship/study exchange

§3
Educational facilities, such as excursions and work visits, may be part of your study programme and therefore involve costs for you. On Moodle you can find which activities it concerns and what the costs of them are. Students who cannot or do not wish to pay the costs for these activities will be offered an equivalent alternative.

§4
If students can demonstrate that personal and exceptional circumstances apply, which prevent them from being able to bear the costs of study necessities or activities, then they may submit a request in writing to the director for financial assistance or exemption from the payment obligation. The director will make a decision on this within twenty working days. When considering this decision, the director will obtain recommendations from the student counsellor. This decision will be made known to students in writing within twenty working days.

§5
In no eventuality may a fee be charged to students for registration for or participation in examinations and resits of examinations.
3 Teaching

3.1 Start of the study programme

The study programme starts on 1 September 2019.

3.2 Major and minor

§1
The study programme comprises a major of at least 120 ECs. The number of ECs of the major is
given in chapter 1 of part 2, specified by final specialization if applicable.

§2
To profile themselves, students have the right to follow at least one minor within the regular study
load of their study programme. The study load for a minor is fifteen ECs.

§3
Study programmes may also offer elective modules in addition to minors. Such elective modules are
excluded from the study load of the major, but fall within the 240 ECs study load of the entire study
programme. Elective modules need not comprise fifteen ECs, whereas minors must comprise fifteen
ECs.

3.3 Contact hours

The propaedeutic phase will have a minimum of 504 contact hours timetabled.

3.4 Practical exercises and attendance requirement

§1
Within the study programme, one or more units of study may be designated the status of ‘practical
exercise’. Practical exercises include seminars. Internships are not classed as practical exercises. All
practical exercises will be listed as such in part 2, chapter 1. At a practical exercises an examiner can
make an evaluation by observing the student in action during the exercise. The director decides
which units of study are practical exercises.

§2
In a practical exercise, attendance requirement applies in the following cases:

- the examiner can only come to an assessment by observing the students’ learning process or
  progress of the learning activity;
- the students’ learning process or progress of the learning activity relies on the attendance of
  their fellow students and vice versa.

The attendance requirements will be stipulated in part 2, chapter 1.

§3
If the assessment of a practical exercise is based in part on an attendance requirement, then the
attendance requirement will be equivalent to a partial examination.
3.5 Minors

§1 In Osiris, students can access the course catalogue which lists the minors and elective modules that students can follow.

§2 If students wish to follow a minor that has been listed as accessible to them in the course catalogue, no further permission is required.

§3 If students wish to follow a minor inside or outside of the university of applied sciences, and this minor has not been listed as open to them, they must request prior permission from the Board of Examiners to do so.

§4 Students must register their choice of minor or elective module in OSIRIS, after which they will receive a confirmation of enrolment by e-mail. On Zuydnet (https://www.zuydnet.nl/en/study/study-career/minors-options-in-your-studies), you will find a description of the registration procedure.

§5 If a student cannot be assigned to a particular minor or elective module because the maximum number of places has been exceeded or the minimum number of places has not been achieved, the student will have the opportunity to enrol for another minor or elective module.

3.6 External assignment

§1 The director may decide to invite one or more students to carry out an external assignment as an alternative to one or more units of study of the study programme.

§2 The Board of Examiners of your specific study programme will decide whether the external assignment can replace these units of study. In doing so, the Board of Examiners assesses whether the contents, level, scope, and organization of the external assignment give reason to judge the external assignment is an adequate replacement for the proposed programme component.

3.7 Study plan

§1 In consultation with their mentor or academic guidance counsellor, students can draft a study plan for the optional course profile describing their choices for the learning path. A student’s option to follow a Zuyd minor, that is accessible to the student in question, must remain possible in all cases.

§2 Students may, with the prior approval of the Board of Examiners, sit one or more examinations at another education institution. If a test is sat with an educational institution in another country, the relevant educational institutions must have signed a learning contract.
3.8 Registration for the post-propaedeutic phase and studying in advance

§1
Students can only register for the post-propaedeutic phase of the study programme if they have been awarded a certificate for the propaedeutic phase of the study programme.

§2
Students who have not yet passed their propaedeutic assessments and still wish to take examinations from the post-propaedeutic phase can only do so with the permission of the Board of Examiners. A condition of this is that it would not hinder the good progress of the study programme.

§3
For students who have been granted an exemption for taking the study programme’s propaedeutic assessment based on this EER, proof of this exemption will be treated as equivalent to the certificate for the propaedeutic phase. In such a case, no certificate for the propaedeutic phase will be issued.

3.9 Transitional measures

A transitional programme for year 2 of 2018-2019 (4 year programme) and year 1 of 2018-2019 (three year fast track programma) includes:

1. 2019 – 2020 one sit and one resit for each ‘insufficient’ exams
2. 2020-2021 one sit per ‘insufficient’ exam
3. If still no pass after 2: new curriculum (which will entail more credits, new didactics etc.

The planning of the transitional programme will be done by the IB department. It will be communicated to the students at the beginning of the academic year.

3.10 Specific clauses governing part-time variant

Not applicable

3.11 Specific clauses governing dual variant

§1
Not applicable

§2
Not applicable

§3
Not applicable
4 System of testing and examination

4.1 Examinations and partial examinations
An examination may consist of multiple partial examinations. Course credits will only be awarded to students who have completed the entire examination.

4.2 Resits
§1 Per year of enrolment, students may sit at least one resit per examination or partial examination.

§2 The Board of Examiners may make an exception to the rule of paragraph 1 for internship projects and long-term external assignments if it is not possible to redo the internship or assignment in the same year of enrolment.

§3 Students can only sit a resit examination if the first examination or partial examination was not successfully completed.

4.3 Sitting extra examinations outside of regular programme
§1 You are entitled to participate in units of study and sit the corresponding examinations at Zuyd University of Applied Sciences provided that they meet the admission requirements for these units of study and examinations. The admission requirements are set out in the Education and Examination Rules (EER) of which these constitute a part.

§2 An exception to paragraph 1 can only be made by the director who is responsible for a unit of study, if this unit of study and the associated examination form part of:

1. a study programme for which students may be selected or higher tuition fees may be charged
2. a study programme or final specialization for which the student has received a notice to terminate studies,
3. a Master's study programme and the student has not been awarded a Bachelor's degree
4. a study programme subject to an enrolment restriction for which the student has not been accepted. This applies to both a labour market-related quota and to a restriction due to capacity problems.

§3 Passed examinations of units of study that are not part of the 240 ECs study programme can be included in your results overview. The Board of Examiners will decide on this matter and assess whether it contributes to enhancing the practice of your field. To this end, students should submit a request, stating reasons, to the Board of Examiners. The Board of Examiners will make a decision and inform the student of this decision, providing argumentation, within ten working days after receipt.

§4
Examinations passed outside the scope of the student’s study programme do not count towards the results that are considered when a student is given a binding notice to terminate or continue studies.

4.4 Assessments

§1
Examination grades will only be given by the examiners on the basis of the Dutch ten-point scale or on the basis of the related quality grading scale. The following conversion table is used by the examiners to compare grades:

<table>
<thead>
<tr>
<th>Numeric grade / description</th>
<th>Alphanumeric grade</th>
<th>Alphanumeric grade description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (&gt;=9,5) Excellent / excellent</td>
<td>EX / EX</td>
<td>A - Excellent – outstanding performance with only minor errors</td>
</tr>
<tr>
<td>9 (8,5=&lt;x&lt;9,5) Very good / zeer goed</td>
<td>VG / ZG</td>
<td>B - Very good – above the average standard but with some errors</td>
</tr>
<tr>
<td>8 (7,5=&lt;x&lt;8,5) Good / goed</td>
<td>GO / GO</td>
<td>C - Good – generally sound work with a number of notable errors</td>
</tr>
<tr>
<td>7 (6,5=&lt;x&lt;7,5) Satisfactory / ruim voldoende</td>
<td>SAT / RV</td>
<td>D - Satisfactory – fair but with significant shortcomings</td>
</tr>
<tr>
<td>6 (5,5=&lt;x&lt;6,5) Sufficient / voldoende</td>
<td>SUF / VO</td>
<td>E - Sufficient – performance meets the minimum criteria</td>
</tr>
<tr>
<td>0,5=&lt;x&lt;5,5 Fail / onvoldoende</td>
<td>FAIL / OV</td>
<td>F - Fail – further work is required</td>
</tr>
</tbody>
</table>

§2
A test is passed with a grade of 5.5 or higher; equivalent, in qualitative terms, to at least sufficient/pass or 'voldoende' and above. The term ‘voldaan’ (pass) is understood to mean ‘satisfied the assessment criteria of an examination, with no qualitative judgement such as sufficient, satisfactory, good, very good, or excellent’.

§3
After students complete one or more resits of examinations for a unit of study, the examiner will register the highest of the results as the final result for this unit of study.

§4
The Board of Examiners will immediately allocate ECs to students when examiners have assessed and registered that students passed an examination or resit of an examination.

§5
Students must pass the examinations of all units of study. It is not possible to compensate a poor score with a good score at the level of examinations; however, a compensation scheme may be applied in the case of partial examinations.

§6
Every student has the right to see the assessment of their examinations and to have an explanation of the way in which the result was determined. This right to see the assessment expires twenty working days after the result awarded is published.
§7
As a rule, the validity of examination results or the granting of exemptions is unlimited.

§8
The Board of Examiners can decide to declare invalid any course credits that were awarded at least four years ago based on the results of an examination from a previous examination programme. They can only decide to do so if the knowledge, insight, or skills assessed in the examination prove to be outdated and no longer fulfil the requirements for graduation. The examinations that are no longer valid are recorded each year in part 2 of this EER.

§9
Each examiner is responsible for reporting to the director in due time when the content of an examination for which they are responsible, from a previous examination programme, has become so outdated that the requirements for graduation can no longer be fulfilled. The examiner must also outline the reasons for this. Each year, the director submits these old examinations per study programme, along with the reasons why they have become outdated, to the Board of Examiners for the decision as mentioned in paragraph 8.

§10
The director is responsible for finding alternatives to the examinations for which the period of validity has expired. These alternatives are set out in part 2 of this EER.

§11
In specific cases, the director, in conjunction with the Board of Examiners, may lay down the period of validity for an examination in advance on the basis of substantive arguments. If the period of validity for one or more examinations is limited in advance, this will be stated in chapter 1 of part 2 in reference to the examination in question. The period of validity of the examination will also be stated there.

§12
The examinations from previous examination programmes for which the course credits awarded are no longer valid are specified in chapter 1 of part 2 of this EER. The reasons for their non-validity are also given, alongside the examination that needs to be passed in order to re-earn these course credits.

4.5 Exemptions and provisions concerning validation of prior learning

§1
Exemptions must always be applied for by submitting a written request to the Board of Examiners. Article 1.3 paragraph 4 specifies how you can contact the Board of Examiners, which will decide the units of study you will be granted exemptions for. This request must be motivated in writing. Furthermore, the request must include documentary evidence that shows you meet the requirements of the unit of study in question.

§2
The Board of Examiners may grant exemptions for sitting one or more examinations if the student has already met the requirements of an examination or final examination.

§3
Exemption may be granted based on examinations or final examinations previously passed or on competences acquired outside higher education. The Board of Examiners can grant such exemptions
and gives reasons when it grants exemptions.

§4
Not applicable.

§5
You cannot be granted an exemption for final projects or final research projects. Final projects/final research projects are defined as:
The graduation project (internship/thesis/start up your own company).

§6
The Board of Examiners will provide students with a written proof of exemption that at least specifies the date the exemption is granted, the relevant examination(s), and the exemption’s length of validity.

§7
Exemptions can be granted on the basis of certificates of experience such as:

1. the competences acquired as described in the certificate of experience are at least equal in terms of level and content to the competences of the examinations of the units of study being considered for exemption;
2. the certificate of experience gives evidence of the level and content of each competence
3. the certificate of experience was issued by an organization authorized to evaluate prior competences
4. the certificate of experience was issued no more than five years ago.

4.6 Organization of examinations

§1
Examiners and other parties involved in examinations preserve absolute confidentiality regarding the content of a written examination until the examination paper is handed out to the students.

§2
A written examination is sat under the supervision of at least one examiner or an invigilator appointed to supervise on behalf of the examiner. All other examinations are sat under the supervision of at least one examiner.

§3
To sit an examination, students must be able to prove their identity by means of one of the following identity documents: a Zuyd student identification card, an original and valid driver's license, an ID card, or a passport. If this is not possible, the student will be immediately excluded from taking the examination and the examiner or invigilator must notify the chairperson of the Board of Examiners accordingly.

§4
Students who sit an examination must follow all instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners. Any breach by students constitutes improper conduct, on which grounds they can be excluded from further participation in the tests.

§5
The examination regulations applicable within the study programme are set out in part 2 of chapter 2. Any breach by students constitutes improper conduct, on which grounds they can be excluded
from further participation in the tests.

$\S 6$
Students have the right to be notified of the assessment outcomes of the examinations within fifteen working days of completing the examinations. The study programme may exceed this period if there are good reasons for doing so. In such cases, students must be informed as quickly as possible.

$\S 7$
The period between the results of an examination and a resit for the same unit of study must be at least five working days. Before the resit, the student must have been offered the opportunity to look at a marked examination or resit of an examination previously taken.

$\S 8$
The Board of Examiners can declare the results of an examination or partial examination invalid if it has ascertained that irregularities have occurred with regard to the examination or partial examination concerned.

4.7 Registration for examinations

$\S 1$
In principle, students can only take part in examinations or resits if they have enrolled for them via Osiris. Students are responsible for registering themselves. If students are unable to register via OSIRIS in time, the Board of Examiners can decide to admit a student to sit or resit an examination at the students' request.

$\S 2$
Students must register to sit examinations and resits for units of study in the major, in accordance with a registration procedure laid down by the Board of Examiners. This procedure is set out in part 2, chapter 2.

$\S 3$
Students must register to take an examination or resit for a minor and will be invited to do so by the Board of Examiners of the study programme offering the minor. In the event that only a limited number of students can sit an examination, the order of registration dictates who may sit the examination in any case.

4.8 Retention of examination papers

$\S 1$
Written examination work and other documentary evidence are stored for a period of at least 60 working days following the assessment by the Board of Examiners.

$\S 2$
The programme department is responsible for retaining the key documents. The method of retention is dependent on the nature of the key document.

$\S 3$
For the purposes of the accreditation process of the study programme, key documents will be retained for a period of at least seven years. At the end of the period of storage, the work will be destroyed or returned to students at their own request.

$\S 4$
Evidence of the students passing tests will be kept for ten years.
Proof of the award of a degree certificate will be kept by the director for a period of at least 50 years and will specify as a minimum: the student's personal data, the study programme and date on which the propaedeutic assessment was successfully completed; the study programme and date on which the final assessment was successfully completed.

The director will retain documentation for the provision of a statement as referred to in Article 4.3 for a period of at least ten years. This concerns students' personal data, the study programme and the period of enrolment, and an overview of the successfully completed examinations.

4.9 Fraud and Improper conduct

The Fraud Policy specifies what is understood to mean fraud and improper conduct as well as the consequences thereof. The Fraud Policy can be accessed on Zuydnet.

4.10 Special facilities

Students who face extreme personal or extraordinary circumstances can make use of special or extra facilities for sitting examinations or final examinations.

Personal and extraordinary circumstances are defined as:

1. pregnancy or long-term illness
2. disability or chronic illness;
3. exceptional family circumstances such as the care for a blood relative or other close family member who is suffering from long-term sickness; or the existence of a long-term mental and/or social problem whether or not combined with financial problems within the family as a result thereof;
4. membership of the Central Representative Advisory Council (CMR), faculty participation board, student committee, or study programme committee, or other activities as identified by the Board of Governors with which the student is involved within the context of the organization and management of the institution;
5. membership of the board of a foundation aimed at continuing to provide student assistance or such tasks as the Board of Governors considers comparable, with the additional requirements that the student has final management responsibility and that the role occupies a significant part of their time;
6. membership of the board of a student organization that has a direct benefit for the institution and faculties as recognized by the Board of Governors or the director, with the additional requirement of a significant time commitment;
7. an insufficiently achievable study programme;
8. competitive sports by participating in a recognized competitive sport component or a comparable activity at the highest national or international level, as set out in the Zuyd University of Applied Sciences Elite-level Sport scheme;
9. other circumstances regarded by the Board of Governors or the director as exceptional circumstances.
If students want to invoke personal and exceptional circumstances, they can check the Regulations Regarding Studying with a Disability to see how to do so and which rules apply. You can find these regulations on Zuydnet.

§4
In the event of personal and extraordinary circumstances of a permanent or chronic nature, the Board of Examiners may allocate the facilities for the entire period of enrolment of the student for the study programme in question. The provisions in the Regulations Regarding Studying with a Disability also apply in such cases.

4.11 **Circumstances beyond the student’s control, other personal circumstances**

If circumstances beyond students’ control or other personal circumstances prevent students from taking part in an examination and they still wish to take it within the current academic year, then they must submit a request to do so to the Board of Examiners as soon as possible. In doing so, students must indicate the nature of the circumstances beyond their control or personal circumstances. The Board of Examiners will then make a decision on this request within fifteen working days.
5 Academic guidance counselling, study progress, and notices to terminate or continue studies

5.1 Academic guidance counselling

The programme department will assign one or more academic guidance counsellors to you. These are employees of the programme department. Part 2 of this EER describes how the programme department's academic guidance counselling is structured.

5.2 Monitoring of academic progress

§1 You can access an overview of your examination results in Osiris. There, you can also access the documentation of your study progress. The director is responsible for a correct representation of your study progress.

§2 In students’ first year of enrolment, keeping track of their study progress is important for their notices to terminate or continue studies. That is why the study programme reports to students regarding their study progress in accordance with the Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences in a timely manner. The director is responsible for reporting this correctly. The reporting is arranged as follows:

Before the 1st of April of the academic year first-year students will be issued an academic progress report in the form of a letter or e-mail, stating the number of credits they have gained so far and containing an advice on continuation of their studies. Before the summer break students are issued an academic progress report, stating that the dean intends to 1. award the student the propaedeutic diploma: the student has gained all 60 EC of the propaedeutic exam (via email or letter) OR; 2. allow the first-year student to start in the second year (via email or letter) OR; 3. issue the student a binding academic recommendation by email and registered post in case the student does not meet the criteria stated in article 4.11. Students who get a binding academic recommendation may ask for a hearing following the instructions in the aforementioned letter. These hearings will take place in July or at the end of August.

§3 If students are of the opinion that the academic progress report is incorrect or incomplete, they must register an objection in writing to the Board of Examiners within twenty working days.

5.3 Notice to terminate or continue studies

§1 The Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences explains in detail the issuing of notices to terminate or continue studies in the first academic year. These regulations are available on Zuydnet.

§2
If a student does not obtain their propaedeutic diploma in their first year of enrolment and their academic results in that year are insufficient, then they will be given a binding notice to terminate or continue studies by the director in accordance with the Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences. This concerns units of study that are part of the first year of the study programme. Academic results are deemed insufficient if at the end of the first year of enrolment the student has earned fewer than 45EC. The student must also meet the following requirement: 3 out of 4 Business Challenges (on course level) must be obtained. The final advice will be given no sooner than at the end of the first year of enrolment.
6 Degree certificates and statement

6.1 Examinations

§1
Students are assessed to have passed the propaedeutic phase when they have successfully completed all examinations within it. The Board of Examiners establishes that this is the case and makes the decision to award the certificate for the propaedeutic phase.

§2
Students are assessed to have passed the final assessment when they have successfully completed all examinations within it. The Board of Examiners establishes that this is the case and makes the decision to award the certificate for the propaedeutic phase.

§3
The Board of Examiners can deviate from paragraphs 1 and 2 and then independently assess a student's knowledge, understanding, and skills.

6.2 Degree certificates

§1
Students who have passed an examination will be given documentation of this by the examiner, or the examiner will enter the result and corresponding assessment into Osiris.

§2
Students who have passed the propaedeutic assessment will be given documentation of this by the Board of Examiners. This documentation will state at least the following: the name of the study programme (as given in CROHO), the concluding examination components, and the date of the most recent accreditation or new study programme review. This is signed by at least the director and the chairperson of the Board of Examiners.

§3
Students who have passed the final assessment will be given a degree certificate of this by the Board of Examiners. This degree certificate will state at least the following: the name of the study programme (as given in CROHO), the concluding examination components, and where relevant any statutory authority related thereto, the degree level, and the date of the most recent accreditation or new study programme review. At least the faculty board and the chairperson of the Board of Examiners will sign this degree certificate.

§4
On behalf of the Board of Governors, the director awards the degree of 'Bachelor of Business Administration' to a student who has passed the final assessment of a study programme. The subject or professional field for which the degree has been awarded will be added to the certificate.

§5
The degree certificate is to be dated as the date on which the Board of Examiners establishes that the student has passed the final assessment. This date is deemed to be the date of graduation. The Board of Examiners only awards the degree certificate after the director has confirmed it may do so.

§6
The degree certificate will be issued with a Diploma Supplement, a model text of which is set out...
Diploma Supplement
Zuyd University of Applied Sciences | Nieuw Eyckholt 300 - 6429 DJ Heerlen – The Netherlands
This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data in order to improve the international “transparency” and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.) for academic and professional purposes. It is designed to provide a description of the nature, the level, the context, the contents and the status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. The supplement does not give any value judgement, statement on equivalence or suggestions as to recognition. Information is provided on all of the eight sections. If this should not be the case, the reason for not including the sections concerned will be given.

1 Information identifying the holder of the qualification
1.1 Family name:
1.2 Given birth names:
1.3 Date of birth:
1.4 Place of birth:

2 Information identifying the qualification
2.1 Name of qualification and title conferred:
2.2 Main field(s) of study for the qualification:
2.3 Name and status of awarding institution:
2.4 Language(s) of instruction/examination:

3 Information on the level of the qualification
3.1 Level of qualification:
3.2 Official length of programme:
3.3 Access requirement(s):

4 Information on the contents and results gained
4.1 Mode of study:
4.2 Programme requirements:
4.3 Programme details:
4.4 Grading scheme:
4.5 General degree:
4.6 Date of latest accreditation or review:

5 Information on the function of the qualification
5.1 Access to further study:
5.2 Professional status:

6.3 Cum laude

The degree certificate will bear the designation ‘cum laude’ when the student has completed the post-propaedeutic phase with a mark of 8.0 or higher before rounding up and no grade below 6.0 has been obtained. Results obtained during the students study exchange shall not be taken into consideration; the same shall be applicable for units of study assessed by a qualitative mark or obtained through an exemption. Any qualitative mark of OV (insufficient) is not permitted. The student may not exceed the official length of the study programme.
6.4 Statement

Students who have passed more than one examination but cannot receive a degree certificate can contact the Board of Examiners to request a written statement listing the examinations that they have passed and indicating the ECs awarded. This written statement will then be issued to such students. Article 1.2 paragraph 3 specifies how you can contact the Board of Examiners.
7 Concluding provisions – drawing up & amendment – evaluation

7.1 Deviation from the EER (the hardship clause)
In the event that the application of this EER disproportionately harms the interests of an individual student during their enrolment, the student may submit a written objection to the Board of Examiners against the regulations being applied to them. The Board of Examiners will reach a decision within fifteen working days and weigh the interests of the student against the interests of the study programme, after which it will inform you in writing.

7.2 Unforeseen circumstances
Cases that these regulations do not provide for and which require an immediate decision will be decided on by the body competent to do so. If the competent body is the Board of Examiners, for instance in the case of examinations and final examinations, this decision may be made by the chairperson.

7.3 Adoption and amendment
§1 This EER is to be adopted by the director before 1 July 2019. The adoption requires the approval of the faculty participation board and, for certain aspects, of the study programme committee. The aspects over which the study programme committee has the right to prior consultation are listed in the Regulations for the Programme Committees of Zuyd University of Applied Sciences. These regulations are available on Zuydnet.

§2 During its period of validity, the EER cannot be amended.

§3 These education and examination regulations enter into force on 1 September 2019 and may be cited as:EER International Business 2019-2020.

7.4 Evaluation
The director is responsible for regular evaluation of the EER to ensure its quality and to adjust the study load if necessary. During such evaluations the director at least assesses the time commitment of students resulting from this EER.
PART 2
1. Content of the programme and the examination process

1.1. Description of the educational and examination programme

IB graduates receive the internationally recognised title of Bachelor of Business Administration (BBA).

In 2018-2019 IB has started with a new curriculum in year 1. Students as from cohort 2018-2019 (in 2019-2020 this entails year 1 and 2) will achieve the following set of nationally determined Programme learning Outcomes (PLO's), if the study programme is successfully completed:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Themes</th>
<th>No.</th>
<th>Programme Learning Outcomes</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>WT1</td>
<td>Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>Ways of Thinking</td>
<td>Innovation &amp; Creativity</td>
<td>WT2</td>
<td>Create innovative ideas in a changing business environment systematically.</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>International Business Awareness</td>
<td>WT3</td>
<td>Analyze patterns in global macro-economic factors and policies that drive international trade and business development.</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>WW4</td>
<td>Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WW5</td>
<td>Optional: Use one or two additional languages to facilitate international business</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>Ways of Working</td>
<td>Collaboration</td>
<td>WW6</td>
<td>Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>Management of Information as digital citizen</td>
<td>WW7</td>
<td>Produce management information from various data sources in an international business environment.</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>Personal &amp; Professional Development</td>
<td>LW8</td>
<td>Express reflections on his personal development with the aim of personal growth.</td>
<td>Level 3</td>
</tr>
<tr>
<td>Theme</td>
<td>Code</td>
<td>Description</td>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Ethical &amp; Social Responsibility</td>
<td>LW10</td>
<td>Formulate his own position concerning ethical and social responsibility in a professional environment.</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>Living in the world</td>
<td>LW11</td>
<td>Mitigate the pitfalls of cultural differences in business and social contexts</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LW12</td>
<td>Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LW13</td>
<td>Use appropriate verbal and non-verbal communication in an intercultural setting.</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LW14</td>
<td>Assess the effect of cultural differences upon organisational behavior and strategic choices.</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>Marketing &amp; Sales</td>
<td>TWM15</td>
<td>Develop a well-founded marketing plan to support the creation of value for international customers.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TWM16</td>
<td>Use appropriate sales techniques in support of durable customer relationships.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TWM17</td>
<td>Incorporate developments of the digital landscape in a marketing strategy.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>Finance &amp; Accounting</td>
<td>TWM18</td>
<td>Evaluate financial performance of the organisation from different stakeholders’ perspectives.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>Tools for Working &amp; Management</td>
<td>TWM19</td>
<td>Recommend financing possibilities in a dynamic international environment.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>at least one of the themes is completed on</td>
<td>TWM20</td>
<td>Evaluate the operations processes within and between organisations.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>Operations &amp; supply chain management</td>
<td>TWM21</td>
<td>Manage the operations processes within and between organisations.</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>level 3 + Business Research is completed on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student from cohort 2017-2018 and earlier (in 2019-2020, this entails year 3 and 4) will follow the curriculum in which the following IB competences are achieved:

### I International business environment (IB)

**International Business awareness:**
1. **Recognising and assessing core patterns and trends in the international business world, the differences in the approach to the internationalisation process, the influence of globalisation, international trading systems and the financial relationships and the role of different leading organisations (WTO, EU, IMF, World Bank) in ‘international business’**.
2. **Analysing the influence of these trends on your own behaviour and the organisation’s policy.**

**Intercultural awareness:**
1. **Explaining the differences in national and organisation cultures and bridging differences that arise from culture-linked behaviour, in particular, in the field of marketing, management and intercultural communication.**
2. **Identifying relevant cultural dimensions and developing awareness into your own cultural background.**
3. **Modifying your own behaviour based on other cultures and maintaining relevant international networks.**

### II Core disciplines (K)

**Marketing (MAR):**
1. **Performing, interpreting, testing and assessing international market research.**
2. **Determining, on the one hand, the strengths and weaknesses for an organisation based on an analysis of internal business processes and culture as part of the value chain and, on the other hand, the opportunities and threats on the international market based on relevant international trends.**
3. **Drawing up, implementing and adjusting plans based on the marketing policy (marketing).**
4. **Developing and maintaining (international) business relations for purchasing, selling and services and selling products and/or services (sales).**
Finance & Accounting (FA):
1. **Recognising cost types**, implementing cost price and turnover calculations and internally settling and converting this into information for decision taking and the budgeting process (management accounting).
2. **Contributing and assessing core reports in business administration** (profit and loss accounts, balance sheets, liquidity overviews) and describing the differences between the existing methods for external reporting (financial accounting).
3. **Estimating investment risks and taking decisions regarding investments** (of money, time and energy) in situations that are only predictable or controllable to a very limited degree.
4. **Assessing a financial situation of an organisation based on financial indicators** (financial management).

Management (MAN):
1. **Setting up, controlling and improving business or organisation processes.**
2. **Developing a vision on changes and trends in the internal and external environment and translating this into policy goals and alternatives and preparing decision-making.**

Supply chain management (SCM):
1. **Recognising processes and assessing decision taking in the development of export/import operations with an emphasis on supply chain management**, explaining the goal and applying logistics core concepts.

Communication(COM):
1. **Communicating internally at every level effectively and using standard corporate language often in English or another modern foreign language**; in terms of professional tasks, this includes issues such as drafting and writing plans and memoranda, informing, consulting, creating a basis, stimulating, motivating, convincing and putting decisions into words.

III Professional competences:
1. **Cooperating in a professional environment and thinking along about goals and the set-up of the organisation from which criteria arise related to the following qualities:** multidisciplinarity and interdisciplinarity, customer-focus, collegiality, managing (the social aspect of the competence);
2. **Steering and regulating your own development with regard to learning, working whilst focusing on results, taking the initiative and acting independently, flexibility;**
3. **Reflecting on and taking responsibility for your own actions which points to commitment and critical self-assessment;**
4. **Developing a professional attitude with space for standardised cultural aspects, respect for others, a professional code and ethical principles for acting professionally;**
5. **Contributing to the further professionalization of the sector, publications, contributing towards congresses, etc.**

In the overview below, students can find the *IB curriculum per academic year* (structure of the IB curriculum).

Firstly, one can find the *four year* IB bachelor programme. Please note, year 1 and 2 adhere to the new curriculum with abovementioned PLO’s. Year 3 and 4 adheres to the curriculum of cohort 2017-2018 and earlier.
Secondly, one can find the three year IB bachelor programme (so called fast track). Year 1 adheres to the new curriculum (cohort 2019-2020). Year 2 and 3 to the curriculum of cohort 2018-2019 and earlier.

The numbers in the ‘Theme/block’ column refer to the year and the block in which the subject is offered and assessed. E.g. 1.1 is a subject from year 1, block 1 and 2.3 is a subject from year 2, block 3.

In the column ‘ECTS’ one can find the number of ECTS awarded for a specific subject if passed.

After the structure of the IB curriculum, one can find an overview of all the IB modules. This is an overview of all IB modules of the entire IB programme, as published in the Osiris educational catalogue.

1.1.1. Year plan of units of study
International Business curriculum 2019-2020
Four year bachelor programme

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Block</th>
<th>Subject</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Experience International Business 1.1</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>Personal Professional Development 1.1 (50%)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Challenge 1.1 (50%)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and Skills 1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory 1.1 (80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business English 1.1 (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intercultural Business French/ German/Spanish/ Dutch in the EU-region/ Doing Business in Asia 1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intercultural business (50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication (50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Expand International Business 1.2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Professional Development 1.2 (50%)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Challenge 1.2 (50%)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and Skills 1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory 1.2 (80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business English 1.2 (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intercultural Business French/ German/Spanish/ Dutch in the EU-region/ Doing Business in Asia 1.2</td>
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<tr>
<td></td>
<td>Intercultural business (50%)</td>
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</tr>
<tr>
<td></td>
<td>Communication (50%)</td>
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<td></td>
</tr>
</tbody>
</table>
1.3 Organize the International Business chain 1.3
   Personal Professional Development 1.3 (50%)
   Business Challenge 1.3 (50%)
Knowledge and Skills 1.3
   Theory 1.3 (80%)
   Business English 1.3 (20%)
   Intercultural Business French/ German/Spanish/ Dutch in the EU-region/
   Doing Business in Asia 1.3
   Intercultural business (50%)
   Communication (50%)

1.4 Create International Business 1.4
   Personal Professional Development 1.4 (50%)
   Business Challenge 1.4 (50%)
Knowledge and Skills 1.4
   Theory 1.4 (80%)
   Business English 1.4 (20%)
   Intercultural Business French/ German/Spanish/ Dutch in the EU-region/
   Doing Business in Asia 1.4
   Intercultural business (50%)
   Communication (50%)

Notes corresponding to above table.
- Total number of contact hours in year 1: 506 hours
- Total number of ECs in year 1: 60

Year 2

<table>
<thead>
<tr>
<th>Block</th>
<th>Subject</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>International Business Strategy 2.1</td>
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<tr>
<td></td>
<td>Personal Professional Development 2.1 (20%)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Business Expertise 2.1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Challenge group work 2.1 (30%)</td>
<td></td>
</tr>
</tbody>
</table>
|       | Intercultural Business French/ German/Spanish/ Dutch in the EU-region/
|       | Doing Business in Asia 2.1                  |      |
|       | Intercultural business 2.1 (30%)             |      |
|       | Communication 2.1 (50%)                      |      |
|       | Business English 2.1 (20%)                   |      |

| 2.2   | International Business Sales 2.2             | 10   |
|       | Personal Professional Development 2.2 (20%)  | 5    |
|       | Business Expertise 2.2 (50%)                 |      |
|       | Business Challenge group work 2.2 (30%)      |      |
|       | Intercultural Business French/ German/Spanish/ Dutch in the EU-region/
|       | Doing Business in Asia 2.2                  |      |
|       | Intercultural business 2.2 (30%)             |      |
|       | Communication 2.2 (50%)                      |      |
|       | Business English 2.2 (20%)                   |      |
2.3 International Business SCM – process 2.3
   Personal Professional Development 2.3 (20%)
   Business Expertise 2.3 (50%)
   Business Challenge group work 2.3 (30%)
   Intercultural Business French/ German/Spanish/ Dutch in the EU-region/ Doing Business in Asia 2.3
   Intercultural business 2.3 (30%)
   Communication 2.3 (50%)
   Business English 2.3 (20%)

2.4 International Business Consultancy 2.4
   IB Community and PPD 2.4 (20%)
   Business Expertise 2.4 (50%)
   Business Challenge group work 2.4 (30%)
   Intercultural Business French/ German/Spanish/ Dutch in the EU-region/ Doing Business in Asia 2.4
   Intercultural business 2.4 (30%)
   Communication 2.4 (50%)
   Business English 2.4 (20%)

**Year 3**

<table>
<thead>
<tr>
<th>Semester 1 or 2</th>
<th>Internship/stage jaar 3</th>
<th>30</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Exchange/exchange jaar 3 (optional)</td>
<td>30</td>
</tr>
</tbody>
</table>
| Semester 2      | Minor programme (optional)
                  Business Abroad 1, Business Abroad 2, Sustainability in business and technology, Zuyd Minor | 30 |

**Theme** | **Subject** | **ECTS**
---|---|---
Business Abroad 3.3 | Marketing 3.3 | 6
| Marketing Import and Export 3.3 (50%) | 2
| Special Topics I 3.3 (30%) | 3
| Special Topics II 3.3 (20%) | 4
| Finance 3.3 | |
| Law 3.3 | |
| Practice and Skills 3.3 | |
| Import and export plan I | |
### Business Abroad 3.4

- Marketing 3.4
- Marketing Import and Export 3.4 (40%)
- Special Topics III 3.4 (40%)
- Special Topics IV 3.4 (10%)
- Finance 3.4
- Law 3.4
- Intercultural communication 3.4
- Practice and Skills 3.4

#### Import and Export
- Import and export plan II (66%)
- Import and export plan Law (34%)

### Sustainability in business and technology

- Multidisciplinary project 3.4
- Final presentation 3.4 (30%)
- Final report 3.4 (50%)
- Attendance and participation 3.4 (20%)

### Year 4 semester 1: Specialization programmes (student chooses one specialization)

#### Theme 4.1 + 4.2: International Finance

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 + 4.2</td>
<td>Business case – International Finance</td>
<td>9</td>
</tr>
<tr>
<td>4.2</td>
<td>Business strategy &amp; innovation 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Financial Management I 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Financial markets and institutions I 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Management Control I 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Financial Management II 4.2</td>
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<tr>
<td>4.2</td>
<td>Financial markets and institutions II 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Management Control II 4.2</td>
<td>3</td>
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</tbody>
</table>

#### Theme 4.1 + 4.2: Supply Chain Management

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 + 4.2</td>
<td>Business case - Supply Chain Management</td>
<td>9</td>
</tr>
<tr>
<td>4.2</td>
<td>Business strategy &amp; innovation 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Treasury &amp; finance 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Supply Chain Design 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Sourcing 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Operations Management 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Fulfillment 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Business game 4.2</td>
<td>3</td>
</tr>
</tbody>
</table>
### Theme 4.1 + 4.2: Strategic Management

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 + 4.2</td>
<td>Business case Strategic Management</td>
<td>9</td>
</tr>
<tr>
<td>4.2</td>
<td>Business strategy &amp; innovation 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Treasury &amp; finance 4.1</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Strategic marketing &amp; management 4.1</td>
<td>3</td>
</tr>
</tbody>
</table>
| 4.1         | International business environment Europe 4.1  
          | Cross cultural aspects 4.1 (60%) | 3    |
|             | Legal aspects 4.1 (40%) |      |
| 4.1         | International business environment Latin America 4.1  
          | Cross cultural aspects 4.1 (60%) |      |
|             | Legal aspects 4.1 (40%) |      |
| 4.1         | International business environment East Asia 4.1  
          | Cross cultural aspects 4.1 (60%) |      |
|             | Legal aspects 4.1 (40%) |      |
| 4.2         | Change management & organizational behavior 4.2 | 3    |
| 4.2         | Innovation, entrepreneurship & CSR 4.2 | 3    |
| 4.1+4.2     | Second foreign language (one of the options below or strategy to tactics: online marketing)  
          | Dutch | 3    |
|             | Dutch 4.1 (50%) |      |
|             | Dutch 4.2 (50%) |      |
|             | Spanish |      |
|             | Examen escrito 4.1 (25%) |      |
|             | Pruebas 1 4.1 (25%) |      |
|             | Examen oral 4.2 (25%) |      |
|             | Pruebas 2 4.2 (25%) |      |
|             | German |      |
|             | German 4.1 (50%) |      |
|             | German 4.2 (50%) |      |
|             | French |      |
|             | French writing 4.2 (34%) |      |
|             | French oral 4.2 (33%) |      |
|             | French participation 4.1 and 4.2 (33%) |      |

### Theme 4.1 + 4.2: Strategic Marketing

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 + 4.2</td>
<td>Business case Strategic Marketing</td>
<td>9</td>
</tr>
<tr>
<td>4.2</td>
<td>Business strategy &amp; innovation 4.2</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td>Treasury &amp; finance 4.1</td>
<td>3</td>
</tr>
</tbody>
</table>
### International Business

#### 4.1 Strategic marketing & management 4.1
- International business environment Europe 4.1
  - Cross cultural aspects 4.1 (60%)
  - Legal aspects 4.1 (40%)
- International business environment Latin America 4.1
  - Cross cultural aspects 4.1 (60%)
  - Legal aspects 4.1 (40%)
- International business environment East Asia 4.1
  - Cross cultural aspects 4.1 (60%)
  - Legal aspects 4.1 (40%)

#### 4.2 Strategy to tactics: online marketing 4.2

#### 4.2 Marketing performance measurement 4.2

#### 4.1+4.2 Second foreign language (one of the options below or Innovation, CSR and Entrepreneurship)
- Dutch
  - Dutch 4.1 (50%)
  - Dutch 4.2 (50%)
- Spanish
  - Examen escrito 4.1 (25%)
  - Pruebas 1 4.1 (25%)
  - Examen oral 4.2 (25%)
  - Pruebas 2 4.2 (25%)
- German
  - German 4.1 (50%)
  - German 4.2 (50%)
- French
  - French writing 4.2 (34%)
  - French oral 4.2 (33%)
  - French participation 4.1 and 4.2 (33%)

---

### Year 4 semester 2: Specialization programmes, graduation semester

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>Fourth year internship</td>
<td>15</td>
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<tr>
<td>Thesis</td>
<td>15</td>
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</table>

### Year 1 3 year Fast track IB (three year bachelor programme)

<table>
<thead>
<tr>
<th>Block</th>
<th>Subject</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Business Challenge 1.1&lt;br&gt;Ways of Working 1.1&lt;br&gt;Ways of Thinking 1.1&lt;br&gt;Living in the World 1.1&lt;br&gt;Tools for Working and Management 1.1</td>
<td>15</td>
</tr>
</tbody>
</table>
1.2 Business Challenge 1.2  
Ways of Working 1.2  
Ways of Thinking 1.2  
Living in the World 1.2  
Tools for Working and Management 1.2  

1.3 Business Challenge 1.3  
Ways of Working 1.3  
Ways of Thinking 1.3  
Living in the World 1.3  
Tools for Working and Management 1.3  

1.4 Business Challenge 1.4  
Ways of Working 1.4  
Ways of Thinking 1.4  
Living in the World 1.4  
Tools for Working and Management 1.4  

**Year 2 Fast track IB (three year bachelor programme)**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subject</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Internship Abroad FT</td>
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<tr>
<td>2.3</td>
<td>Logistics FT 2.3</td>
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<tr>
<td></td>
<td>Finance – logistics FT 2.3</td>
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<tr>
<td></td>
<td>Commercial Law FT 2.3</td>
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<tr>
<td></td>
<td>Practice and Skills FT 2.3</td>
<td>4</td>
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<tr>
<td></td>
<td>Applied logistics 2.3 (60%)</td>
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</tr>
<tr>
<td></td>
<td>International contracts 2.3 (40%)</td>
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<tr>
<td>2.4</td>
<td>Management FT 2.4</td>
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<td></td>
<td>ERP FT 2.4</td>
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<tr>
<td></td>
<td>Cross-cultural management FT 2.4</td>
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<tr>
<td></td>
<td>Practice and Skills FT 2.4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Life case 2.4 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business game 2.4 (50%)</td>
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</tr>
<tr>
<td>2.3 + 2.4</td>
<td>Student community</td>
<td>4</td>
</tr>
<tr>
<td>2.3 + 2.4</td>
<td>Special Topics FT</td>
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</tr>
<tr>
<td></td>
<td>Special Topics II (25%)</td>
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</tr>
<tr>
<td></td>
<td>Special Topics III (50%)</td>
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</tr>
<tr>
<td></td>
<td>Special Topics IV (25%)</td>
<td></td>
</tr>
</tbody>
</table>

**Year 3 Fast track IB (three year bachelor programme)**

**Specialization programmes (student chooses one specialization)**

Theme 3.1 + 3.2: International Finance FT
### Theme 3.1 + 3.2: Supply Chain Management FT

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 + 3.2</td>
<td>Business case – Supply Chain Management FT</td>
<td>9</td>
</tr>
<tr>
<td>3.2</td>
<td>Business strategy &amp; innovation FT 3.2</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>Treasury &amp; finance FT 3.1</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>Supply Chain Design FT 3.1</td>
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<tr>
<td>3.1</td>
<td>Sourcing FT 3.1</td>
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</tr>
<tr>
<td>3.2</td>
<td>Operations Management FT 3.2</td>
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<td>3.2</td>
<td>Fulfillment FT 3.2</td>
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<tr>
<td>3.2</td>
<td>Business game FT 3.2</td>
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</tr>
</tbody>
</table>

### Theme 3.1 + 3.2: Strategic Management FT

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 + 3.2</td>
<td>Business case – Strategic Management FT</td>
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</tr>
<tr>
<td>3.2</td>
<td>Business strategy &amp; innovation FT</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>Treasury &amp; finance FT</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>Strategic marketing &amp; management FT</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>International business environment Europe FT</td>
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</tr>
<tr>
<td></td>
<td>Cross cultural aspects (60%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal aspects (40%)</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>International business environment Latin America FT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross cultural aspects (60%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal aspects (40%)</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>International business environment East Asia FT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross cultural aspects (60%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal aspects (40%)</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Change management &amp; organizational behavior FT</td>
<td>3</td>
</tr>
</tbody>
</table>
3.2 Innovation, entrepreneurship & CSR FT 3

3.1+3.2 Second foreign language FT (one of the options below or strategy to tactics: online marketing)
Dutch FT
Dutch 3.1 (50%)
Dutch 3.2 (50%)
Spanish FT
Examen escrito 3.1 (25%)
Pruebas 1 3.1 (25%)
Examen oral 3.2 (25%)
Pruebas 2 3.2 (25%)
German FT
German 3.1 (50%)
German 3.2 (50%)
French FT
French writing 3.2 (34%)
French oral 3.2 (33%)
French participation 3.1 and 3.2 (33%)

Theme 3.1 + 3.2: Strategic Marketing

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 + 3.2</td>
<td>Business case – Strategic Marketing FT</td>
<td>9</td>
</tr>
<tr>
<td>3.2</td>
<td>Business strategy &amp; innovation FT</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>Treasury &amp; finance FT</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>Strategic marketing &amp; management FT</td>
<td>3</td>
</tr>
<tr>
<td>3.1</td>
<td>International business environment Europe FT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross cultural aspects (60%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal aspects (40%)</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>International business environment Latin America FT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross cultural aspects (60%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal aspects (40%)</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>International business environment East Asia FT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross cultural aspects 60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal aspects (40%)</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Strategy to tactics: online marketing FT</td>
<td>3</td>
</tr>
<tr>
<td>3.2</td>
<td>Marketing performance measurement FT</td>
<td>3</td>
</tr>
</tbody>
</table>
3.1+3.2  Second foreign language FT (one of the options below or Innovation, CSR and Entrepreneurship)
Dutch FT
Dutch 3.1 (50%)
Dutch 3.2 (50%)
Spanish FT
Examen escrito 3.1 (25%)
Pruebas 1 3.1 (25%)
Examen oral 3.2 (25%)
Pruebas 2 3.2 (25%)
German FT
German 3.1 (50%)
German 3.2 (50%)
French FT
French writing 3.2 (34%)
French oral 3.2 (33%)
French participation 3.1 and 3.2 (33%)

Year 3 semester 2: Specialization programmes, graduation semester

<table>
<thead>
<tr>
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<th>ECTS</th>
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<tbody>
<tr>
<td>Third year internship FT</td>
<td>15</td>
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<tr>
<td>Thesis FT</td>
<td>15</td>
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</tbody>
</table>

1.1.2. Description of units of study
The overview of educational units can be found in Appendix 'description of educational units'.

1.1.3. Practical exercises
The internship and business case procedures are described in the internship year 3 and 4 manual and in the block manuals of the specializations.

1.1.4. Attendance requirement
Attendance requirement for the year 4 business case and internship are described in resp. the block manuals and internship year 3 and 4 manual.

1.1.5. Resits
First sits take place in weeks 8, 9 and 10 in block 1, 2 and 3. Resits of block 1, 2 and 3 take place in the exam weeks 8, 9 and 10 of the subsequent block. In block 4, first sits and resits take place in week 7, 8 and 9. The resits of the knowledge exam of block 1, 2 and 3 take place in week 3 of the subsequent block.

1.2. Evaluation of the teaching
To meet the legal requirements International Business must be accredited by the NVAO. Due to new policy in the Netherlands programmes which have the same Croho (or similar study programmes) will
be accredited in a so-called cluster visitation. For International Business this means the cluster accreditation of IB at Zuyd University of Applies Sciences and the IB programmes offered at Fontys Venlo, Fontys Eindhoven, Avans Den Bosch, Avans Breda and Hogeschool Zeeland must take place as from fall 2019.

In addition, the audit and control department keeps track of the quality of the programmes within Zuyd and carries out an audit midterm.

The IB quality assurance officer of International Business carries out evaluations on a regular basis (each subject is evaluated at least once every four years), leading to improvements of the content and the quality of courses.

Each theme is evaluated yearly based on the PDCA cycle of the theme in which the theme coordinators, lecturers and students are involved. This PDCA cycle leads to improvements of the theme (content, process and quality).

The Exam Control Committee carries out evaluations on a regular basis, leading to improvements on the quality of assessment.

The Student Programme Committee structurally gives input for improving the programme.

1.3. Examinations from previous study programmes that no longer apply (where applicable)

Not applicable
2. Examination regulations

2.1. General exam rules Faculty International Business and Communication

2.1.1 General rules

Students must obey the rules stated below, the instructions of the invigilator, and all instructions listed on the front page of the exam.

1. Students must follow the invigilator's instructions at all times.
2. Students must ensure they arrive on time, preferably at least 5 minutes before the start of the exam.
3. Students must show their student identification card to the invigilator in order to enter the examination room. Students who are unable to show their student identification card, may identify themselves with a valid proof of identity (passport, identity card, or driver's licence). If students cannot provide official proof of their identity, they cannot sit the exam.
4. Students must sign the attendance list to enter the examination room.
5. Students are not permitted to enter the examination room once the exam has started, unless the Board of Examiners decides otherwise.
6. Coats must be on the back of your chair and closed bags, non-religious head covering, sunglasses, etc. must be placed out of reach.
7. Mobile telecommunication devices, such as pagers, smart watches, Google glasses, etc., are never permitted. Mobile telecommunication devices must be switched off inside the examination room and must be put beneath the chair, preferably in a closed bag.
8. The only items which students may have on their desk during an exam are a pen, correction fluid, the exam and exam paper, and only those aids which are permitted by the exam supervisor.
9. Except for the items allowed on the desk, all other personal belongings of the students must be placed underneath their chair, in a closed bag. As soon as students reach underneath their chair, the exam is over for that student.

2.1.2 During the exam

Students are responsible for checking their exam as soon as they receive it to make sure that it is a correct and complete copy.
1. Students must fill in the front page and all sheets of the official examination paper with their name, study programme, group, student number, exam account, lecturer, etc.

2. Rough workings must be done either in the blank spaces in the exam papers or on official Zuyd exam paper. Exam paper that is used for rough workings must also be identified with the student’s name, student number, and group and be handed in with the exam.

3. It is forbidden to exchange information and/or aids with other students. If a student gives the impression in any way of disobeying this rule, the invigilator is required to talk to the student about this fraud and to inform the Educational Affairs Office via the invigilator's comments form. The Educational Affairs Office will inform the lecturer and the Board of Examiners.

4. Students must complete their exam individually and must not copy from others or allow others to copy from them.

5. Questions about exam content are not permitted during the exam.

6. Once the exam has started, students are not permitted to leave and then return.

7. Unless the regular exam takes more than 90 minutes, it is forbidden to eat or drink anything or to go to the toilet during the exam. The Board of Examiners may authorise students with medical reasons and informs the Educational Affairs Office. Students who are allowed to leave the examination room to go to the toilet for medical reasons can only leave the room whilst accompanied by an invigilator or an Educational Affairs Office staff member. All the student's things and the exam papers must remain in the examination room.

2.1.3 Leaving the examination room after the exam

1. Students may not leave the examination room during the first 30 minutes of the exam.

2. In the case of a written examination, at least one opportunity will be given to leave before the end of the allowed time. The invigilator will indicate when students who wish to leave are permitted to do so. If a student leaves without the invigilator's permission, his/her exam paper will be collected and the student will not be allowed to return to continue it.

3. All exam documents must be submitted to the invigilator clearly marked with the student's name, study programme, etc. Paper with rough workings on must also be submitted clearly marked with the student's name, etc. It is not permitted to take exam papers or rough workings out of the examination room. If the invigilator observes a student taking exam papers, rough workings, or other exam documents out of the examination room, this will be reported via the invigilator's comments form. The Board of Examiners sees this as a possible fraud (see EER, part 1, article 4.9).

If there is an exceptional circumstance which these rules do not cover, the invigilator consults with the Educational Affairs Office.

2.2 Exams and resits

To be allowed to (re)sit exams, students must follow the procedure as described below.
1. Students must register in Osiris for all exams and resits that are offered in the academic year 2019-2020.
2. Students can register as from 1 September for all exams, and resits of the current and previous years until the Friday of week 5 of block 1 (4 October 2019, 11.50 pm).
3. Students can register for exams and resits of a certain block until the Friday of week 3 at 11.59 pm of that block.
4. Students who pass an exam are automatically deregistered for the resit of that exam.
5. After registering for an exam in Osiris, students receive an e-mail confirming their registration. Students who do not receive this confirmation e-mail must report to the Educational Affairs Office immediately and before the end of week 3 of that block.
6. In the first week of September students receive an e-mail from the Educational Affairs Office asking them to check their Progress/Voortgang in Osiris whether they are actually registered for the exam(s)/resits and register if necessary.
7. If it is the case that a student is in fact not registered for a particular exam but has received an e-mail confirming registration for the exam, the student must report to the Educational Affairs Office as soon as possible but before the end of week 3 of that block so that a correct attendance list can be made.
8. The Educational Affairs Office makes an attendance list for each exam and resit based on the students who have properly registered in Osiris.
9. Students are only permitted to enter the examination room if they are on the attendance list. This will be checked on entering the examination room. Students can therefore only sit the exam if they have properly registered in Osiris.
10. If a student is not on the attendance list but has received confirmation of registration, he must report to the Educational Affairs Office immediately.
11. First-year students will be instructed on how to register for exams and resits during IT sessions in the first block of the first year.

2.2.1 Not registered for exams or resits
1. Students who find out that they have not registered for exams or resits and are of the opinion they have good reasons to not have registered according to the rules stated above, must contact the Board of Examiners immediately via examboard.IB@zuyd.nl, providing evidence why they have not registered. The Board of Examiners decides whether the student is allowed to take part in the exam and if so, informs the Educational Affairs Office immediately
2. Students who decide not to take part in an exam or a resit already registered for, must deregister via Osiris before the exam/resit will take place. However, they have no right to an extra chance.
3. Students are not entitled to get extra resits, unless the Board of Examiners decides otherwise.

2.3 Publication of results
Students are entitled to prompt publication in Osiris of the established marks for any examination they have sat. For the purpose of this section, ‘prompt’ means within 15 working days after the examination date, unless there are reasons to extend this deadline, and any extension is communicated to students as soon as possible.

2.4 Inspection of examination papers
Students are entitled to inspect their completed examination papers.

2.4.1 Right to inspection
1. Students have the right to inspect all exams, including papers, projects and essays.
2. Inspection can take place in groups or on an individual basis. The examiner/professor of the subject concerned or the educational office will schedule a time for students to inspect an exam.
3. The period in which students are entitled to inspect their exams is up to 20 days after the mark is registered on Osiris.
4. The inspection will take place within the 20-day period at a time which should be logically convenient to all students. Students will be informed of the date, time and location of the inspection timely by their professor/examiner or the educational office.

   1. If a student has a convincing reason not to be present at the scheduled inspection time, but still wishes to take part in the inspection, he or she is obliged to report this to the professor before the time of inspection. The right of inspection cannot be denied, unless the 20-day period has passed.
   2. The right to inspection only covers the student’s own work. Access to any model answers/answer key is at the discretion of the examiner.

### 2.4.2 Rules of conduct during inspection time

1. Coats are to be hung on the back of the chair and items such as bags, non-religious headwear, and sun glasses should be placed out of reach.
2. During inspection time there should not be any items on the students’ desks other than the exam or partial exam that is up for inspection. I.e. no pens, paper, cameras, phones or other objects.
3. Students are not allowed to make copies or take pictures of the exam or partial exam and cannot copy down any exam questions or take them out of the classroom. When a student is suspected of breaking this rule, the professor or examiner will report this to the Board of Examiners, who will deal with this as a possible case of fraud (see part 1, article 8, paragraph 2). An exception may be made for report and essay assessment sheets.
4. The inspection time will be determined by the examiner/professor and should reflect the difficulty of the exam. Within the available time, the students will be able to inspect the exam or partial exam in a calm and sensible fashion and will get a chance to pose questions.
5. No one is allowed to leave the classroom before the inspection time has passed. Only after the available time has passed and the professor has collected all exams or partial exams and answer sheets will the students be allowed to leave the classroom.
3. Academic guidance counselling

What can the student expect from his/her coach?

- The coach is the first point of contact during the entire study program with regards to the personal professional development of the student.
- The coach also provides the student with all kinds of information about the IB study programme (e.g. EER, office of educational affairs, organization of IB, student counselor, trusted representative, structure of the IB program, entry requirements, examboard, exemption procedure, block evaluations and NSE)
- By way of workshops, observations, talks, the Osiris registration system for marks and the electronic portfolio the student gets an insight into the development of his/her competencies
- The coach stimulates awareness and self-management
- The coach gives feedback on and assesses the whole learning and developing process of a student with as starting point the intake assessment (of the matching day)
- The coach signposts routes to the student whenever applicable, e.g. concerning flexible learning routes, advice by the student counselor or help by the trusted representative (see below)
- When asked the coach gives advice to the exam board and management.

In each block of year 1, 50% of 5 ECTS are reserved for personal professional development (academic guidance counselling).

In each block of year 2, 20% of 10 ECTS are reserved for personal professional development (academic guidance counselling).

The structure and content of personal professional development (academic guidance counselling) programme is added in the manuals.
4. Structure of the year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>26-8-2019</td>
<td>Introduction</td>
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</tr>
<tr>
<td>2-9-2019</td>
<td>Start academic year 2019/2020</td>
<td>1/1</td>
</tr>
<tr>
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<td></td>
<td>1/2</td>
</tr>
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<td>16-9-2019</td>
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<td>1/3</td>
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<tr>
<td>23-9-2019</td>
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<td>1/4</td>
</tr>
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<td>1/5</td>
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<td>7-10-2019</td>
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<td>1/6</td>
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<td>21-10-2019</td>
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</tr>
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<td>1/8</td>
</tr>
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<td>4-11-2019</td>
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<td>1/9</td>
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<tr>
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<td>1/10</td>
</tr>
<tr>
<td>18-11-2019</td>
<td>Start block 2</td>
<td>2/1</td>
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<tr>
<td>25-11-2019</td>
<td></td>
<td>2/2</td>
</tr>
<tr>
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<td>2/3</td>
</tr>
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<td>16-12-2019</td>
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<td>2/5</td>
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<td>23-12-2019</td>
<td>Christmas break - no classes</td>
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<td>30-12-2019</td>
<td>Christmas break - no classes</td>
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<tr>
<td>6-1-2020</td>
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<td>2/6</td>
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<td>2/7</td>
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<td>2/8</td>
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<td>2/9</td>
</tr>
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<td>3-2-2020</td>
<td></td>
<td>2/10</td>
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<td>Start block 3</td>
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<td>17-2-2020</td>
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<td>3/2</td>
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<td>Carnival - no classes</td>
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<td>2-3-2020</td>
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<td>3/5</td>
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<td>Date</td>
<td>Event</td>
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</tr>
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<td>-----------</td>
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<td>23-3-2020</td>
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<tr>
<td>30-3-2020</td>
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<td></td>
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<td>10-04 Good Friday - no classes</td>
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<td>13-04 Easter</td>
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<td>27-4-2020</td>
<td>Spring break - no classes</td>
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<td>4-5-2020</td>
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<td>21/22-05 Ascension - no classes</td>
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<td>01-06 White sun - no classes</td>
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<tr>
<td>8-6-2020</td>
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<td>15-6-2020</td>
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<tr>
<td>6-7-2020</td>
<td>Week of graduation ceremony</td>
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<td>13-7-2020</td>
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<tr>
<td>20-7-2020</td>
<td>Summer break - no classes until Aug 23</td>
<td></td>
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</tbody>
</table>
Name: Experience International Business 1.1 (M-IB-18BCE1i)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW8: The student is able to reflect on his personal development with the aim of personal growth under guidance.

LW10: The student is able to explain what ethical and socially responsible behavior in a professional environment entails and which tools can be used to solve ethical dilemmas.

TWM15: The student is able to complete an international marketing scan of the external and internal environment.

TWM18: The student can explain what the various financial statements are (e.g. balance sheet, income statement, cash flow statement) and their role in financial performance.

TWM20: The student can describe and explain Supply Chain (SC) Planning, Returning, and Enabling. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent).

TWM22: The student is able to analyze a simple internal and external environment.

TWM24: The student is able to explore information using predefined research methods under guidance.

TWM24: The student is able to analyze a simple problem in a business setting with use of a predefined research method while receiving guidance in the research execution.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>5</td>
<td>Presence No</td>
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<tr>
<td>Block(s)</td>
<td>BLOK 1</td>
<td>Lab Exercise No</td>
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<tr>
<td>Entry Requirements</td>
<td></td>
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<tr>
<td>Instructional modes</td>
<td>Group work, Individual, Workshop, self-study</td>
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</tr>
<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
<td>Weighing</td>
</tr>
<tr>
<td>Personal professional development 1.1</td>
<td>Assignment</td>
<td>50</td>
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</tbody>
</table>
Business challenge 1.1 Assignment 50 5.5

Name Knowledge and skills 1.1 (M-IB-18THEORY11)

Learning Goal

WW4: The student can explain a viewpoint on a business-related issue, giving the advantages and disadvantages of various options, using the appropriate grammar, style and business vocabulary.

LW10: The student is able to explain what ethical and socially responsible behavior in a professional environment entails and which tools can be used to solve ethical dilemmas

LW10: The student can define Corporate Social Responsibility (CSR) and can explain prevailing CSR-models.

TWM18: Explain what the various financial statements are (e.g. balance sheet, income statement, cash flow statement) and their role in financial performance

TWM19: Describe the different financing options available to an organisation in a predefined international environment

TWM20: Describe and explain Supply Chain (SC) Planning, Returning, and Enabling. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent)

TWM22: The student is able to analyze a simple internal and external environment

Year of study 1 Contact time in hours Presence No
Number of credits 5 Presence No
Block(s) BLOK 1 Lab Exercise No
Entry Requirements

Instructional modes consultation hour Workshop

Unit examination / Partial examinations Test type Weighing Min-grade
Theory 1.1 Written exam 80 5.5
Business English 1.1 Written exam 20 5.5

Name Intercultural business doing business in Asia 1.1 (M-IB-18IBLAS11)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results.
and ultimately reflect on and self-regulate his cognitive processes.

WT3 Asia: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

LW11, LW12, LW14: The student is able to explain various definitions and theoretical models on culture and cultural diversity.

LW11, 12, 14 Asia: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14 Asia: The student is able to identify the effect of cultural differences upon organizational behavior.

### Year of study
1

### Contact time in hours

### Number of credits
5

### Presence
No

### Block(s)
BLOK 1

### Lab Exercise
No

### Entry Requirements

### Instructional modes
Workshop

### Unit examination / Partial examinations

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<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tr>
<td>Intercultural business 1.1</td>
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<tr>
<td>Communication 1.1</td>
<td>Assessment</td>
<td>50</td>
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</table>

### Name
Intercultural business Dutch in the EU region 1.1 (M-IB-18IBLDU11)

### Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

LW11, LW12, LW14: The student is able to explain various definitions and theoretical models on culture and cultural diversity.

LW13 Dutch: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

### Year of study
1

### Contact time in hours

### Number of credits
5

### Presence
No

### Block(s)
BLOK 1

### Lab Exercise
No

### Entry Requirements

### Instructional modes
Workshop

### General
Name: Intercultural business French Speaking Countries 1.1 (M-IB-18IBLFR11)

Learning Goal:

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

LW11, LW12, LW14: The student is able to explain various definitions and theoretical models on culture and cultural diversity.

LW13 French: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study: 1
Contact time in hours: Presence
Number of credits: 5
Block(s): BLOK 1
Presence: No
Lab Exercise: No

Instructional modes: Workshop

Name: Intercultural business German Speaking Countries 1.1 (M-IB-18IBLGE11)

Learning Goal:

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

LW11, LW12, LW14: The student is able to explain various definitions and theoretical models on culture and cultural diversity.

LW13 German: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.
### Intercultural business Spanish Speaking Countries 1.1 (M-IB-18IBLSP11)

**Learning Goal**

**WT1:** In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

**LW11, LW12, LW14:** The student is able to explain various definitions and theoretical models on culture and cultural diversity.

**LW13 Spanish:** The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

### Expand International Business 1.2 (M-IB-18BCXPA12)

**Learning Goal**

**WT1:** In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

**WT3:** The student is able to recognize and describe key macro-environmental patterns,
indicators and trends in the international business environment.

WW6: The student is able to recognize different communication styles

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW8: The student is able to reflect on his personal development with the aim of personal growth under guidance.

TWM15: The student is able to complete an international marketing scan of the external and internal environment.

TWM18: The student is able to outline projected financial statements for SMEs using given information

TWM20: The student is able to describe and explain Supply Chain (SC) Planning, Returning, and Enabling. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent)

TWM24: The student is able to analyse a simple problem in a business setting with use of a predefined research method while receiving guidance in the research execution.

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<tr>
<td>WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.</td>
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<td>WW4: Students can explain a viewpoint on a business-related issue, giving the advantages and disadvantages of various options, using the appropriate grammar, style and business vocabulary.</td>
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TWM18: The student is able to outline projected financial statements for SMEs using given information.

TWM20: The student is able to describe and explain Supply Chain (SC) Planning, Returning, and Enabling. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent).

TWM22: The student is able to describe the steps in a strategic process.

TWM24: The student is able to analyse a simple problem in a business setting with use of a predefined research method while receiving guidance in the research execution.

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Name: Intercultural business doing business in Asia 1.2 (M-IB-18IBLAS12)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT3 Asia: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

WT3 Asia: The student is able to - under guidance- analyze key macro-environmental patterns, indicators and trends in the international business environment and examine their impact on the company.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW11, 12, 14: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14 Asia: The student is able to identify the effect of cultural differences upon
organizational behavior.

LW11, 12, 14 Asia: The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Asia: The student is able to identify different types of non-verbal intercultural communication.

LW13 Asia: The student is able to distinguish between various types of non-verbal intercultural communication.

**Year of study** 1  
**Contact time in hours** Presence No  
**Number of credits** 5  
**Block(s)** BLOK 2  
**Lab Exercise** No  
**Entry Requirements**  
**Instructional modes** Workshop  
**Unit examination / Partial examinations**  
**Test type** Weighing Min-grade  
**Intercultural business 1.2** Assessment 50 5.5  
**Communication 1.2** Assessment 50 5.5  

**Name** Intercultural business Dutch in the EU region 1.2 (M-IB-18IBLDU12)  
**Learning Goal**  
WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW11, 12, 14: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Spanish/French/Dutch/Asia: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.
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**Entry Requirements**

**Instructional modes**

- Workshop

**Unit examination / Partial examinations**

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**Name**

Intercultural business French Speaking Countries 1.2 (M-IB-18IBLFR12)

**Learning Goal**

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles.

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW11, 12, 14: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11,12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Spanish/French/Dutch/Asia: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.
Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW11, 12, 14: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 German/Asia: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

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Name: Intercultural business Spanish Speaking Countries 1.2 (M-IB-18IBLSP12)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles.

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW11, 12, 14: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Spanish/French/Dutch/Asia: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study: 1

Contact time in hours

Number of credits: 5

Presence: No

Block(s): BLOK 2

Lab Exercise: No

Entry Requirements

Instructional modes: Workshop

Unit examination / Partial examinations

Test type: Assessment

Weighing: 50

Min-grade: 5.5

Name: Organize the internation business chain 1.3 (M-IB-18BCO13)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles.

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with guidance.

LW8: The student is able to reflect on his personal development with the aim of personal growth.
growth under guidance.

LW10: The student is able to describe the importance of personal & company ethics to overall business performance.

TWM18: The student is able to explain what the various financial statements are (e.g. balance sheet, income statement, cash flow statement) and their role in financial performance.

TWM20: The student is able to describe and explain Supply Chain (SC) Planning, Returning, and Enabling. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent).

TWM21: The student is able to describe and explain Sourcing, Making and Delivering. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent).

TWM22: The student is able to analyze simple processes in the field of business operations.

TWM24: The student is able to analyse a simple problem in a business setting with use of a predefined research method while receiving guidance in the research execution.

| Year of study | 1 |
| Number of credits | 5 |
| Block(s) | BLOK 3 |
| Entry Requirements | |
| Instructional modes | Individual Group work Workshop self-study |
| Unit examination / Partial examinations | |
| Test type | Weighing | Min-grade |
| Personal Professional Development 1.3 | Assignment | 50 | 5.5 |
| Business Challenge 1.3 | Assignment | 50 | 5.5 |

Name: Knowledge and Skills 1.3 (M-IB-18THEORY13)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

WW4: Students can explain a viewpoint on a business-related issue, giving the advantages and disadvantages of various options, using the appropriate grammar, style and business vocabulary.

LW10: The student is able to explain what ethical and socially responsible behavior in a professional environment entails and which tools can be used to solve ethical dilemmas.

LW10: The student is able to describe the importance of personal & company ethics to overall business performance.
business performance.

TWM18: The student is able to explain what the various financial statements are (e.g. balance sheet, income statement, cash flow statement) and their role in financial performance.

TWM20: The student is able to describe and explain Supply Chain (SC) Planning, Returning, and Enabling. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent).

TWM21: The student is able to describe and explain Sourcing, Making and Delivering. This in a business environment that is not complex and not influenced by disruptive developments with a guided learning process (i.e., non-independent).

TWM22: The student is able to describe the steps in a strategic process.

TWM24: The student is able to analyse a simple problem in a business setting with use of a predefined research method while receiving guidance in the research execution.

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**Year of study** 1  
**Contact time in hours**  
**Number of credits** 5  
**Presence** No  
**Block(s)** BLOK 3  
**Lab Exercise** No

**Instructional modes** consultation hour  
Workshop

**Unit examination / Partial examinations**  
**Test type**  
**Weighing**  
**Min-grade**  
Theory 1.3 Written exam 80 5.5  
Business English 1.3 Written exam 20 5.5

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**Name** Intercultural business doing business in Asia 1.3 (M-IB-18IBLAS13)

**Learning Goal**

WT3 Asia: The student is able to - under guidance- analyze key macro-environmental patterns, indicators and trends in the international business environment and examine their impact on the company.

LW11, 12, 14 Asia: The student can list cultural issues and trends worldwide that are at play with respect to intercultural communication.

LW11, 12, 14 Asia: The student is able to identify the effect of cultural differences upon organizational behavior.

LW11, 12, 14: The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

LW13 Asia: The student is able to identify different types of non-verbal intercultural communication.
LW13 Asia: The student is able to demonstrate effective presentation and negotiation skills.

TWM23 Asia: The student is able to explain the impact of change on organisations

TWM23 Asia: The student is able to analyze the impact of change on the organization.

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Name: Intercultural business Dutch in the EU region 1.3 (M-IB-18IBLDU13)

Learning Goal

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

LW11, 12, 14: The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

LW13 Spanish/French/Dutch/Asia: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.
Name: Intercultural business French Speaking Countries 1.3 (M-IB-18IBLFR13)

Learning Goal:

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

LW11, 12, 14: The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

LW13 Spanish/French/Dutch/Asia: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study: 1

Contact time in hours

Number of credits: 5

Presence: No

Block(s): BLOK 3

Lab Exercise: No

Entry Requirements

Instructional modes: Workshop

Unit examination / Partial examinations

Test type Weighing Min-grade

Intercultural business 1.3 Assessment 50 5.5

Communication 1.3 Assessment 50 5.5

Name: Intercultural business German Speaking Countries 1.3 (M-IB-18IBLGE13)

Learning Goal:

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

LW11, 12, 14: The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

LW13 German: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study: 1

Contact time in hours

Number of credits: 5

Presence: No

Block(s): BLOK 3

Lab Exercise: No

Entry Requirements

Instructional modes: Workshop

Unit examination / Partial examinations

Test type Weighing Min-grade

Intercultural business 1.3 Assessment 50 5.5
Communication 1.3  
Assessment  
50  
5.5

Name  
Intercultural business Spanish Speaking Countries 1.3 (M-IB-18IBLSP13)

Learning Goal

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

LW11, 12, 14: The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

LW13 Spanish/French/Dutch/Asia: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study  
1

Contact time in hours  
Presence  
No

Lab Exercise  
No

Number of credits  
5

Block(s)  
BLOK 3

Instructional modes  
Workshop

Entry Requirements

Unit examination / Partial examinations  
Test type  
Weighing  
Min-grade

Intercultural business 1.3  
Assessment  
50  
5.5

Communication 1.3  
Assessment  
50  
5.5

Name  
Create International Business 1.4 (M-IB-18BCC14)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT2: The student is able to generate a range of innovative ideas in a simple given situation.

WT2: The student is able to contribute original and resourceful ideas in brainstorming sessions.

WT3: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles.

WW6: The student is able to judge when and to whom tasks need to be delegated with guidance.

WW6: The student is able to apply suitable communication styles under guidance.

WW7: The student is able to explain the importance and restrictions of data-collection data management in a business context.

WW7: The student is able to identify key elements in a visual presentation of simple
management-data under guidance.

LW8: The student is able to reflect on his personal development with the aim of personal growth under guidance.

LW9: The student is able to respond appropriately to an unfamiliar or unexpectedly changing business environment under guidance.

LW13: The student is able to demonstrate effective presentation and negotiation skills.

TWM17: The student is able to incorporate developments of the digital landscape in marketing actions.

TWM18: The student is able to outline projected financial statements for SMEs using given information.

TWM19: The student is able to describe the different financing options available to an organisation in a predefined international environment.

TWM22: The student is able to analyse external and internal trends and the consequences they could have for the strategy.

TWM24: The student is able to analyse a simple problem in a business setting with use of a predefined research method while receiving guidance in the research execution.

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Name: Knowledge and Skills 1.4 (M-IB-18THEORY14)

Learning Goal

WT1: In a simple context and under guidance, the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT3: The student is able to recognize and describe key macro-environmental patterns,
indicators and trends in the international business environment.

WW4: The student can explain a viewpoint on a business-related issue, giving the advantages and disadvantages of various options, using the appropriate grammar, style and business vocabulary.

TWM15: The student is able to complete an international marketing scan of the external and internal environment.

TWM17: The student is able to identify the influence of digital technologies on the organization’s business model and the (marketing) strategy of an organization

TWM18: The student is able to outline projected financial statements for SMEs using given information

TWM19: The student is able to describe the different financing options available to an organisation in a predefined international environment

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Name: Intercultural business doing business in Asia 1.4 (M-IB-18IBLASi4)

Learning Goal

WT3 Asia: The student is able to recognize and describe key macro-environmental patterns, indicators and trends in the international business environment.

WT3 Asia: The student is able to - under guidance- analyze key macro-environmental patterns, indicators and trends in the international business environment and examine their impact on the company.

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles
WW6: The student is able to identify the different processes that influence group dynamics.

LW11, LW12, LW14 Asia: The student is able to explain various definitions and theoretical models on culture and cultural diversity.

LW11, 12, 14: The student is able to identify the effect of cultural differences upon organizational behavior.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11,12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Asia: The student is able to use appropriate verbal (in a foreign language) and non-verbal communication in an intercultural setting.

TWM23 Asia: The student is able to explain the impact of change on organisations

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Name
Intercultural business Dutch in the EU region 1.4 (M-IB-18IBLDU14)

Learning Goal

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles

WW6: The student is able to identify the different processes that influence group dynamics.

LW11, 12, 14: The student is able to identify the effect of cultural differences upon organizational behavior.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.
LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Spanish/French/Dutch: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

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Name: Intercultural business French Speaking Countries 1.4 (M-IB-18IBLFR14)

Learning Goal

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles

WW6: The student is able to identify the different processes that influence group dynamics.

LW11, 12, 14: The student is able to identify the effect of cultural differences upon organizational behavior.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Spanish/French/Dutch: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

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Name

Intercultural business German Speaking Countries 1.4 (M-IB-18IBLGE14)

Learning Goal

WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles

WW6: The student is able to identify the different processes that influence group dynamics.

LW11, 12, 14: The student is able to identify the effect of cultural differences upon organizational behavior.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11,12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 German: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study

1

Number of credits

5

Block(s)

BLOK 4

Entry Requirements

Lab Exercise

No

Instructional modes

Workshop

Name

Intercultural business Spanish Speaking Countries 1.4 (M-IB-18IBLSP14)

Learning Goal

Intercultural business Spanish Speaking Countries 1.4 (M-IB-18IBLSP14)
WW6: The student is able to identify different roles in a collaborative process.

WW6: The student is able to recognize different communication styles.

WW6: The student is able to identify the different processes that influence group dynamics.

LW11, 12, 14: The student is able to identify the effect of cultural differences upon organizational behavior.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW11, 12, 14: The student displays willingness to work with people from other cultures and to work in countries with different cultural backgrounds.

LW13 Spanish/French/Dutch: The student is able to identify different types of verbal (in a foreign language) and non-verbal intercultural communication.

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**Instructional modes**

- Workshop

**Unit examination / Partial examinations**

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**Name**

International Business Strategy 2.1 (M-IB-19BUS21)

**Learning Goal**

WT1: In a complex context and under guidance the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT2: The student is able to identify and to try out the basics of different problem-solving approaches under guidance.

WT2: The student is able to generate/develop unique but workable, viable and useful solutions to problems.

WT3: The student is able to - under guidance- analyze key macro-environmental patterns, indicators and trends in the international business environment and examine their impact on the company.

WW6: The student is able to give and receive constructive feedback and formulate into concrete action with minimum guidance.
LW8: The student is able to reflect on his personal development with the aim of personal growth under minimum guidance.

LW9: The student is able to respond appropriately to an unfamiliar or unexpectedly changing business environment under minimum guidance.

LW10: The student is able to examine the multiple perspectives of an ethical dilemma in a (real-life) case (considering ‘The 10 principles of the United Nations Global Compact’)

LW10: The student is able to compare differences in ethics between various countries and markets.

TWM22: The student is able to analyse external and internal trends and the consequences they could have for the strategy.

TWM23: The student is able to analyze the impact of change on the organization.

TWM24: The student is able to analyze a medium complex problem in a business setting choosing an adequate research method with limited guidance in the research execution, resulting in an evidence based solution.

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### Instructional modes
- Group work
- Project
- Individual

### Unit examination / Partial examinations

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### Name
Intercultural business Asia 2.1 (M-IB-19IICBAS21)

### Learning Goal

**WW4:** Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

**LW11, 12, 14 Asia:** The student is able to compare his/her own cultural background with other cultures using existing theoretical models on cultural dimensions.

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23/94
### Instructional modes
- Project
- Workshop

### Unit examination / Partial examinations
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### Name
Intercultural business Dutch 2.1 (M-IB-19ICBNL21)

### Learning Goal
**WW4**: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

**LW13**: French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

### Year of study
2

### Number of credits
5

### Block(s)
BLOK 1

### Entry Requirements

### Instructional modes
- Project
- Workshop

### Unit examination / Partial examinations
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### Name
Intercultural business French 2.1 (M-IB-19ICBF21)

### Learning Goal
**WW4**: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

**LW13**: French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

### Year of study
2

### Number of credits
5

### Block(s)
BLOK 1
Entry Requirements

**Instructional modes**
- project
- Workshop

**Unit examination / Partial examinations**

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Name

**Intercultural business German 2.1 (M-IB-19ICBGE21)**

**Learning Goal**

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW13 German: The student is able to use appropriate verbal (in a foreign language) and non-verbal communication in an intercultural setting.

**Year of study** 2

**Contact time in hours**

**Number of credits** 5

**Presence** No

**Block(s)** BLOK 1

**Lab Exercise** No

**Entry Requirements**

**Instructional modes**
- project
- Workshop

**Unit examination / Partial examinations**

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Name

**Intercultural business Spanish 2.1 (M-IB-19ICBSP21)**

**Learning Goal**

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW13 French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

**Year of study** 2

**Contact time in hours**

**Number of credits** 5

**Presence** No
Block(s) | BLOK 1
---|---
Entry Requirements | Lab Excercise
---|---
Instructional modes | No
---|---
| project
| Workshop
Unit examination / Partial examinations | Test type | Weighing | Min-grade
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Intercultural Business 2.1 | Assessment | 30 | 5.5
Communication 2.1 | Assessment | 50 | 5.5
Business English 2.1 | Assessment | 20 | 5.5

Name | International Business Sales 2.2 (M-IB-19BUS22)
---|---
Learning Goal
WT1: In a complex context and under guidance the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT2: The student is able to identify and to try out the basics of different problem-solving approaches under guidance.
WT2: The student is able to generate/develop unique but workable, viable and useful solutions to problems.

WW6: The student is able to apply suitable communication styles under guidance.

WW7: The student is able to apply various tools and concepts that can help to structure the data available to them.

WW7: The student is able to identify key elements in a visual presentation of management-data under guidance.

LW8: The student is able to reflect on his personal development with the aim of personal growth under minimum guidance.

LW9: The student is able to respond appropriately to an unfamiliar or unexpectedly changing business environment under minimum guidance.

LW10: The student is able to compare differences in ethics between various countries and markets.

LW13: The student is able to demonstrate effective presentation and negotiation skills.

TWM15: The student is able to make international marketing mix decisions and to formulate a segmentation, targeting and positioning strategy.

TWM16: The student is able to explain the link between a customer journey and the sales process in a real life setting

TWM16: The student is able to identify the difference between sales in a real life B2C and B2B environment.

TWM16: The student is able to analyze the dynamics between sales and marketing in a real life environment.

TWM16: The student is able to analyze the various stages of the outside sales process in a real life setting.
TWM16: The student is able to apply appropriate sales techniques to be in support of durable customer relationships.

TWM17: The student is able to incorporate developments of the digital landscape in marketing actions.

TWM 18: The student is able to apply analytical tools to be able to evaluate financial performance of an organization

TWM18: The student is able to create projected financial statements for various types of organisations by conducting research in published financial data

TWM19: The student is able to assess the difference financing options available to an organisation by analyzing the international environment

TWM24: The student is able to analyse a medium complex problem in a business setting choosing an adequate research method with limited guidance in the research execution, resulting in an evidence based solution

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Entry Requirements

Instructional modes

- Individual
- Group work
- project

Unit examination / Partial examinations

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Name

Intercultural business Asia 2.2 (M-IB-19ICBAS22)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to predict how cultural dimensions impact the cooperation within a culturally diverse team in an organization.

LW11 Asia: The student is able to follow the appropriate protocols in various types of (Asian) business settings

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27/94
### Intercultural Business 2.2

**Name**

Intercultural business Dutch 2.2 (M-IB-19ICBNL22)

**Learning Goal**

**WW4:** Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

**LW11, 12, 14:** The student is able to predict how cultural dimensions impact the cooperation within a culturally diverse team in an organization.

**LW13 French, Dutch, Spanish:** The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

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**Name**

Intercultural business French 2.2 (M-IB-19ICBFR22)

**Learning Goal**

**WW4:** Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

**LW11, 12, 14:** The student is able to predict how cultural dimensions impact the cooperation within a culturally diverse team in an organization.
LW13 French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

| Year of study | 2 |
| Number of credits | 5 |
| Block(s) | BLOK 2 |
| Entry Requirements |  |

Instructional modes
- project
- Workshop

Unit examination / Partial examinations
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Name
Intercultural business German 2.2 (M-IB-19ICBGE22)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to predict how cultural dimensions impact the cooperation within a culturally diverse team in an organization.

LW13 German: The student is able to use appropriate verbal (in a foreign language) and non-verbal communication in an intercultural setting.

| Year of study | 2 |
| Number of credits | 5 |
| Block(s) | BLOK 2 |
| Entry Requirements |  |

Instructional modes
- project
- Workshop

Unit examination / Partial examinations
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Name: Intercultural business Spanish 2.2 (M-IB-19ICBSP22)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to predict how cultural dimensions impact the cooperation within a culturally diverse team in an organization.

LW13: French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study: 2

Contact time in hours: Number of credits: 5

Presence: No

Lab Exercise: No

Block(s): BLOK 2

Entry Requirements

Instructional modes

- project
- Workshop

Unit examination / Partial examinations

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<tr>
<td>Business English 2.2</td>
<td>Assessment</td>
<td>20</td>
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</table>

Name: International Business SCM - process 2.3 (M-IB-19BUS23)

Learning Goal

WT1: In a complex context and under guidance the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT2: The student is able to identify and to try out the basics of different problem-solving approaches under guidance.

WT2: The student is able to generate/develop unique but workable, viable and useful solutions to problems.

WW6: The student is able to analyse the different processes that influence group dynamics in his own team work.

LW8: The student is able to reflect on his personal development with the aim of personal growth under minimum guidance.

LW9: The student is able to respond appropriately to an unfamiliar or unexpectedly changing business environment under minimum guidance.

LW10: The student is able to examine the multiple perspectives of an ethical dilemma in a (real-life) case (considering 'The 10 principles of the United Nations Global Compact')

TWM18: The student is able to apply tools to evaluate the financial performance of an organization

TWM20: The student is able to apply SC Planning, Returning and Enabling. This is a business
environment that is medium complex, international, and not influenced by disruptive developments with a medium guided learning process.

TWM21: The student is able to apply SC Sourcing, Making and Delivering. This is a business environment that is medium complex, international, and not influenced by disruptive developments with a medium guided learning process.

TWM22: The student is able to analyse external and internal trends and the consequences they could have for the strategy.

TWM22: The student is able to evaluate relevant information on business processes and to define problems within these processes.

TWM22: The student is able to identify alternative solutions for independent processes.

TWM24: The student is able to analyse a medium complex problem in a business setting choosing an adequate research method with limited guidance in the research execution, resulting in an evidence based solution.

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<tbody>
<tr>
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<td>Instructional modes</td>
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<td>Group work</td>
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<td>Individual</td>
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<td>Unit examination / Partial examinations</td>
<td>Test type</td>
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<tr>
<td>Test 03</td>
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</table>

Name | Intercultural business Asia 2.3 (M-IB-19ICBAS23)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

WW4: Students can interpret complex texts or speech on both familiar and unfamiliar topics.

LW11, 12, 14: The student is able to give custom-made recommendations on how an organization can best deal with cultural differences in a specific region.

LW11 Asia: The student is able to follow the appropriate protocols in various types of (Asian) business settings.

<table>
<thead>
<tr>
<th>Year of study</th>
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<tbody>
<tr>
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<td>Presence</td>
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</table>
### Intercultural Business 2.3 (M-IB-19ICBNL23)

**Learning Goal**

**WW4:** Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

**WW4:** Students can interpret complex texts or speech on both familiar and unfamiliar topics.

**LW11, 12, 14:** The student is able to give custom-made recommendations on how an organization can best deal with cultural differences in a specific region.

**LW13 French, Dutch, Spanish:** The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

<table>
<thead>
<tr>
<th>Year of study</th>
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<tbody>
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<td><strong>Lab Exercise</strong></td>
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</table>

### Intercultural Business French 2.3 (M-IB-19ICBFR23)

**Learning Goal**

**Year of study**

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**Contact time in hours**

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<thead>
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</table>

**Presence**

| No |

**Lab Exercise**

| No |
Name  Intercultural business German 2.3 (M-IB-19ICBGE23)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

WW4: Students can interpret complex texts or speech on both familiar and unfamiliar topics.

LW11, 12, 14: The student is able to give custom-made recommendations on how an organization can best deal with cultural differences in a specific region.

LW13 German: The student is able to use appropriate verbal (in a foreign language) and non-verbal communication in an intercultural setting.

Year of study  2  
Number of credits  5  
Block(s)  BLOK 3  
Entry Requirements  
Instructional modes  project  Workshop  
Unit examination / Partial examinations  Test type  Weighing  Min-grade
Intercultural Business 2.3  Assessment  30  5.5  
Communication 2.3  Assessment  50  5.5  
Business English 2.3  Assessment  20  5.5  

Name  Intercultural business Spanish 2.3 (M-IB-19ICBSP23)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

WW4: Students can interpret complex texts or speech on both familiar and unfamiliar topics.
LW11, 12, 14: The student is able to give custom-made recommendations on how an organization can best deal with cultural differences in a specific region.

LW13 French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

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<th>Year of study</th>
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<tr>
<td>Contact time in hours</td>
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<tr>
<td>Presence</td>
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<tr>
<td>Lab Exercise</td>
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</table>

| Number of credits | 5 |
| Block(s) | BLOK 3 |
| Entry Requirements | |

<table>
<thead>
<tr>
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<th>project, Workshop</th>
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<table>
<thead>
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<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tr>
<td>Business English 2.3</td>
<td>Assessment</td>
<td>20</td>
<td>5.5</td>
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</table>

Name: International Business Consultancy 2.4 (M-IB-19BUS24)

Learning Goal

WT1: In a complex context and under guidance the student is able to select, interpret, analyze and evaluate information, consequently draw conclusions, explain the adopted reasoning and results and ultimately reflect on and self-regulate his cognitive processes.

WT2: The student is able to identify and to try out the basics of different problem-solving approaches under guidance.

WT2: The student is able to generate/develop unique but workable, viable and useful solutions to problems.

WT3: The student is able to - under guidance- analyze key macro-environmental patterns, indicators and trends in the international business environment and examine their impact on the company.

WW6: The student is able to take on different roles in a group in a predefined situation.

LW8: The student is able to reflect on his personal development with the aim of personal growth under minimum guidance.

LW9: The student is able to respond appropriately to an unfamiliar or unexpectedly changing business environment under minimum guidance.

LW10: The student is able to examine the multiple perspectives of an ethical dilemma in a (real-life) case (considering ‘The 10 principles of the United Nations Global Compact’)

LW10: The student is able to incorporate an ethical perspective in his knowledge of business and economic concepts.

LW13: The student is able to demonstrate effective presentation and negotiation skills.

TWM15: The student is able to make international marketing mix decisions and to formulate a segmentation, targeting and positioning strategy.

TWM 18: The student is able to apply analytical tools to be able to evaluate financial
performance of an organization

TWM19: The student is able to assess the difference financing options available to an organisation by analyzing the international environment.

TWM20: The student is able to apply SC Planning, Returning and Enabling. This is a business environment that is medium complex, international, and not influenced by disruptive developments with a medium guided learning process.

TWM21: The student is able to apply SC Sourcing, Making and Delivering. This is a business environment that is medium complex, international, and not influenced by disruptive developments with a medium guided learning process.

TWM22: The student is able to analyse external and internal trends and the consequences they could have for the strategy.

TWM22: The student is able to evaluate relevant information on business processes and to define problems within these processes.

TWM22: The student is able to identify alternative solutions for independent processes.

TWM23: The student is able to analyze the impact of change on the organization.

TWM24: The student is able to analyse a medium complex problem in a business setting choosing an adequate research method with limited guidance in the research execution, resulting in an evidence based solution.

<table>
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<th>Year of study</th>
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<td>IB - Community &amp; PPD 2.4</td>
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<td>Business Challenge Group Work 2.4</td>
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<tr>
<td>Business Expertise 2.4</td>
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</table>

Name: Intercultural business Asia 2.4 (M-IB-19ICBAS24)

Learning Goal

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.
LW14 Asia: The student is able to understand cultural transition and the impact of transferring to a culturally different environment

LW14 Asia: the students is able to describe and apply coping mechanism that are effective when entering a culturally different environment

<table>
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<td>project, Workshop</td>
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<p>| Test type | Weighing | Min-grade |</p>
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<td>Business English 2.4</td>
<td>Assessment</td>
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</table>

Name: Intercultural business Dutch 2.4 (M-IB-19ICBNL24)

Learning Goal:

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW13 French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

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<td>project, Workshop</td>
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<p>| Test type | Weighing | Min-grade |</p>
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<td>Business English 2.4</td>
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</table>
Name: Intercultural business French 2.4 (M-IB-19ICBFR24)

Learning Goal:

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW13 French, Dutch, Spanish: The student is able to distinguish between various types of verbal (in a foreign language) and non-verbal intercultural communication.

Year of study: 2

Contact time in hours:

Number of credits: 5

Block(s): BLOK 4

Presence: No

Lab Exercise: No

Entry Requirements:

Instructional modes:

project

Workshop

Unit examination / Partial examinations:

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<td>Business English 2.4</td>
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Name: Intercultural business German 2.4 (M-IB-19ICBGE24)

Learning Goal:

WW4: Students can create clear, coherent, grammatically correct, well-structured texts and speech, using business vocabulary and a communication style appropriate to the target audience.

LW11, 12, 14: The student is able to mitigate the pitfalls of cultural differences in business and social contexts.

LW13 German: The student is able to use appropriate verbal (in a foreign language) and non-verbal communication in an intercultural setting.

Year of study: 2

Contact time in hours:

Number of credits: 5

Block(s): BLOK 4

Presence: No

Lab Exercise: No

Entry Requirements:

Instructional modes:

project

Workshop
Unit examination / Partial examinations

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<tr>
<td>Business English 2.4 Assessment</td>
<td>20</td>
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</table>

Name: Internship year 3 (M-IB-18STA3)

Learning Goal

The aim of the internship abroad:

- The student gets the opportunity to apply the theoretical knowledge learnt at IB in practical situations abroad
- The student obtains insight into a company or institution abroad
- The student gets acquainted with the different positions in practical situations abroad, in which an orientation on his personal career opportunities are especially important.
- The student experiences which personal abilities, social skills and attitudes are required or expected in order to function as an IB graduate in an organization abroad
- The student conducts research and does assignments with a thorough theoretical foundation at the higher professional education level.
- The student deepens the command of languages.
- The student gets a further introduction to the company culture abroad.
- The student experiences working and living abroad.

See the attachment for the IB competences: minimal IB 1 t/m 5 and PC 1/t/m 4.

<table>
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<th>Year of study</th>
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<th>Contact time in hours</th>
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<tr>
<td>Block(s)</td>
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<td>Lab Exercise</td>
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</table>

**Entry Requirements**

Students are eligible to go on a third-year internship on the following conditions:
1. The student is to have passed all his first-year examinations earning the first-year certificate
2. The student is to have at least 45 credits from the second-year curriculum

**Instructional modes**

Internship year 3

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
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<th>Min-grade</th>
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<td>Internship year 3</td>
<td>Assessment</td>
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</tbody>
</table>

**Name**

Exchange year 3 (M-IB-18EXCH3)

**Learning Goal**

Objectives:
Improving the student’s competences in the field of intercultural communication by means of submersion in the culture of a country with a different language.
Broadening and deepening knowledge and skills in the field of the IB curriculum in the main programme phase.
Improving language skills in at least one foreign language, both spoken and written.
Boosting general personal development, independence and self-reliance in preparation for a career with an international dimension.

See attachment for IB competences: Minimal IB 1 t/m 5 and PC 1/t/m 4.

<table>
<thead>
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<th>Contact time in hours</th>
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**Instructional modes**

Individual

<table>
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<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>Exchange year 3</td>
<td>Assessment</td>
<td>100</td>
<td>5.5</td>
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</tbody>
</table>
Marketing (import and export):
At the end of this subject, students will be able to:
Systematically select and plan the entry in new buying and selling markets.
Enhance the chances of success through an integrated review of analysis and strategy with marketing, law, organisation, finance and logistics.
Put together a sound line of reasoning from strategy to implementation.

Special Topics management game:
The student is able to demonstrate to work in an international team
The student is able to explain differences of working with people from different cultures
The student can explain the relation between the major business disciplines of HR, production, marketing, sales, finance and logistics
The student is able to formulate a business strategy based on a thorough analysis of a business
The student can demonstrate to make business decisions for a company following a specific strategy

Special topics masterclasses:
Student is able to construct on his/her own initiative a development plan as future business professional, for short- and long term, keeping in mind his/her own strengths and weaknesses and keeping personal objectives in mind.
The student is able to spot complex business challenges.

| Year of study | 3 |
| Number of credits | 6 |
| Block(s) | BLOK 3 |
| Entry Requirements |

| Instructional modes |
| Case study |
| training |
| self-study |
| Guest lectures |
| Group work |
| Presentation |

| Unit examination / Partial examinations | Test type | Weighing | Min-grade |
| Marketing Import and Export 3.3 | Written exam | 50 | 5 |
| Special Topics I 3.3 | Report | 34 | 5 |
| Special Topics II 3.3 | Report | 16 | 5 |

Name Finance 3.3 (M-IB-12FIN33)
Learning Goal

The student is able to identify the key issues of financial management for MNCs. 
The student is able to analyze the effects of financial management decisions on MNCs. 
The student is able to explain the basic concepts of international flow of funds. 
The student is able to describe the role of different international financial markets. 
The student is able to calculate exchange rates. 
The student is able to explain the effects of changes in exchange rates on transactions.

Year of study 3  
Contact time in hours 12  
Number of credits 2  
Presence No  
Block(s) BLOK 3  
Lab Exercise  
Entry Requirements 

Instructional modes tutorial self-study Case study  

Unit examination / Partial examinations 
Test type Written exam 100  
Weighing  
Min-grade 5.5  

Name Law 3.3 (M-IB-12LAW33)  

Learning Goal 
The student is able to recognize a legal issue and to give legal options to an European or 
international business issue. 
The student is able to recognize which law is applicable to an agreement that crosses national 
Borders 
The student is able to recognize which court has jurisdiction in European business issue 
The student is able to give a correct legal advice 

Year of study 3  
Contact time in hours 21  
Number of credits 3  
Presence No  
Block(s) BLOK 3  
Lab Exercise  
Entry Requirements 

Instructional modes Case study tutorial self-study  

Unit examination / Partial examinations 
Test type Weighing Min-grade
Law 3.3

Written exam 100 5.5

Name  Practice and Skills 3.3 (M-IB-15PSE33)

Learning Goal
Systematically select and plan the entry in new selling markets
Enhance the chances of success through a integrated review of analysis and strategy with marketing, law, organisation, finance and logistics.

Year of study 3
Contact time in hours 14
Number of credits 4
Presence No
Block(s) BLOK 3
Lab Excercise

Entry Requirements

Instructional modes
Case study
consultation hour
Group work
self-study
Presentation

Unit examination / Partial examinations
Test type Weighing Min-grade
Import and Export plan I Report 1 5.5

Name  Marketing 3.4 (M-IB-15MAR34)

Learning Goal
Marketing (Import-Export ); At the end of this subject, students will be able to:
Translate import and export strategies into an operational plan.
Give recommendations on the practical aspects of export and import.

Special topics 3 &4:
Analyse a complex business/marketing problem in an international setting with use of an appropriate research design resulting in an evidence based feasible solution, that creates value for international customers.
Apply critical thinking and create challenging ideas.
Collaborate effectively with different kinds of stakeholders, in different cultural, organizational and political landscapes to contribute to achieving agreed goals.
Express reflections on one's personal development with the aim of personal growth.
Use appropriate verbal and non-verbal communication in an intercultural setting.

See attachment for IB competences: IB 1 t/m 5, Mar 1 t/m 4, FA 1 t/m 3, Man 2, SCM 1, COM 1 and PB 1 t./m 5.
Name
Finance 3.4 (M-IB-12FIN34)

Learning Goal
The student is able to measure exposure to exchange range fluctuations. The student is able to describe common motives for initiating direct foreign investments. The student is able to illustrate the benefits of international diversification. The student is able to calculate the importance of financial and political risk factors at a country level. The student is able to describe how the feasibility of long-term financing can be assessed. The student is able to explain how MNCs implement cash management techniques to optimize cash flows.
Name: Law 3.4 (M-IB-12LAW34)

Learning Goal:
To make students aware of the legal challenges when making online international sales agreements (e-commerce);
To make students aware of the legal implications when promoting the product in an existing market or a new market (protection of intellectual property rights) in relation to competition law;
To make students aware of the legal implications competition law wise in regards to strategic collaborations;
To make students aware of the legal implications of establishing businesses in other countries as such as a corporation.

Year of study: 3
Contact time in hours: 12
Number of credits: 2
Block(s): BLOK 4
Presence: No
Lab Exercise: 

Instructional modes:
Case study
Group work
tutorial
self-study

Unit examination / Partial examinations:
Test type: Written exam
Weighing: 100
Min-grade: 5.5

Name: Intercultural Communication 3.4 (M-IB-12ICC34)

Learning Goal:

To explain which influences cultural differences and/or similarities have on the different management areas of an organization (such as marketing, HR, logistics).
Examples of the research focus are:
What is the impact of cultural differences and/or similarities on convincing/negotiating in an international context?
How do cultural differences and/or agreements affect decision making?
How do you deal with conflicts arising from cultural differences and/or similarities?
•
To apply the cultural models which have been covered during block 2.4 in a real business context
•
To reflect on international cooperation experiences gained during earlier situations (CESIM, Internships)
•
To formulate consequences of cultural differences on management models, taught in year 1 and 2

| Year of study | 3 | Contact time in hours | 21 |
| Number of credits | 3 | Presence | No |
| Block(s) | 3 | Lab Excercise | |
| Entry Requirements | BLOK 4 | |

**Instructional modes**
- Group work
- Tutorial
- Self-study

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Intercultural Communication 3-4</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>Report</td>
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</table>

**Name**

**Learning Goal**

Practice and Skills 3.4 (M-IB-15PSE34)

**Marketing/Export/Import**
Put together a sound line of reasoning from strategy to implementation.

**Law:**
To make students aware of the legal challenges that might occur when exporting or importing of their product, especially in the fields of country selection and litigation. Prepare and present an arbitration case in the field of international sales or intellectual property rights.

| Year of study | 3 | Contact time in hours | 12 |
| Number of credits | 3 | Presence | No |
| Block(s) | 3 | Lab Excercise | |
| Entry Requirements | BLOK 4 | Business Abroad minor I | |

**Instructional modes**
- Consultation hour
- Case study
- Group work
- Presentation
- Self-study

**Unit examination / Partial examinations**

| Import and Export plan II | Report | 67 | 5 |
| Import and Export plan Law | Report | 33 | 5 |
Name: Treasury & finance 4.1 (M-IB-12TRFIN41)

Learning Goal

Student is able to assess provided core reports in business administration (profit-and-loss account, balance sheet, liquidity overview) with regard to a theoretical business case with limited complexity.

Student is able to use costs calculations in motivating management decisions.

Student is able to explain relationship between the volume of activity, cost and profit.

Student is able to deduce the full absorption costing method.

Student is able to explain activity based costing as an alternative to traditional costing.

Student is able to explain a budgeting framework based on the master budget approach.

Student can explain how to monitor performance and variances.

Student is able to apply ratio calculations to financial statements of theoretical case companies.

Student is able to analyze and interpret financial statements with respect to: Liquidity/Working capital/Solvency/Efficiency/Profitability.

IB Competences: FA1, FA2, FA3, FA4

Year of study: 4

Contact time in hours: 16

Number of credits: 3

Presence: No

Block(s): BLOK 1

Lab Exercise: No

Entry Requirements: Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes: tutorial, self-study

Unit examination / Partial examinations

Test type: Written exam

Weighing: 100

Min-grade: 5.5

Name: Business strategy & innovation 4.2 (M-IB-12BSSIN42)

Learning Goal

Apply systematic ethical reasoning to business dilemmas and communicate effectively in oral and written forms these, using the concepts, logic and rhetorical conventions of business ethics.

He can critically evaluate the limits of his competencies, account for his own actions, take criticism and put it to good use.

IB competences: IB5, P2, P3

Year of study: 4

Contact time in hours: 24

Number of credits: 3

Presence: Yes

Block(s): BLOK 2

Lab Exercise: Yes

Entry Requirements: Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes
### Name: Business Case International Finance (M-IB-18IBIF40)
#### Learning Goal

The student is able to analyze and apply the techniques of setting and executing a research in an international business environment within a finance context. The students learns techniques of new idea creation, consultancy (within finance) and pitching.

The student further develop his/her international awareness and international orientation.

IB competences: MAR1, IB5, COM1, PC1, PC2, PC3, FA1-3

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<tr>
<td>Instructional modes</td>
<td>tutorial, guest lecture, study trip</td>
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<td>Unit examination / Partial examinations</td>
<td>Business Case International Finance Report</td>
</tr>
<tr>
<td>Test type</td>
<td>Report</td>
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<tr>
<td>Weighing</td>
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<tr>
<td>Min-grade</td>
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</table>

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### Name: Financial Management I 4.1 (M-IB-13FIMA41)
#### Learning Goal

Assess provided core reports in business administration (profit-and-loss account, balance sheet, liquidity overview) with regard to a theoretical business case with limited complexity

Report the cash flows in a real-life business case

Analyze and interpret financial statements for a motivated opinion about the financial situation of the company.

Apply ratio calculations to financial statements of theoretical case companies.
Analyze and interpret financial statements with respect to: Liquidity/Working capital/Solvency/Efficiency/Profitability

IB competences: FA2, FA4

| Year of study | 4 | Contact time in hours | 16 |
| Number of credits | 3 | Presence | No |
| Block(s) | BLOK 1 | Lab Excercise | No |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

Instructional modes
- tutorial
- self-study

Unit examination / Partial examinations

| Test type | Weighing | Min-grade |
| Financial Management I 4.1 | Written exam | 100 | 5.5 |

Name

Financial markets and institutions I 4.1 (M-IB-12FIMIN41)

Learning Goal

Students will be able to:
- Define the financial landscape (e.g. types of financial institutions and financial markets)
- Differentiate depository from non-depository institutions
- To identify the functions of depository institutions
- To explain the role, functions and policy instruments of central banks
- To explain how interest rates and exchange rates are determined
- To analyze a business case involving a commercial banking function (microfinance)
- To present in a group a business case involving the practice of microfinance in a country assigned to the group

IB1, IB2

| Year of study | 4 | Contact time in hours | 16 |
| Number of credits | 3 | Presence | No |
| Block(s) | BLOK 1 | Lab Excercise | No |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

Instructional modes
- tutorial
- self-study

Unit examination / Partial examinations

| Test type | Weighing | Min-grade |
| Financial markets and institutions I 4.1 | Written exam | 100 | 5.5 |
Name: Management Control I 4.1 (M-IB-12MACON41)

Learning Goal

Student is able to use costs calculations in motivating management decisions
Student is able to explain relationship between the volume of activity, cost and profit
Student is able to deduce the full absorption costing method
Student is able to explain activity based costing as an alternative to traditional costing
Student is able to explain a budgeting framework based on the master budget approach
Student can explain how to monitor performance and variances
Student is able to recommend and use relevant costs and benefits to make decisions
Student is able to draft a break even chart and deduce the break-even point for some activity
Student can demonstrate the way in which marginal analysis can be used when making short-term decisions
Student can compare and contrast full costing and variable costing approaches
Student is able to explain the role of value chain analysis and benchmarking in managing costs
Student is able to explain the importance of total quality management and identify main types of quality costs
Student is able to discuss principles and practical aspects of ABC costing
Student is able to construct various budgets
Student is able to undertake variance analysis

IB competences: FA1

| Year of study | 4 |
| Contact time in hours | 16 |
| Number of credits | 3 |
| Block(s) | BLOK 1 |
| Presence | No |
| Lab Excercise | No |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

Instructional modes

- tutorial
- self-study

Unit examination / Partial examinations

| Test type | Weighing | Min-grade |
| Management Control I 4.1 | Written exam | 100 | 5.5 |

Name: Financial Management II 4.2 (M-IB-13FIMA42)

Learning Goal

Explain the different models of valuation of a company
Student is able to differentiate methods for distribution to shareholders, including dividends, shares repurchase and recommend most suitable methods in different scenarios
Students are able to recommend a dividend policy, considering impact on shareholders and tax planning
Student is able to calculate working capital and understand management of inventories, accounts receivables and accounts payable, maximizing efficiency.

Student is able to measure and manage shareholder value using different techniques, such as NPV, EVA, SVA, MVA, understanding limitations of each method and recommending best practices.

Student understand different types of mergers and acquisitions, its main advantages and disadvantages, motives and tactics to avoid possible takeovers.

Name: Financial markets and institutions II 4.2 (M-IB-12FIMIN42)

Learning Goal:
- Identify types and functions of non-depository institutions
- Distinguish different types of financial risks
- Explain the different risk management strategies
- Calculate value at risk (VaR)
- Explain the principles of Islamic finance as a special topic
- Explain crowdfunding and angel investments/venture capital for start-ups as a special topic
- Analyze a business case involving financial risks
- Present in a group a business case involving one type of financial risk assigned to the group IB1, IB2

Year of study: 4  
Contact time in hours: 16

Number of credits: 3  
Presence: No

Block(s): BLOK 2  
Lab Exercise: No

Entry Requirements: Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes: tutorial 
self-study

Unit examination / Partial examinations:

Test type: Written exam  
Weighing: 100  
Min-grade: 5.5
Name Management Control II 4.2 (M-IB-12MACON42)

Learning Goal

Explain the basics of capital investment decisions
Make basic capital investment calculations
Calculate aspects of investment decisions (pay-back period, ROI, EVA, RI) including the basic elements of a risk analysis in a theoretical business case with limited complexity
Based on the calculations motivate various options available with regards to an investment decision
Apply risk-based elements in investment decisions.
Evaluate Investment decision making by using different methods
Apply and evaluate Investment appraisal methods
Apply various techniques for dealing with risk in investment appraisal
Create methods to monitor and control investment projects

IB Competence: FA3

Year of study 4
Number of credits 3
Block(s) BLOK 2
Entry Requirements Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes tutorial self-study

Unit examination / Partial examinations Test type Weighing Min-grade
Management Control II 4.2 Written exam 100 5.5

Name Business Case Supply Chain Management (M-IB-18IBCSUPM40)

Learning Goal

Student is able to evaluate supply chain issues with regard to innovation and sustainability
Student is able to use research methods (process mapping, problem solving and project management) to analyse supply chain issues
Student is able to analyse supply chain problems in a complex real life business cases

IB competences: MAR1, IB5, COM1, PC1, PC2, PC3, SCM1

Year of study 4

Contact time in hours 16
Presence No
Lab Exercise No
Supply Chain Design 4.1 (M-IB-17SCD41)

**Learning Goal**

- Student is able to explain the supply chain design process:
- Student is able to evaluate supply chain design issues with regard to innovation and sustainability
- Student is able to use research methods (process mapping, problem solving and project management) to analyse supply chain design issues
- Student is able to analyse supply chain design problems in complex real life business cases

IB competence: SCM1

**Year of study** 4  
**Contact time in hours** 16

**Number of credits** 3  
**Presence** No

**Block(s)** BLOK 1  
**Lab Exercise** No

**Entry Requirements** Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

**Instructional modes** tutorial  
self-study

**Unit examination / Partial examinations**  
**Test type** Report  
**Weighing** 100  
**Min-grade** 5.5

Supply Chain Design 4.1 Report 100 5.5

Sourcing 4.1 (M-IB-17SRC41)

**Learning Goal**

- Student is able to explain the sourcing process
- Student is able to evaluate sourcing issues with regard to innovation and sustainability
- Student is able to use research methods (process mapping, problem solving and project management) to analyse sourcing issues
- Student is able to analyse sourcing problems in complex real life business cases
IB competence: SCM1

Year of study 4
Contact time in hours 16
Number of credits 3
Presence No
Block(s) BLOK 1
Lab Exercise No
Entry Requirements Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes tutorial
self-study

Unit examination / Partial examinations Test type Weighing Min-grade
Sourcing 4.1 Report 100 5.5

Name Operations management 4.2 (M-IB-17OMAN42)
Learning Goal
Student is able to explain operations management processes
Student is able to evaluate operations management issues with regard to innovation and sustainability
Student is able to use research methods (process mapping, problem solving and project management) to analyse operations management issues
Student is able to analyse operations management problems in complex real life business cases

Year of study 4
Contact time in hours 16
Number of credits 3
Presence No
Block(s) BLOK 2
Lab Exercise No
Entry Requirements Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes tutorial
self-study

Unit examination / Partial examinations Test type Weighing Min-grade
Operations management 4.2 Report 100 5.5

Name Fulfillment 4.2 (M-IB-17FUL42)
Learning Goal
Student is able to explain fulfillment processes
Student is able to evaluate fulfillment issues with regard to innovation and sustainability.
Student is able to use research methods (process mapping, problem solving and project management) to analyse fulfillment issues.
Student is able to analyse fulfillment problems in complex real life business cases.

IB competence: SCM1

| Year of study | 4 | Contact time in hours | 16 |
| Block(s) | BLOK 2 | Presence | No |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

Instructional modes
- tutorial
- self-study

Unit examination / Partial examinations
- Test type: Report
- Weighing: 100
- Min-grade: 5.5

Name
Business Game 4.2 (M-IB-17BGM42)
Learning Goal
Students learn to follow the PDCA cycle, practice problem solving and project management.

IB competence: SCM1

| Year of study | 4 | Contact time in hours | 16 |
| Block(s) | BLOK 2 | Presence | No |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

Instructional modes
- tutorial
- self-study

Unit examination / Partial examinations
- Test type: Multiple
- Weighing: 100
- Min-grade: 5.5

Name
Business Case Strategic Management (M-IB-18IBCMAN40)
Learning Goal
The student is able to spot complex business challenges.
The student is able to design and apply a research strategy to search information from a broad range of resources.
The student is able to use theoretical business concepts and demonstrates the ability to translate these concepts into an information need.

The student is able to present and translate the research into useful information.

The student can assess the impact of trends and developments in the external environment for a specific industry using a checklist and desk research.

The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting.

The ability to independently make a realistic and effective planning and to determine the required time, actions, tools and priorities in relation to the activities of others in a more complex project environment.

The student is able to contribute to the adjustment of a strategy.

The student is able to design an approach to deal with the impact of change on the organization.

The student is able to contribute in a project, when no longer directly involved.

The student is able to provide new ideas to improve results collectively.

The student is able to integrate conflicting insights from two or more disciplines on a given problem in proposing a holistic solution.

The student is able to assess the effect of his/her own behavior in group dynamics.

The student is able to assess the effect of his/her own professional behavior in his own work.

Student is able to construct on his/her own initiative a development plan as future business professional, for short- and long term, keeping in mind his/her own strengths and weaknesses and keeping personal objectives in mind.

Student is able to decide which recommendations of his/her group members and others to use in his/her personal development plan to improve their professional attitude (cooperative behavior, flexibility, result-oriented, independent, taking initiative).

He can critically evaluate the limits of his competencies, account for his own actions, take criticism and put it to good use.

The student is able to proactively participate in the group.

IB5, MAR1, MAR2, MAR3, MAN1, MAN2, PC1, PC2, PC3,
### Year of study
4

### Contact time in hours
12

### Number of credits
3

### Presence
No

### Block(s)
BLOK 1

### Lab Exercise
No

### Entry Requirements
Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

### Instructional modes
- Tutorial
- Self-study

### Unit examination / Partial examinations

<table>
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<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>Strategic Marketing &amp; Management 4.1 Written exam</td>
<td>100</td>
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</table>

### Name
International business environment East Asia 4.1 (M-IB-12IBEEA41)

### Learning Goal
For the cross cultural part, the student will gain insight and understanding of the cross cultural issues in China.
For the legal part, the student will gain insight in the most important legal aspects concerning trade of the chosen geographical area.

IB competences: IB1, IB2, IB3, IB4, IB5

### Year of study
4

### Contact time in hours
22

### Number of credits
3

### Presence
No

### Block(s)
BLOK 1

### Lab Exercise
No

### Entry Requirements
Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

### Instructional modes
- Tutorial
- Self-study

### Unit examination / Partial examinations

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<th>Test type</th>
<th>Weighing</th>
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<tbody>
<tr>
<td>Cross cultural aspects 4.1 Multiple</td>
<td>67</td>
<td>5</td>
</tr>
<tr>
<td>Legal aspects 4.1 Written exam</td>
<td>33</td>
<td>5</td>
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</tbody>
</table>

### Name
International business environment Europe 4.1 (M-IB-12IBEE41)

### Learning Goal
For the cross cultural part, the student will gain insight and understanding of the cross cultural issues in Europe.
For the legal part, the student will gain insight in the most important legal aspects concerning trade of the chosen geographical area.

IB competences: IB1, IB2, IB3, IB4, IB5

| Year of study | 4 |
| Number of credits | 3 |
| Block(s) | BLOK 1 |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

**Instructional modes**
- tutorial
- self-study

<table>
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<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
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<td>Cross cultural aspects 4.1</td>
<td>Multiple</td>
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<tr>
<td>Legal aspects 4.1</td>
<td>Written exam</td>
<td>33</td>
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</tbody>
</table>

**Name**
Change management & organizational behavior 4.2 (M-IB-12CMORB42)

**Learning Goal**
The student is able to design an approach to deal with the impact of change on the organization. The student is able to contribute to the adjustment of a strategy.

IB competence MAN1 MAN2

| Year of study | 4 |
| Number of credits | 3 |
| Block(s) | BLOK 2 |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

**Instructional modes**
- tutorial
- self-study

<table>
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<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
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<td>Change management &amp; org. behavior 4.2</td>
<td>Report</td>
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</table>

**Name**
Innovation, entrepreneurship & CSR 4.2 (M-IB-12INESH42)

**Learning Goal**
The student is able to identify and analyse the various components of entrepreneurship and business modelling;
The student is able to evaluate the appropriateness of different entrepreneurial and innovative designs;
The student is able to use creative models to generate sustainable and scaleable business models for a new business;
The student is able to contribute to a pro-active opportunity-seeking attitude in the company, and
The student is able to encourage the company to make effective use of these innovative opportunities.

IB competence: MAN1, MAN2

<table>
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<th>Year of study</th>
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Instructional modes
- tutorial
- self-study

Unit examination / Partial examinations
- Innovation, entrepreneurship & CSR 4.2

Test type | Weighing | Min-grade |
----------|---------|-----------|
Written exam | 100 | 5.5 |

Name
Spanish (M-IB-17SPA40)

Learning Goal
The student can find information in situations that are partly familiar and partly unknown.
The student can paraphrase with any number of words
The student can structure and analyse texts with an average level of difficulty.
The student can summarise without copying the original too much
The student can interpret texts with an average level of difficulty.
The student can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
The student can reproduce language with little guidance.
The student can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
The student can take an active part in discussion in familiar contexts, accounting for and sustaining own views.
The student can produce language with less guidance (guided tasks but more liberty to formulate language).
The student can present clear, detailed descriptions on a wide range of subjects related to business and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
The student can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
IB Competence: COM1

**Year of study** 4  
**Contact time in hours** 21  
**Number of credits** 3  
**Presence** No  
**Block(s)** BLOK 1  
**Lab Exercise** No  
**Entry Requirements** Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

**Instructional modes**  
tutorial  
self-study

<table>
<thead>
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<th>Unit examination / Partial examinations</th>
<th>Test type</th>
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<tbody>
<tr>
<td>Examen escrito 4.1</td>
<td>Report</td>
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<tr>
<td>Pruebas 1 4.1</td>
<td>Assessment</td>
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<tr>
<td>Examen oral 4.2</td>
<td>Oral Exam</td>
<td>25</td>
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<tr>
<td>Pruebas 2 4.2</td>
<td>Assessment</td>
<td>25</td>
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</tbody>
</table>

**Name**  
German (M-IB-12GER40)

**Learning Goal**
The student can produce language without guidance
The student can present clear, detailed descriptions on a wide range of subjects related to business and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
The student can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
The student can use language effectively for social and professional purposes.
The Student can interact with a degree of fluency an spontaneity that makes regular interaction with native speakers quite possible.
The student can take an active part in discussion in familiar contexts, accounting for and sustaining own views.
The student can present clear, detailed descriptions on a wide range of subjects related to business and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
The student can find information that is relevant in unknown, non-transparent situations covering various disciplines one may not be an expert on.
**Name**

Business Case Strategic Marketing (M-IB-18IBCMAR40)

**Learning Goal**

The student is able to spot complex business challenges.
The student is able to design and apply a research strategy to search information from a broad range of resources.
The student is able use theoretical business concepts and demonstrates the ability to translate these concepts into an information need.
The student is able to present and translate the research into useful information.
The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting.
The student is able to assess the effect of his/her own behavior in group dynamics.
Student is able to decide which recommendations of his/her group members and others to use in his/her personal development plan to improve their professional attitude (cooperative behavior, flexibility, result-oriented, independent, taking initiative).
The student can assess the impact of trends and developments in the external environment for a specific industry using a checklist and desk research.
The student can construct a strategic plan ensuring its effectiveness by taking into consideration the cultural particularities of the country it is intended for.
Can structure and analyse complex texts which uses specialist vocabulary.
Can use language effectively for professional purposes.
Can formulate ideas and opinions with precision and relate own contribution skillfully to those of other speakers.
MAR1, 2, 3, PC1, IB1, IB3, COM

| **Year of study** | 4 |
| **Contact time in hours** | 35 |
| **Number of credits** | 9 |
| **Block(s)** | BLOK 1 |
| **Presence** | Yes |
| **Lab Exercise** | Yes |
| **Entry Requirements** | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

**Instructional modes**
tutorial
guest lecture
study trip

| **Unit examination / Partial examinations** | **Test type** | **Weighing** | **Min-grade** |
| Business Case Strategic Marketing Report | 100 | 5.5 |

**Instructional modes**
tutorial
self-study

guest lecture
study trip

**Unit examination / Partial examinations**

| **Test type** | **Weighing** | **Min-grade** |
| Written exam | 50 | 5 |
| Oral Exam | 50 | 5 |
Name

Marketing performance measurement 4.2 (M-IB-12MKPFM42)

Learning Goal

The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting. Aim is to make these marketing actions financially measurable (cost-benefit).

IB Competences: MAR1, MAR2, MAR3, MAR4

Year of study

4

Contact time in hours

11

Number of credits

3

Presence

No

Block(s)

BLOK 2

Lab Exercise

No

Entry Requirements

Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes

tutorial

self-study

Unit examination / Partial examinations

Test type

Written exam

Weighing

100

Min-grade

5.5

Marketing performance measurement 4.2

Written exam

100

5.5
Name  
Fourth year internship (M-IB-12INTSH44)  

Learning Goal

Thesis is part of the Graduation project. The aims of the Graduation Project: thesis and entrepreneurship
The student will: Individually conduct research and carry out assignments with an international component at undergraduate level, whereby a solid theoretical foundation is essential. The theoretical foundation must consist of relevant and up-to-date literature that is an in-depth extension of the literature used during the IB course. The student must formulate conclusions and learning impacts of the literature research relevant for his or her thesis.
Receive a third opportunity (after the third year internship and the practical and/or business simulations in semester 1 from year four) to apply the theoretical knowledge learnt in a practical business situation and reflect on his or her own business behavior, strengths and weaknesses.
Get further acquainted with the different types of jobs/positions in real work situations regarding starting positions in marketing, management, international finance or supply chain management for international business students.
Get the chance to improve his/her career opportunities. The year four internship is often the first entrance to a real job and working life.
Get the opportunity to go deeper into one or more key elements of his/her IB course in order to develop and apply the BBA and IB competences in a practical situation.
Develop and apply the ability to formulate, deal with and solve a problem.
After the first meeting with the assignment provider the student has to formulate, in his or her role as consultant and researcher, the context of the research inclusive a clear delineation of the problem field, finally resulting in a concise problem. The problem statement has to be placed in an international context.
The student has to formulate a smart company research objective, that should be achieved by feasible, financial underpinned policy recommendations.
The student has to formulate clear, complete, succinct and logically ordered research questions.
The student has to describe research results (answers on the research questions) based on valuable, reliable, representative, generalizable and usable desk- en field research and his or her analytical skills.
The student has to analyze research results to formulate conclusions and options.
The student has to formulate feasible, financial underpinned policy recommendations based on selected options.
7. Develop and apply skills in reporting, presenting and defending the research methods (desk and field research), the results, the conclusions and the feasible policy recommendations.
8. Improve his or her skills in writing a report in the English language.
9. Apply and improve its social skills in combination with its speaking and writing skills in a business environment.

See attachment for IB competences: IB 1 t/m 5. And depending on their thesis subject: MAR 1,2,3 and 4, FA 1,2,3 and 4, Man 1 and 2, SCM 1, COM 1 and PB 1,2,3,4 en 5.

| Year of study | 4 |
| Number of credits | 15 |
| Contact time in hours | 360 |
| Presence | Yes |
| Lab Exercise | Yes |
Entry Requirements
For internship and thesis:
a. the propedeutic certificate has been obtained;
b. have a maximum of 2 exams in Osiris open in year 2;
c. 30 EC for Internship year 3;
d. the business case of the chosen specialization 4.1 and 4.2 have been obtained.

Instructional modes
- internship

Unit examination / Partial examinations
- Test type: Assessment
- Weighing: 100
- Min-grade: 5.5

Learning Goal
- Thesis (M-IB-12THESIS44)

Thesis is part of the Graduation project. The aims of the Graduation Project: thesis and entrepreneurship
The student will: Individually conduct research and carry out assignments with an international component at undergraduate level, whereby a solid theoretical foundation is essential. The theoretical foundation must consist of relevant and up-to-date literature that is an in-depth extension of the literature used during the IB course. The student must formulate conclusions and learning impacts of the literature research relevant for his or her thesis. Receive a third opportunity (after the third year internship and the practical and/or business simulations in semester 1 from year four) to apply the theoretical knowledge learnt in a practical business situation and reflect on his or her own business behavior, strengths and weaknesses. Get further acquainted with the different types of jobs/positions in real work situations regarding starting positions in marketing, management, international finance or supply chain management for international business students. Get the chance to improve his/her career opportunities. The year four internship is often the first entrance to a real job and working life. Get the opportunity to go deeper into one or more key elements of his/her IB course in order to develop and apply the BBA and IB competences in a practical situation. Develop and apply the ability to formulate, deal with and solve a problem. After the first meeting with the assignment provider the student has to formulate, in his or her role as consultant and researcher, the context of the research inclusive a clear delineation of the problem field, finally resulting in a concise problem. The problem statement has to be placed in an international context. The student has to formulate a smart company research objective, that should be achieved by feasible, financial underpinned policy recommendations. The student has to formulate clear, complete, succinct and logically ordered research questions. The student has to describe research results (answers on the research questions) based on valuable, reliable, representative, generalizable and usable desk- en field research and his or her analytical skills. The student has to analyze research results to formulate conclusions and options. The student has to formulate feasible, financial underpinned policy recommendations based on selected options.
7. Develop and apply skills in reporting, presenting and defending the research methods (desk and field research), the results, the conclusions and the feasible policy recommendations.
8. Improve his or her skills in writing a report in the English language.
9. Apply and improve its social skills in combination with its speaking and writing skills in a business environment.

See attachment for IB competences: IB 1 t/m 5. And depending on their thesis subject: MAR 1,2,3 and 4, FA 1,2,3 and 4, Man 1 and 2, SCM 1, COM 1 and PB 1,2,3,4 en 5.

<table>
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<tr>
<td>4</td>
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<table>
<thead>
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<th>Lab Exercise</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
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</table>

**Entry Requirements**
For internship and thesis:
a. the propedeutic certificate has been obtained;
b. have a maximum of 2 exams in Osiris open in year 2;
c. 30 EC for Internship year 3;
d. the business case of the chosen specialization 4.1 and 4.2 have been obtained.

**Instructional modes**
internship & thesis

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>Report</td>
<td>100</td>
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</table>

**Name**
Business challenge 1.1 (M-IB-19BUCH11FT)

**Learning Goal**
The student works on and must achieve own defined MLOs (approved by coach) within the framework of the Ways of Working (WW), Ways of Thinking (WT), Living in the World (LW) and Tools for Working and Management.

At the end of year 1, the programme learning outcomes must be achieved at least on level 2 (according to the Bloom taxonomy), in a relatively complex (but structured) situation with average guidance.

**Ways of Thinking**
critical thinking, innovation & creativity, International Business Awareness (WT1, WT2, WT3)

**Ways of Working**
international business communication, collaboration, management information as digital citizen (WW4, WW5, WW7)

**Living in the World**
personal & professional development, ethical & social responsibility, intercultural proficiency (LW8, LW9, LW10, LW11, LW12, LW13, LW14)

**Tools for working and management**
marketing & sales, finance & accounting, operations & supply chain management, organisation & people, business research (TWM18, TWM19, TWM20, TWM21, TWM22, TWM23, TWM24)
<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
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<tbody>
<tr>
<td>Number of credits</td>
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<tr>
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<td>BLOK 1</td>
<td>Lab Exercise No</td>
</tr>
<tr>
<td>Entry Requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional modes**
- tutorial

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of working 1.1</td>
<td>Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>Ways of thinking 1.1</td>
<td>Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>Living in the world 1.1</td>
<td>Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>Tools for working and management 1.1</td>
<td>Portfolio</td>
<td>25</td>
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</tbody>
</table>

**Name**
- Business challenge 1.2 (M-IB-19BUCH12FT)

**Learning Goal**

The student works on and must achieve own defined MLOs (approved by coach) within the framework of the Ways of Working (WW), Ways of Thinking (WT), Living in the World (LW) and Tools for Working and Management.

At the end of year 1, the programme learning outcomes must be achieved at least on level 2 (according to the Bloom taxonomy), in a relatively complex (but structured) situation with average guidance.

Ways of Thinking: critical thinking, innovation & creativity, International Business Awareness (WT1, WT2, WT3)

Ways of Working: international business communication, collaboration, management information as digital citizen (WW4, WW5, WW7)

Living in the World: personal & professional development, ethical & social responsibility, intercultural proficiency (LW8, LW9, LW10, LW11, LW12, LW13, LW14)

Tools for working and management: marketing & sales, finance & accounting, operations & supply chain management, organisation & people, business research (TWM18, TWM19, TWM20, TWM21, TWM22, TWM23, TWM24)

<table>
<thead>
<tr>
<th>Year of study</th>
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<th>Contact time in hours</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Block(s)</td>
<td>BLOK 2</td>
<td>Lab Exercise No</td>
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<tr>
<td>Entry Requirements</td>
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<td></td>
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</table>

**Instructional modes**
- Individual project
- Group work
Name
Business challenge 1.3 (M-IB-19BUCH13FT)

Learning Goal

The student works on and must achieve own defined MLOs (approved by coach) within the framework of the Ways of Working (WW), Ways of Thinking (WT), Living in the World (LW) and Tools for Working and Management.

At the end of year 1, the programme learning outcomes must be achieved at least on level 2 (according to the Bloom taxonomy), in a relatively complex (but structured) situation with average guidance.

Ways of Thinking: critical thinking, innovation & creativity, International Business Awareness (WT1, WT2, WT3)
Ways of Working: international business communication, collaboration, management information as digital citizen (WW4, WW5, WW7)
Living in the World: personal & professional development, ethical & social responsibility, intercultural proficiency (LW8, LW9, LW10, LW11, LW12, LW13, LW14)
Tools for working and management: marketing & sales, finance & accounting, operations & supply chain management, organisation & people, business research (TWM18, TWM19, TWM20, TWM21, TWM22, TWM23, TWM24)

Year of study
1

Contact time in
hours

Number of credits
15

Presence
No

Block(s)
BLOK 3

Lab Exercise
No

Entry Requirements

Instructional modes
project
Individual
Group work

Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of working 1.2</td>
<td>Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>Ways of thinking 1.2</td>
<td>Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>Living in the world 1.2</td>
<td>Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>Tools for working and management 1.3</td>
<td>Portfolio</td>
<td>25</td>
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</tbody>
</table>
Name  Business challenge 1.4 (M-IB-19BUCH14FT)

Learning Goal

The student works on and must achieve own defined MLOs (approved by coach) within the framework of the Ways of Working (WW), Ways of Thinking (WT), Living in the World (LW) and Tools for Working and Management.

At the end of year 1, the programme learning outcomes must be achieved at least on level 2 (according to the Bloom taxonomy), in a relatively complex (but structured) situation with average guidance.

Ways of Thinking: critical thinking, innovation & creativity, International Business Awareness (WT1, WT2, WT3)
Ways of Working: international business communication, collaboration, management information as digital citizen (WW4, WW5, WW7)
Living in the World: personal & professional development, ethical & social responsibility, intercultural proficiency (LW8, LW9, LW10, LW11, LW12, LW13, LW14)
Tools for working and management: marketing & sales, finance & accounting, operations & supply chain management, organisation & people, business research (TWM18, TWM19, TWM20, TWM21, TWM22, TWM23, TWM24)

Year of study 1  Contact time in hours
Number of credits 15  Presence No
Block(s) BLOK 4  Lab Exercise No

Instructional modes project
Individual
Group work

Unit examination / Partial examinations  Test type Weighing Min-grade
Ways of working 1.4 Portfolio 25 5.5
Ways of thinking 1.4 Portfolio 25 5.5
Living in the world 1.4 Portfolio 25 5.5
Tools for working and management 1.4 Portfolio 25 5.5

Name  Second year internship FT (M-IB-18INT2FT)

Learning Goal

The aim of the internship abroad
- The student gets the opportunity to apply the theoretical knowledge learnt at IB in practical situations abroad.
- The student obtains insight into a company or institution abroad
- The student gets acquainted with the different positions in practical situations abroad, in which an orientation on his personal career opportunities are especially important.
- The student experiences which personal abilities, social skills and attitudes are required or expected in order to function as an IB graduate in an organization abroad.
- The student conducts research and does assignments with a thorough theoretical foundation at the higher professional education level.
- The student deepens the command of languages.
- The student gets a further introduction to the company culture abroad.
- The student experiences working and living abroad.

See the attachment for the IB competences: minimal IB 1 t/m 5 and PC 1t/m 4.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
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<tbody>
<tr>
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<td>800</td>
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<tr>
<td>Number of credits</td>
<td>30</td>
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<td>Block(s)</td>
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<tr>
<td>Presence</td>
<td>Yes</td>
</tr>
<tr>
<td>Lab Excercise</td>
<td>Yes</td>
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<tr>
<td>Entry Requirements</td>
<td>At least 50 credits Year 1 IB.</td>
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<td>Instructional modes</td>
<td>Internship Abroad FT</td>
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<tr>
<td>Unit examination / Partial examinations</td>
<td>Internship Abroad FT</td>
</tr>
<tr>
<td>Test type</td>
<td>Assessment</td>
</tr>
<tr>
<td>Weighing</td>
<td>100</td>
</tr>
<tr>
<td>Min-grade</td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Learning Goal**

Student is able to discuss elements and main processes of supply chain management using the SCOR-model (plan, source, make, deliver and return).
Student is able to discuss what logistics and operations management entails
Student is able to discuss the logistics framework, the demand and supply side of logistics, the material and information flow, and the supply chain, including: supply chain strategy, customized planning, customer order - decoupling point, quality systems, problem solving techniques, sourcing, supplier development and vendor rating, operations management, delivery, transport modes and fulfilment

IB competences: SCM1

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Contact time in hours</td>
<td>21</td>
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<td>Block(s)</td>
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<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Lab Excercise</td>
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</tr>
<tr>
<td>Entry Requirements</td>
<td></td>
</tr>
<tr>
<td>Instructional modes</td>
<td>Guest lectures, tutorial, self-study</td>
</tr>
<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>Weighing</td>
<td></td>
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</table>
### Logistics FT 2.3

**Written exam**

<table>
<thead>
<tr>
<th>Name</th>
<th>Commercial Law FT 2.3 (M-IB-18COL23FT)</th>
</tr>
</thead>
</table>

**Learning Goal**

The student is able to recognize a legal issue and to give legal options to an European or international business issue.
The student is able to give a correct legal advice.

**IB Competences:** IB1, IB2, IB3, IB4, IB5

<table>
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<tr>
<th>Year of study</th>
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</tr>
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<tbody>
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<td>BLOK 3</td>
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<tr>
<td><strong>Entry Requirements</strong></td>
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</tbody>
</table>

**Instructional modes**
tutorial
self-study

<table>
<thead>
<tr>
<th><strong>Unit examination / Partial examinations</strong></th>
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<tbody>
<tr>
<td>Commercial Law FT 2.3</td>
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<tr>
<td><strong>Test type</strong></td>
</tr>
<tr>
<td>Written exam</td>
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</table>

### Practice & Skills FT 2.3

**Written exam**

<table>
<thead>
<tr>
<th>Name</th>
<th>Practice &amp; Skills FT 2.3 (M-IB-18PSK23FT)</th>
</tr>
</thead>
</table>

**Learning Goal**

**Applied logistics:**
Student is able to apply knowledge of supply chain concepts in the analysis of a pre-defined business case with limited complexity

**Law:**
Student is able to apply the knowledge of sales contract law

**IB competences:** IB1, IB2, IB3, IB4, IB5, SCM1, PC1, PC2, PC3 PC4

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
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<tbody>
<tr>
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<td><strong>Block(s)</strong></td>
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<table>
<thead>
<tr>
<th><strong>Instructional modes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>tutorial</td>
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<tr>
<td>Group work</td>
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<table>
<thead>
<tr>
<th><strong>Presence</strong></th>
<th><strong>Lab Excercise</strong></th>
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<tbody>
<tr>
<td>No</td>
<td>No</td>
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<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Applied logistics FT 2.3</td>
<td>Report</td>
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<tr>
<td>International contract FT 2.3</td>
<td>Report</td>
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</tbody>
</table>

Name: Management FT 2.4 (M-IB-16MAN24FT)

Learning Goal

The student is able to:
- Name the major aspects of organizational cultures and analyse organizational cultures in real organizations.
- Recommend on high level an organisational change and development.
- Explain the human resource management process.
- Describe the major modern challenges in HRM.
- Explain the nature of leadership and analyse leadership styles.
- Explain the process of motivating employees.
- Describe how job design correlates with motivation.
- Explain how communication can be used for effective collaboration, conflict resolution and negotiations.
- IB competences: IB1, IB2, IB3, IB4, IB5, MAN1, MAN2

<table>
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<tr>
<th>Year of study</th>
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<tbody>
<tr>
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Instructional modes

tutorial
self-study

<table>
<thead>
<tr>
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<th>Test type</th>
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<tr>
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<td>100</td>
<td>5.5</td>
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</table>

Name: ERP FT 2.4 (M-IB-18ERP24FT)

Learning Goal

The student will:
- Be able to working with a defined ERP system including its advantages and disadvantages for an organization.
- Be able to set up the main connections between the main business processes and an ERP system.
- Have a general insight in the use of ERP and a few main business processes linked to ERP.
- Have an introductory insight in how transactions in a few main business processes in ERP will be made and be able to complete these transactions by himself.
- Be able to make use of ERP in a general business environment at an introductory level, including generating reports for management information.
- IB competences: SCM1
<table>
<thead>
<tr>
<th>Name</th>
<th>Cross Cultural Management FT 2.4 (M-IB-16CCM24FT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal</td>
<td>students will be able to:</td>
</tr>
<tr>
<td></td>
<td>Recognise how culture influences our perception and communicative behaviour by becoming aware of our own culture and how it has shaped our beliefs and practices.</td>
</tr>
<tr>
<td></td>
<td>Identify what national and organizational cultural dimensions are at play within groups of people.</td>
</tr>
<tr>
<td></td>
<td>Compare their own cultural background with other cultures using existing theoretical models on cultural dimensions.</td>
</tr>
<tr>
<td></td>
<td>Reflect in what way observed intercultural differences influence (inter)personal interaction.</td>
</tr>
<tr>
<td></td>
<td>Describe the various theoretical models on cultural dimensions (e.g. Hofstede, Trompenaars etc).</td>
</tr>
<tr>
<td></td>
<td>Discuss and predict how cultural dimensions may impact cooperation within a culturally diverse team in an organization.</td>
</tr>
<tr>
<td></td>
<td>Recommend communication strategies to stakeholders on how to behave during an intercultural encounter.</td>
</tr>
<tr>
<td></td>
<td>Describe socio-linguistic differences between various cultures and organisations and distinguish the main characteristics of verbal and nonverbal communication and its impact on interpersonal communication.</td>
</tr>
<tr>
<td></td>
<td>Present clear, detailed descriptions of intercultural differences in a business/related context and explain the advantages and disadvantages of various strategies to deal with these differences.</td>
</tr>
<tr>
<td></td>
<td>IB competence: IB1, IB2, IB3, IB4, IB5</td>
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</table>

<table>
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<td>Block(s)</td>
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<td>Lab Exercise</td>
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</table>
### Cross Cultural Management FT 2.4

| Written exam | 1 | 5.5 |

**Name**

Practice & Skills FT 2.4 (M-IB-18PSK24FT)

**Learning Goal**

For the life case, a student will be able to:
- perform a detailed business scan with of all relevant business processes in practice
- perform an integrated business analysis
- formulate conclusions and recommendations based upon their research and analysis for a real company.
- have an insight in the different managerial roles in an organization, related to business processes and in the relevant management information needed.
- have an experience in interviewing and working with business contacts

For the business game, a student will be able to:
- translate a business strategy into action within a simulated environment and link business process strategies to general business strategies
- perform an integrated business analysis
- have an insight in management performance and relevant indicators in this field
- have an insight in the different managerial roles in an organization, related to business processes.

1B competences: IB1, IB2, IB3, IB4, IB5, PC1, PC2, PC3, PC4

### Year of study

2

### Contact time in hours

31

### Number of credits

4

### Block(s)

BLOK 4

### Presence

No

### Lab Exercise

No

### Instructional modes

Group work

Online simulation

### Unit examination / Partial examinations

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<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tr>
<td>Business game 2.4</td>
<td>Report</td>
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### Name

Student Community FT (M-IB-16STCOM20FT)

**Learning Goal**

The course objectives are:
- To learn to collaborate with other students and lecturers
- To create greater involvement among students, lecturers and the study program
- To create a structural network among students which will continue into the future
- To create a network between students and alumni
- Plan active involvement and interaction with other students and stakeholder
Creating a sense of community by increasing cooperation among students, between students and lecturers and between students and alumni.

Cooperating in a professional environment and collaborating to think about goals and the set-up of the organisation from which criteria arise in relation to the following qualities: multidisciplinary and interdisciplinary, customer focus, collegiality, management (the social aspect of the competence).

Steering and regulating your own development with regard to learning, working whilst focusing on results, taking the initiative and acting independently, flexibility.

Reflecting on and taking responsibility for your own actions, demonstrating commitment and critical self-assessment.

Developing a professional attitude with space for standardised cultural aspects, respect for others, a professional code and ethical principles for acting professionally.

To learn to write a project plan, event plan e.g. for an assignment provide

Communicating internally at every level effectively and using standard corporate language, often in English or another modern foreign language. In terms of professional tasks, this includes issues such as drafting and writing plans and memoranda, informing, consulting, creating a basis, stimulating, motivating, convincing and putting decisions into words

IB competences: PC1, PC2, PC3, PC4

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Instructional modes

<table>
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<tr>
<td>Student Community FT</td>
<td>Assignment</td>
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</tbody>
</table>

Name

Learning Goal

Learning goals special topics 2 ‘master classes’:
1. Explore 21st century developments and ‘best practices’ in international business from experienced business professionals.
2. Experience international companies behind the scenes.
3. Gain practical insights into honing your professional skills and which (business) values do matter.
4. Listen, learn and reflect on international topics in today’s real (business) world.
5. Get inspired to set and achieve goals that really challenge.

Learning goals special topics 3 & 4:
Analyse a complex business/marketing problem in an international setting with use of an appropriate research design resulting in an evidence based feasible solution, that creates value for international customers.

Apply critical thinking and create challenging ideas.

Collaborate effectively with different kinds of stakeholders, in different cultural, organizational and political landscapes to contribute to achieving agreed goals.

Express reflections on one’s personal development with the aim of personal growth.

Use appropriate verbal and non-verbal communication in an intercultural setting.

See attachment for IB competences: IB 1 t/m 5, Mar 1 t/m 4, FA 1 t/m 3, Man 2, SCM 1, COM 1 and PB 1 t./m 5.

### Year of study
2

### Number of credits
4

### Block(s)
BLOK 3

### Entry Requirements

### Instructional modes
Case study
Group work
Guest lectures
Presentation
self-study
tutorial

### Unit examination / Partial examinations

<table>
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<th>Min-grade</th>
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<td>Report</td>
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</table>

### Name
Finance-Logistics FT 2.3 (M-IB-18FILO23FT)

### Learning Goal

Students are able to prepare standardized financial statements and calculate a range of ratios leading to the DuPont identity, and use this financial information for analyzing and evaluating financial performance.

Students are able to prepare financial planning for the long run, using the percentage of sales approach and determining external finance and growth alternatives.

Students are able to discuss the various definitions, cost types and dimensions of quality and why quality is important to operations and supply chains.

Students are able to explain what capacity is, how firms measure capacity, the difference between theoretical and rated capacity and to describe the pros and cons associated with three capacity strategies: lead, lag and match.

Students are able to apply a variety of analytical tools for choosing between capacity alternatives, including expected value and break even analysis, decision trees and learning curves, and apply the theory of constraints and Little’s Law to analyze and understand capacity issues in a business process environment.
Students are able to identify and describe the various steps of the strategic sourcing process, and apply some of the more common analytical tools, including spend analysis, portfolio analysis and total cost analysis.

Students are able to list the strengths and weaknesses of the various modes of transportation, discuss the role of multimodal solutions, and identify the major types of warehousing solutions and their benefits.

Students are able to use weighted center of gravity method to identify a potential location for a business.

Students are able to describe the various roles of inventory, including the different types of inventory and inventory drivers, and distinguish between independent and dependent demand inventory.

Students are able to calculate restocking level for a periodic review system; economic order quantity (EOQ) and the reorder point (ROP) for a continuous review system, determine the best order quantity when volume discounts are available and calculate the target service level and target stocking point for a single period inventory system.

IB competences: FIN1, FIN2, FIN3

| Year of study | 2 | Contact time in hours | 21 |
| Number of credits | 2 | Presence | No |
| Block(s) | BLOK 3 | LAB Exercise | No |
| Instructional modes | tutorial self-study |
| Unit examination / Partial examinations | Finance-Logistics FT 2.3 |
| Test type | Written exam | Weighing | 100 |
| Min-grade | 5.5 |

Name: Treasury & finance FT (M-IB-17TRFIN31FT)

Learning Goal:

Student is able to assess provided core reports in business administration (profit-and-loss account, balance sheet, liquidity overview) with regard to a theoretical business case with limited complexity.

Student is able to use costs calculations in motivating management decisions.

Student is able to explain relationship between the volume of activity, cost and profit.

Student is able to deduce the full absorption costing method.

Student is able to explain activity based costing as an alternative to traditional costing.

Student is able to explain a budgeting framework based on the master budget approach.

Student can explain how to monitor performance and variances.

Student is able to apply ratio calculations to financial statements of theoretical case companies.

Student is able to analyze and interpret financial statements with respect to: Liquidity/Working capital/Solvency/Efficiency/Profitability.

IB Competences: FA1, FA2, FA3, FA4

| Year of study | 3 | Contact time in hours | 16 |
| Number of credits | 3 | Presence | No |
**Block(s)**

- **BLOK 1**

**Lab Excercise**

- No

**Entry Requirements**

- Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

**Instructional modes**

- tutorial
- self-study

**Unit examination / Partial examinations**

**Test type**

- Written exam

**Weighing**

- 100

**Min-grade**

- 5.5

---

**Name**

Business strategy & innovation FT 3.2 (M-IB-17BSSIN32FT)

**Learning Goal**

Apply systematic ethical reasoning to business dilemmas and communicate effectively in oral and written forms these, using the concepts, logic and rhetorical conventions of business ethics. He can critically evaluate the limits of his competencies, account for his own actions, take criticism and put it to good use.

**IB competences:** IB5, P2, P3

**Year of study**

- 3

**Contact time in hours**

- 24

**Number of credits**

- 3

**Block(s)**

- BLOK 2

**Entry Requirements**

- Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

**Instructional modes**

- Guest lecture
- training
- tutorial

**Unit examination / Partial examinations**

**Test type**

- Presentation

**Weighing**

- 100

**Min-grade**

- 5.5

---

**Name**

Business Case International Finance FT (M-IB-18IBIF40FT)

**Learning Goal**

The student is able to analyze and apply the techniques of setting and executing a research in an international business environment within a finance context. The students learns techniques of new idea creation, consultancy (within finance) and pitching.

The student further develop his/her international awareness and international orientation.

**IB competences:** MAR1, IB5, COM1, PC1, PC2, PC3, FA1-3
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**Name**

Financial Management I FT 3.1 (M-IB-17FIMA31FT)

**Learning Goal**

Assess provided core reports in business administration (profit-and-loss account, balance sheet, liquidity overview) with regard to a theoretical business case with limited complexity
Report the cash flows in a real-life business case
Analyze and interpret financial statements for a motivated opinion about the financial situation of the company.
Apply ratio calculations to financial statements of theoretical case companies.
Analyze and interpret financial statements with respect to: Liquidity/Working capital/Solvency/Efficiency/Profitability

IB competences: FA2, FA4

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</table>
Name: Financial markets and institutions I 3.1 Fast Track (M-IB-18FIMIN41FT)

Learning Goal

Students will be able to:
Define the financial landscape (e.g. types of financial institutions and financial markets
Differentiate depository from non-depository institutions
To identify the functions of depository institutions
To explain the role, functions and policy instruments of central banks
To explain how interest rates and exchange rates are determined
To analyze a business case involving a commercial banking function (microfinance)
To present in a group a business case involving the practice of microfinance in a country assigned to
the group IB1, IB2

Year of study: 3  
Contact time in hours: 16  
Number of credits: 3  
Presence: No  
Block(s): BLOK 1  
Lab Exercise: No  
Entry Requirements: Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes: tutorial, self-study

Unit examination / Partial examinations: Fin. markets and institutions I 3.1 FT
Test type: Written exam  
Weighing: 100  
Min-grade: 5.5

Name: Management Control I FT 3.1 (M-IB-17MACON31FT)

Learning Goal

Student is able to use costs calculations in motivating management decisions
Student is able to explain relationship between the volume of activity, cost and profit
Student is able to deduce the full absorption costing method
Student is able to explain activity based costing as an alternative to traditional costing
Student is able to explain a budgeting framework based on the master budget approach
Student can explain how to monitor performance and variances
Student is able to recommend and use relevant costs and benefits to make decisions
Student is able to draft a break even chart and deduce the break-even point for some activity
Student can demonstrate the way in which marginal analysis can be used when making short-term decisions
Student can compare and contrast full costing and variable costing approaches
Student is able to explain the role of value chain analysis and benchmarking in managing costs
Student is able to explain the importance of total quality management and identify main types of quality costs
Student is able to discuss principles and practical aspects of ABC costing
Student is able to construct various budgets  
Student is able to undertake variance analysis

IB competences: FA1

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<th>Contact time in hours</th>
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Name: Financial Management II FT 3.2 (M-IB-17FIMA32FT)

Learning Goal
Explain the different models of valuation of a company  
Student is able to differentiate methods for distribution to shareholders, including dividends, shares repurchase and recommend most suitable methods in different scenarios  
Students are able to recommend a dividend policy, considering impact on shareholders and tax planning  
Student is able to calculate working capital and understand management of inventories, accounts receivables and accounts payable, maximizing efficiency  
Student is able to measure and manage shareholder value using different techniques, such as NPV, EVA, SVA, MVA, understanding limitations of each method and recommending best practices  
Student understand different types of mergers and acquisitions, its main advantages and disadvantages, motives and tactics to avoid possible takeovers

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</table>
### Name
Financial markets and institutions II FT 3.2 (M-IB-17FIMIN32FT)

#### Learning Goal
- Identify types and functions of non-depository institutions
- Distinguish different types of financial risks
- Explain the different risk management strategies
- Calculate value at risk (VaR)
- Explain the principles of Islamic finance as a special topic
- Explain crowdfunding and angel investments/venture capital for start-ups as a special topic
- Analyze a business case involving financial risks
- Present in a group a business case involving one type of financial risk assigned to the group IB1, IB2

#### Year of study
3

#### Contact time in hours
16

#### Number of credits
3

#### Presence
No

#### Block(s)
BLOK 2

#### Lab Exercise
No

#### Entry Requirements
Year 3 (internship/exchange/minor) must be taken in English or another foreign language

#### Instructional modes
- tutorial
- self-study

#### Unit examination / Partial examinations

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</table>

### Name
Management Control II FT 3.2 (M-IB-17MACON32FT)

#### Learning Goal
- Explain the basics of capital investment decisions
- Make basic capital investment calculations
- Calculate aspects of investment decisions (pay-back period, ROI, EVA, RI) including the basic elements of a risk analysis in a theoretical business case with limited complexity
- Based on the calculations motivate various options available with regards to an investment decision
- Apply risk-based elements in investment decisions.
- Evaluate Investment decision making by using different methods
- Apply and evaluate Investment appraisal methods
- Apply various techniques for dealing with risk in investment appraisal
- Create methods to monitor and control investment projects

#### IB Competence: FA3
Year of study | 3 | Contact time in hours | 16
---|---|---|---
Number of credits | 3 | Presence | No
Block(s) | BLOK 2 | Lab Excercise | No
Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes
- tutorial
- self-study

Unit examination / Partial examinations
Management Control II FT 3.2
- Test type: Written exam
- Weighing: 100
- Min-grade: 5.5

Name | Business Case Supply Chain Management fast-track (M-IB-19IBCSCM3FT)

Learning Goal
Student is able to evaluate supply chain issues with regard to innovation and sustainability
Student is able to use research methods (process mapping, problem solving and project management) to analyse supply chain issues
Student is able to analyse supply chain problems in a complex real life business cases

IB competences: MAR1, IB5, COM1, PC1, PC2, PC3, SCM1

Year of study | 3 | Contact time in hours | 35
---|---|---|---
Number of credits | 9 | Presence | Yes
Block(s) | BLOK 1 | Lab Excercise | Yes
Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes
- tutorial
- guest lecture
- study trip

Unit examination / Partial examinations
Business Case SCM FT
- Test type: Report
- Weighing: 100
- Min-grade: 5.5

Name | Supply Chain Design FT (M-IB-17SCD31FT)

Learning Goal
After this subject the student will be able to:
To cover the Plan process in the SCOR-model
To build further knowledge of the concepts of supply chain management and logistics, including the contribution to competitiveness and value creation through disruptive innovations;
Learn about leveraging logistics and supply chain operations within the context of the customer.
Learn how to collaborate in the chain, interfaces and challenges of integration.

IB competence: SCM1

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Name: Sourcing FT (M-IB-17SRC31FT)

Learning Goal

After this subject, the student will be able to:
Cover the Source process in then SCOR-model
Learn to determine the opportunities of insourcing vs outsourcing
Get insight in dealing with (e-)Procurement
Learn about supplier appraisal and -assessment

IB competence: SCM1

<table>
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<tr>
<th>Year of study</th>
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Name: Operations management 3.2 fast-track (M-IB-19OMAN32FT)

Learning Goal

Student is able to explain operations management processes
Student is able to evaluate operations management issues with regard to innovation and sustainability.

Student is able to use research methods (process mapping, problem solving and project management) to analyse operations management issues.

Student is able to analyse operations management problems in complex real life business cases.

**IB competence:** SCM1

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<th>Contact time in hours</th>
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**Instructional modes**
- tutorial
- self-study

<table>
<thead>
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<th>Unit examination / Partial examinations</th>
<th>Test type</th>
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<th>Min-grade</th>
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<td>Operations management 3.2 FT</td>
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</table>

**Name**

Fulfillment FT (M-IB-17FUL32FT)

**Learning Goal**

After this subject the student is able to:
- cover the Deliver process in the SCOR-model
- Learn about Warehousing and WMS
- elaborate on practices of crossdocking, dropshipping, and bonded warehouses
- deal with inventory management and working capital

**IB competence:** SCM1

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<th>16</th>
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<td>Year 3 (internship/exchange/minor) must be taken in English or another foreign language.</td>
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**Instructional modes**
- tutorial
- self-study

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</table>
### Name
Business Game 4.2 fast-track (M-IB-19BGM32FT)

#### Learning Goal
Students learn to follow the PDCA cycle, practice problem solving and project management.

IB competence: SCM1

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<thead>
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#### Instructional modes
- Tutorial
- Self-study

#### Unit examination / Partial examinations

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### Name
Strategic Marketing & Management FT (M-IB-17SMAMA31FT)

#### Learning Goal
The student is able to contribute to the adjustment of a strategy.
The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting.
Being able to translate the analysis into a strategic recommendation in a business setting.
IB competences: IB1, IB2, IB3, IB4, IB5, MAR1, MAR2, MAR3, MAR4, MAN1, MAN2

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#### Instructional modes
- Tutorial
- Self-study

#### Unit examination / Partial examinations

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<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>Strategic Marketing &amp; Management</td>
<td>Written exam</td>
<td>100</td>
</tr>
</tbody>
</table>
Name: International business environment East Asia FT (M-IB-17IBEEA31FT)

Learning Goal
For the cross cultural part, the student will gain insight and understanding of the cross cultural issues in China.
For the legal part, the student will gain insight in the most important legal aspects concerning trade of the chosen geographical area

IB competences: IB1, IB2, IB3, IB4, IB5

Year of study: 3
Contact time in hours: 22
Number of credits: 3
Presence: No
Block(s): BLOK I1
Lab Exercise: No
Entry Requirements: Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes: tutorial, self-study

Unit examination / Partial examinations
Test type
Weighing
Min-grade
Cross cultural aspects
Multiple
67
5
Legal aspects
Written exam
33
5

Name: International business environment Europe FT (M-IB-17IBEEA31FT)

Learning Goal
For the cross cultural part, the student will gain insight and understanding of the cross cultural issues in Europe.
For the legal part, the student will gain insight in the most important legal aspects concerning trade of the chosen geographical area

IB competences: IB1, IB2, IB3, IB4, IB5

Year of study: 3
Contact time in hours: 22
Number of credits: 3
Presence: No
Block(s): BLOK I1
Lab Exercise: No
Entry Requirements: Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes: tutorial, self-study
**Unit examination / Partial examinations**

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<tr>
<td>Legal aspects</td>
<td>Written exam</td>
<td>33</td>
<td>5</td>
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</tbody>
</table>

**Name**

Business Case Strategic Management Fast Track (M-IB-18IBCMN40FT)

**Learning Goal**

The student is able to spot complex business challenges.

The student is able to design and apply a research strategy to search information from a broad range of resources.

The student is able use theoretical business concepts and demonstrates the ability to translate these concepts into an information need.

The student is able to present and translate the research into useful information.

The student can assess the impact of trends and developments in the external environment for a specific industry using a checklist and desk research.

The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting.

The ability to independently make a realistic and effective planning and to determine the required time, actions, tools and priorities in relation to the activities of others in a more complex project environment.

The student is able to contribute to the adjustment of a strategy.

The student is able to design an approach to deal with the impact of change on the organization.

The student is able to contribute in a project, when no longer directly involved.

The student is able to provide new ideas to improve results collectively.

The student is able to integrate conflicting insights from two or more disciplines on a given problem in proposing a holistic solution.

The student is able to assess the effect of his/her own behavior in group dynamics.

The student is able to assess the effect of his/her own professional behavior in his own work.

Student is able to construct on his/her own initiative a development plan as future business professional, for short- and long term, keeping in mind his/her own strengths and weaknesses and keeping personal objectives in mind.

Student is able to decide which recommendations of his/her group members and others to use in his/her personal development plan to improve their professional attitude (cooperative behavior, flexibility, result-oriented, independent, taking initiative).

He can critically evaluate the limits of his competencies, account for his own actions, take criticism and put it to good use.

The student is able to proactively participate in the group. IB5, MAR1, MAR2, MAR3, MAN1, MAN2, PC1, PC2, PC3,

**Year of study**

3

**Number of credits**

9

**Block(s)**

BLOK 1

**Presence**

Yes

**Lab Excercise**

Yes

**Entry Requirements**

Year 3 (internship/exchange/minor) must be taken in English or another foreign language.
Name

Change management & organizational behavior FT (M-IB-17CMORB32FT)

Learning Goal

The student is able to design an approach to deal with the impact of change on the organization.
The student is able to contribute to the adjustment of a strategy.
IB competence MAN1, MAN2

| Year of study | 3 |
| Number of credits | 3 |
| Block(s) | BLOK 2 |
| Entry Requirements | Year 3 (internship/exchange/minor) must be taken in English or another foreign language. |

Instructional modes

tutorial
guest lecture
study trip

Unit examination / Partial examinations

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</table>

Name

Innovation, entrepreneurship & CSR FT (M-IB-17INESH32FT)

Learning Goal

The student is able to identify and analyse the various components of entrepreneurship and business modelling;
The student is able to evaluate the appropriateness of different entrepreneurial and innovative designs;
The student is able to use creative models to generate sustainable and scaleable business models for a new business;
The student is able to contribute to a pro-active opportunity-seeking attitude in the company, and
The student is able to encourage the company to make effective use of these innovative opportunities.
IB competence: MAN1, MAN2

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>Change management &amp; org. behavior</td>
<td>Report</td>
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</table>
### Year of study
3
### Contact time in hours
11
### Number of credits
3
### Presence
No
### Block(s)
BLOK 2
### Lab Exercise
No
### Entry Requirements
Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

### Instructional modes
- Tutorial
- Self-study

### Unit examination / Partial examinations
- **Innovation, entrepreneurship & CSR**
  - **Test type**: Written exam
  - **Weighing**: 100
  - **Min-grade**: 5.5

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**Name**
German FT (M-IB-17GER30FT)

**Learning Goal**
The student can produce language without guidance
The student can present clear, detailed descriptions on a wide range of subjects related to business and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
The student can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
The student can use language effectively for social and professional purposes.
The Student can interact with a degree of fluency an spontaneity that makes regular interaction with native speakers quite possible.
The student can take an active part in discussion in familiar contexts, accounting for and sustaining own views.
The student can present clear, detailed descriptions on a wide range of subjects related to business and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
The student can find information that is relevant in unknown, non-transparent situations covering various disciplines one may not be an expert on.

**IB Competence: COM1**

### Year of study
3
### Contact time in hours
21
### Number of credits
3
### Presence
No
### Block(s)
BLOK 1
### Lab Exercise
No
### Entry Requirements
Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

### Instructional modes
- Tutorial
- Self-study
Name
Spanish Fast track (M-IB-18SPA40FT)

Learning Goal
The student can find information in situations that are partly familiar and partly unknown.
The student can paraphrase with any number of words
The student can structure and analyse texts with an average level of difficulty.
The student can summarise without copying the original too much
The student can interpret texts with an average level of difficulty.
The student can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
The student can reproduce language with little guidance.
The student can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
The student can take an active part in discussion in familiar contexts, accounting for and sustaining own views.
The student can produce language with less guidance (guided tasks but more liberty to formulate language).
The student can present clear, detailed descriptions on a wide range of subjects related to business and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
The student can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
IB Competence: COM1

Year of study 3
Contact time in hours 21
Presence No
Lab Exercise No

Entry Requirements
Year 3 (internship/exchange/minor) must be taken in English or another foreign language.

Instructional modes
tutorial
self-study

Unit examination / Partial examinations
Test type Weighing Min-grade
---
Examen escrito 4.1 FT Report 25 5
Pruebas 1 4.1 FT Assessment 25 5
Examen oral 4.2 FT Oral Exam 25 5
Pruebas 2 4.2 FT Assessment 25 5
Name: Business Case Strategic Marketing fast-track (M-IB-19IBCMAR3FT)

Learning Goal

The student is able to spot complex business challenges.
The student is able to design and apply a research strategy to search information from a broad range of resources.
The student is able use theoretical business concepts and demonstrates the ability to translate these concepts into an information need.
The student is able to present and translate the research into useful information.
The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting.
The student is able to assess the effect of his/her own behavior in group dynamics.
Student is able to decide which recommendations of his/her group members and others to use in his/her personal development plan to improve their professional attitude (cooperative behavior, flexibility, result-oriented, independent, taking initiative).
The student can assess the impact of trends and developments in the external environment for a specific industry using a checklist and desk research.
The student can construct a strategic plan ensuring its effectiveness by taking into consideration the cultural particularities of the country it is intended for.
Can structure and analyse complex texts which uses specialist vocabulary.
Can use language effectively for professional purposes.
Can formulate ideas and opinions with precision and relate own contribution skillfully to those of other speakers.
MAR1, 2, 3, PC1, IB1, IB3, COM

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Instructional modes

tutorial
guest lecture
study trip

Unit examination / Partial examinations

<table>
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<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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</thead>
<tbody>
<tr>
<td>Business Case Strategic Marketing FT</td>
<td>Report</td>
<td>100</td>
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</table>

Name: Marketing performance measurement FT (M-IB-17MKPFM32FT)

Learning Goal

At the end of this subject, students will be able to:
understand marketing metrics
count with several performance instruments
understand the meaning of MPM in relation with strategic marketing
to develop a dashboard for a SME
use the performance tools of the company
IB Competences: MAR1, MAR2, MAR3, MAR4

<table>
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<th>Contact time in hours</th>
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Instructional modes
tutorial
self-study

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<tr>
<td>Marketing performance measurement</td>
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</table>

Name
Strategy to tactics: online marketing FT (M-IB-17STOMK32FT)

Learning Goal
The student is able to recommend coherent marketing actions based on an environmental scan in a complex business setting (marketing actions focus on online).
IB Competences: MAR1, MAR2, MAR3, MAR4

<table>
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Instructional modes
self-study
tutorial

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<td>Strategy to tactics: online marketing</td>
<td>Written exam</td>
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</table>

Name
Third year internship FT (M-IB-17INTSH3FT)

Learning Goal
Internship is part of the graduation project. The aims of the Graduation Project: thesis and entrepreneurship

The student will:
Individually conduct research and carry out assignments with an international component at undergraduate level, whereby a solid theoretical foundation is essential. The theoretical foundation must consist of relevant and up-to-date literature that is an in-depth extension of the literature used during the IB course. The student must formulate conclusions and learning impacts of the literature research relevant for his or her thesis.

Receive a third opportunity (after the third year internship and the practical and/or business simulations in semester 1 from year four) to apply the theoretical knowledge learnt in a practical business situation and reflect on his or her own business behavior, strengths and weaknesses.

Get further acquainted with the different types of jobs/positions in real work situations regarding starting positions in marketing, management, international finance or supply chain management for international business students.

Get the chance to improve his/her career opportunities. The year four internship is often the first entrance to a real job and working life.

Get the opportunity to go deeper into one or more key elements of his/her IB course in order to develop and apply the BBA and IB competences in a practical situation.

Develop and apply the ability to formulate, deal with and solve a problem.

After the first meeting with the assignment provider the student has to formulate, in his or her role as consultant and researcher, the context of the research inclusive a clear delineation of the problem field, finally resulting in a concise problem. The problem statement has to be placed in an international context.

The student has to formulate a smart company research objective, that should be achieved by feasible, financial underpinned policy recommendations.

The student has to formulate clear, complete, succinct and logically ordered research questions.

The student has to describe research results (answers on the research questions) based on valuable, reliable, representative, generalizable and usable desk- en field research and his or her analytical skills.

The student has to analyze research results to formulate conclusions and options.

The student has to formulate feasible, financial underpinned policy recommendations based on selected options.

7. Develop and apply skills in reporting, presenting and defending the research methods (desk and field research), the results, the conclusions and the feasible policy recommendations.

8. Improve his or her skills in writing a report in the English language.

9. Apply and improve its social skills in combination with its speaking and writing skills in a business environment.

See attachment for IB competences: IB 1 t/m 5, And depending on their thesis subject: MAR 1,2,3 and 4, FA 1,2,3 and 4, Man 1 and 2, SCM 1, COM 1 and PB 1,2,3,4 en 5.

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<td>Block(s)</td>
<td>Lab Exercise</td>
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<td>Entry Requirements</td>
<td>For internship and thesis: a. the propedeutic certificate has been obtained; b. have a maximum of 2 exams in Osiris open in year 2; c. 30 EC for Internship year 2;</td>
</tr>
</tbody>
</table>
d. the business case of the chosen specialization 3.1 and 3.2 have been obtained.

**Instructional modes**
- internship

**Unit examination / Partial examinations**

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<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Assessment</td>
<td>100</td>
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</table>

**Name**
Thesis FT (M-IB-17THESIS3FT)

**Learning Goal**

Thesis is part of the graduation project. The aims of the Graduation Project: thesis and entrepreneurship

The student will:
Individually conduct research and carry out assignments with an international component at undergraduate level, whereby a solid theoretical foundation is essential. The theoretical foundation must consist of relevant and up-to-date literature that is an in-depth extension of the literature used during the IB course. The student must formulate conclusions and learning impacts of the literature research relevant for his or her thesis.

Receive a third opportunity (after the third year internship and the practical and/or business simulations in semester 1 from year four) to apply the theoretical knowledge learnt in a practical business situation and reflect on his or her own business behavior, strengths and weaknesses.

Get further acquainted with the different types of jobs/positions in real work situations regarding starting positions in marketing, management, international finance or supply chain management for international business students.

Get the chance to improve his/her career opportunities. The year four internship is often the first entrance to a real job and working life.

Get the opportunity to go deeper into one or more key elements of his/her IB course in order to develop and apply the BBA and IB competences in a practical situation.

Develop and apply the ability to formulate, deal with and solve a problem.

After the first meeting with the assignment provider the student has to formulate, in his or her role as consultant and researcher, the context of the research inclusive a clear delineation of the problem field, finally resulting in a concise problem. The problem statement has to be placed in an international context.

The student has to formulate a smart company research objective, that should be achieved by feasible, financial underpinned policy recommendations.

The student has to formulate clear, complete, succinct and logically ordered research questions.

The student has to describe research results (answers on the research questions) based on valuable, reliable, representative, generalizable and usable desk- and field research and his or her analytical skills.

The student has to analyze research results to formulate conclusions and options.

The student has to formulate feasible, financial underpinned policy recommendations based on selected options.

7. Develop and apply skills in reporting, presenting and defending the research methods (desk and field research), the results, the conclusions and the feasible policy recommendations.

8. Improve his or her skills in writing a report in the English language.
9. Apply and improve its social skills in combination with its speaking and writing skills in a business environment.

See attachment for IB competences: IB 1 t/m 5. And depending on their thesis subject: MAR 1,2,3 and 4, FA 1,2,3 and 4, Man 1 and 2, SCM 1, COM 1 and PB 1,2,3,4 en 5.

<table>
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<th>Year of study</th>
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<tr>
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<tr>
<td>Number of credits</td>
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<tr>
<td>Presence</td>
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</tr>
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<td>Lab Exercise</td>
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<td>Block(s)</td>
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<tr>
<td>Entry Requirements</td>
<td>For internship and thesis:</td>
</tr>
<tr>
<td></td>
<td>a. the propedeutic certificate has been obtained;</td>
</tr>
<tr>
<td></td>
<td>b. have a maximum of 2 exams in Osiris open in year 2;</td>
</tr>
<tr>
<td></td>
<td>c. 30 EC for Internship year 2</td>
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<tr>
<td></td>
<td>d. the business case of the chosen specialization 3.1 and 3.2 have been obtained</td>
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**Instructional modes**

- internship

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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