

HAN UNIVERSITY OF APPLIED SCIENCES

Degree Statute and Education and Examination Regulations of the Bachelors degree course International Business 21-22

International School of Business
Academic year 2021-2022

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PART 1 General part

Adoption

This degree statute was adopted by the dean on 9 July 2021.

1 About the degree statute

The Higher Education and Research Act stipulates in article 7.59 that an institution such as HAN University of Applied Sciences (hereafter HAN) is obliged to adopt and publish a student charter. The Student Charter consists of two parts: the institution-specific part (which we call the 'Student Charter') and the degree-specific part (which we call the 'Degree Statute').

The degree statute consists of three parts:

- Part 1: General part.
- Part 2: The Education and Examination Regulations, which outline the education, final assessments, exams and modular exams for your degree course.
- Part 3: Other regulations.

Part 1 is purely informative. No rights can be derived from it. Rights and obligations can be derived from the other parts; these are legally applicable regulations.

1.1 Which degree course does this degree statute apply to?

This is the Degree Statute for the following HAN degree course(s):

Degree course	Degree format	CROHO number	Degree after graduation
B International Business	Full-time	30029	Bachelor of Business Administration

This degree statute contains information on the structure, organisation and execution of the degree course, the student facilities, counselling and study coaching, the education and examination regulations and the degree-specific regulations that describe student rights and responsibilities. When this document refers to 'the degree course', this means the above degree course(s).

1.2 How do you read this degree statute?

We use regular UK spelling rules.

When we use 'you', we mainly mean you as an internal or external student enrolled in this degree course at HAN. But we also mean others, such as prospective students.

1.3 How long is the degree statute valid for?

A new degree statute is written for each HAN degree course every academic year. The degree statute for a certain academic year applies to everyone enrolled in the degree course for that academic year. It does not matter which phase of your degree course you are in, whether you are an internal or external student, or when you started. You can find the digital version of your degree statute here: See HAN Insite > your degree course

This degree statute applies to the 2021-2022 academic year: from 1 September 2021 to 31 August 2022. For students starting their degree course on 1 February 2022, two different degree statutes apply consecutively during their first 'year': the current one and that of the next academic year.

Did you enrol in a previous academic year for the propaedeutic or post-propaedeutic phase of the degree course? And is the degree course using a new curriculum or modified education and examination regulations? Then certain provisions in the education and examination regulations will apply from a degree statute from a previous academic year.

1.4 How does the degree statute come about?

The degree statute for the degree course is adopted by the dean each year. This is based on the model degree statute: a model that applies for the entire HAN.

The school council exercises the participation rights on the degree statute, but only in so far as the HAN participation council has not already exercised these rights through the model degree statute and in so far as these rights have not been conferred to the degree committee. How this works exactly is set out in the participation council regulations and the Regulations of the Degree Committee.

Advice is requested in advance from the degree course's board of examiners.

The relevant HAN organisational bodies strive to publish the new degree statute each year before 1 July.

1.5 Consistency of degree statute, student charter and enrolment regulations

The Degree Statute is part of the Student Charter. The Student Charter applies to the entire HAN. The Student Charter lists all the rights and obligations of students and HAN.

Student Charter: <https://hanuniversity.com/en/study-and-living/studying-at-han/rights-and-responsibiliti/index.xml>

You can find the rules for application, admission, educational requirements, selection and enrolment in the Enrolment regulations. The degree statute contains only a number of specific additions to this. These additions may not contradict the rules in the enrolment regulations.

The enrolment regulations can be found at:

www.han.nl.

2 Education at HAN

Your degree course is part of the HAN. HAN has an overarching mission and vision on higher education. Your degree course embodies this vision in its own way. This chapter describes HAN's mission, vision and culture.

2.1 Mission

At HAN we educate you in a way that prepares you for your future profession. But that is not our only goal. We also want you to develop your social awareness through the degree course. Also, later in your career, we want you to be able to continue contributing to innovations in a complex, dynamic and international society:

- We want to give you a good **qualification** for your future profession.
- As a professional, you never work alone, but always in collaboration with others. We call that educating you as a **network professional**. This way you learn to work well with others and across borders. You also learn how you as a professional relate to the historical context of your field. This gives you insight into what is expected of you now and in the future.
- We want to contribute to your **personal development**, so that you grow as a professional and pursue lifelong learning. After all, your knowledge and skills are the basis of your profession, but who you are, your qualities and your approach make the difference.
- We want you to learn a sense of social responsibility, ethics and citizenship for your profession; to learn that you have to mean something for other people in your profession. This is often indicated with the term **bildung**.

2.2 Vision

We achieve these four goals together. How? You can read about it here:

- **You learn in context.** You gain experience in practice. That helps you to understand the complexity of your future work. Learning is not something you do on your own. Your degree course stimulates learning with and from each other.
- **You learn in the triangle of education-research-professional practice.** You conduct research, for example on the quality of work in a professional field of your choosing, or on the possibilities for innovation. This allows you to contribute to the development of your profession. Also, in the case of new developments, you can quickly adapt to what is needed to perform your work optimally.
- HAN has numerous **research groups**. These groups account for the research at universities of applied sciences. They also do a great deal for the degree courses. For example, by allowing students to get research experience with them in collaboration with the professional field. You can find all the research groups on our website: <https://hanuniversity.com/english/research/>
- **Study coaching and the student as partner.** You are assigned a study coach for the full duration of your studies. At HAN we want you as a student to feel acknowledged, seen and heard. We also involve you in the organisation of the degree course. This is what we call 'student as partner'. Each course department has the freedom to organise its education in a way that it suits you as a student and the degree course. You can read more about this in Part 1, chapter 3, and Part 2, chapter 7.
- **Education with options.** Besides the regular study programme offered in your degree course, we also give you various other options to choose from. The options depend on your degree course. You can read more about these options in the education and examination regulations. We stimulate you to get research experience in the HAN research groups, for example in an innovation lab or at a work-based learning location. You can go to your lecturers and other HAN advisors for advice about your choices.

- **Internationalisation @home or abroad.** During their studies, all HAN students get to experience the international context of the field in which they are studying.

You can read more about Internationalisation in Part 1, chapter 3.

2.3 Quality culture

HAN fosters a culture of quality. A culture in which everyone contributes in some way to high-quality education and a smooth-running organisation. Below you can read how.

2.3.1 Highly qualified staff

Our lecturers are highly educated. Many of them have worked in the professional field for which they are educating students. Others have research experience relevant to the field.

Over 80% of the lecturers you encounter during your studies have a master degree and at least 20% of these lecturers have a PhD.

The lecturers have good teaching skills, which they have acquired through training. This means they know how to guide you properly in your learning. The examiners also have the necessary qualifications. All our support staff are also properly trained in their fields. For example, staff at the secretarial office, the work placement office and the timetable office. They all perform quality work.

Because our course departments collaborate with our research groups, researchers and professors are also involved in education. This helps you to further develop your own inquiring attitude, for example. The research group also allows you to discover the latest research results and innovations in your professional field.

2.3.2 Stimulating growth and an attitude of learning

We want you to grow so you can successfully complete your degree course. This is not something we achieve just by supervising you. We also challenge you to get the most out of yourself and we train you to become ever more independent in your studies. We stimulate you to take initiative, expect you to be proactive in your studies and we help you to develop a professional attitude. You can expect your lecturers to be available and respond to your questions quickly and clearly. You can also ask for support when you are falling behind or when you are willing and able to do more. You can read more about this in the education and examination regulations.

2.3.3 Responsible for quality

There is a quality plan for each degree course. This plan, but also the education and examination regulations, describe how students evaluate the education and indicate what needs to be improved. It also outlines how students, lecturers and other staff can be directly and actively involved in improving their degree course. After all, student involvement and participation are important. It is equally important that staff members, students and professionals from the field, each in their own way, are involved in or take responsibility for the degree course and HAN. For example, for the quality of lectures, timetables, the course content, internship supervision, examinations and other forms of renewal and improvement.

We invite you, as a student, to play an active role in this. This attitude will also be important in your work. So we also regularly ask you for your opinion on the degree course. We do this in (digital) surveys and an annual national student survey, and in evaluations at the end of a period. We also invite you to actively collaborate on renewal and quality improvement. For example, by improving education or examinations or improving logistical or organisational points: together with lecturers and/or support staff.

We also reflect on how we organise education and research, on who we do it for and on why we do it the way we do. We check our conclusions regularly with all involved parties. This means you, but also lecturers, researchers and

professionals from the field. Also, every 6 years each degree course is officially monitored by the NVAO (Accreditation Organisation of the Netherlands and Flanders).

2.3.4 Inspiring and interactive environment

We want you to be inspired by your degree course. For example, by getting the latest information on developments in your field. And we always try to create an open, interactive, safe and familiar learning environment. We encourage everyone to give each other honest feedback.

3 Information about your degree course

3.1 Mission and vision of your degree course

Becoming the ideal business school...

IB being part of International School of Business (ISB) provides business education for students in an international setting, in close collaboration with our partner universities abroad, and our partners from the international business community.

The key principle is that a business school should be informed by business, for business. We shape our curriculum in accordance with input from the international business world. We subsequently produce the professionals needed in international business and who will help make it future-proof: global citizens ready to operate in a commercial setting.

...is something you have to work at

If this is what we want to be, this has implications for how we collaborate with our partner universities and the business world. What is more, we set high standards for our course offerings, our staff and our facilities: all with the intention of fulfilling the promise we make to our students.

With high-quality and recognisable course offerings

That our Bachelors programmes should be of a high quality is beyond doubt. We also believe it is important that our offerings are internationally recognisable, comprehensible and comparable. Our names and profiles should be clear and unambiguous. In addition, we are making the following demands of ourselves:

International at all levels

During their studies, work placements and graduation projects, students are immersed in the commercial and cultural mores of another country. During their studies and stay in Arnhem, we also create an international setting for them, in their classes and in the curriculum. Studying at ISB is a process of continuous learning in and from other cultures. This is integral to our education.

Specialists with a broad orientation

International School of Business alumni have a thorough foundation in business. We plan to strengthen this foundation even more, because we believe it is important that professionals understand the whole scope of the business context in which they operate. Our alumni have a broad training in economics, and within this field they are specialists in their own disciplines. They master every aspect of a discipline and can therefore operate widely within their field.

Bildung

Studying means more than just acquiring knowledge. We pay close attention to this additional element. Whether you call it 'personal development' or '*bildung*', this means we focus on developing students' curiosity and their ability to learn from others and make choices. Our students learn to reflect on their own actions and those of others. They take responsibility for their own learning and develop into versatile professionals. And at IBS, this all takes place in an international context.

Close partnerships in international education

We currently have around 110 partners across the world, ensuring high student mobility. We believe we can do even better, though: not in terms of quantity, but in terms of quality. We have made a good start, but we want to work

even more intensively with a select group of preferred partners. So that in the future, students' diplomas will not only show the name 'HAN University of Applied Sciences' but also the names of one or two foreign educational institutes.

Inner circle

We aim to create an inner circle of like-minded and complementary international educational partners. Having these partners will ensure both lecturer and student mobility. We are also working towards curriculum exchanges and the development of joint programmes. And, very importantly, we aim for joint research so we can make great progress together for the professional field.

Established partners in the business community

Informed by business, for business: we are working on a valuable network of loyal international companies with whom we collaborate intensively. Companies who commit to us know we have a great deal to offer in return: precisely the professionals they need.

It is the role of a business school not only to produce professionals, but also to develop content in partnership with the professional field. We involve our partners in our education and work on their issues. We also help them develop their staff through our Bachelors programmes as well as our Masters programmes, short programmes and summer courses.

We aim to move towards a situation in which students choose ISB not only for the quality of our education and the international experience, but above all for their opportunities in the future professional field. The partnerships we have established with attractive international companies mean we can offer more than just an opportunity to stay abroad for a while. We offer them a network of renowned international companies, where they gain valuable experience during a work placement or graduation project – meaning they are already one step ahead when it comes to applying for jobs!

Highly-trained and flexible staff

Luckily, we have a fantastic teaching staff to help realise our ambitions. And the bar will remain high: we will continue to employ highly-trained lecturers with outstanding didactic skills.

Special attention will be paid to lecturers' international experience. We believe this is important to fulfil our international promise to our students. This means we are currently investing in lecturer mobility and exchange programmes. We are collaborating on this with our educational partners abroad and our partners in the international business world. With placements abroad in both education and the business community, working at ISB will become even more interesting and enjoyable.

For the global citizens of the future ...

In the end, they are the ones we are doing it all for: our students. Everything we do is directed towards producing global citizens, who are curious, tolerant, adaptable and flexible. An ISB alumnus is someone who has mastered the 21st-century skills that are required by both international business and society.

...who thrive in a warm campus community

No time is both as formative and as exciting as student life. Students who decide to study in the far-away Netherlands will discover a warm community waiting for them. The campus must become an inspiring and safe environment in which our students can find a 'home away from home'.

...and become part of a valuable alumni network

In fact, we do not want to lose track of our students after they have completed their studies. They are our capital. Each alumnus is a valuable addition to the international network we are building. We invest in them. After all, they are both our calling card and our new partners.

3.2 Content and organisation of your degree course

The general composition of the study programme is:

Semester	Start in September	Start in February	Semester
1	A-cluster		
2	B-cluster	A-cluster	1
3	2nd year C-cluster	B-cluster	2
4	2nd year D-cluster	2nd year C-cluster	3
5	3rd year E* (minor or pre- master programme) or F* (Internship abroad)	2nd year D-cluster	4
6	3rd year F* (Internship abroad) or E* (minor or pre- master programme)	3rd year E* (minor or pre- master programme) or F* (Internship abroad)	5
7	4th year G-cluster*	3rd year F* (Internship abroad) or E* (minor or pre-master programme)	6
8	4th year H-cluster*	4th year G-cluster*	7
		4th year H-cluster*	8

* Preferred order of third year is F first, then E. * See Study Unit descriptions for prerequisites

A cluster has two periods. Each period has 9 or 10 weeks. During the first six weeks, you take lectures, tutorials and training sessions, and you work on assignments or professional products with your fellow students. After these first six weeks, one week will follow in which other activities take place, such as guest lectures or company visits. The following two weeks you take exams.

Thresholds

After your first year you will receive a Study Advice (see part 2, H. 6).

Which thresholds apply to you depends on when you have started the main phase. Below you will find the thresholds for:

1. students who have started IB Main Phase as of 1 February 2019 or later
2. students who have started IB/IBMS Main Phase as of 1 September 2018 or earlier and are in the old curriculum.

Please refer to the correspondening table below.

For students who have started IB Main Phase as of 1 February 2019 or later the thresholds and regulations are as follows:	
C- and D-cluster	45 EC obtained in the first year

E- and F-cluster	<p>The <u>standard thresholds</u> for E- and F-cluster are the same:</p> <ul style="list-style-type: none"> • Propaedeutic Exam passed • At least 45 EC of the whole second year obtained and not more than 15 EC of the personal curriculum of the whole of the second year not yet obtained. <p>Permission to enter 3rd year clusters can be granted EARLIER when the student who takes D-cluster for the first time, meets the following requirements upon results T3 / T1:</p> <ul style="list-style-type: none"> • Propaedeutic Exam passed • At least 35 EC of the whole second year obtained and not more than 25 EC of the personal curriculum of the whole of the second year not yet obtained. <p>A student who meets this <u>early threshold</u> is expected to meet the standard threshold later, but permission to enter E- and/or F-cluster will not be withdrawn if the student does not do so. It is the student's responsibility to make a well-considered decision whether or not it is wise to enter the third year, in case he/she meets only these minimum requirements but has not obtained all credits from his/her second year curriculum. All consequences that follow his/her study planning decisions are for the student.</p> <p>These rules hold for standard curricula, but also in case of curricula extension.</p>
G-cluster	<p>The threshold for G-cluster applicable for students who start their G-cluster in September 2021 or February 2022:</p> <ul style="list-style-type: none"> • Propaedeutic Exam passed • Third Year Internship (FTI) completed (30 EC obtained) • At least 75 EC of C-, D- and E-cluster together to be obtained
H-cluster	<p>The threshold for H-cluster applicable for students who start their H-cluster in September 2021 or February 2022:</p> <ul style="list-style-type: none"> • Propaedeutic Exam passed • Third Year Internship (FTI) completed (30 EC obtained) • C-, D- and E-cluster completed (at least 90 EC obtained) • At least 10 EC of G-cluster obtained

For students who have started IB/IBMS Main Phase as of 1 September 2018 or earlier and are in the old curriculum, the thresholds are frozen on the threshold described in the Degree Statute IB/IBMS 2018-19 Part 1. These are:

E- and F-cluster	<p><i>Study abroad threshold (E and-or F-cluster) after T1 (February start with E or F) or T3 (July start with E or F)</i></p> <ul style="list-style-type: none"> • the propaedeutic examinations must be completed (obtained 60 EC in first year program). • 30.0 EC of C- Cluster must have been obtained. <p><i>Study abroad threshold (E and-or F cluster) after T2 (February) or T5 (July)</i></p> <ul style="list-style-type: none"> • the propaedeutic examinations must be completed (obtained 60 EC in first year program). • 37.5 EC of C- and D-cluster must have been obtained. • All group work of C and D cluster is finished e.g. finalized International Enterprise 1- report and Research 1- report, presentation and participation. • Completed Intercultural Readiness • Completed SCC/ESK program (C- and D-cluster)
G-cluster	<p><i>Requirements for the G-cluster</i></p> <ul style="list-style-type: none"> • the propaedeutic examinations must be completed (obtained 60 EC in first year program); • 37.5 EC of C- and D-cluster must have been obtained; • finalized International Enterprise 1- report and Research 1- report, presentation and participation; • 22.5 EC of E-cluster must have been obtained; • Placement completed successfully; • completed Intercultural Readiness Check.
H-cluster	<p><i>Graduation internship threshold (H-cluster)</i></p> <p>Students must meet the following conditions before they can start working on their graduation internship:</p> <ul style="list-style-type: none"> • having completed the first year and second year program (120EC) • having successfully completed the placement and the minor (60EC) • AND • Having successfully completed GPR in the G-Cluster

3.3 How we educate and supervise

Professional education

The professional field – the future working environment of IB students – is a central point of focus in the IB programme. The programme is divided into Study Units, each with one central professional task or role. All professional tasks or roles are related to each other: together they form ‘the profession’ of the IB graduate.

In order to execute professional tasks and roles one needs knowledge, skills and a professional attitude. These competencies are described and laid down in the so-called Programme Learning Outcomes (PLOs) of the study programme. During the study programme students show that they have acquired all the competencies by passing the tests linked to the professional tasks and roles (for a more detailed explanation, see part 2, chapter 9).

Independent learning

The IB study programme teaches the student to carry out relevant professional tasks independently in both new and familiar situations. On top of that the student will need to continue to develop after graduation in his career, as an excellent IB graduate. During the study programme, therefore, the student will learn to an increasing extent to take control over the students' own learning process and will take more responsibility for the study process.

With this in mind the study programme distinguishes three study phases or levels:

- first year (propaedeutic year), level 1; low level of independency, low level of complexity
- main phase, level 2; level of independency or level of complexity is high
- graduation phase, level 3: high level of independency, high level of complexity

As the student progresses through the levels, the level of independency and responsibility increases, and direction given by lecturers decreases.

Also, the complexity of the professional tasks and the assignments become more demanding while the student makes progress through the programme. After all, coaching and working methods are aligned to the phase/level you are in.

Agility

Flexibility is an important principle at ISB. All students have at least 30 credits that they can devote to either specialising or differentiating in an area of their choice. We call this the minor. The minor gives you the possibility to focus on specific demands from the labour market and shape your own profile. Where possible, the IB study programme tries to support students' ambitions, wishes and needs. That is why the IB programme aims to be flexible at certain stages in the study programme. It enables the student to choose where to go on a placement and for studying abroad, the same applies to their graduation assignment. Furthermore, most Study Units are offered twice per academic year, enabling students to complete the study programme more flexibly^[1].

International Curriculum

Apart from language training, much attention is paid to international aspects within all courses.

Foreign Languages

International contacts require a good command of foreign languages. ISB recognises this and therefore pays great attention to foreign language training. Within the International Programmes one foreign language, apart from English, is compulsory in the first year. Dependent on the stream students choose in the main phase, foreign languages are compulsory or elective. Language learning, supported by Study and/or Placement Abroad, leads to a high proficiency in foreign languages, which is increasingly more important when applying for a job.

Studying Abroad (SAB)

Students have the possibility to study at a foreign university or business school. Study Abroad is regarded as a minor. The foreign universities and business schools at which programmes can be attended are always institutes with which ISB has a good relationship, so that students can study as exchange students.

Internship Abroad

Additional international experience is gained by carrying out a placement for a foreign company. ISB often assists with obtaining internships, so that the quality of the internships and good counselling during internship is guaranteed. Most internships are within Europe but it is also possible to do an internship in other continents. Students will often find the internship company themselves. Students are encouraged to carry out their internship and study abroad in different countries, one of which preferably is in the student's foreign language area.

Graduation Internship (GI)

Students of ISB carry out a Graduation Internship; in the case of IB students this should be with a company or a non-profit organisation, which operates internationally.

Three cultures principle

In accordance to the competencies and professional tasks, ISB requires a minimum of international experience during the degree programme: each IB student must have been exposed to at least two different foreign cultural backgrounds for one cluster each during the 4 years of IB. We therefore speak of the “three cultures principle”.

International Lecturers

Education without international lecturers or without teachers with international experience can never really be international education. ISB employs several international lecturers. Foreign guest lecturers are frequently invited to lecture on specialist or topical subjects.

International Students in Arnhem

A majority of the IB students come from abroad. ISB also offers students of partner universities the possibility to study in Arnhem for one or two semesters as exchange students. These exchange students followed courses from various international programmes. A majority of the students also come from abroad.

International Cooperation

ISB has been and is involved in a number of international cooperation projects throughout the world including research, curricula development and technology transfer. Internationalisation is impossible without extensive international contacts and therefore ISB is a member of a number of European networks (amongst them 'Socrates') in order to facilitate international cooperation, in particular the exchange of students and staff.

[1] This flexibility is not unlimited: there is a logical sequence in the structure of the study programme

3.4 Internships and/or workplace

The placement is an educational activity in which the student works in a professional context for five consecutive months. The level and contents of the activities must be attuned to the IB study programme.

When you start preparing for your work placement, you first need to register with the IB placement coordinator and discuss your initial ideas. He/she is responsible for approving the content of the work placement. Information about placements, such as procedures and requirements, can be found in the placement abroad manual on HAN Insite.

See Chapter 9: Study Unit Descriptions

After having registered with the IB placement coordinator, students who wish to do their placement abroad, can contact the International Placements for opportunities and advice about your placement. You can reach the officials via: InternationalOffice.Placements@han.nl

3.5 How the professional field is involved

Professional education

The professional field – the future working environment of IB students – is a central point of focus in the IB programme. The programme is divided into Study Units, each with one central professional task or role. All professional tasks or roles are related to each other: together they form ‘the profession’ of the IB graduate.

In order to execute professional tasks and roles one needs knowledge, skills and a professional attitude. These competencies are described and laid down in the so-called Programme Learning Outcomes (PLOs) of the study programme. During the study programme students show that they have acquired all the competencies by passing

the tests linked to the professional tasks and roles.

Our Professional Advisory Committee (PAC) consists of more than 10 representatives of the professional field of IB. They advise us on a regularly basis about developments in business.

3.6 Research groups and research centres

The world around us is changing rapidly both in terms of complexity and uncertainty in society. There is a growing demand for socially responsible and ethical professionals who are global citizens and are capable of coping with these factors. More than ever it is necessary to equip our students with competencies such as critical thinking, keen analytic and interpersonal skills and the ability to anticipate and initiate change as needed.

Effectiveness and innovation in the field can be promoted by collaboration between professionals, researchers, lecturers, and students.

As a university of applied sciences, we recognise the importance of the relationship between our research and the professional field. In *HAN Ambitions for 2016-2020* this is stated as follows: "We want to excel in the quality, intensity and impact of the connection we make between education, research and the professional field." Issues from the professional field are the foundation for research. Research contributes to the development of the professional, our programmes and of the economic and social development of our region.

Linking business and research

- Identify and address international business questions and issues in the regional business community
- Conduct applied research with students (in research projects, during placement and graduation assignments) in close collaboration with the professional field
- Bring (future) alumni and organisations together
- Ensure up-to-date programmes which reflect developments in international business.

Linking education and research

- Provide state-of-the-art knowledge on international business topics to students and lecturers
- Dissemination of acquired knowledge from research into the International School of Business programmes
- Keep current on affairs and trends in business internationally

3.7 Options in your degree course

Students following the IB curriculum as of February 2018 have the possibility to obtain a specialisation in four different domains: Marketing&Sales, Finance, Organisation&Change and Supply Chain Management.

In the main phase, students have the possibility to choose electives in the C-, D- and G-cluster.

In the minor students have the possibility to choose between Study Abroad, Minor programmes offered by ISB, and premasters at Dutch research Universities. In certain cases it is also possible to take a minor offered by other universities in the Netherlands. Permission must be granted by the Board of Examinors.

Students following the IB-curriculum that started before February 2018 have the possibility to obtain a specialisation in two different domains: Marketing & Sales and Organisation & Change. These students have the possibility to choose between Study Abroad and premasters at Dutch research Universities.

3.8 Quality assurance of the degree course

Quality is a top priority for the IB department. Not only continuous monitoring is important, but our students' experiences are also of great importance to us in designing and revising our curriculum. There are several ways for you to share your views as a student:

- during the **oral evaluations** that take place in the group meeting at the end of each semester,

where the programme director and/or quality assurance coordinator evaluate the study units together with students. The study units and lecturers are also evaluated in **written evaluations**. A study unit is evaluated at least once every two years;

- through the **degree committee**; This committee convenes at least six times a year. It not only has participation rights but also advises and has right of consent on matters such as the Teaching and Examination Regulations;
- by submitting a complaint to the **Complaints Committee (using an online complaints form on Insite)**. If you plan to submit a complaint, you must always first contact the lecturer concerned;
- by contacting the **IB academy manager**.

Quality of the degree programme is also monitored in the following ways:

- The **professional field** is an important factor for our degree programme. Through our professional advisory committee, professionals from the field share their views on the design of the programme, on how it can be better aligned with and meet the trends and demands in the professional field. They meet at least three times a year.
- The **Study Unit owners**, lecturers responsible for a study unit, regularly discuss matters together and with their team. They discuss matters such as the quality of the study unit, but also suggestions they receive from students and from the professional advisory committee.
- The **curriculum committee** monitors the quality of the overall degree programme as well as the results of the evaluations and external developments.

Accreditation

All HAN degree programmes are assessed every six years by an external panel of the Dutch Flemish Accreditation Organisation (NVAO). This accreditation is a national mark of quality and is a condition for legal recognition of the certificate of this degree programme at a national and international level. IB had a successful accreditation in November 2019.

External supervisor

External supervisors are appointed to monitor and assess the quality of the final assessment. Assessing the quality of the final assessment concerns in particular:

- the quality of exams and assessment.
- the quality of students (realisation of intended learning outcomes).
- the organisational quality of the final assessment.

4 The exit qualifications for your degree course and professional requirements

4.1 The professional field

At HAN University of Applied Sciences, study programmes whose contents have a lot in common are clustered in domains. The competencies developed by students in these study programmes are comparable and can partly even be the same. The domain competencies show both the cohesion within a domain and the differences between one domain and the other domains. Domain competencies are made more specific in the competencies per study programme and linking them to concrete professional tasks.

The IB programme is one of the study programmes within the Academy International School of Business (ISB). Students obtain Bachelor in Business Administration (BBA)

Activities typical for study programmes in the Bachelor Administration domain are, among others, managing and organizing, purchasing, marketing and sales management, negotiating, business communication, finance, supply chain management, working in an international context.

International Business programmes in the Netherlands provide their students with a truly international degree that meets the changing demands in the international and domestic labour market. IB degree courses also play a crucial 'leading' role in international higher education within the Netherlands, acting as an important example, source of inspiration and benchmark of internationalisation for all other Dutch-taught degrees in the Economic sector.

An IB graduate is able to operate within the wide spectrum of the international Business Administration domain. He or she has a set of interdisciplinary skills and a solid knowledge base, and is able to perform as an intermediary within various business domains. IB graduates are versatile and able to cope with changing job market requirements. IB professionals in small and medium-sized companies are often generalists with a wide range of duties, often in an international context. In larger, internationally operating companies or multinationals, they generally have a more specialist role; the list below gives examples of such specialisms or roles in the different functional areas (mentioned under the domain Tools for Working and Management in the list of Programme Learning Outcomes).

In Marketing &Sales:

- *Export account management, import account management, sales account management*
- *Internal sales/purchase department employee*
- *Marketing Management*
- *Product Management*
- *Communication, PR and Event management*
- *Online, social media Management*
- *Product/business development Management*
- *Foreign trade Advisor/Consultant*
- *Procurement Management*
- *Consultant*

In Finance:

- *Financial analyst*
- *Financial manager*
- *Financial specialist/advisor*
- *International treasury management*
- *Consultant*

In Supply Chain Management:

- *Logistics and inventory planning management*
- *Lean and material flow management*
- *Operations management*
- *Process Management*
- *Procurement Management*
- *Quality Management*
- *Consultant*

In Organisation & Change:

- *Process management*
- *Project management*
- *Business development and innovation management*
- *Business intelligence*
- *HR/ Recruitment*
- *Consultant*

Also, a growing number of students are choosing to start their own business and become entrepreneurs.
(Framework International Business, Sijben et al, 2017)

The IB programme:

- *Prepares for roles in international management, (sustainable) business, trade, commerce*
- *Is taught and assessed in English;*
- *Provides an International classroom; students and lecturers have diverse national backgrounds;*
- *Offers International experiences as part of the programme: study and internship(s) abroad;*
- *Places strong emphasis on skills: intercultural development, multidisciplinary thinking and ethical behaviour;*
- *Focuses on global economic, social and political developments;*
- *Provides solid knowledge of key business functions: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People;*
- *Offers the possibility to develop additional language skills (optional).*

4.2 Professional requirements

Not applicable

4.3 Exit qualifications

This section describes your exit qualifications at the end of the degree course. These exit qualifications are formally defined in the education and examination regulations.

When you graduate you conform with the exit qualifications of the degree course. In other words, you have certain (required) knowledge, understanding, skills and (if relevant) attitude, for the profession you have been educated for. The exit qualifications for your degree course are outlined below.

Nr.	Exit qualification	Description
WT1	Critical Thinking	Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.

Nr.	Exit qualification	Description
WT2	Innovation & Creativity	Create innovative ideas in a changing business environment systematically.
WT3	International Business Awareness	Analyse patterns in global macro-economic factors and policies that drive international trade and business development.
WW4	International Business Communication	Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.
WW5	International Business Communication	Optional: Use one or two additional languages to facilitate international business.
WW6	Collaboration	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
WW7	Management of Information as digital citizen	Produce management information from various data sources in an international business environment.
LW8	Personal & Professional Development	Express reflections on his personal development with the aim of personal growth.
LW9	Personal & Professional Development	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
LW10	Ethical & Social Responsibility	Formulate his own position concerning ethical and social responsibility in a professional environment.
LW11	Intercultural Proficiency	Mitigate the pitfalls of cultural differences in business and social contexts
LW12	Intercultural Proficiency	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
LW13	Intercultural Proficiency	Use appropriate verbal and non-verbal communication in an intercultural setting.
LW14	Intercultural Proficiency	Assess the effect of cultural differences upon organisational behaviour and strategic choices.
TMW15	Marketing & Sales	Develop a well-founded marketing plan to support the creation of value for international customers.
TMW16	Marketing & Sales	Use appropriate sales techniques in support of durable customer relationships.
TMW17	Marketing & Sales	Incorporate developments of the digital landscape in a marketing strategy.
TMW18	Finance & Accounting	Evaluate financial performance of the organisation from different stakeholders' perspectives.
TMW19	Finance & Accounting	Recommend financing possibilities in a dynamic international environment.
TMW20	Operations & Supply chain management	Evaluate the operations processes within and between organisations.

Nr.	Exit qualification	Description
TMW21	Operations & Supply chain management	Manage the operations processes within and between organisations.
TMW22	Organisation & People	Draft the strategic cycle of part(s) of the organisation (process and content).
TMW23	Organisation & People	Assess the impact of change on the organisation.
TMW24	Business Research	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.

The level of the exit qualifications is geared to the Dublin Descriptors. As a result, our degree courses are guaranteed to be at the correct national and international level. The degree certificates meet all legal requirements and are therefore comparable with and equal to similar degree certificates from other universities of applied sciences in the Netherlands and abroad.

1. **Knowledge and understanding:** graduates have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
2. **Applying knowledge and understanding:** graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
3. **Making judgements:** graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
4. **Communication:** graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
5. **Learning skills:** graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

5 Structure of a bachelor course at a university of applied sciences

This chapter gives a broad description of your degree course. Part 2 and Part 3 contain the rules and details.

5.1 Scope

A bachelor course at a university of applied sciences consists of a propaedeutic phase (also called the foundation year) and a post-propaedeutic phase (also called the main phase).

The scope of the degree course is represented in credits and study load. One credit is equal to 28 hours of study (this is an average indication). This is also stipulated in the Higher Education and Research Act.

Bachelor courses have a study load of 240 credits.

An abridged track also has 240 credits, but the total duration of the degree course is shorter due to exemptions for a specific group of students.

Transfer programme in cooperation with Christ University. Students from Christ University obtain 120 EC during their studies at Christ University and obtain 120 EC at IB. They graduate with an IB diploma.

5.2 Major and minor

Bachelor courses at HAN consist of a major and a minor. The major is your main specialisation, in which you develop your professional competences. The major consists of 210 credits. You also have the opportunity to deepen or to widen your knowledge, interests and capacities in a minor. A minor consists of 30 credits.

	Major	Minor	Total
Propaedeutic phase	60		60
Post-propaedeutic phase	150	30	180
Total	210	30	240

5.3 Propaedeutic and post-propaedeutic phase

The first year of your degree course is the propaedeutic phase. This phase has a study load of 60 credits.

The propaedeutic phase has three functions: an introductory function, a referring function and a selective function. These three functions are closely related. The propaedeutic phase gives you a good impression of the entire degree course.

1. It gives you insight into the content of the degree course. In that year you can decide for yourself whether the degree course matches your capacities and interests. This is the *introductory function* of the propaedeutic phase.
2. During this year you can decide whether to continue with the degree course. The study advice at the end of the propaedeutic phase helps with that decision. This is the *referring function* of the propaedeutic phase.
3. The propaedeutic phase has a *selective function*. This function is two-fold: on the one hand you decide whether you are suited to the degree course or not. On the other hand, the lecturers and examiners decide whether you are suited based on your study results. In doing so, they always consider the demands that will be placed on you in your future profession.

The propaedeutic phase is followed by the post-propaedeutic phase. In the post-propaedeutic phase, you go deeper into the material and work towards the exit qualifications of your bachelor course. Have you also passed all the exams in the post-propaedeutic phase? Then you conclude this phase and you have earned your bachelor degree. You receive your degree certificate.

6 Academic calendar

This chapter outlines the lecture days, lecture times and the holidays and lecture-free weeks.

6.1 Lecture days and lecture times

Timetables and holidays

Scheduled education takes place between 8.00 and 21.30. The days on which tuition and activities are planned are listed in the HAN annual calendar (see below).

The buildings are open from Monday to Friday. The opening hours differ for each location. See the annual calendar and Insite. The adjusted opening hours during holidays are also published on Insite.

The most recent version of the academic calendar can be found on the HAN Insite page for your degree programme > News > Academic calendar.

6.2 Holidays and lecture-free weeks

The calendar for this academic year can be found on HAN Insite.

It gives the lecture weeks and holidays. In addition, there are a number of lecture-free weeks. The lecture-free weeks may also contain study activities, such as a theme week, exams and modular exams. Keep this in mind.

7 HAN organisation

This chapter gives information about the HAN organisation. Here you also find information on participation, quality assurance and the facilities you as a student at HAN can use.

7.1 Schools

At HAN, the degree courses are divided over 14 schools.
Your degree course belongs to the School of International School of Business

7.2 Management and organisation of the school

HAN Insite gives information about the set-up, organisation and staff of your degree course, and about the school they belong to.

7.2.1 Board of examiners and examiners

The members of the board of examiners can be found on: HAN Insite > ISB > Board of Examiners

You can contact the board of examiners for your degree course via the board of examiners secretarial office. BoardofExaminers.ISB@han.nl

The members of the board of examiners are appointed by the HAN Executive Board.

The tasks and responsibilities of our board of examiners can be found in the Regulations of the Board of Examiners. These include additional rules regarding examinations and final assessments in so far as these are within the powers of the board of examiners. See also the Regulations of the Board of Examiners in Part 3 of this degree statute.

The board of examiners decides, among other things, whether you meet the conditions set out in the education and examination regulations. The board of examiners appoints examiners for each exam and modular exam. One or more appointed examiners administer that exam or modular exam and determine the results.

Other duties and powers of the board of examiners include:

- Assuring exam quality.
- Granting exemptions.
- Handling requests for an extra opportunity to take an exam or modular exam.
- Handling requests for adapted formats of exams and modular exams.
- Handling requests for flexible minors.
- Handling complaints.

You can find all the further rules on exams, modular exams and final assessments that apply to you in the education and examination regulations (see Part 2). You can also find rules on the organisation of exams, modular exams and final assessments in the Exam Regulations (see Part 3).

7.2.2 Participation and consultation

Below is a short overview of the HAN committees and councils. They discuss and also influence the policies and decisions made at HAN.

Degree committee

There is a degree committee for each degree course or group of courses. A degree committee consists of an equal number of staff members and students. The degree committee advises the course department about promoting and

guaranteeing the quality of the degree course. Each year it also evaluates the degree course's compliance with the education and examination regulations. The degree committee also has a right of consent and advisory rights. Through the degree committee, you can contribute ideas and make decisions about the curriculum and organisation of your degree course.

Would you like to become a member of the degree committee? You can request more information from degreecommittee.isb@han.nl. The degree committee has its own regulations (see Part 3).

School council

Each school has its own school council. This council has the right to discuss all matters concerning the school and to ask the dean about these matters. The council also has the right to be consulted on school policies. The school council gives you the opportunity to contribute ideas and decide on school policies.

Would you like to know more about the school council? Contact the school council secretarial office: AcademyCouncil.ISB@han.nl

Participation council

The participation council allows staff and students to participate at HAN level. This council has a right of consent on certain aspects of policy, on the main features of the institution budget, the general applicable part of the education and examination regulations and more. The participation council has an equal number of students and staff. The participation council deals with general HAN policy.

Would you like to join the participation council? You can ask for more information from the secretarial office for the participation council: secretariaat.mr@han.nl. Would you like to learn more about the participation council? Go to <https://www.han.nl/over-de-han/organisatie/bestuur/medezeggenschap/index.xml>.

7.3 Student facilities

7.3.1 Support

As a student, you can rely on good coaching during your academic career. Within your degree course, you and your study coach look at what coaching you need, your study progress and your career development. We look at your talents, ambitions and support needs. In addition to the coaching offered within your degree course, you can use the services offered by HAN Study Success. This is a team of experts who work together on one goal: your growth as a student.

HAN Study Success

As a student, you can contact HAN Study Success for support, advice, training and coaching. This is a network of experts in various areas of student supervision. They have expertise in:

- Study skills, language skills and personal development.
- Degree transfers and study delays.
- Psychological support.
- Student, finance, financial support funds and support and questions about finances.
- Studying with a disability, chronic illness or pregnancy.
- Course selection and further studies.
- Various statutory and university of applied sciences regulations.
- Complaints, objections and appeals procedures.
- Studying as an elite athlete.
- Purpose and spirituality.

Visit HAN Study Success for more information and contact details.

I: https://www1.han.nl/insite/studiesucces/home_opl.xml?

HAN Language Centre

HAN Language Centre can help you with all your language and translation needs. You can also sign up for various language courses, coaching sessions or workshops. HAN students receive a discount on all foreign language courses.

At HAN Language Centre you can also take a writing or spelling course. There is also a special course (in Dutch) for students with dyslexia. The courses are intended for both Dutch and international students.

T: (024) 353 03 04

E: talencentrum@han.nl

I: <https://hanuniversity.com/en/about-us/han-organization/business-units/language-centre/index.xml>

Confidential counsellors

At HAN we treat each other respectfully. Unfortunately, incidents can occur in which you as a student or staff member have to deal with unacceptable and/or disruptive behaviour. If this happens, contact one of the confidential counsellors to discuss what you can do about it. You can choose which confidential counsellor you speak to. More information and the contact details of the confidential counsellors can be found on HAN Insite:

<https://www1.han.nl/insite/rondomhetwerk/Vertrouwenspersonen.xml?>

Complaints and Disputes Office

Do you have a complaint, dispute, objection or appeal? The first step is to try to work it out together, possibly with the support of the study coach. If this does not help, you submit a complaint to the Complaints and Disputes Office. The Complaints and Disputes Office ensures that complaints and letters of appeals are delivered to the right persons within the HAN organisation. The office also takes care of the secretarial duties of the Examination Appeals Board.

E: Bureau klachtengeschil@han.nl

T: 026-3691504

A: Verlengde Groenestraat 75 Nijmegen / Postbus 6960, 6503 CD NIJMEGEN

I: [Klacht en bezwaar \(han.nl\)](https://www1.han.nl/insite/klacht-en-bezwaar/han.nl)

Ombudsman

Do you have a complaint that does not fall under the existing complaints and appeals procedures? Then you can turn to an independent ombudsman. The ombudsman has a mediatory role.

The position is vacant at the moment. Discuss your complaint with one of the confidential counsellors. You can also go to the Complaints and Disputes Office

7.3.2 Information facilities

Student Affairs Enquiry Desk

Do you have questions about your degree course? For example, about enrolment, payment of tuition fees, examinations, lecture timetables or the study information system (SIS)? You can ask the staff at the Student Affairs Enquiry Desk. Find out more about this on <https://hanuniversity.com/en/study-and-living/studying-at-han/index.xml>.

Study and Multimedia Centres

The Study and Multimedia Centres offer a physical library collection at diverse HAN locations. The locations also have places to study and quiet zones.

On the website www.han.nl/studiecentra you can find the digital collection, which you can also consult at home. Here you can also find study materials for the Information Skills lessons.

More information about the services, opening hours and contact details can be found on the website of the Study and Multimedia Centres: <http://www.han.nl/studiecentra>

HAN Information Centre

The staff at the HAN Information Centre can tell you everything about degree courses, forms of collaboration, promotional activities and the organisation of the entire HAN.

Opening hours: Monday to Friday 9.00 - 16.30 (until 15.00 during holidays)

I: <http://www.han.nl/contact>

International Office

HAN is also active internationally. The activities are extremely varied. For example, the International Office works on internationalisation of the curriculum, expanding the international network of partner universities, studying abroad for HAN students and lecturer exchanges. International Office also coordinates HAN's efforts in three important internship projects for community work in South Africa, India and Curacao. Finally, the International Office offers practical support regarding scholarships (including Erasmus+) and filling in forms such as the Learning Agreement. The International Office is also the first point of contact for international students. The International Office is located in Arnhem (Ruitenberglaan 31) and Nijmegen (Kapittelweg 33). Drop by to ask your questions or visit the Insite page of the [International Office](#).

I: https://www1.han.nl/insite/internationaloffice/home_opl.xml? (NL)

I: https://www1.han.nl/insite/internationaloffice_english/home_opl.xml (EN)

7.3.3 Other facilities and services

Sports facilities

As a HAN student you can purchase a sports card. This allows you to use the sports facilities of HAN Seneca (the HAN centre for sport and health), the sports facilities of the Arnhem council and the sports facilities of Radboud University Nijmegen.

For more information, see:

I: <https://www.han.nl/studeren/voltijd/tijdens-je-studie/naast-de-studie/sporten/index.xml>

HAN Employment

HAN Employment mediates between employers and jobseekers doing a work-study or part-time degree course. HAN Employment also publishes vacancies for alumni.

HAN Employment offers companies the opportunity to post vacancies on the job bank.

Students doing work-study and part-time degree courses are offered training sessions (SollicitatieBoost) and network sessions (Meet & Match).

I: www.hanemployment.nl

Entrepreneurship

Students with entrepreneurial ambitions can come here for coaching/starter supervision, entrepreneurship education, help in applying for financing, networking and entrepreneurial events. You can also contact the centre about doing an internship or graduation assignment in your own company. And HAN offers various minors on entrepreneurship.

I: www.han.nl/ondernemerschap

Health and safety for students

Would you like to know more about the rules for safe and healthy work practices at HAN? Or do you want to know which resources we have in this area? Go to the special page for students on Insite Arbo:

https://www1.han.nl/insite/pz_new/arbo/content/Studenten.xml?sitedir=/insite/pz_new/arbo.

PART 2 Education and Examination Regulations

1 About the education and examination regulations

These education and examination regulations are included in the degree statute that apply to your degree course. The education and examination regulations are adopted each academic year. The education and examination regulations cover the education, exams, modular exams and final assessments for your degree course and your rights and obligations.

1.1 Term and definitions

The terms and definitions used in these education and examination regulations are given below.

The Dutch term is given between brackets.

School (<i>academie</i>)	An organisational unit with interconnected degree courses, research and knowledge services.
Graduation specialisation (<i>afstudeerrichting</i>)	A specialisation within a degree course as defined in the education and examination regulations.
Assessment criteria (<i>beoordelingscriteria</i>)	Clearly defined and unambiguous standards that can be used to give a motivated assessment of whether and to what extent a student meets the required level of knowledge, understanding and skills and (if relevant) attitude assessed in an exam or modular exam.
Assessment dimensions (<i>beoordelingsdimensies</i>)	Assessment dimensions give a global description of the aspects on which a student's performance and/or the resulting products should be assessed. These descriptions need to be global because the assessment dimensions should apply to any type of student performance that demonstrates their qualification.
Professional task (<i>beroepstaak</i>)	A meaningful, complete task as carried out in all its complexity by a professional practitioner in an actual professional setting with all its complexities.
Professional requirements (<i>beroepsvereisten</i>)	Well-defined qualifications regarding the knowledge, understanding and skills and (if relevant) the attitude a student needs to carry out the profession they are studying for.
BRIN number	The Basisregistratie Instellingen (BRIN) is a database for educational institutions that is published by the Dutch Ministry of Education, Culture and Science. It contains all schools and related institutions. Each educational institution is identified in the database with a number. The BRIN number for HAN is 25KB.
Examination Appeals Board (<i>College van Beroep voor de Examens</i>)	This is the board referred to in article 7.60 of the Higher Education and Research Act. The board deals with appeals submitted by students against decisions made by HAN. The Regulations for the Examination Appeals Board are included in the HAN Student Charter.
CROHO	CROHO is the central register for degree courses in higher education.

D-stream (<i>D-stroom</i>)	This is a customised study programme that has the same exit qualifications, assessment dimensions and assessment criteria for units of study as the regular stream (A-stream). It allows a student to following their own study track in continuous consultation with examiners, lecturers and classmates.
Exit qualifications (<i>eindkwalificaties</i>)	Well-defined outcomes regarding the knowledge, understanding and skills and (if relevant) the attitude a student should acquire by the time they complete their degree course.
Recognition of Prior Learning (<i>Erkenning Verworven Competenties - EVC</i>)	Recognition of prior learning gained outside the degree course that leads to a Certificate of Prior Learning from the Nationaal Kenniscentrum EVC, the national research centre for the recognition of prior learning. Recognition of prior learning can lead to exemption from exams and modular exams for unit(s) of learning outcomes or unit(s) of study that focus on the competences already gained through the prior learning.
External student (<i>extraneus</i>)	A person enrolled at a university of applied sciences or university who can participate in exams, modular exams and final assessments but not in the education or supervision.
HAN	HAN University of Applied Sciences This abbreviation is used in internal documents to improve the readability of documents.
Honours programme (<i>honoursprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. An honours programme has an additional study load of 22.5 credits or more.
Head examiner (<i>hoofdexaminator</i>)	Appointed by the board of examiners as the head examiner responsible for the results of examination and assessment in cases where more than one examiner has been appointed for an exam or modular exam.
Degree format (<i>inrichtingsvorm</i>)	The manner in which a degree course is organised: full-time, part-time or work-study.
Elective unit of study (<i>keuze-onderwijseenheid</i>)	A unit of study that can be chosen from two or more elective units of study. Once selected, the unit of study becomes part of the student's study programme and final assessment. The exams and modular exams for the non-mandatory units of study that the student did not select do not need to be taken for the degree certificate.
Learning outcome (<i>leeruitkomst</i>)	A measurable result of learning experiences.
Exams taken independently of the standard programme (<i>leerwegaafhankelijk tentamen</i>)	An exam or modular exam that the student can take without having participated in the educational activities linked to that exam or modular exam.
Major	The core 210 credits of a bachelor course. During the major a student acquires the qualifications needed to graduate for a university of applied sciences bachelor degree and meet the professional requirements.
Minor	The part of the post-propaedeutic phase of the bachelor course that is aimed at specialisation or differentiation. The minor has a study load of 30 credits.

Module	An internally coherent and to some extent independent part of the part-time and work-study degree course. A module consists of one or more units of study and is aimed at a realistic cluster of qualifications derived from professional practice.
Module certificate (<i>modulecertificaat</i>)	Written statement by the board of examiners that a student has successfully completed a module in the part-time or work-study degree format.
Unit of study / study unit (<i>onderwijsseenheid</i>)	A basic unit of HAN education that is aimed at achieving clearly defined objectives in terms of knowledge, understanding, skills and (if relevant) attitude. These are assessed in an exam and awarded a certain number of credits.
Degree committee (<i>opleidingscommissie</i>)	The statutory public participation body as referred to in article 10.3c of the Higher Education and Research Act, which is responsible for e.g. guaranteeing the quality of the degree courses listed in Part 2, chapter 1.
SIS	The HAN study information system.
Student	A person enrolled as a student in a degree course at HAN with the aim of participating in education, exams and modular exams.
Study career coach (<i>studieloopbaanbegeleider</i>)	A staff member responsible for the study coaching of one or more students.
Study load in hours (<i>studiebelastinguur</i>)	A unit of 60 minutes that is spent on study and is used to measure the study load of each unit of study.
Academic year (<i>studiejaar</i>)	The period starting on 1 September and ending on 31 August of the following year.
Credit (<i>studiepunt</i>)	One credit is equal to 28 hours of study (this is an average indication).
Study progress requirement (<i>studievoortgangsnorm</i>)	The standard that the course department sets and that the student must meet in order to receive positive study advice.
Talent programme (<i>talentenprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. A talent programme has an additional study load of less than 22.5 credits.
Exam (<i>tentamen</i>)	A test of the student's knowledge, understanding, skills and (if relevant) attitude in conjunction with each other. Also, the assessment of the results of that test. The exam is the concluding component of a unit of study or unit of learning outcomes.
Exam opportunity (<i>tentamengelegenheid</i>)	An opportunity offered in the degree course to sit for an exam or modular exam.
Exam sitting (<i>tentamenmoment</i>)	The sitting/time at which an exam or modular exam is administered/held.
Track with special feature (<i>traject met bijzondere eigenschap</i>)	A degree track that distinguishes itself from the standard track because of a different duration, intensity, language or format. In all cases, the study load and the qualities in the area of knowledge, understanding and skills that a student has to acquire by the end of the track are the same as those of the degree course.

Exemption (<i>vrijstelling</i>)	A decision made by the board of examiners that a student does not have to take the exam(s) relating to one or more specific units of study. This decision is based on the board's opinion that the student already sufficiently masters the required knowledge, understanding, competences and/or skills and (if relevant) attitude.
Higher Education and Research Act (<i>WHW</i>)	Higher Education and Research Act (in Dutch: <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>).

Other terms and definitions have the meanings given to them in the national laws and regulations.

1.2 Which degree courses do these education and examination regulations apply to?

These are the education and examination regulations, as defined in article 7.13 of the Higher Education and Research Act, for the following HAN bachelor course(s):

Degree course	Degree format	CROHO number	Degree after graduation
B International Business	Full-time	30029	Bachelor of Business Administration

1.3 Which education and examination regulations apply to you?

At HAN, the education and examination regulations are renewed every year. This does not mean everything changes each year. Generally only a small number of changes are made to the study programme and the organisation.

These education and examination regulations apply to the 2021-2022 academic year, so from 1 September 2021 to 31 August 2022.

This means that during this same period these regulations also apply to students who started their degree course on 1 February 2021, or who will start their degree course on 1 February 2022. It also means that students who start their degree course on 1 February have two different education and examination regulations in their first year.

Amendments to the education and examination regulations do not apply to events or matters in the past, but only to the new academic year. Special rules may apply when switching from 'earlier' education and examination regulations to new education and examination regulations. These rules can be found in the transition regulations: Part 2 chapter 11

In exceptional cases to the education and examination regulations must be amended during an academic year. Amendments can only be made during an academic year if this is reasonably necessary and does not disadvantage the students. Transition regulations may also apply in these cases: see Part 2, chapter 11.

In cases not provided for in these education and examination regulations, the dean will decide. If a case is subject to the authority of the board of examiners, a decision will be made by the chair of that board of examiners. Those with an interest in the decision will be informed of that decision within four weeks.

2 Regulations concerning admission

The rules concerning application, admission, education requirements, selection and enrolment can be found in the Enrolment Regulations: www.han.nl.

This chapter contains rules that apply specifically to the deficiency exams, the 21+ entry assessment and the extra, personal contribution that may be requested in certain cases.

2.1 You do not meet the additional education requirements (deficiency)

2.1.1 You have a HAVO or VWO diploma, but do not meet the additional education requirements

Do you have a HAVO or VWO diploma, but not with the profiles, subjects or course components required for the degree course based on ministerial regulations? In that case, you can take one or more deficiency exams at the level of the HAVO exams. The following deficiency exam(s) are used for the degree course:

The entry assessment will include at least one the following components and requirements:

- English;
- Mathematics;
- Economics.

You can only start the study course if you pass the entry assessment.

2.1.2 Enrolment based on another diploma, but you do not meet the additional education requirements

Are you exempted from the education requirements because you have already earned an associate, bachelor or master degree, or because you have earned a diploma designated as at least equivalent according to a ministerial regulation or a decision by or on behalf of the Executive Board? Then you are NOT exempted from the (special) further prior education requirements (the required profiles, subjects or course components established by a ministerial regulation). That is why you still have to take the deficiency exams.

You may only be enrolled in the degree course if you have passed the deficiency exam(s).

The following deficiency exam(s) are used for the degree course:

- English;
- Mathematics;
- Economics.

You may only be enrolled in the degree course if you have passed the deficiency exam(s).

2.2 You do not meet the legal education requirements: 21+ entry assessment

The enrolment regulations contain the cases in which you are allowed to do a 21+ entry assessment, and the procedure for this assessment.

The entry assessment includes the following components and requirements:

sufficient English proficiency to start the degree course;

- English;
- Mathematics;
- Economics.

2.3 Employment requirements for part-time degree course(s)

Not applicable

2.4 Workplace-learning agreement for the work-study degree format

Not applicable

2.5 Extra contribution

If you are participating in the minor in Latin American Business Studies, you will be asked to contribute to the costs of flights and hotel. The costs may vary per semester (approximately €1500,-). The price specification is available before application.

HAN may grant you financial compensation for these costs if you would otherwise not be able to enrol because you lack the funds. You can contact campus counselor to apply for this financial compensation.

Please note: costs for learning resources and other materials you need to purchase for the degree course do not fall under the extra contribution described here.

3 Description of the degree course

In this chapter you can read about the format in which the degree course is offered, where it is taught and how it is structured. You can also read what the study load is for the degree course and what options there are to do a special track within the degree course. This chapter contains a general description. Part 2, chapter 9 describes the exact content of the degree course.

3.1 Structure and formats of the degree course

3.1.1 Structure of the degree course

The degree course consists of a coherent set of study units.

The study load of a degree course is represented in credits. One credit is equal to 28 hours of study (this is an average indication).

The bachelor course has a study load of 240 credits, of which 60 are in the propaedeutic phase and 180 in the post-propaedeutic phase.

The degree course is divided into a major and a minor. The major and minor have a combined study load of 240 credits.

The purpose of the major is for you to gain the qualifications you need to earn a bachelor degree at a university of applied sciences, so you have the entry-level qualification to practice your profession. The qualifications are determined in the descriptions of the education in Part 2, chapter 9.

The aim of the minor is specialisation and/or differentiation. See also Part 2, chapter 4.

Each academic year is structured so it contains a scope of 60 credits.

You can take your degree course in the following formats:

Full-time

At location: Arnhem.

3.1.2 Structure of the work-study degree format

Not applicable

3.2 Degree tracks

3.2.1 Standard track

The standard track of the bachelor course is English-taught. It comprises 240 credits, divided over 4 years of study, which means 60 credits each year.

The degree course is made up of units of study worth at least 2.5 credits.

3.2.2 Tracks, units of study, modules and minors in an other language

The degree course only has a main English format.

3.2.3 Tracks with special features

- An abridged track.

3.2.3.1 Fast track

Not applicable

3.2.3.2 Abridged track

The study load for the abridged track is 240 credits. The track is referred to as 'abridged' because of the exemptions that are granted and make it possible for the degree course to be completed in less than 4 years.

You can do an abridged track if you have:

- a related MBO-4 diploma,
- a related associate degree (see 3.2.3.3),
- a degree certificate from a university of applied sciences or university or a statement of related exams taken at a university of applied sciences or university that make you eligible for the exemptions needed for the abridged programme.

The following conditions also apply:

For conditions please check appendix 1.

3.2.3.3 Abridged track from associate degree to bachelor degree

Not applicable

3.2.3.4 Track for elite athletes

Not applicable

3.2.3.5 D-stream

Not applicable

3.2.3.6 Combined track

Not applicable

3.2.3.7 Other special tracks

Not applicable

3.3 Options in your degree course

The degree course offers you the following options within the course:

- participation in the minor (see Part 2, chapter 4)
- participation in elective units of study
- participation in a graduation specialisation

3.3.1 Elective units of study

There are a number of times during the degree course when you can choose between different units of study, up to a maximum of 10 credits. For your degree course, this maximum is 10 credits Part 2, chapter 9, describes which units of study you can choose from.

Enrolment for Electives is done via Alluris.

Electives are Study Units that can be chosen in the C-, D-, and G-cluster.

Once having chosen an Elective, this Study Unit is part of the curriculum of the student and needs to be completed

(ECs achieved) to get the degree.

Furthermore there are two mandatory Study Units in the main phase (Business Trends and Personal Skills) that can be completed by choosing appointed Electives. Chapter 9 stipulates which Electives are available. An Elective can be appointed as part of Business Trends or Personal Skills. This is stipulated in the Study Unit Description of the Elective.

3.3.2 Graduation specialisation

Before the end of the C-cluster students must have chosen their specialisation.

You can choose one of the following graduation specialisations:

Students starting in A-cluster as of February 2018 have the possibility to obtain a specialisation in four different domains:

- Marketing & Sales or,
- Finance or,
- Organisation & Change or,
- Supply Chain Management.

It is also possible not to specialise. In this case you get a diploma without specialisation.

Students that started before February 2018 have the possibility to obtain a specialisation in two different domains:

- Marketing & Sales or,
- Organisation & Change.

It is also possible not to specialise. In this case you get a diploma without specialisation.

Part 2, chapter 9, (9.2 and 9.4) describes the graduation specialisations, with the corresponding study units, exams and modular exams, and modules. The "admission requirements" for the graduation specialisation are also stipulated here.

3.4 If the content or structure of your degree course changes

We regularly change or update components of the study programme so we can guarantee the quality of the degree course and the value of your degree (certificate). This means the education and examination regulations for a following academic year may contain changes to the study programme you will be doing.

Changes to the study programme can have certain consequences. If you fall behind in your studies, for example, you may need to pass a different exam or modular exam than you initially thought. A change may also mean an exam or modular exam is still offered, but you can no longer follow the educational activities for that particular component.

A change cannot mean that units of study or exams or modular exams you have already passed no longer count towards your final propaedeutic or bachelor assessment. The law only allows this in highly exceptional cases.

The transition regulations in Part 2, chapter 11, stipulate where needed how this works for each change made to the study programme.

4 Minors

4.1 The minor

The aim of the minor is specialisation and/or differentiation. A minor has a study load of 30 credits and consists of one or more units of study or units of learning outcomes.

The minor is part of the post-propaedeutic phase. This chapter explains how the minors are offered and how you can get approval to take a minor of your choice.

You can choose between a HAN minor or a flexible minor.

4.1.1 HAN minors

The quality of all minors offered by HAN is assessed by the HAN minor committee. Not all minors are open to all students. Access depends on the target group, the entry requirements for the minor and the time at when these are offered.

The minors offered by your degree course are described in Part 2, chapter 9.

You can also choose a minor from another HAN degree course. You can find the overview of HAN minors and their entry requirements here: www.minoren-han.nl.

If you choose a HAN minor, you will need approval from the board of examiners for your degree course. The board of examiners determines whether the minor is suitable for your degree course, fits within the professional profile and has the right level (differentiation/specialisation in the post-propaedeutic phase and whether the minor overlaps with the major part of your degree course). HAN minors offered by your own degree course or a different HAN degree course are listed in the minor overview on www.minoren-han.nl. The minors that are suitable for your degree course have already been approved by the board of examiners. The list of minors approved by the board of examiners for your degree course can be found at HAN insite, at the web page of the Board of Examiners.

You can enrol for these via the study information system (SIS).

Capacity limits may apply for HAN minors. You can find the descriptions for the minors in Part 2, chapter 9 of this statute or the statute for the degree course offering the minor.

4.1.2 The flexible minor

A flexible minor is a minor that you:

- take at another educational institution;
- have composed from parts of minors or other units of study or units of learning outcomes at one or more HAN schools or at another educational institution;
- complete by doing a module offered in either a part-time or work-study course at HAN or another institution of higher education.

Minors from other universities of applied sciences and universities in the Netherlands can be found on 'Kies op maat', www.kiesopmaat.nl. This website lists the minors and explains how you can enrol.

If you want to do a flexible minor, you need approval from the board of examiners for your degree course. The study career coach will assist you in your application.

The board of examiners will assess your application within 6 work weeks.

Your application will be assessed based on following criteria:

- whether the minor fits within the professional profile for the degree course.

- whether the minor does not overlap with the major.
- whether the minor has the right level (post-propaedeutic phase).
- whether the minor has sufficient specialisation and/or differentiation.
- whether the quality of the exam, modular exams and assessment in the minor is sufficient.
- whether there is sufficient coherency between the separate units of study.

If the board of examiners judges that the minor meets these criteria, they will give you approval to take the minor. When they do this, they also appoint the examiners.

For more information and the application form, go to HAN Insite:

I: <https://www1.han.nl/insite/en/students/panelnav.xml/minors-theme-routes/>

You can also do your minor by studying abroad for a period. If you choose a minor abroad for your degree certificate, the board of examiners of your degree course will give its approval based on the same criteria. Are you interested in doing a minor abroad? You can contact the coordinator for internationalisation for your degree course or you can contact the International Office.

4.1.3 Exemption for the minor

You can submit an application to the board of examiners for an exemption from the exams for a minor if you have successfully passed the minor elsewhere, you have earned credits for units of study that could jointly form a minor, or you have a statement with a recognition of prior learning that could be recognised as a minor. The board of examiners decides on these applications within six weeks, based on the criteria listed in Part 2, chapter 8.

5 Extra educational components

5.1 Possibilities for extra educational components

As a student you can take one or more extra programmes, modules or units of study or units of learning outcomes at HAN. If you choose to do this, you will be expanding your study load. You can do this by taking one of the following at HAN:

- one or more extra units of study or units of learning outcomes;
- an extra module;
- an extra minor;
- an honours programme or talent programme and/or;
- a bridging programme (or part of a bridging programme) for a related master course.

Capacity limits may apply for participation in an extra unit of study or unit of learning outcomes, an extra module and an extra minor, and may mean priority is given to the students from the corresponding degree course.

If you would like to do extra educational components, please contact your study career coach.

You do not need approval from the board of examiners to participate in an extra unit of study, an extra module or an extra minor.

5.2 Honours programme

Not applicable

5.3 Talent programme

Not applicable

5.4 Bridging programme

A bridging programme is an extra study programme that allows you to continue your studies in a related master degree course at a university of applied or university .

Part 2, chapter 9 describes which units of study and which exams or modular exams comprise the bridging programme, as well as how your degree course helps students continue their studies in a master degree.

Your degree course does not offer a bridging program, but you can follow the following bridging programs in collaboration with other educational institutions:

- Bridging programmes at Tilburg School of Economics and Management;

A bridging programme (30 EC) will be granted as a Minor.

Do you need more information? Please contact your SSCC.

6 Study advice

In this chapter you can read about the study advice you are given, and why and when you get this. Study advice can be positive, negative, or binding negative. If you receive binding negative study advice, your enrolment for the degree course ends and you have to stop your studies in that degree course. You are allowed to enrol for a different degree course. This chapter covers your rights and the different types of study advice.

6.1 Why do you receive study advice?

The aim of the propaedeutic phase of your studies is to familiarise yourself with the degree course and the related profession. The propaedeutic phase also gives you an idea of whether you are suited to that profession and can expect to complete the degree course successfully.

HAN is legally required to give every student study advice.
This advice may and is only issued once.

Personal circumstances play a role in the decision about your study advice. You need to report any such circumstances to your study career coach as soon as possible for confidential registration.

In section 6.7 you can find more rules about these personal circumstances.

6.2 Which kinds of study advice can you get?

You can get the following study advice:

- Positive study advice
Positive study advice means you are likely to complete your degree course successfully.
- Negative study advice
Negative study advice means you are not likely to successfully complete the degree course or only with a great deal of difficulty and effort.
- Binding negative study advice
Binding negative study advice means you have to stop your studies. This is stipulated in section 6.8.

6.3 When do you get positive, negative or binding negative study advice?

You get positive study advice if you meet the study progress requirement. The study progress requirement is included below.

If you do not meet the study progress requirement, you receive (binding) negative study advice. Binding negative study advice means you are not allowed to continue your studies for the degree course in which you are enrolled. Your enrolment will automatically be terminated. See further sections 6.8 and 6.9.

Please note: you can only receive binding negative study advice if the degree course has met a number of conditions. These conditions are listed in section 6.6. If these conditions are not met, the degree course may give you negative study advice, but not **binding** negative study advice.

Study progress requirement

You meet the study progress requirement if you:

- earned 45 credits or more in the propaedeutic phase, **and** have passed at least the following exams: AEN English Study Unit.

Did you start the degree on 1 February? Then you will receive the study advice after the first 1.5 years of enrolment, but no later than the month of July. In this case you need to have obtained 52,5 EC and a pass for the AEN Study Unit.

Credits based on exemptions

Credits received for exemptions weigh just as heavily as credits for exam results achieved at HAN.

Termination of enrolment before sixth month after start of degree course

If you request termination of enrolment before the sixth month of starting your degree, you will not receive study advice. If you then re-enrol for the same degree course, your study advice will be determined in the same way as for all first-year students in that degree.

Termination of enrolment in the last five months of your first year of enrolment

If you submit a request for termination of enrolment during the last five months of your first year of enrolment, you may still be given binding negative study advice within that academic year before your enrolment is actually terminated.

6.4 Who issues the study advice?

Binding negative study advice is always given by the academy manager or 1st year coordinator issues the warnings and the positive or negative study advice.

You may always ask for more information if you do not agree with the advice you receive. You ask the person or course department who gave the advice.

You can also always ask a lecturer, study coach or mentor for informal advice.

6.5 When is study advice given?

You receive study advice before the end of your first year of enrolment in the propaedeutic phase or before you pass the final propaedeutic assessment.

Advice – whether positive, negative, or binding negative – may only be given once and at one specific time.

Did you start the degree course on 1 February? Then you will receive the study advice no later than the month of July in the next academic year .

6.6 Requirements for issuing binding negative study advice

Binding negative study advice is not legal until it meets the following requirements:

1. The 1st year coordinator or the senior study career coach gave you an official written warning well ahead of time; this may be:

- After term 2 if you have not yet earned/passed 22.5 credits
- After term 3 if you have not yet earned/passed 30 credits

2. When deciding about binding negative study advice, 1st year coordinator does not only consider the number of credits you obtained and your study results, but also the circumstances mentioned in section 6.7.

3. HAN offered you the study coaching and study facilities as described in Part 2, chapter 7.
4. You were given the opportunity to be heard before the 1st year coordinator.

6.7 Personal circumstances and study advice

The following personal circumstances are considered:

- long-term or chronic illness of the student;
- physical, sensory or other disabilities of the student;
- pregnancy of the student;
- special family circumstances;
- membership in the participation council, sub-council, student committee or degree committee;
- membership on the board of a student organisation of some size with complete legal capacity, or a comparable organisation of some size that promotes general social interests and actively develops activities for this purpose, and other circumstances in which you develop activities for the purposes of the organisation and board of the institution. You need to demonstrate that you spend a considerable amount of time on these activities each year;
- other circumstances, including the general impression your lecturers have of you (hardship clause).

Do you have personal circumstances that affect your study results? Discuss these with your senior study career coach. They will handle your information with strict confidence.

The 1st year coordinator decides that binding negative study advice is unreasonable, they will postpone the study advice, but for no longer than one academic year.

6.8 What are the consequences if you have to stop the degree course?

Have you received binding negative study advice? HAN will end your enrolment for the degree course in the manner stipulated in the enrolment regulations.

The senior study career coach will recommend another degree course that is as suitable as possible. You are allowed to enrol in a different degree course.

Once your enrolment has been terminated, the following rules apply:

- During the following three years or until you submit a request to the senior study career coach for re-enrolment and that request is approved, you cannot enrol as a student or as an external student at HAN for the degree course that issued you the binding negative study advice. This applies to all degree formats: full-time, part-time and work-study.

6.9 Appeal

You can submit an appeal against binding negative study advice with the HAN Examination Appeals Board within 6 weeks.

You can read how to do this on HAN Insite under Complaints and Disputes Office:

<https://www1.han.nl/insite/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/>

7 Study coaching and study facilities

The learning objective and basic principle at HAN is that you are responsible for your own learning process.

We also want you to feel acknowledged, during your entire time as a student. You are entitled to good study coaching. Each degree course offers support for this. If needed, HAN can also offer you academic, psychological and financial support. The HAN Study Success network offers you support for successful study progress.

7.1 What does HAN offer to assist you with your studies?

HAN offers facilities that enable you to do well in your studies. Examples of these are:

1. facilities for students with a disability;
2. facilities for pregnant students and students with informal care tasks;
3. special support for international students;
4. special support for students from minority groups.

HAN Study Success offers support for successful study progress. Students who need this can get extra support. You can contact your study career coach or HAN Study Success for more information about the facilities and coaching offered at HAN. See also Part 1, chapter 7

In addition to the general facilities, your degree course also offers at least the following facilities:

1. study coaching as described below;
2. two exam opportunities each academic year;
3. two exam opportunities before binding negative study advice is given.

7.2 How is study coaching organised?

The study coaching starts with the introduction to the study career coach meetings. Furthermore, study coaching is integrated in the curriculum as part of the units of study.

Study career coaching (at International School of Business: Personal and Professional Development) aims to provide students with guidance during their studies. The focus is on achieving results, on working on personal development and on preparing for a career in business. The learning outcome and principle of the coaching is that a student takes responsibility for his or her own learning process.

In the first two years of study the student is coached by a study career coach. Study career coaching takes place both in groups of students and individually.

In the third and fourth year of study, study career coaching is provided by a senior study career coach. Study career coaching in this stage is given to students individually.

8 Exams and final assessments

This chapter sets out the exams, modular exams and final assessments for your degree course.

8.1 Coherent set of units of study

The degree course consists of a coherent set of units of study. These are defined and described in Part 2, chapter 9. Each unit of study has a related exam.

An exam can consist of two or more modular exams that have a predetermined weight factor and jointly determine the grade for the exam of the unit of study.

8.2 Exam

The result of an exam for a unit of study is used to determine whether the student has the knowledge, understanding and/or skills and (if relevant) attitude required to successfully complete that unit of study. The **learning outcomes and assessment criteria** of the exams and modular exams are set out in Part 2, chapter 9.

8.2.1 Entry requirements

Some units of study have entry requirements for participating in educational activities, exams and modular exams for that unit of study. The entry requirements are provided in the unit of study descriptions in Part 2, chapter 9. You can submit a well-reasoned request to the board of examiners for permission to deviate from these entry requirements.

The following entry requirements apply to your degree course:

- You need to have passed one or more other specific exams or modular exams.
- You need to sufficiently master the language in which the unit of study is given.
- You need to pass the Propedeutic exam.

8.2.2 Mandatory participation

In some cases you may only do an exam or modular exam if you have participated in the educational activities for the unit of study belonging to that exam or modular exam.

Part 2, chapter 9, further stipulates which units of study have full or partial mandatory participation.

The board of examiners may grant full or partial exemption of mandatory participation. In that case, an equivalent requirement is imposed instead.

Participation is mandatory in Study Units where cooperation with other students at a scheduled moment is necessary or where skills are trained or where company visits take place, guest lectures show up or other activities that can not be missed, appear.

8.2.3 Exam format

The format of an exam or modular exam is specified in Part 2, chapter 9, in the description of the unit of study concerned. The board of examiners may deviate from this format in special cases, on request or at their own initiative.

8.3 The examiner

Each exam and modular exam is designed and assessed by one or more examiners, as decided and appointed by the board of examiners.

The examiner determines the outcome of the exam or modular exam and the result. If more than one examiner is

appointed, the head examiner sets the final result.

8.3.1 When have you passed an exam?

The examiner gives the result of an exam as a grade.

The result of an exam is expressed in one of the following numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.

You pass the exam if you earn a grade of 6 or higher.

You **fail** the exam if you earn a grade of 5 or lower.

8.3.2 When have you passed a modular exam?

The examiner gives the result of a modular exam as a grade.

A grade for a modular exam is rounded to a number with 1 decimal place.

Grades with the decimals 1, 2, 3 or 4 are rounded down.

Grades with the decimals 5, 6, 7, 8 or 9 are rounded up.

Contrary to the main rule above, the result of one or more modular exams can be expressed in a grade or in a 'pass' or 'fail'. The unit of study descriptions in Part 2, chapter 9, specify which modular exams are assessed with a grade and which with a 'pass' or 'fail'.

You pass a modular exam if you earn a grade of 5.5 or higher or the 'pass' qualification.

You fail a modular exam if you earn a grade of 5.4 or lower or the 'fail' qualification.

8.3.3 How is the overall grade calculated for an exam with modular exams?

When the overall grade for the exam is calculated, the grades earned for the modular exams are weighted as specified in the unit of study descriptions given in Part 2, chapter 9. The final exam grade is then rounded as follows:

Exam grades with the decimal 1, 2, 3 or 4 are rounded down to whole numbers.

Exam grades with the decimal 5, 6, 7, 8 or 9 are rounded up to whole numbers.

8.3.4 Applicable result

The final grade for an exam or modular exam is the highest grade achieved. You are allowed to resit an exam or modular exam even if you pass it.

The unit of study descriptions in Part 2, chapter 9, stipulate whether compensation regulations for exams and modular exams apply.

8.3.5 When are you awarded a 'pass/fail' qualification for an exam?

Contrary to section 8.3.1, a pass/fail can be given instead of a grade in the following cases:

- you are exempt from one or more modular exams, so the result of that exam cannot be expressed in a grade,
- the HAN conversion tables do not apply,
- you passed an exam that is part of a flexible minor at an institution of education abroad or with a different Dutch institution of education, and your results for that exam cannot be converted into a result as referred to in section 8.3.1.

8.4 Participation in exams in the post-propaedeutic phase

If you have a propaedeutic certificate for this degree course or for a degree course at another university of applied sciences with the same CROHO number, or you have an exemption for the final propaedeutic assessment, you will be enrolled in the post-propaedeutic phase and you can participate in the education and exams for the post-

propaedeutic phase.

You automatically receive permission to participate in the education and exams for the post-propaedeutic phase if you have met the study progress requirement. For the study progress requirement, see Part 2, chapter 6. The entry requirements in section 8.2.1 still fully apply.

8.5 Number of exam opportunities each academic year

You have two opportunities each academic year to take an exam or modular exam. The descriptions of the units of study in Part 2, chapter 9, specify how many exams and modular exams are conducted each academic year and in which term.

Please note that if the degree course has more than 2 exam opportunities a year, you may still only use two of those opportunities.

In the following exceptional situations, the unit of study description in Part 2, chapter 9, may stipulate that only one opportunity will be offered each academic year for students to take the exam or modular exam:

- if the nature of the education and assessment for the unit of study make it impossible to offer a second opportunity. In this case, the student should receive an indication sometime during the unit of study of whether their performance so far is sufficient for them to pass the exam or modular exam for that unit of study, or,
- if it is not possible to offer a second opportunity due to physical or logistic reasons and the next opportunity cannot be offered until the following academic year, and
- an alternative has been offered that prevents further study delay.

The student will be informed of this exception when they apply for the unit of study and, if possible, before the start of the academic year.

8.5.1 Registration for an exam

Part 2, chapter 9, describes whether, how and by which date you should register for an exam or modular exam.

8.5.2 Request for extra exam opportunity or another exam format

You can submit a request to the board of examiners for an extra opportunity for an exam or modular exam.

You can submit a request to the board of examiners to take an exam or modular exam in a different format.

The request must include a good motivation and at least a description of the reason and importance.

The Regulations of the Board of Examiners (see Part 3) gives further details on the procedure.

8.6 Modified exam format

Do you have a disability or chronic illness, or is there another reason such as pregnancy that means you cannot participate in the regular format for the exam or modular exam? Then you can ask the board of examiners to give the exam or modular exam in a format modified to your situation.

The board of examiners will decide, if needed after consultation with you and the examiner, which format can reasonably be used for the exam or modular exam, which facilities will be offered and which different rules will apply.

8.7 Oral exams and oral modular exams

An oral exam or oral modular exam is conducted by means of a conversation between the examiner(s) and the

student. Oral exams and oral modular exams are public. In special cases, the board of examiners can deviate from this rule. This decision will be announced and explained to everyone involved.

8.8 When is the result of an exam announced?

It depends on the exam format when the result of an exam or modular exam is announced:

- You will be informed of the result of a written exam or written modular exam within at least 15 working days. This result will be recorded in the study information system (SIS).
- The result of an oral exam or oral modular exam will be decided directly after the exam and announced within no more than five days. This result will be recorded in SIS.
- You will be notified of the result of a practical exam or practical modular exam immediately after the exam, or if that is not possible, within five working days. This result will be recorded in SIS.

A result entered into SIS may only be changed in the following cases:

- If a demonstrably incorrect result has been entered into SIS.
- In cases of fraud, deceit or impersonation.
- If an examiner has revised their assessment for well-founded reasons.
- If you have lodged an appeal to the Examination Appeals Board or the Higher Education Appeals Tribunal against an assessment, the appeal is judged to be valid and the result has been revised by the examiner.

Has a result changed after being entered into SIS? Then you will be notified.

8.9 Exams: review and discussion rights

Did you think the assessment of your exam/modular exam or the discussion/group discussion were unclear? Then you can ask the lecturer for further explanation. The discussion and individual review are closely monitored to ensure no fraud takes place during this phase. Discussion and review rights are organised as follows:

8.9.1 Group discussion

Within 10 working days after the results of an exam or modular exam, the examiner organises a group discussion, unless there is clearly no need for this among the students.

8.9.2 Review and discussion of individual work

After the group discussion or if there was no group discussion, you as an interested party are entitled to review and discuss your own work with your lecturer and the examiner, unless you could reasonably have already done this during the group discussion. You are allowed to review and discuss everything: the assessed exam or modular exam, the questions, assignments and grading system. Students must have the option to review and discuss their own work within 6 weeks after the result.

8.9.3 Other exam formats

If an exam has been administered in a format that cannot be reviewed or discussed as outlined in the procedure above, the unit of study description in Part 2, chapter 9, will specify how the review and discussion is organised. The same principles will be guaranteed as in sections 8.9.1 and 8.9.2.

8.10 Exams taken independently of the standard programme

An exam or modular exam taken independently of the standard programme is an exam you can participate in without following any of the educational offerings of the unit of study. If you would like to participate in an exam or

modular exam taken independently of the standard programme, you can submit a substantiated request to the board of examiners. The request must include at least a description of the reason and importance.

The board of examiners will make a reasoned decision based on the evidence submitted within 20 working days.

If this decision is positive, you can participate in the exam or modular exam. If the regular exam or modular exam is not suitable for that, the board of examiners will appoint the examiners and decide on the exam format, in accordance with the relevant exit qualifications and assessment criteria given in Part 2, chapter 9.

8.11 When and how can you request exemption for an exam or modular exam?

Part 2, chapter 9 describes for each exam and modular exam which knowledge, understanding and skills and (if relevant) the attitude associated with the exam concerned. You can demonstrate this with:

- evidence showing you previously passed an exam in higher education;
- an official report showing recognition of prior learning;
- evidence you gained the required knowledge, the required understanding and/or the required skills elsewhere.

The learning outcomes and assessment criteria of the exams and modular exams as specified in Part 2, chapter 9, form the guidelines for the board of examiners to grant the exemption.

Instead of a grade or the 'pass' qualification, you receive the qualification of 'exemption' for an exam or modular exam.

The procedure for granting exemptions can be found in the Regulations of the Board of Examiners (Part 3).

The board of examiners may designate certain previously passed exams and modular exams and/or any previously earned credits and degree certificates as entitling students to exemption from one or more exams or modular exams.

The designated exams, credits and certificates are outlined in an appendix to the Regulations of the Board of Examiners.

The board of examiners may also consider these as grounds for exemptions for one or more exams or modular exams for units of study that are part of the abridged track as referred to in Part 2, chapter 3.

8.12 The final assessments

Bachelor courses at universities of applied sciences have two official final assessments. The final assessment of the propaedeutic phase, and the final bachelor assessment at the end of the degree course. You pass the final assessments if you have passed all of the exams related to those final assessments. This will differ if the board of examiners decides that an extra assessment is needed of your knowledge, understanding and skills. In that case, you will also need to pass that extra assessment (exam). Only then will you pass the final assessment.

8.12.1 Cum laude

If you pass all the exams that count towards the final assessment with a grade of 8 or higher on your first attempt, you will pass that assessment 'cum laude'. Exams from the propaedeutic phase count towards the final propaedeutic assessment and exams from the post-propaedeutic phase count towards the final bachelor assessment. The grades that count here are the overall exam grades for each unit of study; separate grades for the modular exams are not taken into account. If an exam comprises several modular exams, only the grades for the modular exams that were passed on the first attempt will count towards the required grade of 8 for the exam. One exception can be made to this rule for each final assessment. This exception is that for each final assessment a student may resit one modular

exam and the highest result then counts towards determining whether they receive the 'cum laude' distinction. If an exam does not consist of several modular exams, students may resit that exam.

Exams that are part of an increase of your study load, as described in Part 2, chapter 5, are not taken into consideration when determining the 'cum laude' distinction.

You may earn no more than 30 credits in exemptions or 'pass' qualifications in the propaedeutic phase, and earn no more than 75 credits in exemptions in the post-propaedeutic phase.

8.12.2 With merit

If you pass all the exams that count towards the final bachelor assessment with a grade of 7 or higher on your first attempt, you will pass that assessment 'with merit'. The grades that count here are the overall exam grades for each unit of study; separate grades for the modular exams are not taken into account. If an exam comprises several modular exams, only the grades for the modular exams that were passed on the first attempt will count towards the required grade of 7 for the exam. One exception can be made to this rule. This exception is that a student may resit one modular exam and the highest result then counts towards determining whether they receive the 'with merit' distinction. If an exam does not consist of several modular exams, students may resit that exam.

Exams that are part of an increase of your study load, as described in Part 2, chapter 5, are not taken into consideration when determining the 'with merit' distinction.

You may earn no more than 75 credits in exemptions or 'pass' qualifications in the post-propaedeutic phase.

8.13 Overview of results, supporting documents, and declarations

8.13.1 How can you request a – certified – overview of your study results?

You can make a printout of your exam results as recorded in SIS. If you want to use this overview as an official document outside HAN, you can submit a request to the Student Affairs Enquiry Desk for a certified grades list. This certification does not guarantee that the relevant authorities will also consider the document official.

8.13.2 Exam documentation

You will receive signed documentation from the examiner for each exam or modular exam you take. This may be a digitally signed document. It gives the name and code of the exam or modular exam, the unit of study and your result. The examiner is required to provide you with this documentation. Keep these documents in a safe place.

8.13.3 Statement

Are you dropping out of the degree course and not entitled to a propaedeutic or bachelor degree certificate? If you have passed more than one exam, you can ask the board of examiners for a statement listing the exams you passed, for which degree course, how many credits you earned for those exams and, if applicable, the programme for which the statement is being issued.

8.13.4 Module certificate

Not applicable

8.14 Degree certificate, degree and diploma supplement

8.14.1 Propaedeutic certificate

Once the board of examiners has confirmed you have passed all the exams for the propaedeutic phase, and confirmed you are enrolled at HAN for the degree course concerned and that you have met all your financial

requirements towards HAN, the board of examiners will award you the propaedeutic certificate for the degree course.

8.14.2 Bachelor degree certificate and diploma supplement

Once the institutional board has awarded the degree and confirmed that you are enrolled in the degree at HAN and have met all your financial requirements towards HAN, the board of examiners will award you the degree certificate for the bachelor course and the corresponding diploma supplement in English.

8.14.3 Degree and degree title

Once the board of examiners has confirmed you have passed the final bachelor assessment, the HAN Executive Board will award you a Bachelor of Business Administration.

8.14.4 Extra endorsements

Not applicable

8.14.5 Different issuing date for bachelor degree certificate

Contrary to section 8.14.2, your degree certificate will be awarded on planned graduation ceremonies, see Insite > Graduation Ceremonies en Protocol.

You can request the board of examiners to issue your degree certificate at an earlier date. The board of examiners will agree to this.

You can request the board of examiners to postpone issuing your degree certificate. This postponement can be granted for up to two years.

8.15 Appeal

You can lodge an appeal with the HAN Examination Appeals Board against a decision concerning education, exams, modular exams and final assessments within 6 weeks based on the education and examination regulations.

For more information about which decisions you can appeal and how, go to HAN Insite Complaints and Disputes Office:

<https://www1.han.nl/insite/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/>

9 Description of the education (the units of study)

This chapter describes your degree course in the form of a curriculum overview and description of the units of study. It starts with the units of study in the propaedeutic phase, then those of the post-propaedeutic phase and finally those of the minors.

The extra programmes, tracks in a language other than English and tracks with a special feature. It also specifies whether the course offers modules and/or elective units.

Name of degree course: International Business			
CROHO number: 30029			
Degree format	Full-time		
Language	English		
Variants and tracks	Abridged		

Below is a schematic overview that gives you an overall impression of the degree course. It also gives the units of study belonging to the degree course.

9.1 Units of study in the propaedeutic phase

See appendix 4

9.2 Units of study of the post-propaedeutic phase

See appendix 4

9.3 Minors of the degree course

See appendix 4

9.4 Graduation specialisations

See appendix 4

9.5 Honours, talent and bridging programmes

9.5.1.1 Honours programmes

Not applicable

9.5.1.2 Talent programmes

Not applicable

9.5.1.3 Bridging programmes

Not applicable

9.6 Part-time and/or work-study degree format

9.6.1 Part-time degree format

Not applicable

9.6.2 Work-study degree format

Not applicable

9.7 Tracks with special feature

9.7.1 Fast track

Not applicable

9.7.2 Abridged track

See appendix

9.7.3 Abridged track from associate degree to bachelor degree

Not applicable

9.7.4 Track for elite athletes

Not applicable

9.7.5 D-stream

Not applicable

9.7.6 Combined track

Not applicable

9.7.7 Other track with special feature

Not applicable

10 Evaluation of the degree course

10.1 Evaluation structure

A quality framework has been adopted for all HAN degree courses. This is in line with the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and the education policy formulated by HAN. This framework stipulates, among other things, that regular evaluations must be held among students, graduates, the professional field and staff.

Assessments are also held by HAN to support the evaluations at the level of the degree course.

Each year all HAN degree courses participate in the National Student Survey (NSE) in which students indicate how satisfied they are with different aspects of their degree course.

Every year an alumni survey is held via the HBO-monitor. This evaluates for each degree course how alumni look back on their degree course and how well it was geared to the labour market in their experience.

HAN students who leave a degree course without a degree certificate are contacted to enquire about their reason for leaving. Also, study progress and drop-outs are monitored for each degree course.

Every six years an accreditation is held by the NVAO, with external reviews beforehand by a committee of experts. Halfway through the accreditation cycle, an audit is conducted by an internal committee complemented by an external expert in the relevant field. The aim is to monitor and test the progress of improvement measures relating to the last external assessment of the degree course. This internal audit results in a report with improvement recommendations for those responsible for the content of the degree course, the degree committee and the dean.

The audit is conducted according to HAN guidelines and it includes quality assurance with regards to administrative and educational law and good implementation of the education and examination regulations.

10.2 Evaluation by the degree course

The dean is responsible for the structure and the quality of the degree course.

Each year the dean adopts an annual quality assurance report on the degree course. This document, along with the internal audit report or review report, forms the basis for dialogue about the quality of the degree course. This report concerns the improvement activities that were agreed on for the reported year, how they were executed and what results they delivered.

Based on the analysis of evaluation data for the reported year, a description follows of the improvement activities to be implemented in the current year. The evaluation data come about through evaluations of units of study, annual evaluations and curriculum evaluations by lecturers, students, alumni and the professional field. Also through evaluation studies conducted centrally by HAN.

The dean and/or the degree committee, curriculum committee and the board of examiners are involved in this cycle at degree course level by means of a brief response to this. Their responses are included in the appendixes to the annual report.

10.3 Role of the degree committee

The tasks, role and responsibilities of the degree committee in the evaluation are set out in the Regulations of the Degree Committees (see Part 3). The degree committee can also take the initiative to conduct specific evaluations

or have them conducted.

10.4 Degree-specific quality assurance

Quality is a top priority for the IB department. Not only continuous monitoring is important, but our students' experiences are also of great importance to us in designing and revising our curriculum. There are several ways for you to share your views as a student:

- during the **oral evaluations** that take place in the group meeting at the end of each semester,

where the academy manager and/or first year or main phase coordinator and/or quality assurance coordinator evaluate the study units together with students. The study units and lecturers are also evaluated in **written evaluations via evalytics**. A study unit is evaluated at least once every two years;

- through the **degree committee**; This committee convenes at least six times a year. It not only has participation rights but also advises and has right of consent on matters such as the Teaching and Examination Regulations;
- by submitting a complaint to the **Complaints Committee (using an online complaints form on Insite)**. If you plan to submit a complaint, you must always first contact the lecturer concerned;
- by contacting the **IB academy manager**.

The quality of the degree programme is also monitored in the following ways:

- The **professional field** is an important factor for our degree programme. Through our professional advisory committee, professionals from the field share their views on the design of the programme, on how it can be better aligned with and meet the trends and demands in the professional field. They meet at least three times a year.
- The **study unit owners**, lecturers responsible for a study unit, regularly discuss matters together and with their team. They discuss matters such as the quality of the study unit, but also suggestions they receive from students and from the professional advisory committee.
- The **curriculum committee** monitors the quality of the overall degree programme as well as the results of the evaluations and external developments.

11 Transition regulations

11.1 Effective date for amendments

An amendment to the education and examination regulations can only become effective as of 1 September in the following academic year. Exceptions to this rule are clerical error, force majeure, fulfilment of legal regulations or when the amendment is in your favour.

This chapter sets out the rules for respecting acquired rights and legitimate expectations.

11.2 Validity propaedeutic certificate

A successful final propaedeutic assessment and certificate are inviolable, except in the case of proven fraud in the process of earning this.

11.3 Obtained credits and study results

The result of an exam and its corresponding credits remain valid until the board of examiners has made a substantiated decision that the examined material is so outdated that it can no longer be used in the profession and the term of validity has expired as of a date stipulated by the board of examiners.

Results obtained for modular exams remain valid, and may – if they still fit in the new programme – lead to exemptions.

11.4 Participation in education, but not in exam or has not passed exam

A student who has participated in the educational activities for a unit of study in the academic year prior to the programme change, but who has not completed an exam or modular exam or has not passed an exam or modular exam, is entitled to repeat the educational activities at least during the academic year in which the change takes effect, and is entitled to at least two opportunities to take the exam / modular exams.

The board of examiners can deviate from this in exceptional cases, in the favour of the student.

If you like, you can directly choose the new programme structure and register for a renewed or modified unit of study. By doing so, you waive your rights concerning the transition rules.

11.5 Degree-specific transition regulations

See appendix 7

PART 3 Other regulations

Appendix 1 Appendix Exam Regulations

1 Exam Regulations

These regulations stipulate the following:

1. The rules of conduct for students in written and digital exams and modular exams, insofar as these are not laid down in the Student Charter and the Education and Examination Regulations or related regulations.
2. The rules of conduct for students in review sessions and discussions of exams and modular exams, insofar as these are not laid down in the Student Charter and the Education and Examination Regulations or related regulations.

1 Code of Conduct for students during exams

The facilities provided by HAN for students with respect to exams and modular exams are laid down in the Student Charter and Education and Examination Regulations or related regulations. There is a code of conduct for students. In addition to general provisions, this code of conduct also contains provisions governing the conduct of students at exam venues. These exam regulations contain additional provisions regarding student behaviour during written and digital exams in particular.

Behaviour

The student:

1. follows the instructions given by the supervisor and treats him/her with respect;
2. behaves in such a way that he/she does not disturb other students at any time during the exam or when entering or leaving the exam venue. The student is must be silent before, during and after the exam when in and near the room where the exam is being held;
3. contacts the supervisor a.s.a.p. if anything is unclear before and/or during the exam.

Identification and admission

The student:

1. reports to the supervisor 15 minutes before the start of the exam at the exam room;
2. will only be admitted to the HAN exam if they can identify themselves with a valid student card or a valid proof of identity. This means:
 - a passport;
 - a European identity card;
 - a Dutch driving licence;
 - a valid driving licence from one of the member states of the European Union or from another state that is a party to the Agreement on the European Economic Area;
 - a Dutch residence permit.
3. if a student is sitting for a national exam they may only identify themselves with proof of identity;
4. must place his/her valid student card or other form of identification at the top right-hand corner of the desk during the exam so the supervisor can check his/her identity;
5. will have their name checked off the attendance list by the supervisor to confirm his/her participation in the exam;
6. must immediately inform the supervisor if they are not listed on the attendance list. That student will only be given the opportunity to participate in the exam if the course department or school has given prior approval for additions to the attendance list.

Theft/loss of identification

If the student is unable to show identification due to theft or loss, they can apply for a certificate of registration at the Exams Office, which will give them admission to the exam venue. This certificate will only be issued if the student can show the original police report and/or official request to the municipal authorities for new identity papers. The student needs to apply for the certificate well in advance of the exam.

Before the start of the exam

The student:

1. may only place items needed to complete an exam on/next to the table;
2. may not – unless expressly stated otherwise – have any of the following in their possession during the exam: digital data carriers or equipment with an integrated digital data carrier, such as USB flash drives, calculators, special watches, special glasses, special earphones, etc.;
3. may not wear a watch. A clock is provided in all exam venues;
4. may not – unless expressly stated otherwise – use the following resources during the exam: hard-copy versions of dictionaries, law books, textbooks, etc.; if these resources are permitted, they may be checked by the supervisors;
5. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any equipment with an integrated digital data carrier(s) in the place specified by the supervisor;
6. must turn off mobile phones, smartphones, etc. before putting them away;
7. must write their name, student number, class/group and other details requested by the supervisor on all exam documents at the start of the exam. The student must also write his/her name on any note paper he/she uses;
8. will not have direct access to the exam venue after the actual start of the exam. Students who do not make it to the exam venue on time are still allowed to enter the exam venue 30 minutes after the actual start of the exam and are allowed to sit the exam for the remainder of the exam time. The supervisor makes a note of which students are late. Students strictly observe instructions given by the supervisors regarding where they are allowed to sit and they do not disturb students who have already started the exam.

During the exam

The student:

1. may not take toilet breaks during exam sessions of 120 minutes or less. During exams that last longer than 120 minutes, students may take a toilet break after 120 minutes if accompanied by a supervisor. Exceptions are possible for all exams in cases of physical discomfort, provided the supervisor is notified no later than 15 minutes before the start of the exam or immediately upon entry when arriving 30 minutes after the start of the exam;
2. may not leave or submit their work during the first 30 minutes of the actual start of an exam (to prevent disruption to other students and/or irregularities); If there are any students who enter the exam venue 30 minutes after the start, any students who want to

- leave may only do so after the late students have started their exam;
3. will be given access to additional exam facilities if they are entitled to those facilities in accordance with a study contract or a decision to that effect by the board of examiners. These facilities apply if the student has registered for the exam well in advance;
 4. may not consume any food during exams that last less than 150 minutes; students may consume food during exam sessions of 150 minutes or longer if this does not cause a nuisance to fellow students;
 5. may only consume drinks from a resealable bottle/container;
 6. must use the writing materials specified on the cover sheet (black or blue pen or lead pencil) to complete the exam;
 7. must ensure that multiple-choice forms are filled in correctly and according to the instructions given by the supervisor;
 8. may not copy an exam or parts thereof in any way or take the exam or its contents outside the exam venues in any manner.

Resources

The student:

1. may not use resources other than those permitted. The permitted resources will be announced in advance by the course department and will be listed on the exam cover sheet;
2. must ensure that resources do not have notes, etc. on them unless the exam cover sheet states that this is permitted.

Suspected irregularity

The student:

1. will be referred to Part 2 of the degree statute (the education and examination regulations), and Part 3, chapter 2, of the degree statute (the regulations of the board of examiners) for provisions concerning irregularities or fraud, penalties for irregularities or fraud and confiscation of evidence;
2. will be permitted by the supervisor to complete the exam in the event of a reasonable suspicion of an irregularity or fraud and will sign the 'Form for suspected irregularity or fraud' (filled in by the supervisor) to confirm they have seen it.

Handing in exam documents

The student:

1. checks before handing in the exam script and assignment(s) whether their name, student number, class/group number and any other details requested by the supervisor have been written correctly on all of the exam documents to be submitted;
2. submits all the exam documents including used and unused note paper to the supervisor and signs the attendance list for confirmation;
3. makes sure everything is left neat and tidy before leaving the exam venue.

2 Code of conduct for students during review/discussion sessions of assessed exam work

There is a code of conduct for students. In addition to general provisions, this code of conduct also contains provisions governing the conduct of students at exam venues.

Below are additional regulations regarding the review of assessed exam work, hereafter referred to as 'review'.

Before the review: Only students who have taken part in the exam for which the review is organised may be present in the classroom. A lecturer and a supervisor will be present during the review.

Behaviour

The student:

1. follows the instructions given by the supervisor and treats him/her with respect;
2. should behave in such a way that he/she does not disturb other students at any time during the review or when entering or leaving the room in which the review takes place (hereafter referred to as the 'room');
3. must contact the supervisor a.s.a.p. if anything is unclear during the review.

Identification and admission

The student:

1. must show the supervisor a valid student card or another valid form of identification:
 - a passport;
 - a European identity card;
 - a Dutch driving licence;
 - a valid driving licence from one of the member states of the European Union or from another state that is a party to the Agreement on the European Economic Area;
 - a Dutch residence permit.

If the student cannot show a student card or a valid form of identification, they will not be allowed to take part in the review/discussion.

In the case of theft or loss of the identity document, the student can apply for a certificate of enrolment at the Exams Office, which will give them admittance to the room. This certificate will only be issued if the student can show the original police report and/or official request to the municipal authorities for new identity papers.

2. should have their name checked off the attendance list by the supervisor to confirm their participation in the review/discussion;
3. must place their valid student card or other form of identification at the top right-hand corner of the desk during the review/discussion so the supervisor can check their identity.

Start and resources

The student:

1. must ensure they have a copy of their answer sheet (yellow carbon copy) when reviewing a multiple-choice exam with OMR answer sheet;
2. may only place on the table the permitted resources that are listed on the review cover sheet or that are announced by the supervisor at the start of the review;

3. may not – unless expressly stated otherwise – have any of the following in his/her possession during the review: digital data carriers or equipment with an integrated digital data carrier, such as mobile phone, smartphone, USB flash drive, calculator, special watch, special glasses, special earphones, etc.;
4. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any equipment with an integrated digital data carrier(s) in the place specified by the supervisor;
5. must ensure their mobile phone(s), smartphone(s) or other digital data carrier(s) and any equipment with integrated digital data carrier(s) are switched off before putting them away;
6. must carefully complete all requested details on the protest form.

During the review/discussion

The student:

1. may not take a toilet break during the review;
2. may not eat anything during the review;
3. may only consume drinks from a resealable bottle/container;
4. may only place one or more of the following permitted documents on the table:
 - a. assessment form
 - b. yellow carbon copy (of the multiple-choice exam with OMR answer sheet)
 - c. exam script
5. may not make any annotations or amendments to the completed exam script. If the student does this anyway, it is reported to the board of examiners as an irregularity.
6. may not copy or take with them any model answers or assignments. Neither may students copy their own exam scripts and/or those of other students.
7. may not copy an exam or parts of an exam in any way or take the exam or its contents outside the exam venues by any other means.

Suspected irregularity

You can refer to the applicable provisions in Part 2 of the degree statute (the education and examination regulations) and Part 3, chapter 2, of the degree statute (the regulations of the board of examiners) for the applicable provisions concerning irregularities or fraud, sanctions for irregularities or fraud and confiscation of evidence.

Submitting reviewed (assessed) exam work

The student:

1. submits all the exam documents received for review to the supervisor and signs the attendance list to confirm this;
2. must make sure everything is left neat and tidy before leaving the room.

3 Final provisions

Unforeseen circumstances

In exceptional situations and cases not provided for by these regulations and in which an immediate decision is necessary, the decision will be taken by:

- a. the head of the exams office (in so far as this is within the powers of the exams office);
- b. the examiner (in so far this is within their powers);
- c. the chair of the board of examiners (in so far as this is within their powers);
- d. the supervisor, in consultation with the coordinating supervisor if it is not possible to wait until one of the above authorised people is present.

The interested parties will be informed of the decision as soon as possible.

Complaints and appeals concerning decisions and procedures of the exams office

For more on this, see these HAN regulations:

- 'Complaints Regulations';
- 'Regulations for Legal Protection of Decisions Concerning Education'.

4 Appendix

Formulier geconstateerde vermoedelijke onregelmatigheid of fraude **Form for suspected irregularity/fraud**

Naam surveillant *Name of supervisor*

.....
Naam student *Name of student*

.....
Studentnummer *Student number*

.....
Code/naam tentamen *Code/name of exam*

.....
Datum *Date*

.....
Tijdstip van de vermoedelijke onregelmatigheid of fraude *Time of suspected irregularity/fraud*

.....
Tentamenlokaal *Exam room*

.....
Plaats *Place*

.....
Beknopt verslag door de surveillant van het gebeurde:

Brief written report of the events by the supervisor:

Korte reactie van de student (je bent niet verplicht dit in te vullen, je krijgt nog de kans je verhaal te doen bij de examencommissie):

Brief response by the student (you are not required to fill out this form, you will still have the opportunity to tell your story to the Board of Examiners):

Handtekening surveillant *Supervisor's signature*

.....
Handtekening 'voor gezien' van student

Student's signature to confirm he/she has read the form

.....

De surveillant grijpt in geval van een redelijk vermoeden van een onregelmatigheid of fraude direct in. Hij laat de student onder voorbehoud het tentamen afmaken en neemt alle bescheiden in waarmee de vermoedelijke onregelmatigheid/fraude heeft plaatsgevonden. De surveillant vult dit formulier in en levert dit met alle bescheiden na afloop van het tentamen direct in bij de coördinator-surveillant. De student ontvangt een kopie van het ingevulde formulier en de flyer 'Informatie voor student bij vermoedelijke onregelmatigheid of fraude tijdens het tentamen'. Via het Tentamenbureau gaat het formulier vervolgens naar de examencommissie. De examencommissie neemt contact op met de student.

The supervisor intervenes immediately in case of a suspected irregularity or fraud. He or she provisionally allows the student to finish the exam, and seizes all documents that he or she suspects are involved in the suspected irregularity/fraud. The supervisor fills in this form and submits it to the coordinating supervisor along with all accompanying items immediately after the exam. The student in question receives a copy of the completed form and the flyer 'Student information in case of suspected irregularity/fraud during the exam'. The form is then sent to the Board of Examiners via the exams office. The Board of Examiners will contact the student.

Appendix 2 Appendix Regulations of the Board of Examiners

2021-2022 Regulations of the Boards of Examiners for associate, bachelor and master degree courses

Section 1: General provisions

Article 1.1 Terms and definitions

The terms and definitions applied in these regulations are those set out in section 1.1 of the Teaching and Examination Regulations.

Article 1.2 Status and scope of these regulations

1. These regulations contain rules about the duties and powers of the boards of examiners and related measures they may take, as well as rules about implementing those measures:
 - the board of examiners of the School of Business and Communication,
 - the board of examiners for the International School of Business,
 - the board of examiners for the School of Law.
2. These model regulations are adopted annually as part of the model degree statute by the Executive Board with approval from the participation council.
The board of examiners may change paragraphs, articles and sections, provided the changes do not conflict with the education and examination regulations (EER) of the degree courses, the HAN Student Charter or the Higher Education and Research Act (WHW).
3. The regulations are adopted by the above mentioned boards of examiners and apply to the units of learning outcomes / study units, exams, modular exams and final assessments for all associate, bachelor and master degree courses offered to students, others who wish to follow these courses and HAN course participants¹.

Section 2: Decision-making and mandates, tasks and meetings

Article 2.1 Decision-making and mandates

1. The chair of the board of examiners signs decisions by the board of examiners, unless this duty has been delegated to someone else.
2. The board of examiners can appoint a managing committee for matters concerning day-to-day affairs. This committee is composed of the chair of the board of examiners and another member and is supported by the official secretary. The managing committee is authorised to make provisions for current matters based on a general mandate. Should situations arise in which the managing committee cannot reach a decision, the situation is presented to the board of examiners as soon as possible for a decision.
3. The board of examiners will be supported in its activities by one or more official secretaries.
4. The duties delegated by the board of examiners have been listed in an overview that can be consulted on the degree course's Insite page under Board of Examiners. The board of examiners remains fully responsible for any duties and/or powers it delegates to others.
5. The board of examiners ensures that it regularly receives written reports on the duties and powers that it has delegated to other persons or bodies.

Article 2.2 Duties and powers of the board of examiners

The board of examiners has the following duties and powers:

1. Ensuring the quality of exams, modular exams and final assessments.

¹These are not commercial course participants, but 'students' who do not pay tuition fees because of agreements with their educational institution, for example, participants in the exchange course and mbo/hbo transfer course.

2. Invalidating an administered exam or modular exam and/or the exam result if according to the board of examiners that administered exam or modular exam did not meet the quality criteria for examination. Invalidating a past exam or past modular exam leads to the exam results being annulled or not being awarded. Students affected by this are offered the opportunity to redo the exam or modular exam (or part of the exam or modular exam) concerned.
3. Adopting guidelines and instructions in addition to the EER about constructing and administering of exams, modular exams and final assessments. And making objective, reliable, valid and transparent assessments of exams, modular exams and final assessments and determining the grade. These guidelines and instructions can be consulted on the degree course's Insite page under Board of Examiners.
4. Deciding that the results for exams or modular exams and their corresponding credits have expired as of a date determined by the board of examiners. This is only done in cases where reasoned arguments can be given showing the knowledge, understanding and/or skills are so outdated that they are no longer useful for the profession.
5. Deciding on student's requests for exemptions. If a decision is later shown to be based on incorrect evidence submitted by the student, the board of examiners is authorised to withdraw the decision.
6. Deciding that certain previously passed exams and modular exams, certificates and other declarations, diplomas and certificates entitle a student to exemptions for one or more exams and/or modular exams. An overview of designation decisions (in Dutch: *aanwijzingsbesluiten*) for groups of students can be found on the degree course's Insite page under Board of Examiners.
7. Determining further rules and regulations regarding possible fraud and/or irregularities on the part of students, prospective students, course participants or external students, including any measures to be taken.
8. Ensuring the quality of the organisation of exams or modular exam and final assessments.
9. Appointing examiners and head examiners to administer exams and modular exams and to determine the results of those exams. The board of examiners sets guidelines about appointing the execution or assignment of the task to examiners and head examiners for each exam format.
10. Terminating the appointment of examiners.
11. Making proposals to the Executive Board on the discontinuation of a student's enrolment in the event of serious fraud.
12. Advising the Executive Board on the discontinuation of a student's enrolment in a degree course as a consequence of the student's behaviour in relation to future professional practice.
13. Making a decision in the event of a suspicion that a student has committed irregularities and/or fraud and, if necessary, taking measures in that regard.
14. Deciding on a student's request to take a minor in accordance with the EER.
15. Deciding which HAN minors are approved as minors for the degree certificate for the degree course. The overview of these HAN minors approved by the board of examiners can be found on the degree course's Insite page under Board of Examiners.
16. Deciding on a student's request for an extra opportunity to take an exam or modular exam.
17. Deciding on a student's request to take an exam or modular exam for a study unit independently of the standard course.
18. Deciding on a student's request to take exams and modular exams for the final bachelor assessment before having passed the final propaedeutic assessment.
19. Deciding on a student's request to take educational components and complete exams and modular exams contrary to the applicable entry requirements.
20. Deciding on a student's request to take exams and modular exams in a different format from what is stipulated in the EER.

21. Deciding on a student's request to offer a student with a functional disability or chronic illness or other condition such as pregnancy the option to take exams and modular exams in an adapted format.
22. Deciding on a student's requests for an oral exam to be closed to the public. The board of examiners may also decide (in principle) to close certain exams and modular exams to the public without the student's request in cases where there are special reasons such as company confidentiality required during a graduation meeting.
23. Deciding on a student's request for exemption from mandatory participation in the education corresponding with an exam or modular exam, whether or not with additional requirements.
24. Issuing documentation, module certificates and declarations.
25. Contributing to the formulation of the examination policy for the degree course or group of degree courses.
26. Advising the dean on the EER(s).
27. Awarding degrees on behalf of the HAN Executive Board to students who have successfully passed their final assessments.
28. Issuing a certificate as proof of passing a final assessment once the Executive Board has declared that the procedural requirements for issue have been met.
These requirements are that:
 - a) the student is enrolled at HAN University of Applied Sciences;
 - b) the tuition fees have been paid;
29. Deciding about the student's request to receive their degree certificate earlier or later than the set dates.
30. Issuing a statement of successfully completed exams, at the request of a student, in cases where the student has successfully completed more than one exam and to whom a certificate as referred to in article 7.11 paragraph 2 of the Act cannot be issued.

Article 2.3 Meetings of the board of examiners

1. The board of examiners convenes at least four times a year.
2. The meetings of the board of examiners are scheduled in such a way that they concur with the scheduling cycles of the degree course(s) and the school.
3. The board of examiners decides by a simple majority of votes.
4. If the votes are equally divided, the chair has the deciding vote.
5. At each meeting, the board of examiners ratifies decisions taken in the intervening period by the managing committee based on its general mandate regarding day-to-day affairs, as well as any other decisions taken on the basis of delegated duties/powers.
6. The secretary or official secretary to the board of examiners ensures that a report is drawn up of every meeting. The report is adopted at the next meeting. The report includes a list of decisions made during the meeting.
7. The secretary or official secretary to the board of examiners ensures that the final, anonymised reports of the meetings can be viewed digitally upon request by staff from of the relevant degree course(s).

Article 2.4 Joint meeting of the dean and boards of examiners

1. The (chairs of the) boards of examiners jointly convene at least four times each academic year.
2. The (chair of the) board of examiners meets with the dean at least 4 times each academic year.

Section 3: Quality assurance of exams, modular exams, final assessments and organisation

Article 3.1 Ensuring the quality of exams and modular exam

1. The board of examiners is responsible for ensuring the quality of exams and modular exams.
2. The board of examiners verifies whether the guidelines and instructions as referred to in article 2.2 are observed in practice and result in high-quality exams and modular exams.
3. The board of examiners offers suggestions for improvements where needed.
4. Each year the school or degree course draws up an examination policy plan to ensure the validity, reliability, authenticity, feasibility and transparency of examinations. These plans can be requested from the school manager.
5. Each year the board of examiners prepares a quality control plan to ensure the activities of the board of examiners are carried out effectively and efficiently. This plan can be requested from the official secretary.

Article 3.2 Guidelines and instruction for exams or modular exam

1. Exams and modular exams are administered and graded by examiners and head examiners appointed by the board of examiners.
2. The examiners and head examiners examine and assess the exams and modular exams based on the criteria listed in the EERs and the guidelines and instructions adopted by the board of examiners.

Article 3.3 Ensuring the quality of the final assessment

1. The board of examiners is responsible for ensuring the quality of the final assessments.
2. The board of examiners regularly inspects whether the entirety of exams or modular exams test all of the intended exit qualifications.
3. The board of examiners determines whether a student has the knowledge, understanding, skills and (if relevant) attitude, as described in the EER, that are required for obtaining a degree and certificate. The board of examiners also determines whether to award a student a distinction. The board of examiners follows a protocol/set of procedures for this that can be consulted on the degree course's Insite page under Board of Examiners.
4. The board of examiners is authorised to administer their own further investigation/exam/modular exam to reach a careful decision about the matters outlined in the previous paragraph.
5. The board of examiners periodically reviews the quality of final graduation projects. The board of examiners may have these reviewed by other persons, who then submit a report to the board of examiners.
6. The board of examiners will oppose and counteract any unjustified awarding or withholding of credits by examiners.

Article 3.4 Ensuring the quality of the organisation and procedures for exams, modular exams and final assessments

1. The board of examiners is responsible for guaranteeing the quality of the organisation and procedures regarding exams, modular exams and final assessments. The institutional board is responsible for the practical organisation of exams, modular exam and final assessments.
2. The board of examiners ensures compliance with the guidelines and instructions for administering exams and modular exams as stipulated in article 2.2. The board of examiners meets periodically with the employees responsible for the organisation of exams or modular exams about this and if needed also with the institutional board.

Article 3.5 External validation of the quality of final assessments

The board of examiners ensures the external validation of the quality of final assessments by promoting the following:

- appointment of an external member in the board of examiners;
- school-wide and institution-wide examination;
- appointment of external examiners;

- appointment of external experts;
- appointment of external supervisors;
- collaborating with other universities of applied sciences in evaluating exams, modular exams and final assessments.

Section 4: Appointment and expertise of examiners

Article 4.1 Appointing examiners and expertise of examiners

1. The board of examiners appoints (external) examiners to construct, administer, assess and determine the result of exams and modular exams. If there is more than one examiner for an exam or modular exam, the board of examiners also appoints a head examiner. To this end, the board of examiners receives an up-to-date list of examiners and their specific areas of expertise from the school manager and sets minimum requirements regarding their expertise.
2. Depending on their role in the examination process, examiners and head examiners are experts in their subject field and possess the necessary knowledge and skills to prepare exams and modular exams, set out methods and standards for assessing exams and modular exams, organise exams and modular exams and analyse the results of these based on guidelines and criteria for reliable, valid and transparent examinations and assessments.
3. The board of examiners ensures examiners have sufficient expertise. If necessary, the board of examiners can ask the dean to take the necessary measures to facilitate the professional development of examiners.
4. Examiners are appointed for one or more specific degree components (unit of learning outcomes, study unit, exam or modular exam, phase, specialisation) and for a specific period.
5. The board of examiners informs examiners about their appointment and the minimum requirements for their appointment.
6. If necessary, examiners and other parties involved may be heard by the board of examiners and asked to provide the board with specific information and/or advice.
7. If requested, examiners must be able to provide the board of examiners with materials for evaluating the quality of exams or modular exam, assessment methods and assessment results (such as learning outcomes, test plans, test matrices, answer keys, assessment schemes, assessment criteria for assignments, the actual exams and modular exams and/or assignments, the exam results and the analysis of the results).
8. If an examiner does not meet – or no longer meets – the required level of expertise, the board of examiners is authorised to revoke that examiner's appointment.

Section 5: Further rules for decisions regarding individual students

Article 5.1. EER as model document

The EER sets out model provisions for decisions concerning individual students. The procedures and forms to be used when the student submits a request can be found on the degree course's Insite page under Board of Examiners.

Article 5.2 Further rules for exemption from exams and modular exams or for taking exams and modular exams independently of the standard programme

1. The student needs to submit a written request (including relevant supporting material) directly to the board of examiners.
2. The board of examiners may consult an examiner or an external expert for advice when deciding on the student's request.

3. The board of examiners sets out guidelines and instructions for assessing requests and determining the results. These guidelines and instructions can be consulted on the degree course's Insite page under Board of Examiners.
4. The board of examiners will notify the student of its decision in writing explaining its reasons within 20 working days.
5. The board of examiners is responsible for the communication about processing the exemption in the study information system.
6. An exemption request based on an exam or modular exam taken previously will only be granted if the student passed that exam or modular exam.
7. Designation decisions (in Dutch: *aanwijzingsbesluiten*), which offer the prospect of exemptions for special target groups (e.g. as part of an abridged track), can be found on the degree course's Insite page under Board of Examiners.

Article 5.3. Further rules on studying with a functional disability, chronic illness or with some other special condition such as pregnancy.

1. If a student asks for standard exam facilities, he or she can submit the request including their reasons to the study career coach or senior study career coach who has been mandated by the board of examiners to award facilities. These standard facilities can be consulted on the degree course's Insite page under Board of Examiners.
2. If a student asks for non-standard facilities, the student submits this request to the board of examiners for approval. The student needs to explain their reasons for the request.
3. The (senior) study career coach advises the board of examiners about the request for non-standard facilities.
4. The board of examiners will notify the student of its decision in writing explaining its reasons within 20 working days. The board of examiners follows the prevailing HAN policy for students with a functional disability in this matter.
5. The (senior) study career coach is responsible for the communication about and implementation of the required measures.

Article 5.4 Further rules regarding flexible minors

1. The student needs to submit a written request (including relevant supporting material) directly to the board of examiners. The student needs to explain their reasons for the request.
2. The board of examiners may consult an examiner or an external expert for advice when deciding on the student's request.
3. The request can be rejected if that flexible minor has been requested to avoid a penalty for a different minor.
4. The board of examiners will notify the student of its decision in writing explaining its reasons within 20 working days.
5. The board of examiners is responsible for the communication about processing the flexible minor in the study information system.
6. A request for a flexible minor based on a previously completed minor, previously completed exams or modular exams or a Recognition of Prior Learning will be regarded as a request for exemption from the exams or modular exams for the minor.

Article 5.5 Further rules on requesting extra exam/modular exam opportunity

1. The student needs to submit their written request directly to the board of examiners or the (senior) study career coach who is mandated by the board of examiners to decide on that request. The student needs to explain their reasons for the request. The extra exam or modular exam opportunity may be awarded in highly exceptional cases.
2. The board of examiners or the (senior) study career coach will notify the student of their decision in writing explaining their reasons as soon as possible.
3. The board of examiners or the (senior) study career coach is responsible for the communication about and implementation of the extra exam or modular exam opportunity.

Article 5.6. Further rules for requesting a different exam format

1. The student needs to submit a written request (including relevant supporting material) directly to the board of examiners. The student needs to explain their reasons for the request.
2. The board of examiners may consult an examiner or an external expert for advice when deciding on the student's request.
3. The board of examiners will notify the student of its decision in writing explaining its reasons within 20 working days.
4. The board of examiners or the (senior) study career coach is responsible for the communication about and implementation of the other exam format.

Article 5.7 Further rules for requesting earlier or postponed issue of degree certificate

1. The student submits their written request directly to the board of examiners in a timely manner. The student needs to explain their reasons for the request.
2. The board of examiners may consult a (senior) study career coach for advice when deciding on the student's request.
3. The board of examiners will notify the student of its decision in writing explaining its reasons within 20 working days.
4. The board of examiners is responsible for the communication about and implementation of its decision.

Section 6: Irregularity and fraud in exams and modular exams

Article 6.1 Definition of irregularities and fraud

1. An irregularity is defined as: 'any action or omission by a party in which they either intentionally or unintentionally give the wrong impression of their own or one or more other parties' knowledge, understanding, skills and (if relevant) attitude, with the purpose of influencing the results of the exam or modular exam or decision about exemption or with the purpose of obtaining a different result for the exam or modular exam or request for exemption.'
2. Fraud is defined as 'any action or omission of which the party knew or should have known that this action or omission made it partly or wholly impossible to form a correct judgement of their or someone else's knowledge, understanding and (if relevant) attitude. And/or intentionally influencing (components of) the exam, modular exam or exemption awarding process with the purpose of influencing the results of the exam or modular exam or decision about exemption or with the purpose of obtaining a different result for the exam or modular exam or request for exemption.'
3. The following situations are in any case considered to be an irregularity or fraud:
 - a) intentionally or unintentionally submitting work in a portfolio and/or presenting or submitting work as a group's or an individual's own work (such as a thesis, project, assignment or other written exam or modular exam for submission), while it was wholly or partly copied or created by the student in unauthorised collaboration with one or more other students; This also includes the following rules:
 - i paraphrasing the content of someone else's texts with insufficient references;
 - ii using or copying someone else's texts, data or ideas without providing the complete and correct references;
 - iii unclearly indicating in your text, for example by not using quotation marks or some other formatting, that the text has literally been copied from another author, even if you have provided the right references;
 - iv submitting text you have previously already submitted or that is comparable to what you have previously submitted for assignments or other exam/modular exam components;
 - v submitting other types of written pieces acquired from a commercial institute or that have been written by someone else (whether or not for a fee);

- vi not or barely contributing to a (group) assignment, but placing or having someone else place your name under the (group) work;
- b) allowing exam/modular exam questions and/or answers to be disclosed or obtaining knowledge of these during, before and/or after sitting the exam or modular exam;
- c) aiding or assisting another student in a way that results in an incorrect impression being given of that other student's knowledge, understanding and/or skills;
- d) seeking and/or receiving help or assistance from a fellow student or other person that results in the creation of an incorrect impression of the student's knowledge, understanding and/or skills;
- e) having access to unauthorised resources during an exam or modular exam;
- f) using permitted resources during an exam or modular exam that contain unauthorised notes and/or additions (e.g. margin notes or notes or additions on separate pieces of paper);
- g) leaving the exam venue and returning to the venue during an exam or modular exam without explicit permission;
- h) leaving the exam room with the completed exam or modular exam (or part of it), also when that answer sheet is subsequently handed in to the supervisor or their substitute;
- i) altering completed written exams or modular exams that have already been submitted to the examiner or assessed by the examiner;
- j) taking an exam or modular exam under someone else's name, or having another person do this for you;
- k) violating the rules that apply to reviewing and discussing marked exams and modular exam work;
- l) any other matters or incidents which the board of examiners sees as constituting an irregularity.

Article 6.2 Confiscation of evidence

If there is reasonable suspicion of an irregularity or fraud, the board of examiners, (head) examiner and any other person who is present at an exam or modular exam on the institutional board's behalf are authorised to confiscate materials that may serve as evidence of the irregularity or fraud. After the decision of the board of examiners as referred to in article 6.5 has become final and conclusive, the board will return the confiscated materials to the student.

Article 6.3 Measures in the event of fraud and irregularities

1. The board of examiners may impose one or more of the following measures if a student commits an irregularity or fraud during any part of an exam or modular exam:
 - a) giving a written warning;
 - b) giving a written reprimand;
 - c) invalidating an administered exam or modular exam (or part of it) and the result of the exam or modular exam if the board of examiners is unable to guarantee the quality due to the irregularity or fraud. If an exam or modular exam is invalidated, this will lead to an exam/modular exam result of 0;
 - d) withholding a student's degree certificate (if the irregularity or fraud is not discovered until after the exam or modular exam);
 - e) deciding the degree certificate can only be awarded after the student resits an exam in a manner, on a date and at a time to be decided by the board of examiners (if the irregularity or fraud was not discovered until after the exam or modular exam);
 - f) revoking the degree certificate after it has been issued (if the serious fraud was not discovered until after the certificate was issued to the student).
2. In the event of an irregularity or fraud, the board of examiners may deny a student access to one or more exams or modular exams (or a part of those exams) for a period not exceeding one year;

3. In the event of serious fraud, the board of examiners may recommend that the Executive Board terminate the student's enrolment in the relevant degree course.
4. If according to the board of examiners an administered exam or modular exam does not meet the quality criteria for examination as a result of an irregularity or fraud committed by someone other than the student, the board of examiners may decide to annul the exam or modular exam (or part of it) and/or the result of the exam or modular exam. Invalidating a past exam or past modular exam leads to the result of the exam or modular exam being annulled or not being awarded. Students affected by this are offered the opportunity to redo the exam or modular exam (or the part of the exam or modular exam) concerned.

Article 6.4. Hearing the student, the reporter of the irregularity and any third parties

1. The board of examiners will notify a student immediately, if possible orally but always in writing, of any reported irregularity or fraud involving that student at an exam or modular exam.
2. The student will be given the opportunity to be heard by the board of examiners before a final decision is made.
3. If the student wishes to be heard, they need to make this known in writing within eight working days of the date on which they were notified of the opportunity to be heard.
4. The student must be heard no later than 10 working days after receipt of their request.
5. The board of examiners can hear the person who reported the irregularity and any third parties before making a final decision on the irregularity or fraud.
6. Before the hearing takes place, the student is informed of their right not to answer the questions posed by the board of examiners.
7. Any third parties brought by the student may not be refused. They are permitted to be present as an observer.

Article 6.5 Announcement of decision

1. If the student does not respond in writing within 8 working days of being informed about the possibility to be heard, the board of examiners will presume that the student does not wish to be heard. After expiry of this period, the board of examiners will inform the student in writing of the decision or of a proposal/recommendation to the Executive Board within 10 working days.
2. If the student, reporter or any third parties are heard, the board of examiners will inform the student in writing within 10 working days after the hearing of the decision or of a proposal/recommendation to the Executive Board.

Section 7: Degree certificate and diploma supplement

Article 7.1 EER as model document

1. The EER stipulates model provisions with regard to units of learning outcomes / study units, exams or modular exam and degree certificates.
2. The board of examiners uses the formats for degree certificates, diploma supplements and other certificates adopted by the Executive Board and when awarding certificates follows the principles and procedures set out in the notes of that decision.

Article 7.2 Translation of degree certificate

For translations, graduates can contact a certified translator at their own expense (see: www.ngtv.nl). All costs for the translation are to be paid for by the student. For legalising degree documents, graduates can contact DUO.

Section 8: Annual report of the board of examiners

Article 8.1 Annual report of the board of examiners

1. Each year in November, the board of examiners writes a report on its activities during the previous academic year and sends this to the Executive Board and dean.
2. The board of examiners can use HAN guidelines for annual reports (HANdreiking voor het jaarverslag).

Section 9: Final provisions

Article 9.1 Unforeseen circumstances

Matters not provided for by these regulations in which an immediate decision is needed will be decided on by the chair of the board of examiners, provided that doing so falls within the powers of the chair. The chair will communicate their decision to all interested parties as soon as possible.

Article 9.2 Complaints and appeals concerning decisions and procedures of a board of examiners²

1. A student can submit an appeal to the Examination Appeals Board against a decision made by the board of examiners or an examiner within 6 weeks after this decision was announced. The procedure is outlined in the 'Regulations for Legal Protection of Decisions Concerning Education' of the HAN Student Charter.
2. Every decision taken by the board of examiners or individual examiner contains a remedy clause. This clause stipulates at least the following:
 - a) that an appeal can be made against this decision within 6 weeks of the announcement;
 - b) that an appeal can be lodged with the Examination Appeals Board;
 - c) the accurate and current address details of the Examination Appeals Board;
 - d) a reference – for more information – to the 'Regulations for Legal Protection of Decisions Concerning Education (COBEX)' of the HAN Student Charter.
3. If a student wants to file a complaint against an examiner or member of the board of examiners, they can consult the procedure set out in the complaints regulations of the HAN Student Charter.
4. If a complaint or appeal concerns a member of the board of examiners, this member of the board of examiners does not take part in processing the complaint or appeal on behalf of the board of examiners.

Article 9.3 Adoption, effective date and amendments

1. These regulations were adopted by the boards of examiners specified in article 1.2 paragraph 1 on 17 March 2021 and come into effect on 1 September 2021.
2. These regulations replace previously adopted regulations of the boards of examiners.
3. These regulations will be made available to students and staff of the schools specified in article 1.2 paragraph 1 of these regulations by means of its inclusion in the Degree Statute.
4. Amendments to these regulations can be made by the boards of examiners in the form of separate decisions. Amendments during the current academic year will be made only if this is necessary for the protection of students' interests.
5. Amendments to these regulations may not have any adverse impact on decisions made earlier by the boards of examiners, which have been taken based on these regulations.

²This article does not apply to course participants as defined in article 1.2 paragraph 3

Appendix 3 Appendix Regulations of the Degree Committee

3 Regulations of the Degree Committee

Chapter 1 Introductory provisions

Article 1 Status and definitions

1. These regulations are regulations as defined in the administrative and management regulations of HAN University of Applied Sciences (hereafter: HAN).
2. These regulations apply to the degree committee(s) for the IB, IBMS, FC, LME and IBL degree courses.
3. The definitions and provisions from the glossary in appendix 1 to the degree statute apply to these regulations.

Chapter 2 Degree committee

Article 2 Establishing degree committee(s)

1. A degree committee will be established for each degree course or group of degree courses.
2. If a school has only one degree course, the duties and powers of the degree committee will be exercised by the school council.
3. If a degree committee is established for two or more degree courses, that degree committee will be referred to as a joint degree committee. The decision to establish or dissolve a joint degree committee will be taken by the dean, and it will require the consent of the school council of the relevant school. The school council consults the relevant degree committees with regard to the decision whether or not to give its consent.
4. The provisions in these regulations also apply to joint degree committees, unless the nature of the provision precludes application.
5. One or more divisions may be set up within a degree committee if required. A division can be set up as needed according to the degree format, according to a special feature of the degree course (e.g. English-taught), according to the location of the degree course or according to any other special aspect of the degree course¹.
6. The ISB degree committee for the degree courses IB, IBMS, FC, LME and IBL has been established for a group of degree courses.

Article 3 Joint Assembly

If the degree courses of a school do not have a joint degree committee, all of the degree committees within that school will convene in a joint session at least 6 times a year to discuss shared matters. This will include at least those matters specified in article 27 paragraph 4 of these regulations.

Article 4 Composition of the degree committee

1. The degree committee consists of 8 Members:
 - 1 chair person
 - 1 staff member and 3 student members for LME, F&C and IBL (as long as old courses are phasing out)
 - 1 staff and 1 student member for IB and 1 for IBMS (as long as IBMS is phasing out)

¹ For the duties and powers of a division, see the description in article 27 paragraph 3 of the regulations.

2. Half of the members of the degree committee (or division thereof) will be students from the relevant degree course, with the other half of the members of the degree committee (or division thereof) being staff members from the relevant degree course.
3. No individual belonging to the school or course management or employed as a academy manager can simultaneously be a member of the degree committee.

Article 5 Appointment term

1. The members of a degree committee, division(s) and members of the joint assembly appointed from among and by the student body serve for terms of 1 year. The members of a degree committee, division(s) and members of the joint assembly appointed from among and by staff members serve for terms of 4 years.
2. The term begins on 1 September.
3. All members step down simultaneously at the end of their terms.
4. At the end of their terms, members of a degree committee, division(s) and members of the joint assembly may be re-appointed, on the understanding that members appointed from among and by the staff may serve for two consecutive terms and may not be re-appointed again after those two terms until they have had a one-term break from serving on the committee. After stepping down, members elected from among and by the student body may be re-appointed for a maximum of four consecutive academic years.

Article 6 Termination of membership

1. Membership in a degree committee, division and the joint assembly will end:
 - a) when the term expires, unless the member is re-appointed;
 - b) before the end of the term:
 - in the event of death;
 - in the event the composition of the degree committee no longer meets the requirements specified in these regulations;
 - in the event the lecturer is no longer employed at the relevant school or no longer affiliated with the relevant degree course;
 - in the event the student member has quit the degree course.
2. A member of the degree committee may terminate the membership at any time by withdrawing the membership in writing, stating the reason, to the relevant dean.

Article 7 Composition

1. The degree committee will be composed by nomination and appointment.
2. A review will be conducted each year to determine whether this method of composition is still appropriate

If the degree committee has opted for elections in the preceding article, the provisions of chapter 3 will apply. If the degree committee has opted for nomination in the preceding article, the provisions of chapter 4 will apply. A choice for appointment must be reviewed each year to determine whether this method of composition is still appropriate.

Chapter 3 Elections

Article 8 Voting Privileges

1. The members of the degree committee will be elected directly by the students and staff who are either enrolled as students in the relevant degree course or group of degree courses or employed

as staff by the relevant degree course or group of degree courses on the reference date for composing the electoral register. Each eligible voter can cast one vote.

2. Individuals eligible for election to membership in the degree committee include students who are enrolled in the relevant degree course or group of degree courses and staff members who are employed by the relevant degree course or group of degree courses.

Article 9 Elections

1. Elections for members elected from among and by the staff will be held every four years. Elections for members elected from among and by the student body will be held each year.
2. Elections for all degree committees will be held simultaneously on a date to be determined by the Executive Board, in consultation with the participation council. This date will be included in the HAN academic calendar. Deviation from this date will be allowed only with written approval from the Executive Board.
3. Elections will be held according to an individual candidate system.
4. Elections for the members of a degree course (or group of degree courses) will be organised within each degree course (or group of degree courses) by an electoral committee composed by the dean in consultation with the degree committee(s).
5. The duties of the electoral committee will include the following:
 - determining the electoral registers;
 - taking decisions about requests for improvement to the electoral registers;
 - taking decisions on the validity of the candidacy;
 - arranging all facilities needed to ensure the elections proceed smoothly;
 - confirming and announcing a time frame for the elections;
 - maintaining contacts with supporting service providers, such as ICT;
 - documenting the results of the elections.
6. In the event that the electoral committee identifies irregularities in the elections or results, it will submit a report of this matter to the degree committee. If the irregularities could lead to an influence on the voting results, the degree committee may opt to hold new elections, in consultation with the dean.

Article 10 Application for candidacy

1. A list of candidates will be formulated for the election of each degree committee. The lists will include the names of the staff members and students who are eligible for election.
2. Candidates for the elections of the part of the committee that is elected from among and by the staff may be submitted by staff members and by staff organisations.
3. Candidates for the elections of the part of the committee that is elected from among and by the student body may be submitted by students and by student organisations.
4. Application for candidacy will take place by submitting the appropriate form to the electoral committee. The application period for candidacy is at least 10 working days, and ends at least 14 days before the opening of the elections.

Article 11 Voting

1. The elections for each degree committee take place by secret digital ballot. Voting may occur over five working days.
2. If no more candidates have been proposed for a degree committee than there are seats to be filled, no election will be held for that degree committee, and the candidates who have been proposed will be regarded as having been elected.

3. If fewer candidates have been submitted than there are seats to be filled, new elections will be held within six weeks. The mandatory holiday weeks specified in the official HAN academic calendar will not be included in determining the six weeks.
4. Candidates applying for an unfilled vacancy after the period specified in the preceding paragraph may nonetheless be admitted to the degree committee after consultation between the chair of the degree committee and the dean.

Article 12 Election results

1. The seats in each separate degree committee and in both the staff and student divisions will be allocated to the candidates in order of the greatest number of votes received, except as described in paragraph 3 of this article.
2. In the allocation of seats to candidates for a joint degree committee, the staff members and students of each degree course who are eligible to vote will have the right to be represented in the degree committee by at least one member from their own division.
3. If a seat is not obtained for each division and degree course as defined in paragraph 2, the seats necessary for representation will be withdrawn from those in order of the least number of votes received. Allocation of the seats as specified in paragraph 2 will subsequently take place for each division to those who are eligible, according to the number of votes received.

Article 13 Interim vacancies

1. In the event of an interim vacancy, the seat that has become vacant will be assumed by a candidate on the list of candidates of the voting division in which the vacancy has occurred. This will be the candidate who received the greatest number of votes following the most recently elected candidate. If the seat that has become vacant is a guaranteed seat as described in article 12 paragraph 2, the vacant seat will be taken by the first eligible candidate, based on the number of votes received.
2. If an interim vacancy can no longer be filled from the list from which the vacant seat emerged, the remaining members of the relevant division will be entitled to elect a candidate on their own for the remainder of the term, with due consideration to the provisions of article 12 paragraph 2.

Article 14 Objections

Any stakeholder may file an objection to the degree committee regarding a decision of the degree committee or the electoral committee concerning the elections. If necessary, the degree committee will make the appropriate arrangements, decide on the objection within four weeks and notify those concerned of this decision.

Article 15 Voting regulations

The dean may adopt electoral regulations for the further organisation of the elections.

Chapter 4 Appointment

Article 16 Appointment

The members of the degree committee are appointed by the dean.

Article 17 Procedure

1. Before the end of term, the members of the degree committee's student division will submit 1 students from each degree course (belonging to the group of degree courses) to the dean for

nomination, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree course(s), or on behalf of the dean.

2. Before the end of term, the members of the degree committee's staff division will submit 1 staff members from each degree course (belonging to the group of degree courses) to the dean for nomination for the coming term, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree course(s), or on behalf of the dean.
3. If no joint degree committee has been established for a school's degree courses, each separate degree committee belonging to the school will choose one staff member and one student from among its members to be delegated to the joint assembly, together with the chair.

Article 18 Interim appointment

1. In the event of an interim vacancy on a degree committee or division, the dean will appoint a replacement member. The appointment procedure specified in article 17 will be followed.
2. The replacement member must be appointed within 4 weeks of the opening of the interim vacancy.
3. The interim replacement member steps down at the same time that the person being replaced would have stepped down.

Chapter 5 Positions and performance

Article 19 Positions

1. The degree committee and division elect one of their members as chair and one as secretary, in addition to electing two members as deputies.
2. A degree committee (or division thereof) will be represented by either the chair or the deputy.

Article 20 Decision-making

1. The degree committee will take decisions by a simple majority of votes. Abstentions will not be counted. Votes may be held only if a majority of the members are present at the meeting.
2. Voting takes place without the presence of management or the discussion partner.
3. The members of the degree committee advise and vote independently and unbound by any instructions.
4. In the event of absence, the absent member may vote by proxy. Proxies must be submitted in writing at the beginning of the meeting. A member may cast only one proxy vote for another member at a time. The proxy will vote independently and unbound by any instructions. Proxies are counted when determining the quorum for the meeting.
5. Anyone who is involved in performing the duties of the committee and who therefore has access to information that is known to be or could be reasonably expected to be of a confidential nature will be bound to confidentiality.
6. Where applicable, the degree committee will ensure that the viewpoints represented by the minority of the votes cast are also communicated to the dean.
7. The degree committee will ensure that its resolutions, recommendations and proposals are available for inspection in a place accessible to the lecturers and students of the school or degree course.

Article 21 Meetings

1. The degree committee [or division thereof] will meet at least eight times a year and also at any time at least half of the members of the degree committee [or division thereof] request a meeting. Meetings are called by the chair of the degree committee. At the first meeting, a meeting schedule

will be compiled in consultation with the dean, and will be posted on the website of the degree course.

2. The members of the degree committee [or division thereof] will receive a written invitation to the meeting no later than five working days before the meeting. The invitation will be accompanied by an agenda.
3. The meeting documents will be sent to the members of the degree committee no later than four working days before the meeting. If the documents are sent later, the members may decide by majority of votes not to address the meeting documents.
4. The degree committee may request information from experts during the meeting. The secretary will be informed about the expert at least seven days before the meeting.
5. The degree committee may compose a temporary committee from among its members in order to prepare a topic. This committee will report to the degree committee.

Article 22 Public nature of meetings

1. The meetings of the degree committee [or division thereof] will be public unless the degree committee [or division thereof] decides otherwise. The degree committee [or division thereof] will determine whether to hold a closed meeting in preparation for a public meeting. No resolutions may be passed in closed meetings.
2. The degree committee must hold at least two public meetings a year. The dates of the public meetings will be scheduled in consultation with the dean and in concurrence with the official HAN academic calendar.

Article 23 Reporting procedure

1. The secretary of the degree committee [or division thereof] will prepare a report of each meeting.
2. This report must contain at least:
 - the date, time and location of the meeting;
 - the names of the members who are present at and absent from the meeting;
 - the agenda items;
 - the main discussion points;
 - any explanations of votes;
 - the advice;
 - the resolutions concerning advice, any votes taken on this advice and the results of the votes;
 -
3. A draft version of the report will be sent to the members of the degree committee no later than 15 working days after the meeting, after which the report will be confirmed in the subsequent meeting.
4. The reports of the public meetings of the degree committee [or division thereof] will be made available in digital format to the lecturers and students of the school or relevant degree course.

Article 24 Contact with management

1. The dean for the relevant degree format/course with special feature will promptly and without request provide the degree committee *or* division thereof with all information they might reasonably or justly need to fulfil their duties. Upon request, they will promptly provide the degree committee *or* division thereof with all information the committee may reasonably or fairly deem necessary to fulfil its duties.
2. At least twice a year, the degree committee is authorised to invite the dean to discuss the intended policy based on the agenda that it has prepared.
3. At the opening of the academic year, the degree committee will prepare a policy plan with its key policy points for the coming academic year. The policy plan is then shared with the dean.

4. At the request of the dean, their designated deputy or at the request of the degree committee [or division thereof], the dean or their designated deputy will attend the meetings or parts of the meetings of the degree committee [or division thereof].
5. The dean will be responsible for ensuring the students and staff of the relevant school are sufficiently informed of the existence and performance of the degree committee [or division thereof].

Article 25 Annual reporting procedure

1. No later than November of each year, the chair of the degree committee will submit a written report to the dean concerning the duties and performance of the degree committee during the previous academic year. The chair will forward the report to the school council for inspection.
2. The report will contain information on at least the following points:
 - the composition of the degree committee;
 - the degree committee's vision on its duties and procedures;
 - the degree committee's policy plan and evaluation of its policy plan;
 - the recommendations and resolutions issued by the degree committee, including requests for consent;
 - the board's reaction to the recommendations and resolutions;
 - conclusions and recommendations.
3. The written report referred to in paragraphs 1 and 2 must at any rate be made available digitally and, if requested, in hard-copy format to the staff and students of the school or the relevant degree course(s).

Article 26 Contact with school council

The chair of the degree committee will ensure that consultation with the school council (or its chair) is held as needed.

Chapter 6 Duties and powers of the degree committee

Article 27 Duties of the degree committee

1. The degree committee has the duty to advise on the promotion and safeguarding of the quality of the degree course.
2. The degree committee is also charged with the following duties:
 - annually assessing the operational methods of the education and examination regulations (EER) of the relevant degree course;
 - advising or issuing proposals to the school council and the dean on all other matters concerning education in the relevant degree course(s) when requested or on its own initiative.
3. A division of the degree committee will be charged with advising the degree committee on the following:
 - promoting and safeguarding the quality of the degree course;
 - annually assessing the implementation methods of the EER of the relevant degree course;
 - advising or issuing proposals to the degree committee on all other matters concerning education in the relevant degree course(s) when requested or upon its own initiative.
4. The joint assembly has the following duties:
 - discussing the separate recommendations about the EER made by the degree committees belonging to a school so they can reach a joint resolution in the event the EER is adopted at school level;

- discussing the separate evaluations of the degree courses concerning the implementation of the EER to reach a resolution on the implementation of the EER at the school level;
- advising or issuing proposals to the dean and/or school council on all other matters concerning education in the relevant degree course(s) at school level when requested or on its own initiative.

Article 28 Right of consent

1. The degree committee has right of consent concerning the administrative and management regulations in so far as they:
 - specify a manner of composition other than election for the degree committee;
 - concern the annual assessment of the appropriateness of this other method of composition;
2. The degree committee has right of consent concerning the EER of the relevant degree course in so far as they concern:
 - the manner in which education is evaluated within the relevant degree course;
 - the content of the graduation specialisations within a degree course;
 - the quality of the knowledge, understanding and skills that students should have acquired upon completion of the degree course;
 - where needed, the organisation of practical exercises;
 - the study load of the degree course and each of its units of study and units of learning outcomes;
 - if applicable, the selection procedure for students applying for a special track within a degree course that aims at helping students attain a higher level of knowledge;
 - if applicable, the regulation that stipulates that the study load for a fast track aimed at students with a VWO diploma is 240 instead of 180 credits.

Article 29 Advisory rights

The degree committee has advisory rights concerning the EER of the relevant degree course in so far as it concerns:

- the content of the degree course and the final assessments associated with it;
- any further rules on issuing study advice for the propaedeutic phase of the bachelor course or the first year of study of an associate degree and further rules on issuing referrals in the propaedeutic phase/first year of study if a degree course includes more than a graduation specialisation after the propaedeutic phase/first year of study;
- the number and order of exams, as well as the times at which they can be taken;
- the full-time, part-time or work-study structure of the degree course;
- where necessary, the order in which, time frame within which and number of times each academic year that students are to be offered the opportunity to take exams and final assessments;
- where necessary, the extension of the validity term of passed exams, subject to the authority of the board of examiners;
- the way in which exams are taken, whether orally, in writing or otherwise, subject to the authority of the board of examiners to decide differently in special cases;
- the manner in which students with disabilities or chronic illnesses are reasonably to be given the opportunity to take the exams;
- the public character of exams that are to be administered orally, subject to the authority of the board of examiners to decide differently in special cases;
- the time frame within which the results of an exam are to be posted, and whether and how exceptions may be made to this time frame;

- the manner and term in which individuals who have taken a written exam will be allowed to review their work after it has been assessed;
- the manner and term in which questions and assignments made or given as part of a written exam may be reviewed, as well as the standards according to which the assessment was performed;
- the grounds upon which the board of examiners may grant exemptions for one or more exams based on previously passed exams or final assessments in higher education or based on knowledge and skills acquired outside the context of higher education;
- where necessary, the requirement to pass certain exams before admission can be granted to take other exams;
- where necessary, the requirement to participate in practical exercises for the purposes of admission to taking the relevant exam, subject to the authority of the board of examiners to grant exemptions from this requirement, whether or not that is conditional upon alternative requirements;
- the monitoring of study progress and individual study coaching;
- the actual design of the education.

Article 30 Conditions for consent and advice

1. The dean will ensure that:
 - a. advice is requested at such a time that it can actually bear an influence on the decision-making,
 - b. the committee has the opportunity to consult with the dean before the advice is issued,
 - c. the committee is notified in writing as quickly as possible concerning the manner in which the advice will be acted upon.

Article 31 Procedure for consent and advice

1. The degree committee notifies the dean in writing about whether the degree committee has granted consent or what the degree committee's advice is as soon as possible, but no later than 6 weeks after consent or advice has been requested.
2. The degree committee and the dean may agree to extend the term specified in the preceding paragraph, or to shorten it due to the urgency of the decision to be taken or if the decision to be taken is required in order to comply with a legal prescription.
3. If the degree committee has not notified the dean of its advice or decision concerning the requested consent within the term referred to in paragraph 1 of this article, or within the extended or shortened term, the degree committee will be regarded as not having exercised its powers.
4. The degree committee may consult with students and/or staff members from the relevant degree course prior to deciding on a request for consent or before issuing advice.

Article 32 Deviating from advice

1. If the dean does not wish to follow all or part of the advice given by the degree committee, the dean will notify the degree committee of this, along with the reasons, within four weeks.
2. The dean will ensure that the degree committee has the opportunity to engage in further consultation with him or her before making a definite decision.
3. The dean will suspend the execution of his or her decision for 4 weeks after the day on which the degree committee announced its decision, unless the committee has no objection to the immediate execution of the decision.
4. The dean will notify the degree committee and school council in writing of the definite decision, noting that the decision deviates from the degree committee's advice.

Article 33 Right of initiative

1. If the degree committee makes a proposal to the school council or dean as referred to in article 27 paragraph 2 of these regulations, upon request or at its own initiative, the dean will respond to the proposal within two months of receipt. The degree committee will send the advice and proposals to the participation council or the relevant school council for inspection.

Chapter 7 Quality assurance

Article 34

1. At the opening of the academic year, the degree committee and the *dean* make agreements concerning the manner in which quality assurance is performed.
2. Quality Control will be performed by the course coordinators together with the Quality Care Committees of the different courses of the joint Degree Committee. The joint Degree Committee has a controlling and advising role. At the opening of the academic year the course directors provide the Degree Committee with the Annual reports concerning Assessment Policy and Quality Control.

Chapter 8 Involvement in accreditation

Article 35

In the context and for purposes of the accreditation of the degree course:

- the degree committee provides a recommendation for the self-evaluation of the degree course upon request by the dean;
- in certain cases the degree committee has advisory rights with regard to the recovery plan.

Chapter 9 Disputes

Article 36 Access to the Disputes Advisory Committee

The disputes committee for participation will inspect disputes between the degree committee or the dean with regard to:

- a. the application of the Regulations of the Degree Committee;
- b. disputes arising from articles 27 to 30 of these regulations.

Article 37 Amicable settlement

In the event of a dispute between the degree committee and dean, the Executive Board will investigate the possibility of amicable settlement. If this is not possible, the dean or the degree committee will submit the dispute to the Disputes Advisory Committee.

Article 38 Binding judgement of the Disputes Advisory Committee

The disputes committee is authorised to effect an amicable settlement between parties. If they are unable to reach an amicable settlement, the disputes committee will resolve the dispute by issuing a binding judgement after assessing whether:

- a. the dean has adhered to the requirements of the law and the internal regulations for degree

- committees;
- b. the dean could have reasonably reached the proposal or decision when considering the interests involved;
- c. the dean has acted negligently with regard to the degree committee.

Article 39 Suspended execution of a decision

If the dispute concerns the choice whether or not to follow the advice or part of the advice given by the degree committee, the execution of that decision will be suspended for four weeks, unless the degree committee has no objection to the immediate execution of the decision.

Article 40 Permission in the absence of consent

If the dean has not received consent from the degree committee for an intended decision, the dean may request permission from the disputes committee to make the decision, contrary to the provisions of article 31. The disputes committee will only grant permission if the decision of the degree committee not to provide consent is unreasonable or if compelling organisational, economic or social reasons call for the intended decision of the dean.

Chapter 10 Facilities

Article 41 Facilities for degree committees (and their members)

1. The dean will grant the degree committee the use of facilities that are available and that the committee could reasonably need to fulfil its duties, including at least administrative, financial and legal support.
2. More specifically, the degree committee is entitled to:
 - meeting space;
 - facilities for the reproduction/distribution of meeting documents;
 - secretarial support;
 - catering facilities;
3. The dean will allocate a training budget to the members of the degree committee. The training budget will be determined at the opening of the academic year, in joint consultation between the degree committee and the dean and allows the members of the degree committee to participate in the training and professional development opportunities offered by HAN Academy. The training budget for the degree committee of the ISB amounts to €2,000, including VAT, for each degree committee.
4. The members of the degree committee who are employed as staff members will have the opportunity to participate in this training during working hours and with retention of salary.
5. The dean will give the degree committees the opportunity to meet during working hours whenever possible. Each student and staff member of the degree committee will be facilitated for all degree committee activities for 80 hours each academic year, with the position of chair receiving additional facilitation of 120 hours each academic year.

Chapter 11 Final provisions

Article 42 Legal protection

The Executive Board, the dean and the academy manager of the relevant degree format/degree course with a special feature will ensure that the members of the degree committee, the division and the members of the joint assembly are not disadvantaged in their position and/or interests in relation to the university of applied sciences on account of their membership in the degree committee.

Article 43 Unforeseen circumstances

Matters that are not provided for in these regulations and for which an immediate decision is needed by the degree committee, division or joint assembly will be decided upon by the chair of the degree committee or the chair of the joint assembly. The chair must communicate this decision as soon as possible to the other members of the degree committee (or division thereof) or the other members of the joint assembly, and to the dean and the relevant academy manager.

Article 44 Effective date

These regulations were adopted by the dean **on..... and** will come into effect on 1 September 2021.

Appendix 4 Appendix to chapter 9 description of the education

Description of the education (study units)

(Chapter 9 of the Education and Examination Regulations
for Bachelor degree programme)

International Business

2021-2022

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9. Description of the education (study units)

This chapter describes the education provided in your degree programme in the form of a curriculum overview and description of the study units, starting with the study units in the propaedeutic phase, then those of the post-propaedeutic phase (also specifying whether these units are elective units), and finally those of the minors.

Below is a schematic overview that gives you an overall impression of the degree course. It also gives the study units in the degree course.

Name of degree course: International Business			
CROHO number: 30029			
Degree format	Full-time		
Language	English		
Variants and tracks	Abridged		

Structure of propaedeutic phase

Programme for student cohorts that start the propaedeutic phase as of September 2019 or thereafter.

A-cluster		B-cluster	
AIO - Project The Organisation 2.5 credits	AEE - Project External environment 2.5 credits	BTI - Project Trends and Innovations 2.5 credits	BOS - Project Operations 2.5 credits
AMM - Management 2.5 credits	AMR - Marketing 2.5 credits	BEC - Economics 2.5 credits	BMM - Management 2 2.5 credits
AAF - Accounting & Finance 2.5 credits	ASC - Supply Chain Management 2.5 credits	BDI - Digital Innovation 2.5 credits	BAF - Accounting & Finance 2.5 credits
AST - Statistics 2.5 credits	ARA - Research 2.5 credits	BST - Statistics 2 2.5 credits	BRS - Research 2 2.5 credits
AEN - English 2.5 credits		BEN - Business Communication 2.5 credits	
APS - Problem solving and decision making 2.5 credits		2nd language (Error! Reference source not found. or French or German or Spanish) 5 credits	
AIA - Intercultural Awareness 2.5 credits			
APPD - Personal & Professional Development 2.5 credits		BPPD - Personal and Professional Development 2.5 credits	

Information for students who started before September 2019 see next page.

Programme for student cohorts that started the propaedeutic phase before September 2019 and as of February 2018.

Semester 1		Semester 2	
Project The Organisation (AIO) 2.5 credits	Project External environment (AEE) 2.5 credits	Project Trends & Innovations (BTI) 2.5 credits	Project Operations (BOS) 2.5 credits
Management (AMM) 2.5 credits	Marketing (AMR) 2.5 credits	Economics (BEC) 2.5 credits	Management 2 (BMM) 2.5 credits
Accounting & Finance (AAF) 2.5 credits	Supply Chain Management (ASC) 2.5 credits	Digital innovation (BDI) 2.5 credits	Accounting & Finance (BAF) 2.5 credits
Statistics (AST) 2.5 credits	Research (ARA) 2.5 credits	Statistics 2 (BST) 2.5 credits	Research (BRS) 2.5 credits
English (AEN) 2.5 credits		Business Communication (BEN) 2.5 credits	
2nd language (ACC FRA , ACC ESP , ACC DEU , ACC NED) 2.5 credits		2nd language (BCC NED , BCC FRA , BCC DEU , BCC ESP) 2.5 credits	
Personal & professional development (APPD) 2.5 credits		Personal and professional development (BPPD) 2.5 credits	
Intercultural Awareness (AIA) 2.5 credits		Creativity & critical thinking (BCR) 2.5 credits	

Structure of post-propaedeutic phase

Programme for student cohorts that started the post-propaedeutic phase in February 2019 or thereafter.

Fulltime	Year 2 - 60 credits				
C-cluster	CMRS Marketing & Sales 5 credits				
	COR - Organisation & Change 5 credits				
	CSCM - Supply Chain Management 5 credits				
	CAF - Finance 5 credits				
	CEC - International Economics 2,5 credits				
D-cluster	DSI - Sustainable Innovation 5 credits				
	DPPD - Personal and professional Development 2,5 credits				
	DDI-A - Data & Information Management or DDI-B - Data & Information Management 5 credits				
	Depending on the graduation specialisation chosen**:				
	<i>Marketing & Sales</i>	<i>Organisation and Change</i>	<i>Finance</i>	<i>Supply Chain Management</i>	<i>No Specialisation</i>
	DMRS1 - International Marketing Management Strategies 5 credits	DOR1 - Internal Change 5 credits	DAF1 - Accounting and Finance 5 credits	DSCM1 - Sustainability in the supply chain 5 credits	D-cluster SCM or FIN or O&C or M&S***
	DMRS2 - Selling and Sales Consulting 5 credits	DOR2 - Organisational Change 5 credits	DAF2 - Advanced Financial Accounting and Reporting 5 credits	DSCM2 - Lean Six Sigma 5 credits	
During C- and D-cluster	Choice 1 out of the Elective group "Trends in Business" * 2,5 credits				
	Choice 2 out of the Elective group "Trends in Business" * 2,5 credits				
	NED/DEU/ESP/ FRA 2,5 credits	Choice 1 out of the Elective group Professional skills* 2,5 credits			
	NED/DEU/ESP/ FRA 2,5 credits	Choice 2 out of the Elective group Professional skills* 2,5 credits			
	Choice 1 out of the Free Electives * broaden your horizon* or out of "Trends in Business" or out of Professional skills 2,5 credits				
	Choice 2 out of the Free Electives * broaden your horizon* or out of "Trends in Business" or out of Professional skills 2,5 credits				

See page below current curriculum overview for an overview of which electives can be chosen.

* The choices of the electives group "Trends in Business" and "Personal Skills" are related to the IB Programme Learning Outcomes, which are compulsory for the nationwide IB exit qualifications. The free electives are not related to the IB PLO's.

** It is also possible not to specialise. In that case you get a diploma without specialisation.

*** For students who choose M&S for D-cluster in the generic route in February 2022, 5EC languages is obligatory.

Year 3	E-cluster	F-cluster
60 credits	Minor 30 credits or E cluster Pre-master Tilburg – 30 credits or E-Cluster HAN Minor, validated by IB exam board 30 credits	FTI - Third year Internship 30 credits

Programme for student cohorts that started the post-propaedeutic phase in February 2021 or thereafter.

Year 4					
G-cluster 30 EC	Professional Development and Research (GPR) 10 EC				
	<i>Marketing & Sales*</i>	<i>Organisation & Change*</i>	<i>Finance*</i>	<i>Supply Chain Management*</i>	<i>No specialisation</i>
	GMRS1 - Marketing, Innovation and Technology 5 EC	GOR 1 - Project Management 5 EC	GAF1 - Enterprise Risk Management 5 EC	GSCM1 - Operations Management 5 EC	G-cluster SCM or FIN or O&C or M&S
	GMRS2 - Strategic Marketing, Entrepreneurship and Sustainability 5 EC	GOR2 - Organisational Development 5 EC	GAF2 - International Financial Management 5 EC	GSCM2 - Procurement and Vendor Management 5 EC	
	GMRS3 - Entrepreneurial Selling 5 EC	GOR3 - International Human Resource Management 5 EC	GAF3 - Data Analytics 5 EC	GSCM3 - Sales and Operations Planning 5 EC	
	Choice 1 out of the Free Electives * broaden your horizon* or out of "Trends in Business" or out of Professional skills 2,5 EC				
	Choice 2 out of the Free Electives * broaden your horizon* or out of "Trends in Business" or out of Professional skills 2,5 EC				
H-cluster 30 EC	HGI - Graduation Internship				

*These Study Units need to be taken to obtain a specialization in the mentioned field.

Overview of Elective groups and the choices within the groups.

Elective group Professional Skills	Elective Group Trends in Business	Broaden your horizon
Dutch for Business 3: Internship in the Netherlands	Gamification (EGM)	Portfolio Management (EPM)
Dutch for Business 4: Job interview: cover letter & CV	International Consumer Behaviour (ECB)	Creating your own Start-up (ESU)
French for Business 3: Job application and Business Culture	Circular Economy (ECE)	E-fulfillment (EEF)
French for Business 4: Advertisement	Blockchain in International Business (EBC)	Trendwatching (ETR)
Spanish for Business 3: To find a job	Supply Chain Finance (ESC)	International Sales Contracts (EIS)
Spanish for Business 4: To enter the market	Brand, Strategy and Design (EBSD)	
German for Business 3: Companies, Products, Markets.		
German for Business 4: Professional contacts		
Dutch for Business 5: Telephoning and Business Presentations		
Dutch for Business 6: Business Meetings and Negotiations		
Dutch for Business 7: Communicating effectively in Dutch business and society		
Dutch for Business 8: Communicating effectively in Dutch business and society		
French for Business 5: Professional communication (DELFL pro)		
French for Business 6: Telephone French		
French for Business 7: French Business Negotiations		
French for Business 8: French Company analysis & consulting		
Spanish for Business 5: Online Communication		
Spanish for Business 6: The External Environment		
Spanish for Business 7: How to use Spanish in business negotiations		
Spanish for Business 8: How to use Spanish in business research		
German for Business 5B: The Working World & Job Application		
German for Business 6B: Marketing Special: Trade Fairs		
German for Business 7: Business Research		
German for Business 8: Current Business Topics in D-A-CH		
Get Hired! (ECD)		
Excel (EEXC)		
Business Decision Making (EBDM)		
Crossing Borders without crossing borders (ECBW)		
Value creation from data (from EVC)		
Advanced Quantitative Methods (EAQT)		
Advanced Qualitative Methods (EAQL)		
Consulting and Coaching (ECAC)		

Programme for student cohorts that started G-cluster before February 2021.

Year 4	G-cluster	H-cluster
60 credits	Professional Development and Research (GPR) 10 credits	Graduation Internship (HGI) 30 credits
	Digital Transformation (GDT) 5 credits	
	Sustainability and Ethics (GSE) 5 credits	
	Organisational Change (GOC) 5 credits	
	Entrepreneurship and Innovation (GEI) 5 credits	

Programme for student cohorts that started the post-propaedeutic phase in February 2018 or September 2018.

Year 2*	C-cluster	D-cluster
60 credits	International Enterprise - CEN 7.5 credits	Research Topics- DRU 7.5 credits
	Personal Development – CPD 2.5 credits	Research Project – DPR 7.5 credits
	International Business Modules – CBM 7.5 credits	Marketing Planning and Budgeting - DPB 7.5 credits
	Environment - CEV 5 credits	International Communication and Culture II ICC2 DCB/DCD/DCG/DCF/DCS^[1] 7.5 credits
	International Communication and Culture I – ICC1 CCB/CCD/CCF/CCG/CCS^[2] 7.5 credits	
Year 3	E-cluster	F-cluster
60 credits	Minor / Study Abroad - ESA 30 credits or E cluster Pre-master Tilburg – 30 credits Or E-Cluster HAN Minor, validated by IB exam board 30 credits	Placement Abroad - FPA 30 credits
Year 4	G-cluster	H-cluster
60 credits	Professional Development and Research (GPR) 10 credits	Graduation Internship (HGI) 30 credits
	Digital Transformation (GDT) 5 credits	
	Sustainability and Ethics (GSE) 5 credits	
	Organisational Change (GOC) 5 credits	
	Entrepreneurship and Innovation (GEI) 5 credits	

* The study units of the second year will no longer be offered in the 2020-2021 academic year. Exams and modular exams of the second year will still be offered, see for more information TER IB 2019-2020 Chapter 11.5 (appendix 2) and for a description of the old study programme of the second year part 3 of the 2018-2019 IB Degree Statute.

Programme for student cohorts that started the post-propaedeutic phase before February 2018

Fulltime			
Year 2	C-cluster	D-cluster	
60 credits	<u>International Enterprise - CEN</u> 7.5 credits	<u>Research Topics- DRU</u> 7.5 credits	
	<u>Personal Development – CPD</u> 2.5 credits	<u>Research Project – DPR</u> 7.5 credits	
	<u>International Business Modules – CBM</u> 7.5 credits	<u>Marketing Planning and Budgeting - DPB</u> 7.5 credits	
	<u>Environment - CEV</u> 5 credits	<u>International Communication and Culture II ICC2</u> <u>DCB/DCD/DCG/DCF/DCS^[9]</u> 7.5 credits	
	<u>International Communication and Culture I – ICC1 CCB/CCD/CCF/CCG/CCS^[4]</u> 7.5 credits		
Year 3	E-cluster	F-cluster	
60 credits	<u>Minor / Study Abroad - ESA</u> 30 credits or E cluster Pre-master Tilburg – 30 credits Or E-Cluster HAN Minor, validated by IB exam board 30 credits	<u>Placement Abroad - FPA</u> 30 credits	
Year 4	G-cluster Start September 2017	H-cluster	
60 credits	▼ Or ▼	<u>Graduation Assignment - HGA</u> 30 credits	
	<u>Culture - GCU</u> 7.5 credits		<u>Chinese economy MAS-CE</u> 7.5 credits
	<u>Strategy 1 - GST1</u> 7.5 credits		<u>Integrated Assignment MAS-IA</u> 7.5 credits
	<u>Strategy 2 – GST2</u> 7.5 credits		<u>SU (MAS) International Marketing Logistics & Finance</u> 7.5 credits
	<u>Demand Chain Management - GCH</u> 7.5 credits		<u>SU (MAS) Personal leadership & Cultural awareness</u> 7.5 credits

^[1] ICC2 consist of five parts of whom two parts must be followed. DCB is obligatory and from DCD/DCF/DCG/DCS one course must be chosen.

^[2] ICC1 consist of five parts of whom two parts must be followed. CCB is obligatory and from CCD/CCF/CCG/CCS one course must be chosen.

^[3] ICC2 consist of five parts of whom two parts must be followed. DCB is obligatory and from DCD/DCF/DCG/DCS one course must be chosen.

^[4] ICC1 consist of five parts of whom two parts must be followed. CCB is obligatory and from CCD/CCF/CCG/CCS one course must be chosen.

There are thresholds in the main phase; see part 1, chapter 3.2.

9.1 Study units and modules of the propaedeutic phase, including elective units

A-cluster

AAF - Accounting & Finance

1. General information		
Name of study unit	<i>Accounting & Finance</i>	
Code for study unit	AAF	
Degree programme and target group	IB	
Teaching period	P1,P2,P3	
ECTS credits and Study load	Study load: 2.5.. EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	N/A	

2. Content and organisation	
Professional task	The Organisation: What is an organisation? (Internal focus)
Exit qualifications / Programme Learning Outcomes (PLO)	TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.
General description	Students will learn the basics of accounting and finance. Part of the theory and skills will be applied in the project The organisation.

Cohesion	With project The Organisation
Mandatory participation	Highly recommended
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Seminars (practice assignments) and lectures (theory)
Required literature / description of learning material	ISBN 9781787267855, CU-HAN financial and cost accounting 2019
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	Finance
Code (modular) exam	AAFACF1A.1
Assessment criteria	The student: Prepares financial statements; balance sheet, income statement and cash flow statement for non-complex organisations.
Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individual
Number of examiners	1
Exam period	T1/T2/T3
Resit period	T2/T3/T4
Duration exam	120 minutes
Permitted resources / aids	Non-graphing calculator Bilingual paper dictionary
Minimum result	5.5
Weight factor of modular exam	100%

Method of enrolment for exam / enrolment period	enrolment in Alluris. See www.han.nl/insite for the enrolment period.
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 1/2/3						
Lecture week	1	2	3	4	5	6	7
AAFACF1A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

AEE - Project External environment

1. General information		
Name of study unit	<i>Project External Environment</i>	
Code for study unit	AEE	
Degree programme and target group	IB	
Teaching period	P1,P2,P4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	31,5
	Time for self study	38,5
	Total study load (hours)	70
Entry requirements for study unit	NA	

2. Content and organisation	
Professional task	<p>Junior Export Marketer</p> <p>The Junior Export Marketer gets involved in creating and running marketing activities across borders. When entering a new country/market, the marketer deals with a different kind of customer in a foreign environment with laws and regulations that may differ radically from those of the domestic market.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>LW8 Express reflections on her/his personal development with the aim of personal growth.</p> <p>LW12 Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p>

	<p>TWM16 Use appropriate sales techniques in support of durable customer relationships</p> <p>TWM17 Incorporate developments of the digital landscape in a marketing strategy</p> <p>TWM20 Evaluate the operations processes within and between organisations.</p> <p>TWM24 Analyze a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p>
General description	In this study unit students work in groups on weekly assignments. At the end of the study unit, an advice on how a specific company can best distribute a selected product to a new market is provided.
Cohesion	Parts of the theory taught in the modules Marketing, Supply Chain Management, Research, English, Professional Development and Intercultural Awareness are applied for this project.
Mandatory participation	Mandatory because weekly team work is required. Students are allowed to miss one lesson.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Workshops and coaching sessions, groupwork, presentations
Required literature / description of learning material	N/A
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	Portfolio External Environment
Code (modular) exam	AEEAPE1A.8
Assessment criteria	Students: Perform an analysis of the marketing environment of the organization.

	Produce an export plan containing: Adequate and realistic marketing objectives. Marketing mix, including traditional and digital marketing communication activities An advice to the organization. Determine the optimal distribution network for the export product. Present and defend their group export plan to relevant stakeholders.
Exam and modular exam format(s) (type of exam)	Portfolio and Oral presentation
Individual / group	Group
Number of examiners	2
Exam period	P1/P2/P4
Resit period	P1/P2/P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is equal to enrolment.
Discussion and review	Within 1 week after the grades are published, students can make an appointment to review their assessed products.

Lecture/ contact hours							
	Period 1/2/4						
Lecture week	1	2	3	4	5	6	7
Project	7	7	7	7	7	7	

Changes compared to last year	Changes in 2. Content and organisation and 3. Examination.
Date from which the SU will no longer be offered	N/A

AEN - English

1. General information	
Name of study unit	English (AEN)
Code for study unit	AEN
Degree programme and target group	CS, IB
Teaching period	P1 and P2 / P3 and P4
ECTS credits and Study load	Study load: 2.5 EC
Entry requirements for study unit	N/A

	Number of hours on the clock:
Scheduled contact time	21
Time for self study	49
Total study load (hours)	70

2. Content and organisation	
Professional task	Effective communication in social and business contexts
Exit qualifications / Programme Learning Outcomes (PLO)	IB: WW4 - Communicate (business) messages effectively, persuasively, using advanced English to an (un)informed audience. CS: 4 - Creating and Producing
General description	In this semester module students work on improving their grammar. Next to this they receive formative feedback on their speaking skills by participating in role-plays. The formative feedback is to be applied in a video tutorial the students will record to summatively assess their speaking/presentation skills.
Cohesion	This module supports the performance of students in reporting 7607 English 1 and 2 both in writing and in presenting.

Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	N/A
Activities and/or instructional formats	Practice sessions Role-plays
Required literature / description of learning material	Reader 7607 English 1 and 2
Required software / required materials	N/A
Extra contributions	N/A

3. Examination			
Name (modular) exam	English 1	English 2	English 2
Code (modular) exam	AEN ENG1B.1	AEN ENG2A.1	AEN ENG2A.4
Assessment criteria	AEN ENG1B.1: the students can correctly use the English verb forms.	AEN ENG2A.1: the student can apply all the grammar rules needed to produce proper sentences in professional English.	AEN ENG2A.4: the student can explain a business concept to their fellow students in a video tutorial, making use of spoken language/ spontaneous speech and relevant visual aids.
Exam and modular exam format(s) (type of exam)	Written exam	Written exam	Presentation
Individual / group	Individual	Individual	Individual
Number of examiners	1	1	1
Exam period	T1/T3	T2/T4	P2/P4
Resit period	T4	T5	P2/P4
Duration exam	60 minutes	90 minutes	N/A
Permitted resources / aids	N/A	N/A	All
Minimum result	N/A, the weighted average of exams AEN ENG1B.1 and AEN	N/A, the weighted average of exams AEN ENG1B.1 and AEN	5.5

	ENG2A.1 needs to be 5.5	ENG2A.1 needs to be 5.5	
Weight factor of modular exam	45%	25%	30%
Method of enrolment for exam / enrolment period	Alluris	Alluris	N/A
Discussion and review	Review schedule	Review schedule	Ask lecturer

Lecture/ contact hours							
	Period 1/3						
Lecture week	1	2	3	4	5	6	7
	3	3	3	3	3	3	-
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
	3	3	3	3	3	3	-

Changes compared to last year	Assessment criteria added.
Date from which the SU will no longer be offered	N/A

AIA - Intercultural Awareness

1. General information		
Name of study unit	Intercultural Awareness	
Code for study unit	AIA	
Study Programme	IB, CS	
Teaching Period	P1 - P2 and P3 - P4	
ECTS Credits and study load	Study load: 2,5 EC:	
	Total number of hours on the clock:	
	Scheduled contact time	18
	Time for self-study and placement	52
	Total study load (hrs)	70
Entry requirements	NA	

2. Content and organisation	
Professional task(s)	Intercultural interactions
Exit qualifications / Programme Learning Outcomes	LW3.2 level 1 LW1.1 level 1 CS: Professional Skills: 3.Collaborating 4.Reflective capabilities 5.Empathic capabilities
General description	After completion of this module students will have developed basic knowledge, skills and behavior that will make the students more successful in intercultural interactions. This is done by knowing the intercultural theories, developing skills and by creating awareness of cultural differences and similarities inside and outside the classroom.
Cohesion	Working in international teams in Projects The Organisation and the External Environment
Mandatory Participation	Yes, a minimum of 80% of lessons is mandatory as skills are trained and your active participation is required and assessed during class.

Max number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Workshops, Lectures, presentations, simulations, case studies, role play, peer-feedback, guest lectures
Required literature / description of learning material	Nunez, C., & Nunez Mahdi, R. (2017). <i>Intercultural sensitivity: from denial to intercultural competence</i> . (4th ed.) Assen, the Netherlands: van Gorcum. 4e druk, ISBN 9789023255550
Required software / required materials	OnderwijsOnline: Module information, portfolio handout, assessment form, powerpoint presentations and tests (Thomas & Kilmann)
Extra contributions	N/A

3. Examination	
Name (modular) exam	Intercultural Awareness Portfolio
Code (modular) exam	AIA-ICA1A.8
Assessment criteria:	<p>Recognise intercultural differences using various models and theories (portfolio assignment: 2,3,5)</p> <p>Recognise own historical, political, economic and cultural events that shape social interactions with other (portfolio assignment: 1).</p> <p>Identify similarities and differences in cultural backgrounds, practices and habits in life, education and business (portfolio assignments: 7, 8, 9)</p> <p>You are able to reflect learning on diversity management and formulate smart learning goals for development in the near future (portfolio assignment 10).</p>
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P2 and P4
Resit period	P2 and P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5

Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is equal to enrolment.
Discussion and review	In class in 2.7 or 4.7

Lecture/ contact hours							
	Period 1 or 3						
Lecture week	1	2	3	4	5	6	7
Lectures	2	2	2	2	2	2	
	Period 2 or 4						
Lecture week	1	2	3	4	5	6	7
Lectures	2	2	2	2			2

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

AIO - Project The Organisation

1. General information		
Name of study unit	Project The Organisation	
Code for study unit	AIO	
Degree programme and target group	IB	
Teaching period	P1,P2,P3	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	31,5
	Time for self study	38,5
	Total study load (hours)	70
Entry requirements for study unit	N/A	

2. Content and organisation	
Professional task	Junior manager
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
	WT2 Create innovative ideas in a changing business environment systematically.
	WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.
	WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
	WW7 Produce management information from various data sources in an international business environment.
LW8 Express reflections on his personal development with the aim of personal growth.	
LW13 Use appropriate verbal and nonverbal communication in an intercultural setting.	

	TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives. TWM22 Draft the strategic cycle of (parts of) the organisation.
General description	In this project students work in groups on assignments to apply theory taught in the modules: Management, Finance, Statistics, English, Professional Development and Intercultural Awareness.
Cohesion	Integration of knowledge and skills as mentioned in the general description.
Mandatory participation	Attendance is mandatory because ALL activities take place during class time. One missed class is acceptable.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Workshops, self-guided excursions, group work, (poster) presentations possibly online.
Required literature / description of learning material	N/A
Required software / required materials	N/A
Extra contributions	N/A

3. Examination

Name (modular) exam	Project Organisation
Code (modular) exam	AIOAPO1A.8
Assessment criteria	<p>Students demonstrate the ability to participate and cooperate in a culturally diverse group</p> <p>Students explain the observed effectiveness and/or ineffectiveness of the cooperation in a culturally diverse team</p> <p>Students produce a limited balanced scorecard of an organization and demonstrate that they have incorporated earlier feedback in their product.</p> <p>Students present their product for a defined target group (fellow students and teacher(s))</p>
Exam and modular exam format(s) (type of exam)	Portfolio & presentation
Individual / group	Group

Number of examiners	Minimum 1
Exam period	P1, P2, P3
Resit period	P1, P2, P3
Duration exam	20 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment and planning by teacher
Discussion and review	Immediately following presentation

Lecture/ contact hours							
	Period 1/2/3						
Lecture week	1	2	3	4	5	6	7
Project		7	7	7	7	7	
Assessment							7

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

AMM - Management

1. General information		
Name of study unit	Management 1	
Code for study unit	AMM	
Degree programme and target group	IB	
Teaching period	P1,P2,P3	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	NA	

2. Content and organisation	
Professional task	Junior manager
Exit qualifications / Programme Learning Outcomes (PLO)	TWM22: Draft the strategic cycle of part(s) of the organisation (process and content).
General description	This module teaches the basic principles of management.
Cohesion	Management is one of the content modules of the project: The organisation.
Mandatory participation	NA
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Lectures,workshops, exercises

Required literature / description of learning material	Robins & Coulter 15 th edition. Robbins, P & Coulter, M. (2021) Management (15 th edition). Harlow, England: Pearson e-book version ISBN:978-1-292-34100-2 Available via this link .
Required software / required materials	Access to Pearson MyLab (included with e-book)
Extra contributions	NA

3. Examination	
Name (modular) exam	Management
Code (modular) exam	AMMMAN1A.1
Assessment criteria	The student: Recognizes the steps in the strategic cycle of the organisation. Explains the functions, roles and skills of managers. Interprets various theories regarding management. Describes how decisions are made. Discusses characteristics of and current issues in organisational culture. Identifies strategy of an organisation and current issues. Produces tools to measure organisational performance.
Exam and modular exam format(s) (type of exam)	Multiple choice exam
Individual / group	Individual
Number of examiners	1
Exam period	T1/T2/T3
Resit period	T2/T3/T4
Duration exam	90 min
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period.

Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.
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Lecture/ contact hours							
	Period 1/2/3						
Lecture week	1	2	3	4	5	6	7
Lecture, auditorium	2	2	2	2	2	2	
Seminar, after lecture, standard classroom	2	2	2	2	2	2	

Changes compared to last year	Required literature, change in SU Owner
Date from which the SU will no longer be offered	NA

AMR - Marketing

1. General information		
Name of study unit	Marketing	
Code for study unit	AMR	
Degree programme and target group	IB	
Teaching period	P1,P2,P4	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	21
	Time for self study	49
	Total study load (hours)	70
Entry requirements for study unit	NA	

2. Content and organisation	
Professional task	<p>Junior Marketer</p> <p>The Junior Marketer gets involved in creating and running marketing activities. After researching and analyzing a market (or multiple markets), the junior marketer gets involved with the creation, communication, delivery and exchange of offers (products or services) that have value to the firm target audiences while contributing to the firm growth objectives.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>TWM15</p> <p>Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p>TWM16</p>

	Use appropriate sales techniques in support of durable customer relationships TWM17 Incorporate developments of the digital landscape in a marketing strategy
General description	This study unit teaches the basic principles of marketing and digital marketing. It also provides an introduction to Sales.
Cohesion	Parts of the theory taught in this study unit will be applied in the Project module The External Environment.
Mandatory participation	Participation is highly recommended
Maximum number of participants	N/A
Compensation options	no
Activities and/or instructional formats	Lectures on theoretical knowledge, exercises on applying knowledge.
Required literature / description of learning material	Mandatory: Fundamentals of Marketing Baines, Paul Oxford University Press Edition 1 ISBN: 9780198748571 All online material such as supporting articles, PDFs and PowerPoint slides on EducationOnline
Required software / required materials	N/A
Extra contributions	N/A

3. Examination

Name (modular) exam	Marketing
Code (modular) exam	AMRMKT1A.1
Assessment criteria	The student:

	<p>recognizes marketing concepts and terminologies</p> <p>identifies key characteristics associated with the marketing environments an international organization operates in by using various marketing models</p> <p>explains the different types of strategic marketing goals available for an international organization by using various marketing models</p> <p>understands the process of Segmenting, Targeting and Positioning in the context of consumer and business markets by using various STP models</p> <p>recognizes the different elements of a proposition and its evolution over time and in the mind of the customers</p> <p>understands the concept of selling and the role of selling in marketing, in the context of selling to consumers and to business customers</p> <p>recognizes the main steps of the selling process and buying cycle</p> <p>recognizes basic digital marketing concepts and goals</p> <p>understands the most important online communication methods</p>
Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individual
Number of examiners	1
Exam period	T1/T2/T4
Resit period	T2/T4/T5
Duration exam	90 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period.
Discussion and review	Individual review with invigilator;

Lecture/ contact hours							
	Period 1/2/4						
Lecture week	1	2	3	4	5	6	7
Lecture	3	3	3	3	3	3	

Changes compared to last year	Changes in 2. Content & Organisation and 3. Examination.
Date from which the SU will no longer be offered	N/A

	expected to employ your skills in order to benefit the community around you through community service.
Cohesion	NA
Mandatory participation	NA
Maximum number of participants	NA
Compensation options	NA
Activities and/or instructional formats	Lectures Master classes Workshops Coaching sessions Community service
Required literature / description of learning material	To be found at #OO
Required software / required materials	NA
Extra contributions	NA

3. Examination	
Name (modular) exam	Personal & Professional Development portfolio
Code (modular) exam	APPDPPD1A.8
Assessment criteria	The student: reflects upon his/her own learning, performance and / or achievements. plans for his/her personal, educational and career development based on his/her reflections.
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P2/P4

Resit period	P2/P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	Contact PPD coach

Lecture/ contact hours							
	Period 1 or 3						
Lecture week	1	2	3	4	5	6	7
Lectures	2	2	2	2	2	2	-
	Period 2 or 4						
Lecture week	1	2	3	4	5	6	7
Lectures	2	2	2	2	2	2	-

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

APS - Problem solving and decision making

1. General information		
Name of study unit	Problem solving and decision making	
Code for study unit	APS	
Degree programme and target group	IB and CS	
Teaching period	P1 - P2 and P3 - P4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	14
	Time for self study	56
	Total study load (hours)	70
Entry requirements for study unit	None	

2. Content and organisation	
Professional task	IB/CS Makes use of critical thinking and creativity in order to solve problems, with the help of different techniques and models
Exit qualifications / Programme Learning Outcomes (PLO)	CS: Professional skills: 6.Ethical awareness 7.Agility IB: WT1.1 Critical Thinking: use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately. WT2.1 Innovation & Creativity: create innovative ideas in a changing business environment systematically.
General description	The student practices with several techniques which improve their critical thinking, decision making, and creative problem solving abilities. Central to

	the course is the problem solving cycle with each class focusing on one of the steps of the cycle. These cycles are applied to topical case studies which are thematically related to sustainability and ethics.
Cohesion	IB: Research and Projects the Organisation + External Environment CS: N/A
Mandatory participation	Yes The student is required to participate during all 6 classes. Only 1 class can be missed with a valid reason. The students work in groups and they work on techniques for which multiple people are required to execute them. There is some individual work required as well, but the majority consists of groupwork, thus requiring students to be present.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Workshops
Required literature / description of learning material	Recommended reading: Books Cottrell, S. (2017). Critical Thinking Skills, London: Palgrave. Michalko, M. (2006). Thinkertoys, New York: Ten Speed Press. Heerkens H & Winden A. (2017) Solving Managerial Problems Systematically: Noordhoff Uitgevers Material on the different techniques as well as the case study will be provided by the lecturer and/or included on #OnderwijsOnline
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	Problem solving and decision making
Code (modular) exam	APS DNM1A.8
Assessment criteria	Can define the basic theories, concepts and principles of sustainability. Can identify and illustrate the causes of a problem, by using different techniques and critical analysis

	<p>Can create alternative solutions to an existing problem by using creativity generating techniques</p> <p>Can define, recognize the structure of a proper argumentation and create a proper reasoning, in order to defend and support a solution to the identified problem</p> <p>Can place sustainability in historical context and explain its relationship to current business trends by applying analysis on a present-day complex business problem.</p>
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P1, P2 and P3,P4
Resit period	P1,P2 and P3,P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A
Discussion and review	Via lecturer

Lecture/ contact hours							
	Period 1 and 2/ 3 and 4						
Lecture week	1	2	3	4	5	6	7
Lectures		3		3		3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ARA - Research

1. General information		
Name of study unit	Research	
Code for study unit	ARA	
Degree programme and target group	IB	
Teaching period	P1,P2,P4	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	13,5
	Time for self study	56,5
	Total study load (hours)	70
Entry requirements for study unit	NA	

2. Content and organisation	
Professional task	Describe the external environment in which an organization functions.
Exit qualifications / Programme Learning Outcomes (PLO)	TWM24 Analyze a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.
	WW7 Produce management information from various data sources in an international business environment.
	WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.
General description	The student knows and understands the basics of desk research and can use desk research methods to analyze a complex business problem. The student is also able to demonstrate a critical and curious attitude towards research and information.
Cohesion	Linked to AEE project 2 External Environment.
Mandatory participation	no

Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Workshops
Required literature / description of learning material	Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i> (8 th Ed.). Pearson.
Required software / required materials	NA
Extra contributions	NA

3. Examination	
Name (modular) exam	Research report
Code (modular) exam	ARARES1A.5
Assessment criteria	<p>Students can describe and explain basic research principles behind desk research</p> <p>Students can carry out an applied research project using secondary sources.</p> <p>Students reflect on their choices made during the research process</p>
Exam and modular exam format(s) (type of exam)	Written report
Individual / group	individual
Number of examiners	1
Exam period	P1/P2/P4
Resit period	P1/P2/P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A

Discussion and review	Appointment based
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Lecture/ contact hours							
	Period 1/2/4						
Lecture week	1	2	3	4	5	6	7
Lectures	3	3	3	3	3	3	

Changes compared to last year	Required literature ; assessment criteria.
Date from which the SU will no longer be offered	N/A

ASC - Supply Chain Management

1. General information									
Name of study unit	Supply Chain Management								
Code for study unit	ASC								
Degree programme and target group	IB								
Teaching period	P1, P2 and P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>14 (3x6x45min)</td> </tr> <tr> <td>Time for self study</td> <td>56</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	14 (3x6x45min)	Time for self study	56	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	14 (3x6x45min)								
Time for self study	56								
Total study load (hours)	70								
Entry requirements for study unit	N/A								

2. Content and organisation	
Professional task	External Environment: What does the external environment of an organisation look like?
Exit qualifications / Programme Learning Outcomes (PLO)	TWM 20: Evaluate the operations processes within and between organisations.
General description	This module teaches the basic principles of supply chain management. Parts of the theory taught in this module will be applied in the project, The External Environment.
Cohesion	AMR-MKT1A. The Marketing mix element P of Distribution.
Mandatory participation	No
Maximum number of participants	N/A

Compensation options	No
Activities and/or instructional formats	Theory class and cases and assignments made in class and at home.
Required literature / description of learning material	Powerpoint slides, case hand-outs, and other hand-outs.
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	Supply chain
Code (modular) exam	ASCSCM1A.1
Assessment criteria	<p>The student can recognize basic concepts and terminology from the theory of supply chain management in an international business context.</p> <p>Given some simple case scenarios, the student can identify the relationships, on a basic level, between supply chain concepts and a given supply chain.</p> <p>Based on theory, the student can recognize the relationship between supply chain management and other departments (e.g. marketing, R&D, finance).</p> <p>The student can identify the main departments within the supply chain based on theory of supply chain management (e.g. logistics, supply planning, demand planning).</p> <p>The student can compute (calculate), given some data, the outcome of certain situations using relevant but basic supply chain decisions making tools (e.g., EOQ, ROP, Forecasting, COG).</p> <p>Based on theory, the student can identify the different elements of a supply chain based on schematics of a basic supply chain structure, that includes suppliers, focal company, customers and the end consumer in an international business context.</p> <p>Based on industry standards, students can recognize current and past trends within the field of supply chain management.</p> <p>Based on theory, the student can recognize the basic role of a supply chain within a company's high-level strategy.</p>
Exam and modular exam format(s) (type of exam)	Written exam

Individual / group	Individual
Number of examiners	1
Exam period	T1/T2/T4
Resit period	T2/T4/T5
Duration exam	120 min
Permitted resources / aids	Non-graphing calculator Bilingual paper dictionary
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 1/2/4						
Lecture week	1	2	3	4	5	6	
Lectures	3	3	3	3	3	3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

AST - Statistics

1. General information		
Name of study unit	Statistics	
Code for study unit	AST	
Degree programme and target group	IB	
Teaching period	P1/P2/P3	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	11
	Time for self study	59
	Total study load (hours)	70
Entry requirements for study unit	N/A	

2. Content and organisation	
Professional task	The organisation: What is an organisation?
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.
	WW7 Produce management information from various data sources in an international business environment.
General description	Students will learn the basics of descriptive statistics. Part of the theory and skills will be applied in the project The Organisation
Cohesion	Linked to AIO project 1 the organisation
Mandatory participation	Participation of lessons is highly recommended

Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures and workshops
Required literature / description of learning material	<i>Business Statistics 2nd ed.</i> Written by Robert A. Donnelly, Jr. and compiled by Arnhem Business School. ISBN: 978-1-787-26707-7
Required software / required materials	Microsoft Excel
Extra contributions	N/A

3. Examination	
Name (modular) exam	Statistics
Code (modular) exam	ASTSTA1A.2
Assessment criteria	The student: recognizes the basic concepts related to descriptive statistics, illustrates an understanding of the basic concepts related to descriptive statistics, carries out statistical analyses in Excel based on various data sources in an international business environment
Exam and modular exam format(s) (type of exam)	Written Computer test
Individual / group	Individual
Number of examiners	1
Exam period	T1/T2/T3
Resit period	T2/T3/T4
Duration exam	120 minutes
Permitted resources / aids	Non-graphing calculator Bilingual paper dictionary book: <i>Business Statistics 2nd ed.</i> Written by Robert A. Donnelly, Jr. and compiled by Arnhem Business School. ISBN: 978-1-787-26707-7
Minimum result	5.5

Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 1/2/3						
Lecture week	1	2	3	4	5	6	7
Lectures	3	3	3	3	3	3	
workshop	3						

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

B-cluster

BAF - Accounting & Finance

1. General information		
Name of study unit	Accounting & Finance	
Code for study unit	BAF	
Degree programme and target group	IB	
Teaching period	P2, P3, P4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours) 70	
Entry requirements for study unit	N/A	

2. Content and organisation	
Professional task	Operations
Exit qualifications / Programme Learning Outcomes (PLO)	WT1: Thoughtful evaluation to formulate reasonable conclusions LW9: Respond appropriately to changing business environments TWM 20: Evaluate operations processes within and between organisations TWM 19: Recommend financing possibilities in a dynamic international environment. TWM 23: Assess the impact of change on the organisation
General description	The module will introduce basic theories and concepts of costs accounting that will be applied in the project Operations
Cohesion	With project Operations
Mandatory participation	no

Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Seminars (practice assignments) and lectures (theory)
Required literature / description of learning material	ISBN 9781787267855, CU-HAN financial and cost accounting 2018
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	<i>Accounting & Finance</i>
Code (modular) exam	BAF ACF2A.1
Assessment criteria	The student identifies cost terms and purposes discusses cost volume profit analysis demonstrates different costing methods
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individual
Number of examiners	1
Exam period	T2, T3, T4
Resit period	T3, T4, T5
Duration exam	120 min
Permitted resources / aids	Non-graphing calculator Bilingual paper dictionary
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period

Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.
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Lecture/ contact hours							
	Period 2, 3, 4						
Lecture week	1	2	3	4	5	6	7
Seminars	2	2	2	2	2	2	
Lectures	2	2	2	2	2	2	

Changes compared to last year	Assessment criteria
Date from which the SU will no longer be offered	N/A

BDI - Digital Innovation

1. General information		
Name of study unit	Digital Innovation	
Code for study unit	BDI	
Degree programme and target group	IB	
Teaching period	P1, P3, P4	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	13,5
	Time for self-study	56,5
	Total study load (hours)	70
Entry requirements for study unit	N/A	

2. Content and organisation	
Professional task	Business Models, (Digital) Trends and Innovations
Exit qualifications / Programme Learning Outcomes (PLO)	WT2 – Create innovative ideas in a changing business environment in a systematic fashion.
	TWM17 – Incorporate developments of the digital landscape in a marketing strategy.
	TWM23 – Assess the impact of change on the organisation.
General description	This module aims at getting students familiar with today's (digital) trends and innovations; as well as understanding the broader implications for organisations (e.g. business models). Students will be able to identify digital trends and innovations; for marketing, operations, productions and fulfillment.
Cohesion	Parts of the theories taught in this SU will be applied in the project Trends & Innovations.

Mandatory participation	Active participation and presence are mandatory for this module. Students cannot miss more than one lecture/workshop/coaching session (and only in case of valid reason).
Maximum number of participants	N/A
Compensation options	N/A
Activities and/or instructional formats	Lessons and groupwork
Required literature / description of learning material	Book: Digital Marketing Fundamentals, 2 nd Edition – M. Visser, B. Sikkenga & M. Berry. Noordhoff Uitgevers, ISBN: 9789001749842
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	Digital Innovation
Code (modular) exam	<i>BDI DIN1A.1</i>
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> Identifies and assesses today's digital trends and innovations. (TWM17) Identifies, recognizes and analyzes developments that shape marketing and sales strategies within organisations. (TWM17) Identifies and recognizes the influence of digital technologies on fulfillment, operations and productions within organisations. (TWM23) Identifies and recognizes digital transformational changes within existing organisations. (WT2)
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individual
Number of examiners	1
Exam period	T1, T3, T4
Resit period	T3, T4, T5
Duration exam	90 min
Permitted resources / aids	Bilingual paper dictionary

Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 1, 3, 4						
Lecture week	1	2	3	4	5	6	7
Lecture	3	3	3	3	3	3	

Changes compared to last year	Required literature
Date from which the SU will no longer be offered	N/A

BEC - Economics

1. General information	
Name of study unit	Economics
Code for study unit	BEC
Degree programme and target group	IB
Teaching period	P1, P3, P4
ECTS credits and Study load	Study load: 2.5 EC
	Number of hours on the clock:
	Scheduled contact time 13,5
	Time for self study 56,5
Total study load (hours)	70
Entry requirements for study unit	N/A

2. Content and organisation	
Professional task	This module provides relevant background information for the professional tasks that are the focus of the study unit Trends & Innovations.
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development.
General description	The forces that determine economic developments in the long run are studied, as well as cyclical developments. Attention will be paid to the processes of income creation, income distribution and income spending, and to the way these processes are affected by factor markets and by the government.
Cohesion	Parts of the theory taught in this SU will be applied in the project Trends & Innovations.
Mandatory participation	N/A
Maximum number of participants	N/A

Compensation options	No
Activities and/or instructional formats	Combination of lectures and classroom discussion of problems and articles related to theory and actual developments.
Required literature / description of learning material	Required materials (theory, questions, PPT) can all be found #OnderwijsOnline, and from a free accessible online source, The Economy, that can be found at: www.core-econ.org . Which parts from The Economy should be studied is described #OnderwijsOnline.
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	Economics
Code (modular) exam	BEC ECN1A.1
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> Identifies elements of GDP and related concepts Identifies, recognizes and describes factors that affect long-run economic growth Identifies recognizes and describes factors that affect the business cycle Explains the role of labour markets and financial markets in facilitating economic growth Explains the working of monetary policy and identifies monetary policy tools Explains the working of fiscal policy and identify fiscal policy tools Assesses the effects of macroeconomic developments on business conditions
Exam and modular exam format(s) (type of exam)	written
Individual / group	Individual
Number of examiners	1
Exam period	T1, T3, T4
Resit period	T3, T4, T5
Duration exam	90 minutes
Permitted resources / aids	Non-graphing calculator

	Bilingual paper dictionary
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period.
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 1/2/3/4						
Lecture week	1	2	3	4	5	6	7
Lecture / seminar	3	3	3	3	3	3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

BEN - Business Communication

1. General information	
Name of study unit	Business Communication
Code for study unit	BEN
Degree programme and target group	IB and CS
Teaching period	P1-P2 and P3-P4
ECTS credits and Study load	Study load: 2.5 EC
Entry requirements for study unit	NA

	Number of hours on the clock:
Scheduled contact time	18
Time for self study	52
Total study load (hours)	70

2. Content and organisation	
Professional task	IB: Trends & Innovations Operations CS: Effective communication In business context.
Exit qualifications / Programme Learning Outcomes (PLO)	IB: WW4 - Communicate (business) messages effectively, persuasively, using advanced English to an (un)informed audience. CS:

	Body of Knowledge: 6 - Language
General description	In this module, that spans both periods, students will be trained in business communication skills. Students learn new business vocabulary and useful phrases so they can strike the right tone in formal, informal written and oral communication in their (future) every day work.
Cohesion	Professional products from projects in the B-Cluster are used as business context
Mandatory participation	Yes, for both Speaking and Writing
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Lectures, peer feedback
Required literature / description of learning material	Reader: Business Communication BEN-BUC
Required software / required materials	N/A
Extra contributions	N/A

3. Examination		
Name (modular) exam	Business Communication Presentations	Business Communication Vocabulary and Writing
Code (modular) exam	BENBUC1B.6	BENBUC2B.1
Assessment criteria	Speaking CEFR level C1 The student is required to give a presentation of seven minutes about a commercial topic for a specific target audience	Vocabulary and Writing The student reproduces the meaning of selected business-related language, and uses correct grammar in written communication, set in a business context, at CEF level B2-C1.
Exam and modular exam format(s) (type of exam)	Presentation	Written

Individual / group	Individual/ Pairs	Individual
Number of examiners	1	1
Exam period	P1/ P3 During Lectures	T2/T4
Resit period	During lectures	T4/T5
Duration exam	10 minutes	105 minutes(45 Vocabulary/ 60 Writing exam)
Permitted resources / aids	PPT/Prezi	During Writing exam; dictionary and practise writing assignments
Minimum result	5.5	5.5
Weight factor of modular exam	30%	70%
Method of enrolment for exam / enrolment period	Scheduled by Lecturer	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with lecturer	review with invigilator; you can request an individual session with your lecturer

Lecture/ contact hours							
	Period 1 or 3						
Lecture week	1	2	3	4	5	6	7
BENBUC1A	2	2	2	2	2	2	
	Period 2 or 4						
Lecture week	1	2	3	4	5	6	7
BENBUC2A	2	2	2	2	2	2	

Changes compared to last year	Codes altered: two written exams merged, presentation added.
Date from which the SU will no longer be offered	N/A

BMM - Management 2

1. General information									
Name of study unit	Management 2								
Code for study unit	BMM								
Degree programme and target group	IB								
Teaching period	P2, P3, P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	Minimum: students have to have attended MAN1A module. A passed MAN1A exam is desirable but not mandatory for starting MAN2A.								

2. Content and organisation	
Professional task	Operations
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1: Thoughtful evaluation to formulate reasonable conclusions</p> <p>LW9: Respond appropriately to changing business environments</p> <p>TWM 20: Evaluate operations processes within and between organisations</p> <p>TWM 21: Manage operations processes within and between organisations</p> <p>TWM 23: Assess the impact of change on the organisation</p>
General description	The module will introduce basic theories and concepts on operations management. This SU focuses on Management Practices, Motivation, and Leadership.
Cohesion	Theories of this module will be applied in the project Operations

Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures
Required literature / description of learning material	Robbins & Coulter 15 th edition. Robbins, P & Coulter, M. (2021) Management (15 th edition). Harlow, England: Pearson. ISBN:978-1-292-34088-3. 14 th edition is allowable for semester 2 2020-2021
Required software / required materials	Pearson MyLab Management (see book)
Extra contributions	NA

3. Examination	
Name (modular) exam	Management 2
Code (modular) exam	BMM MAN2A.2
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> Identifies non-value added activities in a process Recognizes variability in a process and its importance for the output Remembers different classical and modern approaches to operations management Illustrates a process using generally accepted methods Identifies bottlenecks by applying principles from theory of constraints Discusses different motivational theories Identifies leadership styles and influencing methods
Exam and modular exam format(s) (type of exam)	MC, computer test (CIRRUS)
Individual / group	Individual
Number of examiners	1
Exam period	T2,T3,T4
Resit period	T3,T4,T5

Duration exam	90 min
Permitted resources / aids	Bilingual paper dictionary
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 2/3/4						
Lecture week	1	2	3	4	5	6	7
Lecture	3	3	3	3	3	3	

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

BOS - Project Operations

1. General information	
Name of study unit	Project Operations
Code for study unit	BOS
Degree programme and target group	IB
Teaching period	P2, P3, P4
ECTS credits and Study load	Study load: 2.5 EC
Entry requirements for study unit	none

	Number of hours on the clock:
Scheduled contact time	42
Time for self-study	28
Total study load (hours)	70

<i>Content and organisation</i>	
Professional task	Managing Operations
Exit qualifications / Programme Learning Outcomes (PLO)	WW4: Communicate business messages effectively and persuasively using advanced English WW6: Collaborate effectively with different (kinds of) stakeholders LW8: Reflect on personal and professional behaviour TWM 20: Evaluate operations processes within and between organisations TWM 23: Assess the impact of change on the organisation
General description	The module lets students experience business processes with the objective of analyzing and improving them.
Cohesion	Theory from Finance, Statistics and Management classes is applied

Mandatory participation	Attendance is mandatory because ALL activities take place during class time. One missed class is acceptable.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Workshops, simulations, group work, possibly online.
Required literature / description of learning material	N/A
Required software / required materials	N/A
Extra contributions	N/A

Examination	
Name (modular) exam	Project Operations
Code (modular) exam	BOSPOP1A.6
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> Describes how theory from other modules is applied in the project Reflects on his/her role in various situations during project work, including comments on effectiveness of actions Illustrates opportunities for improvement of his/her role, individually and as a team collaborator Illustrates learning insights and challenges
Exam and modular exam format(s) (type of exam)	Portfolio, Report & Presentation
Individual / group	Individual
Number of examiners	2
Exam period	P2, P3, P4
Resit period	P2, P3, P4
Duration exam	15 minutes
Permitted resources / aids	N/A
Minimum result	5,5

Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrollment and planning by teacher
Discussion and review	Immediately following presentation

Lecture/ contact hours								
Lecture week	1	2	3	4	5	6	7	8
Workshops, simulations, group work	7	7	7	7	7			
assessments						7	7	

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

BPPD - Personal and Professional Development

General information		
Name of study unit	Personal and Professional Development	
Code for study unit	BPPD	
Degree programme and target group	IB and CS	
Teaching period	1-2 and 3-4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	NA	

Content and organisation	
Professional task	Reflect on personal & professional practices and set goals for growth
Exit qualifications / Programme Learning Outcomes (PLO)	IB: LW 8: Expresses reflections on his/her personal development with the aim of personal growth.
	CS: Professional Skills: 3.Collaboration 4.Reflective skills 5.Empathic skills
General description	During this coaching track you will learn how to assess your skills and qualities. You will also consider your aims in life and set goals in order to realise and maximise your potential. To grow as a person you are also expected to employ your skills in order to benefit the community around you through community service.
Cohesion	NA

Mandatory participation	NA
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Lectures Master classes Workshops Guest lectures Coaching sessions Community service
Required literature / description of learning material	To be found on #OO
Required software / required materials	NA
Extra contributions	NA

Examination	
Name (modular) exam	Personal & Professional Development portfolio
Code (modular) exam	BPPD PPD2A.8
Assessment criteria	The student: reflects upon his/her own learning, performance and / or achievements. plans for his/her personal, educational and career development based on his/her reflections.
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P1 + P2/P3 + P4
Resit period	P2, P4
Duration exam	NA

Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	Contact PPD coach

Lecture/ contact hours							
	Period 1/3						
Lecture week	1	2	3	4	5	6	7
Lectures / Master classes / Workshops / Guest lectures / Coaching sessions / Community service	2	2	2	2	2	2	-
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
Lectures / Master classes / Workshops / Guest lectures / Coaching sessions / Community service	2	2	2	2	2	2	-

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

BRS - Research 2

<i>General information</i>									
Name of study unit	Research 2								
Code for study unit	BRS								
Degree programme and target group	IB								
Teaching period	P1, P3, P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>13,5</td> </tr> <tr> <td>Time for self study</td> <td>56,5</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	13,5	Time for self study	56,5	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	13,5								
Time for self study	56,5								
Total study load (hours)	70								
Entry requirements for study unit	N/A								

<i>Content and organisation</i>	
Professional task	Trends & Innovations
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion
	WW7 Produce management information from various data sources in an international business environment
	TWM24 Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.
General description	Students will be introduced to various field research techniques and methods including the benefits and downsides of each. Some of these techniques will have to be applied in the project module.
Cohesion	Follow up on ARA-RES. Linked to BTI-PTI

Mandatory participation	No
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Workshops
Required literature / description of learning material	Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i> (8 th Ed.). Pearson.
Required software / required materials	N/A
Extra contributions	N/A

Examination	
Name (modular) exam	Research
Code (modular) exam	BRS RES2A.5
Assessment criteria	The student: Discusses field research concepts Demonstrates the ability to do field research Illustrates the ability to critically reflect on the field research process
Exam and modular exam format(s) (type of exam)	Written Report
Individual / group	Individual
Number of examiners	1
Exam period	P1, P3, P4
Resit period	P1, P3, P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A

Discussion and review	Appointment based
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Lecture/ contact hours	Period x						
Lecture week	1	2	3	4	5	6	7
workshops	3	3	3	3	3	3	

Changes compared to last year	Required literature
Date from which the SU will no longer be offered	N/A

BST - Statistics 2

<i>General information</i>									
Name of study unit	Statistics 2								
Code for study unit	BST								
Degree programme and target group	IB								
Teaching period	P2, P3, P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	NA								

<i>Content and organisation</i>	
Professional task	<i>Operations</i>
Exit qualifications / Programme Learning Outcomes (PLO)	WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion WW7: Produce management information from various data sources in an international business environment
General description	Students learn the basics of inferential statistics and learn how to analyze data in Excel. Several of these statistical techniques will be applied in the Project module in order to solve business problems.
Cohesion	Follow up on AST-STA. Linked to BOS-POP
Mandatory participation	no
Maximum number of participants	NA

Compensation options	No
Activities and/or instructional formats	Lectures and workshops
Required literature / description of learning material	<i>Business Statistics 2nd ed.</i> Written by Robert A. Donnelly, Jr. and compiled by Arnhem Business School. ISBN: 978-1-787-26707-7
Required software / required materials	Microsoft Excel
Extra contributions	NA

Examination	
Name (modular) exam	Statistics
Code (modular) exam	BST STA2A.2
Assessment criteria	The student illustrates knowledge about inferential statistics including: Basic probability Probability Distributions Sampling Distributions Statistical tests makes use of Excel to do statistical computations manipulates data using statistical techniques
Exam and modular exam format(s) (type of exam)	Written computer exam
Individual / group	Individual
Number of examiners	1
Exam period	T2, T3, T4
Resit period	T3, T4, T5
Duration exam	120 minuten
Permitted resources / aids	Non-graphing calculator Bilingual paper dictionary Book: <i>Business Statistics 2nd ed.</i> Written by Robert A. Donnelly, Jr. and compiled by Arnhem Business School. ISBN: 978-1-787-26707-7

Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 2/3/4						
Lecture week	1	2	3	4	5	6	7
Lectures and workshops	3	3	3	3	3	3	

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

BTI - Project Trends and Innovations

<i>General information</i>	
Name of study unit	Project Trends and Innovations
Code for study unit	BTI
Degree programme and target group	IB
Teaching period	P1, P3, P4
ECTS credits and Study load	Study load: 2.5 EC
	Number of hours on the clock:
	Scheduled contact time 36
	Time for self study 34
Total study load (hours)	70
Entry requirements for study unit	N/A
<i>Content and organisation</i>	
Professional task	Trends & Innovations
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
	WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development.
	TWM17 Incorporate developments of the digital landscape in a marketing strategy
	TWM23 Assess the impact of change on the organisation

	TWM24 Analyze a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.
General description	Economic and technological, especially digital, developments and the effect they may have on companies in a specific line-of-industry will be studied. Desk and field research will be done in small groups, which will result in a written assignment of those effects.
Cohesion	Application of the theory taught in the (supporting) modules: Digital innovations, economics and research.
Mandatory participation	Active presence and participation are mandatory for this module. Students cannot miss more than one group session.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Students work in groups on the weekly assignments
Required literature / description of learning material	All required material is available on OnderwijsOnline
Required software / required materials	N/A
Extra contributions	N/A

Examination	
Name (modular) exam	Project Trends & Innovations
Code (modular) exam	BTI PT11A.4
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> Identifies and describes the developments of macroeconomic variables that affect business conditions Explains the effects developments in macroeconomic variables can have on business conditions and on business performance Identifies and describes technological developments that affect business conditions Explains how technological developments can lead to business innovations and can affect business performance

	<p>The students hand in written reports (related to weekly assignments and the interviews) as prerequisite for the Oral Exam (Presentation and defense).</p> <p>The reports are assessed on the following criteria:</p> <ul style="list-style-type: none"> clearness substantiation conciseness attractiveness <p>The presentation/defense (oral exam) are assessed on the following criteria:</p> <ul style="list-style-type: none"> presentation skills content of the presentation ability to answer questions <p>Attendance and active participation during all group sessions is required for being able to pass this module</p>
Exam and modular exam format(s) (type of exam)	Reports & Oral exam (presentation/defense)
Individual / group	Individually
Number of examiners	2
Exam period	P1, P3 en P4
Resit period	P1, P3 en P4
Duration exam	15 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	The weighted grades for the assignments make up 60% of the final grade. The grades for the presentation (group grade) and the defense (individual grade) each make up 20% of the final grade.
Method of enrolment for exam / enrolment period	N/A
Discussion and review	Students can opt for a review and discussion session if wanted, till one week after the grades have been published.

Lecture/ contact hours							
	Period x						
Lecture week	1	2	3	4	5	6	7
Project	6	6	6	6	6	6	

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC1 Dutch - Elective Dutch 1

General information									
Name of study unit	<i>Elective Dutch for Business 1: How to survive in Dutch 1</i>								
Code for study unit	ECC1 Dutch								
Degree programme and target group	IB and CS								
Teaching period	P1/P3								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self-study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self-study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self-study	52								
Total study load (hours)	70								
Entry requirements for study unit	Only for non-Dutch students								

Content and organisation	
Professional task	Communicating (verbally and in written) in Dutch at CEFR A1 level in general and business-related settings.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	During this module students will be taught the basics of spoken Dutch, but they will also learn a bit about the Dutch culture and the Dutch way of living. The module forms an introduction to Dutch language and culture. Basic knowledge of the Dutch language and culture is very important for

	students from abroad. This course focuses on grammar, listening, speaking, reading and writing (CEFR level A1).
Cohesion	This study unit is the first in the row of 8 study units. All these courses build on to one another and deal with different aspects of business and general language.
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	N/A
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Verbruggen, K & Hoogvorst W. (2017). <i>Start.nl. -deel 1 Dutch for beginners.</i> (2 nd edition) Bussum: Coutinho (ISBN 978 90 469 0566 1)
Required software / required materials	N/A
Extra contributions	N/A

3. Examination		
Name (modular) exam	Dutch 1	Dutch 1
Code (modular) exam	ECCNED1A.2	ECCNED1A.6
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> • writes Dutch at level A1(CEFR): uses verbs correctly (in present tense), personal pronouns, possessive pronouns, inversion, separable verbs, reflexive verbs, negation, diminutives • speaks Dutch at level A1(CEFR): speaks about daily life and education using brief and simple sentences 	
Exam and modular exam format(s) (type of exam)	Computer exam	Presentation
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T1/3	P1/3
Resit period	T3/T4	Contact lecturer
Duration exam	120 minutes	10 minutes

Permitted resources / aids	None	None
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period	Enrolment and planning by lecturer
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.	Contact lecturer

Lecture/ contact hours										
	Period 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCNED1A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC2 Dutch - Elective Dutch 2

<i>General information</i>		
Name of study unit	<i>Elective Dutch for Business 2: How to survive in Dutch 2</i>	
Code for study unit	ECC2 Dutch	
Degree programme and target group	IB and CS	
Teaching period	P2/4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self-study	52
	Total study load (hours)	70
Entry requirements for study unit	Only for non-Dutch students	

<i>Content and organisation</i>	
Professional task	Communicating (verbally and in written) in Dutch at CEFR level A1+ in general and business-related settings.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	During this module students will be taught the basics of spoken Dutch, but they will also learn about the Dutch culture and the Dutch way of living. Together with Dutch1, this module forms an introduction to Dutch language and culture. Basic knowledge of the Dutch language and culture is very important for students from abroad. This course focuses on grammar, listening, speaking, reading and writing (CEFR level A1+).

Cohesion	This study unit is the second in the row of 8 study units. All these courses build on to one another and deal with different aspects of business and general language. This SU follows ECCNED1A and prepares for ECCNED3A.
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	N/A
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Verbruggen, K & Hoogvorst W. (2017). <i>Start.nl deel 1. Dutch for beginners.</i> (2 nd edition) Bussum: Coutinho (ISBN 978 90 469 0566 1)
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3.Examination		
Name (modular) exam	Dutch 2	Dutch 2
Code (modular) exam	ECCNED2A.2	ECCNED2A.4
Assessment criteria	<p>The student:</p> <p>writes Dutch at level A1+ (CEFR): uses verbs correctly (in present tense, present perfect), personal pronouns, possessive pronouns, inversion, separable verbs, reflexive verbs, negation, diminutives, imperative, conjunctions, numerals, <i>er</i>, comparatives, demonstrative pronoun, inversion, adjectives, superlatives.</p> <p>speaks Dutch at level A1+ (CEFR): speaks and interacts about daily life, work and education using brief and simple sentences</p>	
Exam and modular exam format(s) (type of exam)	Computer exam	Oral - Computer
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T2/T4	T2/T4
Resit period	T4/T5	T4/T5

Duration exam	120 minutes	120 minutes
Permitted resources / aids	NA	NA
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours										
	Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCNED2A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC1 French - Elective French 1

1. General information									
Name of study unit	French for Business 1: Kick-start and brush up 1								
Code for study unit	ECC1 French								
Degree programme and target group	IB, CS								
Teaching period	P1 / P3								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	None								

2. Content and organisation	
Professional task	To communicate (orally and in writing) in French at CEFR level A1
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	<p>The student uses French as additional language in various general and business settings orally and in writing at CEFR A1 level.</p> <p>The student learns basic French grammar, vocabulary and communication skills related to reading, writing, listening and speaking in French.</p>

Cohesion	This study unit is the first in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language
Mandatory participation	Participation is highly recommended
Maximum number of participants	NA
Compensation options	no
Activities and/or instructional formats	The competencies and skills are developed by reading, doing exercises and learning vocabulary. Students will receive explanations in class about French grammar, vocabulary and (business) culture. Students will do speaking and listening exercises. Active class participation is required.
Required literature / description of learning material	Penfornis, J.-L. (2020). <i>Français.com. Niveau débutant</i> . Almere: uitgeverij Intertaal bv. ISBN: 9789463921107. Penfornis, J.-L. (2020). <i>Français.com. Niveau débutant. Cahier d'activités</i> . Almere: uitgeverij Intertaal bv. ISBN: 9789463921121. Material on OnderwijsOnline and material distributed in class.
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	French for Business Level 1 : Kick-start & Brush-up 1
Code (modular) exam	ECCFRA1A.1
Assessment criteria	Masters French grammar, vocabulary and communication at CEFR-Level A1 of general and business-related French Uses a limited set of elementary French words and expressions related to general and business situations ; Uses simple French grammatical forms and structures.
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individual
Number of examiners	1

Exam period	T1/T3
Resit period	T3/T4
Duration exam	120 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner

Lecture/ contact hours	4 hours / week									
	Period 1/3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCFRA1A	2x2	2x2	2x2	2x2	2x2	2x2				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC2 French - Elective French 2

1. General information		
Name of study unit	French for Business 2: Kick-start and Brush-up 2	
Code for study unit	ECC2 French	
Degree programme and target group	IB, CS	
Teaching period	P2/P4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	None	

2. Content and organisation	
Professional task	To communicate (orally and in writing) in French at CEFR level A1+
Exit qualifications / Programme Learning Outcomes (PLO)	IB: WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting. CS: Body of Knowledge 6: Language
General description	The student uses French as additional language in various general and business settings orally and in writing at CEFR A1+ level.

	The student learns basic French grammar, vocabulary and communication skills related to reading, writing, listening and speaking in French.
Cohesion	This study unit is the second in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended.
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	The competencies and skills are developed by reading, doing exercises and learning vocabulary. Students will receive explanations in class about French grammar, vocabulary and (business) culture. Students will do speaking and listening exercises. Active class participation is required.
Required literature / description of learning material	Penfornis, J.-L. (2020). <i>Français.com. Niveau débutant</i> . Almere: uitgeverij Intertaal bv. ISBN: 9789463921107. Penfornis, J.-L. (2020). <i>Français.com. Niveau débutant. Cahier d'activités</i> . Almere: uitgeverij Intertaal bv. ISBN: 9789463921121. Material on OnderwijsOnline and material distributed in class
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	French for Business: Kick-start & Brush-up 2
Code (modular) exam	ECCFRA2A.1
Assessment criteria	Masters French grammar, vocabulary and communication at CEFR-Level A1+ of general and business-related French Uses a limited set of elementary French words and expressions related to general and business situations ; Uses simple French grammatical forms and structures.
Exam and modular exam format(s) (type of exam)	Written
Individual / group	individual grade

Number of examiners	1
Exam period	T2/T4
Resit period	T4/T5
Duration exam	120 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner

Lecture/ contact hours	4 hours / week									
	Period 2/4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCFRA2A	2x2	2x2	2x2	2x2	2x2	2x2				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC1 German - Elective German 1A

1. General information									
Name of study unit	German for Business 1 – Getting Started in German								
Code for study unit	ECC1 German								
Degree programme and target group	IB, CS								
Teaching period	P1/P3								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self-study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self-study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self-study	52								
Total study load (hours)	70								
Entry requirements for study unit	None								

2. Content and organisation	
Professional task	Communicating in German at CEFR level A1.1 in general business-related settings.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	The student uses German as additional language in various general professional settings orally and in writing preparing for CEFR level A1.1.

	He/She prepares simple professional products in German. These contain both, oral and written language. Grammar and vocabulary needed for mastering everyday professional situations in German are developed/trained also through listening and reading material.
Cohesion	This study unit is the first in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language
Mandatory participation	Participation is highly recommended
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	The competencies and skills are being developed in a large variety of integrative exercises, including reading and listening comprehension, discussions, presentations, etc. individually, in pairs and in sub-groups, before and also during class.
Required literature / description of learning material	<p>Required</p> <p>Farmache, A., e.a. (2015). <i>DaF im Unternehmen A1, Kurs- und Übungsbuch</i> (1st edition), Stuttgart, Klett Sprachen, ISBN 9783126764407</p> <p>Audio and video material via the link www.klett-sprachen.de/daf-im-unternehmen-online</p> <p>Klett Augmented App for <i>DaF im Unternehmen A1</i></p> <p>Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press ISBN 9780521648608</p> <p>Material on #OnderwijsOnline / MS TEAMS</p> <p>Material distributed in class</p> <p>Advised</p> <p>Language dictionaries, for instance: <i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English – German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361</p>
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	German DEU1A
Code (modular) exam	ECCDEU1A.4
Assessment criteria	<p>The candidate applies the target language for basic professional use on CEFR level A1.1 correctly with regards to:</p> <p>standard German pronunciation</p> <p>vocabulary/idiom</p> <p>style/register</p> <p>fluency, interaction and coherence</p> <p>The candidate also shows behaviour (culturally and communicational) that is perceived appropriate behaviour in the target language/culture and takes into account interaction with a communication partner (speed, articulation, intonation, active listening, partner-oriented communication).</p>
Exam and modular exam format(s) (type of exam)	Oral exam
Individual / group	Individual parts and roleplays
Number of examiners	1
Exam period	T1/T3
Resit period	T3/T4
Duration exam	15 minutes per pair of candidates
Permitted resources / aids	Unglossed hand-out Prüfungsmaterial provided by the examiner upon exam sit
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	With the examiner upon request; application for review a week before the respective exam period's central review session.

Lecture/ contact hours										
	Period 1 / 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU1A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	Several minor changes.
Date from which the SU will no longer be offered	N/A

ECC2 German - Elective German 2A

1. General information									
Name of study unit	German for Business 2: Getting Along in German								
Code for study unit	ECC2 German								
Degree programme and target group	IB, CS								
Teaching period	P2/P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self-study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self-study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self-study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of German on CEFR level A1.1 for general business-related purposes, either by having participated in ISB's ECCDEU1 or by positive advice upon an entry test.								

2. Content and organisation	
Professional task	Communicating in German at CEFR level A1.2 in the general business-related settings.
Exit qualifications/ Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>

General description	<p>The student uses German as additional language in various general professional settings orally and in writing preparing for CEFR level A1.2.</p> <p>He/She prepares professional products in German. These contain both, oral and written language. Grammar and vocabulary needed for mastering everyday professional situations in German are developed/trained also through listening and reading material.</p>
Cohesion	<p>This study unit is the second in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language</p>
Mandatory participation	<p>Participation is highly recommended</p>
Maximum number of participants	<p>NA</p>
Compensation options	<p>No</p>
Activities and/or instructional formats	<p>The competencies and skills are being developed in a large variety of integrative exercises, including reading and listening comprehension, discussions, presentations, etc. individually, in pairs and in sub-groups, before and also during class.</p>
Required literature / description of learning material	<p>Required</p> <p>Farmache, A.,e.a. (2015). <i>DaF im Unternehmen A1, Kurs- und Übungsbuch</i>(1st edition), Stuttgart, Klett Sprachen, ISBN 9783126764407</p> <p>Audio and video material via the link www.klett-sprachen.de/daf-im-unternehmen-online</p> <p>Klett Augmented App for <i>DaF im Unternehmen A1</i></p> <p>Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press ISBN 9780521648608</p> <p>Material on #OnderwijsOnline / MS TEAMS</p> <p>Material distributed in class</p> <p>Advised</p> <p>Language dictionaries, for instance: <i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English - German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361</p>

Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	German DEU2A
Code (modular) exam	ECCDEU2A.1
Assessment criteria	<p>The candidate ...</p> <p>correctly applies vocabulary/idiom on A1.2 level in basic business-related settings</p> <p>correctly applies structures on A1.2 level in basic business-related settings correctly</p> <p>understands written texts on A1.2 level, for instance notes, advertisements, instructions, information leaflets and boards, etc.</p> <p>supplements missing words/data to texts correctly.</p> <p>fills in forms correctly</p> <p>writes short texts/letters/emails/notes in basic business-related settings correctly.</p>
Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individually
Number of examiners	1
Exam period	T2/T4
Resit period	T4/T5
Duration exam	120 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner in the same week as the standard review session, if an examiner has not been present at the standard review session

Lecture/ contact hours										
	Period 2 / 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU2A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	Several changes.
Date from which the SU will no longer be offered	N/A

ECC1 Spanish - Elective Spanish 1

1. General information		
Name of study unit	Spanish 1: How to survive in Spanish 1	
Code for study unit	ECC1 Spanish	
Degree programme and target group	IB / CS, part of the group "Professional Skills"	
Teaching period	P1 / P3	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self-study	52
	Total study load (hours)	70
Entry requirements for study unit	Only for students with a non-Hispanic background.	

2. Content and organisation	
Professional task	To communicate orally and in writing in Spanish at CEFR level A1
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW 5 - Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	<p>Language skills: reading, listening, writing, speaking at CEFR-level A1 in general settings.</p> <p>During this module students are taught to use Spanish for elementary general communication purposes. The language is studied and used in a personal and public domain. Students also become familiar with aspects of Hispanic culture and increase cultural awareness.</p>

Cohesion	This study unit is the first in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Lectures, group work, pair activities, role play, individual activities. All language skills are involved.
Required literature / description of learning material	Book: Expresión oral (A1-A2 (1st edition, 2018). Publisher: enClave-ELE Authors: Eva Beltrán Gallardo, Rosa María García Muñoz, Rosario Pomar González ISBN 978 90 54 510383 Other study material is published in OnderwijsOnline site IB/CS – ECC Spanish
Required software / required materials	Material and information of the course is published on OnderwijsOnline (site IB/CS – ECC Spanish). Quizlet.
Extra contributions	N/A

3. Examination	
Name (modular) exam	Spanish 1 Grammar, Vocabulary, Reading
Code (modular) exam	ECCESP1A.2
Assessment criteria	The student shows the ability to use quite correct <u>grammar</u> in short and simple sentences at CEFR level A1. The student shows the ability to use simple and quite correct <u>vocabulary</u> at CEFR level A1. The student shows the ability to <u>comprehend</u> written texts related to general topics at CEFR level A1.
Exam and modular exam format(s) (type of exam)	Practical exam

Individual / group	Individual
Number of examiners	1
Exam period	T1 / T3
Resit period	T3/T4
Duration exam	60 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.

Lecture/ contact hours	4 hours / week									
	Period 1 – Period 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECC ESP1A	2+2	2+2	2+2	2+2	2+2	2+2				

Changes compared to last year	Changes to Cohesion, Required literature and Assessment criteria
Date from which the SU will no longer be offered	N/A

ECC2 Spanish - Elective Spanish 2

General information		
Name of study unit	Spanish 2: How to survive in Spanish 2	
Code for study unit	ECC2 Spanish	
Degree programme and target group	IB / CS, part of the group "Professional Skills"	
Teaching period	P2 / P4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self-study	52
	Total study load (hours)	70
Entry requirements for study unit	Only for students with a non-Hispanic background.	

Content and organisation	
Professional task	To communicate orally and in writing in Spanish at CEFR level A1+
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW 5 - Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	Language skills: reading, listening, writing, speaking at CEFR-level A1+ in general settings.

	During this module students are taught to use Spanish for elementary general communication purposes. The language is studied and used in a personal and public domain. Students also become familiar with aspects of Hispanic culture and increase cultural awareness.
Cohesion	This study unit is the second in a consecutive row of 8 study units. All study units ECC ESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Lectures, group work, pair activities, role play, individual activities. All language skills are involved.
Required literature / description of learning material	Book: Expresión oral (A1-A2 (1st edition, 2018). Publisher: enClave-ELE Authors: Eva Beltrán Gallardo, Rosa María García Muñoz, Rosario Pomar González ISBN 978 90 54 510383 Other study material is published in OnderwijsOnline site IB/CS – ECC Spanish
Required software / required materials	Material and information of the course is published on OnderwijsOnline (site IB/CS – ECC Spanish). Quizlet.
Extra contributions	N/A

Examination		
Name (modular) exam	Spanish 2 Grammar, Vocabulary, Reading	Spanish 2 Oral exam
Code (modular) exam	ECCESP2A.2	ECCESP2A.4

Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in short and simple sentences at CEFR level A1+.</p> <p>The student shows the ability to use simple and quite correct <u>vocabulary</u> at CEFR level A1+.</p> <p>The student shows the ability to <u>comprehend</u> written texts related to general topics at CEFR level A1+.</p>	<p><u>Spoken production</u>: The student shows the ability to use a series of phrases and sentences to talk about himself, describe in simple terms his family and other people, his likes and dislikes, and other topics at CEFR level A1+.</p> <p><u>Spoken interaction</u>: The student shows the ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. He is able to handle very short social exchanges, even though he can't usually understand enough to keep the conversation going himself.</p> <p>Assessment at CEFR level A1. communication (free speech, contents, coherence) + language skills (vocabulary, grammar, fluency and pronunciation).</p>
Exam and modular exam format(s) (type of exam)	Practical exam	Oral exam (in pairs)
Individual / group	Individual	In pairs
Number of examiners	1	1
Exam period	T2 / T4	T2 / T4
Resit period	T4/T5	T4/T5
Duration exam	60 minutes	15 minutes per pair
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	70%	30%

Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period	Enrollment via lecturer
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer.

Lecture/ contact hours	4 hours / week									
	Period 2 – Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECC ESP2A	2+2	2+2	2+2	2+2	2+2	2+2				

Changes compared to last year	Changes to Cohesion, Required literature and Assessment criteria
Date from which the SU will no longer be offered	N/A

9.2 Study units and modules of the propaedeutic phase, including elective units

C-cluster

CAF - Finance

<i>General information</i>		
Name of study unit	Finance	
Code for study unit	CAF	
Degree programme and target group	IB	
Teaching period	P1, P2, P3 or P4	
ECTS credits and Study load	Study load: 5 EC	
	Number of hours on the clock:	
	Scheduled contact time	56
	Time for self study	84
	Total study load (hours) 140	
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.	

<i>Content and organisation</i>	
Professional task	Junior Financial Analyst
Exit qualifications / Programme Learning Outcomes (PLO)	TWM 18: Evaluate financial performance of the organisation from different stakeholders' perspectives.
	TWM 19: Recommend financing possibilities in a dynamic international environment.
	WT 1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.

	<p>WW 7: Produce management information from various data sources in an international business environment.</p> <p>WW 4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience</p>
General description	<p>During this course, students learn to:</p> <p>Describe the corporate governance characteristics of a firm</p> <p>Analyse and interpret the financial statements of a firm</p> <p>Recognise the time value of money and be able to calculate the NPV as well as IRR for any stream of cashflows</p> <p>Master capital budgeting techniques and assess different projects within a firm</p> <p>Form the capital structure of a firm and get familiar with methods of financing</p> <p>Translate transactions to financial performance</p> <p>Formulate the financial paragraph of a business plan</p> <p>During the associated group project, students practice evaluation of ratios, investment and market analysis factors for an existing firm with real data</p>
Cohesion	<p>Business Communication classes are linked to this module. Students summarize their project findings (group report) in memo-format for an uninformed audience: their English lecturer.</p>
Mandatory participation	NA
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Lectures, groupwork and presentations.
Required literature / description of learning material	<p>Fundamentals of Corporate Finance by Hillier et al 3rd edition, ISBN: 13:9780077178239 // 10:0077178238</p> <p>Reader 7524 for BUC</p>
Required software / required materials	NA
Extra contributions	NA

Examination			
Name (modular) exam	Portfolio	Written exam	BUC memo-report FIN
Code (modular) exam	CAF ACF3A.8	CAF ACF3A.1	CAF BUC3A.5
Assessment criteria	<p>The assessment will be based on a written report, a group presentation and defense. Plus the memo-report for business communication.</p> <p>In addition, students will take an individual written exam.</p> <p>The student:</p> <p>TWM18: Understands and interprets financial statements</p> <p>TWM18: Understands general principles of corporate governance giving examples of applicable accounting standards</p> <p>WW7, TWM19: Develops and compares alternative solutions for a financing decision</p> <p>WW7, TWM19: Prepares an investment and operating budget for an organisation.</p> <p>WW7, TWM19: Appraises different projects relating to current activities and future developments</p> <p>TWM18: Formulates the financial paragraph of a business plan</p> <p>WW7: Demonstrates numeracy (MS Excel),</p> <p>WT1, WW 7: Demonstrates analytical, evaluative, and persuasive skills</p>		<p>WW4: Composes an effective and persuasive business report for an uninformed audience, using advanced English (C1).</p> <p>Upon successful completion of the memo-report the student receives a tick. The tick makes sure that the student is entitled to the grade for the portfolio.</p>
Exam and modular exam format(s) (type of exam)	Portfolio	Written exam	Memo-report
Individual / group	Group	Individual	Individual
Number of examiners	1	1	1
Exam period	P1, P2, P3, and P4	T1, T2, T3 and T4	P1, P2, P3, and P4
Resit period	P1, P2, P3, and P4	T2, T3, T4 and T5	P1, P2, P3, and P4
Duration exam	Written report should be handed in on Sunday of the week 5.	120 minutes	NA

	The group presentation is in week 6 and the duration is 30 minutes per group.		
Permitted resources /aids	Power-point file + Excel file	Non-graphing calculator	NA
Minimum result	5.5	5.5	v
Weight factor of modular exam	50%	50%	0%
Method of enrolment for exam / enrolment period	NA	enrolment via Alluris. See www.han.nl/insite for the enrolment period	NA
Discussion and review	Via lecturer	Individual review with invigilator; you can request an individual session with your lecturer.	Via lecturer

Lecture/ contact hours							
	Period 1/2/4 x						
Lecture week	1	2	3	4	5	6	7
CAF ACF3A	2x3	2x3	2x3	2x3	2x3	2x3	
	Period 1/2/3/4						
Lecture week	1	2	3	4	5	6	7
C-BUCA* C-BUC2A	3	3	3	3	3	3	

*C-BUC2A lessons for Finance and Organisation&Change are scheduled in one block of 3 hours in total each week.

Changes compared to last year	assessment criteria BUC
Date from which the SU will no longer be offered	NA

CEC - International Economics

<i>General information</i>									
Name of study unit	International Economics								
Code for study unit	CEC								
Degree programme and target group	IB								
Teaching period	P1, P2, P3 or P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>13,5</td> </tr> <tr> <td>Time for self study</td> <td>56,5</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	13,5	Time for self study	56,5	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	13,5								
Time for self study	56,5								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1								

<i>Content and organisation</i>	
Professional task	This module provides relevant background information for the professional tasks that are the focus of the study units M&S (the online marketer) and F&C (the financial assistant).
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.</p> <p>WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>WW7 Produce management information from various data sources in an international business environment</p>

General description	<p>The course aims to provide a framework for consistent reasoning about international flows of goods, factors of production, and financial assets, trade policy and macroeconomic policy in an open economy.</p> <p>The issues discussed in this course will provide students with a better understanding of the factors, trends and developments that shape the international business environment</p> <p>During the period, students work on a practical assignment, for which they have to gather and analyse information (publications/databases) from reliable public sources.</p>
Cohesion	The module provides relevant background information for students in International Business in general, and especially for courses in International Marketing, International Finance and International Supply Chain Management
Mandatory participation	NA
Maximum number of participants	NA
Compensation options	No
Activities and/or instructional formats	Combination of lectures and discussion of question and problems during classes. During the period, students work on an assignment (analysis of a country's trade pattern) individually.
Required literature / description of learning material	All relevant information for this course (theory, articles, PPTs) can be found on OnderwijsOnline.
Required software / required materials	NA
Extra contributions	NA

Examination	
Name (modular) exam	International Economics
Code (modular) exam	CEC ECN2A.1
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> - Can classify and assess the benefits and challenges of globalization - Can explain the role of the major global economic institutions and regional trade agreements

	<ul style="list-style-type: none"> - Can identify, recognise and analyse the main factors that drive international trade and regional/global supply chains - Can identify and analyse a country's Balance of Payments - Can identify, recognize and explain how trade and financial flows affect exchange rates - Can identify and recognize different exchange rate systems and analyze their main advantages and disadvantages - Can assess the effects of national macroeconomic policies on the international business environment - Can critically comment on and participate in current debates on international economic policy
Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individual
Number of examiners	2
Exam period	T1, T2, T3, T4
Resit period	T2, T3, T4, T5
Duration exam	120 minutes
Permitted resources / aids	Non-graphical calculator Paper dictionary
Minimum result	5.5
Weight factor of modular exam	<p>If the assignment made during the period is graded a pass, it will make up 20% of the grade for the total module. If the assignment is graded a fail, students will have to do one extra part on the written exam.</p> <p>The 'bonus points' earned by getting a pass for the assignment are only valid for the same academic (school) year!!</p>
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period x						
Lecture week	1	2	3	4	5	6	7

Lectures	3	3	3	3	3	3	
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Changes compared to last year	permitted resources / weight factor
Date from which the SU will no longer be offered	NA

CMRS - Marketing and Sales

SU Marketing and Sales

1. <i>General information</i>									
Name of study unit	<i>Online Marketing</i>								
Code for study unit	CMRS								
Degree programme and target group	IB C-Cluster								
Teaching period	P1, P2, P3 or P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>45</td> </tr> <tr> <td>Time for self study</td> <td>95</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	45	Time for self study	95	Total study load (hours)	140
		Number of hours on the clock:							
	Scheduled contact time	45							
	Time for self study	95							
Total study load (hours)	140								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. <i>Content and organisation</i>	
Professional task	Online Marketeer: Collaboration on developing an internationally oriented online marketing- and sales strategy by identifying the latest online marketing trends and strategies.
Exit qualifications / Programme Learning Outcomes (PLO)	TWM15: Develop a well-founded marketing plan to support the creation of value for international customers. TWM16: Use appropriate sales techniques in support of durable customer relationships. TWM17: Incorporate developments of the digital landscape in a marketing strategy. WT2: Create innovative ideas in a changing business environment in a systematic fashion. WW4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience LW13: Use appropriate verbal and non-verbal communication in an intercultural setting.
General description	The modern marketer not only needs to know how Online Marketing works; but also how he or she can make use of the Internet for the purpose of product realization, sales, market research or distribution. By the end of this study unit students will be able to take the role as an online marketer. Students will learn: <ul style="list-style-type: none"> • the principles of Digital Marketing. • how to judge if websites are attractive. • how to check, measure and monitor the results of the efforts that are put into developing digital campaigns and activities.

Cohesion	The components Business Communication, Intercultural Awareness and Online Marketing are integrated in one professional role: the online marketer.
Mandatory participation	<ul style="list-style-type: none"> • Students of CMRS-ONL1A must be present for 80% of ALL classes. The theory of the lectures is being processed in the workshop classes. In the workshop classes students work on parts of the Digital Plan which is a part of examination of this module. • Achieving the free Google Digital Analytics certificate for CMRS-ONL1A is a must and must be enclosed individually in the Digital Plan in order to receive the grade. • Mandatory participation also counts for C-BUC2A since in these classes pitching and selling is being trained.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures and workshops online. Presentations.
Required literature / description of learning material	<p>CMRS ONL: Digital Marketing Fundamentals, Marjolein Visser en Berend Sikkenga, 1e druk, sept 2018, ISBN 9789001887124</p> <p>C-BUC2A; reader 7506</p> <p>OnderwijsOnline: All required literature, such as study manuals PDF's and PowerPoints, will be posted online via OnderwijsOnline.</p>
Required software / required materials	CMRS ONL: Google Analytics (free online course)
Extra contributions (TER 2.7)	N/A

3. Examination			
Name (modular exam)	Digital Marketing Plan	Written Exam	BUC sales pitch
Code (modular exam)	CMRSONL1A.8	CMRSONL1A.1	CMRSBUC3A.4
Assessment criteria	<p>The student can create an insightful and visually attractive digital marketing plan based on critical analysis of the internal and external environment of the client company.</p> <p>The student demonstrates effective implementation of online technologies in the digital marketing plan, so it can be used to enhance the client company's online sales effectiveness.</p> <p>The student creates a digital marketing plan by examining the new opportunities and challenges that the Internet creates.</p> <p>The student understands the critical role that intercultural awareness has in digital marketing and sales and consequently applies this awareness in the context of digital marketing.</p> <p>The student designs an original and creative online marketing strategy and implementation, harmonious with the client company, the developments in their foreign target market and society.</p>	<p>Student understands and applies knowledge about:</p> <ul style="list-style-type: none"> ➤ Digital marketing, belonging strategy and business models ➤ Online customer acquisition via earned, owned and paid Digital Marketing tools and channels ➤ Online sales and pricing ➤ Designing effective websites ➤ Digital analytics ➤ Digital marketing planning and organization 	<p>The student delivers an effective and persuasive sales pitch to management or other specified audience using advanced English (C1);</p>
Exam and modular exam	portfolio	written exam	sales pitch

format(s) (type of exam)			
Individual / group	Individual	Individual	Individual
Number of examiners	1	1	1
Exam period	P1, P2, P3	T1, T2, T3	P1, P2, P3
Resit period	P1, P2, P3	T2, T3, T4	P1, P2, P3
Duration exam	N/A	90 min	5 min
Permitted resources / aids	N/A	N/A	N/A
Minimum result	5.5	5.5	5.5
Weight factor of modular exam	35%	50%	15%
Method of enrolment for exam / enrolment period	N.A,	Enrolment via Alluris. See www.han.nl/insite for the enrolment period	Handing in a complete pitch portfolio allows the student to deliver the 'exam' sales pitch
Discussion and review	Via lecturer	Individual review with invigilator;	Contact lecturer

Lecture/ contact hours							
Lecture week	1	2	3	4	5	6	7
CMRS ONL1A	3+3	3+3	3+3	3+3	3+3	3+3	
Q&A session with client CMRS ONL1A			1		1		
Lecture week	1	2	3	4	5	6	7
C-BUC2A	3	3	3	3	3	3	3

C-BUC2A lessons of Marketing&Sales and Supply Chain Management are given in one block of 3 hours each week

Q&A session with client CMRS ONL1A will be scheduled by module coordinator CMRS-ONL1A

Changes compared to last year	ICA-Skills is integrated within the CMRS-ONL1A module. No more separate classes will be provided.
Date from which the SU will no longer be offered	N/A

COR - Organisation & Change

<i>General information</i>									
Name of study unit	Organisation & Change								
Code for study unit	COR								
Degree programme and target group	IB								
Teaching period	P1, P2, P3 or P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>37</td> </tr> <tr> <td>Time for self study</td> <td>103</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	37	Time for self study	103	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	37								
Time for self study	103								
Total study load (hours)	140								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

<i>Content and organisation</i>	
Professional task	Conducting a Business Organisation Analysis. Consult the client organization. Give advice to the client organization.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>TWM 22: Draft the strategic cycle of part(s) of the organisation</p> <p>TWM 23: Assess the impact of change on the organisation</p> <p>TWM 24: Business research</p> <p>WW 4: International business communication in English. Communicate messages effectively and persuasively using advanced English to an (un)informed audience.z</p> <p>LW 10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>LW 14: Assess the effect of cultural differences on organisational behaviour and strategic choices</p>

General description	<p>Students work in small groups analyzing the performance/elements of a company by using the Burke-Litwin model as framework through field- and desk research.</p> <p>Via a Gap analysis (IST-SOLL) students come up with an advice to change, in which also ethical aspects of doing business are reflected.</p> <p>Students meet via formal business meetings, where role play is used to practice Business Communication.</p> <p>Students train their business meeting skills in C-BUC2A.</p>
Cohesion	CEC-BUC3A, C-BUC2A
Mandatory participation	CEC-BUC3A, C-BUC2A because students hold business meetings in class and are continuously assessed.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	lessons, group sessions, workshops, meetings
Required literature / description of learning material	<p>e-book for COR ORC1A: ISBN 9781787642720 / Farrel en Zweedijk: Organisation, Change: strategy, structure, culture and systems</p> <p>Reader 7524 for CEC-BUC2A, C-BUC2A</p>
Required software / required materials	NA
Extra contributions	NA

Examination			
Name (modular) exam	Portfolio	Written Exam	Meetings
Code (modular) exam	COR ORC1A.8	COR ORC1A.1	COR BUC3A.4
Assessment criteria	The student: TWM22		WW4 Utilizes effective and appropriate communication strategies in a business

	<p>Understands the company goals and the IST situation on relevant elements.</p> <p>Analyses the desired SOLL situation, based on proper argumentation</p> <p>Produces solid and realistic advice for how to bridge the gap.</p> <p>TWM23</p> <p>Assesses how the proposed change would impact the company.</p> <p>TWM24</p> <p>Defines which information is needed in order to come up with relevant advice</p> <p>Applies proper desk and field research techniques to gather the required information</p> <p>LW10</p> <p>Identifies issues concerning ethical and social responsibility in the business environment.</p> <p>LW 14</p> <p>Understands the impact of culture on each of the business processes under consideration.</p>	meeting setting with external and internal relations.	
Exam and modular exam format(s) (type of exam)	Presentation + Q&A	Written	Meetings
Individual / group	Group	Individual	Individual
Number of examiners	1	1	1
Exam period	P1, P2, P4	T1, T2, T4	P1, P2, P4
Resit period	<p>Within two weeks after first presentation</p> <p>P1, P2, P4</p>	T2, T4, T5	P1, P2, P4
Duration exam	30 minutes per group	120 minutes	NA
Permitted resources / aids	NA	Advisory report	NA
Minimum result	5.5	5.5	5.5
Weight factor of modular exam	24%	60%	16%

Method of enrolment for exam / enrolment period	NA	NA	NA
Discussion and review	With lecturer	With lecturer	With lecturer

Lecture/ contact hours							
	Period 1,2,4						
Lecture week	1	2	3	4	5	6	7
Lecture	3	3	3	3	3	3	
Lecture	3	3	3	3	3	3	
Presentation							9
	Period 1,2,4						
Lecture week	1	2	3	4	5	6	7
C-BUC3A* C-BUC2A	3	3	3	3	3	3	

BUC C-BUC2A lessons of Organisation&Change and Finance are given in one block of 3 hours in total each week

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

CSCM - Supply Chain Management

<i>General information</i>									
Name of study unit	Supply Chain Management								
Code for study unit	CSCM								
Degree programme and target group	IB								
Teaching period	P1; P2; P3 or P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>36</td> </tr> <tr> <td>Time for self study</td> <td>104</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	36	Time for self study	104	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	36								
Time for self study	104								
Total study load (hours)	140								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

<i>Content and organisation</i>	
Professional task	Junior Supply Chain Consultant: Analysing the current performance of the supply chain processes and coming up with improvements.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>TWM20 Evaluate operations processes within and between organisations.</p> <p>TWM21 Manage operations processes within and between organisations.</p> <p>TWM 24: Business research</p> <p>WW 6: Collaboration</p> <p>WW 4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience</p>
General description	Students work in Teams that describe and visualize the supply chain of a company. They analyse the problems the company is facing that impedes the company from achieving its goals and objectives. During the process they also establish what the root causes to those problems are in order to come up with improvements to the functioning of the Supply Chain.

Cohesion	C-Skills Coaching and Teamwork, C-BUC2A Students account for their decisions made in the simulation game in a memo report for an uninformed audience: their English lecturer.
Mandatory participation	Compulsory, at least 80% of lessons and workshops.(SCM and C-skills coaching). Because of group work during lectures and mutual dependence on group members. This curbs piggybacking as well.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Instruction (theory) class and workshops. (case solving, simulations, games, or otherwise). (Peer) feedback in business writing classes.
Required literature / description of learning material	Mastering the Supply Chain: Principles, Practice and Real-Life Application, Ed Weenk. EAN: 9780749484484, 1e Edition. Other literature to be provided during the course. Reader 7506 for C-BUC2A
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Portfolio	BUC memo-report SCM
Code (modular) exam	CSCM SCM2A.8	CSCM BUC3A.5
Assessment criteria	<p>TWM 20/TWM21:</p> <p>Describes the supply chain processes of a given supply chain using the tools used in the industry that look at the flows of goods and information in the supply chain and lean reporting format.</p> <p>Produces a clear and concise mapping of the supply chain of a given company using tools used in the industry that look at the flows of goods and information in the supply chain-and lean reporting format.</p> <p>Analyses the Supply Chain activities using tools used in the industry that look at the flows of goods and information in the supply chain and lean reporting format.</p> <p>Derives the supply chain problems using tools used in the industry that look at the flows of goods and information in the supply chain-and lean reporting format.</p> <p>Proposes improvements to problems within the supply chain and reports using the lean reporting format.</p> <p>Individually, explain how a process improvement problem can be solved using relevant tools.</p> <p>TWM24:</p> <p>Formulates an action plan as a result of the proposed improvements, using the reporting format.</p> <p>Validates the gathering of relevant data and information through desk research</p> <p>WW6:</p> <p>Demonstrates ability to work effectively and respectfully with diverse teams</p> <p>Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member</p>	<p>WW4:</p> <p>Composes an effective and persuasive business report for an uninformed audience, using advanced English (C1).</p> <p>Upon successful completion of the memo-report the student receives a tick. The tick makes sure that the student is entitled to the grade for the portfolio.</p>
Exam and modular exam format(s) (type of exam)	Portfolio	Memo-report
Individual / group	Group and Individual	Individual

Number of examiners	1	1
Exam period	P1;P2;P3	P1; P2; P3
Resit period	P1, P2, P3	P1, P2, P3
Duration exam	N/A	NA
Permitted resources / aids	N/A	NA
Minimum result	5.5	V
Weight factor of modular exam	100%	0%
Method of enrolment for exam / enrolment period	Participation is equal to enrolment.	NA
Discussion and review	1 week after the grade has been communicated (Alluris), students can make an appointment to review their assessment.	NA

Lecture/ contact hours							
	Period 1, 2, 3.						
Lecture week	1	2	3	4	5	6	7
CSCM-SCM	2x3	2x3	2x3	2x3	2x3	2x3	-
C-BUC2A	3	3	3	3	3	3	3
C-SKILLS	1	1	1	1	1	1	

*C-BUC2A lessons of Supply Chain Management and Marketing & Sales are given in one block of 3 hours in total each week

Changes compared to last year	several changes in content & organisation
Date from which the SU will no longer be offered	N/A

D-cluster

DAF1 - Accounting and Finance

General information									
Name of study unit	Accounting and Finance 4								
Code for study unit	DAF1								
Degree programme and target group	IB – D Cluster / Specialisation Finance								
Teaching Period	P1 /P3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>27</td> </tr> <tr> <td>Time for self study</td> <td>113</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	27	Time for self study	113	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	27								
Time for self study	113								
Total study load (hours)	140								
Entry requirements for study unit	minimum 45 EC obtained from IB1								

Content and organisation	
Professional task	Financial Analist
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p>TWM19 Recommend financing possibilities in a dynamic international environment.</p> <p>TWM24 Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p> <p>Involved</p>

	LW9 Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.: WW7 Produce management information from various data sources in an international business environment.
General description	Foreign Direct Investment Project in which students do an Industry analysis, learn about financial markets and investment models, define and apply decision criteria and come to conclusions which they present and defend to a simulated Management Team meeting.
Cohesion	Part of the specialisation Finance
Mandatory participation	80% participation in group work is mandatory
Maximum number of participants	NA
Compensation options	No compensation possible
Activities and/or instructional formats (Teaching and Learning activities)	Lectures, group work and presentations
Required literature / description of learning material	Hillier et al: Fundamentals of Corporate Finance, 3ed. ISBN-13:9780077178239 ISBN-10:0077178238
Required software / required materials	NA
Extra contributions	NA

Examination		
Name of exam	Accounting and Finance 4	FDI project
Code exam	DAF1 ACF4A.1	DAF1 ACF4A.8
Assessment Criteria	<p>Students show the ability to calculate the value (price) of financial assets such as shares and bonds</p> <p>Students show capability of calculating risk and return for an asset and for a portfolio</p> <p>Students calculate the relationship between currencies and the</p>	<p>Students propose financially reasonable alternatives for foreign investments</p> <p>Students recommend a financing decision (by choosing debt/equity financing options) to implement the entry strategy.</p> <p>Students financially evaluate different entry strategies such as exporting,</p>

	expected exchange rates in the market	subsidiary, JV, acquisition and merger
Exam and modular exam format(s) (type of exam)	Written exam	Portfolio consisting of Written report, Presentation, Defense
Individual / group	Individual	Group
Number of examiners	1	1
Exam period	T1, T3	P1, P3
Resit period	T3, T4	P1, P3
Duration exam	120 min	NA
Permitted resources / aids	Non-graphing calculator	NA
Minimum result	5,5	5,5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	With lecturer
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.	With lecturer

Lecture/ contact hours						
	Period 1/3					
Lecture week	1	2	3	4	5	6
DAF1 ACF4A	2x3	2x3	2x3	2x3	2x3	2x3

Changes compared to last year	NA
Date from which the SU will no longer be offered.	NA

DAF2 - Advanced Financial Accounting and Reporting

General information									
Name of study unit	Advanced Financial Accounting and Reporting								
Code for study unit	DAF2								
Degree programme and target group	IB – D Cluster / Specialisation Finance								
Teaching Period	P2 / P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>27</td> </tr> <tr> <td>Time for self-study</td> <td>113</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	27	Time for self-study	113	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	27								
Time for self-study	113								
Total study load (hours)	140								
Entry requirements for study unit	minimum 45 EC obtained from IB1								
Content and organisation									
Professional task	Accounting and Financial reporting								
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion;</p> <p>WW7: Produce management information from various data sources in an international business environment;</p> <p>LW10: Ethical and social responsibility;</p> <p>TWM18: Evaluate the financial performance of the organisation from different stakeholders' perspectives;</p> <p>TWM19: Recommend financing possibilities in a dynamic international environment.</p>								
General description	Students learn to fulfil accounting requirements for the preparation of financial reports compliant with IFRS and other reporting requirements, analyse reports to diagnose a company's financial health and how to effectively and persuasively communicate these findings to non-finance professionals.								

Cohesion	Part of Specialisation Finance
Mandatory participation	Attendance is mandatory for group work (ref. to examination point 4)
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (teaching and learning activities)	Lectures, exercises and project work
Required literature / description of learning material	Harrison et al, Financial Accounting – International Financial Reporting Standards (IFRS), 11ed, Pearson
Required software / required materials	NA
Extra contributions	NA

Examination		
Name (modular) exam	Financial Accounting & Reporting	Financial Report preparation and communication
Code (modular) exam	DAF2 AFR1A.1	DAF2 AFR1A.8
Assessment criteria	<ul style="list-style-type: none"> understands the dynamics of recording business transactions validates the accuracy and completeness of financial information explains financials to non-financial staff demonstrates awareness of standard business reporting requirements demonstrates knowledge of IFRS accounting principles applies IFRS rules and principles correctly 	<ul style="list-style-type: none"> understands the dynamics of recording business transactions validates the accuracy and completeness of financial information explains financials to non-financial staff demonstrates awareness of standard business reporting requirements demonstrates knowledge of IFRS accounting principles applies IFRS rules and principles correctly

Exam and modular exam format(s) (type of exam)	Written exam	Portfolio consisting of Written report, Presentation, Defense
Individual / group	Individual	Individual
Number of examiners	One	One
Exam period	T2 / T4	P2 / P4
Resit period	T4 / T5	P2 / P4
Duration exam	180 min	NA
Permitted resources / aids	NA	NA
Minimum result	5,5	5,5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.	With lecturer.

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
DAF2 AFR1A	2x3	2x3	2x3	2x3	2x3	2x3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered.	N/A

DDI-A - Data & Information Management

For FIN and SCM specialization

<i>General information</i>		
Name of study unit (SU) and code	Data & Information Management for FIN and SCM specialisation	
Code for study unit	DDI-A	
Degree program and target group	IB /D cluster for Specializations Finance and Supply Chain Management	
Teaching period	P2 / P4	
ECTS credits / Study load	Study load: 5 EC	
	Number of hours on the clock:	
	Contact hours (incl. written and oral exams)	36
	Time for self-study	104
	Total study load (hours)	140
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1	

<i>Content and organisation</i>	
Professional task(s)	Junior Data Analyst, Junior ERP operator
Programme learning outcomes	WW7: Management of Information as a digital citizen (Produce management information from various data sources in an international business environment) TWM20: Operations & supply chain management (Evaluate operations processes within and between organisations).
General description	This course lays the groundwork for an understanding of how business data is generated, stored and used. Security and Internal Controls are also introduced. The course is split in a theoretical part and a practical SAP assignment.
Cohesion	Modern business practice involves the extensive use of data. Sooner or later every IB student will be asked to generate raw data input, produce information from such data, or base decisions on such information. This course is therefore vital for FIN and SCM students.
Mandatory participation	Full attendance is not compulsory but strongly recommended for this course, as important information regarding content, assessment, standards and deadlines may be shared during class. It is the student's responsibility to stay informed if he/she misses one or

	<p>more classes, and lack of attendance will not be accepted as an excuse for missed or misguided deliverables.</p> <p>A minimum rate of progress (according to the timelines specified on #OO) in the 6-sessions ERP practical is mandatory, as students' activities and continuous progress in the system will be monitored. This prepares students for the working patterns which will be expected from them once they join the professional field in roles that perform ERP activities. As such, sufficient and regular progress will be the basis for students being accepted (or not) to the oral exam DDIDIM1A.4 at the end of the course.</p>
Maximum number of participants	28
Compensation options	N/A
Activities and/or instructional formats	Activities will include lectures, films, smaller case studies, formative quizzes, computer practical, contribution to shared-value online platforms.
Required literature / description of learning material	<p>Romney, Steinbart, Summers & Wood (2021). <i>Accounting Information Systems, Global 15th edition</i>. London: Pearson Education Limited.</p> <p>Relevant articles supporting the topics will be provided online.</p> <p>For the ERP workshop, a free manual will made available online: Schenk & Draijer (2020), <i>Hands-on with SAP S/4HANA and GBI</i>. Bookboon.com</p>
Required software / required materials	<p>SAP ERP software available from a cloud service (SAP Fiori) on regular browsers.</p> <p>Access to the PeerWise platform will be made available for students to contribute shared value through online collaboration systems.</p>
Extra contributions	N/A

Examination		
Name (modular) exam	Data and Information Management theory	Data and Information Management Practical
Code (modular) exam	DDI DIM1A.1	DDI DIM1A.4
Assessment criteria	<p>Understand the field of data & info management: from processes to data to data repositories to (management) information.</p> <p>Understand the concept and workings of (relational) databases.</p> <p>Make a global assessment of (im)possibilities of information production from a given database.</p> <p>Understand the why & how of administrative sales, purchase and production processes and how these processes generate and use data.</p> <p>Understand the why & how of ERP systems and how these systems generate and use data</p> <p>Use data & IT resources in a responsible manner.</p> <p>Participate in software selection processes.</p> <p>A knock-out criterion is linked to sufficient and regular participation in the PeerWise platform – insufficient participation leads automatically to a fail in this exam code. The specific guidelines will be published on #OO during the course.</p>	<p>Understand the why & how of the administrative sales, purchase and production processes and how these processes generate and use data.</p> <p>Understand the why & how of ERP systems and how these systems generate and use data.</p> <p>Use data & IT resources in a responsible manner.</p>
Exam and modular exam format(s) (type of exam)	Written (multiple-choice), subject to a knock-out criterion (achieving a 'pass' for the PeerWise participation activities).	Oral
Individual / group	Individual	Group examination, individual grade
Number of examiners for individual exam type	1	1

Exam period	T2,T4	P2, P4
Resit period	T4,T5	Within 10 working days, or in the next available teaching period (depending on how severe the shortcomings are).
Duration exam	Written exam: 120 minutes.	30 minutes per team
Permitted resources	Non-graphing calculator	Workshop manual, annotated by the students' team.
(Minimum) result	5.5	5.5
Weight factor of modular exam	70%	30%
Method of enrolment for exam / enrolment period	Alluris, as standard for written exams	Planned and arranged by lecturer
Discussion and review	As organized for written exams	With lecturer

Lecture/ contact hours							
	Period P1 and/or P2 and or/ P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
DDI DIM1A	2x3	2x3	2x3	2x3	2x3	2x3	

Changes compared to last year	<p>Study Unit name has added SCM+FIN explicitly, as per Alluris' description.</p> <p>Study Unit code has been changed to DDI-A, as it is currently in Alluris.</p> <p>Teaching periods can vary, depending on the number of students.</p> <p>TWM20 has been added to acknowledge the part of the theory that links data/information with its use in the operations of the business. The 'general description' and 'cohesion sections' have been modified accordingly.</p> <p>The 'mandatory participation' section recognizes some flexibility regarding attendance, while at the same time making crystal-clear that students' diligence is required. Phrasing has also been changed to allow flexibility in the timelines of the SAP practical.</p> <p>Software has been updated to the latest cloud-based version. The PeerWise online platform has also been added as a resource.</p> <p>A knock-out criterion has been added, linked to regular and sufficient participation in the PeerWise online platform.</p>
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	Exam and resit periods have been qualified to allow for flexibility in case of low student numbers, and also in case a student shows to be clueless in the oral exam and it's deemed necessary by the teacher that he/she repeats the SAP assignment.
Date from which the SU will no longer be offered.	N/A

DDI-B - Data & Information Management

For M&S and O&C specialization

<i>General information</i>	
Name of study unit (SU) and code	Data & Information Management
Code for study unit	DDI-B
Degree program and target group	IB /D cluster for specialisations M&S and O&C
Teaching period	P1 / P3
ECTS credits / Study load	Study load: 5 EC
	Number of hours on the clock:
	Contact hours (incl. written and oral exams) 27
	Time for self-study 113
	Total study load (hours) 140
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1

<i>Content and organisation</i>	
Professional task(s)	Junior Data Analyst
Programme learning outcomes	Assessed: WW7: Management of Information as a digital citizen (Produce management information from various data sources in an international business environment)
	Involved: WT2: Create innovative ideas in a changing business environment in a systematic fashion
	WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.

	LW8: Express reflections on one's personal development with the aim of personal growth.
General description	<p>Big data, in combination with technology, drives much of the revolution happening in business today. For marketers, sales professionals and organization and change specialists who are often at the epicenter of acquiring, understanding, translating, and leveraging data, it can have a significant impact on their business processes and help to develop winning strategies.</p> <p>This course lays the ground work for understanding how business data is generated, stored and used. Students learn the 5 essential pillars of data management: data filtering, analysis, visualization, interpretation and recommendation.</p> <p>The course is split in theoretical and practical.</p>
Cohesion	The module offers additional competencies in cohesion with modules (Online) Marketing, Sales and COR.
Mandatory participation	<p>In order to fulfil all components of the module a minimum of 80% attendance is required. Theoretical and practical classes are integrated together to make learning as efficient and effective as possible.</p> <p>Students need to acquire the needed skills during the theoretical and practical classes in order to be able to sufficiently contribute to group work and pass the oral exam/defense.</p>
Maximum number of participants	34, based on capacity of average PC classroom and assuming students will work in pairs
Compensation options	N/A
Activities and/or instructional formats	Activities will include: lectures, films, smaller case studies, formative quizzes, practical computer based assignments, group work.
Required literature / description of learning material	<p>Romney, M.B.; & Steinbart P.J. (2020). <i>Accounting Information Systems. 15th edition</i>. London: Pearson Education Limited.</p> <p>Relevant articles supporting the topics will be provided online.</p>
Required software / required materials	Power BI software: will be made available in PC rooms.
Extra contributions	N/A

Examination		
Name (modular) exam	Data and Information Management theory	Data and Information Management Practical
Code (modular) exam	DDI DIM1B.8	DDI DIM 1B.4
Assessment criteria	<p>The student can analyse various marketing and sales or HR and OD business processes to define business cycles, master vs transactional data, and creates relevant databases to support these processes.</p> <p>The student is able to clean and edit data and prepare it for information creation purposes. The student can examine, analyze and visualize data to find out the performance of existing marketing and sales programs or various HR and OD related management practices in order to facilitate managerial decision making processes.</p> <p>The student can identify different strategic models and metrics and apply them to quantify and monitor marketing, sales or employee/HR efforts, as well as predicting their results.</p> <p>The student can interpret the analyzed data and provide recommendations related to strategy and process improvements in marketing and sales programs or various HR and OD related management practices.</p>	<p>The student can explain in detail how to conduct data cleaning, editing and prepare it for visualization and analyses.</p> <p>The student can describe how to collect data from various data sources, create dedicated data sets, analyze and visualize data (creating dashboards).</p> <p>The student can explain the interpreted data and discuss the provided recommendations related to strategy and process improvements in marketing and sales programs or various HR and OD related management practices.</p> <p>The student can identify different strategic alternatives and offer recommendation to solve marketing, sales or employee/HR related business problems.</p>
Exam and modular exam format(s) (type of exam)	Written	Oral
Individual / group	group	individual
Number of examiners for individual exam type	1	1
Exam period	P1,P3	P1,P3
Resit period	P1,P3	P1,P3

Duration exam	N.A..	30 minutes per team
Permitted resources	N.A.	Personal notes
(Minimum) result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Participation in the course automatically leads to enrolment for the exam.	Participation in the course automatically leads to enrolment for the exam.
Discussion and review	With lecturer	With lecturer

Lecture/ contact hours							
	Period P1 and/or P2 and or/ P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
DDI DIM1B	2x3	2x3	2x3	2x3	2x3	2x3	

Changes compared to last year	Changes in general description / cohesion / Assessment criteria Number of contact hours in lecture weeks 1-2-3. Max. number of participants
Date from which the SU will no longer be offered.	N/A

	<p>Analyze a complex business problem in an international business setting with the use of an adequate research design, resulting in an evidence based feasible solution.</p> <p>LW10 ETHICAL AND SOCIAL RESPONSIBILITY</p> <p>Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>WT1 CRITICAL THINKING</p> <p>Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.</p> <p>Involved:</p> <p>WT3 INTERNATIONAL BUSINESS AWARENESS</p> <p>Analyze patterns in global macro-economic factors and policies that drive international trade and business development</p> <p>WW6 COLLABORATION</p> <p>Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals</p>
General description	<p>In this study unit students learn to write a well-founded marketing plan in groups for an international company as a result of executing thorough internal and external analyses of company, competition and markets. The students get acquainted with various marketing management strategies that contribute to establishing a marketing plan. Eventually they will be able to select relevant marketing management strategies.</p>
Cohesion	<p>This study unit builds on the knowledge acquired during the previous semesters about Marketing, Research and Intercultural Communication.</p> <p>There is cohesion with the study unit Selling and Sales Consulting and the elective Consumer Buying Behavior.</p>
Mandatory participation	<p>Yes, a minimum of 80% of lessons is compulsory because weekly group work is involved.</p>
Maximum number of participants	<p>NA</p>
Compensation options	<p>No</p>

<p>Activities and/or instructional formats (teaching and learning activities)</p>	<p>Lectures and workshops are offered weekly. Advanced theories are discussed during the lectures, basic theory is acquired outside the class by self-study using recommended and mandatory literature.</p> <p>During the workshops, students work in international groups (max. 4 students) on weekly assignments to establish elements of the marketing management strategy for the selected international organization. All weekly assignments result in writing a marketing plan for the selected international organization.</p> <p>At the end of the module, students pitch in groups their integrated marketing management strategy.</p>
<p>Required literature / description of learning material</p>	<p>Mandatory:</p> <p>Marketing Management 4th edition Kotler, Brady, Goodman & Hansen ISBN-10: 1292248491 • ISBN-13: 9781292248493 (e-book and book)</p> <p>All online material such as supporting articles, PDFs and PowerPoint slides on Education Online</p> <p>Recommended:</p> <p>A framework for marketing management, global edition 6th edition Philip Kotler/ Kevin Keller - ISBN-10: 1292093145 • ISBN-13: 9781292093147</p> <p>Essential Guide to Marketing Planning 4th edition Marian Burk Wood – 978-1-292-11752-2</p>
<p>Required software / required materials</p>	<p>NA</p>
<p>Extra contributions</p>	<p>NA</p>

Examination		
Name (modular) exam	Written Exam	Marketing Plan presentation
Code (modular) exam	DMRS1-MMS1A.1	DMRS1-MMS1A.6
Assessment criteria	<p>The student correctly recognizes marketing management strategies;</p> <p>The student correctly applies relevant marketing management strategies;</p> <p>The student correctly applies relevant marketing management strategies in a case situation;</p>	<p>The student is able to analyze relevant factors from the macro- meso- and micro environment of an internationally oriented company using the correct theory and models;</p> <p>The student can formulate the most relevant marketing management strategy in coherence with the results</p>

	The student correctly analyzes case situations using relevant marketing management strategies.	<p>of the analysis and based on relevant theory and models;</p> <p>The student is able to execute evidence-based desk- and/or field research to analyze the internal and external environment of an international company;</p> <p>When formulating the most relevant marketing management strategy, the student is able to take CSR tactics into account;</p> <p>The student is able to provide a correct conclusion based on the results of the weekly deliverables;</p> <p>The student understands and expresses what next steps / methods of research the company should take after formulating a strategy;</p> <p>The student is able to create his own vision in addition to the results from the weekly deliverables.</p>
Exam and modular exam format(s) (type of exam)	Written exam	Presentation and discussion
Individual / group	Individual	Group
Number of examiners	1	N/A
Exam period	T1/T3	P1/P3
Resit period	T3/T4	P1/P3
Duration exam	90 min.	20 min. per group
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/in-site for the enrolment period	Participation is enrolment
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.	With lecturer

Lecture/ contact hours							
	Period 1/3						
Lecture week	1	2	3	4	5	6	7
DMRS1-MMS1A	3+3	3+3	3+3	3+3	3+3	3+3	

Changes compared to last year	Required literature
Date from which the SU will no longer be offered.	N/A

DMRS2 - Selling and Sales Consulting

General information									
Name of study unit	Selling and Sales Consulting								
Code for study unit	DMRS2								
Degree programme and target group	IB Specialisation Marketing & Sales								
Teaching Period	P2 - P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>29</td> </tr> <tr> <td>Time for self study</td> <td>111</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	29	Time for self study	111	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	29								
Time for self study	111								
Total study load (hours)	140								
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1.								

Content and organisation	
Professional task	<p>Sales Consultant</p> <p>As a sales consultant you work for a company and you are responsible for generating sales opportunities through a variety of sales techniques.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p><u>ASSESSED</u></p> <p>TWM16- MARKETING AND SALES</p> <p>Use appropriate sales techniques in support of durable customer relationships.</p> <p>LW 11- INTERCULTURAL PROFICIENCY</p> <p>Mitigate the pitfalls of cultural differences in business and social contexts</p> <p>TWM24 BUSINESS RESEARCH</p> <p>Analyze a complex business problem in an international business setting with the use of an adequate research design, resulting in an evidence based feasible solution.</p>

	<p><u>INVOLVED</u></p> <p>LW10- ETHICAL & SOCIAL RESPONSIBILITY</p> <p>Formulate one's own position concerning ethical and social responsibility in a professional environment.</p>
General description	<p>This module will help students to obtain and embed the skillset needed to be a successful professional sales consultant in today's fast-moving business to consumer and business to business environment. Topics covered in this module include:</p> <ul style="list-style-type: none"> - Cross-cultural negotiations - Cold Calling - Sales processes - Understand of the decision-making process - Lead Generation - Quotation - B2C vs B2C selling - Negotiation Skills - Relation between sales and marketing - Ethics in sales
Cohesion	<p>This module builds on the knowledge acquired during the previous semesters about Marketing, Research and Intercultural Communication.</p> <p>There is cohesion with the Marketing module Marketing Management Strategies in D-cluster. In the Marketing module students will learn how to launch and market a product or service and in Selling and Sales Consulting student will learn how the product or service can be sold through the sales department.</p>
Mandatory participation	Yes, 80% of classes are mandatory because cooperation with other students is necessary.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures, workshops and roleplays

(teaching and learning activities)	
Required literature / description of learning material	<p>Sell6, 6th edition, Ingram, Laforge, Avila, Schwepker & Williams ISBN-10: 1337407933 • ISBN-13: 9781337407939 (e-book and book).</p> <p>Pitch to win, 1st edition, David Beckett • ISBN-13: 9789462762459</p> <p>And recommended material which will be published/announced via #OnderwijsOnline.</p>
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

Examination		
Name (modular) exam	Sales Dialogue roleplay	Hand-in assignment
Code (modular) exam	DMRS2-SSC1A.4	DMRS2-SSC1A.5
Assessment criteria	<p>Applies effective verbal communication and active listening skills in an international sales meeting role play</p> <p>Demonstrates at a basic level how to counter objections and close a deal in an international sales meeting ethically.</p> <p>Show the right attitude and communications skills for success in international sales</p> <p>Recognizes customer behavior and how to establish long term relationships</p> <p>Select and apply a questioning technique</p>	<p>Demonstrates that a student is capable of selecting appropriate sales techniques for long-term customer relationship.</p> <p>Select a questioning technique correctly by demonstrating how to use it the sales meeting scenario.</p> <p>Understands customer buying process and how to establish relationships.</p> <p>Illustrate the use of written business language skills in the scenario of an international sales meeting.</p> <p>Show that student is capable of drafting a sales process in an</p>

	<p>correctly and demonstrating it in the roleplay in an international business context.</p> <p>The Student is able to show the use of correct business and persuasive language skills, and the skill to use the right content at the right time in the roleplay.</p> <p>The Student is able to show an understanding of cultural literacy and awareness in business and in a sales conversation.</p> <p>The Student is able to show evidence of research in an international sales conversation and able to back the solution with evidence.</p>	<p>international setting while handling culture differences.</p> <p>Demonstrates effective research skills and show that your content/report based on evidence and credible desk research. Show the use of CARS framework and APA style reference list.</p>
Exam and modular exam format(s) (type of exam)	Oral exam	Hand-in assignment
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T2/T4	P2/P4
Resit period	T2/T4	Via lecturer P2/P4
Duration exam	30 min	-
Permitted resources / aids	N/A	N/A
Minimum result	55	55
Weight factor of modular exam	50%	50%
Method of enrolment for exam / enrolment period	participation automatically leads to enrolment for the exam.	participation automatically leads to enrolment for the exam.
Discussion and review	With lecturer	With lecturer

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
DMRS2-SSC1A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	required literature / minor changes in examination
Date from which the SU will no longer be offered.	N/A

DOR1 - Internal Change

General information									
Name of study unit	Internal Change								
Code for study unit	DOR1								
Degree programme and target group	IB - D cluster /Specialisation Organisation & Change								
Teaching Period	P 1 / 3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>26</td> </tr> <tr> <td>Time for self study</td> <td>114</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	26	Time for self study	114	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	26								
Time for self study	114								
Total study load (hours)	140								
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1.								

Content and organisation	
Professional task	<p>Internal Change Agent:</p> <p>Supporting a company successfully before delivering a Change project from within.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>TWM22: Draft the strategic cycle of parts of the organization (process and content)</p> <p>TWM23: Assess the impact of change on the organisation.</p> <p>WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.</p> <p>WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p>

	<p>Involved:</p> <p>WW7: Produce management information from various data sources in an international business environment.</p> <p>LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>LW14: Assess the effect of cultural differences on organisational behaviour and strategic choices.</p> <p>TWM24 Analyze a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p>
General description	<p>During this module the students will learn about</p> <p>The change process (theories);</p> <p>Tools and instruments that help support change and manage projects (IT tools, models etc.);</p> <p>Tools and instruments that help deal with (resistance) to change.</p> <p>Students learn how to professionally manage a change process within a (simulated) organisation, as well as how to appropriately respond to resistance to change, using the Burke-Litwin Change Model as framework.</p> <p>The students (in groups of 4 to 5 students) must convince the management team members of their plan and get sponsorship from them.</p>
Cohesion	<p>As with C and G cluster O&C, the Burke-Litwin Change Model is the framework to be used during the years from an Organisation & Change perspective. Each SU will focus on certain blocks of that model. This SU focuses on Management Practices, Individual Needs and Values, Motivation, Organisation Culture and Leadership.</p> <p>Further cohesion is provided by an appropriate process model for Change Management.</p>
Mandatory participation	<p>Students need at least to participate in 5 out of 6 classes. Missing more than one class means resit the entire module.</p>
Maximum number of participants	<p>NA</p>
Compensation options	<p>NA</p>

<p>Activities and/or instructional formats (Teaching and Learning activities)</p>	<p>The sessions in W1-W5 are organized as follows:</p> <ol style="list-style-type: none"> 1. lecturer kicks off with briefing and theory / tools 2. teams prepare as a whole and make decisions 3. A weekly roleplay session during which teams communicate decisions and experience the effect of their decisions via a simulation. <p>The teaching methods and learning activities that will be used are: flipped classroom, E-learning (via online platforms like #Onderwijs Online as well as other e-learning mediums); simulations (the context in which the students will be included is consisted of a simulated organization); Coaching and Consulting: the students will have regular meetings (in a team format) with different members of the Management team (simulated by the lecturers) and management team meetings.</p>
<p>Required literature / description of learning material</p>	<p>All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.</p>
<p>Required software / required materials</p>	<p>N/A</p>
<p>Extra contributions</p>	<p>N/A</p>

<p>Examination</p>		
<p>Name (modular) exam</p>	<p>Individual written reflection</p>	<p>Change plan presentation</p>
<p>Code (modular) exam</p>	<p>DOR1 ICH1A.5</p>	<p>DOR1 ICH1A.6</p>
<p>Assessment criteria</p>	<p>The student can apply different instruments that deal with resistance to change (WW6)</p> <p>The student can work in multicultural teams, by dealing with the different issues that arise during the process (WW6)</p> <p>Investigate the business case for change based on the project cycle for an (existing) organization based on given data (TWM 23)</p>	<p>Write a report in the form of a change plan that can be communicated to the management team (WW4)</p> <p>Inform in written and verbal form the developments in the process of creating a change plan the management team (WW4)</p> <p>Present the change management plan to the management team meeting (oral presentation) (WW4)</p> <p>Develops key project management documents based on the project cycle for an (existing) organization based on given data (TWM 22)</p> <p>The student can deal with different interventions from the stakeholders (MT members) (WW6)</p>

Exam and modular exam format(s) (type of exam)	Report	Oral
Individual / group	Individual	Group
Number of examiners	1	3
Exam period	P 1 / 3	P 1 / 3
Resit period	1 week later	1 week later
Duration exam	N/A	Max. 0.5 hours
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Participation is enrolment	Participation is enrolment
Discussion and review	With lecturer	With lecturer

Lecture/ contact hours								
	Period 1/3							
Lecture week	1	2	3	4	5	6	7	8
DOR1 ICH1A	5	5	5	5	5	5		
Assessment DOR1 ICH1A								

Changes compared to last year	N/A
Date from which the SU will no longer be offered.	N/A

DOR2 - Organisational Change

<i>General information</i>									
Name of study unit	Organisational Change								
Code for study unit	DOR2								
Degree programme and target group	IB – D Cluster / Specialisation Organisation & Change								
Teaching Period	P2/P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>26</td> </tr> <tr> <td>Time for self-study</td> <td>114</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	26	Time for self-study	114	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	26								
Time for self-study	114								
Total study load (hours)	140								
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1.								

<i>Content and organisation</i>	
Professional task	<p>Change Management Junior Consultant</p> <p>Supporting a company in terms of consultancy and advice within the preparation stage of a change project.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>TWM 22 Draft the strategic cycle of part(s) of the organisation (process and content)</p> <p>TWM23: Assess the impact of change on the organisation.</p> <p>WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.</p> <p>WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p>

	<p>Involved:</p> <p>WW7: Produce management information from various data sources in an international business environment.</p> <p>LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>LW14: Assess the effect of cultural differences on organisational behaviour and strategic choices.</p> <p>TWM24 Analyze a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p>
<p>General description</p>	<p>In this module students will learn about:</p> <p>Organisational Change and the external consultant, Strategy for change; The context and meaning of Change: Drivers for Change, Types of change, Changing environment, Nature of organisation change; Leading Change; Resistance to Change</p> <p>Students are placed in the role of junior consultants working for a large consulting firm. Each week students are challenged with a different task in the change process through exposure to cases, role play and simulations. They deliver and defend their final change plan to the client.</p>
<p>Cohesion</p>	<p>As with C and G cluster O&C, the Burke-Litwin Change Model is the framework to be used during the years from an Organisation & Change perspective. Each SU will focus on certain blocks of that model. This SU focuses on task requirements and individual skills/abilities, Individual needs and values, Leadership, Systems (policies & procedures).</p>
<p>Mandatory participation</p>	<p>Yes. Students need at least to participate in 5 out of 6 classes, Missing more than one class means resit the entire module.</p>
<p>Maximum number of participants</p>	<p>NA</p>
<p>Compensation options</p>	<p>None</p>
<p>Activities and/or instructional formats (Teaching and learning activities)</p>	<p>The sessions in W1-W5 are organized as follows:</p> <ol style="list-style-type: none"> 1. lecturer kicks off with briefing and theory / tools 2. teams prepare as a whole and make decisions 3. A weekly roleplay session during which teams communicate decisions and experience the effect of their decisions.

Required literature / description of learning material	<p>Mandatory:</p> <p>Course Reader (compilation of articles related to the weekly topics)</p> <p>Organisational Change, 5E, Barbara Senior, Stephen Swailes, Pearson, 2016 (to be confirmed)</p> <p>For the assignment students need to use additional sources: management literature, essays, research papers and scientific articles. Additional source could be an interview with a thought leader or seasoned professional.</p>
Required software / required materials	via OnderwijsOnline.
Extra contributions	NA

Examination		
Name (modular) exam	Individual Blog	Change Plan Presentation
Code (modular) exam	DOR2 ORC2A.5	DOR2 ORC2A.6
Assessment criteria	<p>Student can investigate the need for change based on the development cycle for an (existing) organization based on given data</p> <p>Student can identify own stand concerning the choices made in the plan</p> <p>Student can formulate improvements for the next time that the situation occurs, based on the learning experiences of writing the plan</p>	<p>Students can assess the current and desired situation through mean of evidence based research and the root cause investigation</p> <p>Students can propose a plan that solves the issues at hand in a creative manner, making use of existing aspects and new ones</p> <p>Students can investigate by means of tools and techniques the root cause of the problem</p> <p>Student scan produce a business case for change based on the project cycle for an (existing) organisation based on the given data.</p>
Exam and modular exam format(s) (type of exam)	Written	Oral
Individual / group	Individual	Group
Number of examiners	1	2
Exam period	T2/T4	P2 / P4.
Resit period	One week after examination	Contact lecturer

Duration exam	NA	0,5 hours
Permitted resources / aids	NA	NA
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Participation is enrolment	Participation is enrolment
Discussion and review	With Lecturer	With Lecturer

Lecture/ contact hours								
	Period 2/4							
Lecture week	1	2	3	4	5	6	7	8
DOR2 ORC2A	5	5	5	5	5	5		

Changes compared to last year	N/A
Date from which the SU will no longer be offered.	N/A

DPPD - Personal and professional Development

<i>General information</i>	
Name of study unit	<i>Personal and Professional Development</i>
Code for study unit	DPPD
Degree programme and target group	IB
Teaching Period	C-cluster and D-cluster (credits to be awarded after P4 in D-cluster)
ECTS credits and Study load	Study load: 2.5 EC
	Number of hours on the clock:
Scheduled contact time	15
Time for self study	55
Total study load (hours)	70
Entry requirements for study unit	NA

<i>Content and organisation</i>	
Professional task	<p>Reflect on personal & professional practices and set goals for growth.</p> <p>Develop business writing skills to help solve business issues.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>LW 8: Express reflections on one's personal development with the aim of personal growth.</p> <p>LW 9: Respond appropriately to an unfamiliar, or unexpectedly changing business environment.</p> <p>WW4: Communicate business messages effectively and persuasively using advanced English to an (un)informed audience.</p>

General description	<p>Personal development is a lifelong process during which individuals acquire essential personal competencies and skills they need to be able to function in an increasingly complex and flexible (labour) society.</p> <p>Developing a professional attitude towards reflection on yourself and the situations around you is of key importance to employers in the field of business.</p> <p>During this coaching track you will learn how to assess your skills and qualities. You will also consider your aims in life and set goals in order to realise and maximise your potential.</p> <p>Additionally, together with their business communication writing coach, students will further improve their business writing. Any IB professional should be able to get their ideas across for maximum personal and professional impact. This is also a tailor-made coaching track, based on consultation and feedback. Students write a report in week 3 (based on a case study) and keep on improving it until it is sufficient.</p>
Cohesion	Mandatory SU for the Main Phase of IB
Mandatory participation	To receive a grade for the PPD portfolio, students must attend coaching sessions with individual PPD coach.
Maximum number of participants	NA
Compensation options	NA
Activities and/or instructional formats (teaching and learning activities)	<p>In the second year students mainly focus on making choices concerning their specialisation, study abroad semester and placement. They keep a learning journal and make preparatory exercises for study abroad and placement which they discuss with their coach.</p> <p>Students also work on developing a professional attitude by:</p> <ul style="list-style-type: none"> Informing themselves about expected behaviour during placement (business environment) Discussing their 'professional' behaviour with peers Deepening their insight into their intercultural competencies

	Thinking about personal branding and networking For business writing: kick-off session, feedback and consultation
Required literature / description of learning material	PPD: teaching materials to be found at #OO BUC: teaching materials to be found at #OO
Required software / required materials	NA
Extra contributions	NA

Examination		
Name (modular) exam	Personal & Professional Development portfolio	Justification report business communication
Code (modular) exam	DPPD-PPD4A.8	DPPD-BUC4A.5
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> Prepares for study abroad and placement Reflects on their professional attitude and sets goals. Reflects on their intercultural competencies and sets goals Reflects on their learning and sets goals Shows growth in level of detail & depth in reflections 	<p>The student:</p> <ul style="list-style-type: none"> Composes an effective and persuasive business report for an uninformed audience using advanced English (C1)
Exam and modular exam format(s) (type of exam)	Portfolio	Report
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	P2, P4	P1, P2, P3 or P4

Resit period	P2, P4	P1, P2, P3 or P4
Duration exam	NA	NA
Permitted resources / aids	NA	NA
Minimum result	5.5	5.5
Weight factor of modular exam	50%	50%
Method of enrolment for exam / enrolment period	NA	NA
Discussion and review	With PPD coach	With lecturer

Lecture/ contact hours							
	Period 1 (feb starters)						
Lecture week	1	2	3	4	5	6	7
DPPD-PPD4A	2 (kick-off meeting: all students and all coaches must be available as students are scattered over all D groups)	2 (extra meeting: all students and all coaches must be available as students are scattered over all D groups)	-	-	-	-	-
D-BUC3A Do note that D-BUC3A can be scheduled in P1 or P2.	2 (kick-off meeting: per group)	-	-	-	-	-	-

Lecture / contact hours							
	Period 2 (feb starters)						
Lecture week	1	2	3	4	5	6	7
DPPD-PPD4A	2 (instruction IRC test: can be scheduled per group)	2 (extra meeting: all students and all coaches must be available as students are scattered over all D groups)					
D-BUC3A Do note that D-BUC3A can be scheduled in P1 or P2.	2 (kick-off meeting: per group)						

Lecture/ contact hours							
	Period 3 (sep starters)						
Lecture week	1	2	3	4	5	6	7
DPPD-PPD4A	2 (kick-off meeting: all students and all coaches must be available as students are scattered over all D groups)	2 (instruction IRC test: per group)	2 (extra meeting: all students and all coaches must be available as students are scattered over all D groups)				
D-BUC3A Do note that D-BUC3A can be scheduled in P3 or P4.	2 (kick-off meeting: per group)						

Lecture/ contact hours							
	Period 4 (sep starters)						
Lecture week	1	2	3	4	5	6	7
DPPD-PPD4A	2 (extra meeting: all students and all coaches must be available as students are scattered over all D groups)	-	-	-	-	-	-
D-BUC3A Do note that D-BUC3A can be scheduled in P3 or P4.	2 (kick-off meeting: per group)	-	-	-	-	-	-

Changes compared to last year	Changes in scheduling
Date from which the SU will no longer be offered.	NA

DSCM1 - Sustainability in the supply chain

General information									
Name of study unit	<i>Sustainability in the supply chain</i>								
Code for study unit	DSCM1								
Degree programme and target group	IB – D Cluster / Specialisation SCM								
Teaching Period	P2/P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>36</td> </tr> <tr> <td>Time for self study</td> <td>92</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	36	Time for self study	92	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	36								
Time for self study	92								
Total study load (hours)	140								
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1.								

Content and organisation	
Professional task	<p>Sustainability Officer covering the following roles;</p> <p>Policy development, Planning, execution and monitoring of processes within the Supply Chain.</p> <p>Able to communicate and implement social and communicative competences and display self management competencies.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>TWM 20 Evaluate operations processes within and between organisations.</p> <p>Assessed:</p> <p>TMW 21 Manage operations processes within and between organisations.</p>

	<p>Assessed:</p> <p>TMW 24 Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p> <p>Involved:</p> <p>WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>Assessed:</p> <p>LW10: Ethical and social responsibility: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p>
General description	<p>This course aims at understanding and developing sustainability in the Global supply chain. The module deals with:</p> <p>measures and metrics of sustainability,</p> <p>product design and packaging,</p> <p>sustainable purchasing and procurement,</p> <p>environmental impact on modes of transport,</p> <p>recycling and reverse logistics and sustainable warehousing and storage.</p> <p>General topics such as governance and social responsibility are also addressed.</p>
Cohesion	N/A
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	32
Activities and/or instructional formats	<p>Lectures</p> <p>Tutorials (case study reporting and presentation)</p>
Required literature / description of learning material	<p>Compulsory:</p> <p>Sustainable Logistics and Supply Chain Management – David B. Grant, Alexander Trautrim, Chee Yew Wong ISBN-978-0-7494-7827-8</p>

	<p>(2nd Edition)</p> <p>Recommended:</p> <p>A circular economy handbook for business and supply chains – Catherine Weetman ISBN: 9780749476755</p> <p>Purchasing and supply chain management – Thomas Johnsen , Mickey Howard ISBN-10: 1138064769</p> <p>Sustainability: What is it and how to measure it – Gilbert S. S. Hadstrom ISBN-10: 1547416602</p> <p>Articles and documents on #OnderwijsOnline.</p>
Required software / required materials	MS Excel/Spreadsheet' Powerpoint and Word (or similar software packages).
Extra contributions	NA

Name (modular) exam	Sustainability in the supply chain written exam	Sustainability in the supply chain portfolio
Code (modular) exam	DSCM1-SCM3A.1	DSCM1-SCM3A.8
Assessment criteria	<p>Students understand and evaluate the concepts sustainability in supply chain.</p> <p>Students apply the theories to the case studies.</p> <p>Students evaluate the root causes be able to apply the metrics in a business context</p> <p>Students apply the standards and norms developed for MNEs in a global context</p> <p>Students apply the rules and standards of ERS appropriately.</p>	<p>Students present the proposal for making a sustainable supply chain in a well-organized and convincing way to management.</p> <p>Students apply the theories to the case studies and evaluate the the root causes</p> <p>Students apply the appropriate metrics and apply them in a business context</p> <p>Students apply the standards and norms developed for MNEs in a global sustainability context.</p> <p>Students apply the rules and standards of ERS appropriately.</p>

Exam and modular exam format(s) (type of exam)	MC and open questions	Defense; Report, Presentation
Individual / group	Individual	Group
Number of examiners	1	2
Exam period	T2, T4	P2, P4
Resit period	T4 / T5	Within 2 weeks of defence
Duration exam	120 mins	30
Permitted resources / aids	N/A	NA
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Contact lecturer
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.	With lecturer

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
DSCM1 SCM3A	2x3	2x3	2x3	2x3	2x3	2x3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered.	N/A

DSCM2 - Lean Six Sigma

<i>General information</i>		
Name of study unit	Lean Six Sigma	
Code for study unit	DSCM2	
Degree programme and target group	IB – D Cluster / Specialisation SCM	
Teaching Period	P1/P3	
ECTS credits and Study load	Study load: 5 EC	
	Number of hours on the clock:	
	Scheduled contact time	27
	Time for self study	113
	Total study load (hours)	140
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1.	

<i>Content and organisation</i>	
Professional task	Leading/driving process improvement projects Initiate improvement processes
Exit qualifications / Programme Learning Outcomes (PLO)	Assessed: TWM 20: Evaluate operations processes within and between organisations.
	Assessed: TWM 21: Manage operations processes within and between organisations.
	Assessed:

	<p>TWM 24: Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p> <p>WW4: Communicate business messages effectively and persuasively using advanced English to an (un)informed audience</p> <p>Involved:</p> <p>WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p>
General description	In this study unit, students will learn to execute an improvement project in a Supply Chain environment by using the Lean Six Sigma method. For completing this improvement project, students will use different tools that are commonly used in Lean Six Sigma projects. During 6 weeks of lectures, the student will receive a general introduction into process improvement in the first week, and during weeks 2-6 the steps of the DMAIC circle will be presented.
Cohesion	N/A
Mandatory participation	Yes, 4 out of 5 simulation days present in order to be allowed to enter the exam
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (teaching and learning activities)	<p>Lectures</p> <p>Practice sessions</p> <p>Simulation</p> <p>Peer feedback</p>
Required literature / description of learning material	<p><u>Compulsory:</u></p> <p>Articles/hand-outs on #OO</p> <p>Lean Six Sigma & Minitab, Brook, Q, ISBN: 97809957899</p> <p><u>Recommended:</u></p> <p>Lean six sigma green belt: mindset, skill set and tool set</p> <p>Theisens, H.C.</p>

	ISBN 9789492240064
Required software / required materials	MS Excel MS Powerpoint MS Word Minitab (free license)
Extra contributions	N/A

Examination	
Name (modular) exam	Lean Six Sigma oral exam
Code (modular) exam	DSCM2 LSS1A.4
Assessment criteria	<p>Students analyse a process within a supply chain in order to identify problems and potential process improvements by applying Lean Six Sigma tools.</p> <p>Students quantify the size and impact of the problem at hand by using Lean Six Sigma tools.</p> <p>Students find causes to a problem and subsequently validate and prioritize the causes by using Lean Six Sigma tools.</p> <p>Students generate solutions to solve the problem by using Lean Six Sigma tools.</p> <p>Students anchor their solution into the organisation by using Lean Six Sigma tools.</p> <p>Deliver an effective and persuasive presentation to management using advanced English (C1)</p>
Exam and modular exam format(s) (type of exam)	Individual defence of portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P1, P3
Resit period	P1, P3
Duration exam	20 minutes
Permitted resources / aids	None
Minimum result	5.5

Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment.
Discussion and review	With lecturer

Lecture/ contact hours							
	Period 2/3						
Lecture week	1	2	3	4	5	6	7
DSCM2 LSS1A	2x3	2x3	2x3	2x3	2x3	2x3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered.	N/A

	<p>LW14: Assess the effect of cultural differences on organisational behavior and strategic choices (assessed)</p> <p>TWM24: Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence based, feasible solution (assessed).</p> <p>WW4: Communicate business messages effectively and persuasively using advanced English to an (un)informed audience (involved)</p> <p>LW8: Express reflections on one's personal development with the aim of personal growth.</p>
General description	<p>This module enables students to generate ideas that would help accelerate sustainable innovation capacity at a working unit of an organisation, in line with the UN Sustainable Development Goals 2030 (SDG30).</p> <p>The students will use Appreciative Inquiry (AI) processes in order to research and document assets and best practices. The students advance their capabilities for appreciating the benefits brought by often complex norms and cultural diversity at the levels of the team, unit and organisation in order to be able to co-create within this context.</p> <p>The students will be given a project idea owned by a development unit of an organisation. They will in turn be assisting the team-unit-organisation to adopt alternative improvements. The students are coached towards recognizing and using persuasive communication in order to be able to best serve the aims of their role as junior sustainability innovator.</p>
Cohesion	Mandatory Study Unit of the IB Main Phase
Mandatory participation	Yes, 80% of lessons are mandatory.
Maximum number of participants	N/A
Compensation options	No

Activities and/or instructional formats	Facilitation of Ideation in Pairs and Teams, Co-Creative Practice in Teams and with Stakeholders using a Quintuple Helix mindset, Site Visits and Primary Research (Appreciative Inquiry), Practicing Multi-Level Governance and Professional Debate sessions, Student Led Appreciative Inquiry Summits, Professional Idea Pitch ,Autoethnography using Appreciative Inquiry for innovation (Innovation Reflective Overview)
Required literature / description of learning material	<u>Recommended:</u> Krosinsky and Cort (2018)“Sustainable Innovation and Impact”, ISBN-13: 978-0815386742 ISBN-10: 0815386745 Handouts at OO
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Innovation portfolio	Innovation reflective overview
Code (modular) exam	DSI-SIN1A.8	DSI-SIN1A.5
Assessment criteria	<p>Students:</p> <p>Critically map and audit the changing context of a given business’s processes using Appreciative Inquiry.</p> <p>Build a Triple Loop/ Global and Transdisciplinary attitude in their own and team’s ways of working</p> <p>Ideate and propose alternative improvements with high impact sustainable innovation potential for at least one primary stakeholder</p> <p>Elaborate, refine, analyse and evaluate their own ideas in order to improve and maximize their creative efforts.</p> <p>Recognise and analyse the value of integrated business planning for achieving sustainability.</p>	<p>Students:</p> <p>Reflect and report on the course of innovative idea generation and project development in a systematic fashion.</p> <p>Participate actively in all sessions</p> <p>Prepare and provide evidence of the above</p> <p>Reflection</p> <p>Links outcomes to the team’s appreciative culture</p> <p>Links outcomes to the team’s appreciative contract</p>

	<p>Show entrepreneurial orientation in exploring and engaging own social capital</p> <p>Show a shift to ethical and responsible attitude when engaging internal and external stakeholders in a proactive manner</p> <p>Recognise the effect of professional and business cultural differences on organisational behavior.</p> <p>Develop an adequate research design.</p> <p>Develop a well-written advice.</p> <p>Effectively use visuals (video ,ppt,prezi,infograph)for creating a persuasive Innovation video (Co)Pitch together with the primary stakeholder</p>	<p>Links outcomes to self-initiatives in the area of responsible, ethical and sustainable community building</p> <p>Links outcomes to own role and position in the team and across the community</p> <p>Provides evidence in supporting the portfolio and extending I</p> <p>Provides evidence of roles in acting at the caliber of a Change Catalyst and network orchestrator for sustainability</p> <p>Provides evidence regarding the effective role in using AI techniques at each phase</p> <p>Provides evidence of contribution to the final Co-Pitch Video and visuals</p> <p>Provides evidence of proactive and effective participation in the context of multilevel governance</p>
Exam and modular exam format(s) (type of exam)	Portfolio	Reflective summary
Individual / group	Group	Individual
Number of examiners	1	1
Exam period	P1, P3, P4	P1, P3, P4
Resit period	P1, P3, P4	P1, P3, P4
Duration exam	N/A	N/A
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	N/A	N/A
Discussion and review	With lecturer	With lecturer

Lecture/ contact hours							
	P1, P3, P4						
Lecture week	1	2	3	4	5	6	7 (Co-Pitch /video) + Resit sessions
DSI-SIN1A	2x3	2x3	2x3	2x3	2x3	2x3	6+3 (40 min session /team)

Changes compared to last year	Assessment to include a Co-Pitch" using video as a part of the portfolio. Changes in scheduling.
Date from which the SU will no longer be offered.	N/A

	<p>For detailed information: see “The Journey” on HAN international office insite.</p> <p>Other possibilities are:</p> <p>Pre-Master Tilburg University</p> <p>Minor Asian Studies</p> <p>Minor Latin American Business Studies</p> <p>Minor Business Between Germany and the Netherland (in the English version) (https://www.minoren-han.nl/nl/.)</p> <p>Minor “Data Driven Decision Management in Business” (https://www.minoren-han.nl/nl/.)</p> <p>In case of Study Abroad, this SU consists of a study programme of at least 30 EC (or equivalent) that is composed from the programme offered to incoming exchange students at an accredited partner university abroad, approved by the Assessormandated by the Board of Examiners IB.</p> <p>Courses/modules/subjects proposed by the individual student are to be in line with the following requirements:</p> <p>competency level 2 or higher;</p> <p>not repeating contents of IB Major in A- up to D- and G-cluster;</p> <p>broadening or deepening the student’s knowledge related to the IB field and his/her career perspectives</p> <p>The programme should be spread over subjects not covered in IB but logically linked to core areas of the IB programme.</p> <p>In case of the other Minors the programme is determined by the institution providing the specific Minor/Pre-Master.</p>
Cohesion	
Mandatory participation	Partner university / Pre-Master or HAN Minor programme decides.
Maximum number of participants	Partner university / Pre-Master or HAN Minor programme decides.
Compensation options	N/A

Activities and/or instructional formats	Partner university / Pre-Master or HAN Minor programme decides.
Required literature / description of learning material	<p>"The Journey" on HAN Insite for "study abroad" activities;</p> <p>Partner universities; website and other publications</p> <p>Pre-Master programme website of Tilburg University</p> <p>HAN Minor publications</p> <p>and the compulsory literature of the programme joined</p>
Required software / required materials	Partner university / Pre-Master or HAN Minor programme decides.
Extra contributions	Depending on the Minor joined.

Examination	
Name (modular) exam	Minor
Code (modular) exam	HAN_vrij or specific code(s) of chosen Minor
Assessment criteria	<p>Depending on the programme of the partner university (Study Abroad) or the institution providing the Minor/Pre-Master.</p> <p>NA, partner university / Pre-Master or HAN Minor programme decides</p> <p>Transfer of the student's performance abroad to ISB</p> <p>After the Transcript of Records has been received by ISB, the student will receive a conversion letter from International Relations FEM officials, that indicates the number of EC that the student would have gained in the system of the partner university.</p> <p>This is input for the number of EC that will be entered into the study progress system (Alluris) for the Minor.</p> <p>The minimum as well as the maximum number of EC that can be accounted for any Minor at HAN is 30 EC and the Minor is composed by study units of 7.5 or a manifold of this amount of EC. This means that only steps of 7.5 EC, 15 EC, 22.5 EC and 30 EC can be obtained by the performance at the partner university. Therefore, in case the conversion adds up to, for instance, 18 EC, 15 EC will be accounted for the Flexible Minor Abroad.</p>
Exam and modular exam format(s) (type of exam)	Partner university / Pre-Master or HAN Minor programme decides.
Individual / group	Partner university / Pre-Master or HAN Minor programme decides.

Number of examiners	Partner university / Pre-Master or HAN Minor programme decides.
Exam period	Partner university / Pre-Master or HAN Minor programme decides.
Resit period	<p><u>Repair Study Abroad</u></p> <p>Usually, the student him-/herself is the first who knows that he/she will not have obtained all necessary 30 EC to cover the Minor.</p> <p>As soon as the student knows that he/she has NOT passed a course with the partner university, even if the Transcript of Records of the partner university has not been issued, and thus will not receive the 30 EC for the Minor at HAN, he/she is to contact the SSCC immediately, so that steps can be taken as early as possible to try to prevent a study delay.</p> <p>The student in this situation is to add courses at ISB. Usually, this "repair" is composed from study units offered in the ISB Exchange Programme. Places for these courses are limited and enrolment is possible only by set deadlines:</p> <ul style="list-style-type: none"> • Enrolment for participation in the 1st semester of an academic year: by 1 June that same year; • Enrolment for participation in the 2nd semester of an academic year: by 1 December the year before <p>Enrolment after these deadlines depend on the open places available in the next semester.</p> <p>For further details, please check #OO in IB-E-Cluster and contact the SSCC IB.</p> <p>For <u>HAN Minors and Pre-Master programme at Tilburg University</u>: Re-sit policies of the respective institution providing the programme apply</p>
Duration exam	Partner university / Pre-Master or HAN Minor programme decides.
Permitted resources / aids	Partner university / Pre-Master or HAN Minor programme decides.
Minimum result	Partner university / Pre-Master or HAN Minor programme decides.
Weight factor of modular exam	Partner university / Pre-Master or HAN Minor programme decides.
Method of enrolment for exam / enrolment period	Partner university / Pre-Master or HAN Minor programme decides.
Discussion and review	Partner university / Pre-Master or HAN Minor programme decides.

Lecture/ contact hours	Partner university / Pre-Master or HAN Minor programme decides.						
	Period x						
Lecture week	1	2	3	4	5	6	7

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

F-cluster

FTI - Third year Internship

General information									
Name of study unit	<i>Third year Internship (FTI)</i>								
Code for study unit	FTI								
Degree programme and target group	International Business (IB) Communication Studies (CS) Full time, Main phase, F-Cluster, level 2								
Teaching period	F-Cluster, this SU is offered in a semester in period 1+2 and 3+4.								
ECTS credits and Study load	Study load: 30 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>40</td> </tr> <tr> <td>Time for self-study</td> <td>800</td> </tr> <tr> <td>Total study load (hours)</td> <td>840</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	40	Time for self-study	800	Total study load (hours)	840
	Number of hours on the clock:								
Scheduled contact time	40								
Time for self-study	800								
Total study load (hours)	840								
Entry requirements for study unit	See thresholds for entering the third year of IB or CS.								

Content and organisation	
Professional task	Working in an international organisation on various business related tasks to experience the daily practices in a professional environment
Exit qualifications / Programme Learning Outcomes (PLO)	For IB: Ways of Working (WW) - Living in the World (LW) – Tools for working and management (TWM) WW 4 International business communication WW6 Collaboration LW 8 Reflection on personal and professional development LW9 Respond to changing business environment LW10 Formulate own position towards ESR

	<p>LW11 Mitigate pitfalls of cultural differences LW12 Work with people from different cultures LW13 Appropriate communication in intercultural setting TWM24 Business Research – proof of master an investigative capacity</p> <p>For CS:</p> <ul style="list-style-type: none"> - context & strategy - target group & behaviour. - concept & creation - planning & organisation - persuasion & commitment - connection & facilitation
General description	<p>By working within an international business environment the student will:</p> <p>Acquire work experience in a professional environment; Acquire intercultural experience; Acquire insight in the company's Corporate Social Responsibility policy Intensify his/her knowledge on specific business subjects; Develop his/her research skills; Develop his/her social, collaboration skills; Develop his/her personal and professional skills.</p>
Cohesion	N.A.
Mandatory participation	Compulsory
Maximum number of participants	Individual
Compensation options	No
Activities and/or instructional formats	Internship activities, online coaching / supervision, online education
Required literature / description of learning material	N/A
Required software / required materials	Teams, OnderwijsOnline
Extra contributions (TER 2.7)	N/A

Examination	
Name (modular) exam	Third Year Internship
Code (modular) exam	FTIFTI1A.5
Assessment criteria	<p>Entrepreneurial behavior with innovative and creative capacity</p> <p>Collaborative capacity</p> <p>Reflective capacity</p> <p>Intercultural capacity</p> <p>Investigative capacity</p> <p>Professional products for the company</p> <p>Entry requirement for the Criterium Based Interview (CBI) is a sufficient portfolio</p>
Exam and modular exam format(s) (type of exam)	Portfolio and Criterium Based Interview
Individual /group	Individual
Number of examiners	1
Exam period	P1 and P2, P3 and P4
Resit period	<p>P1 and P2, P3 and P4</p> <p><u>For the portfolio:</u> If sufficient, the student has the CBI.</p> <p>If insufficient, the student has a feedback session. Within 2 weeks after the portfolio feedback session the student hands in the final version of the portfolio. If the final version is insufficient, the student starts a new third year internship in a next semester.</p> <p><u>For the CBI:</u> If insufficient, the student resits the CBI within 1 week after the first attempt.</p> <p>An insufficient grade for the third year internship results in starting a new third year internship in a next semester.</p>
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%

Method of enrolment for exam / enrolment period	N/A
Discussion and review	Via supervisor

Lecture/ contact hours	
	Period 1/ 2 and 3/4
Lecture week	
N/A	

Changes compared to last year	None
Date from which the SU will no longer be offered	N/A.

G-cluster

GAF1 - Enterprise Risk Management

General information		
Name of study unit	Enterprise Risk Management	
Code for study unit	GAF1	
Degree programme and target group	IB – G Cluster – mandatory for specialisation Finance	
Teaching Period	P1/P3	
ECTS credits and Study load	Study load: 5 EC	
	Number of hours on the clock:	
	Scheduled contact time	27
	Time for self-study	113
	Total study load (hours) 140	
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.	

Content and organisation	
Professional task	Risk Management
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion;</p> <p>WW7: Produce management information from various data sources in an international business environment;</p> <p>LW10: Ethical and social responsibility;</p> <p>LW14: Assess the effect of cultural differences on organisational behaviour and strategic choices</p> <p>TWM18: Evaluate the financial performance of the organisation from different stakeholders' perspectives;</p> <p>TVM19: Recommend financing possibilities in a dynamic international environment.</p>

General description	Students learn To position risk management as an enabler of a business's value creation, How to best connect risk management with corporate management, How to apply ERM to identify, assess and mitigate key business risks, whilst counteracting information biases, and how to effectively and persuasively communicate ERM recommendations to business management, to achieve better risk-reward decisions under uncertainty.
Cohesion	Part of Specialisation Finance
Mandatory participation	Attendance is mandatory for project (ref. to examination point 4)
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (teaching and learning activities)	Lectures, exercises and project work
Required literature / description of learning material	Required: Hunziker, Stefan – Enterprise Risk Management: Modern Approaches to Balancing Risk and Reward, 1 st ed 2019, Springer, ISBN 978-3-658-25357-8
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Enterprise Risk Management	Risk Management Report preparation and communication
Code (modular) exam	GAF1ERM1A.1	GAF1ERM1A.5
Assessment criteria	<p>The student:</p> <p>Explains the growing relevance of risk management in today's international business</p> <p>Can distinguish between (1) levels of risk for (2) types of business across (3) various industries</p> <p>Describes the relative importance of risk management to a business's value creation</p>	<p>The student:</p> <p>Performs an all-inclusive risk assessment on a specific business case, applying ERM</p> <p>Assesses a business's "in-control" status based on the risk assessment, using a heat map</p> <p>Identifies root-causes for key business risks</p>

	<p>Explains the incremental value of ERM compared to traditional risk management</p> <p>Can distinguish between types of information bias in various business settings</p> <p>Knows how to best counter information bias in a risk assessment process</p> <p>Describes the practical value of an ERM framework in a specific business case</p> <p>Performs an all-inclusive risk assessment on a specific business case, applying ERM</p> <p>Assesses a business's "in-control" status based on the risk assessment, using a heat map</p> <p>Identifies root-causes for key business risks</p> <p>Recommends risk mitigating actions, applying cost-benefit analysis</p> <p>Describes how to set up risk governance in a specific business case</p> <p>Explains how to enhance business culture in a specific business case</p> <p>Describes the content of a risk governance report in a specific business case</p>	Recommends risk mitigating actions, applying cost-benefit analysis
Exam and modular exam format(s) (type of exam)	Written exam	Portfolio consisting of Written report, Presentation, Defense
Individual / group	Individual	Group
Number of examiners	1	1
Exam period	T1 and T3	P1/P3
Resit period	T3 and T4	P1/P3
Duration exam	180 min	Presentation & Defense 30 minutes
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%

Method of enrolment for exam / enrolment period	Via Alluris	Participation is enrolment
Discussion and review	Standard Procedure	With lecturer.

Lecture/ contact hours										
	P3 and/or P4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3+3	3+3	3+3	3+3	3+3	3+3				

Changes compared to last year	Assessment added
Date from which the SU will no longer be offered.	N/A

GAF2 - International Financial Management

General information									
Name of study unit	International Financial Management								
Code for study unit	GAF2								
Degree programme and target group	IB – G-cluster – mandatory for specialisation Finance								
Teaching Period	P1/P3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>48</td> </tr> <tr> <td>Time for self-study</td> <td>92</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	48	Time for self-study	92	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	48								
Time for self-study	92								
Total study load (hours)	140								
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.								

Content and organisation	
Professional task	International Financial Analyst
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p>TWM19 Recommend financing possibilities in a dynamic international environment.</p> <p>TWM24 Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p> <p>WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p>

	<p>WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.</p> <p>Involved</p> <p>LW9 Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.:</p> <p>WW7 Produce management information from various data sources in an international business environment.</p> <p>WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.</p>
General description	During this course, students learn about the financial activities in a multinational corporation, the currency risks, and the techniques to hedge currency risks. Also, ethical issues in international trade are covered.
Cohesion	Part of the specialisation in finance.
Mandatory participation	80% participation in group work is mandatory
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (Teaching and Learning activities)	Students are introduced to theory about international financial management in lectures and through exercises. Similarly, they get to know about international financial markets, international trade, currency risks and hedging techniques and the associated calculations through lectures and exercises. They apply the knowledge in a group project resulting in a financial solution proposal for a management team.
Required literature / description of learning material	Madura, F. and Fox, R. (2017). International Financial Management. 4 th Edition. Cengage Learning Publications.
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	GAF2 written exam	GAF2 project
Code (modular) exam	GAF2 IFM1A.1	GAF2 IFM1A.9
Assessment criteria	The students:	The students:

	<p>analyse a multinational firm by considering the requirements of different stakeholders</p> <p>analyse different financing possibilities by considering the options available in financial markets</p> <p>investigate a business issue, analyse the possible solutions, analyse the corresponding financial risks and offer a package to the management team</p> <p>analyse the future macroeconomic trends and their effects on a given business</p>	<p>analyse a multinational firm by considering the requirements of different stakeholders</p> <p>analyse different financing possibilities by considering the options available in financial markets</p> <p>investigate a business issue, analyse the possible solutions, analyse the corresponding financial risks and offer a package to the management team</p> <p>analyse the future macroeconomic trends and their effects on a given business</p>
Exam and modular exam format(s) (type of exam)	Written exam	Portfolio consisting of written report, presentation and defence.
Individual / group	Individual	Group
Number of examiners	1	1
Exam period	T1 / T3	P1 / P3
Resit period	T3 / T4	P1 / P3
Duration exam	120 min	Presentation and Defense: 30 minutes
Permitted resources / aids	Non-programmable calculator or financial calculator	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Via Alluris	With the lecturer
Discussion and review	Standard procedure	Standard procedure

Lecture/ contact hours										
	Period 3 or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3+3	3+3	3+3	3+3	3+3	3+3				

Changes compared to last year	General entry requirements added
Date from which the SU will no longer be offered.	N/A

GAF3 - Data Analytics

<i>General information</i>	
Name of study unit	Data Analytics
Code for study unit	GAF3
Degree programme and target group	IB G-cluster, mandatory for specialisation finance
Teaching period	P2 and P4
ECTS credits and Study load	Study load: 5 EC
Entry requirements for study unit	Passed DDI-DIM See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.

<i>Content and organisation</i>	
Professional task	As a junior data analyst you deliver dashboards (BI) and perform simple data science assignments (prediction, association analysis, clustering) using the CRISP framework
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. WW4 Communicates (business) messages effectively and persuasively using advanced English to an (un)informed audience WW7 Produce management information from various data sources in an international business environment. LW10 Formulate one's own position concerning ethical and social responsibility in a professional environment
General description	For a given process in an organisation students perform the CRISP DM cycle. Students analyse the business and the applicable business process(es) and the available data. They consider how the

	<p>business process(es) may benefit from analytical use of the data. They prepare the data, select one or more appropriate visualisations and/or algorithms, and construct a report and/or model Where feasible they test this report and/or model.</p> <p>Content (topics)</p> <p>Business Intelligence and Data Science overview. The CRISP DM framework. Data types and structures, data storage and the need for 'clean' data. Relational databases and data modelling (refresher). Dimensional modelling, data warehouses. Business Intelligence applications in business (e.g. reporting, dashboards). Data Science applications in business. Data Science algorithms and their uses. Ethics of data analytics. Process mining.</p>
Cohesion	N/A
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Students work in pairs. Classes are a combination of lecturing, instruction and application (workshops) on case studies and datasets.
Required literature / description of learning material	<p>Data Science: Concepts and Practice (Kotu & Deshpande, 2019), accessible online from the HAN Studiecentra.</p> <p>Various papers, datasets and links made available through #OO.</p>
Required software / required materials	MS Power BI and a laptop PC with a graphic DS software program (e.g. Rapid Miner)
Extra contributions	N/A

Examination		
Name (modular) exam	Business Intelligence	Data Science
Code (modular) exam	GAF3 DAN1A.4	GAF3 DAN2A.4
Assessment criteria	<p>Student can explain and describe in overview the field of data analytics, especially Business Intelligence (BI), Data Science (DS) and Process Mining (PM).</p> <p>Student can carry out DA assignments or projects in a</p>	<p>Student can explain and describe in overview the field of data analytics, especially Business Intelligence (BI), Data Science (DS) and Process Mining (PM).</p> <p>Student can carry out DA assignments or projects in a</p>

	<p>methodical manner, according to an established framework for Data Analytics (e.g. CRISP).</p> <p>Student can build moderately complex BI reports and dashboards, using a specialised BI tool (e.g. MS PowerBI, Tableau).</p> <p>Student can carry out BI assignments of moderate complexity independently.</p> <p>Student can participate in complex BI projects.</p> <p>Knock-out criterion, as explained in the test grid.</p>	<p>methodical manner, according to an established framework for Data Analytics (e.g. CRISP).</p> <p>Student can build simple DS processes (e.g. for predicative analytics, association analysis and clustering), using a graphic DS tool (e.g. RapidMiner).</p> <p>Student can participate in DS projects as an end-user or a client; can identify possible opportunities for DS.</p> <p>Student can act as a client in PM projects.</p> <p>Knock-out criterion, as explained in the test grid.</p>
Exam and modular exam format(s) (type of exam)	Oral exam, the report should be a pass before access to the oral exam is granted	Oral exam, the report should be a pass before access to the oral exam is granted
Individual / group	Report and oral exam in pairs with individual grade	Report and oral exam in pairs with individual grade
Number of examiners	1	1
Exam period	P2 and P4	P2 and P4
Resit period	P2 / P4	P2 / P4
Duration exam	15 minutes per pair	15 minutes per pair
Permitted resources / aids	Laptop computer	Laptop computer
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Enrolment by lecturer	Enrolment by lecturer
Discussion and review	Via lecturer	Via lecturer

Lecture/ contact hours										
	Period 2 and 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3+3	3+3	3+3	3+3	3+3	3+3	8*			

*Oral exams

Changes compared to last year	<p>SU owner has been changed to Raúl Casado Linares</p> <p>Teaching period has been changed from P3+P4 to P2+P4</p> <p>Exam period has also been changed (aligned with teaching)</p> <p>P2 has been added as resit period.</p> <p>Rapid Miner has been added explicitly as the DS software.</p> <p>Formatting changes (in green)</p>
Date from which the SU will no longer be offered	N/A

GMRS1 - Marketing, Innovation and Technology

General information	
Name of study unit	Marketing, Innovation and Technology
Code for study unit	GMRS1
Degree programme and target group	IB – G-cluster – mandatory for specialisation Marketing & Sales
Teaching period	P2, P4
ECTS credits and Study load	Study load: 5 EC
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.

Content and organisation	
Professional task	<p>Marketing Innovation Manager or Marketing Innovation Specialist</p> <p>The Marketing Innovation Manager is responsible for optimizing, formulating and executing (digital) marketing strategies by incorporating technological innovations in order to maintain competitive edge and customer satisfaction while maximizing firm's revenue and profitability.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT2 – Create innovative ideas in a changing business environment systematically.</p> <p>WT3 – Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>WW7 - Produce management information from various data sources in an international business environment.</p> <p>LW10 - Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>TWM17 – Incorporate developments of the digital landscape in a marketing strategy.</p>

General description	<p>Marketing professionals need to develop a broader outlook and incorporate technological innovations in their marketing objectives and strategies in order to stay ahead of competition and be able to meet changing customer needs and wants.</p> <p>Therefore, the central themes of this study unit are:</p> <p>Cooperation between Marketing, Innovation and Technology disciplines;</p> <p>Creating competitive advantages with the three disciplines</p> <p>The disruptive nature of technology and customer needs;</p> <p>Understanding and predicting consumer behaviour caused and with the help of new technologies;</p>
Cohesion	N/A
Mandatory participation	A minimum of 80% of the lessons is compulsory because students work in groups on weekly assignments where active contribution of each group member is required.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures, workshops
Required literature / description of learning material	Topic-specific articles, reports/cases, etc (hand-outs to be found on #OnderwijsOnline)
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Group Presentation	Business Blueprint
Code (modular) exam	GMRS1 MIT1A.0	GMRS1 MIT1A.5
Assessment criteria	<p>The student:</p> <p>Presents the newly created business model by clearly indicating the value of integration between marketing, innovation and technology disciplines.</p> <p>Provides convincing arguments how can the given organization intertwine marketing, innovation and technology in its business model to achieve sustainable competitive advantage.</p> <p>Provides convincing arguments how the newly designed corporate concept can anticipate changes in consumer behaviour caused by new technologies.</p> <p>Presents the newly developed business model in very persuasive and creative way.</p> <p>Defines the principles of digital developments and landscape and indicated their impact on an international operating organization.</p>	<p>The student:</p> <p>The student can apply new technology innovations for the given marketing case-study and defend their adopted position.</p> <p>The student constructs a new business model by deploying marketing, innovation and technology disciplines.</p> <p>The student defends his/her developed business model and justifies how it can help the given organization achieve sustainable competitive advantage.</p> <p>The student designs new corporate concept to anticipate changes in consumer behaviour caused by new technologies.</p> <p>The student defines the principles of digital developments and landscape within an international operating organization.</p> <p>The student evaluates possible impact and repercussions of new technologies on the developed business model from ethical and social responsibility perspective.</p>
Exam and modular exam format(s) (type of exam)	Group Pitch	Written Report
Individual / group	Group	Individual

Number of examiners	2	2
Exam period	P2 / P4	P2 / P4
Resit period	Resit in the same period	Resit in the same exam period
Duration exam	Approx. 30 min per group	N/A
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	N/A	N/A
Discussion and review	Students can opt for a review and discussion session if wanted, till one week after the grades have been published.	

Lecture/ contact hours	Lecture period 1, 2, 3 or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
Lectures	2	2	2	2	2	2				
Workshops/Coaching		3	3	3	3	3				
Business Blueprint Review								3		
Pitch									6*	

*oral exam

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered	N/A

GMRS2 - Strategic Marketing, Entrepreneurship and Sustainability

General information									
Name of study unit	Strategic Marketing, Entrepreneurship and Sustainability								
Code for study unit	GMRS2								
Degree programme and target group	IB – G-cluster – mandatory for the specialization Marketing & Sales								
Teaching Period	P1/P3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>36</td> </tr> <tr> <td>Time for self study</td> <td>104</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	36	Time for self study	104	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	36								
Time for self study	104								
Total study load (hours)	140								
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.								

Content and organisation	
Professional task	<p>Strategic Marketing Manager</p> <p>The Strategic Marketing Manager is responsible for planning and executing marketing strategies that bring value to the target markets and the firm. The Strategic Marketing Manager has an entrepreneurial mindset and uses a sustainability orientation when establishing the overall marketing strategy.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion</p> <p>WW4 Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.</p> <p>LW8 Express reflections on one's personal development with</p>

	<p>the aim of personal growth.</p> <p>LW10 Formulate one's own position concerning ethical and social responsibility in a professional environment</p> <p>LW14 Assess the effect of cultural differences on organisational behaviour and strategic choices.</p> <p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p>
General description	<p>In today's world, marketing professionals must shape firm's marketing strategies towards a type of sustainability which ensures meeting the consumers' needs through affordable products and services without sacrificing a high level of quality.</p> <p>Therefore, the central themes of this study unit are:</p> <p>Strategic market planning for innovation driven organizations with international ambitions;</p> <p>Sustainability marketing strategies;</p> <p>Sustainable entrepreneurial models.</p>
Cohesion	There is cohesion with the second-year module Sustainable Innovation in terms following up the gained knowledge in second year.
Mandatory participation	A minimum of 80% of the lessons is compulsory because students work in groups on weekly assignments where active contribution of each group member is required.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (teaching and learning activities)	<p>Education is offered in a blended form. When relevant, students prepare outside the class, using eg online media.</p> <p>In class, during lectures and workshops, students actively participate, give/receive feedback, learn and apply various contemporary models related to strategic marketing planning, sustainability and entrepreneurship.</p> <p>As a result, students establish a well-founded strategic marketing plan for an international organization. They defend the strategy in small groups.</p>
Required literature / description of learning material	<p>Compulsory literature:</p> <p>Sustainability Marketing: A Global Perspective Frank-Martin Belz, Ken Peattie Wiley, 2014.</p> <p>ISBN: 9781119966197</p>

	<p>All other required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - From Sustainable Market Orientation to Sustainability Marketing <p>Edyta Rudawska The Sustainable Marketing Concept in European SMEs, ISBN: 978-1-78754-039-2, eISBN: 978-1-78754-038-5, Publication date: 14 May 2018</p> <p>Designing Sustainable Business Models in Defining an enterprise framework compatible with natural and social science. Organization & Environment. pp. 1-27. ISSN 1086-0266 Available at http://openresearch.ocadu.ca/id/eprint/381/</p> <p>How to Build a Sustainable Blue Ocean</p> <p>W. Chan Kim and Renée Mauborgne, INSEAD Professors of Strategy and Co-Directors of the INSEAD Blue Ocean Strategy Institute August 21, 2015</p>
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Strategic Marketing Plan Defense	Professional Contribution Assessment
Code (modular) exam	GMRS2 MES1A.4	GMRS2 MES1A.9
Assessment criteria	<p>The student constructs a theory-led market analysis.</p> <p>The student develops a marketing strategic plan, based on sustainability principles, for an organization.</p> <p>The student demonstrates entrepreneurial approach in developing marketing strategy / plan.</p>	<p>The student reflects on the marketing strategy development process and the implementation plan.</p> <p>The student investigates the impact of sustainability principles and entrepreneurial approach on the strategy development process / plan.</p>

	<p>The student formulates marketing metrics for measuring the performance of the strategy implementation process.</p> <p>The student defends the marketing plan strategy and justifies his/her recommendations.</p> <p>The student thoroughly evaluates the given organization's culture in the context of strategy development.</p> <p>The student integrates the identified cultural differences in strategy development processes.</p> <p>The student demonstrates strong argumentative abilities and can defend his/her position related to ethical and social responsibility aspects of the selected marketing strategy and practices.</p>	<p>The student provides arguments about the relationship between marketing strategy and sales plan.</p> <p>The student justifies his/her recommendations presented in the pitch.</p> <p>The student reflects upon his/her learning experiences and processes using facts and argumentation.</p> <p>The student defends the formulated recommendations and how they are useful for the organization.</p> <p>The student critically argues how the given organization's culture impacts the strategy development processes.</p> <p>The student reflects upon and weighs the CSR strategies recommended for the given organization.</p> <p>The student adopts a theoretical model to facilitate personal reflection process and justifies the selected theory.</p> <p>The student defends his/her personal position related to the recommended marketing strategy during the pitch.</p>
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		The student demonstrates advanced business English writing capabilities.								
		The constructed messages are persuasive and effective.								
Exam and modular exam format(s) (type of exam)	Video pitch	Defense								
Individual / group	Group	Individual								
Number of examiners	1	1								
Exam period	P1 / P3	P1 / P3								
Resit period	Resit in the same period	Resit in the same period								
Duration exam	Approx. 30 min. Per group	N/A								
Permitted resources / aids	N/A	N/A								
Minimum result	5.5	5.5								
Weight factor of modular exam	40%	60%								
Method of enrolment for exam / enrolment period	Participation in the course automatically leads to enrolment for the exam.	Participation in the course automatically leads to enrolment for the exam.								
Discussion and review	Students can opt within one week after receiving the grade for a review session with lecturer.									
Lecture/ contact hours										
	Period 3 and/or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
Theory	3	3	3	3	3	3				
Workshop	3	3	3	3	3	3				
Defense								6	3	

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered.	N/A

GMRS3 - Entrepreneurial Selling

General information									
Name of study unit	Entrepreneurial Selling								
Code for study unit	GMRS3								
Degree programme and target group	IB – G-cluster – mandatory for specialization Marketing & Sales								
Teaching Period	P1 / P3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>36</td> </tr> <tr> <td>Time for self study</td> <td>104</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	36	Time for self study	104	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	36								
Time for self study	104								
Total study load (hours)	140								
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.								

Content and organisation	
Professional task	<p>Business Development Manager (BDM)</p> <p>A BDM tracks new markets and emerging trends and finds new customers and partners, develops and manages relationships with potential customers, suppliers and key stakeholders for win-win solutions. A BDM is responsible for defining the sales process.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WW4 Communicate (business) messages effectively and persuasively using advanced English to an(un)informed audience.</p> <p>WT2 Create innovative ideas in a changing business environment in a systematic fashion</p> <p>LW8 Express reflections on one's personal development with the aim of personal growth.</p> <p>TWM16 Use appropriate sales techniques in support of durable customer relationships.</p>

General description	<p>Students will be learning through sales consulting experience that Entrepreneurship and Sales are mutually connected and intertwined capacities.</p> <p>The main theme of the course is centered around capacity building in the field of Entrepreneurial Selling with the aim of elevating the concept of sales from its current mediocre functional status to the most strategic core of any organizational endeavor.</p>
Cohesion	This module is built on the knowledge of students who have taken DMMS2-SSC1A and Sustainable Innovation (for the co-creation and innovation part) in D cluster.
Mandatory participation	A minimum of 80% of the lessons is compulsory because students work in groups on weekly assignments where active contribution of each group member is required. Moreover, students report on their class participation in the graded Professional Reflective Overview.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (teaching and learning activities)	Lectures, flip classrooms, co-creation and peer feedback/peer evaluation workshops, hosting guest lectures
Required literature / description of learning material	<p>Waverly Deutsch and Craig Wortmann (2013) – Entrepreneurial Selling ENTREPRENEURIAL SELLING, University of Chicago Booth School of Business Publications</p> <p>Vincent Onyemah (Author), Martha Rivera-Pesquera (Author)</p> <p>Entrepreneurial Selling: The Facts Every Entrepreneur Must Know Kindle Edition</p>
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

Examination		
Name (modular) exam	Team Proposal Debate	Takehome exam
Code (modular) exam	GMRS3 ENS1A.4	GMRS3 ENS1A.1
Assessment criteria	<p>The students can present their critical evaluation of the current stage of development of a client company with reference to Entrepreneurial Sales Models covering B2B, B2C, C2C levels across the firm's vertical and horizontal value chains.</p> <p>The students defend and show objection handling techniques regarding their formulated alternative selling strategies based on the information and evidence regarding the state of customer and stakeholder experience in order to shift the firm's position on the strategy vector.</p> <p>The students present and professionally debate their evaluation of the level and stage of open innovation processes, covering firm's co-creation with their customers taking a Sustainability Perspective.</p> <p>The students professionally pitch their co-created solutions for bettering the firm's long-term success citing- indicating Sustainability Trends and their importance for the business.</p>	<p>The student can evaluate the current level and stage of development at a given Company based on the Entrepreneurial Sales Models.</p> <p>The student formulates alternative selling strategies based on the information regarding the state of customer experience in order to shift the firm's position on the strategy vector.</p> <p>The student can evaluate the level and stage of open innovation processes and co-creation with customers taking a Sustainability Perspective.</p> <p>The student can propose alternative co-creation processes for the firm's long-term success.</p> <p>The student can reflect on the methods and evaluate the processes of self-learning from the perspective of Entrepreneurial Selling Strategies placed within the context of the Sustainability and Ethical Business trends.</p>
Exam and modular exam format(s) (type of exam)	Debate (presentation and discussion)	Written exam
Individual / group	Group	Individual
Number of examiners	2	2

Exam period	P1/P3	T1/T3
Resit period	P3/P4	T3 / T4
Duration exam	30 min.	3 days
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	-	-
Discussion and review	Students can opt for a review session if wanted, within one week after the grades have been published.	Students can opt for a review and discussion session if wanted, within one week after the grades have been published.

Lecture/ contact hours										
	Period 3 and/ or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
Lectures	3	3	3	3	3	3				
Workshops	3	3	3	3	3	3				
Debates								6	3	

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered.	N/A

GOR1 - Project Management

1. General information		
Name of study unit	Project Management	
Code for study unit	GOR1	
Degree programme and target group	IB – G-cluster – mandatory for the specialisation O&C	
Teaching period	P1/P3	
ECTS credits and Study load	Study load: 5 EC	
		Number of hours on the clock:
	Scheduled contact time	36 h
	Time for self study	104 h
	Total study load (hours)	140 h
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.	

2. Content and organisation	
Professional task	Project manager role Supporting an organization by creating a change plan.
Exit qualifications / Programme Learning Outcomes (PLO)	Assessed WW4 Communicates (business) messages effectively and persuasively using advanced English to an (un)informed audience WW6 Collaborate effectively with different kinds of stakeholders in different cultural, organizational and political landscapes to contribute to achieving agreed goals WW7 Produce Management information from various data sources in an international business environment TWM 22 Draft the strategic cycle of part(s) of the organisation (process and content) TWM 23 Assess the impact of change on the organisation
General description	Topics: PM methodologies (agile, scrum etc.), the project plan (planning resources including budgeting and ROI) risk management, monitoring progress and quality, information systems management Outcomes: understands the basic aspects of project management methodologies, can choose the appropriate one, understands the impact of implementing a project plan
Cohesion	N/A
Mandatory participation	As the work happens during the schedule sessions, it is highly recommended that the students are present at every session.
Maximum number of participants	N/A
Compensation options	No

Activities and/or instructional formats (Teaching and Learning activities)	Flipped classroom, Consulting, E-learning, MT meetings
Required literature / description of learning material	All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3. Examination		
Name (modular) exam	Written portfolio	Presentation
Code (modular) exam	GOR1-PRM1A.9	GOR1-PRM1A.4
Assessment criteria	<ul style="list-style-type: none"> Students examine how the choices made in the plan affect different stakeholders inside and outside the organization Students justify the choices that have been in the plan based on a thorough analysis 	<ul style="list-style-type: none"> Students produce a plan that is based on evidence-based research and proper analysis of current and desired situation Students demonstrate capacity to communicate the content of the plan in proper written and spoken language appropriate to all stakeholders Students create change dashboard that can support the implementation plan
Exam and modular exam format(s) (type of exam)	Report	Oral
Individual / group	Individual	Group
Number of examiners	1	2
Exam period	P1/P3	P1/P3
Resit period	1 week later	P1/P3
Duration exam	-	Max. 0.5 hours
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	-	Handing in a complete strategic plan allows the student to deliver the 'exam' presentation
Discussion and review	Via lecturer	Via lecturer

Lecture/ contact hours	
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	Period 3 and/or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	6	6	6	6	6	6				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

GOR2 - Organisational Development

1. General information									
Name of study unit	Organisational development								
Code for study unit	GOR2								
Degree programme and target group	IB – G-cluster – mandatory for the specialisation O&C								
Teaching period	P1/P3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>36 h</td> </tr> <tr> <td>Time for selfstudy</td> <td>104 h</td> </tr> <tr> <td>Total study load (hours)</td> <td>140 h</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	36 h	Time for selfstudy	104 h	Total study load (hours)	140 h
	Number of hours on the clock:								
Scheduled contact time	36 h								
Time for selfstudy	104 h								
Total study load (hours)	140 h								
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.								

Content and organisation	
Professional task	Organisational development Specialist Supporting an organization by creating a (strategic) organizational development plan
Exit qualifications / Programme Learning Outcomes (PLO)	Assessed WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion WT2 Create innovative ideas in a changing business environment in a systematic fashion WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development TWM 22 Draft the strategic cycle of part(s) of the organisation (process and content) TWM 23 Assess the impact of change on the organisation

General description	-Topics: organizational development process, Structure, Processes, Tools, People, Leadership -Outcomes: understand the basic aspects of organizational development and change, application of the OD cycle
Cohesion	N/A
Mandatory participation	As the work happens during the schedule sessions, it is recommended that the students are present at every session.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (Teaching and Learning activities)	Flipped classroom, Consulting, E-learning, MT meeting.
Required literature / description of learning material	All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Written portfolio	OD strategic plan presentation
Code (modular) exam	GOR2-ORD1A.9	GOR2-ORD1A.4
Assessment criteria	<p>Student can argue on own vision on change as a result of the evidence-based analysis included in the plan</p> <p>Student can identify own stand concerning the choices made in the plan</p> <p>Student can formulate improvements for the next time that the situation occurs, based on the learning experiences of writing the plan</p>	<p>Students can assess the current and desired situation through mean of evidence-based research and the root cause investigation</p> <p>Students can propose a plan that solves the issues at hand in a creative manner, making use of existing aspects and new ones</p> <p>Students can investigate by means of tools and techniques the root cause of the problem</p>
Exam and modular exam format(s) (type of exam)	Report	Oral

Individual / group	Individual	Group
Number of examiners	1	2
Exam period	P1 / P3	P1 / P3
Resit period	1 week later	P1 / P3
Duration exam	-	Max. 0.5 hours
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period		Handing in a complete strategic plan allows the student to deliver the 'exam' presentation
Discussion and review	Via lecturer	Via lecturer

Lecture/ contact hours										
	Period 3 and/or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	6	6	6	6	6	6				

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered	N/A

GOR3 - International Human Resource Management

General information		
Name of study unit	International Human Resource Management	
Code for study unit	GOR3	
Degree programme and target group	IB – G-cluster – mandatory for specialisation O&C	
Teaching period	P2/P4	
ECTS credits and Study load	Study load: 5 EC	
	Number of hours on the clock:	
	Scheduled contact time	36 h
	Time for self-study	104 h
	Total study load (hours) 140 h	
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.	

Content and organisation	
Professional task	(International) Human Resource Specialist Supporting an organization by creating a strategic human resource plan
Exit qualifications / Programme Learning Outcomes (PLO)	LW9 Respond appropriately to an unfamiliar or unexpectedly changing, business environment LW10 Formulate one's own position concerning ethical and social responsibility in a professional environment LW12 Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds LW13 Use appropriate verbal and non-verbal communication in an intercultural setting LW14 Assess the effect of cultural differences on organizational behaviour and strategic choices

	TWM 22 Draft the strategic cycle of part(s) of the organisation (process and content) TWM 23 Assess the impact of change on the organisation
General description	Topics: Employee life cycle, key HR functions, HR policy and procedures, Employee relations and HR metrics, HR strategic planning, international aspects and ethics Outcomes: understand the basic aspects of human resource management, can related HR aspects to overall strategy, can estimate HR
Cohesion	N/A
Mandatory participation	As the work happens during the schedule sessions, it is recommended that the students are present at every session.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats (Teaching and Learning activities)	Flipped classroom, Consulting, E-learning, MT meeting.
Required literature / description of learning material	All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

Examination		
Name (modular) exam	Written portfolio	Presentation
Code (modular) exam	GOR3 IHR1A.9	GOR3 IHR1A.4
Assessment criteria	Student can defend the choices made during the creation of the plan	Students produce an international human resource plan based on a thorough analysis

	<p>Student can formulate own ethical stand concerning the choices made in the plan</p> <p>Student can explain the process of working together with other colleagues</p> <p>Student can argue how the plan can be understood by different cultures</p>	<p>Students demonstrate proper use of business language written and spoken</p> <p>Students explains in the plan how the choices made affect different stakeholders inside and outside the organization</p> <p>Students argue the choices that have been in the plan</p>
Exam and modular exam format(s) (type of exam)	Report	Oral
Individual / group	Individual	Group
Number of examiners	1	2
Exam period	P2/P4	P2 / P4
Resit period	1 week later	P2 / P4
Duration exam	-	Max. 0.5 hours
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	-	Handing in a complete strategic plan allows the student to deliver the 'exam' oral
Discussion and review	Via lecturer	Via lecturer

Lecture/ contact hours										
	Period 3 and/or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	6	6	6	6	6	6				

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered	N/A

GPR - Professional Development and Research

1. <i>General information</i>									
Name of study unit	<i>Professional Development and Research</i>								
Code for study unit	GPR								
Degree programme and target group	IB, IBMS, IBL.								
Teaching period	Semester 1 (period 1+2), semester 2 (period 3+4)								
ECTS credits and Study load	Study load: 10 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>60</td> </tr> <tr> <td>Time for self study</td> <td>220</td> </tr> <tr> <td>Total study load (hours)</td> <td>280</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	60	Time for self study	220	Total study load (hours)	280
	Number of hours on the clock:								
Scheduled contact time	60								
Time for self study	220								
Total study load (hours)	280								
Entry requirements for study unit	See thresholds for entering the G-Cluster of IB or CS.								

2. <i>Content and organisation</i>	
Professional task	N/A
Exit qualifications / Programme Learning Outcomes (PLO)	<p>TWM24: Analyse a complex business problem related to the chosen specialisation: FIN, SCM, M&S or O&C in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p> <p>LW8: Express reflections on his personal development with the aim of personal growth and career development</p> <p>LW11: Mitigate the pitfalls of cultural differences in business and social contexts</p>
General description	<p>GPR-PDR: The student carries out a research assignment based on a topic that is related to their specialisation (FIN, SCM, M&S or O&C). This way they expand their knowledge base of the specialization. Through self-reflection a complex business related theme is defined which needs in-depth research. The aim is to formulate an evidence based feasible advice for the involved business arena.</p> <p>GPR-PPD: The student takes proactively and independently the lead in his/her personal and professional development in an international business context.</p> <p>GPR-ICA: The student has to reflect on his/her cultural shock-curve and give a workshop about intercultural management.</p> <p>Professional and intercultural development: by following and giving workshops, attending information sessions and contact with H cluster students and coaching the student develops an insight in what is needed for his/her future personal career. Based on information, analysis,</p>

	reflections and research the student formulates concrete steps which will help him/her to work on further personal career development during his/her graduation. Research needs to size down from global trends, towards industry perspectives and their impact on companies specifically.
Cohesion	N/A
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	None
Activities and/or instructional formats	PDR: Workshop, Lectures, Coaching ICA: Peer presentations and peer workshops
Required literature / description of learning material	Powerpoints in #OO
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3. Examination			
Name (modular) exam	Research report & defence	Presentation Culture shock curve	Books workshop
Code (modular) exam	GPR-PDR1A.0	GPR ICA1A.6	GPR ICA1A.9
Assessment criteria	<p>GPR PDR</p> <p>The student justifies his/her choices with solid argumentation made within an international business context.</p> <p>The student:</p> <ul style="list-style-type: none"> • is capable of carrying out a research (field and desk, level 3) independently. • Is able to work within an unknown and dynamic context with a multidisciplinary approach. • is in charge to develop the adequate research design. • Justification of the research methodology <p>Advice: The student gives a feasible advice to a company (or group of companies) relevant in the selected business arena for improvement on the investigated topic. This topic is related to the students personal interest and supports his professional development at the same time</p> <p>EFR C1 level report writing skills are a knock-out criterion for the professional product in this SU. The topic of the research assignment must be linked to the chosen specialisation. This is entered on the assessment form.</p> <p>GPR PPD & GPR ICA</p>		

	Assessment is formative, student will receive feedback and feed forward on professional (including intercultural) development plan. Summative assessment will take place at the end of H cluster. Assessment is ONLY Formative.		
Exam and modular exam format(s) (type of exam)	Written assignment & oral	Presentation	Books workshop
Individual / group	Individual	Individual	group
Number of examiners	2	N/A	N/A
Exam period	End of semester	During class P1/3 week 2/3	During class P2/4 week 2/3
Resit period	Max 2 weeks after feedback is given	N/A	N/A
Duration exam	N/A	N/A	N/A
Permitted resources / aids	N/A	N/A	N/A
Minimum result	5.5	V	V
Weight factor of modular exam	100%	0%	0%
Method of enrolment for exam / enrolment period	N/A	N/A	N/A
Discussion and review	Individual feedback conversations	N/A	N/A

Lecture/ contact hours	Period 3							Period 4						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Kick off (PDR+PPD)	2													
GPR-PPD	3/3/3	3									3			
GPR-ICA	2	2							3					
GPR-PDR (lessons)			2	2	2									
GPR-PDR (supervision)			2		2		2	2		2		2		

Changes compared to last year	The student has to choose a complex business problem that is related to the chosen specialisation.
Date from which the SU will no longer be offered	N/A

GSCM1 - Operations Management

General information									
Name of study unit	Operations Management								
Code for study unit	GSCM1								
Degree programme and target group	International Business, G-cluster, mandatory for specialisation SCM								
Teaching period	P1 / P3								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>27</td> </tr> <tr> <td>Time for self study</td> <td>113</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	27	Time for self study	113	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	27								
Time for self study	113								
Total study load (hours)	140								
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.								

Content and organisation	
Professional task	<p>In the role of Operations Manager/Operations consultant, the student:</p> <ul style="list-style-type: none"> - designs a process - improves a process - controls/manages a process - analyzes process performance
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed</p> <p>TWM 20: Evaluate operations processes within and between organisations</p> <p>TWM 21: Manage operations processes within and between organisations</p>

	<p>WT 3: Analyse patterns in global macro-economic factors and policies that drive international trade and business development</p> <p>LW 14: Assess the effect of cultural differences on organisational behaviour and strategic choices.</p> <p><u>Involved</u></p> <p>LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>TWM24: Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p>
General description	<p>This study unit offers an understanding of operations management and process design. Operations are the core of a company, as operations is the part of a company where value is added for its customers. Among the subjects that are covered are operations strategy & performance, process design, planning & control and quality management.</p> <p>To put operations in practice, students have to find a multinational operation and use typologies from theory to describe, analyse and evaluate the operation. Besides core theories from Operations, also theory that considers macro-economic factors as well as cultural differences is part of this module.</p>
Cohesion	<p>SU Sales & Operations Planning: planning and controlling operations processes is also covered in this module, but more from a managerial point of view.</p>
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	<p>Lectures</p> <p>Pearson MyOMLab</p> <p>Case studies</p> <p>Field observations</p> <p>Peer feedback</p>
Required literature / description of learning material	<p><u>Compulsory:</u></p> <p>Book & MyOMLab:</p>

	<p>Slack, N., & Brandon-Jones, A. (2019). <i>Operations Management with MyOMLab</i> (9th ed.). Harlow, England; New York: Pearson.</p> <p>ISBN9781292254036</p> <p>Available on #OO:</p> <p>Lecture slides</p> <p>Case studies</p> <p>Handouts</p> <p>Recommended:</p> <p>Saunders, M., Lewis, P., & Thornhill, A. (2015). <i>Research Methods for Business Students</i> (7th ed.). Harlow, England. Pearson. ISBN9781292016627</p>
Required software / required materials	Pearson MyOmLab
Extra contributions	N/A

Examination	
Name (modular) exam	Operations Management
Code (modular) exam	GSCM1OPM1A.8
Assessment criteria	<p>The student:</p> <p>Interprets the effect of global macro-economic factors and policies on the development of operations processes (WT3)</p> <p>Incorporates the effect of cultural differences in proposed process improvements (LW14)</p> <p>Determines the role of and creates alignment between performance of operations and business strategy (TWM20/21)</p> <p>Designs a process considering product/service characteristics and process performance characteristics (TWM20/21)</p> <p>Proposes relevant methods for planning and controlling the operations processes (TWM20/21)</p>
Exam and modular exam format(s) (type of exam)	portfolio
Individual / group	Individual

Number of examiners	1
Exam period	P1 / P3
Resit period	In consult with lecturer
Duration exam	N.A.
Permitted resources / aids	N.A.
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Standard procedure
Discussion and review	Standard procedure

Lecture/ contact hours										
	Period 1, 2, 3, 4.									
Lecture week	1	2	3	4	5	6	7	8	9	10
	6	6	6	6	6	6				

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered	N/A

GSCM2 - Procurement and Vendor Management

General information									
Name of study unit	Procurement and Vendor Management								
Code for study unit	GSCM2								
Degree programme and target group	International Business, G-cluster, mandatory for specialisation SCM								
Teaching period	P2 / P4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>27</td> </tr> <tr> <td>Time for self study</td> <td>113</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	27	Time for self study	113	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	27								
Time for self study	113								
Total study load (hours)	140								
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.								

Content and organisation	
Professional task	<p>In the role of Purchasing Specialist or Purchasing/Procurement Manager, the student:</p> <p>Executes a Procurement Market Analysis and formulates a corresponding negotiation strategy</p> <p>Prepares and executes a contract negotiation</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed</p> <p>TWM 20 - Evaluate operations processes within and between organizations</p> <p>TWM 21 - Manage operations processes within and between organizations</p> <p>WT 3: Analyse patterns in global macro-economic factors and policies that drive international trade and business development</p>

	<p>WW7 - Management of Information as digital citizen: Produce management information from various data sources in an international business environment.</p> <p>LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>Involved</p> <p>WW4 - Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience</p> <p>TWM24: Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p> <p>WT1 - Critical Thinking: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.</p>
General description	<p>This study unit offers an understanding of the various aspects of procurement and vendor management, as well as its importance as the linking pin between S&OP (demand) and operations (supply).</p> <p>The topics which will be covered are amongst others process and price management for both products and services, purchase market structure and analysis, category sourcing and contract strategy, vendor selection, vendor (performance) management as well as purchasing ethics.</p> <p>To apply their learnings in practice, students will form teams of buyers and sellers, perform a market analysis; based on the outcome they will formulate their negotiation strategy and perform a contract negotiation within the chosen business context.</p>
Cohesion	N/A
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures, exercises, case definition & analysis, negotiation
Required literature / description of learning material	Weele, A.J. van. (2018). <i>Purchasing and Supply Chain Management</i> (7 th ed.). Hampshire, UK: Cengage Learning.

	ISBN9781473749443
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	Procurement & Vendor Management oral exam	Procurement & Vendor Management report & presentation
Code (modular) exam	GSCM2PVM1A.4	GSCM2PVM1A.5
Assessment criteria	<p>The student:</p> <p>Understands, evaluates and determines the impact that different processes, tools and decisions in procurement and vendor management have on the business (TW20/21)</p> <p>Formulates a company's sourcing and negotiation strategy considering ethical and corporate social responsibility in a professional environment. (LW10)</p>	<p>The student:</p> <p>Analyses, recognizes and applies the main factors that drive international trade and procurement decisions within global supply chains (WT3)</p> <p>Assesses the effects of (micro) and macroeconomic policies on the international business environment (WT3)</p> <p>Assembles (management) Information from various data sources in an international environment by analyzing the global marketplace within which a buyer and seller operate in order to develop a corresponding negotiation strategy. (WW7)</p> <p>Formulates and implements a company's sourcing and negotiation strategy considering ethical and social responsibility in a professional environment. (LW10)</p>
Exam and modular exam format(s) (type of exam)	Oral Exam	Report and Presentation
Individual / group	Individual	Group
Number of examiners	1	1
Exam period	P2 / P4	P2 / P4
Resit period	P2 / P4 via lecturer	P2 / P4 via lecturer
Duration exam	45 minutes	30 minutes per group

Permitted resources / aids	N/A	PPT slides, laptop
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Via lecturer	Via lecturer
Discussion and review	Preferably directly after oral exam and/or as per agreement with lecturer	Directly after presentation.

Lecture/ contact hours										
	Period									
Lecture week	1	2	3	4	5	6	7	8	9	10
	6	6	6	6	6	6				

Changes compared to last year	General entry requirements added.
Date from which the SU will no longer be offered	N/A

GSCM3 - Sales and Operations Planning

<i>General information</i>		
Name of study unit	Sales and Operations Planning	
Code for study unit	GSCM3	
Degree programme and target group	International Business, G-cluster, mandatory for specialisation SCM	
Teaching period	P1 / P3	
ECTS credits and Study load	Study load: 5 EC	
	Number of hours on the clock:	
	Scheduled contact time	27
	Time for self study	113
	Total study load (hours)	140
Entry requirements for study unit	See general thresholds for entering G-Cluster in Part 1, Ch. 3.2.	

<i>Content and organisation</i>	
Professional task	In the role of S&OP coordinator, the student: Creates a Consensus Forecast Performs a Capacity Planning analysis Develops a what-if analysis
Exit qualifications / Programme Learning Outcomes (PLO)	Assessed TWM 20 - Evaluate operations processes within and between organizations TWM 21 - Manage operations processes within and between organizations WT1 - Critical Thinking: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. WW4 - Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience

	WW7 - Management of Information as digital citizen: Produce management information from various data sources in an international business environment.
General description	<p>In this course, students learn the inter-departmental complexity of the S&OP process and the reason why upper management involvement is critical. The role of Sales & Marketing, Customer Service, Demand and Supply Planning, Warehousing, Finance, Operations, Logistics/Transportation, and upper management will be addressed. Data analysis complexity due to multiple sources of input will be one of the central themes.</p> <p>The students will be able to produce a consensus forecast, perform capacity planning, produce what-if scenarios and provide a recommendation.</p>
Cohesion	N/A
Mandatory participation	N/A
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Lectures, presentations, exercises, case analysis
Required literature / description of learning material	<p>Jacobs, F. R., Berry, W. L., Whybark, D. C., & Vollmann, T. E. (2011). <i>Manufacturing Planning and Control for Supply Chain Management</i> (6th Ed.). New York: McGraw-Hill.</p> <p>ISBN9780071313933</p>
Required software / required materials	N/A
Extra contributions	N/A

Examination		
Name (modular) exam	S&OP exam	S&OP presentation
Code (modular) exam	GSCM3 SOP1A.1	GSCM3 SOP1A.6
Assessment criteria	<p>The student:</p> <p>Evaluates the impact that different decisions in demand and supply have on the business (TWM 20/TWM21)</p> <p>Evaluates inputs of demand and supply and creates what-if scenarios (WT1)</p> <p>Incorporates multiple demand and supply sources to produce a consensus demand and a supply capacity planning review (WW7)</p>	<p>The students:</p> <p>Deliver an effective and persuasive trade-off analysis presentation to upper management using advanced English (C1) (WW4)</p> <p>Explain the complexity of the impact that different decisions in demand and supply have on the business and recommend course of action (TWM 20/TWM21)</p>
Exam and modular exam format(s) (type of exam)	Written	Presentation
Individual / group	Individual	Group
Number of examiners	1	2
Exam period	T1 / T3	P1 / P3
Resit period	T3 / T4	After consult with lecturer
Duration exam	120 minutes	inutes
Permitted resources / aids	Non-graphic calculator	PPT slides, Excel, laptop
Minimum result	5.5	5.5
Weight factor of modular exam	60%	40%
Method of enrolment for exam / enrolment period	Via Alluris	Via lecturer
Discussion and review	During exam review	After consult with lecturer

Lecture/ contact hours										
	Period									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3+3	3+3	3+3	3+3	3+3	3+3				

Changes compared to last year	General entry requirements added, change in permitted resources.
Date from which the SU will no longer be offered	N/A

H-cluster

HGI - Graduation Internship

General information									
Name of study unit	Graduation Internship								
Code for study unit	HGI								
Degree programme and target group	IB								
Teaching period	P1 and P2 or P3 and P4								
ECTS credits and Study load	Study load: 30 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>25</td> </tr> <tr> <td>Time for self study</td> <td>815</td> </tr> <tr> <td>Total study load (hours)</td> <td>840</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	25	Time for self study	815	Total study load (hours)	840
		Number of hours on the clock:							
	Scheduled contact time	25							
Time for self study	815								
Total study load (hours)	840								
Entry requirements for study unit	See general thresholds for entering H-Cluster in Part 1, Ch. 3.2. An approval of GI Proposal								

Content and organisation	
Professional task	Perform within an organisation as a starting professional and reflective practitioner with a specialization in one (or more) of the following fields: Marketing & Sales, Organisation & Change, Supply Chain Management, Finance & Economics OR within the context of general International Business.
Exit qualifications / Programme Learning Outcomes (PLO)	Following PLOs will always be assessed: WT2 INNOVATION & CREATIVITY

	<p>Create innovative ideas in a changing business environment in a systematic fashion.</p> <p>WW6 COLLABORATION</p> <p>Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>LW 8 PERSONAL & PROFESSIONAL DEVELOPMENT</p> <p>Express reflections on one's personal development with the aim of personal growth.</p> <p>LW9 PERSONAL & PROFESSIONAL DEVELOPMENT</p> <p>Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.</p> <p>LW 12 INTERCULTURAL PROFICIENCY</p> <p>Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds</p> <p>LW13 INTERCULTURAL PROFICIENCY</p> <p>Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>All other PLOs may be involved in the assessment depending on the student's graduation internship.</p>
<p>General description</p>	<p>At the end of the study programme IB at the HAN International School of Business, the student has to demonstrate his/her professional performance on bachelor endlevel in a professional situation by means of a Graduation Internship (GI). Students are offered the flexibility to gain experience in those areas they have a passion for/are interested in/want to learn, while adding value for the organisation.</p> <p>The tasks and activities carried out by students during the Graduation Internship result in one or more professional products to be delivered to the organization. Students' performance will be assessed via a portfolio and criterium based interview, in which they must account for the</p>

	<p>way these professional products were created, the added value for the company and the level of complexity of the context & tasks and to what extent they performed autonomously.</p> <p>In view of the broad nature of the degree programme and the diversity of jobs held by IB graduates, these professional products can have different forms. It is of crucial importance that the student shows that he/she masters the demanded professional performance areas on Bachelor endlevel by acting as a reflective practitioner. Professional products, appraisal forms and feedback forms are relevant evidence to prove the professional performance areas the student reflects on.</p> <p>The level and scope of the GI, in terms of the tasks and professional products, is assessed beforehand by two GI advisors, based on the Graduation Internship Proposal Form (GIPF) handed in by student and approved by the company coach. In case students want a specialization on their diploma's the tasks and professional products carried out should be related to their chosen specialization. The GI advisors (with help of the vertical leads if needed) assess if this is the case on base of the GIPF. If at the end of the GI appears that in practice the professional products /tasks are not on the required level for a specialisation, the specialisation mark cannot be obtained on the diploma.</p> <p>Students will be coached during their GI process by their supervisor. Additionally, (online) kick-off sessions, trainings and GI-return moments will be offered as well.</p>
Cohesion	<p>The graduation internship is in cohesion with the third-year internship in F-cluster. The G and H cluster together count as a graduation year. Whereby in the G cluster most PLOs of the IB programme are assessed on bachelor end level in an institutional setting. The remaining PLO's are assessed in H cluster. H cluster is being assessed via a holistic approach, where professional performance areas (PPAs) and professional products are key, rather than PLOs.</p>
Mandatory participation	N.A.
Maximum number of participants	N.A.
Compensation options	N.A.

Activities and/or instructional formats (Teaching and Learning activities)	Information session about upcoming GI, Intake meeting, Q&A sessions by internship advisors Approval of company, tasks & activities and company coach by internship advisor before start GI Kick-off by internship advisors Return days Feedback sessions with supervisor (online) company visits by supervisor with student and company coach Appraisal and feedback forms of company coach and various colleagues
Required literature / description of learning material	N.A.
Required software / required materials	N.A.
Extra contributions	N.A.

Examination	
Assessment criteria	The student's performance will be assessed based on: 1) the relevance, added value and complexity of the professional product(s) for the organization and to what extent they are executed autonomously by the student and 2) the following professional performance areas: - Innovative capacity - Entrepreneurial behavior - Collaborative capacity - Reflective practitioner - Intercultural proficiency
Name (modular) exam	Graduation Internship
Code (modular) exam	HGI-HGI1A.5 = assignment
Exam and modular exam format(s) (type of exam)	Assessment based on portfolio and final criterium based interview
Individual / group	Individual
Number of examiners	2

Exam period	At the end of the Graduation Internship a portfolio has to be handed in. Based on the portfolio a final interview will be conducted.
Resit period	<p>In case of:</p> <p>a portfolio which does not meet the conditions for assessment, the student can repair this within 3 working days. If it then meets the requirements, assessment can start, otherwise the student will be graded as having not handed in a portfolio in time.</p> <p>no portfolio has been handed in in time --> grade 1 in Alluris --> resit within 2 weeks</p> <p>an insufficient portfolio**--> grade 4 in Alluris --> resit within 2 weeks after feedback*</p> <p>an insufficient final grade after the interview --> grade 4 in Alluris --> resit within 2 weeks after feedback*. The supervisor and examiner decide if the portfolio and/or the CBI need a resit.</p> <p>a sufficient final grade after the interview but student believes a higher grade can be achieved --> actual grade in Alluris --> resit only possible if this grade was given without any previous repairs and/or resits during this graduation internship. The resit needs to take place within 2 weeks and is only based on the feedback given during CBI. The portfolio needs to be improved: it needs to be stated clearly what is improved and student motivates why a higher grade is justifiable. Next to that another CBI needs to take place.</p> <p>a fail of the resit --> grade 4 in Alluris (= 2nd attempt) --> retake of complete graduation internship within other organisation.</p> <p>*Resit period is normally 2 weeks. However in consultation with the supervisor/examiner a deviating resit period is possible, based on the tailored individual situation.</p> <p>**insufficient portfolio = more than 1 of the criteria scores 1</p>
Duration exam	Final CBI 60 minutes (max 10 min pitch, 30-40 min interview, assessment, motivation to student)
Permitted resources / aids	N.A.
Minimum result	5,5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N.A.
Discussion and review	With supervisor OR with supervisor and examiner

Lecture/ contact hours	N.A.									
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10

Changes compared to last year	<p>New SU:</p> <p>GI is in context of specialisation</p> <p>PPAs instead of competences (indicators may differ)</p> <p>Professional products instead of deliverables (more concrete requirements amongst others related to level of complexity and autonomy)</p>
Date from which the SU will no longer be offered	N.A.

Electives

ECC3 Dutch - Elective Dutch 3

1. General information		
Name of study unit	<i>Dutch for Business 3: Internship in the Netherlands</i>	
Code for study unit	ECC3 Dutch	
Degree programme and target group	IB, CS	
Teaching period	P1 / P3	
ECTS credits and Study load	Study load: 2,5.. EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of Dutch on CEFR level A1 for business purposes, either by having passed IB1's ECCNED1A and ECCNED2A or by an entry test.	

2. Content and organisation	
Professional task	Communicate (verbally and in written) in Dutch at CEFR A2-level.
Exit qualifications / Programme Learning Outcomes (PLO)	IB:
	Primary (meet level 2):
	WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting
	CS:
	Body of Knowledge: 6 - Language

General description	Student produces language products in Dutch at CEFR A2-level for both general and business communication purposes. The products contain both spoken and written language. Student learns grammar and vocabulary that is needed to successfully deliver the language products.
Cohesion	This study unit is the third in the row of 8 study units. All study units ECCNED are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes. Participation in language assignments in class is part of the portfolio assessment. 80% participation is mandatory.
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Verbruggen, K & Hoogvorst W. (2014). Start.nl – deel 2. Dutch for beginners. Bussum: Coutinho (ISBN 9789046903797)
Required software / required materials	OnderwijsOnline
Extra contributions (TER 2.7)	NA

3. Examination		
Name (modular) exam	Dutch 3 Written exam	Dutch 3 Portfolio
Code (modular) exam	ECC NED3A.2	ECC NED3A.8
Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in short and simple sentences on level CEFR A2.</p> <p>The student shows the ability to use simple and quite correct (business) <u>vocabulary</u> on level CEFR A2.</p> <p>The student shows the ability to <u>communicate</u> (orally and/or in written) at CEFR A2-level in simple and routine tasks requiring a simple and direct exchange of information on familiar, routine and business matters.</p>	
Exam and modular exam format(s) (type of exam)	Practical exam	Portfolio
Individual / group	Individual	Individual

Number of examiners	1	1
Exam period	T1 and/or T3	P1 and/or P3
Resit period	T3 and/or T4	P1 and/or P3
Duration exam	90 minutes	NA
Permitted resources / aids	None	NA
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	During exam review	With lecturer

Lecture/ contact hours							
	Period 1 / 3						
Lecture week	1	2	3	4	5	6	7
ECC NED3A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	Several changes in 2. Content and organisation
Date from which the SU will no longer be offered	NA

ECC4 Dutch - Elective Dutch 4

1. General information		
Name of study unit	<i>Dutch for Business 4: Job interview: cover letter and CV</i>	
Code for study unit	ECC4 Dutch	
Degree programme and target group	IB & CS	
Teaching period	P2 / P4	
ECTS credits and Study load	Study load: 2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	21
	Time for self study	49
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of Dutch on CEFR level A1 for business purposes, either by having passed IB1's ECCNED1A and ECCNED2A or by an entry test.	

2. Content and organisation	
Professional task	Communicate (verbally and in written) in Dutch at CEFR A2+-level.
Exit qualifications / Programme Learning Outcomes (PLO)	IB: Primary (meet level 2): WW5: Use one or two additional languages to facilitate international business Secondary (will be assessed as well): LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.
	CS: Body of Knowledge: 6 - Language
General description	Student produces language products in Dutch at CEFR A2+-level for both general and business communication purposes. The products contain both

	spoken and written language. Student learns grammar and vocabulary that is needed to successfully deliver the language products.
Cohesion	This study unit is the fourth in the row of 8 study units. All study units ECCNED are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes, participation in language assignments in class is part of the portfolio assessment. 80% participation is mandatory.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Verbruggen, K & Hoogvorst W. (2014). Start.nl – deel 2. Dutch for beginners. Bussum: Coutinho (ISBN 9789046903797)
Required software / required materials	OnderwijsOnline
Extra contributions (TER 2.7)	NA

3. Examination		
Name (modular) exam	Dutch 4 Written	Dutch 4 Portfolio
Code (modular) exam	ECC NED4A.2	ECC NED4A.8
Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in short and simple sentences on level CEFR A2+.</p> <p>The student shows the ability to use simple and quite correct (business) <u>vocabulary</u> on level CEFR A2+.</p> <p>The student shows the ability to <u>communicate</u> (orally and/or in written) at CEFR A2+-level in simple and routine tasks requiring a simple and direct exchange of information on familiar, routine and business matters</p>	
Exam and modular exam format(s) (type of exam)	Practical exam	Portfolio
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T2 and/or T4	P2 and/or P4

Resit period	T4 and/or T5	P2 and/or P4
Duration exam	90 minutes	60 minutes
Permitted resources / aids	None	None
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	During exam review	With Lecturer

Lecture/ contact hours							
	Period 2 / 4						
Lecture week	1	2	3	4	5	6	7
ECC NED4A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	Several changes in 2. Content and organisation
Date from which the SU will no longer be offered	NA

ECC5 Dutch - Elective Dutch 5

1. General information		
Name of study unit	<i>Dutch for Business 5: Telephoning and Business Presentations</i>	
Code for study unit	ECC5 Dutch	
Degree programme and target group	IB / CS	
Teaching period	P1 / P3	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of Dutch on CEFR level A2 for business purposes.	

2. Content and organisation	
Professional task	To communicate orally and in writing in Dutch at CEFR level B1.
Exit qualifications / Programme Learning Outcomes (PLO)	WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.
General description	Entry level is A2+. Student understands and produces language products in Dutch at CEFR level B1 for both general and business communication purposes. Student uses grammar and vocabulary that is needed to successfully deliver the language products.
Cohesion	This study unit is the fifth in the row of 8 study units. All study units ECCNED are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.

Mandatory participation	Yes. Participation in language assignments in class is part of the portfolio assessment. 80% participation is mandatory.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Bekkers, L. and Mennen, S. (2019). <i>Ter zake: Zakelijk Nederlands voor anderstaligen</i> (9th ed.). Almere: Intertaal. (ISBN 9789054510277) Other study materials will be provided on OnderwijsOnline.
Required software / required materials	OnderwijsOnline
Extra contributions	NA

3. Examination		
Name (modular) exam	NED5A Grammar	NED5A Portfolio
Code (modular) exam	ECCNED5A.2	ECCNED5A.8
Assessment criteria	The student shows the ability to use quite correct grammar in simple connected speech and sentences on level CEFR B1. The student shows the ability to use high frequency every day and business vocabulary on level CEFR B1.	The student shows the ability to communicate (orally and/or in written) at CEFR B1-level and produces simple connected texts, stories or conversations about everyday life or business matters.
Exam and modular exam format(s) (type of exam)	practical exam	Portfolio
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T1 /T3	P1 / P3
Resit period	T4	P1 / P3

Duration exam	120 minutes	NA
Permitted resources / aids	none	NA
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	During exam review	With lecturer

Lecture/ contact hours							
	Period 1/3						
Lecture week	1	2	3	4	5	6	7
ECCNED5A	2x2	2x2	2x2	2x2	2x2	2x2	
Changes compared to last year	Several changes in 2. Content and organisation						
Date from which the SU will no longer be offered	NA						

ECC6 Dutch - Elective Dutch 6

1. General information		
Name of study unit	<i>Dutch for Business 6: Business Meetings and Negotiations</i>	
Code for study unit	ECC6 Dutch	
Degree programme and target group	IB, CS	
Teaching period	P2 / P4	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of Dutch on CEFR level A2 for business purposes.	

2. Content and organisation	
Professional task	To communicate orally and in writing in Dutch at CEFR B1 level.
Exit qualifications / Programme Learning Outcomes (PLO)	WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.
General description	Entry level is A2+. Student understands and produces language products in Dutch at CEFR B1-level for both general and business communication purposes. Student uses grammar and vocabulary that is needed to successfully deliver the language products.
Cohesion	This study unit is the sixth in the row of 8 study units. All study units ECCNED are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes, participation in language assignments in class is part of the portfolio assessment. 80% participation is mandatory.

Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Bekkers, L. and Mennen, S. (2019). <i>Ter zake: Zakelijk Nederlands voor anderstaligen</i> (9th ed.). Almere: Intertaal. (ISBN 9789054510277) Other study materials will be provided on OnderwijsOnline.
Required software / required materials	OnderwijsOnline
Extra contributions	NA

3. <i>Examination</i>		
Name (modular) exam	Ned 6 Grammar	NED6 Portfolio
Code (modular) exam	ECCNED6A.2	ECCNED6A.8
Assessment criteria	The student shows the ability to use quite correct grammar in simple connected text and sentences on level CEFR B1+. The student shows the ability to use high frequency every day and business vocabulary on level CEFR B1+.	The student shows the ability to communicate (orally and/or in written) at CEFR B1+-level and produces simple connected texts, stories or conversations about everyday life or business matters.
Exam and modular exam format(s) (type of exam)	practical exam	Portfolio
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T2 / T4	P2/4
Resit period	T4 / T5	P2/4
Duration exam	120 minutes	NA
Permitted resources / aids	none	NA
Minimum result	5.5	5.5

Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	During exam review	With Lecturer

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
ECCNED6A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	Several changes in 2. Content and organisation
Date from which the SU will no longer be offered	NA

ECC7 Dutch - Elective Dutch 7

1. General information									
Name of study unit	<i>Dutch for Business 7: Communicating effectively in Dutch business and society</i>								
Code for study unit	ECC7 Dutch								
Degree programme and target group	IB / CS								
Teaching period	P1 / P3, this elective will only be offered if there are enough enrollments.								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
		Number of hours on the clock:							
	Scheduled contact time	18							
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. Content and organisation	
Professional task	To communicate orally and in writing in Dutch at CEFR level B2.
Exit qualifications / Programme Learning Outcomes (PLO)	WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.
General description	Entry level is B1+. Student understands and produces language products in Dutch at CEFR level B2 for both general and business communication purposes. Student uses grammar and vocabulary that is needed to successfully deliver the language products.
Cohesion	The SU follows on ECC-DUT6A and precedes ECC-DUT8A. All these courses build on to one another and deal with different aspects of business and general language. The professional language products that are delivered in this SU relate to professional products of the student's degree programme.
Mandatory participation	Yes. Participation in language assignments in class is part of the portfolio assessment. 80% participation is mandatory.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Naeff, R. and Te Brake, S. (2019). <i>De juiste toon. Zakelijk Nederlands voor anderstaligen</i> . Bussum: Coutinho. ISBN:9789046906637.

	Beersmans, M., Tersteeg, W. and others (2013). <i>De finale. Voorbereiding op het Staatsexamen NT 2 II</i> . Amsterdam: Boom. ISBN: 9789085064985. Other study materials will be provided on OnderwijsOnline.
Required software / required materials	OnderwijsOnline
Extra contributions (TER 2.7)	NA

3. Examination	
Name (modular) exam	ECC-NED7A Portfolio
Code (modular) exam	ECCNED7A.8
Assessment criteria	The student shows the ability to communicate (orally and/or in written) at CEFR B2-level and produces connected texts, monologues or conversations about a wide range of topics and business matters. The student shows the ability to use quite correct grammar in connected speech and texts on level CEFR B2. The student shows the ability to use general and business vocabulary on level CEFR B2.
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P1 / P3
Resit period	P1 / P3 (contact lecturer)
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	With lecturer

Lecture/ contact hours	Period 1/3						
	1	2	3	4	5	6	7
ECCNED7A	2x2	2x2	2x2	2x2	2x2	2x2	
Changes compared to last year	NA						
Date from which the SU will no longer be offered	NA						

ECC8 Dutch - Elective Dutch 8

1. General information		
Name of study unit	<i>Dutch for Business 8: Communicating effectively in Dutch business and society</i>	
Code for study unit	<i>ECC8 Dutch</i>	
Degree programme and target group	IB, CS	
Teaching period	P2 / P4, this elective will only be offered if there are enough enrollments.	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.	

2. Content and organisation	
Professional task	To communicate orally and in writing in Dutch at CEFR B2+ level.
Exit qualifications / Programme Learning Outcomes (PLO)	WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.
General description	Entry level is B1+. Student understands and produces language products in Dutch at CEFR B2-level for both general and business communication purposes. Student uses grammar and vocabulary that is needed to successfully deliver the language products.
Cohesion	The SU follows on ECC-DUT7A. All these courses build on to one another and deal with different aspects of business and general language. The professional language products that are delivered in this SU relate to professional products of the student's degree programme.
Mandatory participation	Yes. Participation in language assignments in class is part of the portfolio assessment. 80% participation is mandatory.
Maximum number of participants	N/A
Compensation options	

Activities and/or instructional formats (Teaching and Learning activities)	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
Required literature / description of learning material	Naeff, R. and Te Brake, S. (2019). <i>De juiste toon. Zakelijk Nederlands voor anderstaligen</i> . Bussum: Coutinho. ISBN:9789046906637. Beersmans, M., Tersteeg, W. and others (2013). <i>De finale. Voorbereiding op het Staatsexamen NT 2 II</i> . Amsterdam: Boom. ISBN: 9789085064985. Other study materials will be provided on OnderwijsOnline.
Required software / required materials	OnderwijsOnline
Extra contributions (TER 2.7)	NA

3. Examination	
Name (modular) exam	NED8 Portfolio
Code (modular) exam	ECCNED8A.4
Assessment criteria	The student shows the ability to communicate (orally and in written) at CEFR B2+-level and produces texts, monologues or conversations about a wide range of topics and business matters. The student shows the ability to use quite correct grammar in connected speech and texts on level CEFR B2+. The student shows the ability to use general and business vocabulary on level CEFR B2+.
Exam and modular exam format(s) (type of exam)	Portfolio consisting of Written report, Presentation, Defense
Individual / group	Individual
Number of examiners	1
Exam period	P2/4
Resit period	P2/4 (contact lecturer)
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	With lecturer

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
ECCNED8A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

ECC3 French - Elective French 3

1. <i>General information</i>									
Name of study unit	<i>French for Business 3: Business Meeting</i>								
Code for study unit	ECC3 French								
Degree programme and target group	IB, CS								
Teaching period	P1/P3								
ECTS credits and Study load	<p>Study load: 2.5 EC</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: center;">Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Time for self study</td> <td style="text-align: center;">52</td> </tr> <tr> <td>Total study load (hours)</td> <td style="text-align: center;">70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of French on CEFR level A1+ for business purposes, either by having passed IB1's ECCFRA1A and ECCFRA2A or by an entry test.								

2. <i>Content and organisation</i>	
Professional task	To communicate (orally and in writing) in French at CEFR level A2.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	<p>After completing this course, students understand and produce general and business French, both orally and in writing, at level CEFR A2.</p> <p>During this course, students will learn to understand and conduct a basic French business meeting.</p>

	The student uses French as additional language in various general and business settings orally and in writing at CEFR A2 level. The student learns French grammar, vocabulary and communication skills related to reading, writing, listening and speaking in French.
Cohesion	This study unit is the third in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats (Teaching and Learning activities)	During the speaking lessons, students will learn how to conduct a simple French business meeting. The competencies and skills are developed by practising, doing roleplays, making exercises and learning vocabulary. Students will receive explanations and feedback in class about their personal speaking abilities, French grammar, vocabulary and (business) culture. Active class participation is required.
Required literature / description of learning material	Mitchell, M., Fleuranceau, A. (2015). Pour Parler Affaires, Amsterdam/Antwerpen, Intertaal. ISBN 978-94-6030-3418,2015 (3rd edition). Material on OnderwijsOnline and material distributed in class
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Name (modular) exam	French for Business Level 3: Business Meeting
Code (modular) exam	ECCFRA3C.4
Assessment criteria	The student: Masters the conventions of a simple French business meeting. Masters French oral communication, vocabulary and grammar at CEFR-Level A2. Pronounces French clearly and naturally despite occasional errors and / or a limited influence of the mother tongue.

Exam and modular exam format(s) (type of exam)	Oral
Individual / group	In pairs; individual grades
Number of examiners	1
Exam period	P1/P3
Resit period	P4 Lecturer decides
Duration exam	10 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100 %
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	With the examiner upon request within one week after exam

Lecture/ contact hours	4 hours / week									
	Period 1/3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCFRA3C	2x2	2x2	2x2	2x2	2x2	2x2	2x2			

Changes compared to last year	Several changes in 2. Content and organisation
Date from which the SU will no longer be offered	N/A

ECC4 French - Elective French 4

1. General information									
Name of study unit	<i>French for Business 4: Online Communication</i>								
Code for study unit	ECC4 French								
Degree programme and target group	IB, CS								
Teaching period	P2/P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of French on CEFR level A1+ for business purposes, either by having passed IB1's ECCFRA1A and ECCFRA2A or by an entry test.								

2. Content and organisation	
Professional task	To communicate (orally and in writing) in French at CEFR level A2+
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	After completing this course, students understand and produce general and business French, both orally and in writing, at level CEFR A2+.

	<p>During this course, students will learn to analyse French webstores, filling in forms, write professional e-mails and write surveys.</p> <p>The student uses French as additional language in various general and business settings orally and in writing at CEFR A2+ level. The student learns basic to intermediate French grammar, vocabulary and communication skills related to reading, writing, listening and speaking in French.</p>
Cohesion	This study unit is the fourth in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended.
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats (Teaching and Learning activities)	The competencies and skills are developed by reading, writing, doing exercises and learning vocabulary. Students will receive explanations in class about French grammar, vocabulary and (business) culture. Students will do speaking and listening exercises and work on professional tasks.
Required literature / description of learning material	<p>Mitchell, M., Fleuranceau, A. (2015). Pour Parler Affaires, Amsterdam/Antwerpen, Intertaal. ISBN 978-94-6030-3418,2015 (3rd edition).</p> <p>Material on OnderwijsOnline and material distributed in class</p>
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3.Examination	
Name (modular) exam	French for Business Level 4: Online Communication
Code (modular) exam	ECCFRA4C.1
Assessment criteria	<p>The student:</p> <p>Uses and analyzes French webstores</p> <p>Places an order by correctly filling in a form in French</p>

	Writes an order confirmation e-mail in French Writes simple survey questions in French about a product or service Masters business and general French vocabulary, grammar and written communication at CEFR-Level A2+
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individual
Number of examiners	1
Exam period	T2/T4
Resit period	T5
Duration exam	120 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100 %
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner

Lecture/ contact hours	4 hours / week									
	Period 2/4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCFRA4C	2x2	2x2	2x2	2x2	2x2	2x2				

Changes compared to last year	Several changes in 2. Content and organisation
Date from which the SU will no longer be offered	N/A

ECC5 French - Elective French 5

1. <i>General information</i>		
Name of study unit	<i>French for Business 5: Job Application and Business Culture</i>	
Code for study unit	ECC5 French	
Degree programme and target group	IB, CS	
Teaching period	P1/P3	
ECTS credits and Study load	Study load: 2,5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of French on CEFR level A2+ for business purposes, either by having passed ECCFRA1A, ECCFRA2A, ECCFRA3C and ECCFRA4C, or by an entry test.	

2. <i>Content and organisation</i>	
Professional task	To communicate orally and in writing in French at CEFR level B1
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW5: Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	<p>In this module the student deals with the topic of job application in a French-speaking environment in various ways; this involves reading, listening, writing and speaking at CEFR level B1.</p> <p>Focus of the course :</p>

	<p>- Common tasks related to finding a job: orientation on work/internship, CV, cover letter, selection of job ads, and most importantly, answering and asking questions as a candidate during a French job interview.</p> <p>- Intercultural understanding of French-speaking countries in both business and general contexts. Topics to be studied : society, economy, culture etc.</p>
Cohesion	This study unit is the fifth in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended.
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats	- Speaking practice ; - Studying job offers ; - Studying French motivation letters ; - Making a French CV ; - Deepening knowledge of Business French ; - Studying French business culture & society. Active class participation is highly recommended.
Required literature / description of learning material	Study materials published on OnderwijsOnline.
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3. <i>Examination</i>	
Name (modular) exam	French for Business 5: Job Application and Business Culture
Code (modular) exam	ECCFRA5B.4
Assessment criteria	<p>The student</p> <p>Presents himself/herself in a job interview in French ;</p> <p>Brings his/her French CV and French job offer to the exam (knock-out criterion) ;</p> <p>Discusses his/her experience, education, strengths and weaknesses in French ;</p> <p>Answers questions, even unexpected ones, during a French job interview in an appropriate, professional fashion ;</p>

	Uses correct CEFR-level B1 French grammar, vocabulary, pronunciation, formal style and polite tone ; Understands crucial cultural aspects of the French-speaking world and is able to take these into account during a job interview.
Exam and modular exam format(s) (type of exam)	oral
Individual / group	individual
Number of examiners	1
Exam period	P1/P3
Resit period	P4 contact lecturer
Duration exam	10 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	1
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	With the examiner upon request within one week after exam

Lecture/ contact hours							
	Period 1 / 3						
Lecture week	1	2	3	4	5	6	7
ECC-FRA5B	2x2	2x2	2x2	2x2	2x2	2x2	2x2

Changes compared to last year	Several changes in 2. Content and organisation
Date from which the SU will no longer be offered	N/A

ECC6 French - Elective French 6

1. <i>General information</i>		
Name of study unit	French for Business 6: Telephone French	
Code for study unit	ECC6 French	
Degree programme and target group	IB, CS	
Teaching period	P2/P4	
ECTS credits and Study load	Study load: 2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of French on CEFR level A2+ for business purposes, either by having passed ECCFRA1A, ECCFRA2A, ECCFRA3C and ECCFRA4C, or by an entry test.	

2. <i>Content and organisation</i>	
Professional task	To communicate orally and in writing in French at CEFR level B1+.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW5: Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	The student understands and produces language products in French at CEFR level B1+ for both general and business communication purposes. The products contain French business Telephone situations. Roleplays and case studies prepare the student for making business calls in French. The student will listen and speak actively during the lessons.

	Recordings of native speakers in realistic business scenarios play an important part in this process. All of this allows for a practice-based learning process of telephoning in French. Student uses grammar and vocabulary (English/French) that is needed to successfully deliver the language products.
Cohesion	This study unit is the sixth in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended.
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats	Individual and pair activities. Roleplays, conversations, translations. All language skills are involved. Active participation in class.
Required literature / description of learning material	Study materials published on OnderwijsOnline
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3. Examination	
Name (modular) exam	French for Business 6: Telephone French
Code (modular) exam	ECCFRA6B.4
Assessment criteria	The student shows the ability to understand and produce professional communication in French at CEFR level B1+ about business on the phone.
Exam and modular exam format(s) (type of exam)	Oral exam
Individual / group	individual
Number of examiners	1
Exam period	P2/P4 in class, lecturer decides
Resit period	P2/P4 in class, lecturer decides

Duration exam	45 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	Individual review with lecturer

Lecture/ contact hours	2x2 hours/week						
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
ECC FRA6B	2x2	2x2	2x2	2x2	2x2	2x2	2x2

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC7 French - Elective French 7

1. <i>General information</i>									
Name of study unit	French for Business 7: French Business Negotiations								
Code for study unit	ECC7 French								
Degree programme and target group	IB, CS								
Teaching period	P1/P3, this elective will only be offered if there are enough enrollments.								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
		Number of hours on the clock:							
	Scheduled contact time	18							
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of French on CEFR level B1+ for business purposes, either by having passed ECCFRA1A, ECCFRA2A, ECCFRA3C, ECCFRA4C, ECCFRA5B and ECCFRA6B; or by an entry test.								

2. <i>Content and organisation</i>	
Professional task	To communicate orally and in writing in French at CEFR level B2.
Exit qualifications / Programme Learning Outcomes (PLO)	IB: WW5: Use one or two additional languages to facilitate international business. LW13 Use appropriate verbal and non-verbal communication in an intercultural setting. CS: Body of Knowledge 6: Language
General description	The student understands and produces language products in French at CEFR level B2 for both general and business communication purposes. The products contain French business negotiation situations. Roleplays and case studies prepare the student for negotiating in French. The student will listen and speak actively during the lessons. All of this allows for a practice-based learning process of negotiating in French. Besides this, special focus is put on improving students' pronunciation. Systematic training and exercises on specific sounds allows a more effective communication flow. The student uses grammar and vocabulary (English/French) that is needed to successfully deliver the language products.
Cohesion	This study unit is the seventh in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended.
Maximum number of participants	25

Compensation options	N/A
Activities and/or instructional formats	Individual and pair activities. Roleplays, conversations, pronunciation training. All language skills are involved. Active participation in class.
Required literature / description of learning material	Study materials published on OnderwijsOnline
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3. Examination	
Name (modular) exam	French for Business 7: French Business Negotiations
Code (modular) exam	ECCFRA7A.4
Assessment criteria	The student shows the ability to understand and produce professional communication in French at CEFR level B2 in business negotiations. The student pronounces French clearly and naturally (e.g. specific vowels, consonants, liaisons and intonation).
Exam and modular exam format(s) (type of exam)	Oral exam
Individual / group	In pairs (individual grade)
Number of examiners	1
Exam period	P1/P3 in class
Resit period	P1/P3 in class
Duration exam	20 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	Individual review with lecturer

Lecture/ contact hours	2x2 hours/week							
	Period 1/3							
Lecture week	1	2	3	4	5	6	7	
ECC FRA7A	2x2	2x2	2x2	2x2	2x2	2x2	2x2	2x2

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC8 French - Elective French 8

1. <i>General information</i>									
Name of study unit	French for Business 8: French Company analysis & consulting								
Code for study unit	ECC8 French								
Degree programme and target group	IB, CS								
Teaching period	P2/P4, this elective will only be offered if there are enough enrollments.								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of French on CEFR level B1+ for business purposes, either by having passed ECCFRA1A, ECCFRA2A, ECCFRA3C, ECCFRA4C, ECCFRA5B and ECCFRA6B; or by an entry test.								

2. <i>Content and organisation</i>	
Professional task	To communicate orally and in writing in French at CEFR level B2.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB: WW5: Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS: Body of Knowledge 6: Language</p>
General description	<p>The student understands and produces language products in French at CEFR level B2 for both general and business communication purposes. The products contain an analysis in French of a company using different analytical tools and models. As a consultant, the student provides advice to the management of the company based on this analysis, answering their questions.</p> <p>The student applies French grammar and uses vocabulary that is needed to successfully complete the tasks.</p>
Cohesion	This study unit is the eighth in the row of 8 study units. All study units ECCFRA are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Participation is highly recommended.
Maximum number of participants	25
Compensation options	N/A

Activities and/or instructional formats	Different analytical tools will be used in French during class. Students will apply these to a French company and work actively towards their final (oral) presentation, consisting of analysis and advice. All language skills are involved. Active participation in class.
Required literature / description of learning material	Study materials published on OnderwijsOnline
Required software / required materials	N/A
Extra contributions (TER 2.7)	N/A

3. Examination	
Name (modular) exam	French for Business 8: French Company analysis & consulting
Code (modular) exam	ECCFRA8A.4
Assessment criteria	The student shows the ability to understand and produce professional communication in French at CEFR level B2 in the role of a consultant providing analysis and advice to the management of a French company. The student uses models and theory, employing these to provide a convincing management presentation in French. The student exhibits the corresponding level of grammar, syntax, fluency, vocabulary and pronunciation.
Exam and modular exam format(s) (type of exam)	Oral exam
Individual / group	Individual
Number of examiners	1
Exam period	P2/P4 in class
Resit period	P2/P4 in class
Duration exam	15 minutes
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	Individual review with lecturer

Lecture/ contact hours	2x2 hours/week						
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
ECC FRA8A	2x2	2x2	2x2	2x2	2x2	2x2	2x2

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC3 German - Elective German 3B

1. General information									
Name of study unit	German for Business 3: Companies, Products, Markets								
Code for study unit	ECC3 German								
Degree programme and target group	IB, CS								
Teaching period	P1/P3								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self-study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self-study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self-study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of German on CEFR level A1.2 for business purposes, either by having passed ISB's ECCDEU1A and ECCDEU2A or by positive advice upon an entry test.								

2. Content and organisation	
Professional task	Communicating in German at CEFR level A2.1 in the context described below.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>

General description	<p>The student uses German as additional language orally and in writing preparing for CEFR level A2.1</p> <p>He/She prepares more complex professional products in German. These contain both, oral and written language. Grammar and vocabulary needed for mastering professional situations in German are developed/trained also through listening and reading material:</p> <p>collecting detailed information in German about companies</p> <p>asking for and giving details about companies, products/services and markets: categories, key figures, structures, responsibilities, processes</p>

Cohesion	This study unit is the third in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language
Mandatory participation	At least 80% active participation in classes and regular identifiable contribution to the project stages is required as input for the tailor-made parts of the written assessment as culminating result of the whole of the educational activities.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	The competencies and skills are being developed and trained in a project-type integrative approach with the lecturer/tutor as well as peers (each other) evaluating the participants' contributions and use of the target language. Activities include basic secondary research, production of written texts and presentations, participating in discussions, etc. Preparations individually, in pairs and sub-groups before class; plenary sessions and presenting own products for feed-back/-forward in class; finalizing products after class = flipped classroom concept as input for the written assessment based on individual products.
Required literature / description of learning material	<p>Required:</p> <p>Material and links published on OnderwijsOnline / MS TEAMS</p> <p>Hand-Outs distributed during class</p>

	<p>Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press, ISBN 9780521648608</p> <p>Advised:</p> <p><i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English – German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361 or any newer edition</p> <p>Pons, Großes Fachwörterbuch Wirtschaft, Deutsch-English / Englisch – Deutsch, ISBN: 978-3-12-517855-7</p> <p>www.tatsachen-ueber-deutschland.de (German and English version!)</p>
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	German DEU3B written
Code (modular) exam	ECCDEU3B.1
Assessment criteria	<p>The candidate ...</p> <p>applies vocabulary and idiom of the target language and target culture in the specific context correctly to understand written texts, preparing for CEFR level A2.1</p> <p>applies structures for formulations in the target language in the specific business contexts correctly, preparing for CEFR level A2.1</p> <p>Go / no-go</p> <p>Participation in and contribution to at least 80% of the classes as specified in the Weekly Schedule.</p> <p>Only candidates who obtained a “go” qualify for being admitted to the written exam.</p>

	<p>The “go”/ “no-go” will be indicated in the progress system at the end of the lecture period.</p> <p>Candidates who have enrolled for the written exam, but obtain a “no-go” are strongly advised to DIS-enrol themselves for that exam in order not to loose one of their annual enrolment options!</p> <p>The final grade obtained in the written exam will be entered in the progress system on top of the indicator for “go” of the same period.</p> <p>A candidate obtaining a “no-go” will have to start the study unit from the beginning.</p> <p>A candidate obtaining a “go”, but either failing the written exam or wishing to improve the result, is to hand in the preparatory material with the new examiner by the deadline of exam enrolment for the new exam opportunity at the latest.</p> <p>Written exam during exam periods are based on project products, providing the candidate has obtained a “go” (see above)</p>
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individually
Number of examiners	1
Exam period	T1/3 providing the candidate has obtained a “go” (see above)
Resit period	T4 providing the candidate has obtained a “go” (see above)
Duration exam	120 minutes
Permitted resources / aids	No aids allowed, resources as included in the exam assignments
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period; re-sit / catch-up candidates who obtained a “go” in a previous lecture period are to provide their input with the examiner by the new enrolment deadline again.
Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner in the same week as the standard review session, if an examiner has not been present at the standard review session

Lecture/ contact hours										
	Period 1 / 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU3B	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	Mandatory participation included (see "go / no-go" above) and return to the pre-Covid-19 written assessment type
Date from which the SU will no longer be offered	N/A

ECC4 German - Elective German 4C

1. General information									
Name of study unit	German for Business 4: Professional Contacts								
Code for study unit	ECC4 German								
Degree programme and target group	IB, CS								
Teaching period	P2/P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self-study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self-study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self-study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of German on CEFR level A2.1 for business purposes, either by having passed ISB's ECCDEU1A up to ECCDEU3B or by positive advice upon an entry test.								

2. Content and organisation	
Professional task	Communicating in German at CEFR level A2.2 in the context described below.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>

General description	<p>The student uses German as additional language orally and in writing preparing for CEFR level A2.2</p> <p>He/She prepares more complex professional products in German, using business communication skills in the target language in two business situations,</p> <p>a) professional telephoning</p> <p>b) composing business emails / business letters</p> <p>on CEFR level A2.2 for professional purposes.</p> <p>To master the situations the student will extend his/her vocabulary and idiom, but also apply appropriate language structures as well as cultural patterns of the target culture.</p>

Cohesion	This study unit is the fourth in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	At least 80% active participation in classes and continuous regular identifiable contribution to the project stages is required as input for the tailor-made parts of the written assessment as culminating result of the whole of the educational activities.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	<p>Based on the project in ECCDEU3B, the competencies and skills are being developed and trained in a project-type integrative approach including expressing peer feed-back/-forward evaluating each other's contribution and use of the target language during class. Activities include designing contacts based on value chain contexts with introduction to written (letter-writing) and oral (professional telephone training).</p> <p>Preparations individually, in pairs before class; plenary sessions and presenting own products for feed-back/-forward in class; finalizing products after class = flipped classroom concept as input for the written assessment based on individual contexts.</p>
Required literature / description of learning material	<p>Required:</p> <p>Material and links published on OnderwijsOnline / MS TEAMS</p>

	<p>Hand-Outs distributed during class</p> <p>Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press, ISBN 9780521648608</p> <p>Advised:</p> <p><i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English - German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361 or any newer edition</p> <p>Pons, <i>Großes Fachwörterbuch Wirtschaft, Deutsch-English / Englisch – Deutsch</i>, ISBN: 978-3-12-517855-7</p>
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	German DEU4C written
Code (modular) exam	ECCDEU4C.1
Assessment criteria	<p>The candidate ...</p> <p>applies vocabulary and idiom of the target language and target culture in the specific context correctly to understand written texts within the general context of CEFR level A2.2</p> <p>applies patterns and rituals of the target culture in a way that is acceptable from the target culture's perspective;</p> <p>shows the ability to distinguish between target language's features of style and register in oral use compared to written use of the target language;</p> <p>applies structures for formulations in the target language in the specific business contexts correctly, preparing on CEFR level A2.2</p> <p>applies formal aspects of written communication in the specific business contexts correctly.</p> <p>Go / no-go</p> <p>Participation in and contribution to at least 80% of the classes as specified in the Weekly Schedule.</p>

	<p>Only candidates who obtained a “go” qualify for being admitted to the written exam.</p> <p>The “go”/ “no-go” will be indicated in the progress system at the end of the lecture period.</p> <p>Candidates who have enrolled for the written exam, but obtain a “no-go” are strongly advised to DIS-enrol themselves for that exam in order not to lose one of their annual enrolment options!</p> <p>The final grade obtained in the written exam will be entered in the progress system on top of the indicator for “go” of the same period.</p> <p>A candidate obtaining a “no-go” will have to start the study unit from the beginning.</p> <p>A candidate obtaining a “go”, but either failing the written exam or wishing to improve the result, is to hand in the preparatory material with the new examiner by the deadline of exam enrolment for the new exam opportunity at the latest.</p> <p>Written exam during exam periods are based on project products, providing the candidate has obtained a “go” (see above)</p>
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individually
Number of examiners	1
Exam period	T2/T4 providing the candidate has obtained a “go” (see above)
Resit period	T5 providing the candidate has obtained a “go” (see above)
Duration exam	120 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period; resit / catch-up candidates who obtained a “go” in a previous lecture period are to provide their input with the examiner by the new enrolment deadline again.

Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner in the same week as the standard review session, if an examiner has not been present at the standard review session
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Lecture/ contact hours										
	Period 2 / 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU4C	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	Mandatory participation included (see “go / no-go above) and return to the pre-Covid-19 written assessment type
Date from which the SU will no longer be offered	N/A

ECC5B German - Elective German 5B

1. General information									
Name of study unit	German for Business 5: The Working World & Job Application								
Code for study unit	ECC5B German								
Degree programme and target group	IB, CS								
Teaching period	P1/P3								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self-study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self-study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self-study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student has proven to possess an active command of German on GEFR level A2.2 for business purposes, either by having participated in ISB's ECCDEU1 up to ECCDEU4 or by positive advice upon an entry test.								

2. Content and organisation	
Professional task	Communicating in German at CEFR level B1.1 in the specific context of working world and job application.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>

General description	<p>The student develops and applies German as additional language in oral and written products specifically in settings of the working world and job application preparing for CEFR level B1.1</p> <p>The student develops insight into the specific structures and perceptions regarding the world of work in general and the job market in particular in the target culture, develops vocabulary/idiom in this field and applies both, as well as intermediate structures for formulations in selected professional products related to the settings.</p>
Cohesion	This study unit is the fifth in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	At least 80% active participation in classes and continuous identifiable contribution to the project stages is required as input for the tailor-made parts of the written assessment as culminating result of the whole of the educational activities.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	<p>The competencies and skills are being developed by a huge variety of integrative exercises, including reading and listening comprehension, roleplays, composition of a Bewerbungsmappe including written products (cv and letter of application) etc. individually and in pairs, with peer feedback in classes for which the student has to prepare his/her input.</p> <p>Based on ECCDEU3B and ECCDEU4C, the competencies and skills are being developed and trained in a project-type integrative approach including expression of peer feed-back/-forward to evaluate contributions as well as use of the target language. Preparations individually and in pairs before class; plenary sessions and presenting own products for feed-back/-forward in class; finalizing products after class = flipped classroom concept as input for the written assessment based on individual contexts and products.</p>

Required literature / description of learning material	<p>Required:</p> <p>Material and links published on OnderwijsOnline / MS TEAMS</p> <p>Hand-Outs distributed during class</p> <p>Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press, ISBN 9780521648608</p> <p>Advised:</p> <p><i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English - German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361 or any newer edition</p> <p>Pons, Großes Fachwörterbuch Wirtschaft, Deutsch-English / Englisch – Deutsch, ISBN: 978-3-12-517855-7</p>
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	German DEU5B written
Code (modular) exam	ECCDEU5B.1
Assessment criteria	<p>The candidate shows that he/she</p> <p>can apply the target language and target culture's rituals on B1.1 level (structures, register, also specific vocabulary/idiom) to understand texts in the context of working life and job application, to describe features of the working world, to individually write Lebenslauf (c.v.), and Anschreiben (letter of application) and to master telephone and face-to-face contacts among which both roles in a job interview, meeting the target culture's specific requirements also with regards to formal (behavioural) aspects,</p> <p>knows how to compose a "Bewerbungsmappe" (Job application folder).</p> <p>Go / no-go</p> <p>Participation in and contribution to at least 80% of the classes as specified in the Weekly Schedule.</p>

	<p>Only candidates who obtained a “go” qualify for being admitted to the written exam.</p> <p>The “go”/ “no-go” will be indicated in the progress system at the end of the lecture period.</p> <p>Candidates who have enrolled for the written exam, but obtain a “no-go” are strongly advised to DIS-enrol themselves for that exam in order not to lose one of their annual enrolment options!</p> <p>The final grade obtained in the written exam will be entered in the progress system on top of the indicator for “go” of the same period.</p> <p>A candidate obtaining a “no-go” will have to start the study unit from the beginning.</p> <p>A candidate obtaining a “go”, but either failing the written exam or wishing to improve the result, is to hand in the preparatory material with the new examiner by the deadline of exam enrolment for the new exam opportunity at the latest.</p> <p>Written exam during exam periods are based on project products, providing the candidate has obtained a “go” (see above)</p>
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individually
Number of examiners	1
Exam period	T1/T3 providing the candidate has obtained a “go” (see above)
Resit period	T4 providing the candidate has obtained a “go” (see above)
Duration exam	120 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period; resit / catch-up candidates who obtained a “go” in a previous lecture period are to provide their input with the examiner by the new enrolment deadline again.

Discussion and review	Individual review with invigilator; the student can request an individual session with the examiner in the same week as the standard review session, if an examiner has not been present at the standard review session.
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Lecture/ contact hours										
	Period 1 / 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	Mandatory participation included (see "go / no-go above)
Date from which the SU will no longer be offered	N/A

ECC6B German - Elective German 6B

1. General information		
Name of study unit	German for Business 6: Marketing Special: Trade Fairs	
Code for study unit	ECC6B German	
Degree programme and target group	IB, CS	
Teaching period	P2/P4	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self-study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of German on GEFR level B1.1 for business purposes, either by having participated in ISB's ECCDEU1 up to ECCDEU5 or by positive advice upon an entry test	

2. Content and organisation	
Professional task	Communicating in German at CEFR level B1.2 in the specific context of marketing, especially tasks related to trade fair settings.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>Primary (on second level of competencies):</p> <p>WW5: Use one or two additional languages to facilitate international business</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>

General description	<p>The student develops and applies German as additional language in oral and written product specifically in settings of marketing in general and trade fair in particular preparing for CEFR level B1.2</p> <p>The student develops insight into the specific structures and perceptions regarding marketing in particular in the target culture, develops vocabulary/idiom in this field and applies both, as well as intermediate structures for formulations in selected professional products related to tasks in marketing and trade fair as well as chairing and participating in meetings.</p>
Cohesion	<p>This study unit is the sixth in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.</p>
Mandatory participation	<p>At least 80% active participation in classes and continuous regular identifiable contribution to the project stages is required as input for the tailor-made final oral assessment as culminating result of the whole of the educational activities.</p>
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	<p>Based on the projects in ECCDEU3B and ECCDEU4C, the competencies and skills are being developed and trained in a project-type integrative approach including expressing peer feed-back/-forward evaluating each other's contribution and use of the target language during class. Classes therefore are moments of production as well as inter-vision.</p> <p>Preparations individually and sub-groups before class; plenary sessions for alignment and monitored sub-group formal meetings for presenting individual ideas and reaching decisions in class; finalizing products after class = flipped classroom concept as input for the final oral assessment on product, process and evaluation.</p>
Required literature / description of learning material	<p>Required:</p> <p>Material and links published on OnderwijsOnline / MS TEAMS</p> <p>Hand-Outs distributed during class</p> <p>Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press, ISBN 9780521648608</p> <p>Advised:</p> <p><i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English -</i></p>

	<p><i>German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361 or any newer edition</p> <p>Pons, Großes Fachwörterbuch Wirtschaft, Deutsch-English / Englisch – Deutsch, ISBN: 978-3-12-517855-7</p> <p>www.tatsachen-ueber-deutschland.de (German and English version!)</p>
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	German DEU6B oral
Code (modular) exam	ECCDEU6B.4
Assessment criteria	<p>Contents:</p> <p>Based on own material written and oral material produced, the candidate shows that he/she is able to apply the target language on CEFR level B1.2</p> <p>...</p> <ul style="list-style-type: none"> to conduct telephone and face-to-face conversations, to develop trade fair communication material to present products and companies to explain processes to explain and defend decision making to express feedback/feedforward <p>Assessment criteria:</p> <ul style="list-style-type: none"> Completeness of the self-developed input Fluency of oral production (CEF B1.2) Pronunciation (CEFR B1.2) General vocabulary/idiom (CEFR B1.2) Specific vocabulary/idiom Level of morpho-syntactical structures mastered (CEFR B1.2) Explicit interaction (partner-oriented formulations) Contents (in line with assignments & function of the products, and depth)

	<p>Go / no-go</p> <p>Participation in and contribution to at least 80% of the classes as specified in the Weekly Schedule.</p> <p>Only candidates who obtained a “go” qualify for being admitted to the oral assessment</p> <p>The “go”/ “no-go” will be indicated in the progress system at the end of the lecture period.</p> <p>Candidates who have enrolled for the oral assessment, but obtain a “no-go” are strongly advised to DIS-enrol themselves for that assessment in order not to loose one of their annual enrolment options!</p> <p>The final grade obtained in the oral assessment will be entered in the progress system on top of the indicator for “go” of the same period.</p> <p>A candidate obtaining a “no-go” will have to start the study unit from the beginning.</p> <p>A candidate obtaining a “go”, but either failing the oral assessment or wishing to improve the result, is to hand in the preparatory material with the new examiner by the deadline of exam enrolment for the new assessment opportunity at the latest.</p> <p>Oral exam in pairs or small sub-groups based on project products and processes during exam periods, providing the candidate has obtained a “go” (see above)</p>
Exam and modular exam format(s) (type of exam)	Oral
Individual / group	Individual grade
Number of examiners	1
Exam period	T2 / T4 providing the candidate has obtained a “go” (see above)
Resit period	T5 providing the candidate has obtained a “go” (see above)
Duration exam	Approx. 30 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period; re-sit / catch-up candidates who obtained a “go” in a previous lecture period are to provide their input with the examiner by the new enrolment deadline again.
Discussion and review	Individual review with examiner upon request; application for review a week before the respective exam period’s central review session.

Lecture/ contact hours										
	Period 2 / 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU6B	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	Mandatory participation included (see "go / no-go above)
Date from which the SU will no longer be offered	N/A

ECC7A German - Elective German 7A

1. <i>General information</i>		
Name of study unit	<i>German for Business 7: Business Research</i>	
Code for study unit	ECC7A German	
Degree programme and target group	IB, CS	
Teaching period	P1/P3, this elective will only be offered if there are enough enrollments.	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self-study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of German on CEFR level B1.2 for business purposes, either by having participated in IB's / CS's ECCDEU1 up to ECCDEU6 or by positive advice upon an entry test.	

2. <i>Content and organisation</i>	
Professional task	Communicating in German at CEFR level B2.1 for business purposes focusing on the specific context of business research.
Exit qualifications/ Programme Learning Outcomes (PLO)	<p>IB: Primary (on second level of competencies): WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS: Body of Knowledge 6: Language</p>
General description	<p>The student develops and applies German as additional language orally and in writing on CEFR level B2.1, focusing on business research settings.</p> <p>The student develops insight into the specific vocabulary/idiom, register, and structures of the target language and conditions regarding research in the target culture, develops vocabulary/idiom in this field and applies both, in selected products related to the business research context.</p>
Cohesion	This study unit is the 7 th in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language
Mandatory participation	At least 80% active participation in classes and continuous identifiable individual contribution to the project stages including

	formulating evaluations input for the final colloquium based on the whole of the educational activities.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	The competencies and skills are being developed and trained in a project-type integrative approach with the lecturer/tutor as well as peers (each other) evaluating the participants' use of the target language while engaging in research activities, providing feed-back/-forward during class. Activities include specialist reading, specialist tutorials, primary research products, report-writing, etc. Preparations individually before class; plenary sessions for alignment as well as for and presenting own products and applying the target language for giving feed-back/-forward in class; finalizing products after class = flipped classroom concept as input for the final colloquium on products, processes and evaluations.
Required literature / description of learning material	Required: <ul style="list-style-type: none"> • Material and links published on OnderwijsOnline / MS TEAMS • Hand-Outs distributed during classes • Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press, ISBN 9780521648608 Advised: <ul style="list-style-type: none"> • <i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English - German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361 or any newer edition • Pons, <i>Großes Fachwörterbuch Wirtschaft, Deutsch-English / Englisch – Deutsch</i>, ISBN: 978-3-12-517855-7 • www.tatsachen-ueber-deutschland.de (German and English version!)
Required software / required materials	n/a
Extra contributions (EER 2.7)	n/a

3. Examination	
Name (modular) exam	German DEU7A Business Research Colloquium
Code (modular) exam	ECCDEU7A.0
Assessment criteria	<p>The candidate shows that he/she is able to communicate (orally and in writing) in the target language and cultural context on CEFR level B2.1 producing, presenting and evaluating academic texts, graphs, methods, findings and linking these to business models/theories, taking into account on-time delivery, formal aspects, completeness, adequateness and depth of contents, vocabulary/idiom, morpho-syntactical structures ("grammar") and – additionally for oral settings - fluency and pronunciation.</p> <p>Go / no-go Participation in and contribution to at least 80% of the classes as specified in the Weekly Schedule.</p> <p>Only candidates who obtained a "go" qualify for being admitted to the colloquium. The "go"/ "no-go" will be indicated in the progress system at the end of the lecture period. Candidates who have enrolled for the colloquium, but obtain a "no-go" are strongly advised to DIS-enrol themselves for that assessment in order not to loose one of their annual enrolment options!</p> <p>The final grade obtained in the colloquium will be entered in the progress system on top of the indicator for "go" of the same period.</p> <p>A candidate obtaining a "no-go" will have to start the study unit from the beginning. A candidate obtaining a "go", but either failing the colloquium or wishing to improve the result, is to hand in the preparatory material with the new examiner by the deadline of exam enrolment for the new assessment opportunity at the latest.</p> <p>Report-based colloquium during exam periods, providing the candidate has obtained a "go" (see above)</p>
Exam and modular exam format(s) (type of exam)	Other.
Individually/group	Individual grade
Number of examiners	1
Exam period	T1 / T3 providing the candidate has obtained a "go" (see above)
Resit period	T4 providing the candidate has obtained a "go" (see above)
Duration exam	Depending on the size of the colloquium (sub-) group approx. 60 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%

Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period; re-sit / catch-up candidates who obtained a “go” in a previous lecture period are to provide their input with the examiner by the new enrolment deadline again.
Discussion and review	Individual review with examiner upon request; application for review a week before the respective exam period’s central review session.

Lecture/ contact hours										
	Period 1 / 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU7A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC8A German - Elective German 8A

1. <i>General information</i>		
Name of study unit	<i>German for Business 8: Current Business Topics in D-A-CH</i>	
Code for study unit	ECC8A German	
Degree programme and target group	IB, CS	
Teaching period	P2/P4, this elective will only be offered if there are enough enrollments.	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	18
	Time for self-study	52
	Total study load (hours)	70
Entry requirements for study unit	The student has proven to possess an active command of German on CEFR level B2.1 for business purposes, either by having participated in ISB's ECCDEU1 up to ECCDEU7 or by positive advice upon an entry test.	

2. <i>Content and organisation</i>	
Professional task	Communicating in German at CEFR level B2.2 for business purposes focusing on understanding A/V and written texts from D-A-CH media, applying Landeskunde matters and relating the concepts to business-related situations.
Exit qualifications/ Programme Learning Outcomes (PLO)	<p>IB: Primary (on second level of competencies): WW5: Use one or two additional languages to facilitate international business LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS: Body of Knowledge 6: Language</p>
General description	<p>The student develops and applies German as additional language orally and in writing on CEFR level B2.2, focusing on current affairs in business in D-A-CH</p> <p>The student develops deeper insight into the business environment in the target cultures, including political and legal backgrounds, and the impact on these Landeskunde aspects on shaping ideas, expectations, routines, perceptions etc. and identifies and explains similarities and peculiarities upon comparison with his/her native business culture as well as business cultures he/she has experienced during his/her E- and F-cluster.</p>
Cohesion	This study unit is the last and highest in the row of 8 study units. All study units ECCDEU are interwoven with each other in gradually building an

	intermediate language command within professional settings towards more independent application of the target language
Mandatory participation	At least 80% active participation in classes and continuous individual contribution in plenary sessions as well as colloquia is input for the final oral assessment based on the whole of the educational activities tailored to that particular group of participants/candidates is required.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	The competencies and skills are being developed and trained in a colloquium-type approach during class with the participants in the lead of providing the actual contents being investigated into from various Landeskunde and business perspectives on the basis of which also the structural components for the target language are being discussed. Preparations individually before class; weekly plenary sessions as well as colloquia to be held in class; deepening investigations after class = flipped classroom concept as input for the final oral assessment on product, process and evaluation.
Required literature / description of learning material	<p>Required:</p> <ul style="list-style-type: none"> • Material and links published on OnderwijsOnline / MS TEAMS • Hand-Outs distributed during classes • Webster, P. (1999) <i>The German Handbook. Your guide to speaking and writing</i> (2nd edition) Cambridge, Cambridge University Press, ISBN 9780521648608 <p>Advised:</p> <ul style="list-style-type: none"> • <i>Hueber Wörterbuch Learner's Dictionary Deutsch als Fremdsprache – Deutsch – Englisch, Englisch-Deutsch / German – English, English - German</i>, (2009), (1st edition) München, Hueber Verlag, ISBN 9783191017361 or any newer edition • Pons, Großes Fachwörterbuch Wirtschaft, Deutsch-English / Englisch – Deutsch, ISBN: 978-3-12-517855-7 • www.tatsachen-ueber-deutschland.de (German and English version!)
Required software / required materials	n/a
Extra contributions (EER 2.7)	n/a

3. Examination	
Name (modular) exam	German DEU8A oral
Code (modular) exam	ECCDEU8A.4
Assessment criteria	<p>The candidate shows that he/she is able to communicate (orally and/or in writing) in the target language and cultural context on CEFR level B2.2 understanding A/V and written texts in the target language on current business topics, presenting and discussing also the background in their target culture's settings taking into account on-time delivery, adequateness and depth of contents, vocabulary/idiom, morpho-syntactical structures ("grammar") as well as fluency and pronunciation.</p> <p>Go / no-go Participation in and contribution to at least 80% of the plenary and colloquia sessions throughout the lecture period as specified in the Weekly Schedule.</p> <p>Only candidates who obtained a "go" qualify for being admitted to the oral assessment. The "go"/ "no-go" will be indicated in the progress system at the end of the lecture period. Candidates who have enrolled for the assessment, but obtain a "no-go" are strongly advised to DIS-enrol themselves for that assessment in order not to loose one of their annual enrolment options!</p> <p>The final grade obtained in the oral will be entered in the progress system on top of the indicator for "go" of the same period.</p> <p>A candidate obtaining a "no-go" will have to start the study unit from the beginning. A candidate obtaining a "go", but either failing the oral or wishing to improve the result, is to hand in the preparatory material with the new examiner by the deadline of exam enrolment for the new assessment opportunity at the latest.</p> <p>Oral exam during exam periods: Summaries/discussions/evaluations based on input of all participants during classes, providing the candidate has obtained a "go" (see above)</p>
Exam and modular exam format(s) (type of exam)	Oral exam
Individually/group	Individual grade
Number of examiners	1
Exam period	T2 / T4 providing the candidate has obtained a "go" (see above)
Resit period	T5 providing the candidate has obtained a "go" (see above)
Duration exam	Approx. 30 minutes per candidate
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%

Method of enrolment for exam / enrolment period	Enrolment via Alluris. See www.han.nl/insite for the enrolment period; re-sit / catch-up candidates who obtained a “go” in a previous lecture period are to provide their input with the examiner by the new enrolment deadline again.
Discussion and review	Individual review with examiner upon request; application for review a week before the respective exam period’s central review session.

Lecture/ contact hours										
	Period 2 / 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECCDEU8A	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2	2 x 2				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECC3 Spanish - Elective Spanish 3

1. General information									
Name of study unit	<i>Spanish for Business 3: How to use Spanish to find a job.</i>								
Code for study unit	ECC3 Spanish								
Degree programme and target group	IB / CS								
Teaching period	P1 / P3								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. Entry level is A1+.								

2. Content and organisation	
Professional task	To communicate (orally and in writing) in Spanish at CEFR level A2.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW 5 - Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	Student produces language products in Spanish at CEFR level A2 for both general and business communication purposes. The focus of the products lies on how to use Spanish to find a placement or job. The products contain spoken and/or written language. Student learns to use

	grammar and vocabulary that is needed to successfully deliver the language products. Entry level is A1+.
Cohesion	This study unit is the third in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes: continuous language assignments and participation in class are part of the portfolio assessment.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Blended learning, online and offline: lectures, group work, pair activities, role play, individual activities. All language skills are involved.
Required literature / description of learning material	All materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Required software / required materials	All materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish). Quizlet.
Extra contributions	NA

3.Examination		
Name (modular) exam	Spanish 3 Grammar and Vocabulary	Spanish 3 Portfolio
Code (modular) exam	ECCESP3A.2	ECCESP3A.8
Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in short and simple sentences on CEFR level A2.</p> <p>The student shows the ability to use simple and quite correct (business) vocabulary on CEFR level A2.</p> <p>The student shows the ability to communicate (orally and/or in written) at CEFR level A2 in simple and routine tasks requiring a simple and direct exchange of information on familiar, routine and business matters.</p>	
Exam and modular exam format(s) (type of exam)	practical exam	Portfolio
Individual / group	Individual	Individual

Number of examiners	1	1
Exam period	T1 / T3	P1 / P3
Resit period	T4	T1 / T3
Duration exam	60 minutes	NA
Permitted resources / aids	None	NA
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation in de SU leads automatically to enrolment
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer

Lecture/ contact hours								
	Period 1 - Period 3							
Lecture week	1	2	3	4	5	6	8	
ECCESP3A	2x2	2x2	2x2	2x2	2x2	2x2		

Changes compared to last year	Changes to Cohesion and Assessment criteria
Date from which the SU will no longer be offered	NA

ECC4 Spanish - Elective Spanish 4

1. General information		
Name of study unit	<i>Spanish for Business 4: How to use Spanish to enter the market.</i>	
Code for study unit	ECC4 Spanish	
Degree programme and target group	IB / CS	
Teaching period	P2 / P4	
ECTS credits and Study load	Study load: 2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	21
	Time for self study	49
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. Entry level is A2.	

2. Content and organisation	
Professional task	To communicate (orally and in writing) in Spanish at CEFR level A2+.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW 5 - Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	Student produces language products in Spanish at CEFR level A2+ for both general and business communication purposes. The focus of the products lies on how to use Spanish to enter the market. The products contain spoken and/or written language. Student learns to use grammar and vocabulary that is needed to successfully deliver the language products. Entry level is A2.

Cohesion	This study unit is the fourth in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes: continuous language assignments and participation in class are part of the portfolio assessment.
Maximum number of participants	N/A
Compensation options	No
Activities and/or instructional formats	Blended learning, online and offline: lectures, group work, pair activities, role play, individual activities. All language skills are involved.
Required literature / description of learning material	All materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Required software / required materials	All materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Extra contributions	NA

3.Examination		
Name (modular) exam	Spanish 4 Grammar and Vocabulary	Spanish 4 Portfolio
Code (modular) exam	ECCESP4A.2	ECCESP4A.8
Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in short and simple sentences on CEFR level A2+.</p> <p>The student shows the ability to use simple and quite correct (business) <u>vocabulary</u> on CEFR level A2+.</p> <p>The student shows the ability to <u>communicate</u> (orally and/or in written) at CEFR level A2+ in simple and routine tasks requiring a simple and direct exchange of information on familiar, routine and business matters.</p>	
Exam and modular exam format(s) (type of exam)	Practical exam	Portfolio
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T2 / T4	P2 / P4
Resit period	T5	T2 / T4
Duration exam	60 minutes	NA
Permitted resources / aids	none	NA

Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation in the SU leads automatically to enrolment
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer

Lecture/ contact hours							
	Period 2 – Period 4						
Lecture week	1	2	3	4	5	6	8
ECCESP4A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	Changes to Cohesion, Lecture hours and Assessment criteria
Date from which the SU will no longer be offered	NA

ECC5 Spanish - Elective Spanish 5

1. General information		
Name of study unit	Spanish for Business 5: How to use Spanish in online communication	
Code for study unit	ECC5 Spanish	
Degree programme and target group	IB, CS	
Teaching period	P1 / P3	
ECTS credits and Study load	Study load: 2,5 EC	
	Number of hours on the clock:	
	Scheduled contact time	18
	Time for self study	52
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. Entry level is A2+.	

2. Content and organisation	
Professional task	To communicate (orally and in writing) in Spanish at CEFR level B1.
Exit qualifications / Programme Learning Outcomes (PLO)	IB: WW 5 - Use one or two additional languages to facilitate international business.
	LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.
	CS: Body of Knowledge 6: Language
General description	Student produces language products in Spanish at CEFR level B1 for both general and business communication purposes. The focus of the products

	lies on how to use Spanish in online communication. The products contain spoken and/or written language. Student learns to use grammar and vocabulary that is needed to successfully deliver the language products. Entry level is A2+.
Cohesion	This study unit is the fifth in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes: continuous language assignments and participation in class are part of the portfolio assessment.
Maximum number of participants	NA
Compensation options	NA
Activities and/or instructional formats	Blended learning, online and offline: lectures, group work, pair activities, role play, individual activities. All language skills are involved.
Required literature / description of learning material	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Required software / required materials	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Extra contributions	NA

3.Examination		
Name (modular) exam	Spanish 5 Grammar and Vocabulary	Spanish 5 Portfolio
Code (modular) exam	ECCESP5A.2	ECCESP5A.8
Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in simple connected text and sentences on CEFR level B1.</p> <p>The student shows the ability to use high frequency every day and business <u>vocabulary</u> on CEFR level B1.</p>	<p>The student shows the ability to communicate (orally and/or in written) at CEFR level B1 and produces simple connected texts, stories or conversations about everyday life or business matters.</p>

Exam and modular exam format(s) (type of exam)	practical exam	Portfolio
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	T1 / T3	P1 / P3
Resit period	T4	T1 / T3
Duration exam	60 minutes	NA
Permitted resources / aids	none	NA
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation in the SU leads automatically to enrolment
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer

Lecture/ contact hours							
	Period 1 – Period 3						
Lecture week	1	2	3	4	5	6	7
ECC ESP5A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	Changes to Cohesion, Exam duration and Assessment criteria
Date from which the SU will no longer be offered	NA

ECC6 Spanish - Elective Spanish 6

1. General information									
Name of study unit	Spanish for Business 6: How to use Spanish to explore the external environment								
Code for study unit	ECC6 Spanish								
Degree programme and target group	IB, CS								
Teaching period	P2 / P4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. Entry level is B1.								

2. Content and organisation	
Professional task	To communicate (orally and in writing) in Spanish at CEFR level B1+.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WW 5 - Use one or two additional languages to facilitate international business.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS:</p> <p>Body of Knowledge 6: Language</p>
General description	Student produces language products in Spanish at CEFR level B1+ for both general and business communication purposes. The focus of the products lies on how to use Spanish to explore the external

	environment. The products contain spoken and/or written language. Student learns to use grammar and vocabulary that is needed to successfully deliver the language products. Entry level is B1
Cohesion	This study unit is the sixth in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes: continuous language assignments and participation in class are part of the portfolio assessment.
Maximum number of participants	NA
Compensation options	NA
Activities and/or instructional formats	Blended learning, online and offline: lectures, group work, pair activities, role play, individual activities. All language skills are involved.
Required literature / description of learning material	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Required software / required materials	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Extra contributions	NA

3.Examination		
Name (modular) exam	Spanish 6 Grammar and Vocabulary	Spanish 6 Portfolio
Code (modular) exam	ECCESP6A.2	ECCESP6A.8
Assessment criteria	<p>The student shows the ability to use quite correct <u>grammar</u> in simple connected text and sentences on CEFR level B1+.</p> <p>The student shows the ability to use high frequency every day and business <u>vocabulary</u> on CEFR level B1+.</p>	The student shows the ability to communicate (orally and/or in written) at CEFR level B1+ and produces simple connected texts, stories or conversations about everyday life or business matters.
Exam and modular exam format(s) (type of exam)	Practical exam	Portfolio
Individual / group	Individual	Individual
Number of examiners	1	1

Exam period	T2 / T4	P2 / P4
Resit period	T5	T2 / T4
Duration exam	60 minutes	NA
Permitted resources / aids	none	NA
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
ECC ESP6A	2x2	2x2	2x2	2x2	2x2	2x2	

Changes compared to last year	Changes to Cohesion, Exam duration and Assessment criteria
Date from which the SU will no longer be offered	NA

ECC7 Spanish - Elective Spanish 7

1. <i>General information</i>									
Name of study unit	Spanish for Business 7: How to use Spanish in business negotiations								
Code for study unit	ECC7 Spanish								
Degree programme and target group	IB, CS								
Teaching period	P1 / P3 , this elective will only be offered if there are enough enrollments.								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. Entry level is B1+.								

2. <i>Content and organisation</i>	
Professional task	To communicate (orally and in writing) in Spanish at CEFR level B2.
Exit qualifications / Programme Learning Outcomes (PLO)	IB WW 5 - Use one or two additional languages to facilitate international business. LW13 Use appropriate verbal and non-verbal communication in an intercultural setting. CS: Body of Knowledge 6: Language
General description	Student produces language products in Spanish at CEFR level B2 for both general and business communication purposes. The focus of the products lies on how to use Spanish in business negotiations. The products contain spoken and/or written language. Student learns to use grammar and vocabulary that is needed to successfully deliver the language products. Entry level is B1+.
Cohesion	This study unit is the seventh in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes: Continuous language assignments and participation in class are part of the portfolio assessment.
Maximum number of participants	N/A
Compensation options	N/A
Activities and/or instructional formats	Blended learning, online and offline: lectures, group work, pair activities, role play, individual activities. All language skills are involved.

Required literature / description of learning material	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Required software / required materials	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Extra contributions (TER 2.7)	N/A

3. Examination		
Name (modular) exam	Spanish 7 Grammar	Spanish 7 Portfolio
Code (modular) exam	ECC-ESP7A.1	ECC-ESP7A.8
Assessment criteria	The student shows the ability to use quite correct <u>grammar</u> in text and sentences on CEFR level B2.	The student shows the ability to communicate (orally and/or in written) at CEFR level B2 and produces texts, stories or conversations about current issues or business matters.
Exam and modular exam format(s) (type of exam)	Written exam	Portfolio
Individual / group	Individual	(Partly) Individual
Number of examiners	1	1
Exam period	T1 / T3	P1 / P3
Resit period	T4	T1 / T3
Duration exam	60 minutes	N/A
Permitted resources / aids	none	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer

Lecture/ contact hours										
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECC-ESP7A	2x2	2x2	2x2	2x2	2x2	2x2				

Changes compared to last year	Changes to PLO's, Exam name and Exam duration
Date from which the SU will no longer be offered	N/A

ECC8 Spanish - Elective Spanish 8

1. <i>General information</i>									
Name of study unit	Spanish for Business 8: How to use Spanish in business research								
Code for study unit	ECC8 Spanish								
Degree programme and target group	IB, CS								
Teaching period	P2 / P4, this elective will only be offered if there are enough enrollments.								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. Entry level is B2.								

2. <i>Content and organisation</i>	
Professional task	To communicate (orally and in writing) in Spanish at CEFR level B2+.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB: WW 5 - Use one or two additional languages to facilitate international business. LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>CS: Body of Knowledge 6: Language</p>
General description	Student produces language products in Spanish at CEFR level B2+ for both general and business communication purposes. The focus of the products lies on how to use Spanish in business research. The products contain spoken and/or written language. Student learns to use grammar and vocabulary that is needed to successfully deliver the language products. Entry level is B2.
Cohesion	This study unit is the eighth and final in a consecutive row of 8 study units. All study units ECCESP are interwoven with each other in gradually building an intermediate language command within professional settings towards more independent application of the target language.
Mandatory participation	Yes: Language assignments in class and participation are part of the portfolio assessment.
Maximum number of participants	NA
Compensation options	NA
Activities and/or instructional formats	Blended learning, online and offline: lectures, group work, pair activities, role play, individual activities. All language skills are involved.

Required literature / description of learning material	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Required software / required materials	All study materials are published on OnderwijsOnline (site IB/CS - ECC-Spanish).
Extra contributions (TER 2.7)	NA

3. Examination		
Name (modular) exam	Spanish 8 Grammar	Spanish 8 Portfolio
Code (modular) exam	ECCESP8A.1	ECCESP8A.8
Assessment criteria	The student shows the ability to use quite correct <u>grammar</u> in text and sentences on CEFR level B2+.	The student shows the ability to communicate (orally and/or in written) at CEFR level B2 and produces texts, stories, presentations or conversations about current issues or business research matters.
Exam and modular exam format(s) (type of exam)	Written exam / computer assisted	Portfolio
Individual / group	Individual	(Partly) Individual
Number of examiners	1	1
Exam period	T2 / T4	P2 / P4
Resit period	T5	T2 / T4
Duration exam	60 minutes	N/A
Permitted resources / aids	none	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	40%	60%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period	Participation is enrolment
Discussion and review	Individual review with invigilator, the student can request an individual session with the examiner.	Individual review upon request. Contact lecturer

Lecture/ contact hours										
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10
ECC-ESP8A	2x2	2x2	2x2	2x2	2x2	2x2				

Changes compared to last year	Changes to PLO's, Exam name and Exam duration
Date from which the SU will no longer be offered	N/A

EAQL - Elective Advanced qualitative methods

1.General information									
Name of study unit	Advanced qualitative methods								
Code for study unit	EAQL								
Degree programme and target group	IB/CS								
Teaching period	P1 and or P2 and or P3 and or P4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>13,5 h</td> </tr> <tr> <td>Time for self study</td> <td>56,5 h</td> </tr> <tr> <td>Total study load (hours)</td> <td>70 h</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	13,5 h	Time for self study	56,5 h	Total study load (hours)	70 h
	Number of hours on the clock:								
Scheduled contact time	13,5 h								
Time for self study	56,5 h								
Total study load (hours)	70 h								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2.Content and organisation	
Professional task	<p>Research properly</p> <p>Create a proper organizational diagnosis and solution built on evidence based research</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed</p> <p>WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion</p> <p>TWM 24 Analyze a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p> <p>LW13 Students inform/communicate in a convincing way for a defined target group</p>
General description	The sessions are organized as workshops dealing with different aspects of the consulting/coaching process. This will help the student improve their consulting process and learn which tools are appropriate for each of the stages of consulting.

	<ul style="list-style-type: none"> - Topics: stages of consulting process, data collection and data analysis instruments at each of the consulting stage (e.g. interview/focus groups, Participatory visual methods, Participant observation & ethnography, Conversation analysis, narrative analysis, Discourse analysis and discursive research), creative methods in organizational research - Outcomes: understand the basic aspects of consulting, application of different tools at each of the stages of the consulting process (the action plan goes up to the execution stage)
Cohesion	The students who take this elective can join teams from Consulting and coaching and/or D to G cluster O&C modules. This way they use the colleagues from other modules as clients and support them.
Mandatory participation	As the work happens during the schedule sessions, it is recommended that the students are present at every session.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Flipped classroom, E-learning, guest speakers.
Required literature / description of learning material	All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	Research report presentation
Code (modular) exam	EAQL RRR1A.8
Assessment criteria	<p>Students produce a problem diagnosis for the client based on evaluation of evidence</p> <p>Students examines the problem of the client with the help of qualitative methods</p> <p>Students present their plan for a defined target group</p>
Exam and modular exam format(s) (type of exam)	Research report and oral presentation

Individual / group	Group (2 students max)
Number of examiners	1
Exam period	P3 and/or P4
Resit period	P3 and/or P4
Duration exam	Max. 0.5 hours
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	-
Discussion and review	Via lecturer

Lecture/ contact hours										
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

EAQT - Elective Advanced Quantitative Research

1. General information		
Name of study unit	Advanced Quantitative Research	
Code for study unit	EAQT	
Degree programme and target group	IB and CS	
Teaching period	P1 and or P2 and or P3 and or P4	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time	13.5
	Time for self-study	56.5
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1	

2. Content and organisation	
Professional task	Learning to analyze datasets using advanced quantitative research methods, and presenting the results in an academic report.
Exit qualifications / Programme Learning Outcomes (PLO)	WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. WW7: Produce management information from various data sources in an international business environment. TWM24: Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.
General description	During the course students learn various statistical techniques and can apply them to datasets. Students also learn how to design surveys and write a quantitative research report that meets academic standards.
Cohesion	N/A
Mandatory participation	No

Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Lectures and Workshops
Required literature / description of learning material	Various articles made available for free on #OO
Required software / required materials	Microsoft Excel
Extra contributions	N/A

3.Examination	
Name (modular) exam	Portfolio
Code (modular) exam	EAQT PFL1A.8
Assessment criteria	<p>The student can investigate a research problem using comparative statistical analysis (t-test, ANOVA, chi-square) (MLO1, 2, 3. WT1, WW7, TWM24)</p> <p>The student can investigate a research problem using predictive statistical analysis (multiple regression) (MLO1, 2, 3. WT1, WW7, TWM24)</p> <p>The students can evaluate the quantitative research methods used in a published research report (MLO1, 2,3. WT1, TWM24)</p> <p>The student can produce a quantitative research report presenting the findings according to APA standards. (MLW1,2,3,4. WT1, WT7, TWM24)</p>
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P3 and/or P4
Resit period	To be decided with lecturer
Duration exam	N/A

Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A
Discussion and review	N/A

Lecture/ contact hours							
	Period 1/ 3						
Lecture week	1	2	3	4	5	6	7
	3	3	3	3	3	3	

Changes compared to last year	Change in assessment criteria
Date from which the SU will no longer be offered	N/A

EBC - Elective Blockchain in International Business

1. General information									
Name of study unit	Blockchain in International Business								
Code for study unit	EBC								
Degree programme and target group	IB, CS								
Teaching period	P1 and or P2 and or P3 and or P4								
ECTS credits and Study load	Study load: 2.5 ECTS								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time (3 hrs per week)</td> <td>14</td> </tr> <tr> <td>Time for self study</td> <td>56</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time (3 hrs per week)	14	Time for self study	56	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time (3 hrs per week)	14								
Time for self study	56								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1								

2. Content and organisation	
Professional task	Solve a business problem using blockchain related solution(s) in various business activities within an international business environment.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>IB:</p> <p>WT 2: Create innovative ideas in a changing business environment in a systematic fashion</p> <p>WW7: Produce management information from various data sources in an international business environment</p> <p>TWM 17: Incorporate developments of the digital landscape in a marketing strategy</p> <p>TWM 18: Evaluate financial performance of the organisation from different stakeholders' perspectives</p> <p>TWM 20: Evaluate operations processes within and between organisations.</p>

	<p>TWM 23: Assess the impact of change on the organisation.</p> <p>CS:</p> <p>2 Target Group & Behaviour</p>
General description	<p>In this study unit, students will learn to:</p> <p>develop state-of-the art knowledge about the functionalities of blockchain technology,</p> <p>develop knowledge on how to implement blockchain technology in various business activities in the context of 'international business', and</p> <p>evaluate a blockchain technology solution and determine whether to adapt, adapt partially or not to adapt, based on financial/non-financial cost benefit analysis.</p>
Cohesion	elective in IB and CS
Mandatory participation	Yes, 80% of the lectures. Mandatory because of group activities in class.
Maximum number of participants	25
Compensation options	None
Activities and/or instructional formats	<p>Simulations / Gaming / Group Coaching</p> <p>Prepare each lecture according the syllabus BIB, published on OnderwijsOnline.</p> <p>In the classes students will also have time to work on their assignment</p> <p>Students will be put in teams of 3 – 5 students per group.</p>
Required literature / description of learning material	<p>Articles about Blockchain in business (peer and non-peer reviewed).</p> <p>Video and e-publications.</p> <p>Recommended:</p> <p>The Basics of Bitcoins and Blockchains, Lewis (2018), ISBN 9781633538009</p> <p>Blockchain Organizing for Managers, Bessems (2018) ISBN 9789463678223</p>
Required software / required materials	None
Extra contributions	None

3.Examination	
Name (modular) exam	Blockchain in International Business
Code (modular) exam	EBC BIB1A.4
Assessment criteria	Knowledge about business perspectives of blockchain technology solutions and implementations Being able to make a trade-off between financial and non-financial costs and benefits.
Exam and modular exam format(s) (type of exam)	Oral exam (based on the A3 report, the content of the lectures, and the presentation)
Individual / group	Group A3 report, presentation and defence.
Number of examiners	1
Exam period	P1 and or P2 and or P 3 and or P 4
Resit period	P1 and or P2 and or P 3 and or P 4 <i>If you fail your resit or want to retry after a resit, you have to take the elective again and start from the beginning.</i> <i>If this falls within the same academic year you will receive two more exam opportunities.</i>
Duration exam	20 minutes
Permitted resources / aids	A3 report and PPT-slides
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	After appointment with the lecturer.

Lecture/ contact hours										
	Period 1, 2, 3, and 4.									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	Finetuning throughout the SUD.
Date from which the SU will no longer be offered	None

EBDM - Elective Business Decision Making

1. General information		
Name of study unit	<i>Elective Business Decision Making (Management Game)</i>	
Code for study unit	EBDM	
Degree programme and target group	IB, CS	
Teaching Period	P1 and/or P2 and or/ P3 and/or P4	
ECTS credits and Study load	Study load: 2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	21
	Time for self study	49
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.	

2. Content and organisation	
Professional task	Business Manager, acting as a CEO, CMO, CPO or CFO in an international company
Exit qualifications / Programme Learning Outcomes (PLO)	The learning objectives of the elective 'the Management Game' are derived from IB competences: Assessed WW7: Produce management information from various data sources in an international business environment TWM18: Evaluate financial performance of the organisation from different stakeholders' perspectives. TWM19: Recommend financing possibilities in a dynamic international environment TWM21: Manage operations processes within and between organisations Involved WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion

	<p>WT3: Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>CS:</p> <p>1 Context & Strategy</p> <p>4 Planning & Organisation</p>
General description	<p>This elective aims to be an integration of marketing, finance and distribution decision-making skills, in a simulated management environment. The student must make several business decisions to sustain the profitable growth of the simulated company. Additional team tasks are requested to improve the ability to make suitable professional decisions. The learning environment is the boardroom of the management team.</p>
Cohesion	<p>In year two students choose their specific field of study. In the BMG they can choose already a specific role that resembles the specific field of study the students might choose.</p> <p>CEO: Marketing&Sales / Organisation&Change</p> <p>CMO: Marketing&Sales</p> <p>CPO: Supply Chain Management</p> <p>CFO: Finance</p>
Mandatory participation	<p>The management game has the character of a practical, this means that presence is obligatory. If, in case of illness or otherwise, sessions are missed, the following rule applies:</p> <p>In case two or more management team meetings are missed the practical becomes invalid, the student excluded from participating in the assessment and the mark will be a 1 for the written exam.</p>
Maximum number of participants	25
Compensation options	NA
Activities and instructional formats (teaching and learning activities)	<p>The learning environment is the boardroom of the management team where a team of managers must make business decision to run a profit-driven company</p>
Required literature / description of learning material	<p>Compulsory:</p> <p>Game Manual and Game documents on #OnderwijsOnline</p>
Required software / required materials	NA
Extra contributions	NA

3.Examination	
Name (modular) exam	Written Exam
Code (modular) exam	EBDM BDM1A.1
Assessment criteria	<p>The student is able to:</p> <p>Review and assess decisions made by other groups through insight and research of the financial, logistical and marketing game decision(game-data) of a random game company.</p> <p>Prepare financial, logistical and marketing decisions for a random game company.</p> <p>Manage the process of decision making in a company;</p> <p>Formulate and execute marketing objectives;</p> <p>Maintain a critical attitude with respect to:</p> <p>taking risks</p> <p>working systematically and under time pressure</p>
Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individual
Number of examiners	1
Exam period	T1 and or T2 and or T3 and or T4
Resit period	T2 and or T3 and or T4 and or T5
Duration exam	90 minutes
Permitted resources / aids	Non-graphing calculator
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period P1 and/or P2 and or/ P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
EBDM BDM1A	6	3	3	3	3	3	

Changes compared to last year	Week 1 6 instead of 3 hours
Date from which the SU will no longer be offered.	NA

EBSD - Elective Brand Strategy and Design

1. General information									
Name of study unit	Brand Strategy and Design								
Code for study unit	EBSD								
Degree programme and target group	IB								
Teaching period	P1 and or P2 and or P3 and or P4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	18								
Time for self study	52								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1								

2. Content and organisation	
Professional task	<p>Brand Activation Manager</p> <p>The Brand Activation Manager is responsible for creating and managing creative branding concepts that support the activation of a company's brand. As the 'brand guardian', brand managers maintain brand integrity across all company marketing initiatives and communications, and may manage a portfolio of products.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>WT2- Create innovative ideas in a changing business environment in a systematic fashion;</p> <p>LW10- Formulate one's own position concerning ethical and social responsibility in a professional environment;</p> <p>Involved:</p> <p>WT3- Analyze patterns in global macroeconomic factors and policies that drive international trade and business development;</p> <p>LW 11- Mitigate the pitfalls of cultural differences in business and social contexts;</p>

General description	<p>Even though international companies aim to communicate the same image of global brands across different cultures, the image and brand identity of those brands may still be perceived differently due to differences in cultural values. Additionally, today's businesses have to deal with corporate responsibility and ethics. Therefore often the question raises if this does affect brands and how can companies can build sustainable brands?</p> <p>Thus, in this course students will conduct a theory-led critical analysis on brand positioning and its challenges in order to be able to create a creative concept that supports a brands ERS (Ethics, responsibility, Sustainability) position.</p> <p>Topics:</p> <ul style="list-style-type: none"> Brand characteristics Brand identity Brand architecture Competitors and positioning Brand relevance Positioning approaches Intercultural branding ERS
Cohesion	N/A
Mandatory participation	Students need to be present at least 5 out of 6 classes because the learning happens in class and there is little opportunity to catch up alone or outside school. In class there will be assignments made as preparation on the poster which they individually hand in.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Case studies, lectures, workshops
Required literature / description of learning material	<p>Mandatory:</p> <p>All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline and MS Teams.</p>
Required software / required materials	N/A
Extra contributions	N/A

3. Examination	
Assessment criteria	<p>The student conducts a theory-led brand strategy analysis for a client;</p> <p>The student is able to critically analyze the branding challenges facing organizations and effectively design branding solutions both in a national and international context;</p> <p>The concept supports the client's brand position concerning ethical and social responsibility;</p> <p>The student is able to create a product that communicates an universal message which is understandable for all shareholders of the client.</p>
Name (modular) exam	Brand Concept presentation
Code (modular) exam	EBSD BCP1A.5
Exam and modular exam format(s) (type of exam)	Presentation
Individual / group	Individual
Number of examiners	1
Exam period	P3 and/or P4
Resit period	P3 and/or P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	With lecturer

Lecture/ contact hours										
	Period 1,2,3,4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3	-	-	-	-

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECAC - Elective Consulting and Coaching

1. General information									
Name of study unit	Consulting and coaching								
Code for study unit	ECAC								
Degree programme and target group	IB/CS								
Teaching period	P1 and or P2 and or P3 and or P4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18 h</td> </tr> <tr> <td>Time for self study</td> <td>52 h</td> </tr> <tr> <td>Total study load (hours)</td> <td>70 h</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18 h	Time for self study	52 h	Total study load (hours)	70 h
		Number of hours on the clock:							
	Scheduled contact time	18 h							
Time for self study	52 h								
Total study load (hours)	70 h								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. Content and organisation	
Professional task	Consult and coach Supporting individuals/groups to reach their goals
Exit qualifications / Programme Learning Outcomes (PLO)	Assessed WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion LW8 Express reflections on one's personal development with the aim of personal growth LW 13 Students inform/communicate in a convincing way for a defined target group Involved LW10 Formulate one's own position concerning ethical and social responsibility in a professional environment LW11 Mitigate the pitfalls of cultural differences in business and social contexts

General description	<p>The sessions are organized as workshops dealing with different aspects of the consulting/coaching process. This will help the student improve their consulting process and learn which tools are appropriate for each of the stages of consulting.</p> <p>Topics: stages of consulting process, different consulting roles (coach, advisor, coach, consular, facilitator), change and resistance to change,</p> <p>Outcomes: understand the basic aspects of consulting and change, application of different tools at each of the stages of the consulting process (the action plan goes up to the execution stage)</p>
Cohesion	The students who take this elective can join teams from Consulting and coaching and/or D to G cluster O&C modules. This way they use the colleagues from other modules as clients and support them.
Mandatory participation	As the work happens during the schedule sessions, it is recommended that the students are present at every session.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Flipped classroom, e-learning, client meetings, guest speakers
Required literature / description of learning material	All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.
Required software / required materials	N/A
Extra contributions	N/A

3.Examination

Name (modular) exam	Action plan presentation
Code (modular) exam	ECAC APP1A.4
Assessment criteria	<p>Students produce a problem diagnosis for the client based on evaluation of evidence</p> <p>Students justify the choice of tools and instruments to diagnose the problem of the client</p> <p>Students present their plan for a defined target group</p>
Exam and modular exam format(s) (type of exam)	Oral + written

Individual / group	Group (2 students max)
Number of examiners	1
Exam period	P3 and/or P4
Resit period	P3 and/or P4
Duration exam	Max. 0.5 hours
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A
Discussion and review	Via lecturer

Lecture/ contact hours										
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ECB - Elective International Consumer Behaviour

1. General information									
Name of study unit	International Consumer Behaviour								
Code for study unit	ECB								
Degree programme and target group	IB, CS								
Teaching Period	P1 and/or P2 and/or P3 and/or P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>13,5</td> </tr> <tr> <td>Time for self study</td> <td>56,5</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	13,5	Time for self study	56,5	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	13,5								
Time for self study	56,5								
Total study load (hours)	70								
Entry requirements for study unit	Student should at least have obtained 45 EC in IB1.								

2. Content and organization	
Professional task	<p>Consumer Behavior Specialist</p> <p>The Consumer Behavior Specialist is responsible for gathering, identifying and understanding the (unmet) needs and desires of consumers through research in order to help company/brands to stay relevant in an everchanging consumer landscape.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Assessed:</p> <p>IB:</p> <p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p>TWM17 Incorporate developments of the digital landscape in a marketing strategy.</p>

	<p>WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>WT1 Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion)</p> <p>LW10 Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>CS: 1 Context & Strategy 2 Target Group & Behaviour 3 Concept & Creation</p>
General description	In the elective International Consumer Behaviour, students will go through various steps of understanding consumers and get hands-on insights gathering experience during a consumer dive into a consumer behaviour trend of their choice. Student will learn the tools to help companies or brands to stay relevant by uncovering opportunities and barriers within the international target consumers' emerging habits, cultures, and practices.
Cohesion	Cohesion with (digital) marketing courses year 1 and 2 IB/CS
Mandatory participation	Yes, a minimum of 5 out of 6 classes is mandatory. During the courses interaction between lecturers and students will take place for feedback/feedforward. In case of not meeting this requirement, the student must follow the module again.
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats (Teaching and Learning activities)	Lectures consist out of a combination of practical cases and theory of consumer behaviour in an international context. During the course, you will work on small assignments that together are part of the graded portfolio assignment. During the classes various methods are used in order to support the learning process, for example PDF- articles, PowerPoint, video's etc. The lecturer coaches on transfer (i.e. in-depth understanding, critical thinking) between theory and practice. Students learn in an interactive way with- and from each other; receive feedback from each other and the lecturer.
Required literature / description of learning material	All required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline and/or via MS Teams

Required software / required materials	-
Extra contributions	-

3.Examination	
Name (modular) exam	Portfolio
Code (modular) exam	ECB CBE1A.8
Assessment criteria	<p>The student can analyse and address new consumer behaviour challenges.</p> <p>The student is able to gather, identify and interpret new shifts in consumer behaviour based on literature / consumer insight reports / articles (use sources) and own research results.</p> <p>The student can reveal an unfiltered view of the underlying mechanism that drive consumers and culture and affects international marketing and branding strategies in the context of international consumer behaviour.</p> <p>The student can turn an in-depth understanding of consumers into an insightful and visual attractive consumer story that immerses companies/brands in (unmet) and upcoming needs and pains of consumer audiences to show the client why adaptations and innovations are needed to stay ahead of new international market developments.</p> <p>The student can create a consumer insights report with marketing and branding implications based on in-depth consumer behaviour research.</p> <p>The student understands the critical role that ethics play in modern marketing and branding and consequently applies this in the context of consumer behaviour.</p>
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P1 or P2 or P3 or P4
Resit period	Second chance: 1 week after receiving the grade in Alluris for first chance

	After failing first and second attempt, student must redo complete module in another period.
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	-
Discussion and review	With lecturer

Lecture/ contact hours							
	Period P1 and/or P2 and or/ P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
ECB CBE1A	3	3	3	3	3	3	-
Changes compared to last year	<p>From 6 independent assignments to one integrated portfolio. We also spend more attention to visual aspects compared to before.</p> <p>Case examples, articles and PDF's are updated.</p>						
Date from which the SU will no longer be offered.	NA						

	<p>WW 6 collaborate effectively with different kinds of stakeholders in different cultural organisational, and political landscapes to contribute to achieving agreed goals (involved).</p> <p>CS:</p> <p>2 Target Group & Behaviour</p>
General description	<p>In this project you will work online on a business case together <u>with students from a HAN partner University</u>. Working on guided tasks with colleagues from a different culture will give you the opportunity to work in online teams and stimulate the development of intercultural awareness. A consultant who is able to bridge and capitalise on cultural differences can enhance the quality of teams. Your cultural competence (intercultural knowledge, skills, awareness and attitudes) will get a boost if you participate in this project.</p>
Cohesion	N/A
Mandatory participation	Online participation is mandatory.
Maximum number of participants	25
Compensation options	N/A
Activities and/or instructional formats (teaching and learning activities)	<p>This blended (online and offline) project has regular face-to-face sessions combined with online sessions in virtual international teams with students from the partner University.</p> <p>The online activities are:</p> <ol style="list-style-type: none"> 1. Pre-test (individual) 2. Icebreaker (followed by a reflection task) -individual 3. Development of a work plan based on the Comparison & Analysis of cultural products (followed by a reflection task) -team work 4. Delivery of a final assignment (followed by a reflection task)- teamwork 5. Posttest - individual
Required literature / description of learning material	Nunez, Carlos. (2018). Intercultural Sensitivity: from denial to intercultural competence.
Required software / required materials	Skype/ WhatsApp/ MS Teams
Extra contributions	NA

3.Examination	
Name (modular) exam	Crossing borders portfolio
Code (modular) exam	ECBW CBW1A.5
Assessment criteria	<p>Active participation in the online group sessions.</p> <p>Students have to accomplish all 5 tasks online in time and handed in for feedback online.</p> <p>Students recognise what influence culture has on their actions and on actions of others;</p> <p>Students adjust their behavior if necessary to enhance the quality of work in a cultural diverse team.</p> <p>Students demonstrate respect to intercultural relationship</p> <p>Students demonstrate that they are able to adjust one's verbal communication during the online collaboration in a culturally diverse team.</p> <p>Students reflect on their behavior and that of others from an intercultural perspective and make adjustments if necessary.</p> <p>The assessment is 50% individual and 50% group work.</p>
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual and group assessments.
Number of examiners	1
Exam period	P1 or P2 and P3 or P4
Resit period	P1 or P2 and P3 or P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	Each task must be achieved with at least 5.5.
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA, in class
Discussion and review	With lecturer

Lecture/ contact hours							
	Period 2/4						
Lecture week	1	2	3	4	5	6	7
ECBW CBW1A	3	3	3	3	3	3*	

*assessment

Changes compared to last year	NA
Date from which the SU will no longer be offered.	NA

ECD - Elective Get Hired!

1. General information									
Name of study unit	Get Hired! Career Development 101 – everything you need to know								
Code for study unit	ECD								
Degree programme and target group	IB								
Teaching period	P1 and/or P2 and/or P3 and/or P4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>16</td> </tr> <tr> <td>Time for self study</td> <td>54</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	16	Time for self study	54	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	16								
Time for self study	54								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. Content and organisation	
Professional task	Advancing one's career by exploring the job market, producing a professional looking curriculum vitae and LinkedIn profile, writing a clear and concise cover letter, building a network and training interview skills.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WW4 Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.</p> <p>LW8 Express reflections on one's personal development with the aim of personal growth.</p> <p>LW9 Respond appropriately to an unfamiliar, or unexpectedly changing business environment.</p>
General description	This course is designed for students who are interested in advancing their careers in the global marketplace. In this course, you will learn about the job/internship search, and application & interview process in Western countries, while comparing and contrasting the same process in your home country. You will build your vocabulary and improve your language skills to achieve your professional goals. During the course you will explore the job and internship market, create a personal brand strategy, write a CV and cover letter, create/improve your LinkedIn profile and learn how to build a

	network. You will also practise conducting a job interview, both as an applicant and hiring manager. Having taken this course, your chances of getting hired will definitely have increased.
Cohesion	NA
Mandatory participation	Yes
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Lectures, working on assignments and taking part in job interviews.
Required literature / description of learning material	Instruction sheets (distributed by the lecturer)
Required software / required materials	NA
Extra contributions	NA

3.Examination	
Name (modular) exam	Career Development Portfolio
Code (modular) exam	ECD-ENG1A.8
Assessment criteria	<p>LW9:</p> <ul style="list-style-type: none"> - the student demonstrates an understanding of the global marketplace - the student demonstrates an understanding of today's networking <p>WW4:</p> <ul style="list-style-type: none"> - the student conducts a successful job interview, both as an applicant and a hiring manager (depending on the size of the group one role may suffice) - the student produces an effective and persuasive CV + cover letter - the student creates an effective and persuasive LinkedIn profile <p>LW8:</p> <ul style="list-style-type: none"> - the student critically reflects on his/her approach to finding a job/internship

	General: - the student is present at all lectures (is allowed to miss one class only) - the student is fully prepared for all lectures - the student participates actively in all lectures
Exam and modular exam format(s) (type of exam)	Portfolio, job interview and level of participation
Individual / group	Individual
Number of examiners	1
Exam period	P1 and/or P2 and/or P3 and/or P4
Resit period	P1 and/or P2 and/or P3 and/or P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	Ask lecturer

Lecture/ contact hours							
	Period P1 and/or P2 and/or P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
ECD-ENG1A	3	3	3	3	3	3	3 if the group is large

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

ECE - Elective Circular Economy

1. General information									
Name of study unit	<i>Elective Circular Economy</i>								
Code for study unit	ECE								
Degree programme and target group	IB, CS								
Teaching period	P1 and/or P2 and or/ P3 and/or P4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>16</td> </tr> <tr> <td>Time for self study</td> <td>54</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	16	Time for self study	54	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	16								
Time for self study	54								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. Content and organisation	
Professional task	Sustainability Business Development Officer Providing advice for enhancing 'business process integration' as well as improving company's position through 'responsible performance reporting' using the framework of Circular Economy.
Exit qualifications / Programme Learning Outcomes (PLO)	WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development. L10 Formulate one's own position concerning ethical and social responsibility in a professional environment. TWM 23 Assess the impact of change on the organisation.
General description	The goal of this elective is to explore and practice methods that the innovation driven-businesses of the 21st century have been using through the Circular Economy framework. With our current linear business models nearly 92% of world's resources are only used once in a single product. The Circular Business Models

	<p>have enabled businesses in utilizing these unused resources creating, “affordable” quality products, while empowering the Society and at the same time “Regenerating and “Restoring “the natural environment.</p> <p>The particular aims of this module include: (1) deepening the students’ understanding of the current opportunities brought by the Circular and SMART business trends (2) broadening insights regarding the ethical dilemmas of sustainability ,”failure of the GREEN” through Systems Thinking (3) Identifying the leakages under the current linear processes(4) Proposing Circular business processes at the Global, Regional and Local levels using alternative Circular Economy collaboration models in linkage to Sustainability metrics</p>
Cohesion	N/A
Mandatory participation	Yes, 80% mandatory participation
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Lectures, Flip Classroom, Inter-group Debate Session, Pop-Up Quizz, Team-based (Mayor’s) Pitch Session
Required literature / description of learning material	Ellen MacArthur Foundation , “Towards the Circular Economy” (2017) https://www.ellenmacarthurfoundation.org/publications
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	Circular Economy
Code (modular) exam	ECE CIR1A.1
Assessment criteria	<p>WT3: Knows the essence of the circular economy.</p> <p>WT3: Understands the impact of sustainability on the business world.</p> <p>TWM23: Understands the role of sustainability in innovation.</p> <p>L10: Can oversee the implications of a future where the circular economy is key.</p> <p>L10: Can formulate his own position concerning circular economy.</p>

Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individual
Number of examiners	1
Exam period	T1 and/or T2 and /or T3 and/or T4
Resit period	T2 and/or T3 and/or T4 and/or T5
Duration exam	120 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrollment via Alluris. See www.han.nl/insite for the enrolment period
Discussion and review	Individual review with invigilator; you can request an individual session with your lecturer.

Lecture/ contact hours							
	Period 1 and/or 2 and/or 3 and/or 4						
Lecture week	1	2	3	4	5	6	7
ECE CIR1A	3	3	3	3	3	3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

EEF - Elective E-Fulfillment

1. General information									
Name of study unit	<i>Elective E-Fulfillment</i>								
Code for study unit	EEF								
Degree programme and target group	IB, CS								
Teaching period	P1 and/or P2 and or/ P3 and/or P4								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>18</td> </tr> <tr> <td>Time for self study</td> <td>52</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	18	Time for self study	52	Total study load (hours)	70
		Number of hours on the clock:							
	Scheduled contact time	18							
	Time for self study	52							
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. Content and organisation	
Professional task	The student makes individual report, which analyzes the current E-Fulfillment status of a company - in terms of its structure, strategies, and performances in the industry. The report also includes identifying areas for improving the current situation of the assigned company.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>The learning objectives of the elective E-Fulfillment are derived from:</p> <p>IB competences:</p> <p>Assessed WT1 (CRITICAL THINKING) Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion</p> <p>Assessed TWM20 (OPERATIONS AND SUPPLY CHAIN MANAGEMENT) & Connection & facilitation Evaluate operations processes within and between organisations</p> <p>Assessed TWM21 (OPERATIONS AND SUPPLY CHAIN MANAGEMENT) Manage operations processes within and between organisations</p>

	<p>Assessed TMW24 (BUSINESS RESEARCH) Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</p> <p>CS Competences:</p> <p>Assessed: 1 Context & Strategy</p> <p>The communication professional should understand the strategy of an organisation and the broader (international) environment within which organisations are active. He/she has a clear overview of the developments within his/her own organization, discipline and media landscape in general, to develop communication strategies that are integrated within the goals of the organization.</p> <p>Assessed: 6 Connection & facilitation</p> <p>The communication professional maps the network within and throughout the organization and involves new networks where necessary. He/she helps employees to translate (company)values into their communicative tasks in an effort to increase the effective communication of the employees and their teams and ensure the organization is more communicative.</p>
General description	<p>The elective E-Fulfillment provides both theoretical and practical knowledge on the E-fulfillment of omni-channel companies. The 6 weeks classes consist of 4 class lectures, 1 guest lecture, and group workshops. During class lectures, the e-fulfillment background, logistics processes, people, strategies, and technologies in E-fulfillment, including practical examples from various companies, will be discussed. A guest lecturer will be invited to share his/her experiences and insights in relation to E-fulfillment strategies, challenges, and/or practical developments. The group workshop involves assigning individual company to each student (on Week1), and letting them rank the performances of these companies within their assigned group based on E-fulfillment performance indicators (Week 6). The final output for this course is an individual report, which includes answers to questions based on each week's lectures (including guest lecture), on desk and field research, and on the outcome of the group workshops.</p>
Cohesion	<p>Supply chain</p> <p>E-commerce</p> <p>Digital marketing</p>
Mandatory participation	<p>Yes, 3 out of 4 classroom lectures must be attended by the student. Class lecture includes groupworks plus the information from the lecture serve as the basis for doing the individual reports.</p> <p>Attendance to the guest lecture (week 5) and workshop (week6) are also mandatory. since these sessions will serve as inputs to individual reports and individual grades. An absence(s) on this session means a failure in the course.</p>

Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats (Teaching and Learning activities)	Lectures Class/Work group session Group Assignment (including desk research and field work) Guest lectures
Required literature / description of learning material	Recommended: Slide lecture materials Reading materials such as reports/articles to be available in Onderwijsonline.
Required software / required materials	Microsoft Word, Powerpoint
Extra contributions	N/A

3.Examination	
Name (modular) exam	<i>Individual report</i>
Code (modular) exam	EEF EFF1A.5
Assessment criteria	<ol style="list-style-type: none"> 1. TMW 20/21: Ability to explain and to link omni-channels and E-fulfillment, to show how general supply chain structure in omni-channels look like, and to gain insights on up-to-date developments and challenges in E-fulfillment at a company and industry level 2. TMW 20/21: Ability to describe the current supply chain design, processes, and strategies in the omni-channels of an E-fulfillment company 3. TMW 20/21: Ability to evaluate the performances and ranking in E-fulfillment of different companies in the same industry using supply chain performance indicators 4. WTI: Ability to present sound reasoning on the evaluated performances and ranking in E-fulfillment of companies 5. TMW24: Ability to do proper literature research on current omni-channel and E-fulfillment models and supply chain at company- and industry-levels 6. TMW 24: Ability to collect field data that will validate and extend knowledge on E-fulfillment and to present them in organize and logical ways.

Exam and modular exam format(s) (type of exam)	Assignment for submission
Individual / group	Individual (100%)
Number of examiners	1
Exam period	P1 and/or P2 and or/ P3 and/or P4
Resit period	P1 and/or P2 and or/ P3 and/or P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5,5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	In class
Discussion and review	With lecturer

Lecture/ contact hours							
	Period P1 and/or P2 and or/ P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
EEF EFF1A	3	3	3	3	3	3	

Changes compared to last year	Professional task has been modified; PLO WT6 is deleted
Date from which the SU will no longer be offered	N/A

Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Computer workshops, possibly online Self-study (edX and other courses offered on internet)
Required literature / description of learning material	Reader Courses offered on edX or similar platform
Required software / required materials	Microsoft Excel 365 or later, preferably Windows version
Extra contributions (TER 2.7)	NA

3.Examination	
Name (modular) exam	Excel Elective
Code (modular) exam	EEXC EXC1A.2
Assessment criteria	Students demonstrate the ability to use Excel techniques learned during the course. Students show proof of passing one online course on edX or similar platform
Exam and modular exam format(s) (type of exam)	Practical exam
Individual / group	Individual
Number of examiners	1
Exam period	T1, T2, T3, T4, T5
Resit period	T1, T2, T3, T4, T5
Duration exam	90 minutes
Permitted resources / aids	N/A
Minimum result	5,5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	enrolment via Alluris. See www.han.nl/insite for the enrolment period

Discussion and review	Individual review with lecturer.
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Lecture/ contact hours	Period P1 and/or P2 and or/ P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
EEXC EXC1A	3	3	3	3	3	3	

Changes compared to last year	NA
Date from which the SU will no longer be offered.	NA

EGM - Elective Gamification

1. <i>General information</i>		
Name of study unit	<i>Elective Gamification</i>	
Code for study unit	EGM	
Degree programme and target group	International Business / Communication Studies	
Teaching period	P1 and/or P2 and or P3 and/or P4	
ECTS credits and Study load	Study load: 2,5 EC	
	Number of hours on the clock:	
	Scheduled contact time	16
	Time for self study	54
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.	

2. <i>Content and organisation</i>	
Professional task	Use design thinking to ideate gamification concepts. Test gamification concepts by prototyping them. Advice management on the utility of the gamification solution.
Exit qualifications / Programme Learning Outcomes (PLO)	WT2 Create innovative ideas in a changing business environment systematically. TWM17 Incorporate developments of the digital landscape in a marketing strategy. WW7 Produce management information from various data sources in an international business environment.
General description	Gamification is the application of game elements and game design techniques to real world processes. It enhances these processes by adding the motivational and cognitive effects of play. This course will teach you the mechanisms of gamification, why it has such tremendous potential, and how to use it effectively. In this elective the student learns how to design and develop gamification to help him/her and his/her colleagues to be productive, creative and innovative.
Cohesion	NA
Mandatory participation	NA
Maximum number of participants	32
Compensation options	No
Activities and/or instructional formats	NA

Required literature / description of learning material	NA
Required software / required materials	NA
Extra contributions (TER 2.7)	NA

3. Examination	
Name (modular) exam	Gamification
Code (modular) exam	EGM GAME1A.5
Assessment criteria	<ul style="list-style-type: none"> • apply the Double Diamond method and Design Thinking process to design the gamification for a certain process. (WT2) • ideate a concept for the gamification of a process and document this ideation. (WT2) • develop a prototype based on your concept and test this prototype. (TWM17) • write an advice to management on how to use the gamification and what KPI's of the process will be affected.(WW7)
Exam and modular exam format(s) (type of exam)	Assignment for submission
Individual / group	group
Number of examiners	
Exam period	P1 and/or P2 and/or P3 and/or P4
Resit period	P1 and/or P2 and/or P3 and/or P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	Via lecturer

Lecture/ contact hours	Period P1 and/or P2 and/or P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
EGM GAME1A	3	3	3	3	3	3	

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

EIS - Elective International Sales Contracts

1. General information									
Name of study unit	<i>Negotiating and executing international sales contracts</i>								
Code for study unit	EIS								
Degree programme and target group	IB, CS								
Teaching period	Period 1 and/or Period 2 and/or Period 3 and/or period 4								
ECTS credits and Study load	Study load: 2,5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>16 hrs</td> </tr> <tr> <td>Time for self study</td> <td>54 hrs</td> </tr> <tr> <td>Total study load (hours)</td> <td>70 hrs</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	16 hrs	Time for self study	54 hrs	Total study load (hours)	70 hrs
	Number of hours on the clock:								
Scheduled contact time	16 hrs								
Time for self study	54 hrs								
Total study load (hours)	70 hrs								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.								

2. Content and organisation	
Professional task	Negotiating and executing an international sales contract
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1: Use process of thoughtful evaluation to deliberately formulate a reasonable conclusion.</p> <p>WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organizational and political landscapes to contribute to achieving agreed goals</p> <p>LW12: Display willingness to work with people from other cultures and to work in countries with different cultural (and legal) backgrounds</p> <p>TWM16: use appropriate sales techniques in support of durable customer relationships</p> <p>TWM 21: Manage operations processes within and between organizations</p>
General description	Students gain knowledge of the most important conditions for an international sales contract such as Incoterms 2020, payment conditions, etc. With the knowledge students of different nationalities negotiate an

	international sales contract by making use of the ICC model sales contract. They also know how to solve problems in the execution of the contract e.g. if the sea carrier loses the container with goods. Is there breach of contract by the seller or not? Which actions does the buyer have against the seller and which against the carrier?
Cohesion	Elective for IB, CS
Mandatory participation	80% of lessons are mandatory to participate because the classes are training for negotiating the international sales contract and for solving problems after the contract is concluded
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Students negotiate an international sales contract and they are able to come up with correct solutions (according to the contract and CISG) if something goes wrong during the execution of the contract.
Required literature / description of learning material	Available online Reader: Conventions
Required software / required materials	None
Extra contributions (TER 2.7)	None

3.Examination	
Name (modular) exam	International sales law
Code (modular) exam	EIS LAW1A.1
Assessment criteria	<p>-students show knowledge of conditions in an international sales contract and apply them correctly in different business situations</p> <p>-students know how to apply Incoterms 2020 and payment conditions correctly</p> <p>-students know how to apply the CISG and other Conventions in the execution of an international sales situation correctly</p> <p>-students show awareness of the different families of law in the world.</p> <p>The testing involves a formative test and a summative test. The formative test contains a negotiation assignment. The formative test takes place in international groups of 2. The feedback on the formative test is</p>

	very helpful for the summative test, the written exam. The student has to do the formative negotiation assignment to be allowed to the written exam.
Exam and modular exam format(s) (type of exam)	written exam
Individual / group	individual
Number of examiners	1
Exam period	1 and or 2 and or 3 and/or 4
Resit period	1 and or 2 and or 3 and or 4 and/or 5
Duration exam	90 minutes
Permitted resources / aids	Reader Conventions
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	via Alluris
Discussion and review	regular review

Lecture/ contact hours										
	Period 1 and/or 2, and/or 3 and/or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	Prescribed literature (no prescribed literature anymore) and exam duration are changed (from 60 minutes to 90 minutes)
Date from which the SU will no longer be offered	N/A

EPM - Elective Portfolio Management

1. General information		
Name of study unit	Portfolio Management	
Code for study unit	EPM	
Degree programme and target group	IB, CS	
Teaching period	P1 and/or P2 and/or P3 and/or P4	
ECTS credits and Study load	Study load: 2.5 EC	
		Number of hours on the clock:
	Scheduled contact time	31,5
	Time for self study	38,5
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.	

2. Content and organisation	
Professional task	Junior portfolio manager
Exit qualifications / Programme Learning Outcomes (PLO)	IB:
	TWM18: Evaluate financial performance of the organisation from different stakeholders' perspectives.
	WW4: International business communication in English
	WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
	WT3: Analyse patterns in global macro-economic factors and policies that drive international trade and business development.
WW7: Produce management information from various data sources in an international business environment	
CS:	
1 Context and Strategy	
6 Connection and Facilitation	

<p>General description</p>	<p>During this course, students learn to:</p> <p>How to interpret the relationship between return and risk</p> <p>Understand knowledge about the structure of financial markets</p> <p>Understand the Efficient Market Hypothesis</p> <p>Conduct a technical analysis on a security</p> <p>Assess the bond prices and yields</p> <p>Value equity securities and conduct relevant industry analysis</p> <p>How to make an investment policy statement (IPS)</p> <p>Calculate the risk and return of a security as well as a portfolio</p> <p>Construct the investment strategy of a portfolio based on a client's needs</p> <p>Translate the theory into the practice by applying the StockStrak Investment Game, executing the following tasks</p> <p>Construct an IPS for the client</p> <p>Design an investment strategy based on the IPS</p> <p>Construct a portfolio based on the IPS and the strategy by using the StockTrak Investment Game.</p> <p>Write a report explaining the IPS, the strategy, method of selecting securities and the performance of portfolio.</p>
<p>Cohesion</p>	<p>NA</p>
<p>Mandatory participation</p>	<p>NA</p>
<p>Maximum number of participants</p>	<p>25</p>
<p>Compensation options</p>	<p>NA</p>
<p>Activities and/or instructional formats</p>	<p>Students need to actively trade different types of securities in the financial markets.</p>
<p>Required literature / description of learning material</p>	<p>Recommended: Essentials of Investment by Bodie et al. 11th edition. ISBN 10:1260013928 / ISBN 13:9781260013924</p>
<p>Required software / required materials</p>	<p>Students need to get registered in the StockTrak Investment Game. Each semester, the link for registration will be provided by the lecturer.</p>
<p>Extra contributions (TER 2.7)</p>	<p>NA</p>

3.Examination	
Name (modular) exam	Written report
Code (modular) exam	EPM MSP1A.5
Assessment criteria	<p>The student:</p> <p>TWM18, WW7, WT3: Applies understanding of basic risk management by translating a desired risk and return profile to a recommended stock portfolio structure and targets.</p> <p>Manages the stock portfolio for several weeks</p> <p>WT1: Analyses results and compares to targets set with critical reflection on the outcome</p> <p>TWM18, WW7, WT1, WT3: Demonstrates his/her ability to write a financial report based on his/her reasoning and performance.</p>
Exam and modular exam format(s) (type of exam)	Assignment for submission
Individual / group	Individual
Number of examiners	1
Exam period	P1 and/or P2 and/or P3 and/or P4
Resit period	P1 and/or P2 and/or P3 and/or P4
Duration exam	NA
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment
Discussion and review	With lecturer

Lecture/ contact hours							
	Period P1 and/or P2 and/or P3 and/or P4						
Lecture week	1	2	3	4	5	6	7
EPM MSP1A	3	3	3	3	3	3	

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

ESC - Elective Supply Chain Finance

1. General information									
Name of study unit	Supply Chain Finance								
Code for study unit	ESC								
Degree programme and target group	IB and CS Students from Dutch taught study courses at HAN								
Teaching period	P1 and/or P2 and/or P3 and/or P4								
ECTS credits and Study load	Study load: 2.5 ECTS								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time (3 hrs per week)</td> <td>14</td> </tr> <tr> <td>Time for self study</td> <td>56</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time (3 hrs per week)	14	Time for self study	56	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time (3 hrs per week)	14								
Time for self study	56								
Total study load (hours)	70								
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1. A good knowledge of basics of finance and/or supply chain management is important for this level 3 elective of IB. It's the students responsibility.								

2. Content and organisation	
Professional task	In the role of e.g., a junior supply chain manager/business analyst: Analyses supply chain (finance) practices Recommends solutions for improving liquidity, reducing risk and increase added (economic) value.
Exit qualifications / Programme Learning Outcomes (PLO)	WW7: Produce management information from various data sources in an international business environment. LW9: Respond appropriately to an unfamiliar, or unexpectedly changing, business environment. TWM 18: Evaluate financial performance of the organisation from different stakeholders' perspectives. TWM19: Recommend financing possibilities in a dynamic international environment.

	TWM 20: Evaluate operations processes within and between organisations. TWM 21: Manage operations processes within and between organisations.
General description	To develop state-of-the art knowledge about supply chain finance from a tactical and strategic approach. To develop knowledge how to implement supply chain finance in the context of the international business, and to evaluate the performance in the supply chain as a whole.
Cohesion	With several business modules in the field of Finance and Logistics/Supply Chain management, as well with subjects in the G-cluster of Corporate Finance and Supply Chain Management (e.g., Procurement: Kraljic'ss Matrix)). A good knowledge of strategic aspects of marketing (e.g., BCG Matrix) might be useful as well.
Mandatory participation	Yes, 80% of the lectures. Mandatory because of group activities in class.
Maximum number of participants	25
Compensation options	No
Activities and/or instructional formats	Classes, case studies, game.
Required literature / description of learning material	Principles of Supply Chain Finance, J Jansen (2020) Website: www.principlesofsupplychainfinance.nl Articles about SCF (peer and non-peer reviewed), URLs will be published on HAN OnderwijsOnline
Required software / required materials	N/A
Extra contributions	N/A

3.Examination	
Name (modular) exam	Supply Chain Finance
Code (modular) exam	ESC SCF1A.1
Assessment criteria	The student can recommend suitable solutions for improving the SC(F) practices of a business, based on SCF metrics and/or SC risk management. The student can analyze their own learning process using concrete experiences and a reflection model.

	<p>The student can calculate SCF metrics based on financial reports using standard formulas.</p> <p>The student can recommend suitable SCF instruments in order to improve the financial performance of the supply chain.</p> <p>The student can assess current SC(F) practices and select appropriate solutions for improvement of the supply chain.</p>
Exam and modular exam format(s) (type of exam)	Written exam
Individual / group	Individual exam
Number of examiners	1
Exam period	T1 and/or T2 and/or T3 and/or T4
Resit period	T2 and/or T3 and/or T4 and/or T5
Duration exam	120 minutes
Permitted resources / aids	None
Minimum result	5.5
Weight factor of modular exam	Written exam (100%)
Method of enrolment for exam / enrolment period	Enrolment via HAN Alluris
Discussion and review	Normal procedure for written exam review

Lecture/ contact hours										
	Period 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	Discarded PLO's WT1, WT2, TWM23, updated assessment criteria.
Date from which the SU will no longer be offered	N/A

ESU - Elective Creating your own Start-up

1. General information		
Name of study unit	<i>Creating your own Start-up</i>	
Code for study unit	ESU	
Degree programme and target group	IB, CS	
Teaching period	P1 and/or P2 and/or P3 and/or P4	
ECTS credits and Study load	Study load: 2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	16
	Time for self study	54
	Total study load (hours)	70
Entry requirements for study unit	The student should have obtained at least 45 EC in IB1.	

2. Content and organisation	
Professional task	Entrepreneur – writing a business plan 2.0
Exit qualifications / Programme Learning Outcomes (PLO)	Level 2 IB;
	WT 2 Create innovative ideas in a changing business environment in a systematic fashion.
	WT3 Analyse patterns in global macro-economic factors and policies that drive international trade and business development.
	L10 Formulate one's own position concerning ethical and social responsibility in a professional environment.
	TWM 23 Assess the impact of change on the organisation.
CS:	
	1 Context & Strategy
	3 Concept & Creation

	4 Planning & Organisation 6 Connection & Facilitation
General description	In this course, you will learn to develop an idea for a project or your own Start-up. This is done based on your personal drive and talents. You start with testing your own individual entrepreneurial skills. From there on you continue with idea generation, customer orientation, creative thinking, budgeting, pitching and presentation skills. This will be executed in close cooperation with local entrepreneurs of small and medium-sized businesses during Interviews and validation sessions.
Cohesion	NA
Mandatory participation	NA
Maximum number of participants	25
Compensation options	NA
Activities and/or instructional formats	NA
Required literature / description of learning material	NA
Required software / required materials	NA
Extra contributions (TER 2.7)	NA

3.Examination	
Name (modular) exam	Start Up economy
Code (modular) exam	ESU CSU1A.8
Assessment criteria	<p>The student is able to:</p> <p>WT 2 Create innovative ideas in a changing business environment in a systematic fashion</p> <p>Demonstrate the ability to come up with creative ideas that make use of opportunities derived from the external environment</p> <p>Create their own business idea by combining strategic concepts.</p>

	<p>WT3: Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>Identify and analyse patterns in global macro-economic factors and policies by adapting the canvas model</p> <p>Demonstrate and sketch an understanding of the international trade environment.</p> <p>L10</p> <p>Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>Reframe their business idea with the social, creative and cultural context.</p> <p>Their business idea in a professional environment with ethical and social issues.</p> <p>TWM23</p> <p>Assess the impact of change on the organisation.</p> <p>Assess the sustainable consequences of raising capital to pursue the business idea.</p> <p>Recognize the impact that capital and planning have on the organisation</p>
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	group
Number of examiners	1
Exam period	P1 and/or P2 and/or P3 and/or P4
Resit period	P1 and/or P2 and/or P3 and/or P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	Via lecturer

Lecture/ contact hours							
	Period 1 and/or 2 and/or 3 and/or 4						
Lecture week	1	2	3	4	5	6	7
ESU CSU1A	3	3	3	3	3	3	

Changes compared to last year	General description
Date from which the SU will no longer be offered	N/A

ETR - Elective Trendwatching

1. <i>General information</i>		
Name of study unit	Trendwatching	
Code for study unit	ETR	
Degree programme and target group	Communication Studies, International Business	
Teaching period	P1 and or P2 and or P3 and or P4	
ECTS credits and Study load	Study load: 2,5 EC	
	Number of hours on the clock:	
	Scheduled contact time	13,5
	Time for self study	56,5
	Total study load (hours)	70
Entry requirements for study unit	Student should have obtained at least 45 EC in year 1.	

2. <i>Content and organisation</i>	
Professional task	N.A.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>I can independently detect weak signals (trends) in global affairs. From my found weak signals I can create my own trends (context) and reflect on that trend by explaining what this trend means to me and my personal ambitions as a future professional (strategy). For a brand and their changing business environment, I am able to translate my trend scenario's into a creative innovative product/ concept/ idea.</p> <p>IB: WT2 (Create innovative ideas in a changing business environment in a systematic fashion.)</p> <p>CS Loco competences: Context & Strategy Concept & Creativity</p>
General description	This study unit is about trend research: what goes on in the world outside. What macro trends, meso and micro trends can we detect. How do you look at them and research them. And how will they affect our businesses, profession and personal lives
Cohesion	This elective is broadening the view of students in CS and IB program and uses previously developed skills in critical thinking and awareness to research, understand and raising awareness to the bigger developments in business and the world we live in.
Mandatory participation	Yes, 80% of the lessons are compulsory

Maximum number of participants	32
Compensation options	No
Activities and/or instructional formats (Teaching and Learning activities)	This course is a hybrid module and uses lectures, debates, presentations by students and workshops as main instructional formats
Required literature / description of learning material	N.A.
Required software / required materials	N.A.
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	Trendwatching
Code (modular) exam	ETR TRE1A.8
Assessment criteria	Student applies relevant steps of the scenario planning process correctly Based on DESK research the student collects and documents evidence for trends Interview results give added value to the spotted trends The student creates two scenarios for their trend and presents the innovation potential of the trend Student argues what the trend means for him/her as a young professional and is able to give peer feedback on other students work
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	P1 and or P2 and or P3 and or P4
Resit period	P1 and or P2 and or P3 and or P4
Duration exam	N.A.
Permitted resources / aids	N.A.
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	NA
Discussion and review	Via lecturer

Lecture hours										
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	N.A.
Date from which the SU will no longer be offered	N.A.

EVC - Elective Value creation from data

1. General information		
Name of study unit	Value creation from data	
Code for study unit	EVC	
Degree programme and target group	International Business / Communication Studies	
Teaching period	P1 and or P2 and or P3 and or P4	
ECTS credits and Study load	Study load:2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	13,5
	Time for self study	56,5
	Total study load (hours)	70
Entry requirements for study unit	Students should have at least obtained 45 EC in the First Year	

2. Content and organisation	
Professional task	N.A.
Exit qualifications / Programme Learning Outcomes (PLO)	<ul style="list-style-type: none"> • Student shows how to gain insight into customer data • Student understands the concept of Data Driven Marketing • Student knows how to measure customer insights • Student shows how to visualize data within Customer Journey touchpoints • Student shows how to connect data (content) to touchpoints in a Customer Journey • Student shows how to translate data into a useful proposition/ process • 7 Student can sell (pitch)_an advice to the client <p>CS: 1 Context & Strategy 2 Target group & Behaviour</p> <p>IB: WT1: critical thinking WT2: Innovation and creativity TWM17: Incorporate developments of the digital landscape in a marketing strategy.</p>
General description	<p>Student will learn the potential of big data and get insights about the latest trends & developments in getting customer insights using the big data creation value model (Verhoef)</p> <p>Students use the Customer Journey as a model for analysing where data is generated and can be applied for optimisation of the marketing</p>

	communication process. Students get insights into the complexity of applying data (big data paradox). Including the the role of the marcom professional related to the HIPPO in a company. Students should get the drive to make an inventory of data available in an organisation.
Cohesion	
Mandatory participation	Advisory pitch is mandatory. Guest Lecture is mandatory.
Maximum number of participants	32
Compensation options	No
Activities and/or instructional formats (Teaching and Learning activities)	Students work on a case study (e.g. Food Delivery Service that does business in both bricks and clicks).. Students have to apply additional data source(s) to optimize a business communication process and proposition. Students translate this into an advice regarding application of data and communication examples_for the company. During lectures students in pairs prepare a knowledge clip about relevant chapters from the reader and present this in class sessions
Required literature / description of learning material	N.A.
Required software / required materials	Reader, which will be an extraction of the book: Verhoef, P., & Kooge, E. (2016). <i>Creating Value with Big Data Analytics</i> (1 st edition). New York: Routledge. ISBN The book itself is not mandatory ISBN 9781137959
Extra contributions (TER 2.7)	N.A.

3. Examination	
Name (modular) exam	Advisory Pitch (oral exam and portfolio)
Code (modular) exam	EVC VCD1A.0
Assessment criteria	<p>Advisory Pitch (presence is mandatory)</p> <ul style="list-style-type: none"> • Student signals relevant trends and developments (concerning data driven marketing & customer insights) from diverse sources (internal & external) and translates these into a relevant advisory pitch. • Student substantiates which (internal & external) data was used/ wasn't used for the clients Customer Journey (See Do Think Care Give). • Student have applied the data correctly. • Student substantiates (using examples) how the data adds value to the organisation/client. • Student gives a clear advisory presentation appropriate to the case and logically following from the analysis. • Every student in the group shows that he / she is a full discussion partner during the advisory pitch (presentation and content wise). <p>Individual plotted Customer Journey</p> <ul style="list-style-type: none"> • The Customer Journey shows the connection between the collected data and diverse communication touchpoints.

	<ul style="list-style-type: none"> The Customer Journey clearly represents (both visually and content wise) the episodes of the See Think Do Care Give structure. The student can design and create a Customer Journey Data Visualization, showing 4 marketing/communication examples that add value to the to the client/ organization in every stage (See, Think, Do, Care, Give) of the Customer Journey.
Exam and modular exam format(s) (type of exam)	Other
Individual / group	max 4 persons per group
Number of examiners	2
Exam period	P1 and or P2 and or P3 and or P4
Resit period	P1 and or P2 and or P3 and or P4
Duration exam	The Advisory pitch: 30 minutes per group
Permitted resources / aids	N.A.
Minimum result	5,5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N.A.
Discussion and review	N.A.

Lecture/ contact hours										
	Period x									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3				

Changes compared to last year	Changes in content & organisation
Date from which the SU will no longer be offered	N.A.

9.3 Minors of the degree programme

In this academic year, the degree programme offers the following minors:

Minor Asian Studies (MAS) / Doing business in China

General information									
Name of study unit	Minor Asian Studies / Doing business in China								
Code for study unit	<p>MAS-CE1B</p> <p><i>This Study unit consists of the following sub-SUs:</i></p> <p>MAS-BMS1A (Business models & skills)</p> <p>MAS-CEC1A (Chinese economy)</p> <p>MAS-CHC1A (Chinese language, history, culture and politics)</p> <p>MAS-PRO1A (Project)</p> <p>MAS-SCF1A (Supply chain finance)</p> <p>MAS-SCM1A (Supply chain management)</p>								
Degree programme and target group	Full time, main phase, minor (3 rd or 4 th year students doing a business education)								
Teaching period	This SU/minor is offered in period 1+2 and 3+4								
ECTS credits and Study load	<p>Study load: 30 EC</p> <table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>122</td> </tr> <tr> <td>Time for self study</td> <td>518</td> </tr> <tr> <td>Total study load (hours)</td> <td>640</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	122	Time for self study	518	Total study load (hours)	640
	Number of hours on the clock:								
Scheduled contact time	122								
Time for self study	518								
Total study load (hours)	640								
Entry requirements for study unit	Approval from bachelor programme the student is enrolled in.								

Content and organisation	
Professional task	<p>Establish an international business blueprint on an operational and strategic level.</p> <p>During the course the student will work in a project team on several industry/company relevant topics with respect to exporting to China. This project will be done for an industry association and/or a public limited company chosen by the project teams (and approved by the lecturers).</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p>WT2 Create innovative ideas in a changing business environment systematically.</p> <p>WT3 Analyse patterns in global macroeconomic factors and policies that drive international trade and business development</p> <p>WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</p> <p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>WW7 Produce management information from various data sources in an international business environment</p> <p>LW11 Mitigate the pitfalls of cultural differences in business and social contexts</p> <p>LW12 Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>LW14 Assess the effect of cultural differences upon organisational behaviour and strategic choices</p> <p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p>TWM16 Use appropriate sales techniques in support of durable customer relationships.</p> <p>TWM17 Incorporate developments of the digital landscape in a marketing strategy.</p>

	<p>TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p>TWM19 Recommend financing possibilities in a dynamic international environment.</p> <p>TWM20 Evaluate the operations processes within and between organisations.</p> <p>TWM21 Manage the operations processes within and between organisations</p> <p>TWM24 Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p>
General description	<p>In 2013, President Xi Jinping announced that China will build a '21st century silk road', officially known as the 'Belt and Road Initiative'. By building these overland and maritime connections or corridors, China builds and grows its role as a dominating power in the global economy.</p> <p>One of the so-called 'corridors' of the Belt and Road is the Eurasian corridor, linking China to Western Europe/the Netherlands. This corridor offers both opportunities and challenges for Chinese, European and Dutch companies. Since the Belt and Road program is relatively young and still ongoing, many of these still have to be explored. With this minor program, we aim to contribute to this endeavour.</p> <p>There is an ever-growing demand for qualified professionals who understand supply chains and its financing and know how to conduct business in China. This minor programme provides you with an excellent opportunity to prepare yourself for a business career focused on China.</p> <p>The following topics will be dealt with in the modules offered in this program:</p> <ul style="list-style-type: none"> Chinese language, history, culture and politics Chinese economy Business models and skills Supply chain management Supply chain finance <p>In the project, all these modules and topics will come together</p>

Cohesion	The total program consists of 6 SU's, which are related to each other: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business models and skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHL1A + MAS-CCP1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).
Mandatory participation	Some courses are mandatory (Chinese language, history, culture & politics; project meetings and workshops). For other courses, participation is highly recommended)
Maximum number of participants	30
Compensation options	NA
Activities and/or instructional formats (Teaching and Learning activities)	During the total program, a wide variety of teaching methods and activities are used: (guest) lectures, case studies, presentations, management game, project workshops and meetings
Required literature / description of learning material	For literature and other learning material, refer to the Study Unit descriptions of the individual study units Literature instruction books provided by HAN
Required software / required materials	NA
Extra contributions	NA

3.Examination	
Name (modular) exam	Refer to the Study Unit descriptions of the individual study units
Code (modular) exam	Refer to the Study Unit descriptions of the individual study units
Assessment criteria	Refer to the Study Unit descriptions of the individual study units
Exam and modular exam format(s) (type of exam)	Refer to the Study Unit descriptions of the individual study units
Individual / group	Refer to the Study Unit descriptions of the individual study units
Number of examiners	Refer to the Study Unit descriptions of the individual study units
Exam period	Refer to the Study Unit descriptions of the individual study units
Resit period	Refer to the Study Unit descriptions of the individual study units
Duration exam	Refer to the Study Unit descriptions of the individual study units
Permitted resources / aids	Refer to the Study Unit descriptions of the individual study units
Minimum result	For every study unit: 55
Weight factor of modular exam	Refer to the Study Unit descriptions of the individual study units
Method of enrolment for exam / enrolment period	N.A.
Discussion and review	N.A.

Lecture/ contact hours														
	P1 + P2							OR P3 + P4						
Lecture week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
MAS-Kick-off	3													
MAS-BMS1A	3	3	3	3	3	3								
MAS-CCP1A	2	2	2	2	2	2								
MAS-CEC1A	3	3	3	3	3	3	3							
MAS-CHL1A	6	6	6	6	6	6								
MAS-PRO1A								2	2		2	2	2	2
MAS-SCF1A	2	2	2	2	2	2		3	3		3	3	3	3
MAS-SCM1A	2	2	2	2	2	2		3	3		3	3	3	3

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

MAS-BMS1A- Business Models and Skills

Part of Minor Asian Studies / Doing business in China

1. General information		
Name of study unit	Business Models and Skills (MAS-BMS1A) <i>part of: Minor Asian Studies (MAS) / Doing business in China</i>	
Code for study unit	MAS-BMS1A	
Degree programme and target group	Full time, Main phase, Minor (3rd or 4th year students doing a business education)	
Teaching period	P1 and P3	
ECTS credits and Study load	Study load: 2,5 EC	
		Number of hours on the clock:
	Scheduled contact time	16
	Time for self study	54
	Total study load (hours)	70
Entry requirements for study unit	Approval from SSCC.	

2. Content and organisation	
Professional task	A variety of disciplines and skills related to: Business Models International Marketing China Cross-Border E-Commerce (CBEC) Blockchain in Logistics Presenting Negotiation
Exit qualifications / Programme Learning Outcomes (PLO)	WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately. WT2 Create innovative ideas in a changing business environment systematically. WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.

	<p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p>TWM16 Use appropriate sales techniques in support of durable customer relationships.</p> <p>TWM17 Incorporate developments of the digital landscape in a marketing strategy.</p>
General description	<p>Business Models</p> <p>Create a shared language around business models and strategy.</p> <p>International marketing</p> <p>Multinational process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.</p> <p>Blockchain in Logistics</p> <p>This lecture provides general overview of Blockchain technology without using technical jargon.</p> <p>Presenting</p> <p>This lecture explores the techniques for making a (sales) presentation and considers the specific techniques for presenting.</p> <p>Negotiation</p> <p>Develop a specialized knowledge and understanding of negotiation methods in industry.</p>
Cohesion	<p>The SU Business Models and Skills (MAS-BMS1A) is part of the minor program 'Minor Asian Studies' (MAS)/Doing business in China. The total program consists of 6 SU's: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business Models and Skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHL1A + MAS-CCP1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).</p>
Mandatory participation	For this SU attendance is highly recommended
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	N/A
Required literature / description of learning material	<p>Topic-specific articles reports/cases, etc (hand-outs to be found on #OnderwijsOnline)</p> <p>Literature instruction books provided by HAN</p>

Required software / required materials	Topic-specific articles/reports/etc (hand-outs to be found on #OnderwijsOnline)
Extra contributions	N/A

3.Examination	
Name (modular) exam	Business Models and Skills
Code (modular) exam	MAS-BMS1A.5
Assessment criteria	<p><u>Portfolio</u></p> <p>The student:</p> <ul style="list-style-type: none"> has an understanding of the role of business models in today's economy; knows the basic concepts, theories and principles of international marketing; is able to apply the knowledge of concepts, theories related to of cross-border e-commerce within European organizations; is able to make informed decisions pertaining to Blockchain proof-of-concept implementations; is able to develop a powerful presence and knows how to inspire those around them; is able to apply to negotiate in a strategic and rational way; and understands how to bridge the theory and practice.
Exam and modular exam format(s) (type of exam)	Portfolio
Individual / group	Individual
Number of examiners	1
Exam period	End of period 1 or 3 / P1 or P3
Resit period	End of period 2 or 4 / P2 or P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Participation is enrolment

Discussion and review	Review with the individual student immediately after the assessment has taken place.
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Lecture/ contact hours														
Lecture week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
MAS-BMS1A	3	3	3	3	3	3								

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

MAS-CEC1A - Chinese economy

Part of: Minor Asian Studies (MAS) / Doing business in China

1. General information									
Name of study unit	Chinese economy (MAS-CEC1A) <i>part of: Minor Asian Studies (MAS) / Doing business in China</i>								
Code for study unit	MAS-CEC1A								
Degree programme and target group	Full time, Main phase, Minor (3rd or 4th year students doing a business education)								
Teaching period	This SU/minor is offered in period 1+2 and 3+4								
ECTS credits and Study load	<p>Study load: 2,5 EC</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Time for self study</td> <td style="text-align: center;">53</td> </tr> <tr> <td>Total study load (hours)</td> <td style="text-align: center;">70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	17	Time for self study	53	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time	17								
Time for self study	53								
Total study load (hours)	70								
Entry requirements for study unit	Approval from SSCC								

2. Content and organisation	
Professional task	In-depth knowledge and understanding of China's economic and business environment and linkages between China and the Global/European/Dutch economy
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p>WT3 Analyse patterns in global macroeconomic factors and policies that drive international trade and business development</p> <p>WW7 Produce management information from various data sources in an international business environment</p>
General description	Chinese economy (MAS-CE1A)

	<p>During this course China's economy and business environment will be analysed, with a special focus on linkages between China and the global economy. Every week a new topic of relevance for China's economic development will be introduced and analysed. For some of these topics students will have to work on related assignments.</p> <p>The teaching method applied during this course will be a combination of lectures and group assignments.</p> <p>Objectives:</p> <p>In-depth knowledge and understanding of China's economic and business environment and linkages between China and the Asian/global economy</p> <p>Analyzing the role and impact of the Belt and Road Initiative</p> <p>Providing relevant background information for courses in Business Models & skills, Supply Chain Management and Supply Chain Finance</p> <p>Develop research and analytical skills necessary for analyzing the Asian/Chinese market</p> <p>Description:</p> <p>The student has knowledge and understanding of the relevant economic theories necessary to analyze the Chinese economy and business environment</p> <p>The student understands how the Chinese economy and business environment have an influence on doing business in China</p> <p>The student is able to conduct relevant research and analysis of the Chinese market</p> <p>Topics:</p> <p>Geo-economic and political shifts, a changing world economic order</p> <p>China's re-emergence in the global economy</p> <p>China's trade and trade policies, with a special focus on China-Europe trade</p> <p>Inward and outward Foreign Direct Investments (FDI) in China and China's role in global/regional supply chains</p> <p>The Belt and Road Initiative (BRI): opportunities and challenges</p> <p>China's financial system and integration</p> <p>China and the World: China's changing growth model and China's participation in/creation of global/regional organizations</p>
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Cohesion	The SU Chinese economy (MAS-CEC1A) is part of the minor program 'Minor Asian Studies' (MAS)/Doing business in China. The total program consists of 6 SU's: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business models and skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHL1A + MAS-CCP1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).
Mandatory participation	For this Study Unit participation is highly recommended
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	Lectures Group assignments
Required literature / description of learning material	Kroeber, A. (2020), ' <i>China's economy, what everyone needs to know</i> ', second edition, Oxford, University Press (first edition is okay as well) US Congressional Research Service: ' <i>China's economic rise</i> ', June 2019 Topic-specific articles/reports/etc (hand-outs and/or to be found on #OnderwijsOnline) Literature instruction books provided by lecturer.
Required software / required materials	Topic-specific articles/reports/etc (hand-outs and/or to be found on #OnderwijsOnline)
Extra contributions	N/A

3.Examination	
Name (modular) exam	Chinese economy
Code (modular) exam	MAS-CEC1A.1 MAS-CEC1A.5
Assessment criteria	For this SU attendance is highly recommended Written exam: The student: has knowledge and understanding of the main concepts and theories in the field of international economics and is able to apply these concepts and theories to China's recent economic history and China's current economic situation

has knowledge and understanding of China's recent economic and political transition into a 'market economy with Chinese characteristics'

understand the most important factors leading to China's increasing role in the global economy over the past decades

has knowledge and understanding of China's current role in the global economy, from the point of view of flows of goods & services, foreign direct investments and financial flows

understands the factors driving China's economic growth, both in the long- and in the short run

has knowledge and understanding of the relationship between the Chinese economy and the global capital markets

has knowledge and understanding of the motives behind China's exchange rate policy and how it impacts China's relationship with the rest of the world

understands the main challenges of China's path to sustained economic growth

understands how the Chinese economy and business environment have an influence on doing business in China

understand the role and impact of the Belt and Road Initiative

Reports:

The student:

is able to formulate a clear and correct problem definition for writing reports relevant for China's economic development

is able to independently gather and analyze relevant information concerning the topics for the reports

is able to report the findings of this research in professional reports

The reports should:

be written in the students own words. In case of quotations he/she should use quotation marks.

include proper referencing and a list of sources that were used

include only relevant information

be a pleasure to read. The student should make use of tables and graphs when appropriate

have a clear structure

give a clear, well-founded answer to the main problem.

Exam and modular exam format(s) (type of exam)	Written	Reports
Individual / group	Individual	No, in groups
Number of examiners	1	1
Exam period	End of period 1 or 3 / T1 or T3	During the period
Resit period	Period 2 or 4 / T2 or T4	NA
Duration exam	120 min.	N/A
Permitted resources / aids	Non-graphing calculator	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	50%	50%
Method of enrolment for exam / enrolment period	Via Alluris	Participation is enrolment
Discussion and review		contact lecturer

Lecture/ contact hours														
Lecture week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
MAS-CEC1A	3	3	3	3	3	3								

Changes compared to last year	Change in required literature
Date from which the SU will no longer be offered	N/A

MAS-CHC1A - Chinese language, history, culture and politics

part of: Minor Asian Studies (MAS) / Doing business in China

General information									
Name of study unit	Chinese language, history, culture & politics (MAS-CHC1A) part of: Minor Asian Studies (MAS) / Doing business in China								
Code for study unit	MAS-CHC1A								
Degree programme and target group	Full time, Main phase, Minor (3rd or 4th year students doing business education)								
Teaching period	This SU/minor is offered in period 1+2 and 3+4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>36</td> </tr> <tr> <td>Time for self study</td> <td>104</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	36	Time for self study	104	Total study load (hours)	140
	Number of hours on the clock:								
Scheduled contact time	36								
Time for self study	104								
Total study load (hours)	140								
Entry requirements for study unit	Approval from SSCC								

Content and organisation	
Professional task	MAS-CHL1A Basic skills in the Chinese language, which is relevant when doing business in China and getting a better understanding of Chinese culture
	MAS-CCP1A Solid knowledge and understanding of China's history, culture and politics, which is crucial for understanding the Chinese business environment
Exit qualifications / Programme Learning Outcomes (PLO)	WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.

	<p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>LW11 Mitigate the pitfalls of cultural differences in business and social contexts</p> <p>LW12 Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>LW14 Assess the effect of cultural differences upon organisational behaviour and strategic choices</p>
<p>General description</p>	<p>Chinese language, history, culture & politics (MAS-CHC1A):</p> <p>This Study Unit contains the following modules:</p> <p>MAS-CCP1A: Chinese history, culture & politics</p> <p>MAS-CHL1A: Chinese language</p> <p>MAS-CCP1A/:</p> <p>During this module, students will learn how Chinese business culture has been formed by history. On top of that, it will focus on the importance of Chinese politics in Chinese business.</p> <p>During the module students work on several smaller professional products. All students have to do a presentation on a Chinese business- and culture/history/politics related topic.</p> <p>MAS-CHL1A:</p> <p>Besides that, part of this sub-SU is a basic Chinese language course. During this module students will be trained in acquiring basic skills in reading, writing, listening and talking Chinese. The final requirements for this module are the official HSK-1 level (endorsed by the Confucius institute). HSK (level 1) is the counterpart of the A1 level of the Common European Framework of Reference (CEFR).</p> <p>This module supports students in working on the main professional product, the project (MAS-PRO1A)</p> <p>(for further information on the project, refer to SU description for MAS-PRO1A)</p>

	<p>Topics:</p> <p>Introduction to culture, cultural awareness, Management & Leadership in China</p> <p>The impact and role of history and politics in Chinese (business) culture</p> <p>Training in Chinese language, business, cultural and social skills</p>
Cohesion	The SU Chinese language, history, culture and politics (MAS-CHC1A) is part of the minor program 'Minor Asian Studies' (MAS)/Doing business in China. The total program consists of 6 sub-SU's: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business models and skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHC1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).
Mandatory participation	Participation in the modules is mandatory
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	<p>Lectures</p> <p>Workshops</p> <p>Student presentations</p>
Required literature / description of learning material	<p>Liping, J, (2014), 'HSK Standard Course 1 – Textbook', <i>Beijing Language & Culture University Press, China</i></p> <p>Liping, J, (2014), 'HSK Standard Course 1 – Workbook', <i>Beijing Language & Culture University Press, China</i></p>
Required software / required materials	Topic-specific articles/reports/etc (hand-outs and/or to be found on #OnderwijsOnline)
Extra contributions	N/A

Examination	
Name (modular) exam	Chinese language, history, culture & politics (MAS-CHC1A):
Code (modular) exam	MAS-CCP1A.6 MAS-CCP1A.5
Assessment criteria	<p>The report should:</p> <p>include a clear and correct problem definition</p>

	<p>clearly present all relevant information gathered and analyzed</p> <p>give a clear, well-founded answer to the main problem</p> <p>have a clear structure</p> <p>be written in the students own words. In case of quotations he/she should use quotation marks.</p> <p>include proper referencing and a list of sources that were used</p> <p>be a pleasure to read. The student should make use of illustrations when appropriate</p> <p>The presentation:</p> <p>demonstrates understanding of the problem</p> <p>creates an impact on the audience through demonstrating reasonable presentation skills</p> <p>demonstrates understanding of the questions asked</p> <p>answers and convinces the audience by confidently, easily using logical arguments and clear structure</p>	
Exam and modular exam format(s) (type of exam)	Presentation	report
Individual / group	in pairs	Individual
Number of examiners	1	1
Exam period	During period 1 or 3 / P1 or P3	During period 1 or 3 / P1 or P3
Resit period	During period 2 or 4 / P2 or P4	During period 2 or 4 / P2 or P4
Duration exam	N/A	N/A
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	25%	25%
Method of enrolment for exam / enrolment period		
Discussion and review		

Name (modular) exam	Chinese language, history, culture & politics:

Code (modular) exam	MAS-CHL1A.1	MAS-CHL1A.4
Assessment criteria	<p>The HSK is an international standardized exam that tests and rates Chinese language proficiency. It assesses non-native Chinese speakers' abilities in using the Chinese language in their daily, academic and professional lives. The HSK consists of a writing test and a speaking test.</p> <p>The student can:</p> <ul style="list-style-type: none"> understand and use very simple Chinese phrases meets basic requirements for communication possesses the ability to further his/her Chinese language study 	
Exam and modular exam format(s) (type of exam)	Written exam	Oral exam
Individual / group	Individual	Individual
Number of examiners	1	1
Exam period	End of period 1 or 3 / T1 or T3	End of period 1 or 3 / T1 or T3
Resit period	Period 2 or 4 / T2 or T4	Period 2 or 4 / T2 or T4
Duration exam	120 minutes	N/A.
Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	25%	25%
Method of enrolment for exam / enrolment period		
Discussion and review		

Lecture/ contact hours																		
Lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
MAS-CCP1A	2	2	2	2	2	2												
MAS-CH1A	6	6	6	6	6	6												

Changes compared to last year	N/A.
Date from which the SU will no longer be offered	N/A.

MAS-PRO1A - Project

Part of: Minor Asian Studies (MAS) / Doing business in China

General information									
Name of study unit	Project (MAS-PRO1A) Part of: Minor Asia Studies / Doing Business in China								
Code for study unit	MAS-PRO1A								
Degree programme and target group	Full-time, Main phase, Minor (third and fourth years students doing a business education)								
Teaching period	This SU/Minor is offered in period 1+2 and 3+4								
ECTS credits and Study load	Study load: 10 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>9</td> </tr> <tr> <td>Time for self study</td> <td>271</td> </tr> <tr> <td>Total study load (hours)</td> <td>280</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	9	Time for self study	271	Total study load (hours)	280
	Number of hours on the clock:								
Scheduled contact time	9								
Time for self study	271								
Total study load (hours)	280								
Entry requirements for study unit	Approval from SSCC.								

Content and organisation	
Professional task	<p>The ultimate goal of this assignment is to research a topic related to The Belt and Road Initiative and with relevance for business(es) and/or organizations.</p> <p>The research paper (maximum 15 pages) is to show research capabilities. The selling tool as such to determine the relevance of the content for business(es) and/or organizations. The defense to assess the oral convincing argumentation of the choices made.</p>

<p>Exit qualifications / Programme Learning Outcomes (PLO)</p>	<p>WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p>WT2 Create innovative ideas in a changing business environment systematically.</p> <p>WT3 Analyse patterns in global macroeconomic factors and policies that drive international trade and business development</p> <p>WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</p> <p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>WW7 Produce management information from various data sources in an international business environment</p> <p>LW11 Mitigate the pitfalls of cultural differences in business and social contexts</p> <p>LW12 Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>LW14 Assess the effect of cultural differences upon organisational behaviour and strategic choices</p> <p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p>TWM16 Use appropriate sales techniques in support of durable customer relationships.</p> <p>TWM17 Incorporate developments of the digital landscape in a marketing strategy.</p> <p>TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p>TWM19 Recommend financing possibilities in a dynamic international environment.</p> <p>TWM20 Evaluate the operations processes within and between organisations.</p> <p>TWM21 Manage the operations processes within and between organisations</p> <p>TWM24 Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p>
<p>General description</p>	<p>MAS Project (MAS-PRO1A)</p>

	<p>The ultimate goal of this assignment is to research a topic related to The Belt and Road Initiative and with relevance for business(es) and/or organizations.</p> <p>Even though students are experienced with deliverables like an extensive research proposal and extensive research reports, the deliverables for this study unit will need to be short and to the point. Students do not have to hand-in a "Research Proposal" as such for the complete research project. But the first step includes aspects of a research proposal to have a clear starting point for the next research step(s). Thus, a more iterative approach: step by step improving towards an optimal situation.</p> <p>During each of the supervisor / peer workgroup sessions the student will present the status of his/her progress and his/her results. These sessions are meant for questions and peer feedback.</p>
Cohesion	The SU MAS Project (MAS-PRO1A) is part of the minor program 'Minor Asian Studies' (MAS)/Doing business in China. The total program consists of 6 SU's: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business models and skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHL1A + MAS-CCP1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).
Mandatory participation	Yes
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	Lectures, Workshops, Group Assignments, and Company Visits
Required literature / description of learning material	Topic-specific articles/reports/etc (hand-outs to be found on #OnderwijsOnline)
Required software / required materials	Topic-specific articles/reports/etc (hand-outs to be found on #OnderwijsOnline)
Extra contributions	N/A

Examination	
Name (modular) exam	MAS Project

Code (modular) exam	MAS-PRO1A		
Assessment criteria	The research paper (maximum 15 pages) is to show research capabilities. The selling tool as such to determine the relevance of the content for business(es) and/or organizations. The defense to assess the oral convincing argumentation of the choices made.		
Exam and modular exam format(s) (type of exam)	Research Paper	Selling Tool	Defense
Individual / group	Individual	Individual	Individual
Number of examiners	1	2	2
Exam period	P2/P4	P2/P4	P2/P4
Resit period	P2/P4	P2/P4	P2/P4
Duration exam	N/A	N/A	N/A
Permitted resources / aids	N/A	N/A	N/A
Minimum result	5.5	5.5	5.5
Weight factor of modular exam	50%	25%	25%
Method of enrolment for exam / enrolment period			
Discussion and review	Review with the individual student will be right after the assessment has taken place.		

Lecture/ contact hours										
	Period P2/P4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	2	2	2	2	2	2				

Changes compared to last year	Updated format and changed to individual research assignment.
Date from which the SU will no longer be offered	N/A

MAS-SCF1A - Supply Chain Finance

Part of: Minor Asian Studies (MAS) / Doing business in China

1. General information		
Name of study unit	Supply Chain Finance (MAS-SCF1A) <i>part of: Minor Asian Studies (MAS) / Doing business in China</i>	
Code for study unit	MAS-SCF1A	
Degree programme and target group	Full time, Main phase, Minor (3rd or 4th year students doing a business education)	
Teaching period	This SU/minor is offered in period 1+2 and 3+4	
ECTS credits and Study load	Study load: 5 EC	
		Number of hours on the clock:
	Scheduled contact time	23
	Time for self study	117
	Total study load (hours)	140
Entry requirements for study unit	Approval from SSCC.	
2. Content and organisation		
Professional task	Analyze financial issues/problems in the total supply chain from the Netherlands to China, with a main focus on the opportunities and challenges offered by the Belt and Road Initiative, and on the basis of that come up with solutions/recommendations for improvements	
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p>WT3 Analyse patterns in global macroeconomic factors and policies that drive international trade and business development</p> <p>WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</p> <p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p>	

	<p>WW7 Produce management information from various data sources in an international business environment</p> <p>TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p>TWM19 Recommend financing possibilities in a dynamic international environment.</p>
General description	<p>Supply Chain Finance:</p> <p>In this course (supply chain) finance related issues, relevant for doing business in China, are discussed and analyzed.</p> <p>The teaching method applied during this course is a combination of (guest) lectures, case teaching and a management game ('Cool Connection').</p> <p>Objectives:</p> <p>in-depth knowledge of relevant topics in (Supply Chain) Finance providing the relevant theoretical background for the working on the project</p> <p>Description:</p> <p>The student has knowledge and understanding of the relevant topics in (Supply Chain) Finance</p> <p>The student has knowledge and understanding of the opportunities the Belt and Road Initiative (especially the Eurasian corridor) offers for business between the Netherland/Europe and China, but is also aware of the challenges and potential risks related to this Belt and Road Initiative</p> <p>The student is able to conduct relevant research and analysis for working on the project in this minor</p> <p>Topics:</p> <p>Introduction to Supply Chain Finance Quick scan Supply Chain Finance Supply Chain Finance instruments Risk management (from perspective of Belt and Road Initiative) The concept of Economic Value Added The financial aspects of economic trade-offs in Supply Chain Management Conceptual SCF-model</p>

	<p>Role of IT platforms in SCF</p> <p>Role of (financial) third parties in SCF</p>
Cohesion	<p>The SU Supply Chain Finance (MAS-SCF1A) is part of the minor program 'Minor Asian Studies' (MAS)/Doing business in China. The total program consists of 6 SU's: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business models and skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHL1A + MAS-CCP1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).</p>
Mandatory participation	<p>For this SU attendance is highly recommended</p>
Maximum number of participants	<p>30</p>
Compensation options	<p>N/A</p>
Activities and/or instructional formats	<p>N/A</p>
Required literature / description of learning material	<p>www.principlesofsupplychainfinance.nl (available on internet)</p> <p>Topic-specific articles/(annual) reports/cases, ect (hand-outs and/or to be found on #OnderwijsOnline)</p> <p>Literature instruction books provided by HAN</p>
Required software / required materials	<p>Topic-specific articles/reports/etc (hand-outs and/or to be found on #OnderwijsOnline)</p>
Extra contributions	<p>N/A</p>

3.Examination	
Name (modular) exam	Supply Chain Finance
Code (modular) exam	MAS-SCF1A.1
Assessment criteria	<p>Student has:</p> <ul style="list-style-type: none"> Insight in the financial flow in the logistic chain Knowledge & understanding of working capital Understanding of SCF concepts in terms of perspectives of stakeholders Insight of practical impact of static & dynamic liquidity in the supply chain knowledge of SCF instruments Knowledge of INCO terms Knowledge of specific risks in an international supply chain Knowledge & Insight in the formula $EVA = NOPAT - WACC * Capital\ employed$ Understanding & insight in the SCF conceptual model Knowledge of basic concepts of ETO's in SCM Knowledge of functionalities of ERP systems and IT platforms Insight in the strategic trade-off between a financial or a non-financial SCF intermediary
Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individual
Number of examiners	1
Exam period	End of period 2 or 4 / T2 or T4
Resit period	End of period 4 or 2 / T4 or T2
Duration exam	120
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	
Discussion and review	
Lecture/ contact hours	

Lecture week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
MAS-SCF1A	2	2	2	2	2	2		3	3		3	3	3	3

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

MAS-SCM1A – Supply Chain Management

Part of: Minor Asian Studies (MAS) / Doing business in China

General information									
Name of study unit	Supply Chain Management (MAS-SCM1A) part of: Minor Asian Studies (MAS) / Doing business in China								
Code for study unit	MAS-SCM1A								
Degree programme and target group	Full time, Main phase, Minor (3rd or 4th year students doing business education)								
Teaching period	This SU/minor is offered in period 1+2 and 3+4								
ECTS credits and Study load	Study load: 5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time</td> <td>23</td> </tr> <tr> <td>Time for self study</td> <td>117</td> </tr> <tr> <td>Total study load (hours)</td> <td>140</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time	23	Time for self study	117	Total study load (hours)	140
		Number of hours on the clock:							
	Scheduled contact time	23							
Time for self study	117								
Total study load (hours)	140								
Entry requirements for study unit	Approval from SSCC.								
Content and organisation									
Professional task	Analyze and apply operations and strategy in the total supply chain from both a Dutch and a Chinese perspective, with a main focus on the opportunities and challenges offered by the Belt and Road Initiative								
Exit qualifications / Programme Learning Outcomes (PLO)	<p>WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p>WT3 Analyse patterns in global macroeconomic factors and policies that drive international trade and business development</p> <p>WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</p> <p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>WW7 Produce management information from various data sources in an international business environment</p>								

	<p>TWM20 Evaluate the operations processes within and between organisations.</p> <p>TWM21 Manage the operations processes within and between organisations</p>
<p>General description</p>	<p>Supply Chain Management:</p> <p>In this course logistics/supply chain related issues, relevant for doing business in China, are discussed and analyzed.</p> <p>The teaching method applied during this course is a combination of (guest) lectures, case teaching and a management game ('Cool Connection').</p> <p>Objectives:</p> <p>in-depth knowledge of relevant topics in Logistics, Distribution and Transport</p> <p>providing the relevant theoretical background for the working on the project</p> <p>Description:</p> <p>The student has knowledge and understanding of the relevant topics in Logistics, Distribution and Transport</p> <p>The student has knowledge and understanding of the opportunities the Belt and Road Initiative (especially the Eurasian corridor) offers for business between the Netherland/Europe and China, but is also aware of the challenges and potential risks related to this Belt and Road Initiative</p> <p>The student is able to conduct relevant research and analysis for working on the project in this minor</p> <p>Topics:</p> <p>Introduction to SCM & Logistics in a global economy</p> <p>KPI's in SCM/Logistics</p> <p>Logistics in China</p> <p>BRI, what is it, what is China's idea behind it?</p> <p>Ways of transport</p> <p>Rail logistics</p> <p>SCM trade-off (deep sea vs rail freight)</p>

	INCO-terms and documentation (focus on rail freight) The impact of blockchain technology on SCM
Cohesion	The SU Supply Chain Management (MAS-SCM1A) is part of the minor program 'Minor Asian Studies' (MAS)/Doing business in China. The total program consists of 6 sub-SU's: (1) Project (MAS-PRO1A), (2) Chinese economy (MAS-CEC1A), (3) Business models and skills (MAS-BMS1A) (4) Chinese language, history, culture and politics (MAS-CHC1A) (5) Supply Chain Management (MAS-SCM1A) and (6) Supply Chain Finance (MAS-SCF1A).
Mandatory participation	For this SU attendance is highly recommended
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	N/A
Required literature / description of learning material	Mangan, J. (2016), ' <i>Global Logistics and Supply Chain Management</i> ', Hoboken, John Wiley & Sons Inc. Thürer, M. (2019) et al, ' <i>A Systematic Review of China's Belt and Road Initiative: Implications for Global Supply Chain Management</i> ', Jinan University Topic-specific articles/reports/etc (hand-outs and/or to be found on #OnderwijsOnline
Required software / required materials	Topic-specific articles/reports/etc (hand-outs and/or to be found on #OnderwijsOnline)
Extra contributions	N/A

Examination		
Name (modular) exam	Supply Chain Management	
Code (modular) exam	MAS-SCM1A.1	MAS-SCM1A.5

Assessment criteria	<p><u>Written exam</u></p> <p>The student:</p> <p>Demonstrates knowledge and understanding of the main concepts and theories in the field of international supply chain management and is able to apply these concepts and theories to the Europe – Asia trade (in particular China) vv;</p> <p>demonstrates knowledge and understanding of how to position China within the global supply chain of a company in alignment with its corporate strategy;</p> <p>understands the role and impact of the Belt and Road Initiative in the perspective of (re)designing and managing the Europe – Asia supply chain;</p> <p>demonstrates knowledge and is able to apply the relevant KPI's in a given Europe – Asia supply chain;</p> <p>demonstrates knowledge and understanding of the logistics industry in China;</p> <p>demonstrates knowledge and understanding of the pros and cons of rail freight within the BRI;</p> <p>demonstrates knowledge and understanding of how to set up a modality trade-off.</p> <p><u>Case</u></p> <p>The student:</p> <p>demonstrates the ability to evaluate the performance of a given Europe – China supply chain and the capability to advise on which improvements are needed;</p> <p>shows that he/she can communicate the recommendations in a clear and convincing way.</p>	
	Exam and modular exam format(s) (type of exam)	Written
Individual / group	Individual	No, in groups
Number of examiners	1	2
Exam period	End of period 1 or 3	During the second period
Resit period	Period 2 or 4	End of period 2 or 4
Duration exam	90	N/A

Permitted resources / aids	N/A	N/A
Minimum result	5.5	5.5
Weight factor of modular exam	50%	50%
Method of enrolment for exam / enrolment period		
Discussion and review		

Lecture/ contact hours														
Lecture week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
MAS-IM1A	2	2	2	2	2	2		3	3		3	3	3	3

Changes compared to last year	N/A
Date from which the SU will no longer be offered	N/A

Minor Data Driven Decision Making in Business (MDD)

MDDP - Project M3DMiB

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	<i>Project M3DMiB</i>	
Code for study unit	<i>MDDP</i>	
Degree programme and target group	<i>Students following Minor MDD (HAN) and external students interested in this minor</i>	
Teaching period	Periods 1 and 2/ 3 and 4	
ECTS credits and Study load	Study load: 5 ECTS	
		Number of hours on the clock:
	Scheduled time (3 hrs. per contact moment)	20
	Time for self-study	120
	Total study load (hours)	140
	*Fixed contact hours are stated in the course manual. Feedback sessions will be in agreement with the academic coach and the group of students.	
Entry requirements for study unit	Approval from bachelor programme the student is enrolled in. Basic knowledge on data management courses (e.g. Modelling, Statistics, Big Data) and research courses.	

2. <i>Content and organisation</i>	
Professional task	A group of 3-5 students will execute a project for the Minor Data Driven Decision Making in Businesses (M3DMiB). This project is based on an actual assignment by a commissioner, who is a key person in a company, research institute, or government. The outputs of the project are A3 reporting, supported by a management report, and an oral presentation.
Exit qualifications / Programme Learning Outcomes (PLO)	This is a level 3 course, therefore the students are expected to perform complex task and to work independently (minimum supervision). Specifically, the following are the exit qualifications of the course: Collaboration (WW6): Student must be able to collaborate effectively with different stakeholders (students, commissioner, academic coach) and achieve a desirable output while considering individual stakeholder goals. Communication (WW4): Students must be able to use communicate effectively (visually and orally) the results of their finding and solution to their target stakeholder. Management of Information as Digital Citizen (WW7): Student must be able to produce actionable management information as part of their data driven project.

	Business Research (TWM24): Student must be able to analyze a complex business problem through the use of appropriate research methodology that will result in an appropriate business solution in their assigned project.
General description	<p>Project M3DMiB is the final project of students to apply their learnings in the foundation and the chosen tracks courses for the M3DMiB. Therefore it requires level 3 competences, which means that student must be able to do task independently as a group in a data driven business environment. The real-life company problem that the students have to deal with involve any of the following fields: Logistics/Supply chain, Marketing & Sales, Finance, and Human Resources. Each team will be assigned with an academic advisor to guide them during the process and on the content of the assigned project.</p> <p>The teams will be composed based on the required interdisciplinary mix for the execution of the project and on the preference of the students.</p> <p>Students need to apply to this course by submitting an application letter (see application form in the course manual). The relevant knowledge and skills provided in the application letter will be match with the project of the commissioners to determine students' project.</p>
Cohesion	The course is coherent with other courses in the IB programme, such as GPR, Graduation Assignments and Placements, which incorporate the Triple Helix Model (Business-Research-Students/Teachers).
Mandatory participation	It is mandatory to meet the academic advisor and the commissioner at the beginning and end of the project.
Maximum number of participants	30
Compensation options	None
Activities and/or instructional formats	<ul style="list-style-type: none"> • Meeting commissioner • Team sessions • Group works
Required literature / description of learning material	<ul style="list-style-type: none"> • Course Manual • Powerpoint slide
Required software / required materials	Software is dependent on the requirement of the project.
Extra contributions (TER 2.7)	None

3. Examination	
Name (modular) exam	Project MDD
Code (modular) exam	MDDP PRO1A.5
Assessment criteria	<p><i>A. The criteria for assessing A3 report format including the management report is based on TMW24 (Business research) and WW7 (Management of Information as Digital Citizen). The students must demonstrate the ability to:</i></p> <ul style="list-style-type: none"> - Describe clearly the management problem and project objectives using appropriate business terms in the report and A3 format (lean) way. - Do proper literature research on the current developments related to the given data driven decision making problem and on the relevant models that could potentially solve the given problem (both in the report and A3 format). - Collect field data and analyze these data using the appropriate methodology, which will lead to meaningful results and conclusions. - Derive the proper root causes to the problems using proper data analytic tools and a visual model, determining relevant objectives to be realized, and reporting this using the A3 format and management report. - Come up with relevant management solutions on how to improve the given data driven problem and reporting these using the A3 format. - Come up with a time planning to realise the proposed improvements. <p><i>B. The criteria for assessing the oral presentation is based on WW4 (Communication). The student must demonstrate the ability to:</i></p> <ul style="list-style-type: none"> - Present the project in a creative, concise, and convincing way based on the target group. - Communicate effectively (both presentation and orally) the outcome of the project, which is deemed acceptable by the target stakeholder. - Defend the results of the project and its consequences in company processes in a logical and convincing way. - Defend the relevance of the chosen solutions in a convincing way. <p>*Separate assessment forms for will be used to assess the A3 and management report and the oral presentation.</p> <p><i>C. The criteria for the individual peer assessment:</i></p> <p>*WW6 Collaboration: A sufficient performance for all collaboration factors in the peer assessment form.</p>
Exam and modular exam format(s) (type of exam)	<i>Management report + A3 reporting (code will follow later)</i> <i>Individual Peer Assessment</i>
Individual / group	<i>Group and Individual (based on peer factors)</i>
Number of examiners	1
Exam period	P2/P4

Resit period	<i>The A3 and management report must be sufficient (5,5) in order to proceed to the oral presentation. Upon submission and it is not yet at sufficient level, students are given two weeks to repair their work.</i>
Duration exam	<i>A3 presentation (oral exam) – 30-45 minutes</i>
Permitted resources / aids	
Minimum result	Group output and A3 presentation - 5.5 Peer assessment – A passing score in each criterion in the peer assessment form. The final individual grades will be based on the adjusted group grades based on the peer factors.
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment
Discussion and review	Lecturer

Lecture/ contact hours	Period 1/3							Period 2 /4						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Lecture week														
Kick-off (Information session)	3													
Supervisions			2			2			2			2		
Sessions: Academic coach + commissioner			2											2

Changes compared to last year	None
Date from which the SU will no longer be offered	None

MDDF - Business Intelligence (BI)

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>									
Name of study unit	<i>Foundation</i>								
Code for study unit	<i>MDDF</i>								
Degree programme and target group	<i>Foundation students of minor M3DMiB</i>								
Teaching period	P1/P3								
ECTS credits and Study load	Study load: 2.5 EC								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time (X hrs per week)</td> <td>12</td> </tr> <tr> <td>Time for self study</td> <td>58</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time (X hrs per week)	12	Time for self study	58	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time (X hrs per week)	12								
Time for self study	58								
Total study load (hours)	70								
Entry requirements for study unit	No background is recommended.								

2. <i>Content and organisation</i>	
Professional task	<p>The students will form groups consisting of 2 students per group.</p> <p>Goal A: Each group explore following theory of business intelligence:</p> <ol style="list-style-type: none"> 1. Analyze the role of Business Intelligence (BI) & Data Science in organizations. 2. Apply Business Intelligence (BI) in the reporting process (Strategy, Key Result indicators, Key Performance Indicators, Performance indicators, Target-setting, PDCA & Dashboard). 3. Turning data into knowledge & action (Stakeholders, Requirements, AI, Algorithms and Machine Learning) 4. Knowledge of the structure of an agile organisation 5. BI / Data science instruments and applications. 6. Examine the design of Business Intelligence / Data Science projects (Scrum). 7. Evaluate a vision for the deployment of Business Intelligence in the organization 8. Governance of the BI cycle 9 Knowledge of future of BI. <p>Goal B: Application of business intelligence through software. This is in line with the lessons of Data Visualization</p>

Exit qualifications / Programme Learning Outcomes (PLO)	<p>Level 2: The student is able to perform a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision</p> <p>PLO from M3DMiB Student must be able to connect the expertise of a data scientist to a specific business and cross-cultural expertise (and vice versa), which will aid in the decision making process of the management.</p> <p>PLO's from IB Programme Business Research (TWM24): Student must be able to analyze a complex business problem through the use of appropriate research methodology that will result in an appropriate business solution in their assigned project. Management of Information as Digital Citizen (WW7): Student must be able to produce actionable management information as part of their data driven project. Communication (WW4): Students must be able to use communicate effectively (visually and orally) the results of their finding and solution to their target stakeholder. Collaboration (WW6): Student must be able to collaborate effectively with different stakeholders (students, commissioner, academic coach) and achieve a desirable output while considering individual stakeholder goals.</p>
General description	<p>Business Intelligence is playing an increasingly important role in informing employees in an organization. The role of Business Intelligence is crucial in managing processes and organizations. Business Intelligence is important for the future of many organizations. In this course you will learn to recognize the processes that can be improved by use of Business Intelligence. The organization of a BI environment (roles, processes and system) is also discussed. Also is considered the quality aspects of information. In addition, much attention is paid to the organization of Business Intelligence in one organization.</p>
Cohesion	<p>Students will spend 25% of the time with the application of business intelligence through software. This is in line with the lessons of Data visualization</p>
Mandatory participation	<p>80% of the class must be attended by the students. Active participation in classes is required.</p>
Maximum number of participants	<p>30</p>
Compensation options	
Activities and/or instructional formats	<ul style="list-style-type: none"> - Case study analysis - Selfstudy - Lectures - Class workshops - Team assignments - Applying business intelligence through software
Required literature / description of learning material	<p>Reader & Articles on the LMS (Onderwijs Online).</p>
Required software / required materials	<p>Tableau</p>

Extra contributions (TER 2.7)	
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3. Examination

Name (modular) exam	Business Intelligence (BI)
Code (modular) exam	MDDF BIT1A.5
Assessment Criteria	<p>The criteria for assessing the students per output are as follow: Written Report (100%)</p> <p>Part 1) The student provides an advice on how to improve Business Intelligence (BI) in an organization of students choice. When an organization does not yet use BI, the student writes an advice on the set-up of BI for the organization.</p> <p>Part 2) Tthe following topics must be included in the details of the assignment:</p> <ul style="list-style-type: none"> - a vision of Business Intelligence in the organization - the role of Business Intelligence in the reporting process - Turning data into knowledge & action - BI / Data science instruments and applications - the design of a Business Intelligence project
Exam and modular exam format(s) (type of exam)	<i>Written Report (more information on Onderwijsonline)</i>
Individual / group	<i>Pair of students</i>
Number of examiners	<i>2 (lecturer and examiner)</i>
Exam period	End period P1 or P3.
Resit period	<i>In case of an insufficient written report, two weeks to rewrite the report.</i>
Duration exam	NA
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A
Discussion and review	With examiners

Lecture/ contact hours										
	Period 1 or 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
		2	2	2	2	2	2			

Changes compared to last year	Several changes in 2. Content & Organisation an in the assessment criteria
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Date from which the SU will no longer be offered	None
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MDDF - Data science for business

Part of Minor Data Driven Decision Making in Business

1. General information		
Name of study unit	Foundation MDD	
Code for study unit	MDDF	
Degree programme and target group	Minor	
Teaching period	P1 /P3	
ECTS credits and Study load	Study load:	
	2.5	Number of hours on the clock:
	<i>Scheduled contact time (X hrs per week)</i>	90 min
	<i>Time for self study</i>	59.5h
	Total study load (hours)	70h
Entry requirements for study unit		

2. Content and organisation	
Professional task	<i>The student:</i> <ul style="list-style-type: none"> - describes data science challenges - describes the workflow for data driven decision making
Exit qualifications / Programme Learning Outcomes (PLO)	
General description	<i>Non-technical overview of data science, and types of techniques. Focus on critical thinking and the full DS process (based on CRISP).</i>
Cohesion	
Mandatory participation	NA
Maximum number of participants	30
Compensation options	NA
Activities and/or instructional formats	<i>Online: selfstudy, workshops, team assignment(s)</i>
Required literature / description of learning material	<i>All material will be open source or freely available via the LMS (Onderwijs Online)</i>
Required software / required materials	<i>R and RStudio</i>
Extra contributions (TER 2.7)	

MDDF - Foundation Math & Stats in R, Python

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	<i>Foundation MDD</i>	
Code for study unit	<i>MDDF</i>	
Degree programme and target group	<i>Minor Data Driven Decision Making (MDD)</i>	
Teaching period	P1/P3	
ECTS credits and study load	Study load: 2.5 ECTS	
	Number of hours on the clock:	
	Scheduled contact time	8
	Time for self-study (including	62
	Total study load (hours)	70
Entry requirements for study unit		

2. <i>Content and organization</i>	
Professional task	This module is both a refresher course in basic mathematics and statistics, and an introduction to use R for solving basic mathematical and statistical problems. The student studies most of the materials on the e-learning platform independently, and checks his or her skills via self-tests. Additional support will be offered in four webinars, in which the topics will be summarized, and students can ask questions related to the study materials.
Exit qualifications / Programme Learning Outcomes (PLO)	After studying this module, students should feel confident in: <ol style="list-style-type: none"> 1. Set theory (and its relation to the concept of probability) 2. Mathematical operations 3. Mathematical equations 4. Mathematical functions, and graphs.
General description	All topics will be introduced in a gentle and intuitive manner. Students should be able to use R in solving problems related to the four areas mentioned above. Downloading and installing R and RStudio, and performing basic operations in R, is an integral part of the module.
Cohesion	
Mandatory participation	NA
Maximum number of participants	30
Compensation options	

Activities and/or instructional formats	
Required literature / description of learning material	The module is based on: Franken, W.M. & Bouts, R.A. (2002). <i>Wiskunde voor statistiek: een voorbereiding</i> . Tweede herziene druk. Bussum, Nederland: Uitgeverij Coutinho The essential parts of this book, are summarized in Dutch and illustrated with easy to follow R-scripts which are freely accessible online. Self-tests, with answers and explanations, are included.
Required software / required materials	R (available via https://cran.r-project.org/) RStudio (available via https://rstudio.com/products/rstudio/download/)
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	<i>Mathematics & Statistics in R or Python</i>
Code (modular) exam	MDDF MSR1A.5
Assessment	Applying set theory to a fictitious or (preferably) real-life challenge, to be selected by the student. Sample assignments are provided. The assignment has to be submitted in the form of an annotated R-script. Criteria used for assessment are: readability of the script; accuracy of the solutions; relevance of the information provided in relation to the questions asked.
Exam and modular exam format(s) (type of exam)	Assessment, based on an annotated R-script
Individual / group	Individual
Number of examiners	1
Exam period	P1/P3
Resit period	In case of fail: two weeks to rewrite P1/P3
Duration exam	Four hours
Permitted resources / aids	All resources permitted. Students can write the script/report from home.
Minimum result	Pass/fail basis
Weight factor of modular exam	NA
Method of enrolment for exam/enrolment period	NA
Discussion and review	NA

Lecture/contact hours (webinars)										
	Period 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
	1.5	1.5	1.5	1.5						

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

MDDF - Introduction to Data Mining

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	<i>Foundation</i>	
Code for study unit	<i>MDDF</i>	
Degree programme and target group	<i>Minor</i>	
Teaching period	<i>P1/P3</i>	
ECTS credits and Study load	Study load:	
	2.5	Number of hours on the clock:
	<i>Scheduled contact time (X hrs per week)</i>	<i>90 min</i>
	<i>Time for self study</i>	<i>59.5h</i>
	<i>Total study load (hours)</i>	<i>70h</i>
Entry requirements for study unit		

2. <i>Content and organisation</i>	
Professional task	The student: <ul style="list-style-type: none"> - describes data science challenges - describes the workflow for data driven decision making
Exit qualifications / Programme Learning Outcomes (PLO)	Level 2: The student is able to perform a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision.
General description	Introduction to specific data science algorithms (quality of data and the logic of using a specific model are assumed). Students learn about the intuitive appeal of the various algorithms, and gain a better understanding of when, why and how to use these techniques. The focus will be on models for classification and prediction (supervised learning).
Cohesion	
Mandatory participation	NA
Maximum number of participants	30
Compensation options	NA
Activities and/or instructional formats	Online: selfstudy, workshops, team assignment(s)
Required literature / description of learning material	All material will be open source or freely available via the LMS (Onderwijs Online)
Required software / required materials	R and RStudio

MDDF - Introduction to Modelling

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	Foundation	
Code for study unit	MDDF	
Degree programme and target group	Minor	
Teaching period	P1/P3	
ECTS credits and Study load	Study load: 2.5 ECTS	
	Number of hours on the clock:	
	Scheduled time (3 hrs. per week)	21
	Time for self-study	49
	Total study load (hours)	70
Entry requirements for study unit		

2. <i>Content and organisation</i>	
Professional task	The student: <ul style="list-style-type: none"> - Understands the basics of regression analysis - Can build statistical models to answer research questions - Can interpret and report the results in a professional manner
Exit qualifications / Programme Learning Outcomes (PLO)	The student can independently build a regression model with the aim of testing hypotheses. The student can also report the results and interpret them correctly discussing its implications.
General description	Introduction to regression analysis and some extensions. Focus is on understanding how they work and how they can be applied in R.
Cohesion	
Mandatory participation	80% of the lectures
Maximum number of participants	30
Compensation options	None
Activities and/or instructional formats	Lectures, workshops, self-study, assignments
Required literature / description of learning material	All material will be open source or made available on #Onderwijs Online

Required software / required materials	R and Rstudio, MS Excel
Extra contributions (TER 2.7)	None

3. Examination	
Name of study unit	<i>Introduction to Modelling</i>
Code for study unit	MDDF IML1A.5
Assessment criteria	Test grid I Knowledge (X%) II Application (Y%) III : Comprehension (100% - X% - Y%)
Exam and modular exam format(s) (type of exam)	Report presenting and explaining the chosen regression model accompanied by R-script. Code will follow later
Individual / group	Individual
Number of examiners	1
Exam period	P1/P3
Resit period	P1/P3
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	Enrolment
Discussion and review	YES

Lecture/ contact hours										
	Period 1/3 or 2 /4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3 hrs	3 hrs	3 hrs	3 hrs	3 hrs	3 hrs				

Changes compared to last year	None
Date from which the SU will no longer be offered	None

MDDF - Storytelling with Data

1. General information		
Name of study unit	Foundation	
Code for study unit	MDDF	
Degree programme and target group	Foundation students of minor M3DMiB	
Teaching period	P1/P3	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time (X hrs per week)	21
	Time for self study	49
	Total study load (hours)	70
Entry requirements for study unit	A background on Business Intelligence is recommended but not mandatory, since data analysis technique will be part of the course lectures.	

2. Content and organisation	
Professional task	The students will form groups consisting of 2 students per group. Each group will deal with case study data wherein they will explore and choose the right data analysis and visualization techniques. They will present their findings in a professional way, such as via a Ted talk or in front of set of stakeholders. The goal of each group is to be able to transform business data sets into visual forms and to use these visuals in creating an engaging, informative and compelling storytelling to the target stakeholders.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>The exit qualifications of the course are derived from the IB Matrix. The students are expected to:</p> <p>WT2: Creativity – Be able to transform and present large data sets in simple and effective visuals.</p> <p>WW4: Communication – Be able to communicate visuals based on large data sets in an effective and convincing ways.</p> <ul style="list-style-type: none"> - Be able to defend the outcome of the visuals based on a holistic understanding of the topic. <p>TMW24: Business Research – Be able to properly use the right data analytics technique, explain the outcome of the visuals, and derive meaningful conclusions.</p>
General description	This course is for students who are interested to extend their data analytics skills through visualization and compelling storytelling.

	<p>The main focus of this course is not on hard-core analytics but on the translation of the analytical results in a simple and meaningful visual for storytelling in a business setting.</p> <p>Data visualization is a storytelling of data using graphical forms. In this course, the student will be exposed to data analysis and basic visualization techniques (e.g. principal component analysis and other clustering techniques) and to choosing the right graphical forms for data story telling. Workshops will also be given to level up the data storytelling skills of students.</p>
Cohesion	
Mandatory participation	<p>80% of the class must be attended by the students. In-class workshops will be given (e.g. visualization, story-telling techniques) to prepare students to deliver the final output (oral presentation). Active participation in classes and delivery of assignments are required.</p> <p>Presence during the oral presentation is mandatory. An absence means a grade of 1.0 for this part of the course. The pair will have a week to re-do the oral presentation.</p>
Maximum number of participants	30
Compensation options	
Activities and/or instructional formats	<ul style="list-style-type: none"> • Case study analysis • Lectures • Class workshops (Data visualization, story-telling techniques) • Oral presentations (Storytelling to stakeholder groups)
Required literature / description of learning material	<p>Book: Cole Nussbaumer Knaflic. 2015. Storytelling with data: A data visualization guide for Business Professionals.</p> <p>Powerpoint slides in Onderwijsonline.</p>
Required software / required materials	Excel and R-Studio
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	<i>Storytelling with Data (The Art of Data Visualization)</i>
Code (modular) exam	<i>MDDF SDV1A.6</i>
	<p>The criteria for assessing the students per output are as follow:</p> <p>Oral presentation</p> <p>TMW24 Business Research: The student must be able to properly justify the methodology (and/or used data analytics techniques) and analyze large data set based on the chosen methodology.</p> <p>TMW24 Business Research: The student must be able to explain clearly the outcome of the visuals based on large data set and derive meaningful conclusions.</p> <p>WT2 Creativity: The student must be able to transform and present large data sets in simple and effective visuals.</p> <p>WW4 Communication: The student must be able to communicate visuals based on large data in an effective and convincing ways using storytelling.</p> <p>: The student must be able to defend the outcome of his presentation during oral examination.</p> <p>An assessment form will be used to assess the performance of students in each exam format.</p>
Exam and modular exam format(s) (type of exam)	<i>Oral presentation (Visual and oral presentations)</i>
Individual / group	<i>Pair of students</i>
Number of examiners	<i>1</i>
Exam period	<i>P1/P3.</i>
Resit period	<i>In case of an insufficient oral presentation, two weeks to re-do the presentation. P1/P3</i>
Duration exam	<i>maximum of 30 minutes per pair.</i>
Permitted resources / aids	<i>N/A</i>
Minimum result	<i>5.5</i>
Weight factor of modular exam	<i>100%</i>
Method of enrolment for exam / enrolment period	<i>N/A</i>
Discussion and review	<i>With examiners</i>

Lecture/ contact hours										
	Period 1 or 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3	3			

Changes compared to last year	None
Date from which the SU will no longer be offered	None

MDDF - Robotic Process Automation (RPA)

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	Robotic Process Automation (RPA)	
Code for study unit	MDDF	
Degree programme and target group	<i>students of minor M3DMiB</i>	
Teaching period	P1/P3	
ECTS credits and Study load	Study load: 2.5 EC	
	Number of hours on the clock:	
	Scheduled contact time (X hrs per week)	14
	Time for self study	56
	Total study load (hours)	70
Entry requirements for study unit	The course assumes no prior knowledge of RPA.	

2. <i>Content and organisation</i>	
Professional task	<p>The students will form groups consisting of 2 students per group.</p> <p>Goal A: Each group explores the following theory of RPA:</p> <ul style="list-style-type: none"> • Understands the basics of Robotic Process Automation • Uses and understand the various functionalities and features of RPA UiPath Software • Identifies processes which can be automated • Develops an attended or unattended robot • Knows and applies business best practices in RPA projects <p>Goal B: Application of Robotic Process Automation through software (lab component: introduces the UiPath RPA platform and teaches students how to use free UiPath software (Community Edition) to automate business processes.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Level 2: The student is able to perform a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision</p> <p>PLO from M3DMiB Student must be able to connect the expertise of a data scientist to a specific business and cross-cultural expertise (and vice versa), which will aid in the decision making process of the management.</p>

	<p>PLO's from IB Programme</p> <p>Business Research (TWM24): Student must be able to analyze a complex business problem through the use of appropriate research methodology that will result in an appropriate business solution in their assigned project.</p> <p>Management of Information as Digital Citizen (WW7): Student must be able to produce actionable management information as part of their data driven project.</p> <p>Communication (WW4): Students must be able to use communicate effectively (visually and orally) the results of their finding and solution to their target stakeholder.</p> <p>Collaboration (WW6): Student must be able to collaborate effectively with different stakeholders (students, commissioner, academic coach) and achieve a desirable output while considering individual stakeholder goals.</p>
General description	The Robotic Process Automation (RPA) Design & Development course offers comprehensive knowledge and professional-level skills focused on developing and deploying software robots. It begins by refreshing basic programming skills and introducing basic RPA concepts. The course then introduces the UiPath RPA platform and teaches students how to use free UiPath software (Community Edition) to automate business processes.
Cohesion	Students will spend 50% of the time with the application of business intelligence through software.
Mandatory participation	80% of the class must be attended by the students. Active participation in classes is required.
Maximum number of participants	30
Compensation options	
Activities and/or instructional formats	<ul style="list-style-type: none"> • Case study analysis • Selfstudy • Lectures • Class workshops • Team assignments • Applying business intelligence through software
Required literature / description of learning material	Reader & Articles on the LMS (Onderwijs Online).
Required software / required materials	UiPath RPA platform / UiPath software (Community Edition)
Extra contributions(TER 2.7)	

3. Examination	
Name (modular) exam	Robotic Process Automation
Code (modular) exam	<i>MDDF RPA1A.5</i>
	The criteria for assessing the students per output are as follow: Written Report (100%)

	<p>Part 1) The student provides an advice on how to implement Robotic Process Automation (RPA) in an organization of students choice. When an organization does not yet use RPA, the student writes an advice on the set-up of RPA for the organization.</p> <p>Part 2) The following topics must be included in the details of the assignment:</p> <ul style="list-style-type: none"> • The basics of Robotic Process Automation • Identify a process which can be automated • Develop a RPA robots for this process
Exam and modular exam format(s) (type of exam)	<i>Written Report (more information on Onderwijsonline)</i>
Individual / group	<i>Pair of students</i>
Number of examiners	<i>2 (lecturer and examiner)</i>
Exam period	P3.
Resit period	<i>In case of an insufficient written report, two weeks to rewrite the report. P3</i>
Duration exam	NA
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A
Discussion and review	With examiners

Lecture/ contact hours										
	Period 1 or 3									
Lecture week	1	2	3	4	5	6	7	8	9	10
	2	2	2	2	2	2	2			

Changes compared to last year	New Study Unit
Date from which the SU will no longer be offered	None

MDDM1 - Clustering and Market Segmentation

Part of Minor Data Driven Decision Making in Business

Track Marketing & Sales

1. General information		
Name of study unit	Clustering and Market Segmentation – Track Marketin & Sales	
Code for study unit	MDDM1	
Degree programme and target group	Minor Data Driven Decision Making (M3DM)	
Teaching period	P2/P4	
ECTS credits and study load	Study load: 2.5 ECTS	
	Number of hours on the clock:	
	Scheduled contact time	8
	Time for self-study	44
	Assignments	18
	Total study load (hours)	70
Entry requirements for study unit		
2. Content and organization		
Professional task	This module discusses how to use data to “cluster” objects into groups. Clustering is a popular method used in the field of marketing. Organizations often go through the STP-process: segmentation, targeting and positioning. The idea behind segmentation is that not all people (customers; employees; members; and so on) are the same. They differ, in terms of personal, psychological and behavioral traits. Organizations are more effective if they tailor their offerings, to the needs of the individual. However, it is often more efficient to target groups of individuals who are more or less alike.	
Exit qualifications / Programme Learning Outcomes (PLO)	<p>After studying this module, students should:</p> <ol style="list-style-type: none"> 1. Understand the principles of clustering objects, into homogenous groups 2. Understand the similarities between various techniques used in classifying objects; more in particular, the differences in supervised and unsupervised learning 3. Know how to apply the main techniques used in clustering objects: Nearest Neighbors, and KMeans Clustering 4. Interpret and report the outcomes of these techniques. 5. Be able to independently learn about related techniques; understand how they differ from the ones discussed; and how to implement them. 	
General description	The module will provide easy-to-follow introductions to the logic and the practice of customer segmentation, via videos. It will then proceed to discuss the ideas and algorithms behind the main techniques used for data-based clustering. An important distinction	

	is made, between techniques for supervised and unsupervised learning. Students are challenged to learn more about related techniques: how they differ from the core techniques introduced above, and how to apply them (in R).
Cohesion	
Mandatory participation	
Maximum number of participants	
Compensation options	
Activities and/or instructional formats	
Required literature / description of learning material	Introductory videos are available on Youtube [to be completed]: STP Marketing Clustering and Segmentation in R
Required software / required materials	R (available via https://cran.r-project.org/) RStudio (available via https://rstudio.com/products/rstudio/download/)
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	Clustering and Market Segmentation
Code (modular) exam	MDDM1 CMS1A.5
Assessment	<p>Part 1: Applying one of the methods discussed to a (preferably) real-life challenge, to be selected by the student. Sample assignments are provided.</p> <p>Part 2: In addition, the student will be challenged to learn and apply a related technique that is not discussed in detail, to the same data set.</p> <p>The assignment has to be submitted in the form of an annotated R-script.</p> <p>Assessment of part 1 will be on a scale from 0-100, using a 20-item rubric. Criteria used for assessment are: reading data; describing data; preparing data for analysis; training the model; model evaluation; model improvement; presentation of the outcomes.</p> <p>Assessment of part 2 will be on a scale from 0-100, using a 5-item rubric. Criteria used for assessment are: choice of technique; ability to learn the new technique from available sources; application of the technique (training the model; model evaluation; model improvement; presentation of the outcomes).</p> <p>The overall assessment is a weighted average of the assessments of the two parts. Weights are 80 and 20, for parts 1 and 2 respectively.</p>
Exam and modular exam format(s) (type of exam)	Assessment, based on an annotated R-script
Individual / group	Individual
Number of examiners	1

Exam period	P1/P3
Resit period	In case of fail: two weeks to rewrite P1/P3
Duration exam	Four hours
Permitted resources / aids	All resources permitted. Students can write the script/report from home.
Minimum result	5.5
Weight factor of modular exam	100 %
Method of enrolment for exam/enrolment period	NA
Discussion and review	NA

Lecture/contact hours (webinars)										
	Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	1.5	1.5	1.5	1.5						

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

MDDM2 - Market Basket Analysis

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	<i>Market Basket Analysis – Track Marketing & Sales</i>	
Code for study unit	<i>MDDM2</i>	
Degree programme and target group	<i>Minor Data Driven Decision Making (M3DM)</i>	
Teaching period	P2/P4	
ECTS credits and study load	Study load: 2.5 ECTS	
		Number of hours on the clock:
	Scheduled contact time	6
	Time for self-study	40
	Exercise, for class discussion	12
	Assignment	12
	Total study load (hours) 70	
Entry requirements for study unit		

2. <i>Content and organization</i>	
Professional task	<p>Market Basket Analysis (MBA) is a technique that helps managers better understand their customers by analyzing purchasing patterns. MBA shows what combinations of products most frequently occur together. Insights can be used to increase profitability through cross-selling, recommendations, promotions, and placement of items in a store. A well-known example is the listing of items on websites for online shopping under the “frequently bought together” heading.</p> <p>Identifying purchasing patterns in, for example, check-out data at a supermarket that carries thousands of items, is a daunting task, as the number of possible combinations (shopping baskets, filled with items) runs into the billions. MBA provides an efficient way to search in the data for those combinations of items that occur more frequently than expected under the assumption of randomness. Other than the name suggests, MBA is a technique based on rules of association which can be applied to any situation in which objects of any kind occur in combination.</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>After studying this module, students should:</p> <p style="padding-left: 40px;">18. Understand the concepts of support, confidence and lift, in identifying patterns in voluminous transactional data.</p> <p style="padding-left: 40px;">19. Know how to apply MBA on transactional data: preparation of data; perform the analysis; interpret and present the outcomes.</p>

General description	The module will provide easy-to-follow introductions to the logic behind MBA, and to applications of MBA. It will then proceed to discuss the algorithm, which are based on three key concepts: support, confidence and lift. Understanding of these concepts requires a good understanding of set theory, and of conditional probabilities. The module will zoom in on data structures in R, as understanding data structures is important in accessing and presenting the results of MBA in a meaningful way.
Cohesion	
Mandatory participation	
Maximum number of participants	
Compensation options	
Activities and/or instructional formats	
Required literature / description of learning material	Introductory videos are available on Youtube [to be completed]: R - Association Rules - Market Basket Analysis (part 1) R - Association Rules - Market Basket Analysis (part 2) Data Science - Part VI - Market Basket and Product Recommendation Engines
Required software / required materials	R (available via https://cran.r-project.org/) RStudio (available via https://rstudio.com/products/rstudio/download/)
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	Market Basket Analysis
Code (modular) exam	MDDM2 MBA1A.5
Assessment	Applying MBA to a given data set on consumer purchases from a supermarket. The data sets are randomly and purposively created subsets from a publicly available data set. The assignment has to be submitted in the form of an annotated R-script. Assessment will be on a scale from 0-100, using a 20-item rubric. Criteria used for assessment are: reading data; describing data; preparing data for analysis; training the model; model evaluation; model improvement; presentation of the outcomes.
Exam and modular exam format(s) (type of exam)	Report, Assessment, based on an annotated R-script
Individual / group	Individual
Number of examiners	1
Exam period	P2/P4
Resit period	In case of fail: two weeks to rewrite P2/P4
Duration exam	Four hours
Permitted resources / aids	All resources permitted. Students can write the script/report from home.
Minimum result	5.5

Weight factor of modular exam	100%
Method of enrolment for exam/enrolment period	NA
Discussion and review	NA

Lecture/contact hours (webinars)										
	Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	1.5	1.5	1.5	1.5						

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

MDDM3 - Sentiment Analysis

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>		
Name of study unit	Sentiment Analysis – Track Marketing & Sales	
Code for study unit	MDDM3	
Degree programme and target group	Minor Data Driven Decision Making (M3DM)	
Teaching period	P2/P4	
ECTS credits and study load	Study load: 2.5 ECTS	
		Number of hours on the clock:
	Scheduled contact time	8
	Time for self-study	44
	Assignments	18
	Total study load (hours)	70
Entry requirements for study unit		

2. <i>Content and organization</i>	
Professional task	This module discusses how to analyze and classify textual data for decision-making in marketing.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>After studying this module, students should:</p> <ul style="list-style-type: none"> • Recognize a large pool of resources for textual data useful for marketers and some popular tools for sentiment analysis. • Understand the principles of natural language processing (NLP) and text classification. • Know how to apply the main NLP and Text classification techniques to marketing data such as product reviews, customer surveys, emails, tweets, trends, etc. • Interpret and report the outcomes of these techniques. • Be able to independently learn about related techniques; understand how they differ from the ones discussed; and how to implement them.
General description	The module will provide easy-to-follow introductions to the logic and the practice of text preparation and classification. It will then proceed to discuss the ideas and algorithms behind the main techniques used for making decision in marketing. Students are challenged to learn more about related techniques: how they differ from the core techniques introduced above, and how to apply them (in R or Python or a text-mining software).
Cohesion	

Mandatory participation	
Maximum number of participants	30
Compensation options	
Activities and/or instructional formats	
Required literature / description of learning material	Introductory videos are available on Youtube [to be completed]:
Required software / required materials	R (available via https://cran.r-project.org/) RStudio (available via https://rstudio.com/products/rstudio/download/) KH Coder Or Python(Jupyter Notebook)
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	Assignment Sentiment Analysis
Code (modular) exam	MDDM3 SAT1A.5
Assessment	Part 1: Individual assignment Applying two of the methods discussed to a (preferably) real-life challenge, to be selected by the student from a list of data sources. Part 2: Group assignment The student will form a group to tackle a (preferably) real-life challenge of a company. The assignment has to be submitted in the form of an annotated R-script and PowerPoint slides. Assessment of part 1 will be on a scale from 0-100, using a 20-item rubric. Criteria used for assessment are: reading data; describing data; preparing data for analysis; training the model; model evaluation; model improvement; presentation of the outcomes. Assessment of part 2 will be on a scale from 0-100, using a 5-item rubric. Criteria used for assessment are: choice of technique; ability to learn the new technique from available sources; application of the technique (training the model; model evaluation; model improvement; presentation of the outcomes). The overall assessment is a weighted average of the assessments of the two parts. Weights are 80 and 20, for parts 1 and 2 respectively.
Exam and modular exam format(s) (type of exam)	Assessment, based on an annotated R-script or Jupiter Notebook file.
Individual / group	Individual and Group
Number of examiners	1
Exam period	P2/P4
Resit period	In case of fail: two weeks to rewrite P2/P4
Duration exam	Four hours
Permitted resources / aids	All resources permitted. Students can write the script/report from home.
Minimum result	5.5

Weight factor of modular exam	100%
Method of enrolment for exam/enrolment period	NA
Discussion and review	NA

Lecture/contact hours (webinars)										
	Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	1.5	1.5	1.5	1.5						

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

MDDM4 - Artificial Intelligence

Part of Minor Data Driven Decision Making in Business
Track Marketing & Sales

1. <i>General information</i>		
Name of study unit	Artificial Intelligence	
Code for study unit	MDDM4	
Degree programme and target group	Minor	
Teaching period	P2/P4	
ECTS credits and Study load	Study load:	
	2.5	Number of hours on the clock:
	Scheduled contact time (X hrs per week)	180 min
	Time for self study	42h
	Total study load (hours)	70h
Entry requirements for study unit		

2. <i>Content and organisation</i>	
Professional task	The student: <ul style="list-style-type: none"> formulates a data science challenge for a specific case applies relevant data sciences models to a specific case relates model quality to original challenge
Exit qualifications / Programme Learning Outcomes (PLO)	Level 2: The student is able to perform a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision.
General description	An introduction to deep learning (DL) algorithms and their applications for intelligent systems and devices. The focus will be mainly on experimenting and testing with several DL systems in order to understand their basic functioning.
Cohesion	
Mandatory participation	NA
Maximum number of participants	30
Compensation options	NA
Activities and/or instructional formats	Online: selfstudy, workshops, individual assignment
Required literature / description of learning material	All material will be open source or freely available via the LMS (Onderwijs Online)

Required software / required materials	R and RStudio / Python / Visual Studio Code
Extra contributions (TER 2.7)	-

3. Examination	
Name (modular) exam	Artificial Intelligence
Code (modular) exam	MDDM4 ATI1A.5
	Test grid I Theory <ul style="list-style-type: none"> • Research notebook II Comprehension <ul style="list-style-type: none"> • Research notebook III Application <ul style="list-style-type: none"> • Individual project
Exam and modular exam format(s) (type of exam)	Demo application
Individual / group	Individual
Number of examiners	2
Exam period	P2/P4
Resit period	P2/P4
Duration exam	NA
Permitted resources / aids	NA
Minimum result	5.5
Weight factor of modular exam	100 %
Method of enrolment for exam / enrolment period	NA
Discussion and review	Yes

Lecture/ contact hours	Period									
	1	2	3	4	5	6	7	8	9	10
	4	4	4	4	4	4	4			

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

MDDL1 - Process Mining

Part of Minor Data Driven Decision Making in Business

Track Logistics & SCM

1. General information		
Name of study unit	Process Mining – Track Logistics	
Code for study unit	MDDL1	
Degree programme and target group	Minor Data Driven Decision Making (M3DM)	
Teaching period	P2/P4	
ECTS credits and study load	Study load: 2.5 ECTS	
	Number of hours on the clock:	
	Scheduled contact time	6
	Time for self-study	34
	Assignments (including the assessment assignment)	30
	Total study load (hours)	70
Entry requirements for study unit		

2. Content and organization	
Professional task	During this module, students will learn to analyze logistics processes using process mining. Process mining is an exciting data science field that uses event data (recorded in event logs) to explore, evaluate and/ or improve processes. It bridges the gap between traditional model-based process analysis and data-centric techniques such as data mining. Basically, process mining can be applied to any process in which event logs can be recorded. Students will learn the principles of process mining and apply them to real-life business cases by using state-of-the-art process mining software (Disco Fluxicon).
Exit qualifications / Programme Learning Outcomes (PLO)	After studying this module, students should: <ul style="list-style-type: none"> 5. Have an understanding of the principles of process mining. 6. Have an understanding of the (potential) value of process mining in today's logistics operations and supply chain management. 7. Have an understanding of the data needed to start a process mining project. 8. Be able to apply process mining on real event data with help of Disco (Fluxicon). 9. Be able to perform a bottleneck analysis using process mining with help of Disco (Fluxicon).

	10. Be able to present their bottleneck analysis to a business audience in an attractive and creative manner.
General description	A strong focus is given to practical applications. In the first two weeks during hands-on and easy-to-follow sessions, students put into practice what they learned from online tutorial videos. In weeks 4 and 5, students work in teams to carry out a process mining project.
Cohesion	
Mandatory participation	
Maximum number of participants	30
Compensation options	
Activities and/or instructional formats	
Required literature / description of learning material	Tutorial videos will be available on.... [to be completed]:
Required software / required materials	Disco (available via https://fluxicon.com/disco/)
Extra contributions(TER 2.7)	

3. Examination	
Name (modular) exam	Process Mining
Code (modular) exam	MDDL1 PCM1A.4
Assessment	Performing a bottleneck analysis, based on a real-life dataset, using process mining with help of Disco (Fluxicon) and condensing the conducted analysis into a 5-minute video pitch. The assessment will be scored using a scale using a 5-item rubric. Criteria used for assessment are: structure (i.e., line of reasoning); data understanding; depth and rigorousness; attractiveness. The video will submitted and assessed (no oral interview needed).
Exam and modular exam format(s) (type of exam)	A 5-minute (Powerpoint) video pitch
Individual / group	Group
Number of examiners	1
Exam period	P2/P4
Resit period	In case of fail: two weeks to hand-in a revised version P2/P4
Duration exam	NA
Permitted resources / aids	NA

Minimum result	5,5
Weight factor of modular exam	NA
Method of enrolment for exam/enrolment period	NA
Discussion and review	NA

Lecture/contact hours (webinars)										
	Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	1.5	1.5	1.5	1.5						

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

MDDL2 - Simulation

Part of Minor Data Driven Decision Making in Business

1. <i>General information</i>									
Name of study unit	<i>Simulation – Track logistics</i>								
Code for study unit	<i>MDDL2</i>								
Degree programme and target group	<i>Students following the track Logistics</i>								
Teaching period	P2/P4								
ECTS credits and Study load	Study load: 2.5 ECTS								
	<table border="1"> <thead> <tr> <th></th> <th>Number of hours on the clock:</th> </tr> </thead> <tbody> <tr> <td>Scheduled contact time (X hrs per week)</td> <td>21</td> </tr> <tr> <td>Time for self study</td> <td>49</td> </tr> <tr> <td>Total study load (hours)</td> <td>70</td> </tr> </tbody> </table>		Number of hours on the clock:	Scheduled contact time (X hrs per week)	21	Time for self study	49	Total study load (hours)	70
	Number of hours on the clock:								
Scheduled contact time (X hrs per week)	21								
Time for self study	49								
Total study load (hours)	70								
Entry requirements for study unit									

2. <i>Content and organisation</i>	
Professional task	<p>The task of the student is to be:</p> <ul style="list-style-type: none"> • Able to perform simulation in a given logistics problem • Recommend appropriate solution(s) based on the outcome of the simulation
Exit qualifications / Programme Learning Outcomes (PLO)	<p>Level 2-3:</p> <p>The exit qualifications of the course is derived from the IB Matrix. The students are expected to:</p> <p>TMW 20 Operations & Supply Chain Management: Be able to map the current situation in a logistics case and to evaluate where a simulation can improve the logistics operations and processes within and between organizations.</p> <p>WT1 Critical Thinking: Be able to utilize the data for a simulation exercise and draw meaningful conclusions based on the results of the analysis.</p> <p>WW4 Communication: Must be able to clearly communicate and defend the results of the simulation.</p>
General description	<p>In this course, students will learn how to use simulation in making decisions in the area of logistics, which include the choice of transportation and route, inventory control, warehouse locations, service level optimizations, and materials handling. Students will learn the necessary foundation to prepare a simulation and will get hands-on experience on running a simulation in a given software package. To test the exit qualifications of the</p>

	student must be able to manifest the use of simulation in problem solving situations in logistics.
Cohesion	.
Mandatory participation	80% of class in mandatory. During class lectures, students will be equipped with tools and knowledge to design and run simulations in logistics.
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	<ul style="list-style-type: none"> • Class lectures • Video materials • Simulation game and online platforms for demonstration on how simulation works
Required literature / description of learning material	
Required software / required materials	Excel (Monte Carlo Simulation) and R-studio
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	<i>Simulation</i>
Code (modular) exam	<i>MDDL2 SIM1A.5</i>
	<p>The criteria for assessing the students are as follow: The individual assignment is a compilation of the weekly logistics issues (with data) presented in class. Students will be assessed based on the 3 exit qualifications: WT1: Student shows both the mastery of how simulation is implemented, its relationship with the theory, and how meaningful conclusions were derived. WT4: There is a clear presentation on how the simulation is made, students are able to defend it choice of alternatives. TMW 20: The choice of solution could lead to improve logistics processes. An assessment form will be used to assess the performance of students in the oral presentation</p>
Exam and modular exam format(s) (type of exam)	<i>Individual report</i>
Individual / group	<i>Individual</i>
Number of examiners	<i>1</i>
Exam period	<i>End of periods 2 and/or 4.</i>
Resit period	<i>If the report is insufficient, students have two weeks to repair the work.</i>
Duration exam	<i>N/A</i>
Permitted resources / aids	<i>N/A</i>
Minimum result	<i>5.5</i>
Weight factor of modular exam	<i>100%</i>

Method of enrolment for exam / enrolment period	
Discussion and review	Via lecturer

Lecture/ contact hours										
	Period 2 or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3	3			

Changes compared to last year	None
Date from which the SU will no longer be offered	None

MDDL3 - Blockchain Track Logistics

1. General information		
Name of study unit	Blockchain - Track Logistics	
Code for study unit	MDDL3	
Degree programme and target group	Students following the track Logistics	
Teaching period	P2/P4	
ECTS credits and Study load	Study load: 2.5 ECTS	
	Number of hours on the clock:	
	Scheduled contact time (X hrs per week)	21
	Time for self study	49
	Total study load (hours)	70
Entry requirements for study unit	This course is for students of M3DMiB following the track Logistics. Before taking this course, the students should have completed the foundation courses of M3DMiB.	

2. Content and organisation	
Professional task	The students will form group (3 students per group). Each group will take the role of a Blockchain consultant in Logistics. The group will formulate business and logistic requirements and translate them in the different building blocks and properties required for the desired blockchain solutions. These building blocks and different blockchain properties will be taught in the course. As a consultant, a written report and presentation of the designed blockchain solution will be done.
Exit qualifications / Programme Learning Outcomes (PLO)	<p>The exit qualifications of the course are derived from the IB Matrix. The students are expected to:</p> <p>TMW 20 Operations & Supply Chain Management: Be able to map the current situation of their assigned logistics case and to evaluate where a blockchain solution can improve the operations and processes within and between organizations and where not.</p> <p>WW6 Collaboration: Be able to take into consideration the goals, characteristics, and capabilities of each stakeholders in designing the blockchain solutions.</p> <p>: Be able to work with students of various background in a group (FORMATIVE)</p>

	<p>WT1 Critical Thinking: Be able to show coherency in the design of a blockchain solution – the design fits the given situation, acceptable to stakeholders, and can potentially improve the operations and processes within and between organizations</p> <p>WW4 Communication: Must be able to clearly justify their chosen design of blockchain solution.</p>
General description	<p>In this course, students will learn to design blockchain solutions without the need for programming based on the understanding of the elements and management of smart contracts. The need for designing blockchain solutions in logistics is due to many opportunities posed by the inefficiencies in this field, such as heavy paperwork, lack of information transparency, and inefficient processes and payments.</p> <p>Blockchain design solutions can provide opportunity for improving the logistics arena. This course will provide insights on the best practices in blockchain, the elements of a solid blockchain design – cryptography, nodes and transactions, smart contracts, network and governance mechanisms, platforms and vendor assessment network. Students will also be introduced with the use cases of blockchain in logistics (e.g. Maersk, FedEx, IBM). Finally, a hands-on experience on how blockchain works in real life based on a simulation game will be part of this course. All of which will contribute to equipping students with knowledge on how to design blockchain solutions.</p>
Cohesion	.
Mandatory participation	80% of class is mandatory. During class lectures, students will be equipped with tools and knowledge to design their own blockchain solutions in logistics.
Maximum number of participants	30
Compensation options	N/A
Activities and/or instructional formats	<ul style="list-style-type: none"> • Class lectures • Video materials • Simulation game and online platforms for demonstration on how blockchain works • Book and/or Articles
Required literature / description of learning material	Arun, J. S., Cuomo, J., Gaur, N. 2019. Blockchain for Business. Pearson Higher Ed. USA, 9780135581353
Required software / required materials	
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	Blockchain design solution
Code (modular) exam	MDDL3 BCH1A.5
	<p>The criteria for assessing the students per output are as follow:</p> <p>Blockchain design solution report (60%) TMW 20: There is a clear illustration of the current logistics situation of the assigned case and a strong assessment on where there is a need to design blockchain solution. WW6: The result of blockchain design must not only be able to manage the flow and exchange of information from various stakeholders based on the recommended governance mechanism but also is acceptable to group of stakeholders WT1: The design fits the given situation, acceptable to stakeholders, and can potentially improve the operations and processes within and between organizations WW4: The report is clearly written and the arguments are grounded with literature.</p> <p>Oral presentation (40%) WT1: Student shows both the mastery of their designed blockchain solution and its relationship with the theory as well as the overall consequences of their designed solution. WT4: There is a clear justification why the design of blockchain solution is made. An assessment form will be used to assess the performance of students in each exam format.</p>
Exam and modular exam format(s) (type of exam)	
Individual / group	Group of three students
Number of examiners	1
Exam period	P2/P4
Resit period	If the blockchain solution report is insufficient, students will have two weeks to repair the work. P2/P4 If the oral presentation is insufficient, students will have one week to redo the presentation P2/P4
Duration exam	N/A
Permitted resources / aids	N/A
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam / enrolment period	N/A
Discussion and review	Via lecturer

Lecture/ contact hours										
	Period 2 or 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3	3	3	3			

Changes compared to last year	None
Date from which the SU will no longer be offered	None

MDDL4 - Forecasting (I)

Part of Minor Data Driven Decision Making in Business

Track Logistics

1. <i>General information</i>		
Name of study unit	Forecasting	
Code for study unit	MDDL4	
Degree programme and target group	Minor Data Driven Decision Making (M3DM)	
Teaching period	P2/P4	
ECTS credits and study load	Study load: 2.5 ECTS	
	Number of hours on the clock:	
	Scheduled contact time	6
	Time for self-study	40
	Exercise, for class discussion	12
Assignment	12	
Total study load (hours)	70	
Entry requirements for study unit		

2. <i>Content and organization</i>	
Professional task	<p>This module provides a comprehensive introduction to forecasting methods, and presents just enough information about key methods for students to use them sensibly. The focus of the module is on intuitive understanding and on application. Mathematical and statistical underpinnings will be explained in conceptual terms. The module assume that readers are familiar with introductory statistics and mathematics. Some advanced sections that require deeper knowledge are flagged.</p> <p>R is used throughout the module. All R examples assume students have loaded the fpp2 package which will automatically load several other packages (forecast and ggplot2) as well as all the data. This module is based on forecasts based on time series. While this module focuses on the main techniques that can handle the vast majority of time series based forecasting in practice, it also lays the foundation to some more advanced techniques that will be discussed in the elective module Forecasting (II)</p>
Exit qualifications / Programme Learning Outcomes (PLO)	<p>After studying this module, students should:</p> <ol style="list-style-type: none"> 11. Understand the principles of time series forecasting 12. Understand, and know how to apply the main techniques used in time series forecasting
General description	The module will provide easy-to-follow introductions to the logic behind time-series based forecasting. Using lots of examples and

	exercises, students will gradually become familiar with the key issues in building and selecting time series models used for forecasting, using the fpp2 package of R. Since forecasting is a complex topic, and an art that requires training and experience, students are challenged to report and present the results in a way that is both understandable and meaningful to decision-makers. Visualization of results is therefore an important aspect of the module.
Cohesion	Part of the minor MDD
Mandatory participation	NA
Maximum number of participants	30
Compensation options	NA
Activities and/or instructional formats	
Required literature / description of learning material	Hyndman, R.J. & Athanasopoulos, G. (2018). <i>Forecasting: Principles and Practice</i> . 2 nd Edition. OTexts: Melbourne, Australia. Available via https://otexts.com/fpp2/ , last accessed 3 November 2020 https://www.youtube.com/watch?v=-xSzu7rDLSA https://www.youtube.com/watch?v=8exF8g2oz3k
Required software / required materials	R (available via https://cran.r-project.org/) RStudio (available via https://rstudio.com/products/rstudio/download/) fpp2 package (to be installed in R)
Extra contributions (TER 2.7)	

3. Examination	
Name (modular) exam	Assignment Forecasting: exercise(s) including reports and presentations. The assignment is preferably based on real-life time series obtained from companies or public sources.
Code (modular) exam	MDDL4 FCT1A.5
Assessment	Applying techniques for time series analysis to data sets, to be selected by the student from organizations or from public sources. The assignment has to be submitted in the form of a report and presentation. An annotated R-script should appear in an appendix to the report. Assessment will be on a scale from 0-100, using a 10-item rubric. Criteria used for assessment are: describing data; preparing data for analysis; selection of alternative models for analysis of the time series; model evaluation; model selection; report, and presentation of the outcomes. Assessment, based on a report, presentation, and annotated R-script
Exam and modular exam format(s) (type of exam)	Report and presentation
Individual / group	Individual
Number of examiners	1
Exam period	P2/P4

Resit period	In case of fail: two weeks to rewrite P2/P4
Duration exam	NA
Permitted resources / aids	All resources permitted. Students can write the script/report from home.
Minimum result	5.5
Weight factor of modular exam	100%
Method of enrolment for exam/enrolment period	NA
Discussion and review	NA

Lecture/contact hours (webinars)										
	Period 4									
Lecture week	1	2	3	4	5	6	7	8	9	10
	3	3	3	3						

Changes compared to last year	NA
Date from which the SU will no longer be offered	NA

Minor Latin American Business Studies (MLA)

1. General information	
Name of study unit	Minor Latin American Business Studies
Code for study unit	MLA
Degree programme and target group	IB / CS / Business related studies
Teaching period	P1+P2 and / or P3+P4
ECTS credits and Study load	<p>Study load: 30 EC / 4 separate SU's</p> <p>SU Project (including (digital based) Business models, skills, International Law, Finance, Culture) 12.5 EC</p> <p>SU International Marketing. 7.5 EC</p> <p>SU Introduction to LATAM: Business, Culture & Society 5 EC</p> <p>SU Spanish Beginners or Advanced 5 EC</p>
Entry requirements for study unit	<p>Approval from bachelor programme the student is enrolled in.</p> <p>Students must have completed two years of Higher Vocational Education (HBO) at the start of the minor.</p>
2. Content and organisation	
Professional task	<p>Establish an international business blueprint on an operational and strategic level. During the course the student will work in a project team on several industry/company relevant topics with respect to doing business to or from Latin America. This project will be done for an industry association and/or a public limited company.</p>

<p>Exit qualifications / Programme Learning Outcomes (PLO)</p>	<p>WT1 Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p>WT2 Create innovative ideas in a changing business environment systematically.</p> <p>WT3 Analyse patterns in global macroeconomic factors and policies that drive international trade and business development</p> <p>WW4 Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</p> <p>WW5 Use one or two additional languages to facilitate international business</p> <p>WW6 Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</p> <p>WW7 Produce management information from various data sources in an international business environment</p> <p>LW11 Mitigate the pitfalls of cultural differences in business and social contexts</p> <p>LW12 Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</p> <p>LW13 Use appropriate verbal and non-verbal communication in an intercultural setting.</p> <p>LW14 Assess the effect of cultural differences upon organisational behaviour and strategic choices</p> <p>TWM15 Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p>TWM16 Use appropriate sales techniques in support of durable customer relationships.</p> <p>TWM17 Incorporate developments of the digital landscape in a marketing strategy.</p> <p>TWM18 Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p>TWM20 Evaluate the operations processes within and between organisations.</p> <p>TWM24 Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p>
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General description	<p>There is a need for qualified professionals who understand scanning the environment and explore opportunities and know how to do business in Latin America. This minor provides the student with a great opportunity to prepare for a business career focused on Latin America. The core of the minor is the project. In the project students do a market research and write a business plan for a Dutch company that wants to enter the Latin American market or a Latin American company that wants to enter the Dutch/EU market. Students will get to understand Latin American or European markets, combining theory and practice and getting hands on experience in communication with Latin American partners. For the purpose of the project the students will gain knowledge of/insights in International Marketing, (digital based) Business models, skills, International Law and Finance.</p> <p>Furthermore, the student will gain knowledge of/ insights in Latin American Business, Culture & Society and Spanish Beginners/Advanced. The highlight of the minor is the study trip to Latin America.</p>
Cohesion	<p>The total program consists of 4 SU's, which are related to each other: (1) Project, (2) International Marketing, (3) Introduction to LATAM: Business, Culture & Society, (4) Spanish Beginners/Advanced</p>
Mandatory participation	<p>Project: mandatory participation because of cooperation with other students and contact with the client.</p> <p>Culture, Business & Society: only mandatory in case of summative written test in week 7 (P1/P3), formative test in week 6 (P1/P3), cooperation with other students (presentations, discussions), guest lectures.</p> <p>Spanish: mandatory participation because of cooperation with other students language skills training, formative tests.</p> <p>Study trip: not mandatory per se but highly recommended; a minimum of participants is required.</p>
Maximum number of participants	<p>30</p>
Compensation options	<p>NA</p>
Activities and/or instructional formats (Teaching and Learning activities)	<p>During the total program, a wide variety of teaching methods and activities are used: (guest) lectures, seminars, case studies, presentations, project workshops, formal meetings, excursions, tutorials, tutor classes, role play, study trip</p>

Required literature / description of learning material	<p>International Marketing/Project:</p> <p>- Hollensen, S.. Global Marketing (edition: 8). Pearson Education Ltd. ISBN 9781292251806</p> <p>Introduction to Latin America: Business, Culture & Society:</p> <p>Berryman, Phillip. Latin America at 200 A New Introduction (1st edition). University of Texas Press. ISBN 9781477308677 or 9781477308691 (e-book)</p> <p>Spanish Advanced: all learning materials will be published on OnderwijsOnline.</p> <p>Spanish Beginners:</p> <ul style="list-style-type: none"> - Castro, F..Nuevo Ven 1 Libro del alumno (edition: 1). Edelsa (Intertaal). ISBN: 9788477118312. - Castro, F.. Nuevo Ven 1 Libro de ejercicios (edition: 1). Edelsa (Intertaal). ISBN: 9788477118411
Required software / required materials	<p>Spanish Beginners:</p> <p>CD's belonging to Nuevo Ven</p>
Extra contributions (TER 2.7)	NA

3. ExaminationSU International Marketing		
Name (modular) exam	International marketing	Presentation draft chapter International marketing
Code (modular) exam	MMRIMA2A.1	MMRIMA2A.6
Assessment criteria	<p>The student understands and masters (detailed and correctly):</p> <ul style="list-style-type: none"> - Internal analysis. - Macro and meso analysis. - SWOT-and TOWS - Design of strategic options. - Strategic option selection. - Entry mode selection. - Marketing objectives, targeting and strategies. - Marketing program and implementation. - Primary data and secondary data. - Research design (research approaches, justification of contact methods, sampling plan and contact medium). - Qualitative and quantitative research 	<p>The student understands and masters (detailed and correctly):</p> <ul style="list-style-type: none"> - to present and argument clearly the topics of a draft chapter of the final report. - to accurately answer questions about the topics of a draft chapter of the final report posed by the lecturer and students.
Exam and modular exam format(s) (type of exam)	Written exam	2 presentations
Individual / group	Individual	Group

Number of examiners	1: Lecturer International marketing	1: Lecturer International marketing
Exam period	P1/P3	P2/P4
Resit period	T2/T4	P2/P4
Duration exam	120 minutes	2 x 20 minutes
Permitted resources / aids	Normal calculator (non-graphical)	n.a.
Minimum result	5.5	5.5 (average of 2 presentations, both presentation grades must be 5.5 or higher)
Weight factor of modular exam	60% of SU	40% of SU
Method of enrolment for exam / enrolment period	For the exam in P1/P3 the students must register with the lecturer(s)	For the exam in P1/P3 the students must register with the lecturer(s)
Discussion and review	P2/T2/P3/T4	P2/P4

3. Examination SU Introduction to Latin America: Business, Culture & Society			
Name (modular) exam		Summative Written exam	Written paper
Code (modular) exam		MBCCUL1C.1	MBCCUL2B.5

Assessment criteria	The student:		The paper meets the following requirements:
	<ul style="list-style-type: none"> - shows comprehension of the content of the formal lectures - relates the content of the formal lectures to actual occurrences in LA. - expresses an opinion with arguments based upon the content of the formal lectures. 		<ul style="list-style-type: none"> - Contents should be clear and complete: the elaboration of the paper must not be a reproduction of a formal lecture but must contain additional information and independent views on a topic treated during one of the formal lectures. - Argumentation must be original (as opposed to being copied). - Sources must be mentioned. - The paper must elaborate a topic treated during one of the formal lectures. - The paper should not be of descriptive nature: the paper must not be a reproduction of a formal lecture but must contain additional information and independent views. - Substantiated views and possible answers to questions and/or polemics with regard to the chosen topic must be formulated and elaborated. <p>Although a personal view must be expressed, the paper must be written from an objective point of view.</p>
	Exam and modular exam format(s) (type of exam)	Summative Written exam	Written paper and oral defense
	Individual / group	Individual	In pairs
	Number of examiners	1	1
	Exam period	P1/P3	P2/P4
	Resit period	T2/T4	P2/P4
	Duration exam	120 minutes	N.A.
	Permitted resources / aids	N.A.	Relevant literature and internet sources.
	Minimum result	5.5	5.5
Weight factor of modular exam	60% of SU	40% of SU	

Method of enrolment for exam / enrolmentperiod		For the exam in P1/P3 the students must register with the lecturer(s)	For the exam in P1/P3 the students must register with the lecturer(s)
Discussion and review		P2/T2/P3/T4	P2/P4

Name (modular) exam	Continuous assessment	Study trip / Substitute assignment
Code (modular) exam	MBCCUL1B.9	MBCCUL1B.0
Assessment criteria	<p>The student:</p> <ul style="list-style-type: none"> - participates actively in the entire program. - relates the content of the formal- and guest lectures to actual occurrences in LA. - expresses an opinion with arguments based upon the content of the formal lectures and guest-lectures. 	<p>The student:</p> <ul style="list-style-type: none"> - participates actively in the entire program of study trip. - shows excellent interaction with fellow students, (local) lecturers, company, local language school, guest family - is able to relate the contents of the formal lectures to the country, the culture, the company, to where the study trip takes place. - is able to express an opinion on this specific country, culture, company with arguments based upon the content of the formal lectures. <p>- shows a deep interest in the country & culture / the company for the project.</p> <p>Students who do not participate in the study trip have to do a substitute assignment in relation to the project, culture, business & society and Spanish:</p> <p>All requirements mentioned in the document for this substitute assignment must be met.</p>
Exam and modular exam format(s) (type of exam)	Continuous Assessment	Study trip/substitute assignment
Individual / group	Individual	Individual
Number of examiners	2	2
Exam period	P1/P2-P3/P4	P1/P3
Resit period	P1/P2-P3/P4	P2/P4 (for substitute Assignment only)
Duration exam	N.A.	N.A.

Permitted resources / aids	Relevant literature and internet sources	N.A.
Minimum result	tick (√)	tick (√)
Weight factor of modular exam	N.A.	N.A.
Method of enrolment for exam / enrolmentperiod	N.A..	For the study trip / substitute assignment the students must register with the lecturer(s)
Discussion and review	Lecturer	Lecturer

3. ExaminationSU Project			
Name (modular) exam	Report	Pitch	Personal leadership
Code (modular) exam	MAPPROJA.5	MAPPROJA.6	MAPPROJB.9
Assessment Criteria	<p>The student understands, masters and applies (detailed and correctly):</p> <ul style="list-style-type: none"> - Internal analysis. - Macro and meso analysis. - SWOT analysis - Design of strategic options. - Strategic option selection. - Entry mode selection. - Marketing objectives, target groups and strategies. - Marketing program and implementation. - Reflection on the research (methods) conducted - APA-proof in-text citations and bibliography. - The student writes a debriefing: report of the briefing received from the company; it contains a description of the problem as the client has presented it. Moreover, it contains a set up for preliminary research. - The student writes an executive summary and a reflection. - The student writes a Final report: applied theory; strategy giving answer to the main question; relevant recommendations; references to research and sources; a law paragraph. 		<p>Personal leadership:</p> <ul style="list-style-type: none"> - Student takes a role in the group. - Student has an active participation in the group, is punctual, takes initiative, listens actively, gives and receives feedback. - Student is able to reflect and be aware on his/her own professional performance in the group.

	<ul style="list-style-type: none"> - The student makes and gives a Final pitch: pitch the advice to the client, in a structured and professional way with relevant and interesting contents. The pitch is based on the theories, findings and analysis. The advice and the recommendation are well substantiated. <p>The final project report contains a financial chapter with, at a minimum, the following contents:</p> <ul style="list-style-type: none"> - Correct assessment of currency risks - Correct information on logistics and distribution cost - Correct information on pricing based on market analysis in combination with the proposed distribution channel(s) - Correct estimation of marketing and selling costs - Correctly built spreadsheet model for statement of income and statement of cash flows, including relevant financial ratios. <p>The final project report contains a Law chapter with, at a minimum, the following contents:</p> <ul style="list-style-type: none"> - Selection of relevant information Law items concerning the project - Appropriate content of International Law items: basic knowledge and tactical and strategic choices <p>The final project report contains a Culture chapter with, at a minimum, the following contents:</p> <ul style="list-style-type: none"> - Description of relevant cultural differences - Explanation of specific cultural differences by using existing cultural models - Advise on how to manage specific cultural differences to the advantage of business 	
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	During the final pitch of the project report, students demonstrate their ability to correctly present the main project advise and recommendations.		
Exam and modular exam format(s) (type of exam)	Report	Pitch	Continuous assessment
Individual / group	Group	Group	Individual
Number of examiners	5: <ul style="list-style-type: none"> - Lecturer International marketing - Lecturer Law - Lecturer Finance - Lecturer Culture - Tutor - Company 		1: Tutor
Exam period	P2/P4	P2/P4	P2/P4
Resit period	P2/P4	P2/P4	P2/P4
Duration exam	N.A.	N.A.	N.A.
Permitted resources / aids	N.A.	N.A.	N.A.
Minimum result	5.5	5.5	5.5
Weight factor of modular exam	70% of SU	15% of SU	15% of SU
Method of enrolment for exam / enrolment period	Lecturer	Lecturer	Lecturer
Discussion and review	P2/P4	P2/P4	P2/P4

3. ExaminationSU Spanish Advanced			
Name (modular) exam	Formative Written test	Summative Written exam	Portfolio
Code (modular) exam		MLASPA1B.1	MLASPA1A.8
Assessment criteria	The student correctly completes grammar assignments.		The student compiles a portfolio containing written and spoken professional products corresponding to level B1.

Exam and modular exam format(s) (type of exam)	Formative Written test	Summative Written exam	Portfolio
Individual / group	Individual	Individual	Individual
Number of examiners	1	1	1
Exam period	N.A.	T2/T4	P1+P2/P3+P4
Resit period	N.A.	T5	P2/P4 (OW 8-9)
Duration exam	90 minutes	90 minutes	N.A.
Permitted resources / aids	N.A.	N.A.	N.A.
Minimum result			
Weight factor of modular exam	N.A.	50% of SU	50% of SU
Method of enrolment for exam / enrolment period	For the formative test the student must register with the lecturer	Alluris	Lecturer
Discussion and review	P1/P3	T2/T4/T5	P2/P4

3. Examination SU Spanish for Beginners			
Name (modular) exam	Formative Written test	Summative Written exam	Oral exam
Code (modular) exam		MLASPB1C.1	MLASPB2B.4

Assessment criteria	The student:		The student uses Spanish (CEF level A2) for specific communication purposes related to numbers, dates and clock times. He will be able to talk about his work, his family, the village/city where he lives, a holiday in the past or in the future and he presents a Latin American country.	
	<ul style="list-style-type: none"> - uses correctly grammatical items (CEF level A2) like: <ul style="list-style-type: none"> o the Present Tense o the Present Perfect Tense o the Past tenses o the Future tense o the verbs <i>Ser/Estar/Hay</i> - uses correctly vocabulary in relevant context and everyday situations. - is able to write a letter to a friend or a text of 60 words. 			
	Exam and modular exam format(s) (type of exam)	Formative Written test	Summative Written exam	Oral
	Individual / group	Individual	Individual	Individual
	Number of examiners	1	1	1
	Exam period	N.A.	T2/T4	P2/P4
	Resit period	N.A.	T5	P2/P4 (OW 8-9)
	Duration exam	120 minutes	120 minutes	20 minutes
	Permitted resources / aids	N.A.	N.A.	List of 15 keywords.
	Minimum result	N.A.	5.5	5.5

Weight factor of modular exam	N.A.	60% of SU	40% of SU
Method of enrolment for exam / enrolment period	For the formative test the student must register with the lecturer	Alluris	Lecturer
Discussion and review	P1/P3	T2/T4/T5	P2/P4

4. Lecture/contact hours	International Marketing, Finance, Law																			
lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	
MLA-IMA1A		4	4	4	4	4	3*										*			
MLA-IMA2A										4										
MLA-FIN1A					2	2	2										*			
MLA-IRE1A					2	2	2										*			
	* summative written exam **Assess final report																			
Introduction to Latin America Business, Culture & Society																				
lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	
MLA-CUL1C		6	6	6	8	6	3*	40**												
	* summative written exam ** Study trip / Substitute Assignment																			
Project																				
lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	
MLA-PRO1A	7			2		2														
MLA-PRO2A										4	4	4	4	4	4	4		4*		
MLA-PRR2A (International Marketing)										2	2	2	2	2	2	2		4*		
MLA-PRR-2A Finance)												2		2	2	2		4*		
MLA-PRR2A (Law)											2		2		2	2		4*		
MLA-PRR2A (Culture)											2	2	2	2	2			4*		

* pitch																			
Spanish Advanced																			
lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10
MLA-SPA1A		4	4	4	4	4	6												
MLA-SPA2A										4	4	4	4	4	4				
Spanish for beginners																			
lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10
MLA-SPB1B		4	4	4	4	4	6												
MLA-SPB2B										4	4	4	4	4	4				

Kick-off week, Introductory course BM & guest- lectures																			
lecture week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10
Kick-off	4																		
Introductory course Business Models	2																		
Guest-lectures	8																		

Changes compared to last year	For all Study Units: changes in weight factors within SU's
	<p>For MMRIMA, MLAFIN, MMRIRE, MBCCUL, MAPPRO, MLASPA and MLASPB: changes in the codes for the respective scheduled lecture hours/in the scheduled hours:</p> <p>MMRIMA: MLA-IMA1A, MLA-IMA2A</p> <p>MLAFIN: MLA-FIN1A</p> <p>MMRIRE: MLA-IRE1A</p> <p>MBCCUL: MLA-CUL1C</p> <p>MAPPRO: MLA-PRO1A, MLAPRO2A, MLA-PRR2A</p> <p>MLASPA: MLA-SPA1A, MLASPA2A</p> <p>MLASPB: MLA-SPB1B, MLASPB2B</p>

	<p>For Project: 2 new codes in SU: MAPPROJA.5 (report) and MAPPROJA.6 (pitch); code MAPPROJA.0 is no longer valid</p> <p>For Project, Culture, Spanish: changes in mandatory participation</p> <p>For Culture: different textbook; written paper in pairs and oral defense; formative test no longer in SU</p> <p>For Spanish Beginners: no longer reading aloud during oral exam</p>
Date from which the SU will no longer be offered	N.A.

You can also choose a minor from another HAN degree programma. You can find the overview of HAN minors and their entry requirements here: www.minoren-han.nl.

9.4 Graduation specialisations

Specialisation Marketing & Sales*	Specialisation Organisation & Change*	Specialisation Finance*	Specialisation Supply Chain Management*	No specialisation**
DMRS1 - International Marketing Management Strategies 5 EC	DOR1 - Internal Change 5 EC	DAF1 – Accounting and Finance 5 EC	DSCM1 -Sustainability in the supply chain 5 EC	D-cluster SCM or FIN or O&C or M&S
DMRS2 - Selling and Sales Consulting 5 EC	DOR2 -Organisational Change 5 EC	DAF2 - Advanced Financial Accounting and Reporting 5 EC	DSCM2 - Lean Six Sigma 5 EC	
NED/DEU/ESP/FRA 2,5 EC				
NED/DEU/ESP/FRA 2,5 EC				
GMRS1 - Marketing, Innovation and Technology 5 EC	GOR1 – Project Management 5 EC	GAF1 - Enterprise Risk Management 5 EC	GSCM1 - Operations Management 5 EC	G-cluster SCM or FIN or O&C or M&S
GMRS2 - Strategic Marketing, Entrepreneurship and Sustainability 5 EC	GOR2 - Organisational Development 5 EC	GAF2 - International Financial Management 5EC	GSCM2 - Procurement and Vendor Management 5 EC	
GMRS3 - Entrepreneurial Selling 5 EC	GOR3 - International Human Resource Management 5 EC	GAF3 - Data Analytics 5 EC	GSCM3 - Sales and Operations Planning 5 EC	
HGI - Graduation Internship 30 EC (in the context of your specialisation)				HGI - Graduation Internship 30 EC (in the context of SCM or FIN or O&C or M&S)

*These Study Units need to be taken to obtain a specialization in the mentioned field.

**Do note: students are responsible themselves for bridging any knowledge gaps incurred by not following the same specialisation in each cluster.

9.5 Honours, talent and bridging programmes

N/A

9.6 Part-time and/or work-study degree format

N/A

9.7 Tracks with special feature

N/A

9.7.1 Fast track

N/A

9.7.2 Abridged track

According to an agreement on a Transfer Programme with Christ University, students from Christ University that have completed a two years programme at their University, are allowed to follow a curriculum at IB to obtain the BBA IB in the specialisation of Finance.

This is the curriculum at IB that they have to take:

<i>Semester</i>	<i>Study Unit Name</i>	<i>Study Unit Code</i>	<i>EC</i>
1	Third Year Internship	FTI	30 EC
2	Supply Chain Management 2	CSCM	5 EC
2	Marketing, Innovation & Technology	GMRS1	5 EC
2	Strategic Marketing, Entrepreneurship and Sustainability	GMRS2	5 EC
2	Entrepreneurial Selling	GMRS3	5 EC
2	Organisational Development	GOR2	5 EC
2	Elective	ECC	2,5 EC
2	Elective	ECC	2,5 EC
3	Enterprise Risk Management	GAF1	5 EC
3	International Financial Management	GAF2	5 EC
3	Data Analytics	GAF3	5 EC
3	Professional Development & Research	GPR	10 EC
3	Elective	ECC	2,5 EC
3	Elective	ECC	2,5 EC
4	Graduation Internship HGI	HGI	30 EC
<i>Total number of EC</i>			<i>120 EC</i>

9.7.3 Abridged track from associate to bachelor's degree

N/A

9.7.4 Track for elite athletes

N/A

9.7.5 D-stream

N/A

9.7.6 Combined track

N/A

9.7.7 Other track with special feature

N/A

Appendix 5 Appendix amendments

There are no amendments yet.

Appendix 6 Appendix Enrolment decision BoE ISB Christ University

Aanwijdsbesluit examencommissie International School of Business vanaf semester II van studiejaar 2020-2021

Studenten van de opleidingen Bachelor of Business Administration, Bachelor of Business Administration (Honours), Bachelor of Commerce, Bachelor of Commerce (Honours), Bachelor of Commerce (Strategic Finance) en de BBA Finance and International Business van Christ (deemed to be university), Bangalore, India komen op grond van de overeenkomst tussen de HAN en Christ (deemed to be university) (zie bijlage) in aanmerking voor de volgende vrijstellingen in de propedeutische en de postpropedeutische fase van de BBA opleiding International Business:

Vrijstellingen voor Propedeutisch jaar

<i>Naam</i>	<i>Code</i>	<i>ECs</i>
Project the Organisation	AIO	2,5 EC
Project External Environment	AEE	2,5 EC
Management	AMM	2,5 EC
Marketing	AMR	2,5 EC
Accounting and Finance	AAF	2,5 EC
Statistics	AST	2,5 EC
Supply Chain Management	ASC	2,5 EC
Research	ARA	2,5 EC
English	AEN	2,5 EC
Problem Solving and Decision Making	APS	2,5 EC
Personal and Professional Development	APPD	2,5 EC
Intercultural Awareness	AIA	2,5 EC
Project Trends and Innovations	ATI	2,5 EC
Project Operations	BOS	2,5 EC
Economics	BEC	2,5 EC
Management 2	BMM	2,5 EC
Digital Innovation	BDI	2,5 EC
Accounting and Finance	BAF	2,5 EC
Statistics 2	BST	2,5 EC
Research 2	BRS	2,5 EC
Business Communication	BEN	2,5 EC
ECC Dutch or EEC French or EEC German or EEC Spanish	EEC	5 EC
Personal and Professional Development	BPPD	2,5 EC
<i>Totaal aantal studiepunten</i>		<i>60 EC</i>

Vrijstellingen Postpropedeutische jaren

<i>Naam</i>	<i>Code</i>	<i>EC</i>
Marketing & Sales	CMRS	5 EC
Organisation & Change	COR	5 EC
Finance	CAF	5 EC
Supply Chain Management	CSCM	5 EC
International Economics	CEC	2,5 EC
Sustainable Innovation	DSI	5 EC
Personal and Professional Development	DPPD	2,5 EC
Data & Information Management	DDI	5 EC
Accounting and Finance	DAF1	5 EC
Advanced Financial Accounting and Reporting	DAF2	5 EC
Elective	ECC	2,5 EC
Elective	ECC	2,5 EC
Elective	ECC	2,5 EC
Elective	ECC	2,5 EC
Elective	ECC	2,5 EC
Elective	ECC	2,5 EC
<i>Totaal aantal studiepunten</i>		<i>60 EC</i>

In artikel 3.3.2 van de OS/OER 2020-2021 van de BBA opleiding International Business wordt een overzicht gegeven van de structuur van de opleiding. De vrijstellingen op basis van dit aanwijsbesluit leiden tot een verkort programma voor deze specifieke doelgroep zoals beschreven in artikel 9.7.2 van de OS/OER International Business van het academisch jaar 2020-2021.

Het verkorte programma ziet er als volgt uit:

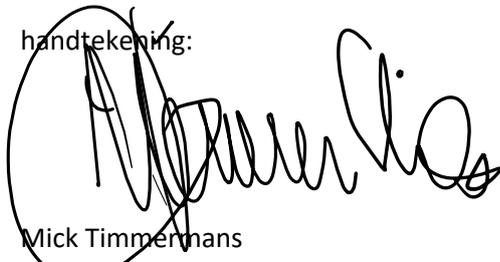
<i>Semester</i>	<i>Study Unit Name</i>	<i>Study Unit Code</i>	<i>EC</i>
1	Third Year Internship	FTI	30 EC
2	Supply Chain Management 2	CSCM	5 EC
2	Marketing, Innovation & Technology	GMRS1	5 EC
2	Strategic Marketing, Entrepreneurship and Sustainability	GMRS2	5 EC
2	Entrepreneurial Selling	GMRS3	5 EC
2	Organisational Development	GOR2	5 EC
2	Elective	ECC	2,5 EC
2	Elective	ECC	2,5 EC

<i>Semester</i>	<i>Study Unit Name</i>	<i>Study Unit Code</i>	<i>EC</i>
3	Enterprise Risk Management	GAF1	5 EC
3	International Financial Management	GAF2	5 EC
3	Data Analytics	GAF3	5 EC
3	Professional Development & Research	GPR	10 EC
3	Elective	ECC	2,5 EC
3	Elective	ECC	2,5 EC
4	Graduation Internship HGI	HGI	30 EC
<i>Totaal aantal studiepunten</i>			<i>120 EC</i>

Grond voor de vrijstellingen is de *progression agreement*/ de zij-instroom overeenkomst tussen HAN ISB en Christ University (zie bijlage).

Arnhem, 15 december 2020

handtekening:



Mick Timmermans

voorzitter van de Examencommissie van het Instituut Business en Communicatie

Appendix 7 Appendix to chapter 11.5 Transitional Provisions (information on old exams)

11.5a Degree-specific transitional provisions (information on old exams)

The exams and modular exams in the table below will no longer be part of the Degree Programme as described in chapter 9 in the 2021-2022 DS/EER.

The study units for these exams and modular exams will be repeated in the academic year following the change in the programme. The repeat units may be offered in a different format than in previous years, for example in the form of a summary lecture (wrap-up), question sessions or supervision on request. This repeated education is intended for students who did the study units in previous academic year, but did not pass all of the exams or modular exams.

Students are given the opportunity to sit these exams and modular exams in a legally valid manner. If a student passes one or more of these exams or modular exams in the current academic year, the exam or modular exam will still be considered to be successfully completed as defined in the study units of the respective Education and Examination Regulations.

Row no.	Old exams modular exam code	Final academic year in which old modular exam can be completed.	Link to content-equivalent modular exam but with different code	Exam Period	Reference	Comments/repeat units
				Will be offered in 2021-2022 in period	For study unit description, see DS for degree Programme	Please contact lecturer:
1.	BENBUC1A.1	2021-2022	NA	T2 / T4	2020-2021	Sandra van den Bosch
2.	BENBUC2A.2	2021-2022	NA	T2 / T4	2020-2021	Sandra van den Bosch
3.	ECCDEU4B.1	2021-2022	NA	T2 / T4	2019-2020	Karola Gierke-Goergens
4.	ECCFRA3B.1	2021-2022	NA	T1, T3, on location	2019-2020	Marion van Noesel
5.	ECCFRA4B.4	2021-2022	NA	Contact your lecturer (oral exam on Teams)	2019-2020	Marion van Noesel
6.	GSEGSE1A.5	2021-2022	NA	T1, T3	2020-2021	Peter Steemers
7.	GEIGE1A.0	2021-2022	NA	T2, T3	2020-2021	Dimitry van Toorn
8.	GEIGE1A.1	2021-2022	NA	T2, T3	2020-2021	Dimitry van Toorn
9.	GDTGDT1A.0	2021-2022	NA	T1, T3	2020-2021	Dimitry van Toorn
10.	GDTGDT1A.5	2021-2022	NA	T1, T3	2020-2021	Dimitry van Toorn
11.	GOCARP1A.5	2021-2022	NA	T1, T2	2020-2021	Robin Zweedijk
12.	GOCESK1A.6	2021-2022	NA	T1, T2	2020-2021	Robin Zweedijk
13.	MAPPROJA.0	2021-2022	NA	Contact your lecturer	2020-2021	Fina Ramos Palau

11.5b Degree-specific transitional provisions (information on expired exams) – substitution table

Old SU	EC	Reference old For study unit description, see DS for degree Programme	New SU 2021-22	Contact lecturers
CBM	7.5	2016-2017	CAF + CMRS	Amir Moradi + Meryem Yalçin
CEN	7.5	2016-2017	COR + CMRS	Robin Zweedijk + Meryem Yalçin
CEV	7.5 / 5	2016-2017	CAF + CEC	Amir Moradi + Arno Teunissen
CCD	7.5	2016-2017	ECC3+4 NED + EBU	Geno Trimbos + Jolande van Schadewijk
CCF	7.5	2016-2017	ECC3+4 FRA + EBU	Jeroen Claessen + Jolande van Schadewijk
CCG	7.5	2016-2017	ECC3+4 DEU + EBU	Karola Gierke-Goergens + Jolande van Schadewijk
CCS	7.5	2016-2017	ECC3+4 ESP + EBU	Fina Ramos Palau + Jolande van Schadewijk
CPD	2.5	2016-2017	ECBW	Ingrid Bartels
DMP DPB	7.5	2017-2018	DAF2 + DMRS1	André Sanders + Hélène Casellas
DPR	7.5	2017-2018	DMRS1 + DSI	Hélène Casellas + Kia Goolesorkhi
DRU	7.5	2017-2018	DOR + DDI	Martin Bos + Artak Vardanyan
DCD	7.5	2017-2018	ECC5+6 NED + EBU	Geno Trimbos + Jolande van Schadewijk
DCF	7.5	2017-2018	ECC5+6 FRA + EBU	Jeroen Claessen + Jolande van Schadewijk
DCG	7.5	2017-2018	ECC5+6 DEU + EBU	Karola Gierke-Goergens + Jolande van Schadewijk
DCS	7.5	2017-2018	ECC5+6 ESP + EBU	Fina Ramos Palau + Jolande van Schadewijk
GCH	7.5	2016-2017	GMRS1MIT + GMRS2MES	Dimitry van Toorn + Kia Goolesorkhi
GCU	7.5	2016-2017	GOR2ORD + GMRS2MES	Joop Verbrugh + Kia Goolesorkhi
GST1	7.5	2016-2017	GPR	Martin Bos
GST2	7.5	2016-2017	GMRS2MES + GOR2ORD	Kia Goolesorkhi + Joop Verbrugh
HGA	7.5	2017-2018	GPR + HGI	Martin Bos + Beryl Wijnberg