



**Hanze University Groningen.**  
APPLIED SCIENCES

School of  
Communication & Media.

# Education Regulations

Master International Communication – fulltime, joint programme



**School of Communication & Media**  
**Hanze University of Applied Sciences Groningen**

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Adopted by the Dean of the School of Communication & Media on {date}

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# Education Regulations Master of International Communication

## 1. Master of International Communications

The Master of International Communication is a professional master, jointly developed and offered by a consortium of 5 universities, all members of the Geert Hofstede Consortium:

- Leeds Metropolitan University (LMU) – Great Britain
- Hanze University Groningen, Applied Sciences (HG) – The Netherlands
- Libera Università di Lingue e Comunicazione (IULM) - Italy
- New Bulgarian University (NBU) – Bulgaria
- Vilnius University (VU) - Lithuania

It is a 90 ECTS program that may be taken over three semesters as a fulltime program.

The focus on in the MIC programme:

- 1) competency-based learning as didactical principle to build strong links with the professional field
- 2) focus on the strategic position of an international communication practitioner
- 3) focus on the international context and intercultural sensitivity as benchmark for professional values
- 4) focus on diversity of communication roles: management to trainer
- 5) focus on corporate social responsibility
- 6) European understanding of the profession
- 7) focus on applied research as chosen research approach for solving problems of the field
- 8) The legacy of Geert Hofstede

The general aim of the MIC programme is to educate communication professionals in line with the following profile:

*Graduates of the MIC programme are interculturally competent communication practitioners, able to work in a global context from a European perspective. They anticipate change and are able to create, offer and manage sustainable and innovative solutions to communication problems of the professional field at a senior managerial or consultancy level in organizations.*<sup>25</sup>

The Consortium chooses for a competency-based approach to learning and a strong collaboration with the professional field and adhering to European standards. Graduates will have attained behavioural repertoires that support the attainment of organizational objectives. Depending on the professional context at hand, they will be able to consciously and deliberately make choices within that repertoire. Students will be presented with real problems needing real solutions. Key elements in this problem solving process: strategic thinking, applied research, team work & people skills,, professional & ethical behaviour, personal responsibility and communication and the overarching international and/or intercultural perspective.

The final qualifications of the MIC are a result of careful and critical deliberation by the Consortium. It is fortunate enough to be able to draw from a rich collection of recent (international) research results, publications and conference discussions in which the members actively participate. This professional profile of (graduates of) the MIC programme is based on requirements of the discipline and of the professional field at a European level, but not disregarding the national and global level. The final qualifications adhere to European standards for master's programmes.

## 1.1 MIC EXAMINATION BOARD / ADMISSION BOARD

The Master of International Communication has a MIC Examination Board. If any serious bias or unfairness arises in the application of these Education and/or Examination Regulations, the MIC Examination Board may resolve the matter at its own discretion notwithstanding the provisions of these Regulations. The responsibilities of this committee are regulated by law. The main responsibilities include:

- making decisions on any cases not covered by the Education Regulations and Examination Regulations
- bestowing the diploma

This committee consists of the following members as of September 1<sup>st</sup> 2011:

- MIC lecturer (Astrid)(chair)
- Lecturer of other HG master programs (tba)
- Lecturer of other HG member (tba)

Administrative support is provided by {Mr or Mrs X}.

All correspondence with the MIC Examination Board should be sent to the following email address:

[examinationboard.mic@org.hanze.nl](mailto:examinationboard.mic@org.hanze.nl). Before the start of each academic year, the dean appoints the members of the MIC Examination Board. Present members are eligible for re-appointment.

The admissions Committee advises the Dean on admission of students to study programmes. The admission board and the examination board may be comprised of the same members.

## 2 Final Qualifications

Competencies are described in terms of responsibilities and autonomy. These qualifications are described in detail in the appendix<sup>1</sup>

### Core competencies:

#### Final

Core competencies:	Final qualifications for the Master of International Communication
<b>International and intercultural orientation</b>	The Master of International Communication displays a high level of intercultural sensitivity and an international orientation by independently integrating this dimension into the professional work.
<b>Analytical capability</b>	The Master of International Communication takes initiative and responsibility for the development of knowledge and insights based on systematically detecting, investigating and analyzing signals relevant to the organization's objectives and reputation.
<b>Problem solving Capability</b>	The Master of International Communication takes a strategic, long term approach to identifying and solving complex open-ended communication problems and demonstrates self-direction and originality in a multidisciplinary environment.
<b>Implementing Capability</b>	The Master of International Communication takes responsibility for planning, implementing and evaluating of the effectiveness of communication policy, plans, projects and tools at strategic and tactical levels.
<b>Reflective capability</b>	The Master of International Communication critically reflects on the (developments within the) international communication profession, the social impact of the work and on his or her own personal development, professional role and responsibility.
<b>Communicative capability</b>	The Master of international Communication communicates effectively within the range of different professional roles with all of the stakeholders of the organization. (managerial)
<b>Innovative capability</b>	The Master of International Communication anticipates change and includes innovation as part of the decision making process.

Depending on the specializations student choose, their future business cards could read:

- International Communication Consultant
- Facilitator
- Global Media Director
- Director of Press Relations
- Head of Corporate Communication
- Intercultural Trainer
- PR Manager

The intended learning outcomes of the MIC are based on the master's level Dublin descriptors, the competencies of the master profile as complemented by the Consortium and the European Qualifications Framework for Lifelong Learning (EQF).

The knowledge level of this masters course:

*(1) Highly specialised knowledge, some of which is at the forefront of knowledge in the field of work or study, as the basis for original thinking and/or research*

*(2) Critical awareness of knowledge issues in a field and at the interface between different fields.*

The skills level of this master course:

*Specialised problem solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.*

The competency level of the master course:

*(1) Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches*

*(2) Take responsibility for contribution knowledge and practice and/or reviewing the strategic performance of teams.*

<sup>1</sup> MIC competencies

## 3 Structure of the programme

### 3.1. STRUCTURE

The MIC programme is a joint master course over three semesters (90 credits). A core programme will be offered by all universities, and each will offer three specializations to be followed by students abroad. Student mobility in the second semester is compulsory. The master's thesis will be written under the supervision of two universities, both awarding the graduate their degree.

Semester one is completed at one of the partner universities, and the second semester at a second partner university. During the third semester, students write a thesis under the supervision of the two respective universities.

Semester 1	Core Curriculum	30 credits	University 1
Semester 2	Specializations	30 credits	University 2
Semester 3	Master Proof	30 credits	Universities 1 & 2
		90 credits	2 degrees

The MIC is a fulltime programma. Part time options are possible at an individual level and must be approved by the examination board. The thesis may be written as an in-company assignment or for a client as an independent pr practitioner.

Modules may also be taken separately by non-degree students at the discretion of the MIC Examination Board. These students will receive a certificate at successful completion. Non-degree students are admitted only if the number of students does not exceed the maximum number of students per class as specified in these regulation.

Each university offers three specializations. The Dissertation is co-supervised by the two universities.

Our graduates are reflective practitioners who have the professional, academic and personal qualifications needed to develop as senior communication practitioners. They are geared to carry responsibility at a strategic level in the organization working in an international and intercultural environment.

In order to achieve this, the curriculum is built on the following:

- **During the first semester students are**
  - Introduced at a master's level to the three focus areas: the strategic process of the organization, the international environment of the organization and the intercultural environment of the organization. These are essential ingredients of the professional context for which the programme is preparing the students. Students need to be able to work within this professional context and therefore take these elements into consideration when they are working on their integrated assignments.
  - Introduced at a master's level to the three main professional roles: researcher, consultant, manager. During the first semester students will be working on one integrated assignment from these three different perspectives.
- **During the second semester students may choose**
  - Three specializations in which the integrated assignments are explicitly linked to different international professional contexts /clients
- **During the third semester students will**
  - Acquire and choose a graduation assignment
  - The graduation assignment will always include applied research
  - The brief will be provided by a client.

- Students will work as a professional for a client
- **Throughout the programme**
  - students work at their personal planning & development focusing specifically on the development of the self-directing and reflective ability. This ongoing process focuses on developing a lifelong learning attitude.
  - students are required to work on integrated assignments linked to the professional field, so they can develop and measure their competencies against those required by the professional field and the consortium. The integrated assignments in the different semesters call on a variety of competencies

Each semester can be subdivided into smaller blocks of 5 to 10 weeks.

The Master Program is made up of units. Each unit is a self contained entity with its own objectives and assessable learning outcomes, which may be studied within a variety of contexts in the student's overall course. Credits are awarded to the learning outcomes, not to the curriculum content and are awarded for achievement of those learning outcomes at or above a threshold pass level. Units therefore need not be formally taught elements of a course and can include projects, dissertations, company training programmes (where approved), work-based or open learning and independent study. Unit credits may also be awarded for relevant assessed prior learning, certified or experiential.

Generally, each unit is delivered over one semester but units may be approved to be delivered in alternative ways, for example as intensive programme, or as weekend or summer school. Full-time students normally register for 30 credits ecc in each semester. The amount of student contact time will vary between units, but the total amount of student learning time should be 28 hours for each credit.

The timetable for each semester of the master course is published on Blackboard.

The units of study of the Master's course are listed in a Credit Table which is included in the relevant Course outline. The numbers of credits assigned to the various units in the Course outline correspond with the study load which had been determined for those units.

If there are any entry requirements for a unit of study, this is stated in the Course outline.

## 3.2. SPECIALIZATIONS

In 2011 and 2012 the following subject and specializations will be offered:

### Semester 1 – Core Courses

1. The International Business Environment of Corporate Communication
2. The Intercultural Context of Corporate Communication
3. The Strategic Cycle: Communication Planning & Management

### Semester 2 – Specializations

1. Hanze University Groningen, Applied Sciences: International Public Affairs, International Marketing Communication, Development Communication
2. IULM, University of Language and Communication, Development and Communication, Public Affairs & Advocacy, Social Responsibility & Communication
3. Leeds Metropolitan University: Communications Audit, Integrated Marketing Communication, Public Relation Skills
4. New Bulgarian University, Communicating through special events, Exploring Communication in new Media, Psychology of Mass Communication
5. Vilnius University: International Crisis Communication, Innovative methods in Corporate Communication, Media & Sustainable Development

### Semester 3 – Dissertation

1. The Dissertation
2. Personal development & planning

## 3.3. STUDY ROUTES

All students are required to successfully complete all courses as described in order to obtain their master degree.

## 3.4. CURRICULUM OVERVIEW

On the following page, an overview is given of all of the HG course units of the core curriculum, the specializations and the dissertation semester.

## CURRICULUM OVERVIEW

### Semester 1 Core Curriculum

	<i>The International Business Environment of Corporate Communication</i>	<i>Credits</i>
<b>UNIT 1</b>	<i>Capstone Assignment 1</i>	3
<b>UNIT 2</b>	<i>Corporate Communication 1</i>	3
<b>UNIT 3</b>	<i>The International Business Environment</i>	3
<b>UNIT 4</b>	<i>Personal Development &amp; Planning</i>	1
	<i>The Intercultural Context of Corporate Communication</i>	
<b>UNIT 1</b>	<i>Capstone assignment 2</i>	4
<b>UNIT 2</b>	<i>Corporate Communication 2</i>	3
<b>UNIT 3</b>	<i>Intercultural Communication &amp; Competence</i>	3
<b>UNIT 4</b>	<i>Personal Development &amp; Planning</i>	-
	<i>The Strategic Cycle: Communication planning &amp; management</i>	
<b>UNIT 1</b>	<i>Capstone assignment 3</i>	4
<b>UNIT 2</b>	<i>The Strategic Cycle</i>	3
<b>UNIT 3</b>	<i>Organisational &amp; Management theory</i>	3
<b>UNIT 4</b>	<i>Personal Development &amp; Planning</i>	-
Semester 2	Specializations HG	
<b>UNIT 1</b>	<i>International Public Affairs</i>	9
<b>UNIT 2</b>	<i>International Marketing Communication</i>	10
<b>UNIT 3</b>	<i>Development Communication</i>	10
<b>UNIT 4</b>	<i>Personal Planning &amp; Development</i>	1
Semester 3	Dissertation	
<b>UNIT 1</b>	<i>Dissertation</i>	29
<b>UNIT 2</b>	<i>Personal Planning &amp; Development</i>	1

## Master International Communication – fulltime/joint programme

Master International Communication – fulltime/joint programme														
<b>semester 1</b>	Block 1 : International Business Environment of Corporate Communication Period 1: wk 38 - 43 Competencies:1,3, 6			EC	Exam	Block 2 : Intercultural Context of Corporate Communication Period 2: wk 44 - 48 Competencies:1,2,4,6			EC	Exam	Block 3 : The Strategic Cycle: Communication Planning & Management Period 3: wk 49 - 3 Competencies:1,2,5,7		EC	Exam
	<i>Personal planning &amp; Development</i> ▪ assessment	MICH0MIC01	1	0	<i>Capstone Assignment 2</i> ▪ assessment	MICH0MIC05	4	0	<i>Capstone Assignment 3</i> ▪ assessment	MICH0MIC08	4	0		
	<i>Capstone Assignment 1</i> ▪ assessment	MICH0MIC02	3		<i>Corporate Communication 2</i> ▪ assessment	MICH0MIC06	3		<i>The Strategic Cycle</i> ▪ assessment	MICH0MIC09	3			
	<i>Corporate Communication 1</i> ▪ assessment	MICH0MIC03	3		<i>Intercultural Communication &amp; Competence</i> ▪ assessment	MICH0MIC07	3		<i>Organisational &amp; Management Theory</i> ▪ assessment	MICH0MIC1	3			
	<i>International Business Environment</i> ▪ assessment	MICH0MIC04	3											
	<b>Total</b>		<b>10</b>		<b>Total</b>		<b>10</b>		<b>Total</b>		<b>10</b>			
<b>Semester 2</b>	Block 4: International Public Affairs Period 4: wk 6 – 11 Competencies: 1, 2, 3, 6			EC		Block 5: International Marketing Communication Period 5: wk 12 - 16 Competencies: 1, 2, 4, 5, 7			EC		Block 6: Development Communication Period 6: wk 19 - 24 Competencies: 1, 2, 3, 6		EC	
	<i>Personal Development &amp; Planning</i> ▪ Assessment	MICH0MIC20	9	0	<i>International Marketing Communication</i> ▪ assessment	MICH0MIC22	10	0	<i>Development Communication</i> ▪ assessment	MICH0MIC23	10	0		
	<i>International Public Affairs</i> ▪ Assessment	MICH0MIC21	1											
	<b>Total</b>		<b>10</b>		<b>Total</b>		<b>10</b>		<b>Total</b>		<b>10</b>			
<b>semester 3</b>	Block 7 : Dissertation Periods wk 38 - 3 Competencies:all											3		
	<i>Personal Planning &amp; Development</i>										MICH0MIC30	1	0	
	<i>Dissertation</i>										MICH0MIC31	29		
	<b>Total</b>											<b>30</b>		

## 4. Course Outlines

§ 1 A detailed description of all of the units of study is attached as the appendix COURSE OUTLINE to this document. The Course outline describes the content of the course and the educational units which it comprises. It also lists the competencies and learning outcomes which the students must acquire in order to obtain the master diploma.

The following is described:

### General description of the block:

- Aim
- Professional role
- General description of competency
- Level
- Related educational units

### Integrated assignment (capstone assignment)

- Aim,
- Professional role,
- situation, task, role,
- Professional product,
- Client,
- Indicative content,
- Assessment,
- Rationale for assessment,
- Didactical forms,
- Indicative sources,
- Names of staff

### Supporting subjects (theory and skills)

- Aim
- Learning outcomes
- Indicative content
- Assessment
- Rationale for assessment
- Didactical forms
- Indicative sources
- Names of staff

### Personal Development & Planning

§ 2 The practical exercises referred to are described in the course outlines

§ 3 The Course outline states the number and the order of the assessments per educational unit. It also states whether the assessments will be held orally, in writing or in another form and whether the oral assessment will be open to public attendance; all of this subject to the power of the MIC Examination Board to make alternative arrangements in exceptional cases. Per semester, MIC Educational Support Office will provide a schedule of the assessments.

§ 4 Agreements can be made in consultation with the program director about the manner in which student with physical or sensory disabilities can reasonably be given the opportunity to take part in examinations.

## 5. Admissions Policy

The admission policy applies to admission to the consortium programme.

### 5.1 ADMISSION REQUIREMENTS

The admission requirements are:

- a) Academic background: Students must hold a Bachelor's degree in communication or related field or portfolio that indicate that extensive work in the field of communication or other experience that makes you eligible. Examples of related fields of study include but are not limited to Business, marketing, international relations management, English, Sociology and psychology.
- b) English language proficiency: IELTS or equivalent with a minimum grade of 6.5, with no grade in any area below 6.0. TOEFL is also accepted: 575 (paper), 232 (computer), 90 (internet)
- c) Letter of Motivation: maximum one page including any information you think may be of importance in the assessment of your application.
- d) Two letters of reference. References should not be older than three years. Letters must be on official letterhead. References could be from academics or professionals who are well acquainted with the student.
- e) Copy of passport
- f) Four passport photographs

### 5.2. ADMISSION PROCEDURE

- § 1 Students apply to the consortium
- a. In their application students may declare their preferred home university (choice 1, 2, 3
  - b. or no preference) and motivate their choice.
  - c. Students may declare a specialization
  - d. Students may apply for a scholarship.
- § 2. The consortium divides the students over the universities based on the following criteria stated in order of importance :
- a. Preference of the student (including declared specialization): is the main criterion.
  - b. Diversity in student population (in principle no more than 50% of the student population of one nationality)
  - c. Acceptable spread of the students over the consortium partners, so that all partners can offer the programme. If a consortium partner still decides not to offer the program because there are not enough students, then students will be offered a place at another consortium partner.

The guiding principle is that the preference of the student will be accommodated unless the principle of diversity is seriously impaired and/or the number of students over the consortium partners is seriously lopsided. If selection is demanded, then the motivation will be leading in the decision.

- § 3. Students apply for admission to the consortium May 1st at the latest, GONOGO deadline for partners deciding whether to offer the programme the upcoming year. After this deadline, students are admitted to the partners offering the programme, if places are still available.
- §4. Directly upon receipt of the application, the consortium office will verify basic eligibility: diploma and proof of English language skills. The applicant will be send notification about eligibility (not the same as being admitted, of course).
- § 5. The admission board selects the students makes them an offer, based on the above criteria within three weeks.

- §6. The offer letter includes a disclaimer, indicating the confirmation deadline of the 15th of May.
- §7. Students accept or refuse the offer within two weeks.
- §8. The consortium sends the applications of all students to be processed by to the home university immediately after the student has accepted the offer, for further processing.
- §9. The consortium admits students; the home university processes the application, including acceptance of original documentation (diploma's etc).

### 5.3 NUMBER OF STUDENTS ENROLLED.

No more than 23 students per class will be enrolled for the programme at the Hanze University Groningen. They will be selected in the order in which they were received by the admissions board, with the exception of those receiving scholarships specifically for the SICM program. In 2011-2012 we will offer only one class.

### 5.5 GENERAL ARRANGEMENTS FOR THE RECOGNITION OF PRIOR LEARNING (FORMAL, INFORMAL AND NON-FORMAL)

An applicant's prior uncertified learning may be assessed for entry to postgraduate programmes of study by the MIC Examination Board under the following conditions:

It is the responsibility of the applicant:

- To make the claim to have acquired knowledge and skills
- To support the claim with appropriate evidence

The learning derived from experience must be identified in order to be assessed.

The identification of prior learning comes through the following:

- I. Systematic reflection on experience
- II. The writing of clear statements about what was actually learned
- III. The collection and collation of evidence to support those statements.

Where a candidate's claim is based in part or whole on the assessment of prior experiential learning, the claim will need to be supported by a portfolio. This will comprise:

- I. an extended curriculum vitae
- II. a Personal Statement of Learning (PSL) which provides evidence of the requisite knowledge and experience and the learning derived from it as it relates to the specific objectives of the unit(s) concerned
- III. a completed piece of written work set by the Admissions Tutor

Such direct evidence may also be supported by indirect evidence provided by another person who occupies a senior management role in an organisation, who normally will have first hand knowledge of the candidates work experience. Claims for entry will be evaluated in terms of the following criteria:

- Authenticity:** that the candidate actually completed what is claimed in the proposal
  - Directness:** that the learning was specific and can be identified and categorized
  - Breadth:** that learning was within a context which was understood by the candidate
  - Level:** that learning reached a level to allow the candidate to benefit from the proposed programme
  - Currency:** learning is sufficiency recent to allow the candidate to benefit from the proposed programme and, if appropriate, that the candidate has kept up to date with recent developments in the intended field of study
- When a claim is for entry with advanced standing, additionally the portfolio will be assessed in terms of the specific learning objectives and content of the units of study for which exemption and specific credit are sought.

## 6. Assessment

### 6.1. REGISTRATION & CALCULATION OF RESULTS

- § 1 All summative assessment results are recorded evaluation in the Hanze University's registration system. The credit obtained for assessments are awarded immediately after the student has passed the assessment.
- § 2 In case a unit has more than one assessment, the overall unit mark will be computed as a weighted average of the marks for the various assessments elements in the unit, as described in the course outline of that unit.
- § 3 A student is required to keep a copy of all of the coursework submitted for assessment. In the event a piece of coursework goes missing, it is the student's responsibility to provide another copy of the coursework. If a student is unable to do so, the student may fail the assessment for that particular unit and will certainly be required to submit a different piece of course work.
- § 4 The mark received for each assessment in the course unit must be 5.5 (out of 10) or higher, or a pass.

### 6.2. SUBMISSION DEADLINES AND DEFERMENT

- § 1 On submission of coursework, one electronic version (PDF) of the course should be submitted by email to the relevant lecturer and one hard copy should be submitted to the MIC Front Office.
- § 2 Coursework should be submitted before or at the deadline that has been set by the lecturer. Should the student, due to personal or other circumstances, not be able to meet the set date, a written approval should be obtained for handing in the work at a later date should be obtained from the course lecturer prior to the deadline.
- § 3 Students may be allowed to defer submission of a dissertation (thesis) on receipt of a written request to the MIC Examination Board. Requests to defer submission will be refused if they would take the student outside of the period of registration (defined in 7.2). Furthermore, a deferment will only be granted to students if the request provides a new hand-in date and a planning of activities, both agreed upon by the student's supervisor. When a deferment is granted, the new deadline for submission must be agreed upon. Except where such a deferment is granted, the normal deadline applies and dissertations submitted after such a deadline will be regarded as late submissions and be marked accordingly.
- § 4 If a student submits assignments later than the set deadline, the student should expect points to be deducted from his mark at a rate of 0,5 point per week or part of week which the student is late, up to a maximum of 4 weeks.
- § 5 Work submitted more than four weeks after the deadline will normally not be accepted; however the MIC Examination Board may, exceptionally and at its discretion, agree to accept and mark on merit work which is submitted more than four weeks where there are strong mitigating circumstances of which reliable evidence is available to the board. In all other cases the MIC Examination Board decides on the possible deductions of points. Student wishing to apply for such a ruling, need to request this no later than one week after the original deadline. Requests made at a later date need no to be reviewed by the Examination Board.
- § 6 A student who had not submitted any work. Or who has submitted nothing of merit, for the assessment tasks for the unit will be recorded as not having attempted the unit and no attempt at the unit will be included in the student's record.

### 6.3. ASSESSMENT RESULTS

- § 1 Assessments are marked by the designated examiner(s). If more than one examiner is marking an assessment, then the examiners will consult on the mark to be awarded. If they cannot reach a unanimous decision, the Chair of the MIC Examination board will determine the mark after hearing the examiners involved.

- § 2 Work is marked and the results notified to the students no later than twenty working days after the end of the assessment and no later than five working days before any resit, if applicable. Marks for oral assessments are notified on the day of the assessment unless the MIC Examination Board determines otherwise.
- § 3 In principle, all of the educational units will be assessed during or immediately following the block in which it is offered, with the exception of integrated assignment and Personal Planning & Development. Some integrated assignments cross over into other periods due to external factors. Persona planning and Development is a continuing process, but results are only registered three times.
- § 4 Final results of oral, written or computer-based assessments resulting in a registered grade, will be notified via ProGress.
- § 5 If the assessment of the dissertation (thesis) by the two assignment markers differ more than 10% on the scale used, the markers will be asked to reach an agreement on the final grade. If this does not lead to an agreed final mark, a third marker will be appointed by the programme director to evaluate the thesis. The median of the three grades will be used to determine the final grade.
- § 6 Assessment results are expressed using the Dutch marking system, a scale running from 1 (very poor) to 10 (outstanding) with no more than one decimal point place or by a written commentary from which it is evident that the result is satisfactory or not. A mark of 5.5 or higher is a pass, a mark below 5.5 is a fail. Participation in an assessment will always result in a mark, the minimum being the mark of 1. Or a fail.
- § 7 The final grade list will include the conversion of the Dutch grades into the ects grading scale.

#### **6.4. SEQUENCE OF EXAMS**

Sequencing of exams is indicated in the course outline as prerequisites.  
All course units of semester 1 must be successfully completed in order to commence the dissertation period.

#### **6.5. NUMBER OF OPPORTUNITIES & RESITS**

- § 1 A student is allowed a maximum of two opportunities for every assessed work per academic year. Lecturers may specify in the MIC Course Outlines if only one opportunity is offered. This may be the case with workshops, training sessions and other unique activities such as client presentations.
- § 3 The highest mark achieved in any assessment or a resit of that assessment will be recorded as the result of for that assessment.
- § 4 Resits for assessments, other than those referred to under 1.2 of the exam regulation may be taken at in the manner described in the MIC Course Outlines for the relevant unit of study.
- § 5 All resits, whether of coursework or assessments, must be taken at the specified assessment opportunity, unless the student has written permission by the MIC Examination Board to resit at a later date. Coursework that needs to be re-done, must be submitted by the date set by the lecturer of the course, unless the student has written permission by the MIC Examination Board.
- § 6 A student who receives a failing mark, below 5.5 for his or her dissertation may be allowed to resubmit the dissertation within the specified time. Such a student should receive written guidance on the deficiencies of the first submission. The student has to provide a new hand-in date and a planning of activities, both agreed upon by the student's supervisor and the graduation coordinator.

## 7. Internships and excursions

There are no mandatory internships or excursions. All of the costs involved in these types of activities are carried by the students themselves.

## 8 Attendance

Mandatory attendance applies to workshops, skills training sessions, group work, client presentations & meetings, projects or other activities in which attendance is essential for the group process or as specified in the MIC Course Outlines.

## 9 Language of instruction

The entire program is taught in English; all of the relevant documentation for the students is available in English.

## 10. Student support and guidance

§ 1 Our student guidance and support aims at a good execution of the masters programme and a good study progress. Moreover, the right balance between assisting the students and encouraging independence is part of vision of the Consortium with regards to student guidance. Study support and guidance are essential in teaching students self-reflection and prepare them for lifelong learning; even more so for students with different national backgrounds.

§ 2 **Monitoring students' progress**  
Students' progress is monitored within the framework of Personal Planning and Development with the support of the administrative staff. Student(s) may be requested to discuss their study progress and results as needed.. Also lecturers are invited to report anomalies to the programme management. When necessary, additional academic support is provided.

§ 3 **Student Guidance**  
At the start of their studies every student receives a copy of the ECTS Guide, including all of the relevant course outlines and the HG Master Examination regulation and this Education Regulation. Consultation with the programme director is always possible for students, i.e. on a daily basis, as a good service to this special group of students. It is reassuring for students that the course administrator they deal with for the application when still at home is the same person to welcome them at their first arrival. A kick-off week is organized. Yet independence is encouraged.

Independence and taking initiatives are encouraged.

## 11. Academic calendar 2011-2012

The academic calendar specifies lesson weeks and holidays.

The programme is subject to change at the discretion of the lecturers.

weeks	what	days
36	Introduction	W0-th-fr
37	Introduction	Mo-Tu-Wed
38	Core curriculum 1	TU_We_FR
39	Core curriculum 1	TU_We_FR
40	Core curriculum 1	TU_We_FR
41	Core curriculum 1	TU_We_FR
42	Holidays	TU_We-FR
43	Core Curriculum 1	
44	Core curriculum 2	TU_We_FR
45	Core curriculum 2	TU_We_FR
46	Core curriculum 2	TU_We_FR
47	Core curriculum 2	TU_We_FR
48	Core curriculum 2	TU_We-FR
49	Core curriculum 3	TU_We_FR
50	Core curriculum 3	TU_We-FR
51	Core Curriculum 3	
52	Holidays	
1	Holidays	
2	Core curriculum 3	TU_We_FR
3	Core curriculum 3	TU_We_FR
4	Semester break	TU_We_FR
5	Semester break	TU_We_FR
6	Specialisations International Public Affairs	TU_We-FR
7	Specialisations IPA	TU_We_FR
8	Specialisations IPA	TU_We-FR
9	Holidays	
10	Specialisations IPA	TU_We_FR
11	Specialisations IPA	TU_We_FR
12	Specialisations International Marketing Communication	TU_We_FR
13	Specialisations IMC	TU_We_FR
14	Specialisations IMC	TU_We-FR
15	Specialisations IMC	TU_We_FR
16	Specialisations IMC	TU_We-FR
17	Holidays	
18	Holidays	
19	Specialisation Development Communication	TU_We_FR
20	Specialisation DC	TU_We_FR
21	Specialisation DC	TU_We_FR
22	Specialisation DC	TU_We_FR
23	Specialisation DC	TU_We-FR
24	Specialisation DC	TU_We-FR
25	Buffer week	