Mission statements, main aspects and final attainment levels
The Programme carries the following mission statement:

“The bachelor’s Programme International Business Administration at VU University Amsterdam aspires to bring graduates to the market that are well-rounded Academics as well as Professionals and Citizens, that have a fine-grained understanding of the three core elements of our programme, People, Business, and the International Context”.

Central to the mission statement are the elements People, Business, and the International Context:

- The people aspect focuses on the individual and helps you to understand and manage international and cultural challenges.
- The business aspect is about the different disciplines that together represent the business environment so you become a well-rounded academic as well as business professional.
- Finally, the international context addresses the global marketplace that you aspire to become a part of.

By integrating people, business, and international context, students do not only develop only knowledge and skills, but also a strong cultural sensitivity and self-awareness that is need to truly become a world citizen.

Target Group:
The programme aims primarily at international and local students having completed a secondary education equivalent to the level of Dutch pre-university education.

Learning objectives
Graduates...

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

6. SELF-AWARENESS
6. Can evaluate own learning, knowledge and actions

Enrolment for courses and exams
See VUnet for more information about course enrolment.

Teaching
The methods of teaching used are geared to the final objectives of the programme. This means that knowledge must be garnered, but also that students must acquire sufficient insight to evaluate the practical value of such knowledge and the skills to apply it. It is for this reason that great emphasis is placed on interactive ways of learning during various tutorials and projects. The process of working with theories and models provides valuable insights into their potential and limitations. You can employ cases and study assignments to practice using the application.

Teaching therefore involves formal lectures as well as tutorials in various formats. Lectures tend to be plenary in nature (for the entire student group) while tutorials vary in size from 30 to 60 students, depending on the goals of the specific tutorial. All years involve a variety of educational formats.

Formal lectures are used to introduce students to the theoretical aspects. On average, you should expect to have three to four formal lectures per week, each lasting for two hours.

Tutorials can have different objectives, for example:
- Instruction - short assignments are often given to prepare that often serve as an input for discussions later on in the course.
- Interaction - Response classes are more interactive in nature, the lecture material is taught through interaction between lecturer and students through questions, answers and discussion.
- Application - Apply the knowledge acquired. You will usually develop an assignment in teams of two or three students. This task may take the form of a case, working paper, calculations, etc. When working on a case, you have to define clearly the problem at hand, before determining how you are going to go about developing a solution for this problem. Finally, you resolve the case and draw up a written report. The teams present their case solutions during the case tutorial, after which they are discussed by the group. The main purpose of the practical assignments and cases is to promote understanding and to teach students how to apply the results.

The specific use of tutorials is outlined in each course manual and explained during each course.