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Education and Examination Regulations 2019 - 2020, Study Programme part International Business

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Programme Committee	not applicable (new programme)
Enacted by Executive Board	9 July 2019
Legal basis	Article 7.13 WHW
Breif description	This study programme part of the Education and Examination Regulations is together with the general part the Education and Examination Regulations (EER) as referred to in Article 7.13 of the WHW (Higher Education and Research Act). These regulations contain the applicable procedures and rights concerning the education and examinations for the academic year 2019-2020 for all students and extranei of the corresponding study programme of Van Hall Larenstein University of Applied Sciences.
Special circumstances	
Location	studentnet



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Chapter 1:

GENERAL PROVISIONS

Article 1.1 The Education and Examination Regulations

1. Each study programme at Van Hall Larenstein University of Applied Sciences (Van Hall Larenstein) has a set of Education and Examination Regulations (EER), as referred to in Article 7.13 of the Act (hereinafter: these Regulations). The EER can be found on *studentnet* and the internet site of Van Hall Larenstein.
2. The Regulations of a study programme consists of two parts: a general part and a study programme part. The Regulations are published on *studentnet* and the webpage of Van Hall Larenstein.
3. These Regulations were enacted by the Executive Board on the date shown on the cover sheet. These Regulations come into force as of the date shown on the cover sheet.
4. Appendixes <1-4 > are an integral part of these Regulations.
5. In these Regulations, the masculine form of address is used for ease of reading.

Article 1.2 Applicability

1. These Regulations apply to the education and examinations of the *HBO* Bachelor's programme International Business of Van Hall Larenstein.
2. These Regulations apply to all students and external students enrolled at Van Hall Larenstein in the *HBO* Bachelor's programme and Associate degree programme referred to in clause 1.
3. These Regulations also apply to prospective students who have requested admission to the *HBO* Bachelor's programme and Associate degree programme referred to in Clause 1 above.



Chapter 2:

CURRICULUM: GENERAL EDUCATION AND EXAM PROGRAMME

Article 2.1 Aim

The International Business programme aims to educating students in the acquisition and practical application of knowledge, skills and attitude (competences) in the broad field of international business in such a way they contribute to sustainable development of (non) profit organizations.

In structure it refers to the Profile and Programme Learning Outcomes as mentioned in the framework of the Bachelor of Business Administration Programme International Business formulated by the National Platform International business.

To emphasize our focus on sustainable development an extra Programme Learning Outcome focused on sustainability in addition to the proposed programme learning outcomes by the national platform is added.

Article 2.2 Type of study and location(s)

1. The *HBO* Bachelor's programme International Business is offered in a full-time variant at the location Leeuwarden.
2. One major, International Sustainability Management is offered within the *HBO* Bachelor's programme.

Article 2.3 Language of instruction

1. The education and the examinations are given in English.

Article 2.4 Learning outcomes of the *HBO* Bachelors programme

1. The degree programme International Business distinguishes the following (final) competences and associated learning objectives that must be at the disposal of the graduate in order to function properly in the work field:
 - Way of thinking**
 - 1. Critical Thinking
 - 2. Innovation & Creativity
 - 3. International Business Awareness
 - Way of working**
 - 4. International Business Communication
 - 5. NA
 - 6. Collaboration
 - 7. Management of Information as digital citizen
 - Living in the world**
 - 8. Personal & Professional Development – reflection
 - 9. "Personal& Professional development - acting on unsuspected situations"
 - 10. Ethical & Social Responsibility



11. "Intercultural Proficiency mitigate pitfalls of cult diff"
12. "Intercultural Proficiency - willing to work with different cult"
13. "Intercultural Proficiency - using appropriate intercult comm"
14. "Intercultural Proficiency - assess effect of cult diff in org behaviour and strategy"

Tools of working and management

15. "Marketing & Sales marketing plan value internat"
16. "Marketing & Sales - sustainable relations sales techniques"
17. "Marketing & Sales -development of digital landscape in mkt strat"
18. "Finance & Accounting evaluate financial performance from diff stakeholders"
19. "Finance & Accounting -recommend financial possibilities in environment"
20. "Operations & Supply chain management - evaluate operations processes"
21. "Operations & Supply chain management manage operations processes"
22. "Organisation & People -draft the strategic cycle of organisation"
23. "Organisation & People -assess the impact of change"
24. Business Research

Extra

25. Sustainability

Levels of Competences/Learning Outcomes

Level	
1	The ability to execute a simple task. The student has the basic knowledge and skills to apply the competency with guidance in a limited context In most educational situations this will be learned in the first year.
2	The student can apply the competency independently in a relatively clearly arranged situation. This will normally be at the end of year 2 or the work placement period.
3	The student can apply the competency independently in a complex situation with complete control of the required skills Bachelor-level

Further description of the competences and associated learning objectives of the study unit:

See Appendix 3a for the descriptions of the various Programme Learning Outcome levels.

The following PLO's will be assessed on level 3 within the programme:

1. Critical Thinking
2. Innovation & Creativity
3. International Business Awareness
4. International Business Communication
6. Collaboration
7. Management of Information as digital citizen
8. "Personal & Professional Development – reflection"
9. "Personal& Professional development - acting on unsuspected situations"
10. Ethical & Social Responsibility
11. "Intercultural Proficiency mitigate pitfalls of cult diff"
12. "Intercultural Proficiency - willing to work with different cult"
13. "Intercultural Proficiency - using appropriate intercult comm"
14. "Intercultural Proficiency - assess effect of cult diff in org behaviour and strategy"



- 15. "Marketing & Sales marketing plan value internat"
- 20. "Operations & Supply chain management - evaluate operations processes"
- 24. Business Research
- 25. Sustainability

Following PLO's will be assessed on level 2 within the programme in the main phase:

- 16. "Marketing & Sales - sustainable relations sales techniques"
- 17. "Marketing & Sales -development of digital landscape in mkt strat"
- 18. "Finance & Accounting evaluate financial performance from diff stakeholders"
- 19. "Finance & Accounting -recommend financial possibilities in environment"
- 21. "Operations & Supply chain management manage operations processes"
- 22. "Organisation & People -draft the strategic cycle of organisation"
- 23. "Organisation & People -assess the impact of change"

By choice of internship and/or thesis in the graduation phase, students can still achieve level 3 for these PLO's.

Article 2.5 Learning outcomes of the Associate degree programme

Does not apply.

Article 2.6 Curriculum of full-time variant of the Bachelor's programme International Business

1. The student can choose from 1 major in the main phase of the study. The major has a study load of 90 credits.
2. Majors offered by the Study Programme:
 - a. International Sustainability Management

Article 2.6a Description of major International Sustainability Management

Well founded on the first years in terms of intercultural sensitivity, business and sustainability knowledge, the major International Business Management prepares the graduate for a profession that involves bringing together stakeholders (from inside and outside organization) to create business models and processes that are balancing Planet, People and Profit. This might involve innovation, leading the way or moderating efforts to make these stakeholders reach their goal.

To enable the graduate to do this they will be trained on both classical models as new insights as well as various ways of international communication, in order to act as liaison between generations, cultures and nationalities in an international playing field. This in all kinds of profit organizations in various industries and not-for-profit organizations like Non-Governmental Organizations, charities and others.

In the major it is mandatory for the students to address a sustainability issue or solve a sustainability problem both in their internship as during their thesis research. As sustainability can be approached from a multitude of disciplines, students can choose what direction they want to take. When afterwards this choice suits the graduate, they will often have the opportunity to start their careers in that direction.



To name some opportunities:

In Finance and Accounting one can deal with responsible accounting: how do you value nature, happiness and interests of the community while maintaining a healthy economic position. In Marketing and Sales this can be about new developed products, other ways of dealing with customers, launching e-campaigns to highlight a more sustainable approach. From Supply Chain Management and Operations perspective, students can make industries more circular in nature, work on efficiency and effective use of raw material streams, change the way farmers are rewarded for their effort. Last but not least student can focus on People and Organization matters with regards to transparency, culture change, and way of leadership and striving to do well.

This in all kinds of profit organizations in various industries and not-for-profit organizations like Non-Governmental Organizations, charities and others.

Article 2.7 Schematic overview of the full-time variant of the Bachelor's programme International Business

1. The schematic overview (per cohort) can be found in Appendix 3 of this document.
2. The minor in the main phase comprises a total of 30 credits, in accordance with Article 2.7 of the general section of the EER. The choice of the minor requires approval from the Examination Board. A further description of the minors and an overview of the minors that have been approved by the Examination Board in advance can be found digitally in the Van Hall Larenstein minor guide via [studentnet](#).in 2021. The minor offering for 2021-2022 will be determined separately after discussion with the Examination Board and the deans.
3. If a student chooses a minor which is not approved in advance by the Examination Board, the student has to submit an application to the Examination Board (see also Article 5.2 section 2d of the general section of the EER). The student has to substantiate why the choice of the minor (or the composition of individual study units with a workload of at least 30 EC) broadens or deepens the student's knowledge. An overview of all minors offered at Van Hall Larenstein is published here: [studentnet](#).
4. The Examination Board shall, with the approval of the minor, consider whether:
 - a. the minor has the right level (post-propaedeutic and (at least) bachelor level);
 - b. the minor is deepening or broadening;
 - c. the minor contains no part that largely corresponds to units of study from the major programme;
 - d. in case the minor consists of separate units of study: the coherency of the units;
 - e. the minor is 30EC.
5. The start of a minor depends on the number of participants (see also Article 3.28 from the general section of these EER). The dean can make the decision not to start a minor with less than 22 participants. The decision that a minor does not start will be published no later than three weeks before the start of the minor.
6. If students want to use their minor for education outside the study programme, then the provisions in Article 3.27 of the general part of the regulations apply. The Examination Board determines how many credits are allocated to the educational performance of students.



Article 2.8 Curriculum of the part-time variant of the Bachelor's programme

Does not apply.

Article 2.9 Schematic overview of the part-time variant of the Bachelor's programme

Does not apply.

Article 2.10 Curriculum for the Associate degree programme

Does not apply.

Article 2.11 Transfer programme from AD to Bachelor's

Does not apply.

Article 2.12 Accelerated (three-year) track for students with a VWO diploma

Does not apply.



Chapter 3:

SPECIAL NOTATIONS

Article 3.1a Designation “cum laude” for the Bachelor’s programme

1. The Examination Board can, in accordance with Article 3.3 of the general section of these EER, award the designation “cum laude” to a successfully completed final student evaluation of the *HBO Bachelor’s programme*, in any case if the conditions a to d are met:
 - a. the student has completed the study programme within the assigned duration, without retaking examinations;
 - b. during the post-propaedeutic phase, all study units actually taken by the student have been passed with a mark of at least 7.0;
 - c. the thesis has been evaluated with a mark of at least 8.0;
 - d. the following study units of the study programme, with a magnitude of at least 28 credits, have been evaluated with a mark of at least 8.0:*

LIB301VE Business Development – International Marketing Management

LIB302VE Managing Large Scale Organizations. – Sustainable operations

LIB303VE Business Development – Business strategy & change

LIB304VE Managing Large scale Organizations - Supply chain management

*Names are subject to change as programme development is ongoing

Article 3.1b Designation “cum laude” for the Associate degree programme

Does not apply

Article 3.2 International notation for the Bachelor’s programme

1. A student of International Business who is interested in following a learning pathway with international recognition of their studies abroad, may request an additional “international notation” at his or her diploma.

When requesting their diploma, the student must indicate whether they feel they will be eligible for an international notation. The Examination Board only checks for the potential award of an international notation if the student submits an application. If applicable, the student will receive their diploma with an international notation.

The international indication is relevant to both students who want to work in the Netherlands and students who want to work abroad during their careers.

2. To gain international recognition, the following conditions have to be met:

- **Major internship:** The student has to have completed a major internship of 30 EC at an organisation abroad, i.e. a country that is not their country of origin.
and/or
- **Minor:** the student has to have earned at least 30 EC in study units at an educational institution abroad, i.e. a country that is not their country of origin.
- **Graduation assignment:** The graduation assignment of 30 EC has to be on a topic that is international in nature. This report has to have been written in English and also the presentation



has to have been given in English.

- IELTS academic 7 or a comparable internationally recognised certificate such as Cambridge Advanced (CAE) English: the student must achieve an average score of 7.0 or higher in the IELTS or a C or higher in the CAE test. Four components are currently assessed: speaking, listening, writing and reading. Alternatively the student finalizes the VHL EBC programme with 6 or higher in Year 3.
3. When the student applies for his/her degree, the Examination Board will check whether these conditions have been met.
If you have any questions, contact Peter Hendriksen or Hans Westra



Chapter 4:

STUDY ADVICE

Article 4.1 Issuing the preliminary advice on the first year of enrolment

1. On behalf of the Van Hall Larenstein Executive Board, the Examination Board gives every student a preliminary advice, in accordance with Article 4.5 from the general section of these EER. The student will receive these within 20 working days of the end of the second period of the first academic year of enrolment.
2. The preliminary advice serves as a warning, as described in Article 7.8b clause 4 WHW, for a binding advice to stop the study programme that could possibly be presented at the end of the first year of enrolment.
3. The standard for a positive preliminary advice is a minimum of 21 credits.
4. A positive preliminary advice does not provide entitlement to a positive study advice.
5. A student who does not meet the requirements for getting a positive preliminary advice will receive a negative preliminary advice meaning that on the basis of his/her current study performance he/she is not expected to be able to successfully complete the programme. The student has the opportunity to improve the performance during term 3 and 4.

Article 4.2 Issuing the study advice- first year of enrolment

1. The Examination Board, on behalf of the Van Hall Larenstein Executive Board, provides all students (in accordance with Article 4.6 from the general section of the EER), no later than the end of their first year of enrolment of their study programme, with an advice about continuing their study in the degree programme or elsewhere.
2. A positive advice is made if students have earned at least 46 credits.
Credits are awarded based on fully completing all assessments in a module.
3. A binding negative study advice is provided if students at that time have earned fewer than 46 credits
4. The Examination Board may decide to postpone the issuing of an advice, if in the judgment of the Examination Board the student in all fairness was unable to meet the norm as a result of personal circumstances (in accordance with Article 4.8 of the general section of the EER). An advice must be issued by the end of the second academic year at the latest.
5. Moreover, a binding negative study advice is provided if students de-enrol before the end of the first year of enrolment, but after 31 January of that enrolment year, and do not comply with the standard of the requirements for a positive advice, as outlined in clause 2 of this article.



Chapter 5:

FINAL PROVISIONS

Article 5.1 Additional regulations

1. The Examination Board, taking into account the Act and these Regulations, can establish additional regulations on taking examinations.

Article 5.2 Right of appeal

1. Students have the right to submit an appeal to the Appeals Board for Van Hall Larenstein Students against their treatment while taking an examination or participating in an evaluation and against decisions of the Examination Board, examiner or invigilator. The term for submitting the notification of appeal is 6 weeks following the date on the decision. The notification of appeal must be submitted to the counter for complaints and disputes (loket-klachten-geschillen@hvhl.nl). The appeals procedure is described in more detail in the Regulations of the Appeals Board for Van Hall Larenstein Students (*Reglement van het College van Beroep voor Studenten Van Hall Larenstein*), which is published on studentnet.

Article 5.3 Unforeseen circumstances

1. In cases not foreseen by these Regulations, the Van Hall Larenstein Executive Board decides. As the occasion arises, the Van Hall Larenstein Executive Board requests advice from the Examination Board.

Article 5.4 Interim provisions

1. In urgent cases, the Chair of the Examination Board is authorised to make interim provisions on behalf of the Examination Board, subject to the Act and these Regulations. He informs the Examination Board about these interim provisions within one week.

Article 5.5 Entry into force and official title

1. These Regulations go into force on 1 September 2019.
2. These Regulations can be amended during the academic year, if and to the extent that students are not disadvantaged as a result. Amendments, as the occasion arises, require approval of the Participation Council and are published on studentnet.
3. These Regulations are officially cited as: Van Hall Larenstein Education and Examination Regulations 2019/2020 study programme International Business >



Appendix 1:

ADMISSION

Article 1 Previous educational qualifications

1. **Prospective students who wish to be admitted to the Bachelor's degree programme or the Associate degree programme must have one of the following education qualifications as mentioned in Article 7.24 WHW:**
 - a. a diploma from pre-university education (VWO);
 - b. A diploma from senior general secondary education (HAVO);
 - c. a degree certificate designated by the Minister, in Dutch or another language, that Van Hall Larenstein Executive Board judges to be at least equivalent to a HAVO or VWO diploma
 - d. a diploma from a management training programme (level 4);
 - e. a diploma from a specialist training programme (level 4);
 - f. a diploma from a professional training programme designated by ministerial decree.

Article 2 Additional educational qualifications

1. Without prejudice to the provisions in Article 1 of this appendix, a prospective student who complies with that Article must also comply with additional qualifications, as the occasion arises.
2. Such additional requirements can apply to the admission of:
 - a. prospective students as referred to in Article 1 under a of that Article (VWO graduates) all profiles are automatically admitted. However, we recommend the following for candidates:
 - CM with Economics or Management & Organisation or Business economics or mathematics a or b
 - NT with Economics or Management & Organisation or Business economics
 - NG with Economics or Management & Organisation or Business economics.
 - b. prospective students as referred to in Article 1 under b of that Article (HAVO graduates) profiles NT, NG, EM and CM with Economics or Management & Organisation or Business economics or mathematics a or b.

In the 2019-2020 academic year, all candidates with a HAVO diploma are admissible, but we recommend the following for HAVO candidates:

 - CM with Economics or Management & Organisation or Business economics or mathematics a or b
 - NT with Economics or Management & Organisation or Business economics
 - NG with Economics or Management & Organisation or Business economics. .

(NG: Nature & Health; NT: Nature & Technology; EM: Economics & Society; CM: Culture and Society)



Article 3 Exception to additional educational qualifications

1. If prospective students do not comply with the additional educational qualifications as referred to in Article 2 of this appendix, they can still be admitted to the study programme if an investigation shows that they comply with the following requirements:

Prospective students with HAVO profiles CM without Economics or Management & Organisation or Business economics or mathematics a or b, need to have finished an approved deficiency test with sufficient results. This requirement takes effect starting in the 2020-2021 academic year.

2. The investigation into the requirements as referred to in the first clause of this Article is structured as follows: deficiency test Economics or Management & Organisation or Business economics or mathematics a or b through www.toelatingstoetsen.nl.
3. When conducting an investigation about an exception to the additional educational qualifications, no age limit applies. Prospective students must comply with the established requirements before they can enrol.

Article 4 Requirements for the working environment with the part-time variant

Does not apply.

Article 5 Exemptions based on NVAO-accredited diplomas and diplomas designated by the Ministry

1. Prospective students¹ with a degree, diploma or final evaluation as referred to in the first sentence of Article 7.28 clause 1 WHW and the first sentence of Article 7.28 clause 2 WHW are exempt from the previous education requirements referred to in Article 1 above.
2. The degree, diploma or final evaluation referred to in the previous clause is understood to be a degree certificate (final student evaluation) of an NVAO-accredited study programme of a university or legal entity of higher education and a European Baccalaureate of a European school, if that Baccalaureate also has Dutch as a first or second language subject.
3. If additional qualifications are required for the study programme, the prospective students referred to in the first clause cannot take a propaedeutic evaluation or final student evaluation, unless an additional investigation is conducted which demonstrates that the students possess the necessary knowledge and skills to which the additional qualifications apply.
4. The requirements placed on the investigation referred to in the third clause of this article are included in Article 3 clause 2 of this appendix.
5. Prospective students are assumed to have met the requirements referred to in the previous clause if they have passed the following educational components or have received an exemption for them:
Not applicable.
6. No age limit applies to the supplementary investigation referred to in this Article. However, prospective students can enrol and take examinations.

¹ This concerns prospective students who have earned a Bachelor's or Master's degree at a university or institution for higher professional education. It also concerns prospective students who have earned a diploma designated by the Ministry as "at least equivalent".

**Article 6 Exemptions based on the treaty of Lisbon**

1. In compliance with the provisions in the Act and this Article, the individuals referred to in Article 7.28 clause 1,2 second sentence WHW are exempt from the educational qualifications referred to in Article 1 above.
2. If additional qualifications are required for the study programme, the prospective students referred to in the first clause cannot take a propaedeutic evaluation or final student evaluation, unless an additional investigation is conducted which demonstrates that the students possess the necessary knowledge and skills to which the additional qualifications apply.
3. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is Dutch, then the prospective student cannot be enrolled until the Examining Board ascertains that proof has been provided of sufficient proficiency in Dutch to participate in education. This proof is provided if the student passes the course NT2, niveau II (Dutch as a second language, level II), an examination at the B2 level of the Common European Framework of Reference for Languages or an examination at a comparable level.
4. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is English, then the prospective student cannot be enrolled until the Examining Board ascertains that proof has been provided of sufficient proficiency in English to participate in education. This proof is provided if the student passes an academic IELTS test with an overall band score of 6.0. If the student submits a different type of language proficiency test, then the standard referred to in article 4.2 of the Gedragscode Internationale Student in het Hoger Onderwijs (Code of Conduct) applies.
5. The requirements placed on the investigation referred to in the second clause of this Article are included in Article 3 clause 2 of this appendix.
6. Prospective students are assumed to have met the requirements referred to in the previous clause if they have passed the following educational components or have received an exemption for them: not applicable.
7. No age limit applies to the supplementary investigation referred to in this Article. However, the prospective students can be enrolled and take examinations, unless the provisions in clause 3 or 4 of this Article apply.

Article 7 Exemptions based on other diplomas and diplomas from abroad

1. In compliance with the provisions in the Act and this Article, prospective students who hold a diploma from the Netherlands or another country, as referred to in Article 7.28 clause 2 second sentence WHW, can be exempted from the previous education qualifications referred to in Article 2.1.
2. For assessing the equivalency of any diploma, as the occasion arises the Van Hall Larenstein Executive Board requests advice from the Nuffic.
3. If additional qualifications are required for the study programme, the prospective students referred to in the first clause cannot take a propaedeutic evaluation or final student evaluation, unless an additional investigation is conducted which demonstrates that the students possess the necessary knowledge and skills to which the additional qualifications apply.



4. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is Dutch, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in Dutch to participate in education. This proof is provided if the student passes the course *NT2, niveau II* (Dutch as a second language, level II).
5. If the diploma referred to in the first clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is English, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in English to participate in education. This proof is provided if the student passes an academic IELTS test with an overall band score of 6.0. If the student submits a different type of language proficiency test, then the standard referred to in article 4.2 of the *Gedragscode internationale student hoger onderwijs* (Code of Conduct) applies.
6. The requirements placed on the investigation referred to in the second clause of this article are included in Article 3 clause 2 of this appendix.
7. Prospective students are assumed to have met the requirements referred to in the previous clause if they have passed the following educational components or have received an exemption for them:
Not applicable.
8. No age limit applies to the supplementary investigation referred to in this Article. However, the prospective students can be enrolled and take examinations, unless the provisions in clause 4 or 5 this Article apply.

Article 8 Exemptions based on an entrance examination (21+ test)

1. In compliance with the provisions in the Act and this Article, prospective students who are 21 years of age or older on 1 September of the academic year in question and who do not meet the previous education requirements referred to in Article 1 of this appendix, and who are not exempt from these requirements pursuant to the provisions in Article 6 or 7, must take an entrance examination. If the Van Hall Larenstein Executive Board decides that the prospective students have passed the entrance examination, then they are exempted from the previous educational requirements referred to in article 1.
2. The entrance examination consists of three components: a (motivation) interview, a language test and a substantive component. The following requirements must be met:
 - a. knowledge of the English language (havo exam level or comparable level B2/IELTS 6)
 - b. Economics or Management & Organisation or Business economics or Mathematics a or b proficiency test (HAVO exam level)
3. The examination referred to in the second clause of this Article is structured as follows:
 - a. the requirement of knowledge of English are met when a prospective student can prove (with a certificate) that he/she has passed English at havo exam level or at a comparable level;
 - b. the requirement of Economics or Management & Organisation or Business economics or Mathematics a or b are met when the prospective student can prove (with a certificate) that he/she has passed Economics or Management & Organisation or Business economics or Mathematics a or b at HAVO exam level;
 - c. when the prospective student does not have the certificates mentioned in clause 3 under a, b and c of this article then he/she can participate in the deficiency test. For more information about the tests: <http://toelatingstoetsen.nl/>.



4. The examination referred to in this Article can only be taken by individuals 21 years of age and older. Without a decision from the Van Hall Larenstein Executive Board, individuals cannot be enrolled and are not permitted to take exams.

Article 9 Admission to an accelerated track for prospective students with a VWO diploma

Does not apply.

Article 10 Enrolment in post-propaedeutic phase (main phase)

1. Enrolment in the post-propaedeutic phase of the programme is possible with a completed propaedeutic evaluation.
2. In compliance with the provisions in the Act and this Article, prospective students who hold a diploma from the Netherlands or another country, that the Examination Board judges to be at least equivalent to the propaedeutic evaluation of the programme, will be exempted from the requirement in clause 1 of this Article.
3. If the diploma referred to in the second clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is Dutch, then the prospective student cannot be enrolled until the Examining Board ascertains that proof has been provided of sufficient proficiency in Dutch to participate in education. This proof is provided if the student passes the course NT2, niveau II (Dutch as a second language, level II), an examination at the B2 level of the Common European Framework of Reference for Languages or an examination at a comparable level.
4. If the diploma referred to in the second clause is earned abroad, and the language of the study programme at the location where the prospective student desires to enrol is English, then the prospective student cannot be enrolled until the Examination Board ascertains that proof has been provided of sufficient proficiency in English to participate in education. This proof is provided if the student passes an academic IELTS test with an overall band score of 6.0. If the student submits a different type of language proficiency test, then the standard referred to in article 4.2 of the *Gedragscode Internationale Student in het Hoger Onderwijs* (Code of Conduct) applies.
5. A student enrolled in the propaedeutic phase can, with motivation, request the Examination Board to be enrolled to specific study units in the post-propaedeutic phase.
6. Students who received a tentative positive recommendation as mentioned in Article 5.6 clause 4 can, within the framework of this regulation, be enrolled to study units in the post-propaedeutic phase of the programme.

Article 11 Conditions of enrolment

Before they can participate in education, examinations and assessments, prospective students must also comply with the conditions of enrolment as presented in the Student Charter and the *inschrijvingsbesluit* (Enrolment Decree). The Student Charter and the Enrolment Regulations can be found on studentnet.



Article 12 Notice of objection

Decisions taken by the Executive Board pursuant to this annex may be objected to within six weeks after publication of the decision to the Advisory Board for Appeals (e-mail address: loket-klachten-geschillen@hvhl.nl).



Appendix 2:

STUDY UNIT EVALUATIONS

On the 15th of June 2016 an amendment of the Higher Education and Research Act ‘the Enhanced Governance Powers Act’ was published and states that the Programme Committee has the approval right on topics in the Education and examination Regulations (EER). In addition, a new topic is added to the EER: the way the education of the concerning study programme is evaluated. The amendment is published in the Bulletin of Acts and Decrees of the Kingdom of the Netherlands 273.

In this attachment the study programme announces how the education of the concerning study programme is evaluated.

1. Planning of evaluations, including panel evaluations.

The study programme can fill in the annual planning in the table below.

Name of study unit	Kind of evaluation: questionnaire or/and panel evaluation	When (which week)
All modules	Tips & Tops	Week 3 or 4
All modules	Panel evaluation	Week 8 or 9

2. Process of publishing the results² and improvements

Elements of the process	Fill in per study programme
1. The planning for making known the results of evaluations and improvement plans among <u>current students</u> .	Meeting students and module coordinator
2. The way the results of the evaluation and the plans for improvement are made known to the <u>current student</u> .	Meeting students with programme coordinator and/or module coordinator
3. The planning for making known the results of evaluations and improvement plans among <u>new students</u> .	In next year's module manual.
Name contact person³ Thijs Sijtsma	

² The study program chooses how, which content, and to what extent they publish the results and plans for improvement to students.

³ Regierolhouder quality



Appendix 3:

SCHEMATIC OVERVIEW OF THE FULLTIME BACHELOR'S PROGRAMME INTERNATIONAL BUSINESS

Curriculum 2019 – 2023

Applicable for students who start in September 2019 (academic year 2019-2020)

Please note names and order of modules in year 2 and 3 might be changed as the programme in detail is under development.

	Period 1	Period 2	Period 3	Period 4		
Year 1	LIB101VE Discovering Future IB 7 credits	LIB103VE E-Marketing & Sales 7 credits	LIB105VE Creating New Business Value 7 credits	LIB107VE Understanding Cross Border Business 7 credits		
	LIB102VE How Organizations Work 7 credits	LIB104VE Responsible Accounting 7 credits	LIB106VE Designing a processing plant. 7 credits	LIB108VE Creating Cross Border Business 7 credits		
	LIB1SCVE Study & Career Counselling 4 credits					
Year 2	LIB201VE CSR / Fairtrade and related 7 credits	LIB203VE International Trade, Import/Export 7 credits	LIB205VE Circular Sustainable Business 7 credits	LIB207VE Strategy to Practice 7 credits		
	LIB202VE Project Management & Innovation. 7 credits.	LIB204VE Organisational Behaviour 7 credits	LIB206VE Concepts of a Business Plan. 7 credits	LIB208VE Managing your own Business. 7 credits		
	LIB2SCVE Study & Career Counselling 4 credits					
Year 3	LIB301VE Business Development – International Marketing Management 7 credits	LIB303VE Business Development – Business strategy & change 7 credits	Minor or LIB430VEInt Internship 30 credits			
	LIB302VE Managing Large Scale Organizations. – Sustainable operations 7 credits	LIB304VE Managing Large scale Organizations – Supply chain management 7 credits				
	LIB3SCVE Study & Career Counselling 2 credits					
Year 4	LIB430VEINT Internship or minor 30 credits		LIB430VETH Thesis 30 credits			



Appendix 3a:

SCHEMATIC OVERVIEW OF MODULE AND PROGRAMME LEARNING OUTCOMES INTERNATIONAL BUSINESS

Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
Way of thinking (WT) IB graduates are equipped with all the critical skills, attitudes, and knowledge they need to be a strategic asset for any organisation. He or she is capable of acting as a critical thinker with an international business awareness and able to systematically apply and select innovative ideas to allow organisations to cope with the rapidly changing business environment. The graduate's international business awareness comprises economic as well as social, cultural and political behaviour of countries and	Critical Thinking	WT1	Use the following steps of the process of thoughtful evaluation (Distinguish between main issues and side issues; Distinguish between relevant and irrelevant information; Observing opposites) to formulate a conclusion	Use the following steps of the process of thoughtful evaluation (Use reasonable criteria when assessing information; Proof or look for counter-examples with an assertion; Consider alternative views; Willing to change his mind on the basis of proofs and arguments) to formulate a conclusion	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. Be prepared to explain, defend and adapt your own views, opinions and convictions Carefully and deliberately determine to what extent you will accept or reject an assertion Gather information and acquire knowledge about an issue before you reach a judgment	3	2	3



Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
(global) regions. As a critical thinker, he or she is deliberate in using the process of thoughtful evaluation to formulate a reasonable conclusion, whilst maintaining focus on practical solutions.	Innovation & Creativity	WT2	Is able to form ideas in a business environment in a systematic fashion	Create ideas in a changing business environment in a systematic fashion.	Create innovative ideas in a changing business environment in a systematic fashion.	3	3	2, 3
	Internatio-nal Business Awareness	WT3	Has knowledge about global macro-economic factors and policies that drive international trade and business development.	Is able to recognize patterns in global macro-economic factors and policies that drive international trade and business development.	Analyse patterns in global macro-economic factors and policies that drive international trade and business development.	3	3	2, 3
Ways of Working (WW) Whether they are interacting with colleagues in their own organisation or conveying a message to an (un)informed external audience, IB graduates are well prepared to represent their company and to act on its behalf. They have various ways of communicating at their disposal and are able to use the latest technology to support this. They are able to work in multicultural teams,	Internatio-nal Business Communica-tion	WW4	Communicate (business) messages effectively and persuasively at CEF level B2 in English to peer students and teachers.	Communicate (business) messages effectively and persuasively using advanced ((Level CEF level year 2-B1+) English to internship company, NGO's, government etc.	Communicate (business) messages effectively and persuasively using advanced English (CEF level year 3-B2) to an (un)informed audience.	3	3	4
		WW5	We do not adopt this PLO	We do not adopt this PLO	We do not adopt this PLO			
	Collabora-tion	WW6	Collaborate effectively with a limited group of international stakeholders (i.e. peer students and teachers) to contribute to achieving agreed goals.	Collaborate effectively with a broad/specific group of stakeholders (i.e. company of internship, NGO's, government etc.) in different cultural, organisational and political landscapes to contribute to achieving agreed goals.	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.	3	3	4



Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
connecting well with their peers, and able to balance the needs of team members whilst not losing sight of the tasks at hand. In today's world of big data, the graduates are familiar with digital technology, know the dos and don'ts of the digital world, and they are able to select and produce management information that is essential to monitor operations in order to maintain control.	Management of Information as digital citizen	WW7	Knows how/is able to produce information from simple data sources in an international business environment.	contribute to achieving agreed goals.	Produce management information from different data sources in an international business environment.	Produce management information from various data sources in an international business environment.	3	2 3
Living in the world (LW) IB graduates should at all times be valuable members of their community and be able to contribute beyond the scope of their work. The global issues that need to be addressed require a concerted effort from all	Personal & Professional Development	LW8	Explains one's personal development with the aim of personal growth and links this to the learning process towards developing the PLO's and formulates this in concrete steps.	Investigates the concrete steps in one's personal development with the aim of personal growth and links this to the learning process towards developing the PLO's and formulates this in concrete adjusted steps. Makes use of reflection instruments to do so.	Express reflections on one's personal development with the aim of personal growth.	3	4 3,5	



Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
of us. The IB programme ensures that our graduates are equipped to live in the world of tomorrow. He or she is used to collaborating with different cultures in a respectful and effective manner. IB graduates are therefore truly ready for intercultural interactions while acting in an ethical and socially responsible manner at work and in the community at large. Moreover, graduates take responsibility for their own actions and development and are capable of dealing with changing environments and working under stress. The IB programme therefore pays special		LW9	Gains experience through role playing-games to a number of unfamiliar, or unexpectedly changing, business environments and reflects on these experiences.	Gains experience through role playing-games to a number of unfamiliar, or unexpectedly changing, business environments and reflects on these experiences. Learns how to respond in different ways and reflects on that.	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	3		
		Ethical & Social Responsibility	LW10	Has knowledge about/recognizes different positions concerning ethical and social responsibility in a professional environment.	Explains different positions concerning ethical and social responsibility in a professional environment.	3	4	3,5
		Intercultural Proficiency	LW11	Has knowledge about/recognizes the pitfalls of cultural differences in business and social contexts	Explains the pitfalls of cultural differences in business and social contexts	3	4	3,5
			LW12	Has knowledge about/recognizes other cultures and their habits and compares them to one's own culture and habits and reflects on that.	Work with people from other cultures and work in (a) country(s) with different cultural backgrounds and reflects on that.	3		



Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
attention to these facets, which are interwoven with the cognitive aspects of the discipline.		LW13	Use appropriate verbal and non-verbal communication in an intercultural setting in a role playing-game with peer students and teachers and reflects on that.	Use appropriate verbal and non-verbal communication in an intercultural setting in the internship company and reflects on that.	Use appropriate verbal and non-verbal communication in an intercultural setting.	3		
		LW14	Has knowledge about/recognizes the effect of cultural differences on organisational behaviour and strategic choices.	Can apply theories to explain the effect of cultural differences on organisational behaviour and strategic choices.	Assess the effect of cultural differences on organisational behaviour and strategic choices.	3		
Tools of working and management (TWM) IB students are capable of growing into the strategic and tactical motor of an organisation and are equipped with working and management tools. They have a solid foundation in all elements of managing a business, enabling them to operate within and between various business areas of an organisation. IB graduates have a	Marketing & Sales	TWM 15	Learns to develop a marketing plan to support the creation of value for customers.	Develop a marketing plan to support the creation of value for international customers.	Develop a well-founded marketing plan to support the creation of value for international customers.	3	1	1,2
		TWM 16	Has knowledge about/recognizes sales techniques in support of durable customer relationships.	Learns how to use sales techniques in support of durable customer relationships in role playing-games and reflects on that.	Use appropriate sales techniques in support of durable customer relationships.	2/3		
		TWM 17	Develops insight in basic online marketing and sales tools.	Makes use of developments of the digital landscape in a marketing strategy.	Incorporate developments of the digital landscape in a marketing strategy.	2/3		
	Finance & Accounting	TWM 18	Learns how to evaluate financial performance of the organization from the	Learns how to evaluate financial performance of the organisation from the	Evaluate financial performance of the organisation from different stakeholders' perspectives.	2/3	1	1,2



Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
background in the areas of Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People to enable them to evaluate and improve the performance of the organisation. By using Business research, they are able to identify and find support for necessary changes. According to the MIT Young Adult Project, (Simpson, 2008), young people are capable of being leaders and entrepreneurs when their brain reaches full maturity in their mid-twenties. The IB programme prepares them for that moment by equipping them with the skills and knowledge to work effectively with people and organisations.			organizational and from a social perspective.	organisational, a shareholder's and from a social perspective.				
			TWM 19	Has knowledge about/recognizes financing possibilities in an international environment.	Has knowledge about/recognizes financing possibilities in a dynamic international environment.	Recommend financing possibilities in a dynamic international environment.	2/3	
		Operations & Supply chain management	TWM 20	Explains/describes operations processes within an organisation.	Explains/describes operations processes within and between organisations.	Evaluate operations processes within and between organisations.	3	1 1,2
			TWM 21	Has knowledge about/recognizes management techniques in operations processes in international organisations	Uses management techniques in operations processes within and between organisations in role playing-games. Gains experiences in role playing-games and reflects on that.	Manage operations processes within and between organisations.	2/3	
		Organisation & People	TWM 22	Has knowledge about, recognizes and can apply management and organisation principles.	Has knowledge about/recognizes the strategic cycle of part(s) of a complex organisation (process and content).	Draft the strategic cycle of part(s) of the organisation (process and content).	2/3	1 1,2
			TWM 23	Has knowledge about change management theories and how change influences business environments in	Can apply change management theories in simple business cases and shows how change influences business environments in	Assess the impact of change on the organisation.	2/3	



Main Fields PLO's	Theme's	Code	Level 1 Competence: able to start second year PLO's Propaedeutic	Level 2 Competence: able to start graduation year PLO's Main phase	Level 3 Competence: able to start working PLO's Graduation phase	LEVEL	HEO stand ard	Du blin
The programme also prepares them for their life after graduation, helping them take the appropriate steps towards a leadership position or to become entrepreneurs.	Business Research	TWM 24	terms of People, Planet, and Profit.	terms of People, Planet, and Profit.				
IB students at VHL are prepared to include sustainability concepts when solving business problems and/or help starting and executing a sustainable vision and way of working within organizations.	Sustaina-bility	S25	Is aware sustainability is a source for management decision making.	Analyse a simple business problem in an international business setting with use of simple research design, resulting in an evidence-based, feasible solution.	Analyse a difficult business problem in an international business setting with use of advanced research design, resulting in an evidence-based, feasible solution.	Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.	3	2, 1,2, 3





Appendix 4:

STUDY UNIT CATALOGUE AND ANNUAL EXAM CALENDAR OF THE BACHELOR'S PROGRAMME INTERNATIONAL BUSINESS

This appendix contains greater detail regarding the study units in the Bachelor's programme International Business. The scheduling of the exams for each study unit will also be indicated.

<PLEASE NOTE: Appendix 4 will be entered into Osiris directly and NOT in this Word document.>

Code onderwijsseenheid	LIB101VE		
Naam onderwijsseenheid NL	Discovering future international business		
Naam onderwijsseenheid EN	<i>Discovering future international business</i>		
Competenties	Nr.	Competentie	Niveau
	LIB4	4. International Business Communication	Basis
	LIB6	6. Collaboration	Basis
	LIB3	3. International Business Awareness	Basis
	LIB12	12. "Intercultural Proficiency - willing to work with different cult"	Basis
	LIB25	25. Sustainability	Basis
Leerdoelen	<p>WT3 Way of thinking: International business awareness - Level 1 Is able to recognize patterns in global macro sustainable factors that drive international business development</p> <p>WW4 Way of Working: International business communication –Level 1 Communicate (business) messages effectively and persuasively at CEF level B2 in English to peer students and teachers.</p> <p>WW6 Collaboration – Formative Collaborate effectively with a limited group of international stakeholders (i.e. peer students and teachers) to contribute to achieving agreed goals.</p> <p>LW12 Living in the world: Intercultural proficiency: willing to work with different cultures – Formative Has knowledge about/recognizes other cultures and their habits and compare them to one's own culture and habits and reflect on that</p> <p>S25 Sustainability – Formative Student is aware that sustainability is a source for management decision</p>		



	making.						
Inhoud	<p>This model introduces international business and how it is rapidly changing to respond to global challenges of climate change, population's growth and the other UN sustainable development goals. You will learn about global business trends and the new opportunities deriving from that. Companies are in transition to develop circular business modules. This not alone induces new finance, accounting, marketing and organization models it also requires new legal arrangements and leadership. In this module you will learn what international business is and how it might develop in the future.</p> <p>Connection to other modules and learning pathways:</p> <ul style="list-style-type: none"> -Module management and organization 1.1: You apply new acquired knowledge on management and organizations in an external international business context. -Problem solving: You work in student teams on real life international business projects provided by VHL professorate(s). -Sustainability: You gain insight into current and future trends in relation to United Nations sustainability goals. -Personal development/ leadership: You reflect on your own future in international and sustainable business. <p>English Business Communication</p> <p><i>Students can express themselves clearly in spoken communication, set in an International Business context, at CEFR level B2, as well as start working on their writing skills.</i></p>						
Werkvorm(en) en studiebelasting	<p>Training and business workshops, guest speakers, excursions, trend watch, different types of debates to prepare to enter the European Youth Debating Competitions</p> <p>18 self-study hours per term Practical communication tasks: prepare and practise for a range of business communication tasks inc. presentations and debates</p> <p>Practise key communication skills using a wide range of digital media tools.</p>						
Verplichte literatuur / materiaal	<table border="1"> <tr> <td>Literatuur</td> <td>Daft, R.L. & Benson, A. (2016) Management Andover (UK) Cengage or similar</td> <td>Recommended</td> </tr> <tr> <td>Literatuur</td> <td>Draw down, the most comprehensive plan ever proposed to reverse</td> <td>Recommended</td> </tr> </table>	Literatuur	Daft, R.L. & Benson, A. (2016) Management Andover (UK) Cengage or similar	Recommended	Literatuur	Draw down, the most comprehensive plan ever proposed to reverse	Recommended
Literatuur	Daft, R.L. & Benson, A. (2016) Management Andover (UK) Cengage or similar	Recommended					
Literatuur	Draw down, the most comprehensive plan ever proposed to reverse	Recommended					



		global warming, Paul Hawking, Penguin Books (USA), 2017	
Coördinator onderwijsseenheid	Drost, Pauline (pauline.drost@hvhl.nl)		
Taal onderwijsuitvoering	Dutch		
Studiepunten (credits)	7		
Startperiode(n)	PER1		
Ingangseisen / Veronderstelde voorkennis			

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Future business		2	test 1-10; 5 decimal	OPDRACHT		P2WK6, PER1
TOETS-02	Ind report		3	test 1-10; 1 decimal	OPDRACHT		P2WK6, PER1
TOETS-03	English BC-1.1		2	test 1-10; 5 decimal	PORTFOLIO		P2WK6, PER1



Code onderwijsseenheid	LIB102VE		
Naam onderwijsseenheid NL	How Organisations Work		
Naam onderwijsseenheid EN	<i>How Organisations Work</i>		
Competenties	Nr.	Competentie	Niveau
	LIB6	6. Collaboration	Basis
	LIB7	7. Management of Information as digital citizen	Basis
	LIB10	10. Ethical & Social Responsibility	Basis
	LIB12	12. "Intercultural Proficiency - willing to work with different cult"	Basis
	LIB22	22. "Organisation & People -draft the strategic cycle of organisation"	Basis
	LIB23	23. "Organisation & People -assess the impact of change"	Basis
Leerdoelen	<p>WW6 collaboration - Level 1 Collaborate effectively with a limited group of international stakeholders (i.e. peer students and teachers) to contribute to achieving agreed goals.</p> <p>WW7 Management of Information as digital citizen- Formative Knows how/is able to produce information from simple data sources in an international business environment.</p> <p>LW10 Ethical & Social Responsibility - Formative Has knowledge about/recognizes different positions concerning ethical and social responsibility in a professional environment.</p> <p>LW12 Intercultural Proficiency- willing to work with different cultures- Level1 Has knowledge about/recognizes different positions concerning ethical and social responsibility in a professional environment.</p> <p>TWM22 Organisation & People - draft the strategic cycle of organisation - level 1 Has knowledge about, recognizes and can apply management and organisation principles.</p> <p>TWM23 Organisation & People - assess the impact of change - level 1 Has knowledge about change management theories and how change influences business environments in terms of People, Planet, Profit.</p>		
Inhoud	<p>Theoretical knowledge of terminology of management and organization, getting familiar with digital systems of VHL, ethical viewpoints.</p> <p>Workshops on working together on assignments</p> <p>Skills focussing on cultural sensitivity</p>		



Werkvorm(en) en studiebelasting	Hearing lectures, ateliers, presentations Theoretical exam: 3/7 Coursework: 2/7 Intercultural skills: 2/7		
Verplichte literatuur / materiaal	Literatuur Literatuur	Daft, R.L. & Benson, A. (2016) Management Andover (UK) Cengage or similar Nunez,C., Nunez-Mahdi, R. & Popma, I. Intercultural Sensitivity, 4th edition, Assen: Koninklijke Van Gorcum BV ISBN: 9789023255550	Mandatory Mandatory
Coördinator onderwijsseenheid	Hendriksen, Peter (peter.hendriksen@hvhl.nl)		
Taal onderwijsuitvoering	English		
Studiepunten (credits)	7		
Startperiode(n)	PER1		
Ingangseisen / Veronderstelde voorkennis			

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Exam M&O		3	test 1-10; 1 decimal	SCHRIFTELIJK	90	P2WK6, P3WK6, PER1
TOETS-02	Course work		2	test 1-10; 1 decimal	OPDRACHT		P2WK6, PER1
TOETS-03	Intercultural skills		2	test 1-10; 1 decimal	MONDELING		P2WK6, PER1



Code onderwijsseenheid	LIB103VE		
Naam onderwijsseenheid NL	E-Marketing & Sales		
Naam onderwijsseenheid EN	<i>E-Marketing & Sales</i>		
Competenties	Nr.	Competentie	Niveau
	LIB15	15. "Marketing & Sales – marketing plan"	Basis
	LIB16	16. "Marketing & Sales - sustainable relations sales techniques"	Basis
	LIB17	17. "Marketing & Sales -development of digital landscape in mkt strat"	Basis
	LIB4	4. "International Business Communication"	Basis
	LIB9	9." Personal & Professional Development"	Basis
	LIB12	12. "Cultural sensitivity"	Basis
Leerdoelen	<p>Students:</p> <ul style="list-style-type: none"> • TWM15 Marketing & Sales - Level 1 Learns to develop a marketing plan to support the creation of value for customers. • TWM16 Marketing & Sales - Level 1 Develop knowledge about/recognizes sales techniques in support of durable customer relationships. • TWM17 Marketing & Sales - Level 1 Develop insight in basic online marketing and sales tools • WW4 International Business Communication – Formative Communicate (business) messages effectively and persuasively at CEFR level B2 in English to peer students and teachers. • LW9 Personal & Professional Development – Formative Gains experience through role playing-games to a number of unfamiliar, or unexpectedly changing, business environments and reflects on these experiences. • LW12 Cultural sensitivity –Formative Has knowledge about/recognizes other cultures and their habits and compares them to one's own culture and habits and reflects on that. 		
Inhoud	<p>In this module, students will use modern online marketing tools and concepts (Google Ads, content marketing, social media campaigns) in order to develop and apply an e-campaign for a specific and real product or service. Students will apply this campaign in reality, measure the results and reflect upon them.</p> <p>Also, students will be introduced to vital sales techniques and have the opportunity to practice them in the context of a role game where they interchangeably play the role of the customer and the sales person in a cross-border setting. During role play students will be confronted with changes. They will also be introduced to customer relationship management (CRM) systems.</p>		



	Students will participate in new ways of teaching in combination with classical options and with focus on learning this with the right business communication skills.		
Werkvorm(en) en studiebelasting	Lectures, workshops, practical (e-)learning labs, blended learning, role games		
Verplichte literatuur / materiaal	Literatuur	Kotler, P., Armstrong, G. Principles of Marketing, Global Edition. 16th ed.(ISBN 9781292092591) or 17th edition (ISBN: 9781292220284) London: Pearson Educated limited	Mandatory
	Literatuur	eMarketing – the Essential guide to marketing in a digital world (Rob Stokes and the minds of Quirk) 5th edition–ISBN 978-0-620-56515-8 OR	Mandatory
	Literatuur	Ryan, D. & Jones, C. Understanding Digital Marketing- Marketing Strategies for engaging the digital generation 4th ed. London: Kogan Page – ISBN: 9780 749478438	Mandatory
	Literatuur	Sales literature to be determined	
	Literatuur	Ottman, J.A. (2017)The new rules of green marketing. Abingdon (UK): Routledge ISBN: 9781351278669 E-book	Recommended
Coördinator onderwijsseenheid	Peter Hendriksen (peter.hendriksen@hvhl.nl)		
Taal onderwijsuitvoering	English		
Studiepunten (credits)	7		
Startperiode(n)	PER2		
Ingangseisen / Veronderstelde voorkennis			



Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Marketing report		2	test 1-10; 1 decimal	Report		P3WK6, PER2
TOETS-02	E-campaign		2	test 1-10; 1 decimal	Portfolio		P3WK6, PER2
TOETS03	Oral sales conversation		3	test 1-10; 5 decimal	Interview		P3WK6, PER2



Code onderwijsseenheid	LIB104VE		
Naam onderwijsseenheid NL	Responsible Accounting		
Naam onderwijsseenheid EN	<i>Responsible Accounting</i>		
Competenties	Nr.	Competentie	Niveau
	LIB10	10. "Ethical & Social Responsibility"	Basis
	LIB4	4. "International Business Communication"	Basis
	LIB19	19. "Finance & Accounting -recognizes financial possibilities in environment"	Basis
	LIB18	18. "Finance & Accounting - evaluate financial performance from different stakeholders"	Basis
Leerdoelen	<p>TWM18 Finance & Accounting Evaluate financial performance from different stakeholders-Level 1 Learns how to evaluate financial performance of the organization from the organizational and from a social perspective.</p> <p>TWM19 Finance & Accounting Recommend financial possibilities in environment Level 1 Has knowledge about/recognizes financing possibilities in an international environment.</p> <p>LW10 Ethical & Social Responsibility - Formative Has knowledge about/recognizes different positions concerning ethical and social responsibility in a professional environment.</p> <p>WW4 Way of Working: International business communication –Level 1 Communicate (business) messages effectively and persuasively at CEF level B2 in English to peer students and teachers.</p>		
Inhoud	<p>The basics of accounting will be given to structure and analyse financial information based on financial statements like statements of financial position, income statements, cash flow statements and ratio's to analyse them.</p> <p>Future tools for comprehensive accounting and reporting purposes are part of this module.</p> <p>This module will also introduce students to alternative business models in the context of circular economy concept and explain the implications to the accounting and financing practices.</p> <p>So the subjects will be:</p> <ul style="list-style-type: none"> - management accounting, - bookkeeping, - accountability of businesses, - accounting in circular economy. <p>English Business Communication <i>Description</i></p> <p>The level of English is based on the Common European Framework of Reference: B2 for writing skills.</p> <p>There will also be a focus on the specific vocabulary acquisition for this Module.</p> <p>Techniques in a key area of Business Communication: writing formal</p>		



	business assignments. Develop students' knowledge of the language used in the key area: the focus is on writing skills in the context of International Business. Communicating to different audiences in an inter-cultural setting.		
Werkvorm(en) en studiebelasting	1. Lectures 2. Workshops 3. Paper accountability 4. Design spreadsheets 5. Guest speaker 18 self-study hours per term Practical communication tasks: prepare and practise for a range of written business communication tasks incl. e-mails, business orders, financial papers.		
Verplichte literatuur / materiaal	Literatuur	Atrill, P. & McLaney, E.J. (2017) Accounting and finance for non-specialists. London: Pearson Educated limited ISBN: 9781292135601.	Mandatory
Coördinator onderwijsseenheid	Sijtsma, Thijs (thijs1.sijtsma@hvhl.nl)		
Taal onderwijsuitvoering	English		
Studiepunten (credits)	7		
Startperiode(n)	PER2		
Ingangseisen / Veronderstelde voorkennis			

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Exam Accounting		3	test 1-10; 1 decimal	Examen	135	P3WK6, PER2
TOETS-02	Paper accountability		2	test 1-10; 1 decimal	OPDRACHT		P3WK6, PER2
TOETS-03	English BC 1.2		2	test 1-10; 5 decimal	PORTFOLIO		P3WK6, PER2



Code onderwijsseenheid	LIB105VE		
Naam onderwijsseenheid NL	Creating new business values		
Naam onderwijsseenheid EN	<i>Creating new business values</i>		
Competenties	Nr.	Competentie	Niveau
	LIB4	4. "International Business Communication"	Basis
	LIB10	10. "Ethical & Social Responsibility"	Basis
	LIB20	20. "Operations & Supply chain management"- describe processes"	Basis
	LIB21	21. "Operations & Supply chain management"- recognizes techniques	Basis
	LIB25	25. "Sustainability"	Basis
Leerdoelen	<p>WW4 Way of Working: International business communication – Level 1 Communicate (business) messages effectively and persuasively at CEF level B2 in English to peer students and teachers.</p> <p>LW 10 Ethical and social responsibility - Level 1 Has knowledge about/recognizes different positions concerning ethical and social responsibility in a professional environment.</p> <p>S25 Sustainability – Level 1 Student is aware that sustainability is a source for management decision making.</p> <p>TWM20 "Operations & Supply chain management - Formative - Explains/describes operations processes within an organisation.</p> <p>TWM21 "Operations & Supply chain management " Formative - Has knowledge about/recognizes management techniques in operations processes in international organisations.</p>		
Inhoud	<p>To stay successful, international businesses must include societal and ecological values in their businesses next to financial values such as in the triple bottom line. So sustainable business models need to be designed that are inspired on the vision of the Ellen MacArthur Foundation.</p> <p>In this module you will learn how to create value for international business today and in the future. You will do this by working in a virtual team with international students to create international business value that is inclusive, trustworthy, agile, resilient and sustainable.</p> <p>Connection to other modules and learning pathways:</p> <ul style="list-style-type: none"> -Module supply chain/logistics/quality 1.3: You apply new acquired knowledge on internal logistical processes to create sustainable international business models. -Problem solving: You collaborate in international student teams to create sustainable value in international logistics processes. -Sustainability: You gain insight how to create sustainable value for customers -Personal development/ leadership: You are aware of your own future in international and sustainable business. <p><i>Intercultural skills: Competing values (Quinn), concepts: Dimensions of national culture (Hofstede), Introduction to infographics</i></p>		



	<p>English Business Communication</p> <p>The level of English is based on the Common European Framework of Reference: B2 for writing skills.</p> <p>There will also be a focus on the specific vocabulary acquisition for this Module.</p> <p>Techniques in a key area of Business Communication: writing formal business assignments. Develop students' knowledge of the language used in the key area: the focus is on writing skills in the context of International Business. Communicating to different audiences in an inter-cultural setting.</p>
Werkvorm(en) en studiebelasting	Learning journey, (inter)national webinars, guest speakers Lectures, feedforward session with international masters
Verplichte literatuur / materiaal	Literatuur A Circular Economy Handbook for Business and Supply Chains: Repair, Remake, Redesign, Rethink (2017), Catherine Weetman, 1st edition, Publisher: Kogan Page Ltd. ISBN: 9780749476755
Coördinator onderwijsseenheid	Drost, Pauline (pauline.drost@hvhl.nl)
Taal onderwijsuitvoering	English
Studiepunten (credits)	7
Startperiode(n)	PER3
Ingangseisen / Veronderstelde voorkeennis	

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Sustainable Chain		3	test 1-10; 5 decimal	OPDRACHT		P4WK6, PER3
TOETS-02	CSR Paper		2	test 1-10; 1 decimal	OPDRACHT		P4WK6, PER3
TOETS 03	English BC 1.3		2	test 1-10; 5 decimal	PORTFOLIO		P4WK6, PER3



Code onderwijsseenheid	LIB106VE		
Naam onderwijsseenheid NL	Designing a processing plant		
Naam onderwijsseenheid EN	<i>Designing a processing plant</i>		
Competenties	Nr.	Competentie	Niveau
	LIB4	4. "International Business Communication"	Basis
	LIB20	20. "Operations & Supply chain management - evaluate operations processes"	Basis
	LIB21	21. "Operations & Supply chain management manage operations processes"	Basis
Leerdoelen	<p>TWM20 "Operations & Supply chain management - Level 1 - Explains/describes operations processes within an organisation. level 1</p> <p>TWM21 "Operations & Supply chain management –Level 1- Has Knowledge about/recognizes management techniques in operations processes in international organisations. "</p> <p>WW4 International Business Communication - Formative Communicate (business) messages effectively and persuasively at CEF level B2 in English to peer students and teachers.</p>		
Inhoud	<p>This module introduces the basics of logistics and quality systems and let the student apply the knowledge in a group project that requires the students to first practically experience how things are done in a test-factory setting and then combine this experience with the theory into the design of a processing plant with corresponding quality system based on HACCP regulations in food factories.</p> <p>New sustainability developments in both logistics and quality domain will be taken into account</p> <p>Students will be asked to write various communication instruments that are related to this project</p>		
Werkvorm(en) en studiebelasting	<p>Practical session food processing lab Hearing lectures, self-study, coaching sessions, guest lectures, workshops 18 self-study hours per term Practical communication tasks: prepare and practise for a range of written business communication tasks Incl. e-mails and business orders.</p>		
Verplichte literatuur / materiaal	Literatuur	To be determined	
Coördinator onderwijsseenheid	Hendriksen, Peter (peter.hendriksen@hvhl.nl)		
Taal onderwijsuitvoering	English		
Studiepunten (credits)	7		
Startperiode(n)	PER3		
Ingangseisen /			



Veronderstelde voorkennis	
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Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Theoretical exam		2	test 1-10; 1 decimal	SCHRIJFELIJK	90	P4WK6, PER3
TOETS-02	Project report		3	test 1-10; 1 decimal	OPDRACHT		P4WK6, PER3
TOETS-03	Communication		2	test 1-10; 5 decimal	OPDRACHT		P4WK6, PER3



Code onderwijsseenheid	LIB107VE			
Naam onderwijsseenheid NL	Understanding cross-border business			
Naam onderwijsseenheid EN	<i>Understanding cross-border business</i>			
Competenties	Nr.	Competentie	Niveau	
	LIB3	3. "International Business Awareness"	Basis	
	LIB6	6. "Collaboration"	Basis	
	LIB8	8. "Personal & Professional Development – reflection."	Basis	
	LIB11	11. "Intercultural Proficiency - recognizes cultural differences".	Basis	
	LIB13	13. "Intercultural Proficiency - appropriate communication in intercultural setting."	Basis	
Leerdoelen	<p>WT3 International Business Awareness – Level 1 Has knowledge about global macro-economic factors and policies that drive international trade and business development.</p> <p>WW6 Collaboration – Level 1 Collaborate effectively with a limited group of international stakeholders (i.e. peer students and teachers) to contribute to achieving agreed goals.</p> <p>LW8 Personal & Professional Development – Level 1 Explains one's personal development with the aim of personal growth and links this to the learning process towards developing the PLO's and formulates this in concrete steps.</p> <p>LW11 Intercultural proficiency – Level 1 Has knowledge about/recognizes the pitfalls of cultural differences in business and social contexts</p> <p>LW13 Intercultural proficiency – Level 1 Use appropriate verbal and non-verbal communication in an intercultural setting in a role playing-game with peer students and teachers and reflects on that.</p> <p>The student :</p> <ul style="list-style-type: none"> - Is able to distinguish relevant and irrelevant information from within and outside the selected company and is able to determine which entrepreneurial qualities lead to success. And shows knowledge of different positions concerning ethical and social responsibility in a professional environment. Is also able to collaborate as a group; - Is able to recognise their own relevant entrepreneurial qualities and leadership style preferences and is able to determine own development points regarding entrepreneurship and leadership; - Has knowledge about/recognizes the pitfalls of cultural differences in business and social contexts. Use appropriate verbal and non-verbal communication in an intercultural setting in a TED talk pitch, asks peer students and teachers for feedback and reflects on that. 			
Inhoud	<p>Making a cross border business with entrepreneurial skills</p> <p>Creating a successful cross border business is asking insight about the business possibilities with an entrepreneurial mind-set. This is asking from students that they have basic insight in the state of the art of their own competences. This as a starting point for their development of being a cross border entrepreneur. And students know the instruments start-ups</p>			



	<p>can use for planning a business. They discover what is important for being an entrepreneur.</p> <p>Students will learn as a group from a successful entrepreneur selected by themselves by:</p> <ul style="list-style-type: none"> - interviewing him/her and finding out what the trends are in his/her business; - what especially determines the success in relationship to his/her entrepreneurial and leadership characteristics; <p>Students will learn and develop individually:</p> <ul style="list-style-type: none"> - their own entrepreneurial and leadership skills; - their pitch skills 			
Werkvorm(en) en studiebelasting	<ul style="list-style-type: none"> • Case work & story mapping. • Interviewing (video appraisal) • Workshop and lectures • Sustainable Entrepreneurship and leadership scan • TED talk workshop 			
Verplichte literatuur / materiaal	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Literatuur</td> <td style="width: 33%;">To be determined Presented in Moodle rooms</td> <td style="width: 33%;">Recommended</td> </tr> </table>	Literatuur	To be determined Presented in Moodle rooms	Recommended
Literatuur	To be determined Presented in Moodle rooms	Recommended		
Coördinator onderwijsseenheid	Duinstra, Jacob (jacob.duinstra@hvhl.nl)			
Taal onderwijsuitvoering	English			
Studiepunten (credits)	7			
Startperiode(n)	PER4			
Ingangseisen / Veronderstelde voorkennis				

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Group Paper		4	test 1-10; 5 decimal	SCHRIFTELIJK		HKPROP, PER4
TOETS-02	PF Entrepreneur		2	test 1-10; 5 decimal	PORTFOLIO		HKPROP, PER4
TOETS-03	Presentation		1	test 1-10; 5 decimal	PRESENTATIE		HKPROP, PER4



Code onderwijsseenheid	LIB108VE		
Naam onderwijsseenheid NL	Creating your cross-border business		
Naam onderwijsseenheid EN	<i>Creating your cross-border business</i>		
Competenties	Nr.	Competentie	Niveau
	LIB1	1. Critical Thinking	Basis
	LIB2	2. Innovation & Creativity	Basis
	LIB4	4. International Business Communication	Basis
	LIB10	10. " Ethical and Social Responsibility " -"	Basis
	LIB12	12. "Intercultural Proficiency - willing to work with different cult"	Basis
	LIB14	14. assess effect of cult diff in org behaviour and strategy"	Basis
	LIB24	24. Business Research	Basis
Leerdoelen	<p>WT1 Critical thinking – Level 1 Use the following steps of the process of thoughtful evaluation (Distinguish between main issues and side issues; Distinguish between relevant and irrelevant information; Observing opposites) to formulate a conclusion</p> <p>WT2 Innovation & Creativity – Level 1 Is able to form ideas in a business environment in a systematic fashion</p> <p>WW4 International Business Communication – Level1 Communicate (business) messages effectively and persuasively at CEF level B2 in English to peer students and teachers.</p> <p>LW10 Ethical and Social Responsibility – Level 1 Has knowledge about/recognizes different positions concerning ethical and social responsibility in a professional environment.</p> <p>LW12 Intercultural proficiency – Level 1 Has knowledge about/recognizes other cultures and their habits and compares them to one's own culture and habits and reflects on that.</p> <p>LW14 Intercultural proficiency – Level 1 Has knowledge about/recognizes the effect of cultural differences on organisational behaviour and strategic choices.</p> <p>TWM24 Business Research – Level 1 Analyse a simple business problem in an international business setting with use of simple research design, resulting in an evidence-based, feasible solution.</p> <p>The student:</p> <ul style="list-style-type: none"> - Is able to evaluate the process of creating a new business and present the pitfalls. Is also able to convince and sell the product to assessors. - Develops a new sustainable product or service and is able to make a 		



	<p>prototype for an international target group.</p> <p>- Is able to adapt business wise to the changing demands of an international target group taking culture differences into consideration by doing proper business research. And can finally write a business report about the outcomes and how to set up a business.</p> <p>- Is able to recognize patterns and trends in the global macro-economic factors and policies that drive the international trade and business developments of the selected company and entrepreneur.</p>						
Inhoud	<p>Focusing on the key aspects of cross border Entrepreneurship.</p> <p>We connect the content of the previous study units with an individual assignment to create their own business. The students make their own sustainable prototype, test the prototype by asking the potential target group, selling their first products and write a business report about it. In a final pitch the student presents the findings.</p> <p>We continue to work on English proficiency towards CEF level B2 set in a business context. Several functions at this level are covered.</p>						
Werkvorm(en) en studiebelasting	<ul style="list-style-type: none"> • Workshop & lectures • Excursions / interviewing • Proto typing • Desk-research • English Business Communication 						
Verplichte literatuur / materiaal	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Literatuur</td> <td style="width: 33%;">Articles Moodle Room</td> <td style="width: 33%;">Mandatory</td> </tr> <tr> <td>Literatuur</td> <td>E-learning Moodle Room</td> <td>Mandatory</td> </tr> </table>	Literatuur	Articles Moodle Room	Mandatory	Literatuur	E-learning Moodle Room	Mandatory
Literatuur	Articles Moodle Room	Mandatory					
Literatuur	E-learning Moodle Room	Mandatory					
Coördinator onderwijsseenheid	Duinstra, Jacob (jacob.duinstra@hvhl.nl)						
Taal onderwijsuitvoering	English						
Studiepunten (credits)	7						
Startperiode(n)	PER4						
Ingangseisen / Veronderstelde voorkeennis							

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	Pitch		1	test 1-10; 1 decimal	MONDELING		HKPROP, PER4
TOETS-02	Business report		4	test 1-10; 1 decimal	SCHRIFTELIJK		HKPROP, PER4
TOETS-03	English BC 1.4		2	test 1-10; 5 decimal	PORTFOLIO		PER4



Code onderwijsseenheid	LIB1SCVE		
Naam onderwijsseenheid NL	Study & Career Counselling		
Naam onderwijsseenheid EN	<i>Study & Career Counselling</i>		
Competenties	Nr.	Competentie	Niveau
	LIB8	8. Personal & Professional Development – reflection	Basis
Leerdoelen	<p>LW8 Personal and Professional Development – Level 1 Explains one's personal development with the aim of personal growth and links this to the learning process towards developing the PLO's and formulates this in concrete steps</p>		
Inhoud	<p>Study skills The student is able to study successfully and independently. Subjects: study regulations, role of student dean, assessment process, personal learning style, creating a study plan, reflection on progress and suitability education and more.</p> <p>Professional orientation The student works on his/her professional attitude and gains familiarity with professional practice. In this they recognise the professional programme and how it suits their future career and investigate what type of career will fit his/her most.</p> <p>The student discovers his/her personal style, work methods and talents through means of reflection.</p> <p>In consultation with their mentor student is invited to find assignments or activities that contribute to student's own professional orientation (PO).</p>		
Werkvorm(en) en studiebelasting	4 EC in one year: Including 2 'professional orientation' credits		
Verplichte literatuur / materiaal	Literatuur Literatuur Literatuur	VHL IB Digital Reader Study Mentoring Guide year 1 Nunez,C., Nunez-Mahdi, R. & Popma, I. Intercultural Sensitivity, 4th edition, Assen: Koninklijke Van Gorcum BV ISBN: 9789023255550 Grit, R., Guit, R. & Sijde, N. van der. (2012). Managing your competences (3rd Ed.) Groningen/Houten: Noordhoff Uitgevers.	Mandatory Mandatory Recommended



	Literatuur	Lee-Davies, L. & Bailey, S. (2014). Developing work and study skills. Andover, (UK): Cengage Learning Emea	Recommended
Coördinator onderwijsseenheid	karen.tuason@hvhl.nl & frea.smit@hvhl.nl		
Taal onderwijsuitvoering	English		
Studiepunten (credits)	4		
Startperiode(n)	JAAR		
Ingangseisen / Veronderstelde voorkeennis			

Toets(en)							
Toetscode	Toetsnaam	Wijze van beoordeling	Weging	Resultaatschaal	Toetsvorm	Toetsduur (in min.)	Toetsperiode
TOETS-01	SCC Portfolio	Satisfactory/unsatisfactory	1	TestsOV	PORTFOLIO		JAAR