

# Education and Examination Regulation

Applicable to:

- Distance Learning MBA

Offered in the following modes of delivery:

- Action Learning MBA Local Delivery
- International Action Learning MBA

Version: 1601

Decreed by the Board of Directors of Business School  
Netherlands.

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## Table of Contents

<b>Paragraph 1. Preamble</b>	3
<b>Paragraph 2. Definitions</b>	4
<b>Paragraph 3. General Provisions</b>	6
Article 3.1 Scope and statutory basis	6
Article 3.2 Supplementary documents	6
Article 3.3 Admission to the programme	6
Article 3.4 Exemptions	7
Article 3.5 Language of the programme	7
Article 3.6 Form of the programme	7
Article 3.7 Duration of the programme, extension, postponement and re-registration	7
Article 3.8 Educational units, study Load and awarding of credits	8
Article 3.9 Support and supervision	9
Article 3.10 Examinations committee	9
<b>Paragraph 4. Content, Structure and Examination</b>	10
Article 4.1 Contents of the programme	10
Article 4.2 Majors and Masterclasses	10
Article 4.3 Examinations MBA Phase 1	11
Article 4.4 Examinations MBA Phase 2	11
Article 4.5 Examinations MBA Phase 3	12
Article 4.6 Assessment criteria and process time	12
Article 4.7 Temporal order of examinations	12
Article 4.8 Pass - fail decisions and re-examination	12
Article 4.9 Additional clauses in respect of the Dissertation	14
Article 4.10 Overall assessment and honourable mentions	14
Article 4.11 Validity of examinations	15
Article 4.12 Storage period of examinations and assessments	15
Article 4.13 Executing examinations by physical or sensory disabled students	15
Article 4.14 Fraud	15
<b>Paragraph 5. Final Articles</b>	17
Article 5.1 Complaints and objections	17
Article 5.2 Address and Contact details	17
Article 5.3 Amendments	18
Article 5.4 Hardship clause	18
<b>Appendix A Learning outcomes of the Programme</b>	19
<b>Appendix B Explanation Marking of Assignments</b>	22

Paragraph

## 1. Preamble

The Education and Examination Regulation (EER) intends to provide comprehensive information regarding the education, assignments and examination of the (two delivery modes of the) Distance Learning MBA offered by Business School Netherlands (BSN). The Regulations deal with the conditions regarding knowledge, insight and skills that are necessary in order to obtain the degree and provides insight into the relation between the aspects: learning outcomes, curriculum and assessment. The EER is therefore important for students, tutors, examiners, the examinations committee and management of BSN.

In many parts, this EER has the character of a framework regulation and not every aspect of the programme is dealt with in detail. Further information, like policies and assessment criteria is included in stand-alone documents that are made available to the students.

Although utmost care has obviously been taken to prevent this, it is possible that this EER and the documents mentioned in the previous paragraph, (partly) contradict each other. In case of such a contradiction, the regulation as included in this EER normally prevails.

The point of departure for the realisation of this EER is the “*Wet op het Hoger onderwijs en het Wetenschappelijk onderzoek*” (WHW), i.e. the Dutch “Law on Higher Education and Scientific Research”. Besides that, included are those aspects that specifically apply to the International Action Learning MBA of Business School Netherlands, whereby a fully covering and relevant regulation has been established.

Paragraph

## 2. Definitions

The following are definitions of terms and abbreviations used in this EER:

**ACBSP:** Accreditation Council for Business Schools and Programmes. An independent USA based accrediting body, dedicated to improving the quality of business schools and programs around the world.

**Action learning MBA Local Delivery:** Also: *ALMBA*. The local delivery variant of the Distance Learning MBA provided by BSN. The ALMBA is a mode of delivery of the Distance learning MBA, introduced to offer participants, residing in the same geographical area / country, supplementary and structural face- to face sessions.

**Action learning coach:** Also: *AL Coach*. Mentor who monitors and guides the (Action Learning) process during the subsetmeetings. In delivery modes where a Viva Voce applies, the AL Coach may also act as the Chairman of the Viva committee.

**BSN:** Business School Netherlands/Nederland

**CROHO:** (Dutch: Centraal Register Opleiding Hoger Onderwijs) Central Register of Higher Education Programmes. Only programmes that are accredited by the NVAO are listed in this central register. Only CROHO registered programmes may award degrees that are formally recognised by the Dutch government.

**Dissertation:** Concluding examination of the programme (the Master Thesis) dealing with a complex organisational problem of strategic importance.

**Distance learning MBA:** The MBA programme provided by BSN, registered in the CROHO under no. 70053. The DL MBA is offered in two different modes of delivery, being: the *International* Action Learning MBA (IAL MBA) and the Action Learning MBA *Local Delivery*

**EC:** Also: credit. 1 European Credit (EC) represents 28 hours of study related activities.

**ECTS:** European Credit Transfer and accumulation System. According to this standard that is accepted in Europe the study load of an educational unit is measured and expressed in European Credits.

**Educational unit:** The MBA programme comprises several educational units. Each unit consists of various study components such as: preparing for and attending workshops, subsetmeetings, executing assignments etc. Each educational unit is concluded with an examination.

**eduQaa:** An independent Swiss-based accrediting body, certifying high quality institutes in further education.

**EER:** Education and Examination Regulation. The regulation in hand as meant in article 7.13 WHW that is applicable to the student.

**Examination:** Each educational unit is concluded with an examination, aimed at verifying to what extent the intended learning objectives and specific aspects of the learning outcomes at that moment in time have been achieved. Examinations occur in the form of *theoretical* examinations (tests) and practical *examinations* (assignments).

**Examinations committee:** The committee appointed by BSN's Board of Directors as stipulated in article 7.12 WHW. The committee's chief responsibility is to warrant that each student, who is to be admitted to the degree of MBA, has met all conditions regarding the required knowledge, understanding and skills as laid out in this EER.

**Examiner:** Person as referred to in article 7.12c first clause WHW who is responsible for conducting the assessment of tests or assignments. Not being a student or external candidate. Examiners are individually appointed by the examinations committee.

**External examiner:** An examiner, with no direct, structural relation with BSN (other than the conducting of examinations) who is appointed as second assessor of the Dissertation.

**Internal examiner:** An examiner, usually a tutor, who is responsible for the individual supervision of the students during their Dissertation phase. The internal also assesses the Dissertation.

**International Action Learning MBA:** Also: *IAL MBA*. The IALMBA is a mode of delivery of the Distance learning MBA, introduced for student residing in various geographical areas / countries. Students enrolled on the IAL MBA follow the programme on a predominantly distance learning basis, supplemented with two 10-day face-to-face sessions at the BSN premises in the Netherlands.

**Learning outcome:** (Dutch: eindkwalificatie). The DL MBA programme ultimately leads to achievement of 12 learning outcomes, describing the competencies that participants are expected to master as a result of this programme.

**Minutes:** Written report of formal meetings held by internal consultative bodies / committees of BSN.

**NVAO:** (Dutch: Nederlands-Vlaamse Accreditatieorganisatie) Dutch-Flemish Accreditation Organisation. Established by the Dutch and Flemish governments as an independent accreditation organisation tasked with providing an expert and objective assessment of the quality of higher education in the Netherlands and Flanders.

**Practical assignment:** Practical assignments normally occur in the form of a written report that needs to be executed over a period of time and handed in for assessment. See also: *Examination*.

**Programme:** The Distance Learning MBA, comprising two different modes of delivery, offered by BSN.

**Registrar:** Coordinator of the formal processes between student and programmes delivered in English.

**RFC:** Request for Comment. An external agency, specialised in assessment of master's level tests and assignments in various management disciplines. The examiners in the employ of RFC have all been appointed by the examinations committee. BSN has outsourced the assessment of its Phase 1 and Phase 2 exams to RFC.

**Score:** Examinations are awarded a core on a scale of 10 to 100.

**Set:** Students are assigned to a group (set) of students. A set normally comprises 15 to 20 students.

**Student:** Also: *Participant*. Natural person who is officially registered as such with BSN.

**Studentsite:** The core source of information for all students enrolled on the programme. The Studentsite provides information on the individual study results, study materials, assignments etc. The student is granted access to the studentsite, relevant to the mode of delivery he enrolled on, as of the start-up date.

**Student counsellor:** (Local delivery mode only). The students' personal guide throughout the MBA programme and first person to address in case of study related problems, questions, suggestions, requests, complaints etc.

**Study load:** The regulated amount of time of the MBA programme and/or parts thereof, expressed in credits (European Credits).

**Subset:** Students of a set are subdivided into small learning groups (subsets); typically a group of 4 - 8 students. Subsets meet on a regular base to engage in real-life problem-solving in respect of the programme's examinations. Due to (for example) delay of studies, individual dropout or registration of new students, BSN can alter the composition of a subset during the course of the programme.

**Theory Test:** Theory tests normally occur in the form of a take-home examination comprising a series of questions, in relation the educational unit to be assessed, that require the student to display their comprehension of the respective core course theory.

**Time table:** Each student gains access to a time table at the start of the programme. This includes all dates, times and other information with regard to workshops, meetings, assignment deadlines etc..

**Tutor:** Person contracted by BSN to facilitate a number of workshops / plenary sessions in respect of one (or more) core course(s), master class(es) or other organised face-to-face meeting(s). All tutors are highly experienced in the (management)field they teach. In his/her day-to-day live a BSN tutor typically holds a (senior) management position in a small or medium enterprise, acts as (independent) consultant or runs his/her own business.

**WHW:** (Dutch: "Wet op het Hoger onderwijs en Wetenschappelijk onderzoek") Act on Higher Education and Scientific Research, as is published in the Dutch "Staatsblad 1992 nr. 593", including all later supplements and amendments.

Paragraph

### 3. General Provisions

Article

#### 3.1 Scope and statutory basis

1. This Education and Examination Regulation (article 7.13 WHW), applies to Business School Netherlands for the Master's programme as is meant in article 7.3b-b WHW, being:  
The Distance Learning MBA (CROHO no. 70053. ACBSP, eduQua and NVAO accredited) which is offered in two modes of delivery: The *International Action Learning MBA* and the *Action Learning MBA Local Delivery*.

Article

#### 3.2 Supplementary documents

1. Under some articles in this EER, reference to other documents is made. For the purpose of clarity these documents are separately made available via the studentsite of BSN:
  - a. Job Profile
  - b. Instruction manuals pertaining the various practical assignments
  - c. Theory tests
  - d. Regulations Examinations committee
  - e. BSN Fraud Policy

Article

#### 3.3 Admission to the programme

1. Admission requirements Distance Learning MBA.  
The applicant:
  - a. Holds (an equivalent of) a Bachelor's degree or higher,
  - b. is a manager or management trainee,
  - c. has a minimum of 2 years appropriate and relevant post graduate work experience,
  - d. has approval from his/her organisation to do research and execute practical assignments within the own work environment,
  - e. has internet and e-mail access and,
  - f. if he/she applies for enrolment on a non-Dutch ALMBA Local Delivery mode of the DL programme,
    - i. his/her first language is English or,
    - ii. obtained the degree meant under sub a. in an English programme, or
    - iii. achieved a score of at least 6.0 in the IELTS language test, or
    - iv. achieved a score of at least 79 (internet based), 213 (computer based) or 550 (paper based) in the TOEFL language test.
2. Supplementary to article 3.3.1a.: Mature and experienced applicants who do not hold such a degree, may also be considered. The guideline here is a minimum of 7 years demonstrable, appropriate and relevant postgraduate work experience.
3. Supplementary to article 3.3.1b: Applicants who are not in a (formal) management position but to whose professional development the learning programme will significantly contribute, may also be considered. This would apply to professionals who operate at post graduate level but are not necessarily (continuously) involved in management of people or a department. (For instance; policy officers, accountants, consultants etc.).
4. Supplementary to article 3.3.1f: for AL Local Delivery modes, these requirements are aligned with the official language of the region / country where the programme predominantly takes place.
5. Based on a thorough verification of submitted documents in respect of the above and, if deemed necessary, a personal interview, BSN will determine the applicant's aptitude to participate in an Action Learning MBA programme and achieve the programme learning outcomes.
6. The aspirant student will receive a final decision no later than 2 weeks after providing all supporting documentation and, if applicable, after the interview has taken place.
7. In case the aspirant student has applied for one or more exemption(s), the decision making period as meant in the previous clause may be extended in order to allow the examinations committee sufficient time for its deliberations (see Article 3.4.).

Article

### 3.4 Exemptions

1. Exemption from taking one or more examinations is granted by the examinations committee.
2. In principle the examinations committee will base its decision on an analysis of the knowledge and skills the applicant gained through prior learning, set against the objectives of the examination(s) for which exemption is sought.
3. Any prior learning based on which exemptions are awarded must have been acquired no later than five years before enrolment to the programme.
4. An aspirant student who wishes to apply for an exemption, submits a formal request with the BSN information officer. He/she will forward this request to the secretary of the examinations committee. This request is preferably submitted in English and contains:
  - a. Name, address, telephone number and email address of the aspirant student,
  - b. for which educational unit(s) of the programme exemption is requested,
  - c. a short description of the basis on which exemption is requested,
  - d. proof of earlier successfully taken examinations and/or description of knowledge and experience gained outside of education, and
  - e. if applicable, other supplementary documents.
5. The final decision will be communicated to the applicant not later than 3 weeks after the request has been lodged.
6. Applicants, whose request for exemption has been accepted, will automatically receive the EC's that represent the educational unit pertaining the relevant test/assignment, once all other requirements to obtain the degree have been met.
7. The educational units(s) for which the student is granted an exemption, will not be taken into account in the overall assessment of the programme. (Article 4.10.).

Article

### 3.5 Language of the programme

1. The programme is delivered in English. Examinations are taken in English.
2. Supplementary to the previous clause:
  - a. Students whose mother tongue is Dutch may choose to take their examinations in Dutch.
  - b. In case a complete set consists of Dutch students, BSN will strive to deliver the entire programme for such a set in Dutch.
  - c. For the ALMBA Local Delivery modes, BSN will strive to deliver the programme in the official language of the respective country / region where the programme predominantly takes place.

Article

### 3.6 Form of the programme

1. Both modes of delivery (IAL MBA and AL MBA) of the Distance Learning MBA are offered on a part-time basis only.

Article

### 3.7 Duration of the programme, extension, postponement and re-registration

1. The planned duration of the programme is approximately 24 - 26 months.
2. The programme may be extended to a total duration of 48 months, calculated from the start-up date.
3. In case of an expected exceeding of the total duration of 48 months a student can apply for extension of a maximum of 9 months on top of the total duration of 48 months.
4. A student who wishes to make use of this opportunity, lodges a request with the registrar / student counselor. The student is to motivate the request for extension and expected to present a rigorous study plan outlining how completion of the programme within the additional (maximum of) 9 months will be accomplished.
5. The registrar / student counselor decides whether the request will be approved. Consideration is given to the nature of and reason for the delay as well as the probability of a successful completion of the study according to the study plan provided by the student.

6. If a student has not successfully completed the programme within the total duration of 48 months (or within the maximum duration of 57 months if granted the maximum extension of 9 months) the student will be deregistered and can therefore not take any examinations from that moment onward. Any outstanding fees remain payable.
7. A deregistered student as meant in the previous clause, can register anew. In such cases, the EER applicable at the moment of re-registration is binding.
8. The examinations committee will in such cases decide whether the already-taken study route justifies any exemptions. The guideline here is that exemptions will only be granted for educational units identical (or sufficiently comparable) to those that were completed during the previous period of registration and that have been successfully completed no longer than 60 months ago.
9. A deregistered student who applies for reregistration will be charged with the costs involved. Such costs depend on the period for which the student wishes to re-register, the amount of educational units that still need to be completed, new study materials and the tariff charged by BSN for the MBA programme at that moment in time.

#### Article

### 3.8 Educational units, study Load and awarding of credits

1. The programme is designed in such a way that the total study load represents 65 EC's within the ECTS. Table 01 depicts the educational units the programme consists of as well as the number of EC's allocated to each unit.
2. An educational unit involves various elements of study (such as self-tuition, attending workshops, execution of the examination, conducting research etc.).
3. The total time required for completion of all elements of study within an educational unit is converted to a specific amount of European Credits (EC's) according to the general principle: 1 EC equals 28 hours.
4. The hours allocated to each educational unit are based on an average student, not taking into account individual differences.
5. The credits representing the study load of an educational unit are awarded once the corresponding examination has been passed, provided that the participation requirements in respect of the plenary sessions are being met.
6. The time table indicates all dates on which the plenary sessions are scheduled. Participation in these sessions is mandatory.
7. In case of absence due to circumstances beyond the student's control, the following regulations apply:
  - a. a student may not be absent for more than 1 day out of the total number of plenary sessions allocated to one core course; and
  - b. during the entire programme a student may not be absent for more than 3 days in total.

Table 01: Overview study load in European Credits per Educational Unit of the IAL MBA

Phase	Educational Unit	Test / Assignment	Abbreviation	EC's	
Phase 1	Action Learning development	Action Learning Literature Review	ALLR	2.5	
	Management fundamentals	Organisational Analysis	OA	4.5	
Phase 2	Strategic Management theory	Theory test Strategy	TH SM	2.0	
	Human Resources Management theory	Theory test HRM	TH HRM	2.0	
	Operations Management theory	Theory test Operations	TH OM	2.0	
	Finance Management theory	Theory test Finance	TH FM	2.0	
	Marketing Management theory	Theory test Marketing	TH MM	2.0	
	Information Management theory	Theory test Information	TH IM	2.0	
	International Management theory	Theory test International	TH IntM	2.0	
	Management practice 1	Action Learning Project 1	ALP 1	5.0	
	Management practice 2	Action Learning Project 2	ALP 2	5.0	
	Management practice 3	Action Learning Project 3	ALP 3	5.0	
	International Management practice	Group Project International Mngmnt	IntM opdr	5.0	
	Phase 3	Master's test	Dissertation	Diss.	19.5
		Analysis and Evaluation	Evaluation of Managerial Learning	EML	4.5
			<b>Total credits</b>	<b>65.0</b>	
	Major (optional, supplementary. Art. 4.2.)	Personal Effectiveness Paper	PEP	2.5	

#### Article

### 3.9 Support and supervision

1. The following persons within BSN are directly responsible for support and supervision of the student:
  - a. Student counselor (AL MBA local delivery only)
  - b. Registrar (IAL MBA only)
  - c. Action Learning Coach
  - d. Tutors
  - e. Internal examiner
2. In case of the AL MBA Local Delivery, titles of the support staff may vary depending on the region where the programmes is delivered.

#### Article

### 3.10 Examinations committee

1. The examinations committee is the formal body, appointed by the Board of Directors, that independently and objectively determines whether a student, who is to be admitted to the degree of MBA, has met all conditions regarding the required knowledge, understanding and skills as laid out in this EER.
2. The document *Regulation Examinations committee* describes all rules with regard to the establishment, tasks and authorities of the examinations committee. This document is available via the studentsite.

Paragraph

## 4. Content, Structure and Examination

Article

### 4.1 Contents of the programme

1. The first Phase of the MBA programme contains the elementary theory that every manager is supposed to comprehend, supplemented with knowledge development and training in Action Learning, research methodology and smart reading skills. The subjects that will be covered are:
  - Action Learning
  - Research Methodology
  - Leadership and Motivation
  - Decision-making and Creativity
  - Training Interpersonal Skills
  - Teambuilding
  - Organisational Structure and Culture
  - Information Management
  - Operations Management
  - Marketing Management
  - Financial Management
  - Human Resource Management
  - Strategic Management
  - Business Law
  - Smart Reading (AL MBA local delivery only)
  
2. The second Phase of the MBA programme involves the practical components of management and deepens the knowledge gained in Phase 1 through a series of 7 core courses:
  - Operations Management
  - Human Resources Management
  - Marketing Management
  - Financial Management
  - Information Management
  - Strategic Management
  - International Management

Throughout Phase 2, four additional 1-day seminars on current management themes will be organised (AL MBA local delivery only).
  
3. The third Phase of the MBA programme comprises the independent execution of the following assignments:
  - Dissertation
  - Evaluative Assessment of Managerial Learning

Article

### 4.2 Majors and Masterclasses

1. Students can gain more in-depth knowledge of a specific management topic by opting for a so-called Major. A Major deals with a specialisation in a certain field and is supplementary to the MBA curriculum.
2. In respect of particular (occupational-specific) Major subjects, BSN may decide to only allow those students whose day-to-day business is directly related to the subject involved.
3. A student can obtain a maximum of one Major endorsement. The study load involved (2,5 EC's) is supplementary to the total study load (65 EC's) of the MBA programme
4. To obtain a Major, BSN offers regular Masterclasses.
5. In order to qualify for the Major endorsement on the MBA degree, the following conditions apply:  
The student:
  - a. Attended the respective Masterclass;
  - b. passed the assignment 'Personal Effectiveness Paper' related to the respective Masterclass;
  - c. incorporated the Major subject as the leading theme of the Dissertation; and
  - d. - if applicable - is active in the respective field of business. (See article 4.2.2.).
6. Masterclasses are also open for participants who are not enrolled as a BSN student.

7. The Masterclasses usually take place at least once a year. BSN is authorised to cancel a planned Masterclass in case of insufficient interest. Already paid registration fees, will then be refunded.
8. Every Masterclasses has a maximum number of participants. Registrations will be dealt with in the order in which they are received. When the maximum number of participants has been reached, one can register for the next planned Masterclass.

Article

### **4.3 Examinations MBA Phase 1**

1. The educational unit Action Learning development will be assessed through a literature review (ALLR) that the student carries out at home. The assignment ALLR is presented in the form of a written report that has to be submitted according to the deadline included in the time table.
2. The educational unit Management Fundamentals is tested by means of an integral management paper: The Organisational Analysis (OA). This assignment aims to determine whether the theory in the field of elementary knowledge and skills has materialised. The OA is executed within the students own working environment and presented in the form of a written report that has to be submitted according to the deadline included the time table.
3. Details such as writing instructions and assessment criteria on the Phase 1 assignments, are worked out in the manual 'Organisational Analysis' and the manual 'Action Learning Literature Review', which are accessible via the studentsite.

Article

### **4.4 Examinations MBA Phase 2**

1. With regard to the educational units in Phase 2, mastery of the theoretical and practical learning objectives will be assessed through 7 theory tests and four practical Action Learning Projects.
2. Theory tests
  - a. The theory tests pertaining the educational units on Management Theory are written examinations that the student is to execute at home/in his own working environment and submit with BSN.
3. Practical assignments
  - a. Action Learning Projects 1 - 3 pertaining the educational units on Management Practice are to be executed within the student's own working environment or alternatively within a sponsor organisation. Each ALP is presented in the form of a written report that is to be submitted according to the deadline specified in the time table.
  - b. The assignment in respect of the educational unit International Management Practice (IntM opdr) concerns a Group project with an international focus. This assignment is presented in the form of a written report that is to be submitted according to the deadline specified in the time table.
  - c. Details such as writing instructions and assessment criteria on the Phase 2 practical assignments, are worked out in the manual 'Action Learning Projects', accessible via the studentsite.
4. Due to too long travel distances between the individual (sub)set members, the Group project as meant in the previous clause, may not always be possible for participants in the delivery mode IAL MBA. In such cases, an alternative exam will be taken. This assignment is developed in such a way that it involves the same study load and covers the same learning objectives as the Group project. The score obtained will [thus] be included on the student's transcript as the score for the educational unit International Management Practice.

Article

#### 4.5 Examinations MBA Phase 3

1. The educational unit 'Masters test' involves an extensive research exercise which is presented in the form of a Dissertation that is to be submitted according to the deadline specified in the time table.
2. Details such as requirements and assessment criteria on the Dissertation, are worked out in the manual 'Dissertation' accessible via the studentsite.
3. The educational unit Analysis and Evaluation requires the execution of an Evaluative Assessment of Managerial Learning (EAML). The EAML is presented in the form of a written report that needs to be submitted within two weeks after submission of the Dissertation.
4. Details such as writing instructions and assessment criteria on the EAML, are worked out in the manual 'Evaluative Assessment of Managerial Learning' accessible via the studentsite.

Article

#### 4.6 Assessment criteria and process time

1. Theory tests
  - a. All theory tests are being assessed based on the BSN marking memoranda.
  - b. The score for a test is expressed in whole numbers on a scale from 10 to 100.
2. Practical assignments
  - a. For the assessment of all practical assignments, standard criteria apply. These are derived from the programme learning outcomes (see Appendix A).
  - b. The overall score for an assignment is expressed in whole numbers on a scale from 10 to 100.
  - c. Once an assignment has been assessed, the student will receive an assessment form indicating the scores per criterion, the score per applicable learning outcome and the overall score. Where applicable, supplementary feedback is provided
3. Examinations will be assessed within a maximum of 21 working days after receipt.
4. Contrary to the previous clause: for the Dissertation a maximum evaluation term of 40 working days applies.

Article

#### 4.7 Temporal order of examinations

1. The exact dates on which the examinations are to be submitted and when the theory tests are due, are communicated via the time table.
2. In principle the student is bound by the temporal order of examination indicated in the time table. This temporal order follows the numerical order of the (three) Phases the programme consists of.
3. Only in consultation with - and after approval from - the registrar / student counselor, students may be allowed to commence with the activities pertaining a subsequent examination before an earlier scheduled examination has been concluded.

Article

#### 4.8 Pass - fail decisions and re-examination

1. Theory tests
  - a. In order to pass a theory test, the score awarded has to be 55 or higher.
  - b. In case of a fail for a theory test, the student will be offered the opportunity for a retest.
  - c. A retest must be submitted within 3 months after the initial (fail) result was communicated.
2. Practical assignments
  - a. In order to pass a practical assignment the following is required:
    - i. The score awarded to (each of) the learning outcome(s) identified as conditional for a pass on that particular assignment (see table 02) is 55 or higher; and
    - ii. the overall score of the assignment is 55 or higher.
  - b. The overall score for a practical assignment is the average of the scores awarded to each applicable learning outcome and rounded *down* to a whole number (e.g. an average score of 79.8 results in an ALP score of 79).

- c. In case of a fail for an assignment, the relevant paper has to be reviewed by the student and re-submitted as soon as possible, yet, no later than 3 months after the initial (fail) result was communicated.
- d. A re-submitted assignment can be awarded with a maximum score of 65 instead of 100.
- e. The assessment scheme of each assignment focusses on a different combination of learning outcomes. Table 02 depicts in which assignment (aspects of) which learning outcome is (are) being assessed.
- f. How the pass/fail regulations regarding the assignments apply, is exemplified in Appendix B.

Table 02: Overview correlation assignments and learning outcomes

#	Learning Outcome	Assignment							
		OA	ALLO	ALP	ALP	ALP	ALPIntM	Diss	EAML
1	Strategic policy development							o	
2	Improving/developing working methods			o		x	x		
3	Policy development / implementation Year plan				o	x	x		
4	Entrepreneurship	x		x	x	x	x	o	x
5	Leadership	x							o
6	Decision-making			x	x	x	x	o	
7	Ethical responsibility			x	x	x	x	o	
8	Cooperation	x		x	x	x	x	o	
9	Communication	x	x	x	x	x	x	o	x
10	Analysing, information-processing and problem-solving abilities	x	x	x	x	x	x	o	
11	Learning and personal development	x	x	x	x	x	x	o	x
12	International awareness						o		

= the learning outcome is not being assessed through this assignment.

x = the learning outcome is being assessed through this assignment, but the score for this learning outcome **is not** conditional for a pass.

o = the learning outcome is being assessed through this assignment **and** the score for this learning outcome **is conditional** for a pass (i.e. must be 55 or over in order to pass).

Article

#### 4.9 Additional clauses in respect of the Dissertation

1. The internal and external examiner independently assess the Dissertation.
2. In the Dissertation 8 (out of 12) learning outcomes are being assessed. The score for each of these learning outcomes is conditional (see table 02), thus, all learning outcomes assessed through the Dissertation have to be awarded a score of 55 or higher in order to pass.
3. In case the internal and/or external assessed one (or more of) the learning outcome(s) of the Dissertation with a score lower than 55, the student will be granted the opportunity to remedy the shortcomings identified within an agreed time-frame and re-submit the Dissertation for assessment. In such cases, article 4.8.2.c. applies.
4. In case the internal and external assessed all learning outcomes of the Dissertation with a score of 55 or over, the overall tentative score for the Dissertation will be determined. This result is expressed in one single mark, being the average of the scores obtained for each learning outcome rounded *down* to the nearest whole number (e.g. an average score of 79.8 results in a Dissertation score 79).
5. In case the internal and/or the external assessed the Dissertation with an overall tentative score lower than 70, a 3<sup>rd</sup> examiner will verify the Dissertation. In case this verification reveals that the minimum pass requirement (score 55 or over for each learning outcome assessed through the Dissertation) has not been met, the procedure as outlined in clause 2 of this article is followed. The findings of the 3<sup>rd</sup> examiner are binding.
6. In case the verification by the 3<sup>rd</sup> examiner confirms the findings of the internal and external, the overall tentative score remains as is.
7. In those programme modes of delivery that include a Viva Voce, the student defends his Dissertation before the Viva committee consisting of; the internal examiner, the external examiner and a chairperson. The overall tentative score as meant in clause 4 of this article (or, if applicable, clause 6) is subject to adjustment based on the student's achievement at the Viva.
8. After the Viva, the internal and external examiner will deliberate and reach consensus regarding the final score for the Dissertation.
9. Should the internal and external not reach consensus, the external examiner shall have the casting vote.
10. The duration of the Viva Voce is approximately one hour and is a non-public affair.
11. In those programme modes of delivery that do not include a Viva Voce, the internal and external will determine the final result based on the tentative score as meant in clause 4 of this article (or, if applicable, clause 6). Should the internal and external not reach consensus, the external examiner shall have the casting vote.

Article

#### 4.10 Overall assessment and honourable mentions

1. The overall assessment of the MBA programme results from the weighted average of all the scores obtained for the examinations in Phase 1, 2 and 3 and must be at least 55 to qualify for the degree.
2. The weighted average is rounded *down* to the nearest whole number (e.g. an average score of 79.8 results in an overall assessment for the MBA programme of 79).
3. The relative weight of each score is determined by the number of EC's linked to the educational unit represented by the relevant test or assignment (see article 3.8.7; table 01). The EC's of educational units for which exemption has been granted, are ignored in this calculation.
4. Once the examinations committee has determined that the candidate has met all the required conditions to obtain the degree, the student will qualify to bear the MBA title.
5. The actual certificate is normally only issued during the Graduation Ceremony, organised by BSN. This event takes place in the Netherlands and/or South Africa on an annual basis.
6. A graduate can be awarded an additional, honourable mention on his/her degree. Such a mention (or 'Judicium') indicates the level of distinction with which the degree has been earned. The type of judicium depends on the overall assessment of the programme (See Art. 4.10.1). Table 03 depicts the various possibilities in this respect.

Table 03: Determination of Judicium

Overall assessment	Judicium
≥ 80	Cum Laude
≥ 75	Distinction
≥ 65	Credit
≥ 55	(Pass)

*Additional requirements apply. See Art. 4.10.7*

7. The judicium Cum Laude will only be awarded:
  - a. if the graduate obtained not more than 26 EC's of the entire programme through exemptions; and
  - b. if the final score for the Dissertation (see article. 4.9.8) is at least 80.

Article

#### 4.11 Validity of examinations

1. Results of passed examinations remain valid for a maximum period of 60 months.
2. The examinations committee is authorised to extend the validity as meant in the previous clause, and/or to enforce a supplementary or substitution examination in case the duration of the validity has been expired.

Article

#### 4.12 Storage period of examinations and assessments

1. All executed examinations and corresponding assessments are digitally stored and saved for a period of at least 5 years, counted from the date of submission.
2. The Dissertations are also stored in hard copy format. Together with the digital assessments and comments they will be saved for a period of at least 7 years, from the date that the Dissertation has been handed in for assessment.

Article

#### 4.13 Executing examinations by physical or sensory disabled students

1. In principle BSN presumes that organisations that have employees belonging to this group, already made the necessary provisions to help disabled employees in their functioning, which implies that carrying out assignments for their study is made possible.
2. Should the occasion arise and depending on the disability, suitable solutions will be looked at – in consultation with BSN – to create the most favourable circumstances for the affected student. Consultation on these matters will take place via the academic director with the examinations committee.

Article

#### 4.14 Fraud

1. Students are not allowed to commit fraud.
2. Fraud is defined as any type of conduct by a student that may result in a false academic evaluation regarding the knowledge, insight and/or skills of the student concerned or regarding those of another student. Specifics on fraud are further dealt with in BSN's Fraud policy accessible via the studentsite. Each student registered with the MBA programme is bound to adhere to this policy.
3. A student who is suspected of fraud will be informed of the nature and specifics of such allegations and be granted the opportunity to provide the registrar with an explanation.
4. In case such explanations are deemed insufficient to entirely defuse the suspicion raised, the case will be handed over to the examinations committee.
5. The examinations committee will hear both the student and the registrar and will convey its decision to both parties within no more than 4 weeks thereafter.
6. Should the examinations committee decide that the allegations of fraud were just, the examinations committee is authorised to:
  - a. rule that (part of) the examination(s) concerned is (are) to be retaken and re-submitted for assessment. In such cases article 4.8.c. applies; or

- b. deny the person concerned the right to take one or more examination during a period of no more than one year. The number of examinations and period are to be determined by the committee; or
  - c. in the case of serious fraud, advise the BSN Board of Directors to de-register the student concerned.
7. Any costs involved in the measures mentioned in the previous clause, shall be borne by the relevant student. In the case of deregistration, any outstanding programme fees remain payable.
8. Aside from the opportunity for a student to lodge a complaint with the external Arbitration Board Private Education / Geschillencommissie (see article 5.1.8), the decision of the examinations committee is final.

Paragraph

## 5. Final Articles

Article

### 5.1 Complaints and objections

1. In respect of complaints concerning all programme related matters (i.a. BSN faculty, staff, procedures, facilities, examiners, (assessment of) examinations etc.), the student must in the first instance contact the registrar/student counselor in order to find an acceptable solution.
2. Regarding complaints involving examiners and/or the (assessment of) examinations, a student may - in case he/she is dissatisfied with the outcome resulting from the registrar's interventions - file a notice of objection with the examinations committee (See article 5.2 for contact details). A notice of objection is to be submitted in English and sent *by email* to the secretary of the examinations committee.
3. The notice of objection will include at least:
  - a. Name, contact details and set number;
  - b. Reasons for the objection and expectations regarding the decision;
  - c. Evidence if applicable.
4. The examinations committee can require further motivation and/or evidence to underpin the objection(s) raised, before making a final decision.
5. Within no more than 4 weeks after the notice of objection is handed in, it will be dealt with by the examinations committee. Subsequently, the decision will be communicated to the parties concerned within no more than 2 weeks.
6. Should the examinations committee anticipate that it will not be possible to reach a decision within the timeframe specified in the previous clause, the parties involved will be informed. In such cases the committee is required to substantiate the reasons for postponement and is to specify the extended term within which the decision will still be communicated.
7. The decision of the examinations committee is final.
8. If the student does not agree with the decision of the examinations committee, there will be, depending on the individual circumstances of the student, the possibility of lodging an official complaint with the external "Arbitration Board Private Education" (Geschillencommissie particulier hoger onderwijs). Complaints about Business School Netherlands need to be submitted to the Arbitration Board within and not later than 3 months after the date of the examinations committee's decision.

Article

### 5.2 Address and Contact details

#### **Business School Nederland**

Herenstraat 25  
4116 ZJ BUREN  
Postbus 709 4116 ZJ BUREN  
T: +31 (0)344 579 030  
F: +31 (0)344 579 050  
[www.bsn.eu](http://www.bsn.eu)

#### **Arbitration Board**

Postbus 90600  
2509 LP Den Haag  
Tel: +31 (0)70-3105310  
Fax: +31 (0)70-3658814  
[www.degeschillencommissie.nl](http://www.degeschillencommissie.nl)

#### **Student Support**

##### **Function**

Registrar (International students)  
Registrar (Dutch students)  
Secretary Examinations committee

##### **Name**

Nazlie Johnson  
Carola Franken  
Jeanri Bruwer

##### **emailaddress**

registrar@bsn.eu  
StudentenAdministratie@bsn.eu  
Excie@bsn.eu

Article

### **5.3 Amendments**

1. In case of amendments to this EER, BSN can seek advice from:
  - a. the Academic Director
  - b. the Examinations committee
  - c. the Board of Directors
  - d. the Programme Manager
  
2. An amendment to the EER does in principal not apply with retrospective effect, unless the interests of the individual student are not considerably affected.

Article

### **5.4 Hardship clause**

In exceptional cases and for the benefit of the student, Business School Netherlands is authorised to deviate from one or more articles in this EER.

Appendix A

## Learning Outcomes of the Programme

### 1. Rationale

The Learning outcomes (Dutch: einkwalificaties or eindtermen) of BSN's MBA programme are transcribed in 12 general competencies indicating the knowledge and skills an MBA graduate will be able to demonstrate after successful completion of the programme. The learning outcomes are derived from BSN's Job Profile (available via the studentsite) and based upon the generally accepted international accreditation criteria used by the Association of MBAs (AMBA, 2011). In order to further exemplify the master's level this programme aims to instill, the learning outcomes are also founded upon the Dublin descriptors (JQI, 2004). The references after each learning outcome below depict the correlation with the relevant 'paragraphs' (AMBA criteria) and 'descriptor' title(s) (Dublin).

### 2. Description learning outcomes

#### 1. Strategic policy development

Is proficient in the development of, or contribution to, a challenging organisation strategy based on conceptual and visionary skills and taking into consideration recent and future developments. Is capable of formulating and implementing future plans in such manner that it creates support both within and outside the organisation.

AMBA: §6.2. iii en vi; §6.4. i en iii; §6.5. ii en iii.

Dublin:

- Knowledge and insight
- Application knowledge and insight
- Judgement
- Communication

#### 2. Improvement / development of working methods

Can independently develop and/or improve a work method whereby the approach shows insight in both research methods and work processes and whereby the result leads to demonstrable improvement in efficiency, quality, flexibility and sustainability.

AMBA: §6.2. v; §6.4.v; §6.5.vii.

Dublin:

- Knowledge and insight
- Application knowledge and insight

#### 3. Policy development / implementation of a year plan

Is able to contribute to the development and attainment of policy targets related to business (professional) problems or challenges, thereby taking into account the connection between strategic, structural and cultural aspects of the organisation and anticipating future changes (internal and external).

AMBA: §6.2. i en iv; §6.4. iv.

Dublin:

- Knowledge and insight
- Application knowledge and insight

#### 4. Entrepreneurship

Is capable of developing and utilising business opportunities for both new and existing products / services. Also knows how

to stimulate and support such a pro-active, entrepreneurial attitude of co-workers / colleagues. Is capable of assessing risks and daring to take risks.

AMBA: §6.2. iii, vii en viii; §6.5. v, vi en viii.

Dublin:

- Application knowledge and insight

#### **5. Leadership**

Can assess the effects and quality of his/her own leadership style at any desired moment within any context. Is capable - if necessary - to adjust in a natural way and does this in such a manner that co-workers consistently receive the correct guidance/direction in the light of both task fulfillment and motivation.

AMBA: §6.2. v; §6.4. i; §6.5. iii, v en vi.

Dublin:

- Communication

#### **6. Decision-making**

Can independently integrate relevant scientific insights, theories and concepts from the practice. Is able to generate new insights and solutions based on that and on behalf of complex, multidisciplinary problems. Can present these convincingly and have them implemented.

AMBA: §6.2. v; §6.4. ii en v; §6.5. i, vi, vii en viii.

Dublin:

- Knowledge and insight
- Application knowledge and insight
- Communication

#### **7. Ethical responsibility**

Is able to justify his/her own actions based on a professional attitude which shows concern for normative cultural aspects, respect for others and regard for the social (living) environment. Can generate conditions in the organisation to enable this responsibility and stimulate it internally.

AMBA: §6.2. iv, vi en vii; §6.5. iii en iv.

Dublin:

- Judgement

#### **8. Cooperation**

Is able to integrate relevant knowledge and skills through which all desired roles within the team can be assumed and which contribute to growth (individually or as a group) and to completion of set objectives.

AMBA: §6.2. ii; §6.5 iii, v en vi.

Dublin:

- Communication

#### **9. Communication**

Can convey information and conclusions in a convincing and understanding way and, if necessary, the recommendations and developed implementation plans that follow from this. Can also choose for the most appropriate form of communication in respect of the target group, type of information and anticipated effect. Is capable of accurately reformulating received messages irrespective of the form of communication.

AMBA: §6.2. viii; §6.5 vi en vii.

Dublin:

- Communication

#### **10. Analysing, information-processing and problem-solving abilities**

Can manage problem-solving teams. Following a structured decision-making approach whereby the team members are stimulated to participate. Knows how to use existing, relevant theories and seeing to sufficient acceptance of the implementation of the decision.

AMBA: §6.2 i, ii, v en vi; §6.4. ii, iv en v. §6.5 i en vii

Dublin:

- Judgement
- Learning and personal development

#### **11. Learning and personal development**

Is capable to, on his/her own initiative, integrate existing knowledge with new, complex and abstract information from various sources. Hereby taking responsibility for further development of learning experiences and reflection thereupon. Can make sound decisions regarding the possibilities for improvement and independently developing a learning route by means of which this development can be realised.

AMBA: §6.2. v; §6.4 ii en iv; §6.5 ix

Dublin:

- Learning and personal development

#### **12. International awareness**

Can analyse relevant complex patterns and trends in the international business world. Based on this, he/she is also capable of formulating recommendations regarding the (im-) possibilities in the field of doing business internationally and, where necessary, on organising the execution thereof.

AMBA: §6.2 iv; §6.5 iv

Dublin:

- Judgement

#### **References:**

Association of MBAs. (2011). "Criteria for the Accreditation of MBA Programmes"; §6.2, 6.4 en 6.5

<http://www.mbaworld.com/>. January 2016

Joint Quality Initiative informal Group. (2004). *Shared 'Dublin' descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards* <https://nvaio.net/recent/publicaties/documenten-vlaams-kwalificatieraamwerk-hoger-onderwijs>. January 2016

Appendix B

**Explanation Marking of Assignments**

**1. Rationale**

As laid out in paragraph 4 of this EER, the key purpose of assessment is to enable students to demonstrate that they have achieved the learning outcomes of the programme. Hence the examination and assessment scheme is designed in a way that envisages continuous development of these outcomes throughout the programme. Each learning outcome is to be passed (score 55 or higher) at least once.

To illustrate the coverage of all the learning outcomes in the various assignment, table 02, as presented in article 4.8., is included here. Subsequently a couple of examples is provided, indicating some possible consequences of the pass-fail regulations explained in article 4.8.2.

#	Learning Outcome	Assignment							
		OA	ALLO	ALP	ALP	ALP	ALPIntM	Diss	EAML
1	Strategic policy development							o	
2	Improving/developing working methods			o		x	x		
3	Policy development / implementation Year plan				o	x	x		
4	Entrepreneurship	x		x	x	x	x	o	x
5	Leadership	x							o
6	Decision-making			x	x	x	x	o	
7	Ethical responsibility			x	x	x	x	o	
8	Cooperation	x		x	x	x	x	o	
9	Communication	x	x	x	x	x	x	o	x
10	Analysing, information-processing and problem-solving abilities	x	x	x	x	x	x	o	
11	Learning and personal development	x	x	x	x	x	x	o	x
12	International awareness						o		

= the learning outcome is not being assessed through this assignment.

x = the learning outcome is being assessed through this assignment, but the score for this learning outcome **is not** conditional for a pass. (i.e. may be marked lower than 55).

o = the learning outcome is being assessed through this assignment **and** the score for this learning outcome **is conditional** for a pass (i.e. must be marked 55 or over in order to pass the assignment).

**Example I:**

The assignment 'Action Learning Literature Review' (ALLR) is assessed based on the criteria derived from the learning outcomes identified in table 02 which lead to the following scores:

	<b>ALLR assesses Learning Outcome:</b>	<b>Score</b>
9	Communication	77
10	Analysing, information-processing and problem-solving abilities	49
11	Learning and personal development	65

Overall score: **63**

**Result: Pass.**

Learning Outcome #10 is not conditional in this assignment, hence the low score for this outcome can be compensated by the scores for the other outcomes, leading to an average (overall score) of 63.

**Example II:**

The assignment 'Evaluative Assessment of Managerial Learning' (EAML) is assessed based on the criteria derived from the learning outcomes identified in table 02 which lead to the following scores:

	<b>EAML assesses Learning Outcome:</b>	<b>Score</b>
4	Entrepreneurship	86
5	Leadership	52
9	Communication	64
11	Learning and personal development	69

Overall score: **67**

**Result: Fail**

Learning Outcome #5 is conditional in this assignment, hence the low score for this outcome cannot be compensated by the scores for the other outcomes. A resubmission is required despite the overall score of 67.

**Example III:**

The assignment 'Evaluative Assessment of Managerial Learning' (EAML) is assessed based on the criteria derived from the learning outcomes identified in table 02 which lead to the following scores:

	<b>EAML assesses Learning Outcome:</b>	<b>Score</b>
4	Entrepreneurship	51
5	Leadership	64
9	Communication	42
11	Learning and personal development	62

Overall score: **54**

**Result: Fail.**

Despite the pass-mark for the (conditional) learning outcome #5. The overall score for the EAML is lower than 55.