

Education and Examination  
Regulations (EER)  
2019-2020

Determined by the Board on 31 August 2019



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# SECTION 1 GENERAL PROVISIONS

## ARTICLE 1 SCOPE OF THE REGULATIONS

1. Subject to the provisions of this article, these Education and Examination Regulations apply to the education and the exams of the Bachelor of Business Administration (BBS) training of ICBS (hereinafter ICBS), accredited by NVAO (Dutch and Flemish accreditation organization) by decision dated 15-09-2019, CROHO nr 39226, hereinafter: the Training.
2. These regulations apply to students who started the first academic year of the Training on or after 1 September 2012.
3. These regulations apply to anyone who follows the Training this academic year and belongs to the cohort referred to in the 2<sup>nd</sup> paragraph.
4. ICBS, in general, starts from the point that the student himself is responsible for developing and demonstrating the Training's final skills necessary to obtain the BBS certificate; Within this framework, ICBS facilitates that:
  - a. a student with the required preliminary training (see article 3) can finish the Training within the normal duration of four years;
  - b. In principle, a highly motivated student can take extra courses from higher academic years in addition to the regular programme of 60 EC per year, with a maximum of 20 EC a year. If it turns out that the higher workload has a negative impact on the progress of the study and the completion of the regular curriculum, the student may no longer take additional courses and must strictly focus on modules (60EC), as these are programmed in the respective academic year.
5. The following regulations form an integral part of the EER
  - a. Examination regulations
  - b. Complaint procedure
  - c. Body of Knowledge
  - d. Exam summary
  - e. Yearly overview
  - f. Module descriptions
  - g. Internship Guide Internship 1
  - h. Graduation Guide Graduation Internship
  - i. Examination Committee Regulations
6. These EER are binding. Every student is supposed to be familiar with the EER's content. In case of discrepancies between the EER and other documents, the EER shall prevail.
7. These EER contain rules and guidelines as referred to in article 7.12b of the Higher Education and Scientific Research Act [WHW].

## ARTICLE 2 DEFINITIONS

Candidate student Assessment	person who wishes to be admitted to the Training; measuring the extent to which the student has met the requirements determined for a certain education unit in the module descriptions and other examination frameworks. This measurement occurs through examination parts as referred to in section 5 article 15. This measurement shall result in a marking in accordance with article 17.
Assessor	the examiner who is not directly involved in the student's coaching, and who is a member of the final graduation panel.
Graduation panel Graduation process	the panel consisting of two examiners as described in article 26. Graduation Internship including the preliminary investigation and study design, the graduation study, thesis, and final defence;
Bachelor studies consisting of 240 ECs; BBA 1, 2, 3, 4 Training; BBA	the four-year Higher Professional Education (HBO) programme  first, second, third, and fourth academic year of the four-year  Bachelor of Business Administration.
Appeal	Degree granted after successfully taking the final examination; objection against a decision by the examination committee, filed with an external, neutral appeal body to be determined by the institution.
Complaint	possibility to lodge a complaint against the content or the assessment of an assessment part with the examination committee (see complaint procedure in annex 2).
Body of Knowledge	the area from which a professional group derives its knowledge, insights, and methodical approaches (BOK);
Cutting score	the division between the results marked as sufficient (pass) and those marked as insufficient (fail);
Academic year	the time frame starting on 1 September and ending on 31 August of the following year;
EAC	Examination Appeal Committee for members of the Dutch Training and Education Council [NRTO], where they can lodge an appeal against decisions by an examination committee and/or the body of a training or examination institution issuing certificates, as referred to in the WHW;
Skill/competence	the developed ability to act adequately, justifiably, and in a process and result based way in given situations. The student proves himself competent if he can actually apply a cluster of connected knowledge, skills, and attitudes in practice;
Curriculum	the coherent training programme to follow, as set out in section 3 of these EER;
Diploma Board Teacher	certificate; ICBS's director; official responsible for the provision of education and for the support and development of specific and generic higher professional education skills of the students;
DUO EC	Education Execution Service [Dienst Uitvoering Onderwijs] credits, expressed in EC, awarded in accordance with the European Credit Transfer System (ECTS). One EC corresponds to 28 hours of study;
Final defence Final examination	final defence of a graduation thesis before the graduation panel; the training has two final examinations: (I) the propaedeutic examination: at the end of the propaedeutic term, the student is awarded the propaedeutic certificate after obtaining all required ECs (60); (II) The final examination: By successfully taking all required tests and finishing the graduation process (thesis) and the final presentation, the student passes the final examination, obtaining the higher professional education certificate and the Bachelor of Business Administration degree referred to in articles 7.3 and 7.10 of the WHW;
Examination committee	the committee referred to in articles 7.12 et seq. of the WHW, whose

Examiner	responsibilities include guaranteeing the quality of tests and examinations, and safeguarding the overall quality of the Training; an official as referred to in article 7.12 of the WHW, appointed by the examination committee, who, under the examination committee's responsibility, takes care of the editing, assessment, correction, and result determination of the tests, and the analysis of the results per candidate and per test/exam;
Fraud	every act (including committing plagiarism), or failure to act, of which the person involved knew or should have known that it would compromise the correct assessment of someone's knowledge, insight, and skills, partially or completely;
IND	Immigration and Naturalization Service Netherlands
ICBS	Inter College Business School;
Institution's Board	ICBS's (the Board);
Candidate	any student who takes the final examination of the Training;
Operationeel manager	contact person for operational and study progress questions;
Education unit	an education unit within the meaning of article 7.3 paragraph 2 of the WHW. A coherent whole of educational learning activities aimed at the acquisition of knowledge, insights and/or skills for a specific part of the Training. Education units can be referred to more specifically with terms such as 'module', 'internship' or 'graduation process';
EER`	regulations as referred to in article 7.13 of the WHW;
Irregularity	every act or failure to act in a situation in which the person involved gives an inaccurate impression of his knowledge, insights and skills, or competence through one or more wrongful acts or failures to act, wittingly or unwittingly. Irregularities include fraud;
NUFFIC	The Dutch organisation for immigration and education
Practical teacher	see 'teacher';
First year/propaedeutic term	the propaedeutic term as referred to in article 7.8 of the WHW, the first part of the Training, consisting of 60 ECs. The first year is concluded by a propaedeutic examination, consisting of all mandatory tests of the first year of the curriculum;
Advisory board	experts from the field of the Training, who advise the training developers about the content, final skills, and the quality of the Training with regard to the curriculum's connection with the professional field;
Thesis	graduation project consisting of the study report and reflection part with which the student demonstrates to have reached the level of Higher Professional Education Bachelor;
Internship	a practical exercise (as referred to in article 7.13 paragraph 2,d of the WHW), taking place outside the institution, as described in article 8 paragraphes 3 and 4;
Student	anyone registered with ICBS to follow the education and/or take the tests and examinations of the Training;
Credit	measuring unit corresponding to a normative study load of 28 hours of study (EC);
Test	an assessment of knowledge, insights, skills and or attitudes as referred to in article 7.10 paragraph 1 of the WHW, of which the results are expressed in an evaluation, and of which the corresponding credits are awarded in case of good results, and that can be in the form as described in article 15 of these EER;
Test committee	the committee that guarantees the quality of tests and examination, under the responsibility of the examination committee;
Exemption	partial or complete exemption from compliance with subscription and/or admission requirements and/or from taking tests, explained in more detail in article 4;
WHW	the Higher Education and Scientific Research Act, which took effect in 1993, with the subsequent changes.

## SECTION 2 ADMISSION AND EXEMPTIONS

### ARTICLE 3 ADMISSION

#### Article 3a Preliminary training requirements

1. Dutch students can enter the programme with the following Dutch diplomas
  - a. a pre-university education (vwo) certificate ;
  - b. a higher general secondary education (havo) certificate. Candidate students with a havo certificate with an N&T, N&G, or E&M profile will be admitted unconditionally. Candidate students with a havo certificate with a C&M profile need to have economics or M&O, and mathematics as elective subjects to be admitted to the Training.
  - c. a certificate of a middle management training (MBO level 4) as referred to in article 7.2.2. paragraph 1 of the Education and Professional Training Act, in an area that relates to the Training. Which areas relate to the Training, shall be decided by the Board, after consultation of the examination commission or otherwise.
  - d. a certificate of a specialist training (MBO level 4) as referred to in article 7.2.2. paragraph 1 of the Education and Professional Training Act, in an area that relates to the Training. Which areas relate to the Training, shall be decided by the Board, after consultation of the examination commission or otherwise.
  - e. a candidate student with a certificate (propaedeutic and/or final) of a training offered by a university of applied sciences, university or legal entity for higher education, in an area that relates to the Training and accredited by the NVAO. Which areas relate to the Training, shall be decided by the Board, after consultation of the examination commission or otherwise.
2. An interview shall also be held with a candidate student who wishes to be admitted to the Training; This interview shall be held by or on behalf of the Board. The interview shall at least include the student's motivation for following the Training; If necessary, the Board may decide to carry out further research, with the content and in the shape as determined by the Board, before the candidate student is admitted.

#### Article 3b Admission with foreign certificate

2. A foreign certificate means an issued certificate as referred to in article 7.28 paragraph 2 second sentence of the WHW (Lisbon Treaty) or an issued certificate as referred to in article 7.28 paragraph 2 second sentence of the WHW (other foreign certificates).
3. If necessary, the Board will ask Nuffic (the Dutch organization for the internationalization in higher education) for advice regarding the assessment of the equivalence of a foreign certificate.
4. Students with a foreign certificate as referred to in this article, shall not be registered until the moment that the examination committee is provided with proof that the student has sufficient English language to follow the education successfully, according IELTS 6.0 (or TOEFL min 169)

IELTS (academic)	Overall band score of 6.0 (or 5.5 for four year programmes including foundation year) with no component below 5.5
SE III (Trinity College London)	Pass in all four components
Pearsons (academic)	Score of 50 with no component below 42



Cambridge English: First Certificate, Advanced and Proficiency (tests taken from January 2015)	Overall 169 with no component below 162
Cambridge English: First Certificate (test taken before January 2015)	Pass at Grade A and Exceptional in all four components
Cambridge English: Advanced (test taken before January 2015)	Pass at Grade B or C and Borderline in all four components
Cambridge English: Proficiency (test taken before January 2015)	Pass at Grade C1 and Weak in all four components
iGCSE English as a First Language	Grade C in all four areas
Hong Kong Diploma of Secondary Education (HKDSE) English Language Examination	Level 4

Note: students who have studied their complete previous education in English, and this can be verified, are exempt from the English Language Requirements.

## ARTICLE 4 EXEMPTIONS

### Article 4a Determination of exemptions

1. The examination committee can exempt a student from taking one or more tests (or parts thereof).
2. The examination committee can exempt a student from taking a test corresponding to a part of the curriculum, based on:
  - a. one or more passed tests corresponding to one or more parts of another hbo/university training in the Netherlands, provided that, in the examination committee's opinion, these tests represent an equal or similar content, study load and level;
  - b. one or more passed tests corresponding to one or more parts of a accredited higher education training outside the Netherlands, provided that, in the examination committee's opinion, these tests represent an equal or similar content, study load and level;
  - c. command of relevant knowledge and experience gained outside the education in the mentioned categories, proven by a sound experience certificate based on an assessment by the EVC, provided that this knowledge and experience, in the examination committee's opinion, is of a nature, content and level equal or similar to that of the training for which the exemption is requested;
  - d. a combination of the previous categories.
3. A student can never be exempted from the company internship (Internship 1) provided in article 8 paragraph 3 and the research internship (Graduation Internship, the graduation process with all parts) provided in article 8 paragraph 4, and the 3<sup>rd</sup>-year project Study Company.

#### **Article 4b Submission and assessment of exemption requests**

1. Students can file their exemption requests until five weeks before the start of the module in question. The students who apply for one or more exemptions based on one or more certificates, must file a written and well-founded request to that end with the examination committee.  
Students can found their request (I) with a certified copy of the results of tests they passed elsewhere in the higher education that are similar to the one they wish to be exempted from, or (II) with proof of knowledge and skills acquired elsewhere, that is of a similar scope and level to those of the tests from which they wish to be exempted.
2. If necessary for the assessment of an exemption request, the examination committee shall ask the relevant examiners and/or teachers for their professional opinion;
3. The examination committee grants or rejects exemption requests for well-founded reasons only.

#### **Article 4c Processing and validity of exemptions**

1. If the examination committee grants an exemption request, the applicant shall receive a certificate of exemption from the examination committee. This certificate states:
  - a. the date on which the exemption was granted;
  - b. the test (or parts of a test) from which the candidate is exempted
  - c. the number of ECs connected to the unit from which the candidate is exempted
2. The certificate of exemption is signed by the chair of the examination committee, on behalf of the examination committee.  
The institution archives a copy of this certificate in the personal student file;
3. Exemptions granted to a student are valid for the duration of 6 years, unless the examination committee determines otherwise;
4. If the examination committee grants a student exemption from a test, the exemption is indicated in the study progress administration and on the list of marks accompanying the student's certificate with the word "exemption" (free).
5. The examination committee shall take a decision about an exemption request within 4 weeks after receiving the request and the completely founded documentation.

#### **ARTICLE 5 PHYSICALLY AND/OR SENSORY DISABLED STUDENTS**

1. Physically or sensory disabled students shall be given the opportunity to take the tests in the way that best suits their individual impairments.
2. Permission for this is granted by the examination committee, based on a medical certificate from a recognized doctor, psychologist or remedial educationalist, produced by the student. If necessary, the examination committee may ask for additional expert advice before taking their decision.
3. The education institution shall make changes in line with the needs, unless they form a disproportionate burden for the education institution.
4. If necessary, the examination committee may decide to give disabled students the possibility to take the tests in a deviant way, suited to the student's individual situation; however, this shall always be done in a way that does not change the test's quality and/or level of difficulty. In those cases in which ICBS incurs costs for facilitating such deviating test forms, these costs shall be passed on to the student involved in reasonableness and fairness.
5. For students who can produce a valid certificate of dyslexia and/or dyscalculia from a registered institution, the regular time for written exams is extended by at least 20 minutes, with a maximum of a quarter of the regular time. Certificates of dyslexia and/or dyscalculia are archived in the personal student file.

## SECTION 3 CONTENT AND LAYOUT OF THE TRAINING

### ARTICLE 6 OBJECTIVES OF THE TRAINING

#### Article 6a Frame of reference of the training objectives

1. The Training leads to the degree of Bachelor of Business Administration, and therefore takes its objective primarily from the domain skills for the BBA graduate, drawn up by the HBO Council in 2012, which emphasizes on a thorough theoretical knowledge and the research skills that enable the student to contribute to the profession's development, with the following core areas:
  - Business administration
  - Company law and Company ethics;
  - Economics and Finances;
  - Management information systems;
  - Marketing;
  - Organization skills;
  - Process management;
  - Statistics;
  - Strategic Management.
2. The BBA graduate from ICBS plays a part in the organization and/or in the political-social environment. He works with people and groups in diverse organization forms (structural and temporary) with an eye for specific environmental aspects (social, political, economic, branch and sector). He is involved in the development and realization of the specific policy goals of an organization, and has an eye for relationships between organizations, networks, and chains. He makes sure the processes run correctly and with the intended result. He acquires means, contributes to the organization's planning, and monitors the operational production and/or service processes. He takes care of quality standards and assurance, and promotes the improvement, continuity, and renewal.
3. The BBA graduate from ICBS distinguishes himself from other hbo business administration training programmes in two dimensions in particular:
  - Practical entrepreneurship;
  - Knowledge and skill in the area of company succession in the family business.The need for practical entrepreneurship grows in the business community. This asks for leadership from a combination of business administration insights and commercial-economic *know-how to* develop companies successfully. The Training develops specific expertise in the field of company succession in the student, because the demand for this is high in the work field, and because this is a topical subject of considerable importance.
4. In addition to the professional skills, the Association of Dutch Universities of Applied Sciences (Vereniging Hogescholen) distinguishes two generic skills that are important for every hbo bachelor graduate:

#### Generic competence

- Social and communicative competence (interpersonal, organization)
- Home study competence (intrapersonal, professional)

These are explained in more detail in the competence profile.

Within the programme, the Training focuses on these two generic hbo skills both explicitly (e.g. by offering study progress coaching) and implicitly (e.g. by choosing appropriate work forms).

**Article 6b Final qualifications/final skills and levels of command**

1. From the BBA domain skills and its own chosen profiling, ICBS's BBA Training, in harmony with the work field for which it trains its students, comes to the following set of final qualifications:

**FINAL SKILLS OF THE TRAINING**

ICBS PROGRAMME EXIT COMPETENCIES	
<b>01</b>	<b>General Management: mission, vision and policy</b>
<p>Developing a vision on changes and trends in the external environment and developing relations, networks and chains.</p>	<p>The graduate can, in the function of <b>manager of an (international) organization, make a contribution to the development of an organization’s new vision/mission and policy</b> based on the translation of relevant trend and developments, among others. He will thereby test the policy against environmental requirements and the requirements from a societal and legal context (governance). In communication he will focus on from mission and policy to external and internal stakeholders on different levels and can enter into and develop cooperation relations in networks and chains. He sees opportunities and knows how to seize these to develop the organizations through or to initiate a business or start up a (part of an) organization. He can translate trends to a feasible concept and do the <b>necessary research</b> this requires and convince stakeholders.</p>
<b>02</b>	<b>General Management: Strategy formation and translation to functional policy plans</b>
<p>Analyzing of policy issues, translate to policy objectives and preparing alternatives for decision process.</p>	<p>The graduate can, in the capacities of <b>manager of an organization and entrepreneur, adequately analyze policy issues and transfer these</b> to clear and feasible company objectives for the entire organization which reflect the current societal requirements ('corporate governance'). He can develop concepts to this end and map and test risks and opportunities. He substantiates the decisions process. He delivers correct analyses and correctly applies the necessary analysis models.</p> <p>He can, among others, correctly execute:                      Environmental research (DESTSTEP-method), branch researches, competition analysis, market and customer researches and SWOT-analyses.</p> <p>He can give oral and written advice – in the English language as well.</p> <p>He will offer alternative strategies for the solution of organization issues and can record these in project plans. He foresees the consequences for a business and gives alternatives based on scenarios. He can indicate which follow-up steps have to be taken and oversee these as well. He puts the business development first, having innovation as a purpose.</p> <p>He is capable of making (business) plans and of doing research into the feasibility for these objectives and to realize these, where he can analyze the impact on the functional areas of the organization, including marketing, finances, logistics, e –Business and staff, and can anticipate as an entrepreneur.</p> <p>As an entrepreneur he can thus develop feasible and convincing business models and test these against feasibility, taking into account the recent societal requirements ('corporate governance') and organization objectives, and execute these – whether or not project-based) in a responsible way and start a business.</p>
<b>03</b>	<b>HRM</b>
<p>Applying human resource management in view of the strategy of the organization.</p>	<p>The graduate can design and implement the human resources in his capacity as manager and entrepreneur. He makes sure that operations can be executed effectively and efficiently. He knows how to map the business need and to translate it to human resources. He can apply the personnel instruments (recruitment, working conditions policy up to and until exit) and knows how to develop and bind personnel. He takes into account the national laws and regulations. He reacts to changes in the environment and can translate these to plans and actions for</p>

	business and human development.
<b>04</b>	<b>Process management and Quality Care</b>
Design and control of business or organization processes.	<p>The graduate <b>can, in his capacities as manager and entrepreneur, design an organization and operating and organizational processes</b> (information, communication and decision process) in such a way that the organization's objectives can be achieved efficiently and effectively. He can develop and design fitting organization structures for an organization enabling an efficient and effective organization.</p> <p>He has knowledge of the operations and can design the organization – managing on quality. Hereby he can, using persuasive power and the right control-instruments, motivate the people because he makes the quality requirements and the importance transparent.</p> <p>He can therefore analyze these processes, asses them on quality and design/redesign them.</p> <p>He has the basic knowledge to manage a quality system that makes the processes and performance-indicators insightful and can indicate which management data the management needs. He can communicate with IT specialists in order to optimize processes and IT-support.</p>
<b>05</b>	<b>Financial management</b>
Analysing the financial and legal aspects, internal processes and the business or organization environment to strengthen coherence and cooperation.	<p>The graduate can, <b>in his capacities of manager and entrepreneur, translate the objectives of an organization to financial objectives</b> and manage and control these. He shall, for this purpose, use the financial instruments cost distribution, budgeting, cash flow overviews, budget plans and financial statement reporting. He will also map the financial risks in operations and, where necessary, deploy financial specialists in time. Based on those outcomes, he can make decisions for which he weighs the consequences and looks for solutions to achieve these.</p> <p>He needs to provide for adequate analyses and interpretations by using the instruments and make or have made (sub) reports. He needs to be able to interpret (existing) reports and to communicate about this with manages inside the organization and stakeholders outside of the organization.</p> <p>As the person responsible for an organization, he makes the investment accountability and can determine risks – also with mergers and take-overs – based on, among others, provided data. He has to know therefore how to interpret signs and has to be able to make sensible decisions with a limited risk.</p> <p>He also contributes to the insightful, verifiable and accountable achievement of financial objectives. All this under the requirements of good "corporate governance". He can therefore tune financial interest in with corporate social responsibility because he weighs up the stakes and offers sustainable solutions.</p>
<b>06</b>	<b>Change management</b>
Develop, implement and evaluate a change process.	<p>The graduate can, <b>in his capacities of manager and entrepreneur perceive the necessary changes and indicate what needs to change</b>. He is decisive, makes it easy to bring up the necessary changes and to make the transition to the implementation side of the change. He is capable of analyzing the ist and soll situation and of specifically indicating what needs to change substantially. On that basis, he can work out a necessary change strategy, systematically record the changes and implement it (have it be implemented) with the help of a project-based action plan. He knows how to communicate this and he is capable of monitoring and securing the change plan.</p>
<b>07</b>	<b>Generic competency</b>

<p>Social and communicative competencies (integral competency, see HBO Raad Domain competency)</p>	<p>The graduate can, in his capacities as manager and entrepreneur, cooperate in a complex and multidisciplinary professional environment and think along in situations that bring goal change and design of the organization and which require a high degree of leadership, customer-orientation and collegiality.  He is capable of communicating effectively at all levels and in the common language, of convincing and of creating support.  He has a variety of management skills, both oral as well as written. In terms of professional duties this encompasses matters such as drafting and writing of plans and notes, informing, consulting, stimulating, motivating, negotiating, formulating decisions, applying conversation models, etc.</p>
<p><b>08</b></p>	<p><b>Generic competency</b></p>
<p>Self-managing competency (integral competency, see HBO raad Domain competencies)</p>	<p>The graduate can, in his capacities a manager and entrepreneur, make an analysis of his own competencies on the one hand, and the specific competencies needed to function well within the occupational field on the other hand. He is capable of indicating which competencies he lacks and sets goals for improvement of his performance, where feedback from colleagues and superiors play a detectable role. He can draft an attainable personal development plan (POP) and he knows how to translate this to concrete actions.  To this end, he can apply models, self-analysis and management instruments.  MBTI  RET  STAR  SWOT KPI  Covey</p>

5. The skills are obtained in different phases of the Training, because the content of the curriculum requires increasing levels of independence and complexity from the student. The Training distinguishes three skill command levels. The highest level is that of a beginning professional:

Aspect of the skill	Level 1 (basic/propaedeutic phase)	Level 2 (main phase)	Level 3 (graduation level/beginning professional)
Nature of the task	Simple and structured Directly applies known methods according to fixed standards	Complex, structured Adepts known methods to changing situation.	Complex, unstructured  Improves methods and adepts standards to the situation.
Nature of the context	Known, simple, mono-disciplinary, School situations	Known, complex, mono-disciplinary. In practice under supervision	Unknown, complex, multi-disciplinary In practice independent
Standards for adequate action	Is entrepreneurial and shows an open attitude	Applies scientific knowledge, and is result-oriented and decisive	Shows a vision and is innovative
Knowledge	Commands the basic knowledge, uses sources	Uses basic knowledge, purposefully masters new knowledge	Uses knowledge in an applied scientific way, contributes to knowledge development

Source: Dublin Descriptors (level indicators), HBO-bachelor, HBO Council (Dutch Association of Universities of Applied Sciences)

He develops his professional attitude and justifies his development in the reflection parts of the integral projects, the 2nd-year internship, the 3rd-year study company, and the 4th-year graduation internship.

Skill level	Complexity	Responsibility
<b>Level 1</b> <b>Year 1</b> <b>Projects</b>	Works with routines  Receives instructions, <i>follows instructions</i> from supervisor	Takes <i>responsibility for his own tasks</i> , formulates targets  Takes responsibility for <i>the progress</i> .
<b>Level 2</b> <b>Year 2</b> <b>(Internship 1)</b>	Works with guidelines and procedures in <i>complex situations</i>  <i>Goes into</i> complex issues in his work	Sets out his own routes, <i>negotiates about these routes</i> Takes <i>responsibility for choices and results</i> (weighs these with a term perspective)
<b>Level 3</b> <b>Year 3</b> <b>Project Study Company</b>  <b>Year 4</b> <b>Graduation Internship</b>	Analyses problems, questions and bottlenecks <i>in complex situations</i>  Develops <i>new procedures or a new action plan himself</i> ; uses creativity to tackle an assignment	Works <i>pro-actively</i> Answers for <i>the information gathering, choice/formation of theory, and chosen solutions</i> to the client and to colleagues in a professional way ( <i>is open to criticism</i> )

In accordance with Winkler 2011

## ARTICLE 7 EDUCATION ORGANIZATION

### Article 7a Layout of the education units and didactic starting points

1. Through the organization of its education, and the application of coordinated education forms and similar test forms, the institution facilitates that the student achieves the final qualifications of the training in phases.
2. The Training's curriculum is built up around four constants: Introducing and applying knowledge, insights, and concepts (knowledge base), learning and practicing skills (cases), integrating knowledge, skills and a professional attitude (projects and internships), and developing self-evaluation and self-management behaviour (study counselling).
3. The timetables are designed to spread the study load out equally over an academic year, and over the duration of the Training (see articles 8 and 10).
4. The Training's education units for which the student can gain ECs are offered in the following forms:
  - a. Class modules; lectures, workshops and instruction sessions;
  - b. Project assignments, both inside and outside the classroom (e.g. research assignments for the business world);
  - c. Internships;
  - d. Company visits;
  - e. Workshops and training sessions;
  - f. Graduation study with individual coaching and group intervention.

### Article 7b Provision of information about the content and shape of the education to the student

Every education unit has a description. This is included in the EER in the form of a module description, and is an integral part of these EER. Every module description contains at least the following parts:

- a. The number of study hours, divided in contact hours and home-study hours;
- b. The number of ECs to be gained;
- c. The knowledge, skills and attitude components (competence) to be learned;
- e. The test form;
- f. The conditions for gaining the ECs (test criteria);
- g. The module's learning objectives with regard to the final skills to be gained by the student;
- h. The necessary education material (mandatory literature, etc.).

## ARTICLE 8 EDUCATION PROGRAMME

1. The curriculum (education programme) as provided in section 3 and the annexes of these EER, is an integral part of these EER. Each academic year is divided in four education periods, called blocks.
2. Module descriptions are valid for the duration of one year, and are updated for each new academic year for determination of the EER for that academic year.
3. In consecutive academic years, the names, forms and/or content of modules and assessments may be changed and/or replaced.
4. If any changes are made with regard to the annually valid module descriptions included in these regulations, the student shall be informed before the start of the module in question. This shall be communicated in the version management of these EER.



5. In addition to the knowledge modules, each year contains specific integration parts in the form of projects and internships. Both contribute to the professional practice training, with projects, both inside and outside the classroom, carried out for companies or imitating real situations, among other things. These projects are scheduled for year 1 and 3.
  - a. The objective of the second year of the curriculum is that, by the end of the academic year, the student has all knowledge and skills necessary to function in a middle management position, and is able to apply them.
  - b. The second year contains an internship period in block two (**Internship 1**) with a study load of 15.5 ECs, in which the student gains working experience for his training profile, acquires a professional attitude (320 hours within the company), applies his knowledge in a defined practical study in a business administration context, and takes a critical look at his working experience and performance (114 hours of assignments in addition to the working days).
  - c. To gain access to the internship, the student must file an internship application in block 2, as provided in the internship guide Internship 1.
  - d. After the start of Internship 1, the student hands in a study design within 7 working days. This must be marked with a Go by the assessor within 5 working days to get permission to start the study. the student has one chance to change the study design and submit it for assessment again, within 10 working days.
  - e. During the process, the student is coached by a permanent internship mentor from ICBS and by the company's coach.
  - f. The final result of Internship 1 is assessed by two examiners, one of whom is the internship mentor. The assessments follow a fixed plan, as provided in the internship guide Internship 1 in annex 7 of these EER.
  - g. Once started, Internship 1 must be terminated and marked with a pass within the current academic year.
  - h. Internship 1 is marked with a pass if:
    - the total number of hours at the internship company is complied with in accordance with the requirements of the Internship guide;
    - and
    - the internship report with log and self-evaluation has been marked with a pass;
    - and
    - the study report has been marked with a pass by both examiners.
  
6. During the graduation process, the student carries out a research internship during which he performs an independent study within the framework of a business problem. He gives well-founded explanation about how the problem can be solved and what consequences the solution will have for the company.
  - a. The graduation process (**Graduation Internship**) is terminated with a research internship with a study load of 30 ECs, 840 hours, covering the entire 2<sup>nd</sup> semester of the fourth academic year.
  - b. The student is only admitted to the research internship if he has obtained all ECs from the previous modules. The additional conditions for access to the graduation process are provided in article 24 paragraph 2 of these EER, and explained in more detail in the Internship guide Graduation Internship.
  - c. The graduation process consists of three phases:
    - The preliminary study resulting in the study design;
    - The performance of the study resulting in the study report and a critical reflection;
    - The presentation and final defence before two independent examiners.
  - d. The student may start the study after the study design has been approved officially.
  - e. The assessments follow a fixed plan, as provided in the Internship guide Graduation Internship in annex 8 of these EER.

Programme summary

Code	Module	lectures	Credits	Block	Year
O0001	Organization Principles 1	42	3,5	1	1
M0001	Marketing A 1	42	3,5	1	1
B0001	Business Economics 1	42	3,5	1	1
MS021	Management Skills 1	42	2	1	1
SCS01	Studie-en Career Skills 1	2	1	1	1
M0002	Marketing A 2	42	3,5	2	1
H0001	HRM 1	42	3,5	2	1
P0001	Projectmanagement	42	3,5	2	1
QS021	Quickscan	42	4	2	1
E0001	Economics 1	42	3,5	2	1
FA021	Financial Arithmetics	42	3,5	3	1
R0001	Research Methods 1	42	3,5	3	1
EBC01	English for Business Communication 1	42	2	3	1
SCM01	Supply Chain Management 1	42	3,5	3	1
SE021	SE Poject	40	4	3,5	1
M0003	Marketing A3	42	3,5	4	1
BL001	Business Law 1	42	3,5	4	1
BC001	Business Communication 1	42	2	4	1
EBC02	English for Business Communication 2	42	2	4	1
SCS02	Studie-en Career Skills 2	4	1	4	1
<b>Year 1</b>		<b>EC</b>	<b>60</b>		
B0002	Business Economics 2	42	3,5	5	2
M0004	Marketing B 1	42	3,5	5	2
BC002	Business Communication 2	42	2	5	2
O0002	Organization Principles 2	42	3,5	5	2
MR001	Market Research	42	3,5	5,5	2
IS001	Internship 1	24	15,5	6	2
QM001	Quality Management	42	3,5	7	2
MS022	Management Skills 2	42	2	7	2
EBC03	English for Business Communication 3	42	2	7	2
BL002	Business Law 2	42	3,5	7	2
BA001	Business Accountancy	30	3,5	7,5	2
SS021	Sales Skills	42	2	8	2
E0002	Economics 2	42	3,5	8	2

SCS03	Studie-en career skills 3	2	1,5	8	2
H0002	HRM 2 / Human Behavior	42	3,5	8	2
SCM02	Supply Chain Management 2	42	3,5	8	2
<b>YEAR 2</b>		<b>EC</b>	<b>60</b>		
S0001	Strategic Management	42	4	9	3
M0005	Marketing B 2 (Nieuwe principes van Marketing)	42	3,5	9	3
F0001	Financial Management	42	3,5	9	3
C0001	Change Management	42	3,5	9	3
SC001	Study Company Opstart	25	2	9,5	3
SCS04	Studie-en career skills 4	2	1	9,5	3
ICT01	Digital Transformation	42	3,5	10	3
IP001	Investmentplan	42	3,5	10	3
M0006	Marketing B 3 (incl SMP)	42	3,5	10	3
CSR01	Corporate & Social Responsibility	42	3,5	10	3
BC003	Business Communication 3	42	2	10,5	3
RM002	Research Methods 2	42	3,5	11	3
IB001	Business Succession	42	3,5	11	3
MS003	Management Skills 3	42	2	11	3
H0003	HRM 3 Strategic HRM	42	3,5	11	3
SCS05	Study- en Career Skills 5	2	2	12	3
SC0022	Study Company- uitvoering	42	12	12	3
<b>Year 3</b>		<b>EC</b>	<b>60</b>		
CG001	Corporate Governance	35	4	13	4
I0002	Innovation Management	35	4	13	4
EBC04	English for Business Communication 4	35	2	13	4
RM001	Risk Management	35	4	13	4
SCS26	Study- en Careerskills 6	4	2	13,5	4
MA001	Mergers en Acquisitions	35	5	14	4
MS004	Management Skills 4	35	3	14	4
I0021	International Management	35	4	14	4
BC004	Business Communication 4	35	2	14	4
GI021	Graduation Internship	30	30	15	4
<b>4e jaar</b>	<b>Graduation HE degree</b>		<b>60</b>		<b>240 EC</b>

## **ARTICLE 9 TRAINING VARIANTS**

The Training is offered in the form of a four-year full-time programme, 240 EC.

## **ARTICLE 10 STUDY LOAD**

1. The study load of each education unit is expressed in ECs. One EC equals 28 hours of study.
2. The hours of study are divided in contact hours and home-study hours. The total number of ECs to be gained per education unit, and the division of the hours of study per education unit, are set out in each module description.
3. A hbo bachelor programme has a statutory study load of 240 ECs. All programmed education parts together amount to 240 ECs.

## **ARTICLE 11 PROPAEDEUTIC PHASE AND BINDING RECOMMENDATION**

1. When a student finishes all first-year modules as provided in the curriculum, with a total of 60 ECs, the student passes the propaedeutic examination. The examination committee shall then issue a propaedeutic certificate.
2. During the propaedeutic phase, each student receives a summary of the obtained ECs and his attendance from the operational manager (within four weeks after each test period). This summary includes a study progress evaluation, and, if necessary, advice regarding the study progress.
3. The student must complete the propedeutic phase within the first two academic years. In case a student still has not passed the propaedeutic exam at the end of the second year of enrolment, ICBS will end the student's enrolment.
4. At the end of each academic year, the institution determines the annual student progress of the international student. Satisfactory student progress is considered: 50% (or more) of the proportional nominal study load for a full academic year.  
In case of insufficient student progress, the institution will examine the cause, for instance by conducting a student's progress discussion with a student advisor.

In case an third- country national student does not study at all, does not study enough or cannot handle the level, the IND is notified of the lack of progress of the third-country national within one month after establishing the fact. In case of personal circumstances as referred to in Article 7.51 WHW as well as in Article 2.1 of the WHW Implementation Decree, which can be regarded as valid reasons for unsatisfactory student progress, binding agreements are made with the international student so that the study can be completed in time. Such in accordance with the Code of Conduct international student higher education.

## **ARTICLE 12 LANGUAGE OF INSTRUCTION**

1. The education, the study material and the tests are offered in (British) English.

## **SECTION 4 PARTICIPATION**

### **ARTICLE 13 PARTICIPATION IN THE EDUCATION PROGRAMME**

The institution considers the student's attendance and active participation during the education units crucial for achieving the learning objectives of each individual education unit and the complete final qualifications of the entire Training. The institution enforces the following participation and attendance rules:

1. Every student is expected to participate actively in all mentioned education units, including guest lectures, company visits, workshops, and internship return days.
2. It is the student's responsibility to take full advantage of the expertise ICBS hires for the realization of the programme, in the form of teachers, guest lecturers, and examiners, for the student's own professional development.
3. ICBS starts from the point that a student takes part in all training moments meant for him, completely and actively. There is an attendance/participation obligation of 80% per education unit and per education trimester. In case a student achieves an attendance of less than 80% of the contact hours in an education unit, he shall be excluded from the first re-sit of that year.
4. If a student arrives late for an education moment, or leaves before time, the following rules apply:
  - a. If a student arrives later than the scheduled starting time, he can take part in the education from the next break in that class;
  - b. If a student terminates his participation in an education moment before time, he shall be registered as absent;
  - c. Absence is registered per half part of a day (1.5 hours), even if the time of absence is shorter.
5. In case a student is unable to attend an education unit, he must discuss this with the operational manager at least 2 working days before the start of the module.
6. If the absence is the result of an unforeseen circumstance, the student must timely (between 8:30 AM and 9:00 AM) notify the student administration, orally or in writing.
7. Absence is registered in the absence file.

## **SECTION 5 TEST AND EXAMINATION LAYOUT**

### **ARTICLE 14 VALIDITY OF TESTS**

1. The validity of a positive test result is six years.
2. In exceptional cases, the examination committee may grant an extension of the validity.
3. If the validity of one or more modules has expired, the student must complete one or more modules of similar content and study load.

### **ARTICLE 15 FORMS OF ASSESSMENT**

1. The objective of the test is to determine if the student has achieved the learning objectives of an education unit.
2. The institution uses the following test forms:
  - a. An individual written test;
  - b. An individual written (or through another medium) assignment resulting in a professional product;
  - c. A group assignment resulting in a collective professional product (recorded in a medium);
  - d. A presentation or oral defence, individual or as a (part of a) group assignment;
  - e. An individual oral test;
  - f. Aptitude tests, as part of a skill training;
  - g. Reflective reports;
  - h. Final interview.
3. Every education for which ECs are awarded, is concluded with a test.
4. Every module description contains the test form for that module, the content, volume and duration of the test, and, if necessary, the weight of the test in relation to other tests connected to the same education unit.
5. The subject matter discussed during the lectures, contact hours, and company visits, is part of the test of an education unit, unless determined otherwise in the module description.
6. In exceptional cases, other than those referred to in Article 5, upon the student's and/or the teacher's request, the examination committee may allow for a test to be taken in another way than as provided in the module description. In such a case, the examination committee shall decide the deviating test form, although the subject matter and the difficulty of the test shall not be changed.
7. Guidelines for internships, internship reports, the graduation, and the graduation thesis are determined in separate guides and are part of these EER.

### **ARTICLE 16 EXAMINATION REGULATIONS**

The rules for a smooth running of things during the written tests and for the measures to be taken in that respect, are determined in the examination regulations. The examination regulations are an integral part of these EER.

## **ARTICLE 17 ASSESSMENT STANDARDS**

1. The marks of all written tests are based on assessment frameworks and answer keys determined beforehand in writing and, if necessary, adjusted to the test's correction results.
2. For the assessment of a professional product, an assessment model shall be designed beforehand, in which the assessment aspects and their respective weight are applied clearly.
3. The assessment of interaction or behaviour effectiveness during a skill training, meeting or presentation, is based on a checklist with assessment criteria, made known to the student beforehand.
4. All assessment/standard/test frameworks shall be made known/available to the student.
5. The way of assessment by the examiner(s) shall be transparent enough for the candidate to understand what the result of his test or examination is based on.
6. Written tests shall be marked with a figure on a 0.0 – 10.0 scale, calculated to one decimal place. Marks for presentations and reports are rounded off to half points.
7. A test is passed if the student is awarded the mark of 5.5 or higher.
8. The highest mark a student obtains counts, even if the last mark is lower than the previous one.
9. The ECs corresponding to an education unit shall be awarded if all of the following requirements are met:
  - a. The student has taken all tests of the education unit in question;
  - b. If an education unit has several test parts, the student must achieve a pass for all test parts.
  - c. If this is not the case, the student still has to take a re-sit for the part he failed, even if the weighted average of the total number of tests is a pass.
10. It is not possible to award part of the ECs for an education unit.
11. The requirements the student has to meet to obtain the ECs, are provided in the module descriptions.
12. The final grades on the diploma are accurately displayed on one decimal time

## **ARTICLE 18 CORRECTIONS TERMS, NOTIFICATIONS, REGISTRATION OF EXAM RESULTS**

1. The student shall receive the results of a written test within 15 working days after taking the test, unless determined otherwise in these regulations.
2. The examiner shall determine the result within 10 working days after a test, and notify ICBS's central administration in writing. Subsequently, the marks shall be made available to the student through the institution's information system.
3. If a result gives cause for a re-assessment and/or consultation of the examiners, the students shall be notified of the delay in the announcement of the result. This delay shall be no more than 10 working days.

4. The results of the aptitude test during the skill training sessions/presentations shall be communicated to the students on the spot.
5. The assessments of the internship application and the study design for internships shall be communicated to the student within 10 working days.
6. If the examination committee wishes to perform spot-checks, this term may be extended by 5 working days.

#### **ARTICLE 19 RIGHT OF INSPECTION**

1. Corrected tests of students shall be returned to the administration, electronically or otherwise.
2. During 10 working days after the student is notified of the test result, the student shall be given the opportunity to inspect his corrected work upon his request, and may ask the examiners to provide further explanation and reasons during a meeting.
3. During the term provided in the second paragraph, the student can take knowledge of the questions and assignments of the test in question, and of the assessment standards.

#### **ARTICLE 20 RE-ASSESSMENT**

1. If, in the student's opinion, the mark or the assessment of the content is incorrect, the student (or, in case of a group assignment: *the students*) can file a well-founded application for re-assessment with the examination committee, within 10 working days after the term provided in article 19 paragraph 2. However, this is only possible after a meeting, as referred to in article 19 paragraph 2, has taken place.
2. If the examination committee finds grounds for re-assessment in the arguments, they shall, at their discretion, appoint a new examiner, who shall perform a re-assessment of the same work, based on the same assessment framework, within 10 working days. This assessment is binding.
3. If more than 90% of a group fails a first regular test (in a group of at least 10 students), the central administration of ICBS shall notify the secretary of the examination committee immediately.
4. The examination committee shall then consider a fitting course of action, after consultation with the examiner or an (internal or external) expert.



## **ARTICLE 21 TESTS AND RESITS**

1. Unless stipulated otherwise in these regulations or to be stipulated otherwise based on these regulations, for each test that forms part of the module according to the module description, candidates will be offered:
  - a. one initial test and
  - b. one resit opportunity within the academic year.
2. These tests will be scheduled by ICSB as part of the regular timetable.
3. For the assessment of individual assignments or group assignments, the teacher or supervisor must give a clear deadline for submission of the assignment (in accordance with the module description) for it to count as a first attempt. If the deadline for submission of the assignment is not met as agreed, the initial opportunity is left unused and the late submission will be considered the first resit opportunity.
4. If students fail an individual or group assignment, the teacher will give them feedback with a clear explanation of the assessment of the components. Any form of submission to the teacher of a new/improved version of the assignment will be considered to be the first resit opportunity for that assignment.
5. Changes in test content
  - a. If updates of the module description as referred to in Article 8 lead to significant changes, which includes changes other than adjustment to a new edition of the study literature, slight changes to chapters or slight changes to the test formats, ICBS will offer, after the initial test and one resit opportunity in the academic year in which the module is offered, one additional test in the next academic year in accordance with the module description of the previous year.
  - b. If, after this, the student is still unable to pass the module, the student must complete the module in accordance with the new module description.

## **SECTION 6 PROMOTION ARRANGEMENT**

### **ARTICLE 22 UNCONDITIONAL PROMOTION**

1. In order to qualify for unconditional promotion to a subsequent year of study, students are required to obtain the following number of ECs:
  - i. BBA 1 to BBA 2:60 ECs
  - ii. BBA 2 to BBA 3:120 ECs
  - iii. BBA 3 to BBA 4:180 ECs
2. Before starting the graduation process, the student must have obtained all available ECs up to that point.

### **ARTICLE 23 CONDITIONAL PROMOTION**

1. Students who have obtained a minimum of 45 ECs and passed the study progress assessment with the operational manager at the end of the second semester may qualify for conditional promotion from BBA 1 to BBA 2. If fewer than 45 ECs have been obtained, the examination board may grant permission for conditional promotion, provided this is based on a realistic schedule and valid, substantiated reasons with regard to obtaining the propaedeutic modules.

2. Students who have obtained a minimum of 90 ECs and passed the study progress assessment with the operational manager at the end of the fourth semester may qualify for conditional promotion from BBA 2 to BBA 3.

## **SECTION 7 THE GRADUATION PROCESS**

### **ARTICLE 24 CONDITIONS FOR ADMISSION TO THE GRADUATION PROCESS**

1. Students may start the graduation process once they have obtained all the ECs of the first, second, and third-year modules and all the modules of the first semester of year four.
2. Students must also meet the conditions as stipulated in Article 8 (6) of these EER and the relevant internship guides.
3. Students may start the graduation process after ICBS has completed the full application and approval process of the internship and the provisional research assignment (graduation application).
4. The internship application will be assessed by an examiner within ten working days. The assessment will be formally established after 15 working days.
5. A internship supervisor will be allocated within seven days after a favourable assessment.

### **ARTICLE 25 GUIDANCE DURING THE GRADUATION PROCESS**

1. The graduation supervisor is responsible for guiding the student through the graduation process. Guidance consists of a supervision agreement and a study design with a plan of action, described in SMART terms, enabling periodic testing of the quality and progress.
2. It is the student's responsibility to make the best possible use of the graduation supervisor's support. The student regularly discusses the progress of his study with his graduation supervisor.
3. In the unlikely event of a difference of opinion between the student and the graduation supervisor, or a complaint from the student about supervision, the student will discuss this with the graduation supervisor first.
4. Should the conversation with the graduation supervisor about the support offered fail to result in a satisfactory solution, the student will turn to programme management, in accordance with the complaints procedure. In consultation with the Board, appropriate measures will be taken.

### **ARTICLE 26 ASSESSMENT OF THE STUDY AND FINAL INTERVIEW - FINAL ASSESSMENT**

1. The research design to be drawn up by the student should be completed within the time frame laid down in the internship guide Graduation Internship and has to be assessed with "passed" by an independent examiner and the graduation supervisor.
2. The student may only start carrying out the research after the research design has been formally approved by both examiners.
3. If the research design is rejected, the student may submit a revised design. The revised research design may be offered for assessment not later than 10 weeks after the start of the internship and has to be assessed by sufficient review by week 12.

4. Any delays due to examiners exceeding the assessment terms as included in Article 18 will automatically result in an extension of the term of 8 weeks.
5. In the event of a difference in the assessment of the examiners, the provisions of Article 26, paragraph 9 and 10, will apply.
6. In order to determine whether the final thesis meets the set requirements, the final thesis will be assessed by two independent examiners, one of which may not be involved in the graduation supervision.
7. The standards which the final thesis must meet have been laid down by the institute in the Graduation Internship guide.
8. At least the two examiners, independently of each other, will assess the final thesis against the standards within 10 working days.
9. The final marks of the two examiners will be averaged, provided the difference is not more than one full point and there is no pass/fail difference ( $> < 5.5$ )
10. If the final marks awarded for the thesis differ more than one full point, the assessment will be presented to the examination board, which will subsequently appoint a third examiner. This appointed examiner will draw up a third assessment within 10 days after receiving the documents to be assessed. This assessment is binding.
11. After the examiners have carried out their assessment and awarded a pass, the examination board will receive the assessment and underlying digital documents. The examination board may decide to carry out a random check of the assessment, informing the examiners of the outcome within five working days after submission of the documents.
12. If the final thesis is not awarded a pass and requires revision, the graduation candidate will receive an assessment form uniformly stating the points for improvement identified by the examiners.
13. The candidate is subsequently given one opportunity to revise and resubmit the final thesis. In consultation with the student, a date is set on which the final thesis is to be resubmitted for assessment.
14. The revised final theses must be submitted within a maximum period of four months after the date of the assessment, not exceeding the total period of validity as referred to in Article 26, paragraph 15.
15. If, as a result, the student needs to extend the period of enrolment, he must continue to pay the monthly course fees for extension up to and including the date of the final defence.
16. A research internship for the final thesis will remain valid for 12 months from the start date of the final internship as stated on the internship agreement. The student must be notified within that period that a favourable assessment of the final thesis from the examiners has been reported to the examination board. If this period is exceeded, a request for an extension of up to six months may be filed with the examination board. The examination board will determine whether the study still meets the requirement of topicality. If the study no longer meets the requirement of being of practical use to the business for which it was conducted and as such no longer has any added value, the student will have to carry out a new graduation research.
17. If given a favourable assessment, the graduation candidate will be invited for the final defence. He will be informed of the mark and assessment after deliberation after the final defence.

18. The ICBS strives to schedule the final defence within ~~ten~~fifteen working days after approval of the graduation thesis.
19. The graduation panel consists of two examiners of which the graduation supervisor is one of them.
20. A successful final thesis will remain valid for four months after the date on which the student was notified of the result of the assessment of the final thesis. The final defence must therefore take place within this period.
21. If the student fails the final defence, he will be given one more opportunity to do the final presentation and defence within 6 months.

## ARTICLE 27 DETERMINATION OF THE FINAL MARK FOR THE GRADUATION PROCESS

1. The graduation process will be assessed with a mark on a scale of 1-10, accurate to half a point.
2. The mark awarded to the candidate will be recorded on a designated assessment form with a written explanation.
3. The final mark is a weighted average of the graduation components:
  - a. **The thesis**, consisting of the research report (90%) self-evaluation report (10%). Both reports must have been awarded a pass (at least 5.5) and together form a mark.
  - b. **The final interview** (the final presentation with defence) must be awarded a pass, at least 5.5);
5. The weighting of the thesis and final presentation is ~~70/30~~ 70/30 %.

## ARTICLE 28 CONFIDENTIALITY

Any person who is involved in administering examinations and gains access to information which he knows or should reasonably assume to be of a confidential nature, and who is not already bound to secrecy by virtue of his office, profession or any provision of law, is obliged to keep secret such information unless he is required to disclose it by law or by the nature of his duties in administering the examinations. The confidentiality concerns the content of the study in respect of all company-relevant information

## SECTION 8 THE FINAL EXAMINATION

### ARTICLE 29 WITH HONOURS

If the examinee shows exceptional competence during the examination, the examination board may decide to mention this on the certificate using the words 'cum laude' (with honours). Students are considered to have shown exceptional competence if they have met the following conditions:

1. The graduation process (graduation study, thesis and final defence, as referred to in Article 30 and Article 32 paragraph 1) has been awarded a mark of at least 8.0;
2. The lowest mark obtained for all modules is 8.0.
3. The results have been obtained under the condition as stipulated in Article 21 paragraph 6.

### ARTICLE 30 DEGREE

Those who have passed the final examination of the programme will be awarded the degree of Bachelor of Business Administration (BBA).

2. The degree awarded will be recorded on the certificate.

### ARTICLE 31 THE CERTIFICATE AND LIST OF MARKS

1. In evidence of the successful completion of the examination, the examination board will award a certificate. The certificate will be signed by the chair of the examination board or his/her deputy.
2. The list of marks which forms part of the certificate will state the annual result of BBA 1 and the components belonging to the examination (BBA 2/3 and BBA 4), and will be signed by the chair of

the examination board or his/her authorised deputy. In addition - if applicable - the mention 'cum laude (with honours)' will be recorded as a separate entry on the list of marks. The student will also receive a diploma supplement with the certificate.

3. The certificate will only be awarded once. If the certificate is lost, a copy may be issued on the basis of the data kept in the digital archives of the Education Executive Agency [DUO].

## SECTION 9 FRAUD

### ARTICLE 32 FRAUD AND IRREGULARITIES

1. In the event of fraud, the following degrees are distinguished: fraud - serious fraud.
2. In any event, **fraud** includes:
  - a. Having resources (preprogrammed calculator, mobile phone, smartphone, tablet, books, syllabuses, notes etc.) one's disposal during the examination of which the consultation is not expressly permitted;
  - b. Copying from others or exchanging information in or outside the examination space during the examination;
  - c. (Jointly) submitting group projects, group assignments or group reports to which the (joint) submitter has not contributed actively and equally while being named as a participant;
  - d. Facilitating or encouraging fellow students to commit fraud.
3. In any event, **serious fraud** includes:
  - a. Pretending to be another person during the examination;
  - b. Having oneself represented by another person during the examination;
  - c. Gaining possession of the assignments of the examination concerned before the date or time on which the examination is to take place;
  - d. Inventing and/or falsifying survey or interview responses or research data;
  - e. Making changes to the completed examination after submission;
  - f. Manipulating or misrepresenting research result while carrying out a (graduation) study, with the object of deception. This includes the following: - data used in the study are twisted, invented or represented unjustifiably selectively; - viewpoints, interpretations and conclusions of others are intentionally misrepresented;
  - g. Plagiarism:
    - i. Using or copying short passages from the texts, data or ideas of others without stating complete and correct source references;
    - ii. Paraphrasing the content of the texts of others without sufficient source references;
    - iii. Copying / quoting excessively (>40 words) without clear marking (e.g. quotation marks) or correct source references;
    - iv. Submitting a previously submitted or comparable text for assignments of other programme components;
    - v. Submitting work which was made by the student with a fellow student and passing it off as his/her own work, even if it concerns the part of the group assignment which was made by the student;
    - vi. Copying the work of fellow students and passing it off as one's own work;
    - vii. Submitting papers which have been acquired from a commercial institution or written by another person (paid or unpaid).
    - viii. Copying visual, audio or test materials (surveys, studies etc.) of others without references and thus passing it off as one's own work;
    - ix. Forging documents or signatures

*This list is not exhaustive and serves only as an example. Depending on the circumstances, such as in the event of repetition, 'fraud' as set out above may also be considered 'serious fraud'.*

4. Prevention of plagiarism:

Students must provide a "Declaration of Own Work" with each record, paper, report (company analysis/research report). This declaration must be added to each report and signed, stating the place and date of signing.

### **ARTICLE 33 PROCEDURE IN CASE OF SUSPICION OF FRAUD, AND REPORTING IRREGULARITIES**

1. The examination board may take measures against candidates who commit fraud in respect of assessment. If an invigilator or examiner suspects that a student is committing fraud during a test, this will be reported to the secretary of the examination board and the operational manager within 24 hours.
2. If absolute certainty about the irregularity or the suspected fraud is lacking, or the act is contested, the student must be given the opportunity to continue the examination, following the instructions of the invigilator. In any case, the operational manager will be notified.
3. If possible, the examination board will respond within 10 working days after the suspicion of fraud or irregularity was reported. The examination board will investigate - possibly in consultation with the designated expert within the programme - whether fraud was committed and determine the gravity of the offence. The gravity of the offence and the punishment will be determined on the basis of the following elements:
  - a. The student's experience (the degree to which the student is / should be aware of the severity of his actions, taking into account factors such as the point in his studies);
  - b. The observed actions of the student;
  - c. The severity of the irregularity (fraud, plagiarism...);
  - d. The extent of the offence;
  - e. The intention to practise deceit.

### **ARTICLE 34 FRAUD – SANCTIONS**

1. Before arriving at its opinion and deciding on the sanction, the examination board will notify the student of the suspicion of fraud and conduct an investigation. The student may use the right to be heard before the examination board sets down in writing the measure(s) to be taken. The operational manager, the Board and, if consent has been granted (see Article 22b) the student's parents will receive a copy.
2. Depending on the severity of the irregularity committed in an interim examination or examination, the examination board may decide that:
  - a. The student is to receive a reprimand;
  - b. The test concerned is to be declared invalid and a sanction (1.0 mark) is imposed.
  - c. The student is to be excluded from the test concerned and from the next resit opportunity for the test after the final decision has been taken by the examination board;
  - d. The student is to be excluded from one or more exam rounds for all interim examinations for up to one full academic year;
  - e. A combination of the above measures is to be taken.

*This list is not exhaustive and serves only as an example.*

In severe cases, including repeated fraud or irregularities, the examination board may advise the Board to exclude the student from the programme.

The decision of the examination board will be entered in the student file.

## **SECTION 10 OBJECTION AND APPEAL**



## ARTICLE 35 OBJECTION

1. If a student has objections of a content-related or procedural nature in an assessment situation for any programme component, he will discuss this with the examiner.
2. If a student disagrees with the examiner's decision, he can file an objection with the examination board within 10 working days. The notice of objection must state at least the following:
  - a. Name, address and signature of the student;
  - b. Date of filing;
  - c. Date and content of the decision;
  - d. Possibly a copy of the decision;
  - e. Explanation and substantiation of the objection.
3. If possible, the examination board will make a decision within 1 calendar month after the objection was filed. The examination board may extend this period twice in writing by 1 month each time. If new facts come to light, the student may, within 10 working days after the date of the decision of the examination board, object to the decision once.

## ARTICLE 36 APPEAL

1. ICBS has set up an independent appeal body, the Examination Appeals Committee (via the NRTO\*), where appeals against decisions of the examination board can be lodged.
2. A student may lodge an appeal with this committee against a decision on the objection filed with the examination board.
3. Contact details and procedural information can be found on Intranet or requested directly via [cvbe@nrto.nl](mailto:cvbe@nrto.nl).
4. The notice of appeal must be submitted in accordance with the procedure used by the Examination Appeals Committee.
5. The appeal period is four weeks commencing on the day after the date of the decision by the examination board.
6. The grounds for appeal used by the Committee concern procedural errors with regard to the actions of the institution.  
Examples are:
  - a. Breach of a generally binding regulation;
  - b. Use of power for a different purpose than that for which it was granted;
  - c. Failure to take the interests of the student(s) involved into account in all reasonableness;
  - d. A decision taken by the examination board which is in contravention of the Dutch Higher Education and Research Act [WHW] and/or a general principle of good governance.
7. Decision taken by the Appeals Committee are binding.

*\*The NRTO (Dutch Council for Training and Education) is the umbrella organisation for all private training and education institutions in the Netherlands ([www.NRTO.nl](http://www.NRTO.nl))*

## **SECTION 11      RETENTION**

### **ARTICLE 37      RETENTION PERIODS**

1. The entire personal student file of the student (including completed tests, professional products etc.) will be kept in hard copy until at least 1 year after the student has left the programme.
2. (Internship) reports will be stored digitally until at least 1 year after the student has left the programme.
3. Theses will be stored digitally for a period of at least 7 years. They will be kept in hard copy for at least 1 year.
4. The following details of the student will be stored in hard copy or digitally for at least 7 years after the student has left the programme:
  - a. Identifying details of the student;
  - b. The certificate;
  - c. The student progress reports;
  - d. Exemptions.
5. Data on the basis of which a Declaration of Examination Taken can be issued will be stored digitally for a period of at least 30 years. These data include:
  - a. The list of marks issued with the certificate;
  - b. The mark for the graduation process (thesis and final defence);
  - c. The date and year of graduation.

## **SECTION 12      FINAL AND IMPLEMENTING PROVISION**

### **ARTICLE 38      UNFORESEEN CASES**

1. In cases not provided for by these Education and Examination Regulations and which require an immediate decision, the Board will decide. As appropriate, the Board will seek advice from the examination board.
2. If the application of the rules in these EER should lead to unreasonable or unfair situations in respect of a student or a group of students, the student or group of students concerned may submit a written and reasoned request for departure from the relevant rules to the examination board. The examination board, or in urgent cases the chair of the examination board, will give the Board reasoned advice on the request. The Board will subsequently take a decision without delay and notify the student or group of students of this.
3. In special cases, after receiving the advice of the examination board and after carefully considering the interests involved, the Board may decide to reject a student indefinitely and on that basis terminate or refuse his enrolment, if that student in his conduct or remarks has shown himself to be unfit to practice one or more professions for which the programme trains or would train him or for the practical preparation for that profession.

## **ARTICLE 39 FURTHER RULES AND INTERIM CHANGES TO THE EER**

1. These regulations may be amended during the academic year if and in so far as this does not adversely affect the position of the student. Interim changes to these regulations will be communicated to the students in an appropriate manner.
2. The examination board may, with due observance of the law and these regulations, set further rules concerning the administration of tests. These rules will be communicated to the students in an appropriate manner.

## **ARTICLE 40 NOTIFICATION**

These regulations are available for inspection in hard copy at every location and will be issued to every student digitally via the intranet before the start of each academic year.

## **ARTICLE 41 ROLE AND TASK OF THE EXAMINATION BOARD**

The role and task of the examination board have been set out in the Examination Board Regulations which form part of these EER (appendix 3).

## **ARTICLE 42 ENTRY INTO FORCE**

These regulations and the Examination Regulations included in appendix 1 will come into force on the first day of the academic year (2019-2020).

### **Appendices:**

**Appendix 1 Examination Regulations**

**Appendix 2 Complaints Procedure**

**Appendix 3 Examination Board Regulations**

**Appendix 4 Body of knowledge**

**Appendix 5 Module Manual**

**Appendix 6 Annual survey**

**Appendix 7 Internship Guide 1**

**Appendix 8 Graduation Internship Guide**

**Appendix 9 Exam matrix-assessment briefs**