

# Teaching and Examination Regulations



## Bachelor's Degree Programmes in:

**Bedrijfskunde**

**Econometrics and Operations Research**

**Economics and Business Economics**

**International Business Administration**

## Academic year 2018-2019

- A. Faculty section
- B1. Programme specific section - general provisions
- B2. Programme specific section – content of programme

## Introduction to the Teaching and Examination Regulations format (OER) for Bachelor's degree programmes

### General information

Since the introduction of the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*, WHW) in 1993, it has been compulsory for institutions to record the broad outlines of the teaching programme and examination methods for each study programme in the Teaching and Examination Regulations (Section 7.13, paragraph 1, of the WHW). Section 7.13, paragraph 2, of the WHW lists the applicable procedures that must, as a minimum, be regulated in the Teaching and Examination Regulations. The WHW also includes a number of separate obligations relating to the inclusion of regulations in the Teaching and Examination Regulations.

### Components of Teaching and Examination Regulations format

These Teaching and Examination Regulations consist of a part A, part B1 and part B2. Part A is the faculty section of the document that contains provisions that apply to all of a faculty's study programmes. The training-specific provisions have been included in both B sections and have been divided as follows:

- Part B1: programme specific section – general provisions
- Part B2: programme specific section – content of programme

It was decided to split this information into these two sections in support of the participation procedure. This is due to the fact that Programme Committees (OLC's) are fully responsible for participation as described under part B2; the Faculty Joint Assembly (FGV) has no involvement. The FGV has right of approval with regard to the Sections in parts A and B1, and the Programme Committees have the right to prior consultation (advice). VU-wide policy does not require participation on a faculty level; participation has already been guaranteed in the development and decision-making parts of the process of establishing the policy concerned.

Although the various parts go together and form the Teaching and Examination Regulations of a degree programme or group of programmes, they can be amended separately. The Faculty Board ultimately determines the content of all Sections of the Teaching and Examination Regulations for the faculty degree programmes.

### Type of stipulations (Sections) included

- Sections based on Higher Education and Research Act Section 7.13 - or other Sections of the Act - that must be included in the Teaching and Examination Regulations. Per Section, if applicable, an indication has been given regarding which subject of Section 7.13, paragraph 2, is referred to and whether or not participation applies and if so, under whose authority.
- This is in regard to Sections based on Section 7.13 of the Higher Education and Research Act - or other Sections of the Act - that must be included in the Teaching and Examination Regulations but that have already been laid down in VU-wide policy. If applicable, participation has already been organized by the university's central participation body. The Faculty Board is not at liberty to depart from these procedures. The same holds for the Programme Committee and the Faculty Joint Assembly. Appendix 2 refers to the existing VU policy (or guidelines for the Faculty Board, from Section 9.5 of the Higher Education and Research Act). If a Faculty Board wishes to depart from existing VU policy, then a written request must be submitted to the Executive Board.
- Sections (or parts thereof) that do not apply to all programmes must be indicated using square brackets: [Optional: ].
- The other Sections include topics for which compulsory inclusion in the Teaching and Examination Regulations has not been stipulated and that also have not been adopted as guidelines. These may concern subjects that are regulated in the Higher Education and Research Act, but for which no explicit

reference has been made that stipulates compulsory inclusion in the Teaching and Examination Regulations. These are Sections which have been included because they are intended to provide clear and complete information or because of a VU or UvA regulation which stipulates compulsory inclusion. It is recommended that these Sections be included in the Teaching and Examination Regulations in accordance with the format. This means that a large part of the text from part A can be copied in its entirety for inclusion in the creation of the faculty part A.

If necessary, additional Sections can be added in part B to reflect aspects specific to a particular degree programme.

Depending on participation rights, additional Sections may be included in parts B1 and B2. Any additional Sections should, wherever possible, be placed at the end of the chapter and given a higher number. If a Section is placed between existing Sections, then this should be given an interim number by adding a letter to the number (for example, Section 1.1a). This method promotes transparency and improves quality assurance if a specific subject is regulated under the same Section number in every Teaching and Examination Regulations. If you have any doubts about participation rights, please contact Administrative and Legal Affairs.

#### Scope of application of these regulations

These regulations apply to the programmes, courses and examinations of the Bachelor's degree programmes of the relevant faculty of the Vrije Universiteit Amsterdam. These regulations may also apply to the joint programmes and educational units, as referred to in Section 7.3c of the WHW, which are provided in entirely or in part by the faculty.

The faculty carries out the publication of the Teaching and Examination Regulations and inclusion in the study guide on the VU website.

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- m. SAP/SLcMVU: the Student Information System;
- n. Study guide: the guide for the study programme that provides further details of the provisions and other information specific to that programme. The course catalogue (or Study Guide) is available electronically at:  
<https://www.vu.nl/en/study-guide/>;
- o. workload: the workload of the unit of study to which an examination applies, expressed in terms of credits = EC credits (ECTS = European Credit and Transfer Accumulation System). The workload for 1 year (1,680 hours) is 60 EC credits;
- p. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;
- q. examination: an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An examination may consist of one or more partial examinations. A resit always covers the same material as the original examination;
- r. constituent examination: an assessment of the student's knowledge, understanding and skills relating to a part of a component. The assessment is expressed in terms of a constituent result, which contributes to the final mark. A non-mandatory assessment within a component, such as an opportunity to earn a bonus point, is not a constituent examination.
- s. constituent result: the result of a constituent examination;
- t. mark: the final mark for an examination
- u. rules and regulations: the Rules and regulations for examinations as defined in article 7.12, paragraph 4 of the WHW;
- v. University: Vrije Universiteit Amsterdam;
- w. WHW: the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- x. OLC: Programme committee;
- y. FGV: Faculty joint assembly – assembly of the faculty student council and faculty staff council;
- z. CvB: the Executive Board of Vrije Universiteit Amsterdam.

The other terms have the meanings ascribed to them by the WHW.

## 2. Study programme structure

### Article 2.1 Structure of academic year and educational components

1. The study programme will be offered in a year divided into two semesters.	Ordinance CvB, see appendix 3
2. Every semester consists of three consecutive periods of eight, eight and four weeks	Ordinance CvB, see appendix 2
3. An educational component comprises 6 EC or a multiple thereof.	Ordinance CvB, see appendix 2

### Article 2.2 Frame study programme

1. The programme consists in any case of the following components: a. Academic development of at least 24 EC b. Major/compulsory components of at least 90 EC c. Elective components of study of at least 30 EC	Ordinance CvB, see appendix 2
2. In the first year of the programme, the programme will offer at least fourteen contact hours a week.	Ordinance CvB, see appendix 2
3. In the second and third years of the programme, the programme will offer at least twelve contact hours a week.	Ordinance CvB, see appendix 2
4. Internationalization is included as part of the Bachelor's programme and reflected in or more educational components.	Ordinance CvB, see appendix 2

### Article 2.3 Language test and proficiency in Dutch

1. At the start of his/her first year of study at the institution, every student on a Dutch language Bachelor's study programme must complete the diagnostic Dutch language test.	Ordinance CvB, see appendix 2
2. The language test focuses on written skills and includes sections on grammar, spelling, vocabulary, structure and formulation.	Ordinance CvB, see appendix 2
3. Any student who does not achieve a pass in the language test must take the Dutch Refresher Course (Bijspijkerkursus Nederlands) organized by the Language Desk (Taalloket).	Ordinance CvB, see appendix 2

## 3. Assessment and Examination

### Article 3.1 Signing up for education and examinations

1. Every student must sign up to participate in the educational components of the programme, the examinations and resits. The procedure for signing up is described in an annex to the Student Charter.	Ordinance CvB, see appendix 2
2. Signing up can only take place in the designated periods.	Ordinance CvB, see appendix 2

### Article 3.2 Type of examination

1. At the student's request, the Examinations Board may permit a different form of examination than that stipulated in the course catalogue. If applicable, more detailed regulations on this are included in the Rules and Guidelines for the Examinations Board.	Advice OLC, Approval FGV (7.13 l)
2. In the case compulsory unit of study is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period.	Advice OLC, approval FGV (7.13 j) <i>Previous consent by GV, see appendix 3</i>

### Article 3.3 Oral examinations

1. An oral assessment is public unless the Examinations Board or examiner determines otherwise in an exceptional case.	Advice OLC; approval FGV (7.13 l and n)
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### Article 3.4 Determining and announcing results

1a. The examiner determines the result of a written examination as soon as possible,	Ordinance CvB,
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but at the latest within ten working days. By way of departure from that stipulated in the first clause, the marking deadline for theses / final assignments and work placements is no longer than twenty working days. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.	see appendix 2
1b. If, as a result of exceptional circumstances, the examiner is likely to exceed the deadline, he or she must inform the Examination Board, stating reasons, in order to be allowed to extend the revision period to the maximum of 15 days. If the Examination Board approves the delay the examiner will then ensure that the students are informed of the new deadline.	
2. The examiner determines the result (i.e. mark) of an oral examination as soon as the examination has finished and informs the student accordingly. The third sentence of paragraph 1a applies.	Advice OLC; approval FGV (7.13 o)
3. In the case of alternative forms of oral or written examinations, the Examinations Board determines in advance how and by what deadline the student will be informed of the results.	Advice OLC; approval FGV (7.13 o)

### Article 3.5 Examination opportunities

1a. Per academic year, two opportunities to take examinations per educational component will be offered.	Ordinance CvB, see appendix 2
1b. As an exception to paragraph 1a there will be three opportunities to take an exam in the programme component Business Mathematics from year one of the bachelor's programme International Business Administration and Bedrijfskunde and in the component Quantitative Research Methods I of the bachelor's programme Economics and Business Economics.	
1c. As an exception to paragraph 1a there will only be a resit for a constituent examination when this forms such a substantial part of the educational component that without it the component cannot be passed.	
1d. As an exception to paragraph 1a practical exercises are examined only once in each academic year.	
2. The most recent mark will apply in the event of a resit. A resit is allowed for both passed and failed units of study.	Ordinance CvB, see appendix 2
3. The resit for a (constituent) examination must not take place within ten working days of the announcement of the result of the (constituent) examination being resat.	Advice OLC; approval FGV (7.13 j)
4. The Examination Board may allow a student an extra opportunity to sit an examination if that student is missing only those credits to qualify for his degree. This is conditional to the student's having taken and failed the examination at least once. Furthermore, there may be no more regular opportunity for taking the examination within the next 6 months. If necessary, the way the examination is held may deviate from the provisions in the study guide. This provision excludes practical exercises (including the thesis).	Ordinance CvB, see appendix 2

### Article 3.6 Marks

1. Constituent results are given on a scale from 1 to 10 with no more than one decimal point.	Ordinance CvB, see appendix 2
2. The marks are given in whole or half points.	Ordinance CvB, see appendix 2
3. Final marks between 5 and 6 will be rounded off to whole marks: between 5.1 - 5.4 rounded down; between 5.5 - 5.9 rounded up. To pass a course, a 6 or higher is required.	Ordinance CvB, see appendix 2

4. [The Examination Board can allow to use symbols rather than numbers, for example; v (completed), g (good), nvd (not completed), etc.	Ordinance CvB, see appendix 2
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#### Article 3.7 Exemption

1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if the student: <ol style="list-style-type: none"> <li>has passed a course component of a university or higher professional education programme that is equivalent in terms of content and level;</li> <li>has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.</li> </ol>	Advice OLC; approval FGV (7.13 r)
2. Exemption possibilities for first year units of study from other educational institutions, can only be considered when the student has met the conditions and obligations of the first year.	Advice OLC; approval FGV (9.38 b)
3. This exemption does not apply to the Bachelor's thesis.	

#### Article 3.8 Validity period for results

1. From September 2017 onwards all examinations passed and examination exemptions that were valid on August 31 <sup>st</sup> 2017 remain valid unlimited unless specified otherwise in Section B.	Legal provision
2. The validity period of the result of a partial examination is limited to the academic year in which it was sat.	Advice OLC; approval FGV (9.38 b)

#### Article 3.9 Right of inspection and post-examination discussion

1. For at least twenty working days after the announcement of the results of a written examination, the student can, on request, inspect his/her assessed work, the questions and assignments set in it, as well as the standards applied for marking. The place and time referred to in the previous clause will be announced at the time of the examination.	Advice OLC; approval FGV (7.13 p en q)
2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if he/she was unable to attend the collective discussion through no fault of his/her own.	Advice OLC; approval FGV (7.13 q)
3. Students who meet the requirements stipulated in paragraph 2 can submit a request for an individual post-examination discussion to the relevant examiner. The discussion shall take place at a time and location to be determined by the examiner.	Advice OLC; approval FGV (7.13 p en q)

## 4. Honours programme

#### Article 4.1 Honours programme

1 Vrije Universiteit Amsterdam offers an honours programme for students who meet the admission requirements. The Honours programme consists of educational components taken in addition to the standard curriculum.	Ordinance CvB, see appendix 2
2a. The Honours programme comprises 30 EC, a minimum of 12 EC of which consist of faculty honours components and a minimum of another 12 EC consist of interfaculty honours components. The choices available to the student will be published via the website ( <a href="http://www.vu.nl">www.vu.nl</a> ).	
2b. Optional a first year HP course can be taken. For admission students must have secured	Ordinance CvB,

all credits from period 1 and 2 of the first year with an average of 7.5 or higher or obtained their VWO diploma (or equivalent) with an average of 8 or higher.	see appendix 2
3. For admission to the Honours programme, the student must have secured all credits from the first year and have been awarded a weighted average mark of 7.5 or higher.	Ordinance CvB, see appendix 2
4. A student who has met the requirements of the regular Bachelor's programme within the nominal duration of study, who has achieved an average (weighted) mark of at least 7.5 for all components of the Bachelor's programme and who has also met the requirements of the Honours programme will receive a Bachelor diploma with a transcript indicating that he/she has successfully completed the Honours programme.	Ordinance CvB, see appendix 2

## 5. Academic student counselling, advice regarding continuation of studies and study progress

### Article 5.1 Administration of study progress and academic student counselling

1. The faculty board is responsible for the correct registration of the students' study results. After the assessment of an educational component has been registered, every student can view the result for that component and also has a list of the results achieved at his/her disposal in VU.net.	Advice OLC; approval FGV (7.13 u)
2. Enrolled students are eligible for academic student counselling. Academic student counselling is provided by <ol style="list-style-type: none"> <li>The Student General Counselling Service</li> <li>Student psychologists</li> <li>Faculty academic advisors</li> </ol>	Advice OLC; approval FGV (7.13 u)

### Article 5.2 Advice regarding continuation of studies

1. The faculty board will issue every student on a full-time Bachelor's programme with a recommendation on continuation of his or her studies, at the end of the first year of study. The recommendation on continuation of studies is issued on behalf of the faculty board by the faculty BSA committee	Ordinance CvB, see appendix 2
2. Prior to 1 February, the student will receive an overview of his or her results.	Ordinance CvB, see appendix 2
3. Students who have not completed enough EC, will receive a warning stating that sufficient improvement is necessary to reach the standard for a positive recommendation on continuation of studies at the end of the academic year and will be advised to plan a meeting with an academic advisor.	Advice OLC (7.13 f)
4. If the recommendation contains a rejection ('negative recommendation on continuation of studies') the provisions of Article 5.3 apply.	Advice OLC (7.13 f)
5. A recommendation will not be issued if the student terminates his/her enrolment before 1 February of his/her first academic year.	Advice OLC (7.13 f)

### Article 5.3 Binding (negative) recommendation on continuation of studies (BSA)

1. The recommendation issued at the end of the academic year will contain a binding rejection if the student has not achieved the standard required for positive recommendation on continuation of studies. Recommendation on continuation of studies will not be issued if the student demonstrates that he/she did not meet the standard as described in Section 2.1 of the Implementation Regulation of the Higher Education and Research Act. The standard is defined in Section B2.	Ordinance CvB, see appendix 2
2. As soon as possible after the last resits of the second semester of the first year, a student who has not met the standard will be informed in writing that the faculty board intends	Ordinance CvB, see appendix 2

to issue him/her with negative binding recommendation on continuation of studies. The same procedure applies in the next year of enrolment if the student was permitted to continue with his/her study programme as a result of personal circumstances and has still not successfully met all of the requirements of the first year of study by that time. No recommendation will be issued to the student if he/she demonstrates that he/she again did not meet the standard as a consequence of personal circumstances.	
3. Along with the information referred to in the previous paragraph, the student will also be informed of the possibility of being heard by the BSA committee and of how he/she can apply for such a hearing.	Ordinance CvB, see appendix 2
4. As soon as possible (no more than 10 working days) after the hearing and on the advice of the BSA committee, the faculty board will determine which students will be issued with a negative binding recommendation on continuation of studies.	Ordinance CvB, see appendix 2
5. Students may lodge an appeal against a decision on a binding negative recommendation on continuation of studies with the Examination Appeals Board of Vrije Universiteit Amsterdam within six weeks of the day of the decision's announcement.	Ordinance CvB, see appendix 2
6. Students who receive a binding negative recommendation on continuation of studies may therefore not enrol in the same (or very similar) Bachelor's programme during a subsequent number of academic years as defined in Section B.	Ordinance CvB, see appendix 2

#### Article 5.4 Personal circumstances

1. The faculty board will not include a rejection in the binding recommendation on the continuation of studies in the case of personal circumstances, as a result of which the student concerned cannot have been reasonably expected to have met the BSA standard.	Advice OLC (7.13 f)
2. If a circumstance, as described in Section 2.1 of the Implementation Regulation of the Higher Education and Research Act, should occur, the student must notify the academic adviser office as soon as possible, providing details of: <ol style="list-style-type: none"> <li>the period in which the circumstance occurs or occurred;</li> <li>a description of the circumstance and its seriousness;</li> <li>the extent to which he/she cannot or could not participate in instruction/classes or an examination.</li> </ol> It is the student's responsibility to submit documentary evidence to substantiate his/her report.	Advice OLC (7.13 f)
3. If required, the academic advisor may advise the BSA Committee on the extent to which personal circumstances have influenced the student's study progress.	Advice OLC (7.13 f)

#### Article 5.5 Adaptations for students with a disability

1. A student with a disability can, at the moment of submission to VUnet, or at a later instance, submit a request to qualify for special adaptations with regard to teaching, practical training and examinations. These adaptations will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of a unit of study or an examination. In all cases, the student must fulfil the exit qualifications for the study programme.	Advice OLC; approval FGV (7.13 m)
2. The request referred to in the first paragraph must be accompanied by a statement from a doctor or psychologist. If possible, an estimate should be given of the potential impact on the student's study progress. In case of a chronic disability a single (one time) request suffices.	Advice OLC; approval FGV (7.13 m)
3. Students who have been diagnosed with dyslexia must provide a statement from a BIG, NIP or NVO registered professional who is qualified to conduct psychological evaluation.	Advice OLC; approval FGV (7.13 m)

4. The faculty board, or the responsible person on behalf of the faculty board, decides on the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations with regard to examinations.	Advice OLC; approval FGV (7.13 m)
5. In the event of a positive decision in response to a request as referred to in paragraph 1, the student will make an appointment with the academic adviser to discuss the details of the provisions.	Advice OLC; approval FGV (7.13 m)
6. A request for adaptations will be refused if it would place a disproportionate burden on the organization or the resources of the faculty or university were it upheld.	Advice OLC; approval FGV (7.13 m)
7. If the disability justifies an extension of the examination time, the Examinations Board will issue a statement testifying to this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures.	Advice OLC; approval FGV (7.13 m)
8. The decision as referred to in paragraph 5 may specify a limited validity of the special adaptations.	Advice OLC; approval FGV (7.13 m)

## 6. Hardship clause

### Article 6.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examinations Board.	Advice OLC; approval FGV (9.38 b)
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## Section B1: Programme specific – general provisions

### 7. General programme information and characteristics

#### Article 7.1 Study programme information

1a. The programme's Bedrijfskunde (CROHO number 50645), Econometrics and Operations Research (CROHO number 56833), Economics and Business Economics (CROHO number 50950) and International Business Administration (CROHO number 50952) are offered on a full-time basis.	Advice OLC; approval FGV (7.13 i)
1b. In the programme Bedrijfskunde the language of instruction is Dutch in the first two years. In the programme International Business Administration the language of instruction is English. For the programmes Econometrics and Operation Research and Economics and Business Economics the following applies: In 2018-2019 year 1 is taught in English, with the provision that students may express themselves in Dutch, can register for the Dutch variant of tutorials and may formulate their answers in Dutch at examinations. In 2019-2020 year 1 is taught in English, with the provision that students may express themselves in Dutch, can register for the Dutch variant of tutorials and may formulate their answers in Dutch at examinations. Year two is taught in English.	Advice OLC; approval FGV (9.38)

<p>In 2020-2021 year 1 is taught in English, with the provision that students may express themselves in Dutch, can register for Dutch variant of tutorials and may formulate their answers in Dutch at examinations. Years two and three are taught in English.</p> <p>The above does not apply to the specialization Econometrics and Data Science, which is taught entirely in English.</p>	
<p>2. As an exception to that stipulated in paragraph 1 sub a, the Faculty Board may grant permission in specific cases and in accordance with the Foreign Language Code of Conduct for the programme to be taught in a different language:</p> <ol style="list-style-type: none"> <li>in the case of a degree programme relating to the language in question;</li> <li>in the case of lessons taught by an English language lecturer;</li> <li>if the specific nature, organization or quality of the degree programme or the origin of the students necessitates this.</li> </ol>	

### Article 7.2 Teaching formats used and modes of assessment

<p>1. The degree programme uses the teaching formats: as specified in the study guide.</p>	<p>Advice OLC; approval FGV (7.13 x)</p>
<p>2. The modes of assessment used per educational component are specified in the Study Guide.</p>	<p>Advice OLC; approval FGV (7.13 l)</p>

## 8. Further admission requirements

### Article 8.1 Additional previous education requirements

<p>1. Any deficiencies in prior education in the subjects Mathematics A or Mathematics B may be rectified by completing the relevant examinations at VWO final level to the satisfaction of the Examination Board.</p>	<p>Exception in WHW: advice OLC</p>
<p>2. Anyone in possession of a pre-university (VWO) diploma with the subjects Mathematics A1, 2 or Mathematics B meets the requirements for the degree programmes Economie en Bedrijfseconomie, Bedrijfskunde and International Business Administration. Anyone in possession of a pre-university (VWO) diploma with the subject Mathematics B meets the requirements for the degree programme Econometrie en Operations Research.</p>	
<p>3. Students who do not meet the previous education requirements but have successfully completed the first year of a higher professional education programme can gain admission to the programme providing that the profile requirements and the additional requirements of Mathematics A or B at VWO level have also been met.</p>	<p>Advice OLC; approval FGV (9.38 b)</p>

### Article 8.2 Colloquium doctum (entrance examination)

<p>1. Persons aged 21 years and older who do not meet the requirements for previous education can submit a request to the Executive Board to take an entrance examination (colloquium doctum), as stipulated in Section 7.29 of the WHW. The entrance examination concerns the following subjects at final pre-university examination level:</p> <ol style="list-style-type: none"> <li>Mathematics</li> <li>English</li> <li>History</li> </ol>	<p>Advice OLC; approval FGV (9.38 b)</p>
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2. The proof that the entrance examination has been passed, only provides entitlement to admission to the intended programme or programmes for the academic year after the examination was taken.	Advice OLC; approval FGV (9.38 b)
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#### Article 8.3a Dutch language requirement for Dutch-language Bachelor's programmes

1. A student whose previous education was not in a Dutch-speaking country must demonstrate that he/she has sufficient proficiency in Dutch in order to follow academic higher education successfully. This requirement can be met through the successful completion of one of the following examinations: <ul style="list-style-type: none"> <li>- the state examination for Dutch as a Second Language, examination II (NT2 II);</li> <li>- CNaVT (Certificate in Dutch as a Foreign Language) PAT and PTHO examinations;</li> <li>- by VU designated foreign examinations that included Dutch.</li> </ul>	Advice OLC; approval FGV (9.38 b)
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or

#### Article 8.3b English language requirement for English-language Bachelor's programmes

1. The proficiency requirement in English as the language of instruction can be met by the successful completion of one of the following examinations or an equivalent, with at least the scores specified: <ul style="list-style-type: none"> <li>- IELTS: 6.5</li> <li>- TOEFL paper based test: 580</li> <li>- TOEFL internet based test: 92</li> <li>- Cambridge Advanced English: A, B or C.</li> <li>- A Dutch pre-University diploma en English (VWO)</li> </ul>	Landelijke gedragscode Internationale studenten  <i>Advice OLC, approval FGV if higher scores</i>
2. Exemption is granted from the examination in English referred to in paragraph 1 to students who, no longer than two years before the start of the programme, have met the requirements of the VU test in English language proficiency TOEFL ITP, with at least the scores specified in paragraph 1, or: <ul style="list-style-type: none"> <li>- had previous education in secondary or tertiary education in an English-speaking country as listed on the [UvA/ VU] website;</li> <li>- have an English-language 'international baccalaureate' diploma;</li> <li>- have an English-language diploma of a Bachelor or Master degree programme which has been accredited by the NVAO in the Netherlands.</li> </ul>	Advice OLC; approval FGV

#### Article 8.4 Other language requirements

1. A mark can only be determined for the component of which the language test is a part (as referred to in Article 2.3) if the student has achieved a pass in the language test or completed the Dutch Refresher Course ('Bijspijkercursus Nederlands').	Advice OLC; approval FGV (9.38 b)
2. Language proficiency may be taken into account in the assessment of tests.	Advice OLC; approval FGV (9.38 b)

## 9. Examinations and results

### Article 9.2 Validity period for results

From September 2017 onwards all examinations passed and examination exemptions that were valid on August 31 <sup>st</sup> 2017 remain valid unlimited unless specified otherwise in Section B.	Advice OLC; approval FGV (7.13 k)
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## Section B2: Programme specific – content of programme

### 10. Programme objectives, specializations and exit qualifications

#### Article 10.1 Programme objective

<ol style="list-style-type: none"> <li>3. The Bachelor's programme has a final attainment level corresponding to the Dublin Descriptors (the Framework of Qualifications for the European Higher Education Area) and the Higher Education Qualifications Framework in the Netherlands. In the programme-specific section, this is expressed in final attainment objectives.</li> <li>4. The degree programme aims to teach the student specialized knowledge, skills and understanding in the field of the degree programme chosen, Economie en Bedrijfseconomie, Bedrijfskunde, International Business Administration or Econometrie en Operationele Research.</li> <li>3. The programme prepares for a subsequent Master's i.e.,       <ol style="list-style-type: none"> <li>a. The programme Business Administration prepares students for a subsequent Master's degree in Business Administration.</li> <li>b. The programme Econometrie en Operationele Research prepares students for a subsequent Master's degree in Econometrics and Operations Research.</li> <li>c. The programme International Business Administration prepares students for a subsequent Master's degree in Business Administration.</li> <li>d. The programme Economie en Bedrijfseconomie prepares students for a subsequent Master's degree in Accounting and Control, Business Administration, Econometrics and Operational Research, Economics, Entrepreneurship, Finance, Marketing, or Spatial, Transport and Environmental Economics, provided that the appropriate courses have been chosen in the third year.</li> </ol> </li> <li>4. The degree programme also promotes the academic education of the student, in particular with reference to:       <ol style="list-style-type: none"> <li>a. independent, academic thought processes and performance;</li> <li>b. communicating at an academic level;</li> <li>c. applying specialist academic knowledge in a wider and/or philosophical and social context.</li> </ol> </li> <li>5. The degree programme focuses attention on the student's personal development and promotes his or her awareness of social responsibility.</li> </ol>	Advice OLC; (7.13 a)
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### Article 10.2 Majors (specializations)

<p>The programme Econometrics and Operations Research has the following majors</p> <ul style="list-style-type: none"> <li>• Econometrics and Operations Research</li> <li>• Econometrics and Data Science.</li> </ul>	<p>Advice OLC; (7.13 a)</p>
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### Article 10.3 Learning Objectives

<p>The Learning objectives for all programmes can be found in appendix III.</p>	
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## 11. Curriculum structure

### Article 11.1 Academic development

<p>1. Academic development is part of the study programme. This includes::</p> <ol style="list-style-type: none"> <li>(1) Academic skills/critical reasoning</li> <li>(2) Methods &amp; techniques</li> <li>(3) Philosophical training / Ethics</li> </ol>	<p>Ordinance CvB, see appendix 2</p>
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### Article 11.2 Components

1. The major comprises a package of compulsory and possibly optional components. In addition, components are categorized as introductory (100), in-depth (200) and advanced (300) level.
2. All components are listed in the Study Guide.

## 12. Electives

### Article 12.1 Minors

1. Students are required to complete a minor worth 30 credits in the first semester of the third year (period 1, 2 and 3).
2. The minor must consist of a maximum of 6 credits at level 100 and a minimum of 12 credits at level 300.
3. The faculty minors, other faculty's university minors and the Education minor can be included in the programme without further permission from the Examination Board.
4. The university minor
  - a. Economics can be included without further permission from the Examination Board in the IBA and Bedrijfskunde programmes.
  - b. Business Administration can be included without further permission from the Examination Board in the bachelor programme Econometrie en Operations Research.
  - c. Global Food Security can be included without further permission from the Examination Board.
  - d. Managing Digital Innovation can be included without further permission from the Examination Board in the bachelor programme Economie en Bedrijfseconomie and Econometrie en Operations Research.
5. Students can submit a detailed request for approval to the Examination Board for the following:
  - a. A different minor than those mentioned under 3.
  - b. Taking individual minor courses.
  - c. Combining individual courses from various minor programmes.
  - d. Taking individual electives and/or an internship at Dutch universities or abroad.
6. Minimum requirements for approval are the following:

- a. There is no overlap with the compulsory part of the student's own Bachelor's programme and/or specialization.
- b. The minor or combined electives have to meet the level requirements as laid out under 2.

### 13. Honours programme

#### Article 13.1 Faculty Honours components

The components, part of the Honours Programme, are listed in the study guide.

### 14. Binding recommendation on continuation of studies (BSA)

#### Article 14.1 Binding (negative) recommendation

1.	In order to obtain a positive recommendation on continuation of studies, the student must have obtained at least 42 EC by the end of the first year of enrolment.	Advice OLC (7.13 f)
2.	The quality requirements to meet the standard for positive advice regarding continuation of studies are: the component 'Business Mathematics' for Bedrijfskunde and International Business Administration and the programme component 'Quantitative Research Methods' for Economics and Business Economics. Econometrics and Operations Research does not have a qualitative requirement.	Advice OLC (7.13 f)
3.	Students who receive a binding negative advice regarding the continuation of studies may because of that not enroll for this particular Bachelor's programme during the subsequent three academic years.	Advice OLC (7.13 f)

### 15. Evaluation, transitional provisions and publication

#### Article 15.1 Evaluation of the education

1.	The education provided in these programmes is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework.	Approval OLC (7.13 a1)
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#### Article 15.2 Transitional provisions

By way of departure from the Teaching and Examination Regulations currently in force, the transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations are published on VUnet and in the study guide:	Advice OLC (7.13 a)
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### Article 15.3 Publication

1. The faculty board will ensure the appropriate publication of these Regulations, and any amendments to them.
2. The Academic and Examination Regulations will be posted on the faculty website and deemed to be included in the course catalogue.

Advice and approval by the Programme Committees on 1 June 2018

Approved by the Faculty Joint Assembly, on 21 June 2018

Adopted by the Faculty Board on 5 June 2018

## Appendix I

### Overview of articles that must be included in the OER

Based on Section 7.13, paragraph 2, of the WHW and other Sections of the Act.

#### Deel A: facultair deel

<b>2. Study programme structure</b>	
Article 2.1 Structure of academic year and educational components	7.13 paragraph 2 sub e
Article 2.2 Frame study programme	7.13 paragraph 2 sub a, e, x
<b>3. Assessment and Examination</b>	
Article 3.2 Type of examination	7.13 paragraph 2 sub h, l, j
Article 3.3 Oral examinations	7.13 paragraph 2 sub l, n
Article 3.4 Determining and announcing results	7.13 paragraph 2 sub o
Article 3.5 Examination opportunities	7.13 paragraph 2 sub h, j
Article 3.7 Exemption	7.13 paragraph 2 sub r
Article 3.8 Validity period for results	7.13 paragraph 2 sub k
Article 3.9 Right of inspection and post-examination discussion	7.13 paragraph 2 sub p, q
<b>4. Honours programme</b>	
Article 4.1 Honours programme	7.13 paragraph 2 sub v
<b>5. Academic student counselling, advice regarding continuation of studies and study progress</b>	
Article 5.1 Administration of study progress and academic student counselling	7.13 paragraph 2 sub u
Article 5.2 Advice regarding continuation of studies	7.13 paragraph 2 sub f
Article 5.3 Binding (negative) recommendation on continuation of studies (BSA)	7.13 paragraph 2 sub f
Article 5.4 Personal circumstances	7.13 paragraph 2 sub f
Article 5.5 Adaptations for students with a disability	7.13 paragraph 2 sub m

#### Section B1: Programme specific – general provisions

<b>7. General programme information and characteristics</b>	
Article 7.1 Study programme information	7.13 paragraph 2 sub i, r
Article 7.2 Teaching formats used and modes of assessment	7.13 paragraph 2 sub l, x
Article 7.3 Academic student counselling	7.13 paragraph 2 sub u
<b>8. Further admission requirements</b>	
Article 8.1 Additional previous education requirements	7.25, paragraph 4
Article 8.2 Colloquium doctum (entrance examination)	7.29, paragraph 2
<b>9. Interim examinations and results</b>	
Article 9.1 Sequence of interim examinations	7.13 paragraph 2 sub h, s, t
Article 9.2 Validity period for results	7.13 paragraph 2 sub k

#### Section B2: Programme specific – content of programme

<b>10. Programme objectives, specializations and exit qualifications</b>	
Article 10.1 Programme objective	7.13 paragraph 2 sub a
Article 10.2 Majors (specializations)	7.13 paragraph 2 sub a
Article 10.3 Exit qualifications	7.13 paragraph 2 sub b, c
<b>11. Curriculum structure</b>	
Article 11.1 Academic development	7.13 paragraph 2 sub a
Article 11.2 Major	7.13 paragraph 2 sub a
Article 11.3 Compulsory educational components of the major	7.13 paragraph 2 sub a
Article 11.4 Elective educational components of the major	7.13 paragraph 2 sub a
Article 11.5 Practical exercise	7.13 paragraph 2 sub d
Article 11.6 Participation in practical exercise	7.13 paragraph 2 sub d
<b>12. Electives</b>	
Article 12.1 Elective period	7.13 paragraph 2 sub a
Article 12.2 Minors	7.13 paragraph 2 sub a
<b>13. Honours programme</b>	

Article 13.1 Faculty Honours components	7.13 paragraph 2 sub a
<b>14. Binding recommendation on continuation of studies (BSA)</b>	
Article 14.1 Binding (negative) recommendation	7.13 paragraph 2 sub f
<b>15. Evaluation and transitional provisions</b>	
Article 15.1 Evaluation of the education	7.13 paragraph 2 sub a1
Article 15.2 Transitional provisions	7.13 paragraph 2 sub a

**Appendix II**

## Ordinances VU Executive Board (CvB) and Binding Bachelor's Guidelines (Bachelor Richtlijn)

Deel A, Article:	Concerns:	CvB ordinance / guideline
2.1.1, 2.1.2	Year planning two semesters 8-8-4 (uniforme jaarkalender VU-UvA)	29-9-2008 (period 2009-2015) 22-05-2014 (periode 2016-2025)
2.1.3, 2.1.4	Fixed nr of EC	Bachelor-richtlijn, revised on 6 June 2017
2.2.1	Setup of the programme	Bachelor-richtlijn, revised on 6 June 2017
2.2.2, 2.2.3	Planning academic year (number of contact hours)	Bachelor-richtlijn, revised on 6 June 2017
2.2.4	Internationalization	CvB ordinance, following the advice of the Internationalization Board, in December 2008 and included in the IP
2.3	Language test Dutch (taaltoets)	Original ordinance in Jan 2009, reaffirmed 15-05-2012, included in the IP
3.1	Intekenen voor onderwijs en tentamens	CvB ordinance 30-09-2010, prior consent USR.
3.4.1	Determination and publication of the results (1) Grading deadline exams 10 workdays (2) theses 20 workdays	(1) Bachelor-richtlijn, revised on 6 June 2017 (2) Quality demand 11 from the VU assessment policy, CvB ordinance 15-05-2012
3.5.1	Two possibilities to take examinations	Bachelor-richtlijn, revised on 6 June 2017
3.5.2	Retake Most recent grade is valid. A pass can be retaken	Taken from the UvA guidelines, as part of the harmonization, CvB ordinance 24-02-2014
3.5.4	Extra retake last year	Included in (prior) model OER 16-17 following a request from committee O&O and adopted by CvB op 27-10-2015
3.6	Grades	CvB ordinance 30-09-2010, with University council's consent. As a result of harmonization UvA, the guideline: 5.5 is a pass, has been added. CvB ordinance 24-02-2014.
4.1	Honours programme	Joint CvB ordinance UvA-VU, 28-10-2013
5.2.1	Recommendation on continuation of studies (BSA)	BSA kaderregeling ordinance CvB 18-01-2010, consent USR on OER 2016-2017 Kaderregeling revised on 12-09-2017
5.2.2	Formal warning before February 1st.	BSA kaderregeling ordinance CvB 18-01-2010, consent USR on OER 2016-2017 Kaderregeling revised on 12-09-2017
5.3	Binding (negative) study advice	BSA kaderregeling ordinance CvB 18-01-2010, consent USR on OER 2016-2017 Kaderregeling revised on 12-09-2017
11.1.1	Academische development	Bachelor-richtlijn, revised on 6 June 2017
11.2	Major	Bachelor-richtlijn, revised on 6 June 2017
12.1	Elective period (first semester, 3rd year)	Bachelor-richtlijn, revised on 6 June 2017
12.2.1	Participation in university minor	CvB ordinance Profileringsruimte 22-11-2010

**Appendix III**  
**SBE Learning Objectives**

## SBE Learning objectives per program

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# 1. BACHELOR'S PROGRAMS

## 1.1 BACHELOR'S LEARNING GOALS ON SCHOOL LEVEL

Graduates...

<b>ACADEMIC AND RESEARCH SKILLS</b>	Are capable of performing all the elements of the research process, using Analysis, Abstraction, and Argumentation
<b>BRIDGING THEORY AND PRACTICE</b>	Have the knowledge and the ability to work in a variety of professional contexts
<b>SOCIAL PROFESSIONAL SKILLS</b>	Have the communication and social skills necessary for working in a variety of professional organizations
<b>BROADENING YOUR HORIZON</b>	Are involved in society as a whole and have well-developed (international) general knowledge
<b>SELF-AWARENESS</b>	Are self-reflective

## 1.2 BACHELOR'S LEARNING OBJECTIVES ON PROGRAM LEVEL

BSc BUSINESS ADMINISTRATION

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can conduct a basic research project from start to finish
<b>2. BRIDGING THEORY AND PRACTICE – knowledge</b>	2. Demonstrate theoretical and empirical knowledge concerning the relevant areas in business administration
<b>3. BRIDGING THEORY AND PRACTICE – application</b>	3. Can analyze and solve business problems by applying relevant theories and methodologies
<b>4. SOCIAL PROFESSIONAL SKILLS – communication</b>	4. Are able to cooperate, interact with others and take on different roles in a team
<b>5. SOCIAL PROFESSIONAL SKILLS – teamwork</b>	5. Can present orally and in writing to an audience of experts and non-experts
<b>6. BROADENING YOUR HORIZON</b>	6. Can reflect on the ethical and social implications of managerial decisions as a business professional
<b>7. SELF-AWARENESS</b>	7. Can evaluate own learning, knowledge and actions

BSc INTERNATIONAL BUSINESS ADMINISTRATION

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can conduct a basic international research project from start to finish
<b>2. BRIDGING THEORY AND PRACTICE – knowledge</b>	2. Demonstrate theoretical and empirical knowledge concerning the relevant areas in international business administration
<b>3. BRIDGING THEORY AND PRACTICE – application</b>	3. Can propose a solution to an international real-life business problem by applying relevant theories and methodologies
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Are able to effectively manage different professional roles in a cross-cultural environment
<b>5. BROADENING YOUR HORIZON</b>	5. Are able to reflect on the ethical and social implications of professional and governmental decisions
<b>6. SELF-AWARENESS</b>	6. Can evaluate own learning, knowledge and actions

BSc ECONOMICS AND BUSINESS ECONOMICS

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can conduct a basic research project from start to finish
<b>2. BRIDGING THEORY AND PRACTICE – knowledge</b>	2. Demonstrate theoretical and empirical knowledge concerning the relevant areas in general economics and business economics
<b>3. BRIDGING THEORY AND PRACTICE – application</b>	3. Can analyze a real-life problem by applying relevant theories and methodologies
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can professionally set up and execute an oral or written presentation for a (non-) expert audience
<b>5. BROADENING YOUR HORIZON</b>	5. Are able to reflect on the ethical and social implications of professional and governmental decisions
<b>6. SELF-AWARENESS</b>	6. Can evaluate own learning, knowledge and actions

BSc ECONOMETRICS AND OPERATIONS RESEARCH

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can conduct a basic research project from start to finish
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate a thorough knowledge of the three core areas of econometrics: econometrics, operations research and mathematical economics
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Can model business and economics problems using analytic methods from mathematics, and statistics
<b>4. SOCIAL PROFESSIONAL SKILLS - communication</b>	4. Can professionally present (orally and in writing) for a (non-) expert audience
<b>5. SOCIAL PROFESSIONAL SKILLS - teamwork</b>	5. Work well in a team and reflect on own role and contribution within teams
<b>6. BROADENING YOUR HORIZON</b>	6. Can reflect on the ethical and social implications of the outcome of their analysis
<b>7. SELF-AWARENESS</b>	7. Can evaluate own learning, knowledge and practice

BSc PHILOSOPHY, POLITICS AND ECONOMICS

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can conduct a basic research project from start to finish
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate knowledge and understanding of the conceptual and methodological principles of economics as well as of contemporary theories and developments in micro- and macro-economics
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Apply economic theories, approaches, tools and methods to the analysis of important societal questions and make both qualitative and quantitative judgements
<b>4. SOCIAL PROFESSIONAL SKILLS - communication</b>	4. Can systematically and coherently present their work in verbal, written, and graphical forms to an expert and non-expert public from different backgrounds.
<b>5. SOCIAL PROFESSIONAL SKILLS - teamwork</b>	5. Take initiative and function as a team player.
<b>6. BROADENING YOUR HORIZON</b>	6. Reflect upon the professional responsibility of researchers and practitioners, and incorporate these reflections into the analysis of societal questions.
<b>7. SELF-AWARENESS</b>	7. Can evaluate own learning, knowledge and practice

## 2. MASTER'S PROGRAMS

### 2.1 MASTER'S LEARNING GOALS ON SCHOOL LEVEL

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	Have the advanced academic and research skills to contribute to the body of knowledge
<b>2. BRIDGING THEORY AND PRACTICE</b>	Have state-of-the art knowledge and an evidence-based approach to solving complex business problems
<b>3. SOCIAL PROFESSIONAL SKILLS</b>	Have the professional/social skills to interact with other professionals
<b>4. BROADENING YOUR HORIZON</b>	Have a broad horizon beyond the professional area
<b>5. SELF-AWARENESS</b>	Are self-reflective professionals

### 2.2 MASTER'S LEARNING OBJECTIVES ON PROGRAM LEVEL

MSc BUSINESS ADMINISTRATION – SPECIALIZATION DIGITAL BUSINESS AND INNOVATION

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Demonstrate a command of all the academic research skills necessary to make relevant contributions to the domain of digital innovation and the disciplines of information systems and innovation management
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Show a critical understanding of state-of-the-art theory and methods in the domain of digital innovation and the disciplines of information systems and innovation management, as published in top journals
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Examine complex real-life case problems from different (theoretical) perspectives and design well-founded, substantiated solutions based on the appropriate methods and techniques commonly used in the domain of digital innovation (academic and business)
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Work well in a team and reflect on all roles and contributions within teams, interact effectively with stakeholders, and present convincingly in English (orally and in writing) to both academics and professionals

<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on master's related issues within society, their outlook, including both economic interests and environmental, societal and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and knowledge

MSc BUSINESS ADMINISTRATION – SPECIALIZATION TRANSPORT AND SUPPLY CHAIN MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Evaluate and assess state-of-the-art theories and methods to develop strategies for practically relevant decision-making in the area of Transport & Supply Chain Management.
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2a. Assess industry and societal dynamics, challenges and opportunities
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	2b. Analyze and design solutions for complex real-life business problems by selecting appropriate quantitative and qualitative analytical methods in the area of Transport & Supply Chain Management.
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	3. Effectively interact with internal and external stakeholders in managing transport and supply chain related problems and effectively communicate with a variety of audiences.
<b>5. BROADENING YOUR HORIZON</b>	4. Analyze the broad impact of their own and of firm decisions and actions in society.
<b>6. SELF-AWARENESS</b>	5. Critically reflect on their own learning path and their functioning in diverse teams.

MSc BUSINESS ADMINISTRATION – SPECIALIZATION INTERNATIONAL MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Demonstrate a command of the academic and research skills necessary to make academically, professionally and societally significant contributions to the International Management discipline
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Show a critical mastery of core International Management theory and quantitative and qualitative methods, and of state-of-the-art thinking about the discipline

<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the field of International Management
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Demonstrate excellent social and communication skills both orally and in writing in multi-stakeholder contexts
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on master's related issues from the perspective of an academic, a professional and a member of society, and based on deliberate decision-making and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and critically reflect on their own aspirations, strengths and challenges

**MSc BUSINESS ADMINISTRATION – SPECIALIZATION LEADERSHIP AND CHANGE MANAGEMENT**

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Demonstrate a command of the academic and research skills necessary to make academic, professional and societal significant contributions to the field of LCM research
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Show a critical mastery of core LCM insights and quantitative and qualitative methods, and of state-of-the-art thinking about the discipline
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the field of LCM
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Demonstrate excellent social and communication skills both orally and in writing in multi-stakeholder contexts
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on master's related issues from the perspective of an academic, a professional and a member of society, and based on deliberate decision-making and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and critically reflect on their own aspirations, strengths and challenges

**MSc BUSINESS ADMINISTRATION – SPECIALIZATION MANAGEMENT CONSULTANCY**

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Demonstrate a command of the academic and research skills necessary to make academic, professional and societal significant contributions to the field of MC research
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<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Show a critical mastery of core MC insights and quantitative and qualitative methods, and of state-of-the-art thinking about the discipline
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the field of MC
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Demonstrate excellent social and communication skills both orally and in writing in multi-stakeholder contexts
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on master's related issues from the perspective of an academic, a professional and a member of society, and based on deliberate decision-making and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and critically reflect on their own aspirations, strengths and challenges

#### MSc BUSINESS ADMINISTRATION - SPECIALIZATION STRATEGY AND ORGANIZATION

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Demonstrate a command of the academic and research skills necessary to make academically, professionally and societally significant contributions to the disciplines of strategic management and organization studies
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Show a critical mastery of core strategic management and organizational theory, quantitative and qualitative methods, and of state-of-the-art thinking about the discipline
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the fields of strategic management and organization studies
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Demonstrate excellent social and communication skills both orally and in writing in multi-stakeholder contexts
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on master's related issues from the perspective of an academic, a professional and a member of society, and based on deliberate decision-making and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and critically reflect on their own aspirations, strengths and challenges

#### MSc BUSINESS ADMINISTRATION – SPECIALIZATION HUMAN RESOURCE MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Demonstrate a command of the academic and research skills necessary to make academically, professionally and societally significant contributions to the HRM discipline
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Show a critical mastery of core HRM and OB theory and quantitative and qualitative methods, and of state-of-the-art thinking about the discipline
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the field of HRM
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Demonstrate excellent societal and communication skills both orally and in writing in multi-stakeholder contexts
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on master's related issues from the perspective of an academic, a professional and a member of society, and based on deliberate decision-making and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and critically reflect on their own aspirations, strengths and challenges

#### MSc BUSINESS ADMINISTRATION – SPECIALIZATION FINANCIAL MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make a valuable academic, managerial contribution to the financial management profession using academic research skills
<b>2. ACADEMIC AND RESEARCH SKILLS</b>	2. Use quantitative analysis skills to answer complex research questions in the area of financial management
<b>3. BRIDGING THEORY AND PRACTICE - knowledge</b>	3. Demonstrate state-of-the-art academic knowledge in the areas of financial management
<b>4. BRIDGING THEORY AND PRACTICE - application</b>	4. Can formulate well-founded and substantiated solutions to real-life financial managerial challenges
<b>5. SOCIAL PROFESSIONAL SKILLS</b>	5. Are able to present effectively to a variety of stakeholders
<b>6. BROADENING YOUR HORIZON</b>	6. Can formulate their own opinions on financial management questions taking into account the societal and ethical context
<b>7. SELF-AWARENESS</b>	7. Take responsibility for their own learning, knowledge and actions



MSc FINANCE

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Are able to go through all the steps of the academic research process
<b>2. ACADEMIC AND RESEARCH SKILLS - Quantitative</b>	2. Possess the quantitative analysis skills to answer complex research questions in the area of financial economics
<b>3. BRIDGING THEORY AND PRACTICE - knowledge</b>	3. Demonstrate state-of-the-art academic knowledge in the areas of financial economics
<b>4. BRIDGING THEORY AND PRACTICE - application</b>	4. Can formulate well-founded and substantiated solutions for real-life financial economic problems
<b>5. SOCIAL PROFESSIONAL SKILLS</b>	5. Are able to present effectively and in a balanced way to a variety of audiences
<b>6. BROADENING YOUR HORIZON</b>	6. Can formulate their own opinions on financial economic questions taking into account the societal and ethical context
<b>7. SELF-AWARENESS</b>	7. Take responsibility for their own learning, knowledge and actions

MSC MARKETING – FULL-TIME AND PART-TIME

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make relevant (academic, managerial and societal) contributions to the marketing discipline using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate and apply state-of-the-art specialized theory in the field of marketing
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Develop solutions from different theoretical perspectives for complex real-life business problems by applying relevant marketing theories and methodologies
<b>4. SOCIAL PROFESSIONAL SKILLS - teamwork</b>	4. Work well in a team and reflect on all roles and contributions within teams
<b>5. SOCIAL PROFESSIONAL SKILLS - communication</b>	5. Present in English (orally and in writing) to both academics and professionals convincingly
<b>6. BROADENING YOUR HORIZON</b>	6. Formulate own opinion on master's related issues within society, their outlook, including both economic interests and environmental, societal and ethical concerns
<b>7. SELF-AWARENESS</b>	7. Take responsibility for their own learning and knowledge

MSc ECONOMICS

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can test economic hypotheses and draw policy conclusions using statistical and mathematical techniques applied to economic data
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Understand the academic literature and recognize important contributions to the field of economics
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Can solve real-life societal and market challenges by applying relevant theories and methodologies
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can present research findings to expert and non-expert audiences
<b>5. BROADENING YOUR HORIZON</b>	5. Can critically assess the answers to pertinent social, societal and economic problems
<b>6. SELF-AWARENESS</b>	6. Can independently identify and fill in gaps in their knowledge and skills to develop as professionals

MSc ACCOUNTING AND CONTROL – FULL-TIME AND PART-TIME

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make relevant (academic, managerial and societal) contributions to the academic body of knowledge in accounting and control using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Can apply commonly used accounting and control techniques and concepts, referring to applicable institutional frameworks
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Can justify a course of action for current complex practice issues drawing on academic theory in the field of accounting and control
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can present (orally and in writing) to both academics and professionals convincingly
<b>5. BROADENING YOUR HORIZON</b>	5. Can analyze an accounting-related issue from a strategic IT and integrity perspective
<b>6. SELF-AWARENESS</b>	6. Can explain how they will take responsibility for their own learning, knowledge and actions

MSC ECONOMETRICS AND OPERATIONS RESEARCH

Graduates...

1. <b>ACADEMIC AND RESEARCH SKILLS</b>	1. Make relevant (academic, managerial and societal) contributions to <del>the</del> <b>Econometrics and</b> Operations Research disciplines using academic research skills
2. <b>BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate and apply state-of-the-art theory in the fields of <b>econometrics and</b> operations research
3. <b>BRIDGING THEORY AND PRACTICE - application</b>	3. Develop solutions for complex real-life problems by applying relevant <b>econometrics and</b> operations research techniques and methodologies
4. <b>SOCIAL PROFESSIONAL SKILLS</b>	4. Can justify their findings (orally and in writing) to both academics and professionals convincingly
5. <b>BROADENING YOUR HORIZON</b>	5. Can formulate their own opinions on the ethical and social implications of the outcome of their analysis
6. <b>SELF-AWARENESS</b>	6. Take responsibility for their own learning and knowledge

MSC IN SPATIAL, TRANSPORT AND ENVIRONMENTAL ECONOMICS

Graduates...

1. <b>ACADEMIC AND RESEARCH SKILLS</b>	1. Can test economic hypotheses and draw policy conclusions using statistical and mathematical techniques applied to economic data
2. <b>BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Understand the academic literature and recognize important contributions to the field of urban, transport and environmental economics
3. <b>BRIDGING THEORY AND PRACTICE - application</b>	3. Can solve a real-life societal and market challenge by applying relevant theories and methodologies
4. <b>SOCIAL PROFESSIONAL SKILLS</b>	4. Can present research findings to expert and non-expert audiences
5. <b>BROADENING YOUR HORIZON</b>	5. Can critically assess the answers to pertinent social, societal and economic problems
6. <b>SELF-AWARENESS</b>	6. Can independently identify and fill in gaps in their knowledge and skills to develop as professionals

MSc ENTREPRENEURSHIP

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make relevant (academic, managerial and societal) contributions to the field of entrepreneurship, using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate up-to-date theoretical and empirical knowledge of the entrepreneurship phenomenon
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Assess, produce, and develop innovative, viable, high-quality research-based ideas in various (international) real-life contexts
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can communicate effectively and unambiguously with experts as well as laymen, both orally and in writing
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on the consequences of entrepreneurial behavior within society, their outlook, including both economic interests and environmental, societal and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for own learning, knowledge and actions

MSc RESEARCH MASTER BUSINESS IN SOCIETY

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can, under academic supervision, conduct research in the field of business which meaningfully contributes to the scientific debate and that can be submitted to an international, peer-reviewed journal
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate a critical understanding of state-of-the-art theory and advanced techniques and research methods in the field of business
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Develop theoretically sound solutions to complex real-life business cases, based on academic theory and methods
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can present and defend research outcomes (orally and in writing) to an audience of academic researchers
<b>5. BROADENING YOUR HORIZON</b>	5. Evaluate the effects of business on society and vice versa
<b>6. BROADENING YOUR HORIZON</b>	6. Can apply the standards of research ethics and integrity to their own research
<b>7. SELF-AWARENESS</b>	7. Can independently keep track of the developments in the field and embark on independent academic research

MSc RESEARCH MASTER IN ECONOMICS

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can, under academic supervision, write a research paper in economics which is a meaningful contribution to the scientific debate that can be submitted to an international, peer-reviewed journal for publication
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate extensive state-of-the-art knowledge and understanding of the current scientific literature and research methods
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Are able to adopt and apply advanced techniques and complex research methods
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can write a coherent report in a fluent academic style and can orally present and defend research outcomes to an audience of academic researchers
<b>5. BROADENING YOUR HORIZON</b>	5. Can critically assess the answers to pertinent social, societal and economic problems
<b>6. SELF-AWARENESS</b>	6. Can independently keep track of the developments in the field and embark on independent study

### 3. EXECUTIVE DEGREE PROGRAMS

#### 3.1 EXECUTIVE DEGREE PROGRAM LEARNING GOALS ON SCHOOL LEVEL

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	Have the advanced academic and research skills to contribute to the body of knowledge
<b>2. BRIDGING THEORY AND PRACTICE</b>	Have state-of-the-art knowledge and an evidence-based approach to solving complex business problems
<b>3. SOCIAL PROFESSIONAL SKILLS</b>	Have the professional/social skills to interact with other professionals
<b>4. BROADENING YOUR HORIZON</b>	Have a broad horizon beyond the professional area
<b>5. SELF-AWARENESS</b>	Are self-reflective professionals

#### 3.2 EXECUTIVE LEARNING OBJECTIVES ON PROGRAM LEVEL

VU CERTIFIED EXECUTIVE COACH

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make relevant (academic, managerial and societal) contributions to the academic body of knowledge in executive coaching using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate state-of-the-art knowledge of executive coaching
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Design well-founded, substantiated solutions for complex real-life case problems, based on the appropriate methods and techniques used in the field of executive coaching
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Effectively coach clients in various cases
<b>5. BROADENING YOUR HORIZON</b>	5. Analyze an executive coaching-related issue from a societal perspective, including both organizational interests and societal and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning, knowledge and actions

MSC INVESTMENT MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make valuable academic, practical and sustainable contributions to the profession using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate state-of-the-art theory published in top academic journals in the field of finance and investments
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Can apply state-of-the-art theory and research methods, in a responsible way, to solve multi- and interdisciplinary problems in the investment practice
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Present and discuss the complexity of multidisciplinary investment problems to professionals and clients convincingly
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on complex issues within society, their outlook, including both economic interests and environmental, social and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Have a 'sense of urgency' to remain informed about relevant theoretical and practical developments in the discipline

MSC IT AUDIT, COMPLIANCE AND ADVISORY

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make valuable academic, managerial and societal contributions to the profession using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Have thorough knowledge of relevant theory and methods in the field of IT audit, compliance & advisory
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Develop and apply well-founded, substantiated solutions from different theoretical and multidisciplinary perspectives for complex real-life business problems, based on appropriate methods and techniques
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Present the complexity of multidisciplinary business problems to professionals and clients convincingly
<b>5. BROADENING YOUR HORIZON</b>	5. Express their independent opinion or advice on IT audit, compliance and advisory issues, their outlook, including both economic interests and environmental, social and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning

CERTIFIED PUBLIC CONTROLLER

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make valuable academic, managerial and societal contributions to the profession of public controller using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Are familiar with, and can apply, state-of-the-art theory published in top academic journals in the field of management accounting and control, governance, and leadership
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Can develop, apply, and reflect on well-founded, substantiated solutions from different theoretical and multidisciplinary perspectives for complex business problems and social issues, based on appropriate methods and techniques
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can present the complexity of multidisciplinary business problems and social issues to professionals and stakeholders convincingly
<b>5. BROADENING YOUR HORIZON</b>	5. Can formulate their own opinions on issues within society, their outlook, including both economic interests and environmental, social and ethical concerns, in order to create public value
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning within their organization and work field as a public controller

CORPORATE COMPLIANCE AND INTEGRITY MANAGEMENT (objectives under construction)

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make a relevant contribution to the international academic body of knowledge in compliance & integrity management
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate reflection on compliance & integrity management from a multidisciplinary view and hence a better understanding of compliance & integrity management from a multi-stakeholder and behavioral perspective
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Demonstrate mapping of the compliance landscape of an organization, including applicable (inter)national supervisory authorities, to an organization
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	6. Present and discuss the complexity of compliance & integrity issues with all stakeholders in various business contexts
<b>5. BROADENING YOUR HORIZON</b>	7. Have a broad horizon beyond the professional area of compliance & integrity management



<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning
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#### MSC EXECUTIVE MASTER IN FINANCE AND CONTROL

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make valuable academic, managerial and societal contributions to the profession of controllers using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Are familiar with and can apply state-of-the-art knowledge of the areas that are relevant for all-round controllers in multi-business organizations
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Are able to develop, apply and reflect on well-founded, substantiated solutions from different theoretical and multidisciplinary perspectives for complex real-life business problems, based on appropriate methods and techniques
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Can present the complexity of multidisciplinary business problems to professionals convincingly and are able to act as discussion partners of management
<b>5. BROADENING YOUR HORIZON</b>	5. Can formulate their own opinions on corporate issues within society, their outlook, including both economic interests and environmental, social and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Are able to take responsibility for their own learning and positioning within their organization and work field as a controller

#### MANAGEMENT CONSULTING

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make valuable contributions to the development of the profession using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - KNOWLEDGE</b>	2. Demonstrate state-of-the-art knowledge of consulting practices, approaches and processes
<b>3. BRIDGING THEORY AND PRACTICE - APPLICATION</b>	3. Develop evidence-based solutions for complex organizational problems, based on validated methods and techniques
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Interact effectively with clients in various business contexts
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on business issues within society, their outlook, including both economic interests and environmental, social and ethical concerns

<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning
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#### MSC CHANGE MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make valuable academic, managerial and societal contributions to the profession of change management using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Are familiar with, and can apply, state-of-the-art theory published in top academic journals in the field of change management and organizational behavior
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Develop, apply, and reflect on well-founded, substantiated solutions from different theoretical and multidisciplinary perspectives from an evidence-based approach for complex business problems and social issues, based on appropriate methods and techniques
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Diagnose, intervene and reflect in a professional and convincing way in the case of complex multidisciplinary change management challenges
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own professional opinions as a basis for taking a position in relation to a situation of change. Taking into account the stakeholders involved and the social dynamics at hand, thereby combining ethical, social and societal perspectives
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning within their organization and work field of change management (professional or practitioner), being able to learn from professional reflection including self-reflection

#### ACCOUNTANCY

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make relevant (academic, managerial and societal) contributions to the audit profession using academic skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Design well-founded, substantiated solutions from different (theoretical) perspectives for complex real-life case problems and developments in the audit profession, based on the appropriate methods and techniques in the field of auditing
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Demonstrate and apply state-of-the-art specialized theory in the field of auditing

<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Work well in teams and reflect on individual roles and contributions
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate an opinion on an audit-related issue from a societal perspective, including both economic interests and societal and ethical concerns
<b>6. SELF-AWARENESS</b>	6. Can reflect on his own behavior and the effects of his behavior on his/her environment

#### MSC RISK MANAGEMENT FOR FINANCIAL INSTITUTIONS

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make valuable academic, managerial, and societal contributions to the profession using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate state-of-the-art knowledge on the areas that are relevant for risk managers in financial institutions
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Formulate well-founded, substantiated solutions from different theoretical perspectives for real-life risk management problems
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Present risk management themes effectively and in a balanced way to a variety of audiences
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on risk management issues taking into account the societal and ethical context
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning within their organization as a risk manager

#### MSc GEOGRAPHICAL INFORMATION SYSTEMS

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Make valuable academic contributions to the profession using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate their mastering of state-of-the-art theory and technology skills in the domain of GI Science
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Develop solutions from different theoretical perspectives and technological approaches for complex real-life geospatial problems
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Present their geospatial insights regarding complex multidisciplinary problems to professionals and clients convincingly

<b>5. BROADENING YOUR HORIZON</b>	5. Explain the relevance of GI science to (inter)national and interdisciplinary developments
<b>6. SELF-AWARENESS</b>	6. Independently identify and fill in gaps in their knowledge and skills to develop as professionals

## TREASURY MANAGEMENT

Graduates...

<b>1. ACADEMIC AND RESEARCH SKILLS</b>	1. Can make valuable academic, managerial, and societal contributions to the profession using academic research skills
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate state-of-the-art knowledge of the areas that are relevant for professionals in corporate treasury
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Formulate well-founded, substantiated solutions from different theoretical and conceptual perspectives for real-life treasury management problems
<b>4. SOCIAL PROFESSIONAL SKILLS</b>	4. Present corporate treasury themes effectively and in a balanced way to a variety of audiences
<b>5. BROADENING YOUR HORIZON</b>	5. Formulate their own opinions on corporate treasury issues taking into account the societal and ethical context
<b>6. SELF-AWARENESS</b>	6. Take responsibility for their own learning and positioning within their organization as a treasury professional

## 4. DOCTORAL PROGRAMS

### 4.1 DOCTORAL PROGRAMS LEARNING GOALS ON SCHOOL LEVEL

Graduates...

<b>ACADEMIC AND RESEARCH SKILLS</b>	Have the advanced academic and research skills to individually contribute original work to the academic body of knowledge in the discipline
<b>BRIDGING THEORY AND PRACTICE</b>	Have systematic knowledge and an evidence-based approach to solving complex research problems in the discipline
<b>SOCIAL PROFESSIONAL SKILLS</b>	Have the professional/social skills to interact with peers, the scholarly community and society in general about their areas of expertise
<b>BROADENING YOUR HORIZON</b>	Are advocates of technological, social or cultural advancement, within academic and professional contexts
<b>SELF-AWARENESS</b>	Are self-reflective scholarly professionals

### 4.2 DOCTORAL PROGRAMS LEARNING OBJECTIVES ON PROGRAM LEVEL

TINBERGEN AND ABRI PHD PROGRAMS

Graduates...

<b>ACADEMIC AND RESEARCH SKILLS</b>	1. Make a contribution that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication
<b>2. BRIDGING THEORY AND PRACTICE - knowledge</b>	2. Demonstrate a systematic understanding of the field of study and mastery of the methods of research associated with that field
<b>3. BRIDGING THEORY AND PRACTICE - application</b>	3. Can conceive, design, implement, and adapt a substantial process of research
<b>SOCIAL PROFESSIONAL SKILLS</b>	4. Can engage in a dialogue with their peers, the larger scholarly community and society in general about their areas of expertise
<b>BROADENING YOUR HORIZON</b>	5. Can promote, within academic and professional contexts, technological, social or cultural advancement
<b>SELF-AWARENESS</b>	6. Work according to the standards of scholarly integrity

**Appendix IV**

Overview of the programmes.

JAAR 1

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Periode 1 (sep-okt)							T	Periode 2 (nov-dec)							T	Periode 3 (jan)			T	Periode 4 (feb-mrt)						T	Periode 5 (apr-mei)						T	Periode 6 (jun)			T			
Business Mathematics (6 EC)							Economics (6 EC)							Academic Skills (6 EC)			Business Statistics (6 EC)						Human Resource Management and Organisational Behavior(6 EC)						Integration Project (6 EC)											
Business processes (6 EC)							Organization Theory (6 EC)																																	
Research Participation I (0 EC)												Marketing (6 EC)						Supply Chain Management (6 EC)						Trial course (6 EC; period 4 or period 5; Honours Programme)																

JAAR 2

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Periode 1 (sep-okt)							T	Periode 2 (nov-dec)							T	Periode 3 (jan)			T	Periode 4 (feb-mrt)						T	Periode 5 (apr-mei)						T	Periode 6 (jun)			T			
Accounting (6 EC)							Finance (6 EC)							Business Law (6 EC)			Business Research Methods I (6 EC)						Business Research Methods II (6 EC)						Research Project (6 EC)											
							Strategy (6 EC)										Keuzevak (6 EC)						Keuzevak (6 EC)																	
Business Informtion Technology (6 EC)							Research Participation II (0 EC)							Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																										

Keuzevak periode 4: Kies 1 uit 3 (Accounting II, Supply Chain Management II, Technology and Innovation Management)

Keuzevak periode 5: Kies 1 uit 3 (Corporate Entrepreneurship, Finance II, Marketing II)

JAAR 3

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Periode 1 (sep-okt)							T	Periode 2 (nov-dec)							T	Periode 3 (jan)			T	Periode 4 (feb-mrt)						T	Periode 5 (apr-mei)						T	Periode 6 (jun)			T			
Minor (5x6 EC)												Ethics (6 EC)						These (12 EC)																						
												Specialisatie (2x6 EC)																												
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

Minor: Kies een faculteitsminor of een universiteitsminor; iedere minor bestaat uit 5 vakken van 6 EC

Specialisatie: Kies 1 uit 11 specialisaties:

Accounting : Accounting Information Systems (periode 4); Auditing (periode 5)

Digital Business Innovation : Business Intelligence and Analytics (periode 4); Knowledge Management (periode 5)

Economics : Kies 1 van Microeconomics II en Public Economics (periode 4); Inclusive Growth and Sustainability (periode 5)

Entrepreneurship : Foundations of Strategic Management (periode 4); Small Business Development (periode 5)

Finance : Financial Modelling and Derivatives (periode 4); Investments (periode 5)

Financial Management : Financial Modeling and Derivatives (periode 4); International Financial Management (periode 5)

Human Resource Management : Contemporary Perspectives on Organizational Behavior: Leading Change (periode 4); Contemporary Perspectives on HRM Theory (periode 5)

Management Consulting : Foundations of Strategic Management (periode 4); Debates in Management and Consulting (periode 5)

Marketing : Consumer Behavior (periode 4); Digital Marketing and Metrics (periode 5)

Strategy and Organization : Foundations of Strategic Management (periode 4); Strategic Management from a Practice Perspective (periode 5)

Transport and Supply Chain Management : Procurement and Supply Management (periode 4); Managing and Improving Quality (periode 5)

YEAR 1

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Analysis I (6 EC)						Introduction to Econometrics, Operations Research and Mathematical Economics (6 EC)						Macroeconomics I (6 EC)						Finance I (6 EC)						Academic Skills: Probability and Inference (6 EC)																
Introduction to Programming (Java) (6 EC)												Analysis II (6 EC)																												
Lineaire Algebra I (6 EC)												Statistics (6 EC)																												
Probability Theory (6 EC)												Colloquium II (0 EC)																												
Colloquium I (0 EC)												Trial course (6 EC; period 4 or period 5; Honours Programme)																												

YEAR 2

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Econometrics I (6 EC)						Integrative Practical (6 EC)						Econometrics II (6 EC) *						Advanced Practical (6 EC)																						
Mathematical Economics I (6 EC)												Mathematical Economics II (6 EC) *																												
Operations Research I (6 EC)												Operations Research II (6 EC) *																												
Numerical Methods (6 EC)												Ethics (6 EC)																												
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

\* In stead of 1 of 3 courses in period 4 (Econometrics II, Mathematical Economics II, Operations Research II) you may choose a different course (after permission of the programme director).

YEAR 3

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Minor (5x6 EC)																		Ect/OR/ME III (6 EC)						Bachelor Thesis (12 EC)																
																		Electives (2x6 EC)																						
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

Minor: Choose a faculty minor or a university minor; every minor contains 5 courses of 6 EC each. In stead of a minor you may also create your own curriculum (approval from the examination board is necessary)

Ect/OR/ME III: Choose 1 of 3 (Econometrics III, Operations Research III, Mathematical Economics III)

Electives: Choose 2 electives from a designated list of elective courses



**ECONOMETRICS AND DATA SCIENCE**

**YEAR 1**

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-okt)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Analysis 1 (6 EC)						Data Analysis 1 (6 EC)						Analysis 2 (6 EC)						Data Analysis 2 (6 EC)																						
Linear Algebra (6 EC)												Statistics (6 EC)																												
Introduction to Programming (Java) (6 EC)												Macroeconomics I (6 EC)												Finance I (6 EC)																
Introduction to Data Science (6 EC)												Trial course (6 EC; period 4 or period 5; Honours Programme)																												

**YEAR 2**

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-okt)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Numerical Methods (6 EC)						Data Science Practical (6 EC)						Ethics (6 EC)						Data Science Project (6 EC)																						
Econometrics 1 (6 EC)												Econometrics 2 (6 EC)																												
Data Structures and Algorithms (6 EC)			Database Fundamentals and Applications (6 EC)									Multivariate Statistics (6 EC)												Data Science Methods (6 EC)																
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

**YEAR 3 (starting 2019-2020)**

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-okt)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Minor (5x6 EC)												Machine Learning (6 EC)						Bachelor Thesis (12 EC)																						
												Dynamic Econometrics (6 EC)						Financial Econometrics (6 EC)																						
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

YEAR 1

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)							T	Period 2 (nov-dec)							T	Period 3 (jan)					T	Period 4 (feb-mar)					T	Period 5 (apr-may)					T	Period 6 (jun)		T				
Economic Challenges (6 EC)							Marketing I (6 EC)							Academic Skills (6 EC)					Accounting I (6 EC)					Economics and Management of Organizations (6 EC)					Programming for Economists (6 EC)											
Quantitative Research Methods I (6 EC)							Microeconomics I (6 EC)												Macroeconomics I (6 EC)					Finance I (6 EC)																
Trial course (6 EC; period 4 or period 5; Honours Programme)																																								

YEAR 2: Choose Economics or Business Economics

Economics

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)							T	Period 2 (nov-dec)							T	Period 3 (jan)					T	Period 4 (feb-mar)					T	Period 5 (apr-may)					T	Period 6 (jun)		T				
Macroeconomics II (6 EC)							International Trade and Development Economics (6 EC)							Ethics (6 EC)					Microeconomics II (6 EC)					Environmental and Transport Economics (6 EC)					Research Paper (6 EC)											
Quantitative Research Methods II (6 EC)							Regional and Urban Economics (6 EC)												Public Economics (6 EC)					Monetary Economics (6 EC)																

Business Economics (Accounting, Finance, Marketing)

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)							T	Period 2 (nov-dec)							T	Period 3 (jan)					T	Period 4 (feb-mar)					T	Period 5 (apr-may)					T	Period 6 (jun)		T				
Accounting II (6 EC)							Finance II (6 EC)							Ethics (6 EC)					Law (6 EC)										Research Paper (6 EC)											
Quantitative Research Methods II (6 EC)							Marketing II (6 EC)												Track (3x6 EC)																					

Track: Choose 1: Accounting track; Finance track; Marketing track

\* Accounting track: period 4: Financial Accounting (6 EC); period 5: Management Accounting (6 EC) plus one course from one of the other tracks (Corporate Finance (6 EC) or Value Based Marketing (6 EC))

\* Finance track: period 4: Financial Accounting (6 EC); period 5: Corporate Finance (6 EC) plus one course from one of the other tracks (Management Accounting (6 EC) or Value Based Marketing (6 EC))

\* Marketing track: period 4: Marketing Engineering (6 EC); period 5: Value based Marketing (6 EC) plus one course from one of the other tracks (Corporate Finance (6 EC) or Management Accounting (6 EC))

Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)

YEAR 3: Continue with the track you have chosen in B2

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
period 1							T	period 2							T	period 3					T	period 4					T	period 5					T	period 6		T				
Minor (5x6 EC)										Quantitative Research methods III (6 EC)										Thesis (12 EC)																				
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								
										Track (2x6 EC; 1 course in period 4; 1 course in period 5)																														

Minor: Choose a faculty minor, university minor, or educative minor; each minor contains 5 courses of 6 EC each. In stead of a minor you may also create your own curriculum or opt for Exchange; for which approval from the examination board is necessary.

Quantitative Research methods III: Different versions for Accounting/Marketing and Economics/Finance

YEAR 1

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Business Mathematics I (6 EC)						Economics for the Global Era (6 EC)						Academic Skills (6 EC)			Business Statistics (6 EC)						Accounting (6 EC)						Business Processes (6 EC)													
People in Business and Society (6 EC)						Organization Theory (6 EC)																																		
Research Participation I (0 EC)												Global Supply Chain Management (6 EC)						Cross Cultural Marketing (6 EC)																						
																								Trial course (6 EC; period 4 or period 5; Honours Programme)																

YEAR 2

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Organizational Behavior - Human Resource Management (6 EC)						Finance (6 EC)						International Strategy (6 EC)			Business Research Methods I - Quantitative (6 EC)						Business Research Methods II - Quantitative (6 EC)						Integrative Research Project (6 EC)													
Business Information Systems (6 EC)						International Business Law (6 EC)									Elective Developed Economies (6 EC)						Elective Emerging Economies (6 EC)																			
												Research Participation II (0 EC)																												
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

Elective Developed Economies: Choose 1 of 3 (Accounting in Multi-National Enterprises; Digital Innovation and Virtual Organizing in a Global Setting; Human Resource Management Practices: A Global Perspective)

Elective Emerging Economies: Choose 1 of 3 (Corporate Finance in Emerging Economies; Marketing in Emerging Economies; Supply Chain Management in Emerging Economies)

YEAR 3

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Period 1 (sept-oct)						T	Period 2 (nov-dec)						T	Period 3 (jan)			T	Period 4 (feb-mar)						T	Period 5 (apr-may)						T	Period 6 (jun)			T					
Exchange (30 EC)												Ethics (6 EC)						Thesis (12 EC)																						
												Specialization (2x6 EC)																												
Courses Honours Programme (total 30 EC in year 2 and 3; includes the trial course taken in year 1)																																								

Specialization: Choose 1 from 11 specializations:

Accounting : Accounting Information Systems (period 4); Auditing (period 5)

Digital Business Innovation : Business Intelligence and Analytics (period 4); Knowledge Management (period 5)

Economics : Choose 1 from Microeconomics II and Public Economics (period 4); Inclusive Growth and Sustainability (period 5)

Entrepreneurship : Foundations of Strategic Management (period 4); Small Business Development (period 5)

Finance : Financial Modelling and Derivatives (period 4); Investments (period 5)

Financial Management : Financial Modeling and Derivatives (period 4); International Financial Management (period 5)

Human Resource Management : Contemporary Perspectives on Organizational Behavior: Leading Change (period 4); Contemporary Perspectives on HRM Theory (period 5)

Management Consulting : Foundations of Strategic Management (period 4); Debates in Management and Consulting (period 5)

Marketing : Consumer Behavior (period 4); Digital Marketing and Metrics (period 5)

Strategy and Organization : Foundations of Strategic Management (period 4); Strategic Management from a Practice Perspective (period 5)

Transport and Supply Chain Management : Procurement and Supply Management (period 4); Managing and Improving Quality (period 5)