THE EEG

THE EDUCATION & EXAMINATION GUIDE

HBA

Hospitality Bachelors of Business Administration Programmes

Hotel & Hospitality Services Management (BBA)

Event Management (BBA)

Tourism Management (BBA)

Hospitality Management (Top-Up BBA)

International Hospitality Management (Top-Up BA)

Double Degree Programme with the University of Brighton

31 August 2018

CONTENTS

THE EEG - PART 1

INTRODUCTION

31 August 2018

CONTENTS

INTRODUCTION

WELCOME TO WITTENBORG UNIVERSITY OF APPLIED SCIENCES!

I would like to extend a warm welcome to all new students and all returning current students to our institute, and am sure that the new academic year will be even more fruitful and successful than the last academic year.

This year we are pleased to welcome students in both our main campus of Apeldoorn and at our campuses in Amsterdam, and in Vienna.

With 6 starts a year for most of our programmes, some of you will be reading this at the start entries of September, October and December, however some of you will only have started in February, April or even May. This dynamic approach to education will make your experience a 'real life experience', with students entering and leaving a phase at different times – just as in the real world of work.

If you have just started your Bachelor's, your Master of Science degree, or a BSC / BA double degree programme with the University of Brighton, you will also be experiencing a unique blend of transnational higher education, that sees the benefits of public and private universities working together to offer top quality degrees in joint taught programmes.

If you have entered into our MBA programme, you will be challenged by a double accredited intensive and rewarding experience. From this year we also offer our 'I'MBA – an International MBA, the I-MBA in Finance and the I-MBA in Entrepreneurship & Innovation.

OUR CONTINUED MISSION STATEMENT IN 2018-2019

Key Values

Internationalisation - Diversity - Ethics

Wittenborg University of Applied Sciences sees its role as the education and training of highly qualified, internationally minded, socially responsible and intercultural, critical and independently thinking graduates, who engage in innovative and creative business in companies and organizations around the world, either working for others or in the instigation of business and entrepreneurship. **Wittenborg embraces internationalisation as a key value.**

To achieve this, the University engages in close dialogue with industry, government and NGOs. Wittenborg strives to bring expertise, knowledge and diversity to the local region in which it operates, thereby enhancing the economy, culture and social environment around the University.

Wittenborg's outlook is global and it aims to maintain its independent status whilst being one of the most international and diverse higher education institutions in the Netherlands. The University promotes total equality of students and staff, of cultures and genders and people with disabilities within the institute. Wittenborg promotes a working environment that is fair, and emphasises respect between and within its student and staff body. **Wittenborg embraces diversity as a key value.**

The practical applied sciences that are engaged within Wittenborg's programmes enable the University to maintain up to date content within a diverse range of management orientated disciplines and implement curriculum to the highest modern education standards. As a University of Applied Sciences, Wittenborg sees as important an interdisciplinary approach to higher education, which is reflected in the cross-disciplinary broad management programmes that allow students to develop their knowledge, skills and development *through applied research in a manner that is not subject constrictive*. **Wittenborg embraces ethics as a key value.**

Wittenborg's goal is to develop into a broad management orientated University of Applied Sciences in various professional field such as Business & Entrepreneurship, Hospitality & Tourism, Arts & Technology, Health & Social Care and Education. The University will maintain quality through maintaining a vigorous and transparent accreditation cycle for its programmes, ensuring dialogue with its students and staff through their active involvement of the accreditation and validation processes.

Wittenborg will strive to continue developing new methods of teaching and learning that meet the changing needs of society and technology. Within its role as a higher education institute the University supports life-long learning through the development and implementation of up to date and industry driven professional programmes aimed at corporate employees and individuals.

NEW SLOGAN

From 2018-2019 our new slogan is:

'Better Yourself – Better Our World'

CONTINUING DEVELOPMENT

5 SCHOOLS

Wittenborg offers its programmes and carries out research in 5 different areas, managed through the schools of business, hospitality & tourism, sport & health, arts & technology, and education. Most of you will be following programmes in the School of Business and the School of Hospitality & Tourism, however some students will be following programmes in the developing schools of Health & Sport, Arts & Technology and in Education.

AMBA & AACSB

In the past year, WUAS has joined the internationally renowned business school accrediting bodies AMBA and AACSB and appointed a Vice President Academic Affairs, Professor Dr Ron Tuninga, who will lead the institute through these prestigious accreditations.

THE BACHEOR PROGRAMMES - IMPROVEMENT OF ORGANISATION

In the past years, the bachelor programme has been organised into the IBA, the HBA and the EBA and from 2018-2019 this will be further divided with the introduction of MCI for the Marketing, Communication and Information students. THE new MCI programme pathway will allow new modules and specialisations to be developed providing students with more choice and electives.

The HBA has also been restructured in such a way that the hospitality, tourism, event management and sports programmes fit better with each-other and allow more flexibility for students to interchange within the HBA programme. Also, we have taken steps to ensure that students wishing to complete the double degree with the University of Brighton can do so without a study delay, possibly finishing the UK degree before the Dutch one.

This has also been implemented within the EBA programme in Amsterdam last year and proven successful, with a number of students having completed the Brighton degree at the end of block 7 and who wil complete their WUAS degree at the end of block 1.

Some of the benefits of these changes are:

- Smaller class sizes;
- Improved timetabling;
- Greater teacher interaction with students;
- More emphasis in teaching on specific programme areas within generic modules;
- Clearer identity within programmes, for students and teachers;

The organisation of the bachelor's in 4 programme pathways is now as follows:

'Classic' IBA – International Business Administration, covering the specialisations:

- Economics & Management
- Financial Services Management
- Real Estate Management
- Logistics & International Trade

MCI - Marketing, Communication & Information, covering the specialisations:

- Marketing & Communication
- Information Management

HBA – Hospitality Business Administration, covering the specialisations:

- Hotel & Hospitality Services Management
- Event Management
- Tourism Management
- Sport Business Management
- Hospitality Management (Top-up)

Also, HBA – Double degree with the University of Brighton

- Hospitality Management (BBA from WUAS)
- International Hospitality Management (BA Hons from University of Brighton)

EBA – Entrepreneurial Business Administration, covering the specialisation:

- Entrepreneurship & Small Business Management

Also, EBA – Double degree with the University of Brighton

- Entrepreneurship & Small Business Management (BBA from WUAS)
- Business Management (BSc Hons from University of Brighton)

CLASS SIZES AND EDUCATION & EXAMINATION GUIDES (EEG)

In 2018-2019 WUAS has introduced 3 EEG's for its bachelor's programmes:

1. EEG 'Classic' IBA & MCI Programmes
2. EEG HBA Programmes
3. EEG EBA Programmes

Within the EEG's students will find the curriculum for their programme.

Note: The module codes are being translated into codes with programme extensions. This has happened in Moodle (Wittenborg Online) however not yet in all documentation. The codes now have the extensions according to their programme (IBA, EBA, HBA, MCI) and online are unique module areas. Also, when the same modules are given at two locations the following extensions are used:

- APL = Apeldoorn
- VIE= Vienna
- AMS = Amsterdam
- LON = London

An Example:

The module Marketing Mix (MA12) has become

- MA12_IBA
- MA12_MCI
- MA12_EBA
  and
- MA12_HBA.

You will find you module guides on Wittenborg Online and the Module Content and activities in the online Course Areas, according to programme and location.

CLASS SIZES IBA AND HBA IN 2018-2019

If the phase 1 or phase 2 class is larger than around 30 students it will be split into Class A and Class B.

- IBA Class A = Economics & Management & Real Estate Management.
- IBA Class B = Financial Services Management & Logistics & International Trade.
- HBA Class A = Hotel & Hospitality Services Management
- HBA Class B = Tourism, Event Management, Sports Business Management

THE MASTER PROGRAMMES – JOINT MSC PROGRAMMES AND THE MBA

This year the Master of Science programmes, in Sports Business Management, International Hospitality, International Tourism Management and International Event Management are being offered to new students and last year's pre-Master group. These exciting 1 year MSc degree programmes are offered jointly by Wittenborg University of Applied Sciences and the University of Brighton.

During the year, the MSc programmes will also be submitted for accreditation by the Dutch NVAO, as Masters of International Management programmes. This will require input from students and staff, both from WUAS and from Brighton, however the benefit will be that students will receive a double master's award. Please contact us if you require information about this.

The MBA programmes, that follow the same block system as the IBA, with 6 entry points. From 2018-2019, the MBA has been joined by an International MBA, now offered in Amsterdam, and the specialisations Finance and Entrepreneurship have been moved to this variant of the MBA degree. The I-MBA programme is offered in our wonderful new location within the Dali Building in Amsterdam.

During 2018-2019, the MBA programmes will undergo FIBAA re-accreditation and al students and staff will be asked to assist and be involved in this process. During the same period the MBA will also start its AMBA accreditation process. NVAO re-accreditation is not due until 2021.

MASTER SCHOLARSHIP FOR WITTENBORG GRADUATES

We are pleased to be able to continue the policy that all Wittenborg's bachelor's graduates, past and present are automatically provided a 3000-euro scholarship towards the fee of the MSc and MBA programmes, whenever you choose to follow them.

PHD FOR MASTER GRADUATES

We are also leased to confirm that al WUAS Master Graduates are entitled to entre the PhD programme in Apeldoorn with the University of Brighton (see below). Please contact admission@wittenborg.eu for details and terms and conditions.

VIENNA CAMPUS

A big welcome to our students in Vienna following the bachelor's programme there!

Students from Apeldoorn and Amsterdam can choose to follow a period of study at the WUAS Vienna location. In Vienna a special mix of the Classic IBA bachelor's programmes are offered allowing 'credit transfer' between WUAS campuses that allow students to study for one to three blocks abroad within their own programme.

AMSTERDAM CAMPUS

The Amsterdam campus has moved during the summer to a fantastic new location in Amsterdam SE, within the Amsterdam Arena Port development area, with (very) close access to Schiphol Airport, public transport and the Amsterdam Ring Road (A9). Many international companies are located around the new campus, such as the EU headquarters of Adidas and the Dutch offices of Deutsche Bank. It is also close to the Johan Cruijff Arena, formerly known as the Amsterdam Arena, which is home to Dutch football club Ajax.

The address is: Dali Building, Herikerbergweg 260, 1101 CT Amsterdam.

For more details on the Amsterdam campus please follow online at
https://www.wittenborg.eu/amsterdam.htm

STUDY IN LONDON

From 2019 all WUAS bachelor's students will be offered the opportunity to follow modules at Wittenborg's London location. For more details please see: https://www.wittenborg.eu/london.htm

RESEARCH

In 2018-2019, Wittenborg will continue investing and participating in specific research projects, both at local, regional and international levels. If you want to be involved in research programmes at Wittenborg please as your Process Tutor to put your ideas and ambitions forward to the Research Centre.

PHD DOCTORAL COLLEGE

From 2018, WUAS has joined forces with its partner, the University of Brighton, to offer 3-4 year PhD programmes at its Apeldoorn Campus. Students study at Wittenborg in Apeldoorn, and have two supervisors, one from the University of Brighton and one from Wittenborg. The PhD degree is awarded by the University of Brighton.

THE NEWSLETTER & NEWS

The Wittenborg University Press (WUP) team is always on the lookout for budding writers who would like to contribute interesting articles or papers to the University news pages on the website and on Wittenborg Online.

Interested? Contact the editors at newsletter@wittenborg.eu

THE STUDENT REPRESENTATIVES

The 'Student Reps' is the body of students who have direct talks with us, as directors about everything concerning life at Wittenborg University of Applied Sciences. Student Reps are involved in the evaluation of education, teaching staff, support services and staff and are an invaluable resource for the university. Normally 2 students per phase, prep year / pre-master and MSc programmes are invited to become a member of the Student Reps.

This year we will be organising a different, more approach to the meetings, in the form of a conference day that allows greater representation!

Interested? Please send an email to studentreps@wittenborg.eu

THE PROGRAMME COMMITTEES

Want to make an impact on your own study programme development? From last year a new body was instigated for each study programme, the so-called Programme Committee. Members include both students and teachers and the committee reviews its programme and submits recommendations to management.

Interested? – Contact your Process Tutor.

THE STUDENT ASSOCIATION

We are pleased to announce that this year we will be once again holding elections for the Student Association, (known as SWIFT), and once the committee is in place we will be allocating budget to support SWIFT to be able to organise social and cultural events throughout the year.

That leaves us only to wish you all an enjoyable and productive study time with us, here in Apeldoorn, in Amsterdam, in Vienna, or even in London next year!

Good Luck with your studies!

Peter Birdsall, MA.Ed

Director of Education

President & Chair of the Wittenborg University of Applied Sciences Executive Board

31 August 2018

THE EEG -PART 2

EDUCATION GUIDE

BBA Bachelor's 'Classic' IBA & MCI

HBA covering the specialisations:

- Hotel & Hospitality Services Management
- Hospitality Management (Top-Up)
- International Hospitality Management (Double degree Final Year with University of Brighton)
- Event Management
- International Tourism
- Sport Business Management

31 August 2018

CONTENTS

BHM - BACHELOR EDUCATION GUIDE

Wittenborg's Undergraduate Bachelor's Programmes

Wittenborg offers a range of courses in the field of management and business, all taught in English.

The Bachelor's Business Administration programmes are offered in English to both International and Dutch students in more than 12 different fields, grouped into the following programmes:

- 'Classic' IBA – International Business Administration
- HBA – Hospitality Business Administration (This EEG)
- EBA – Entrepreneurial Business Administration
- MCI – Marketing, Communication & Information

The Bachelor's are 240 credit programmes conforming to the Dutch national requirements and European standards. The programmes are designed to be flexible, allowing students to study at their required pace, as well as allowing students to adapt the practical components of their study (work experience) to the opportunities offered. The programmes are offered in 3 and 4 years tracks, the 3-year track (80 credits per year) can be followed in the 3 yearly planned phases, by highly motivated students.

HBA FINAL GRADUATION – DEGREE AWARD

Graduating students are awarded a Bachelor Degree of Business Administration. They are entitled to use the title BBA. Students must complete work placement and the Dissertation / Final Project in their chosen pathway to receive one of the following awards:

- Bachelor Degree of Business Administration in Hotel & Hospitality Services Management
- Bachelor Degree of Business Administration in Event Management
- Bachelor Degree of Business Administration in International Tourism
- Bachelor Degree of Business Administration in Hospitality Management
- Bachelor Degree of Business Administration in Sport Business Management

Students can graduate with: "with honours", "with distinction", "with credit" or "with pass". Details of what students are required to achieve can be found in the Examination and Graduation Regulations, later in this EEG.

UK Equivalent: The 240 Credit Bachelor Degree, with a Dissertation is equal to a UK Bachelor Honours Degree.

DOUBLE DEGREE IN INTERNATIONAL HOSPITALITY MANAGEMENT

Wittenborg offers students a unique double-degree pathway, combining Wittenborg's Bachelor of International Hotel & Hospitality Services Management / Hospitality Management award with the BA (Hons) degree pathway International Hospitality Management of the University of Brighton (UK), accredited in the UK and awarded by the University of Brighton. It is recognised around the world.

The Bachelor of Business Administration programmes at Wittenborg are accredited in the Netherlands by the Netherlands and Flemish Accreditation Agency (NVAO) and in Germany, Austria and Switzerland by the Foundation of International Business Administration Accreditation (FIBAA). It is recognised around the world.

Double degree programme with the University of Brighton

The Double degree awards:

NL degree: Bachelor of Business Administration (BBA) in Hotel & Hospitality Services Management*

UK degree: Bachelor of Arts (BA) International Hospitality Management

* Direct entry students to the Final Year Top-up are awarded a BBA in Hospitality Management

WITTENBORG'S EDUCATION PHILOSOPHY

As an institute we believe that whether a student has an academic focus on research or a practical focus on applied science our education should be closely related to the reality of the changing world and society around us, and that the business studies we offer students be linked in every way possible to the real life of business and organisation in an international and often global context.

The development of skills, competencies and knowledge never stops. Wittenborg believes that its Undergraduate students should be introduced to Postgraduate study that can lead to a Master's programme. Its Masters students are also stimulated to develop as far as they can, sowing the seeds for more learning. Learning is a life-long activity that Wittenborg students will appreciate as a highly valuable asset to their careers.

Wittenborg's philosophy is to simulate real life in its approach to education, providing a differentiated programme with traditional knowledge-based teaching combined with a development of skills and competencies leading to a vocation training situation in which students can discover their strengths and weaknesses and build on the former and improve the later.

- Wittenborg students will learn to identify the environment they are in and adapt accordingly.

- Wittenborg students will learn to say what they do, and do what they say.

OUR PHILOSOPHY IN A BACHELOR CONTEXT

Bachelor's students will discover that the school becomes less "school" and more business-like in its environment, as they progress through their studies. Students in the first phase can feel at home with the traditional teacher centred and book based approach to the modules. As they progress through the curriculum there is more focus on project work and working in groups.

At the end of the programme, students are stimulated to study their chosen specialisation in more depth, associating a short work placement with their specialised field, before starting their final research project.

The Bachelor degree programmes are aimed specifically at providing graduates with the skills and competencies to enter the professional field of business administration, both in the public and private sector. These positions can include management or policy supporting positions, as well as positions of responsibility in small to medium sized companies. An aim is that students gain an understanding of the developments within an organisation so that they can translate these into aims and policies of that organisation.

Students should be in a position to analyse the strategic vision of a company or organisation and using this analysis help optimise and structure these processes. From an international perspective, students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to the macro and micro environments they find themselves in.

CHARACTER OF WITTENBORG'S UNDERGRADUATE PROGRAMMES

Wittenborg's programmes have a number of key characteristics. With our block system allowing for 6 flexible starts and finishes every year, plus a clear and compact curriculum format, we arrange for you to finish your study programme without wasting time and money before you enter the world of work!

INTERNATIONAL IS BUSINESS

Modern business is internationally orientated. In today's global market, IBA graduates fill an important role, linking cultures and customs together within the organisations where they work. Wittenborg's modules are taught by well qualified and experienced international lecturers.

BUSINESS LIKE PROGRAMMING

Wittenborg's yearly programming is flexible but business-like. We allow students to enter at different times of the year so that class groupings may change and develop during your time with us. This system provides a stimulating network of international interaction among business students and staff. First and second year modules are taught in blocks of six weeks; full module examinations take place in the final week; thus completing that part of the programme. This block system allows students to enter the programme at six evenly-spaced times through the 40 week academic year. Graduation is also possible at these times.

Academic Year (8 Blocks)							
Winter Term				Summer Term			
Block 1 (lessons)	Block 2 (lessons)	Block 3 (lessons)	Block 4 (retakes)	Block 5 (lessons)	Block 6 (lessons)	Block 7 (lessons)	Block 8 (retakes)

```
┌─────────────────────────────────────────────────────┐
│           1 Lesson Block = 6 weeks                    │
│                                                       │
│      2-3 modules per block: given once per year       │
└─────────────────────────────────────────────────────┘
```

```
┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│              │   │ 1 Project    │   │              │   │              │
│ 2 Lesson     │ → │   Week       │ → │ 2 Lesson     │ → │ Assessment   │
│   Weeks      │   │ (FY study    │   │   Weeks      │   │   Week       │
│              │   │   week)      │   │              │   │              │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘
```
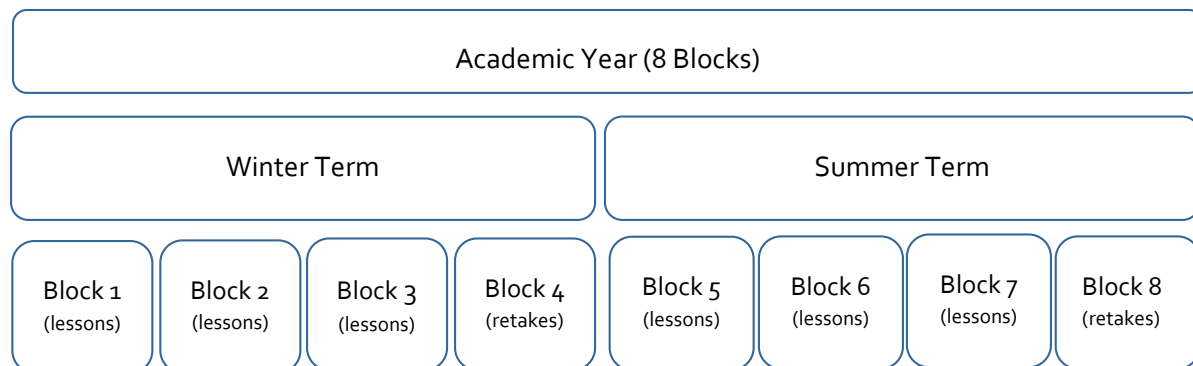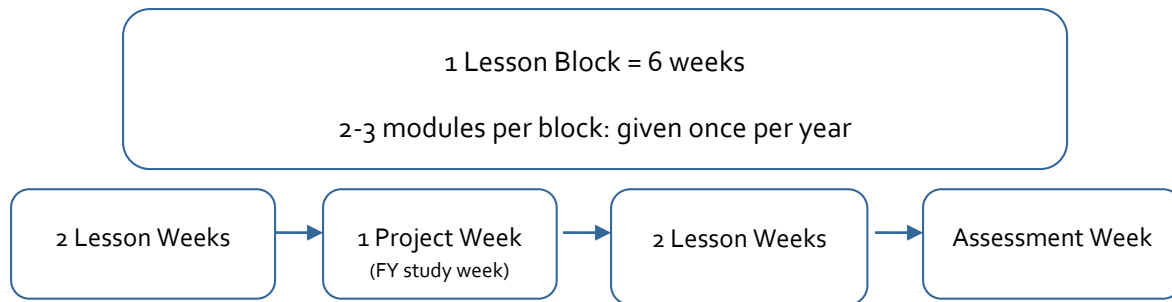
BACHELOR OF BUSINESS ADMINISTRATION PROGRAMME

BBA SPECIALISED IN THE SERVICE & EVENTS INDUSTRY

Business Administrators are the key to all companies and organisations, not least in the hospitality industry - and you will find a business administrator at the heart of any successful hospitality enterprise, keeping the business processes well-oiled and running smoothly, whilst looking around for new opportunities and solutions.

Whether you want to work in the international hospitality and tourism industry, or even outside of it after graduation, you will find a central role as a qualified business administrator, and if you want to try your entrepreneurial skills then there is no better start than Wittenborg's International Business Administration programme.

Business Administrators are responsible for coordinating logistics with finance, human resource management with products and facilities, information management with technology, sales with marketing, communication with management - an endless array of combinations of people, processes, strategies and policies. Organisations need Business Administrators to make them work well!

240 credits; a 4 year programme in 3 phases means that highly motivated students can complete their required modules in 3 calendar years. The programme is divided into 4 years and timetabled within the 3 phases, allowing students to adjust their study tempo as necessary. Our unique timetabling system allows both groups of students; following either 3 year or 4 year tracks without difficulty.

ENTRY TO THE WITTENBORG PROGRAMMES

Extra English Required?
Foundation & Preparation Course
6 weeks to 1 year
possible

September Entry
October Entry
December Entry
March Entry
April Entry
June Entry

Entry Requirements
Secondary School or Secondary Vocational Education
English Level IELTS 6

Entry Requirements
Minimum certified 2 years higher education in related field
English Level IELTS 6

Entry Requirements
Minimum certified 3 years higher education in related field
English Level IELTS 6

Entry Requirements
Appropriate Recognized Bachelor Degree
English IELTS 6.5

Bachelor
Year 1+2
= Phase 1
80 Credits

Bachelor
Year 2+3
= Phase 2
80 Credits

Bachelor
Year 2+3vz
Final Year
80 Credits

Postgraduate
Master / MSc
1 to 2 Years
80 Credits

Specializations
- Economics & Management (**IBA**)
- Hospitality Management (**EURO BA**)
- Real Estate Management (**IBA**)
- Marketing Communication (**IBA**)
- Information Management (**IBA**)
- Financial Services Management (**IBA**)
- Logistics & International Trade (**IBA**)
- Entrepreneurship & SME Management (**EBA**)

Work Placement
1. Bachelor Final Year: 3 to 12 months of work placement / business plan execution & business start-up.
2. Postgraduate: ½ year Work Placement Option

Graduation Assignment: In Company graduation (Consultancy Project) or Research Dissertation.

- Students should have the appropriate secondary school education qualifications, deemed by NUFFIC to be equivalent to the Dutch HAVO diploma or MBO-4 diploma (for instance BTEC National Certificate, or UK 'O' and 'AS' levels).
- Arrangement Admittance for students 21 years and older: students applying for the IBA programme who do not meet the above mentioned entry requirements, are entitled to take an entrance examination (i.e. 21+ test) set by the Wittenborg Graduation and Examination Board.
- Students have attained a working level of the English Language equivalent to an IELTS 6 band .i.e. "Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations."
- Applicants must write a letter of motivation and submit their Curriculum Vitae.
- Students are offered a diagnostic interview by the admission team for intention, motivation and aptitude. This admission interview can be carried out in person, or through IT communications, such as video phone.
- After students have completed the admission interview, and offered have been offered a place at Wittenborg, they are asked to sign a Wittenborg Study Agreement, which details the agreements made between Wittenborg about entry into the programme, and possible preparation courses that are required. The Wittenborg Study Agreement also states that students have read and understood the Education and Examination Guide (EEG)
- Wittenborg is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also re-iterated.

- The application procedure for international students is fully described on the Wittenborg website www.wittenborg.eu. All the required documents and information regarding the fee structure can be found there.

NB: Students entering the Bachelor's programme and signing the Study Agreement are expected to have received and read the EEG (this document).

ENTRY INTO BACHELOR PREPARATION PROGRAMME

Students fulfilling all the above requirements EXCEPT for an English Band Level equivalent of IELTS 6, may enter the Bachelor's Preparation Programme, as long as they have an IELTS Band Level of 5, for a full year Preparation Programme or 5.5, for a ½ year Preparation Programme.

ENTRY INTO BACHELOR HBA PROGRAMME

English Diagnostic Writing Test

All new students who enter Wittenborg must undergo a mandatory writing test called the English Diagnostic Writing Test (EDWT). This is given to all new entries at the end of the block in which they commence studies – this facilitates for those who are delayed in arriving in the Netherlands. The purpose of such a test is to recognise at an early stage the students who exhibit weak writing skills. Students who fail this test are then directed to join this support module in order to raise those weak standards to a level where the general English is solid enough to eventually incorporate the more specific skills of Academic English. It is strongly advisable to attend these support classes, as failure to attend, or to study the lesson materials intently, may result in a further fail at the exam given the end of the module. This exam, which is mandatory, will determine if a student can exit Support English and commence uploading written papers, as for example in PDP. Failure, on the other hand, will mean further time in Support English.

Students are reminded that there are consequences for failure to improve their writing standards. An important element to those who fail this test is that students will not be allowed to attend or upload any of the PDP seminars – be advised that PDP1 has 3 seminar paper requirements and PDP2 has 5.

Until the English Diagnostic Writing Test (EDWT) is passed, students will not be allowed the following:

• To both attend PDP seminars and to upload its papers (phase 1 & 2)

• Work Evaluation Report (WER) for final year students

• Research Proposal (RP) for final year students

• Graduation Assignment

Time allocation

This module is given twice in each academic year.

Entry points are only in block 1(winter semester group) and block 5 (summer semester group). Students who fail this test in the entry points of block 2 and block3 will have to wait until the start of the following summer semester (block 5) before they start their classes in Support English, together with those who fail in block 5 itself. Similarly, those who enter in block 6 and block 7 (who fail the test) will join those of block 1 for the winter semester group, at the start of a new academic year.

At the end of each semester, all students must undergo a new diagnostic test in English writing. Success in this (exit) test will allow students to commence attending and uploading their PDP seminar papers, or final year papers.

Attendance

An 75% attendance rate is mandatory.

Consequently, attendance, which will be monitored, and study, is highly recommended. It is important to realise how necessary it is to maintain an appropriate level of writing skills during one's academic studies.

AIMS AND OBJECTIVES OF THE HBA PROGRAMMES

Wittenborg believes that business administration programmes should allow students to develop their skills and competencies in business fields and professions that suit them best from the foundations of a broad and comprehensive base of general business knowledge. At regional, national and global levels the employability of business people is enhanced by the broad skills and competencies they learn on business administration programmes, and the bachelor's adds a valuable international dimension to this.

Hospitality business administrators are required to have a broad knowledge base, that encompasses all the domains of business; marketing, management, communication, information and finance and if these can be combined with hands on skills and competencies of sales and lead management, leadership, motivating teams, strategic thinking, and multi tasked focusing, then business people are able to enter professions either as managers and process administrators as well as independent leaders, entrepreneurs, or supporting so-called "intrapreneurs".

Corporations, SMEs, non-profit and government organisations require a broad range of knowledge, competencies and skills in their business administrators, and invest time and resources in selecting candidates that will continue to learn and grow within their organisations.

The bachelor's programme is designed to provide large and small organisations, in the Netherlands and around the world with young, ambitious employees who have a sound knowledge of business and organisation theories, processes and systems, and who are eager to continue their development.

Currently, the Netherlands and other European countries are also actively supporting and encouraging knowledge migrants to settle and work in European companies. Wittenborg graduates are excellently positioned to enter the job market as knowledge migrants.

PROFESSIONAL PROFILE OF A BUSINESS ADMINISTRATOR

The professional profile of a business administrator depends greatly on the country and culture in which the person performs, as well as the business culture the company or organisation operates under. For instance, there are differences between the roles and responsibilities of managers in American and Japanese companies, and differences between European managed concerns in China and Chinese managed operations of European companies. Dutch management issues and styles can differ greatly from their UK or German counterparts. However, generic skills seem to be required by all cultures and organisations.

Graduates that are able to build and develop on their solid foundations are said, by many of Wittenborg's external discussion partners, to be the best positioned. Simply by using a search machine such as Google, provides countless examples of profiles and positions available around the world. Looking at the general alignments of these examples as part of the development of the IBA, in 2006 Wittenborg came to a definition, and this has been updated as follows:

"*An international business administration professional will develop into a career person who is able to organise, develop products, services and policies, instigate and execute policies, perform under stress, control processes, analyse organisation traits, utilise human resources and plan their management, motivate staff and personnel, manage financial information, use information effectively, plan and organise campaigns, understand internal and external markets, interact with the surroundings, network, manage chains, communicate effectively, show leadership skills, manage meetings, present ideas, sell ideas and products, speak and write at least the English language, participate in company and organisation decision making and understand local and international cultures and the effects these have on the organisation and the individual.*"

"*Business Administrators can operate in financial or technical environments but also management and leadership settings and a combination of these. They must understand the need for leadership and motivating people. They must understand the impact of change and the need for innovation. The Business Administrator will understand the need for good communication skills and have a good understanding of society, economics and sustainability. Understanding the need for stable and solid management within a company, large or small is important. A business person in modern day Europe needs to be able to communicate with people across the continent and across the world, and requires the ability to understand the effects of national and international governments on the business ventures they are involved in.*"

BBA BACHELOR'S FINAL QUALIFICATIONS: (INTERNATIONAL) BUSINESS ADMINISTRATION GRADUATES

1. are able to analyse processes in international business, find cohesion within these processes and define how these different processes can influence the achievements and attainment targets of the organisation;

2. are able to manage business processes within small to medium sized businesses, the non-profit sector and governmental organisations;

3. are able to recognise the position of the organisation within both the local and international environment, and analyse and understand the relationship between it and other organisations in the same environments:- understands the concept of sustainability;

4. are able to recognise and analyse the needs and requirements of the market, in relationship with a particular product, and on the basis of these, formulate an effective marketing strategy;

5. are able to maintain business relationships, networks and chains;

6. are able to effectively instigate and create marketing strategies and manage these in order to gain and retain customers for the company or organisation's products and services;

7. have knowledge of the management of supply chains, facility chains and information;

8. understand some of the inter-personal and inter-cultural skills required to achieve within an internationally orientated organisation, including:

   - negotiating skills

   - customer relationship management skills

   - networking skills

   - team working skills

   - organisation skills

   - able to deal with stress

   - accurate working practices

   - commercial thinking

   - entrepreneurial

   - pro-active working methods

9. are able to work effectively with computer software used in business (office packages such as SPSS), including web-based software (databases and web mail), internet and intranets, email and other popular information and online communication management tools;

10. are able to communicate fluently in English to an equivalent level of IELTS 6.5 band level, understand the importance of learning second languages and have achieved a basic level in a 2nd or 3rd language;

11. are able to develop policies within an organisation by understanding the concept of human resource management, are able to analyse organisational problems and present results of this analysis to management; are able to suggest possible organisational solutions;

12. develop an insight into major challenges facing contemporary society and have a conceptual understanding of economics, social sciences and business philosophy;

13. are able to report financial and economic information facts to the organisation and use this information to manage business processes and to make decisions when required;

14. have knowledge and insight into the principles of quality management that are required for the sustainable management and improvement of (sustainable) business processes within the organisation;

15. are able to write a business plan, instigate the setting up of a small company; and manage that company;

16. are capable of working out the main concepts and methods of statistical data analysis within research based projects and academic papers;

17. have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a Master's programme;

18. have reached the academic level of Bachelor in line with the recognised European standards as described in the Dublin Descriptors;

THE PHASE SYSTEM

Wittenborg has a multiple entry system where blocks are spread over 3 phases, which are equivalent to the UK levels 4, 5 & 6. As the Dutch applied sciences degrees can also be spread over 4 years, a table below is used to show the progression.

FROM YEAR TO PHASE

Year 1	Year 2	Year 3	Year 4

60 ECs   20 ECs   40 ECs   40 ECs   20 ECs   60 ECs

Phase 1 (80 ECs)	Phase 2 (80 ECs)	Phase 3 (80 ECs)
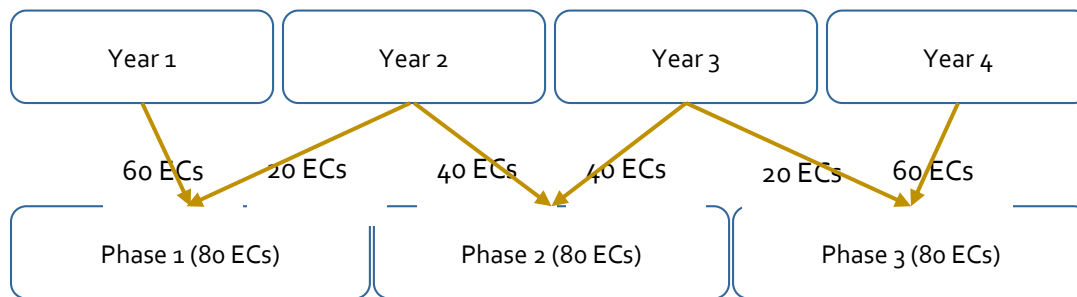
FIRST PHASE (UK LEVEL 4)

In the first Phase of the Bachelor, students are introduced to the Theory of Business Administration, then modules which form the main building blocks of the programme: Management, Marketing, Finance and Accountancy. Students are also introduced to the concepts of starting a business, looking at the business environment, and examining organisations and companies from a worldwide perspective. Languages such as Chinese, Dutch and Spanish may play an important role, as do intercultural and interpersonal skills. Each first year student starts a Personal Development Plan, which will continue all the way through the programmes until final graduation. Although students will have chosen a Graduation Pathway (Specialisation) they do not need to confirm this during Phase 1, allowing for students to change pathways if they wish.

SECOND PHASE (UK LEVEL 5)

In their second Phase, bachelor's students confirm their chosen bachelor's specialisation pathway, and follow modules with research project weeks in their own field of interest. During this time, they also continue following the main business administration modules, following on from their first Phase, but now concentrating more on planning issues.

THIRD PHASE – "THE FINAL YEAR" (UK LEVEL 6)

Students entering their third and final phase have passed the required credits and are ready and able to move on to a different style of education. During phase 3, students will be asked to study subjects in their chosen pathway in more depth, whilst following generic bachelor's modules with an emphasis on strategy and business case implementation. Students complete a business plan in their final phase and will start to prepare for their final project or dissertation with research methodology modules.

In the final phase, students complete a short work placement at a company. The work placement is ideally in a field similar to the chosen bachelor's pathway, and students are encouraged to find their own positions. Wittenborg's work placement coordinator is available to assist students in contacting companies if necessary, and can offer suggestions from the University's own list of suitable companies. Some students are asked to complete their work placement within the Wittenborg organization, working internally or on one of the external projects carried out by Wittenborg Network.
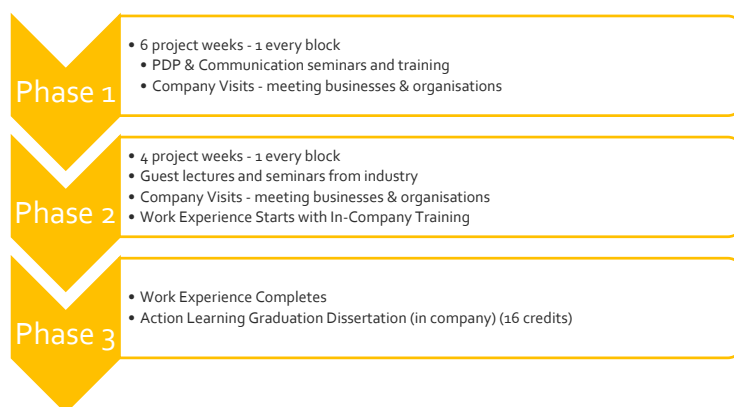
Tutoring and personal development planning are completed on the basis of individual negotiation with a student's tutor. The curriculum in your final year has been carefully planned and arranged to allow students the opportunity to complete work experience and the graduation programme at one and the same time. Moreover, modules like Research Methodology, Business Plan and Cost Accounting are offered twice a year so that the planning of the work-placement (4-6 months) within the final phase will not be an issue.

INTEGRATION OF THEORETICAL AND PRACTICAL CONTENT

In line with the requirements of a Bachelor degree at a University of Applied Sciences, the IBA programme has a strong element of work experience and combines theory and practice throughout the programme, with a full Work Experience module in Phase 3. Also, in line with Wittenborg own characteristics, the Graduation Assignment is an Action Learning dissertation.

Both the Work Experience module and the Dissertation are undertaken by students individually. An overview of the Work Experience Module and the Graduation Dissertation is to be found in later in this Guide.

Work Experience and Practice in the HBA

Phase 1
• 6 project weeks - 1 every block
• PDP & Communication seminars and training
• Company Visits - meeting businesses & organisations

Phase 2
• 4 project weeks - 1 every block
• Guest lectures and seminars from industry
• Company Visits - meeting businesses & organisations
• Work Experience Starts with In-Company Training

Phase 3
• Work Experience Completes
• Action Learning Graduation Dissertation (in company) (16 credits)

In the Phases 1 and 2, students are required to participate in 12 project weeks that expose them to practices and methods in the work field. Bachelor's students are given a combination of hands-on practical work assignments during these project weeks, as well as company visits and mini-research tasks.

WORK EXPERIENCE AND PRACTICE IN THE HBA PROGRAMMES

Bachelor Hospitality Management students follow 2 periods of Work Placement / In-Company Training, in Phase 2 and Phase 3, as well as an in-company graduation assignment.

They have 6 work related project weeks in Phase 1 and 4 in Phase 2.

The work placement is positioned at the end of Phase 2 and the start of Phase 3 to allow students to make optimal use of the summer period to complete the placement. This is especially important for double degree students.

BBA - SKILLS, COMPETENCIES AND LEARNING OUTCOMES

For its business administration programmes, Wittenborg has developed its own Domain Specific Requirements, covering:

- Knowledge
- Understanding & Development (Competencies)
- Technical Skills

The Bachelor programmes in International Business Administration programme focus on the skills and competencies required to operate in an international business working environment, both politically and socially, and both permanent and temporary. The skills should be attuned to a middle-to-small sized business environment, however should also bring this perspective into context alongside international corporate business practice and the operations of multi-national organisations.

Graduates should be able to operate with people and groups in diverse forms of organisation, from flat to hierarchical, from political organisations to market economy organisations, and in social orientated organisations.

A BBA graduate will be required to understand the following processes:

- The development and execution of specific policies of an organisation
- The nurturing and maintenance of relationships between organisations, networks and chains
- The management of processes in fulfilment of management aims
- The planning, control and organisation of processes within an organisation
- The development and adherence to quality control processes
- The management of products, production processes and chains

BBA DOMAIN COMPETENCIES

- Develop an understanding of common business practices
- Understand change and trends in the field of international business
- Identify the relationship between social developments and requirements and the organisation structure, its financial planning, its operational processes and its human resource management

- Learn to view internal processes from an integral viewpoint, working together with a range of different specialists
- Understand the importance of developing networks, chains and relationships
- Collect, analyse and present information to an organisation
- Analyse the financial and legal aspects within an organisation in order to offer alternative processes
- Prepare advise on the internal operation and processes within an organisation
- Develop, implement and evaluate change management within an organisation
- Communicate clearly and effectively within an organisation
- Work independently and be creative
- Identify diverse business cultures and adapt to them
- Learn to adapt to the business and national environments in which they find themselves

BBA - KNOWLEDGE

The curriculum is designed to introduce students to a wide range of business administration activities, placing these in the international context that the students already find themselves in. By the end of the programme, Wittenborg students should have developed the following knowledge:

- An understanding of the broad scope of business administration
- An organisational perspective on (international) business activities within companies and an understanding of the contexts in which these occur
- An ability to research a problem and present possible solutions
- An understanding of the financial knowledge requirements of a junior manager within a company, and the ability to put this knowledge into practice.
- Good teamwork skills
- An understanding of intercultural issues in business administration

BBA - SPECIFIC SKILLS

Specifically, students will have acquired the following skills:

- o New language learning skills
- o Language "through-thinking"

To understand their own interpersonal communication skills and how to improve and refine these,

including areas such as:

- o Negotiation
- o Interviewing
- o Presentation and public speaking skills
- o Meetings
- o Teamwork
- o Information Technology usage
- o Internet and desktop publishing programmes

- o Usage of an Intranet

Study skills:

- o reading and learning in a foreign language
- o note-taking
- o brain storming
- o mind mapping
- o researching a subject in-depth
- o paper writing
- o contributing to / keeping a journal

PRACTICAL-ORIENTED EDUCATION

The emphasis of the courses will be placed on the practical-orientated integration of different subjects. Students learn to make connections between the various subjects and learn about the way in which they will be used in professional reality. Therefore, getting acquainted with the future work field is an important part of the programme.

Visits to organisations and companies are integrated into the units of the programme. Throughout the year students will work on practical assignments in which they apply knowledge and skills gained from the theory and practical situations.

ACADEMIC LINK

In line with the Anglo-Saxon link to Wittenborg, the classic Dutch "practical oriented education" is balanced by a continuous requirement of essays (papers) in various modules.

The academic link is also used to introduce students to the style of learning and reporting often used in postgraduate programmes, and especially in Wittenborg's International Postgraduate programme.
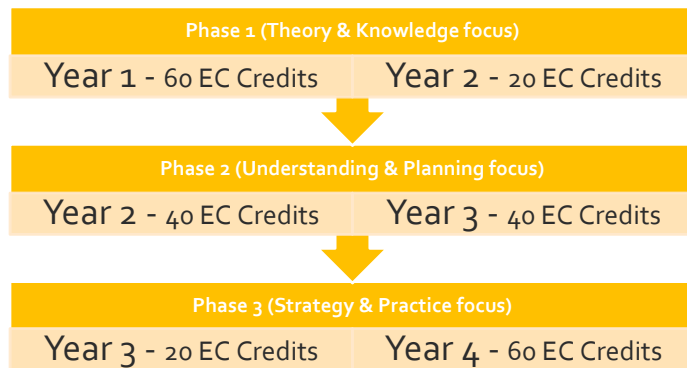
PAPERS

In many subjects, students are expected to complete papers that will show that the student has studied the required literature, and compared this to other literature on the subject. In the preparation year and transition year, emphasis is also placed on the skills of academic writing, in line with the academic IELTS exam requirements.

STRUCTURE OF THE BACHELOR PROGRAMMES

Students can join the programmes six times a year*: September Start, October Start, December Start, February/March Start, April Start and May/June Start. Each term can be studied separately, allowing students to maintain their own study tempo. If a Bachelor student starts in February, they will start with courses in the summer term, and in September, the student will start with the winter term modules. Final completion of the year is based on EC credits gained. The HBA is a 240 (EC) credit, 4 year Bachelor programme, with the credits divided evenly over the 4 years (60 credits per year).

In the HBA programme it is important that highly driven students can study at a rate that suits them, whilst the workload of the programme remains manageable for all students. Also, Wittenborg expects its students to learn and work in a business-like environment, which presents them with an ever changing and sometimes challenging environment. This is achieved by offering a highly modularised programme and an intensive approach to the subjects offered. The programme is also flexible enough to allow students to join at different times of the year, and also catch up if they have missed a module.

Phase 1 (Theory & Knowledge focus)	
Year 1 - 60 EC Credits	Year 2 - 20 EC Credits

Phase 2 (Understanding & Planning focus)	
Year 2 - 40 EC Credits	Year 3 - 40 EC Credits

Phase 3 (Strategy & Practice focus)	
Year 3 - 20 EC Credits	Year 4 - 60 EC Credits

The 4 year programme is divided into 3 learning phases, as shown below. Each phase is timetabled into a full academic year, in such a way that allows students to follow all modules from the phase, or only the required modules from that year. This system allows highly motivated and driven students to complete the 240 credits in 3 years. Wittenborg's experience is that most students take between 3 and 4 years to complete the programme. This is also shown in the student success rate data shown at Section 5.4

Phase 1
80 EC
- Modules cover 6 blocks (of 6 weeks)
- Languages cover 1 term (3 blocks) and PDP / Tutoring 2 Terms (6 blocks)
- 6 Project Weeks over 1 year (1 EC per week)

Phase 2
80 EC
- Modules cover 6 blocks (of 6 weeks)
- Languages cover 1 term (3 blocks) and PDP / Tutoring 2 Terms (6 blocks)
- 4 Project Weeks over 1 year (4 weeks)
- In-Company Training

Phase 3
80 EC
- Generic BBA Modules cover 6 blocks (of 6 weeks)
- Specialisation Modules
- Languages cover 1 term (3 blocks) and PDP / Tutoring 2 Terms (6 blocks)
- Work placement (20 EC) and dissertation (15 EC) cover 2 terms (6 blocks)
- Modules given twice a year
- Final Project / Graduation Assignment

All elements of the programme are developed as modules to which EC credits are allocated. The EC credits are allocated to a module on the basis of initial programme design by the Education Board and monitored by the Exam Board, who comments on workload issues if these arise. In general, first phase modules are weighted at a higher EC credit load than third phase modules due to the amount of reading required at the start of the programme (knowledge attainment). Credits are initially allocated on the basis of a calculation.

3 YEARS OR 4 YEARS

Dutch Bachelor programmes are generally 4 year study load programmes. Wittenborg offers these programmes in 3 phases allowing motivated students to complete modules in a minimum of 3 years, with a higher study load, or in 4 years at "normal pace". The curriculum remains timetabled in a manner that allows dedicated students to follow the programme in 3 years, however also in 4. **Experience shows that most students take 3 ½ to 4 years, however Double Degree students – please see specific information in the section regarding the curriculum (Part 3).**

TERMS, BLOCKS AND MODULES

In the table below is shown how the school year at Wittenborg is divided into 2 terms, Winter Term and Summer Term, and 6 main blocks of six weeks each. Each term has 3 teaching blocks. All content of the programme is fully modularised, and implemented in a systematic way. The modules are aligned with each other horizontally within the phase and vertically between the years and phases. In the table below is shown how the school year at Wittenborg is divided into 2 terms, Winter Term and Summer Term, and 6 main blocks of six weeks each. Each term has 3 teaching blocks of 6 weeks and 1 re-take exam block of two weeks (20 timetabled weeks per term).

Winter Term				Summer Term			
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
2 Lesson Weeks with a maximum of 3 core modules, and term long modules such as languages, tutoring and PDP			2 Weeks of retake exams & assessment submissions and catch-up lessons if required	2 Lesson Weeks with a maximum of 3 core modules, and term long modules such as languages, tutoring and PDP			2 Weeks of retake exams & assessment submissions and catch-up lessons if required
1 Project Week in which students carry out projects; carried out as a practical assignment in groups; as well as any re-scheduled lessons from the previous lesson weeks are given, in cases of teacher sickness, etc				1 Project Week in which students carry out projects; carried out as a practical assignment in groups; as well as any re-scheduled lessons from the previous lesson weeks are given, in cases of teacher sickness, etc			
2 Lesson Weeks with a maximum of 3 core modules, and term long modules such as languages, tutoring and PDP				2 Lesson Weeks with a maximum of 3 core modules, and term long modules such as languages, tutoring and PDP			
1 Exam & Assessment week				1 Exam & Assessment week			

A block consists of 2 lesson weeks, followed by a project week, then 2 lesson weeks, followed with an exam week, to complete the module. Each core module is completely taught in a block, and is subsequently is examined or evaluated. Subject Modules are taught over a complete block, which is 6 weeks, including the project week and the exam week. Each module takes 4 timetabled teaching weeks, in intensive form, with either 2 days of 3 hours or 3 days of 2 hours.

Competency and skills based subjects, such as languages and PDP are timetabled in levels rather than terms: i.e. they are run all year round, and students' progress through them from one level to the next. Students have to gain 6 passed blocks in these subjects to complete a year course. Lessons that are missed through teacher absence, or national holidays, are caught up during the project week as time permits or in Blocks 4 and 8.
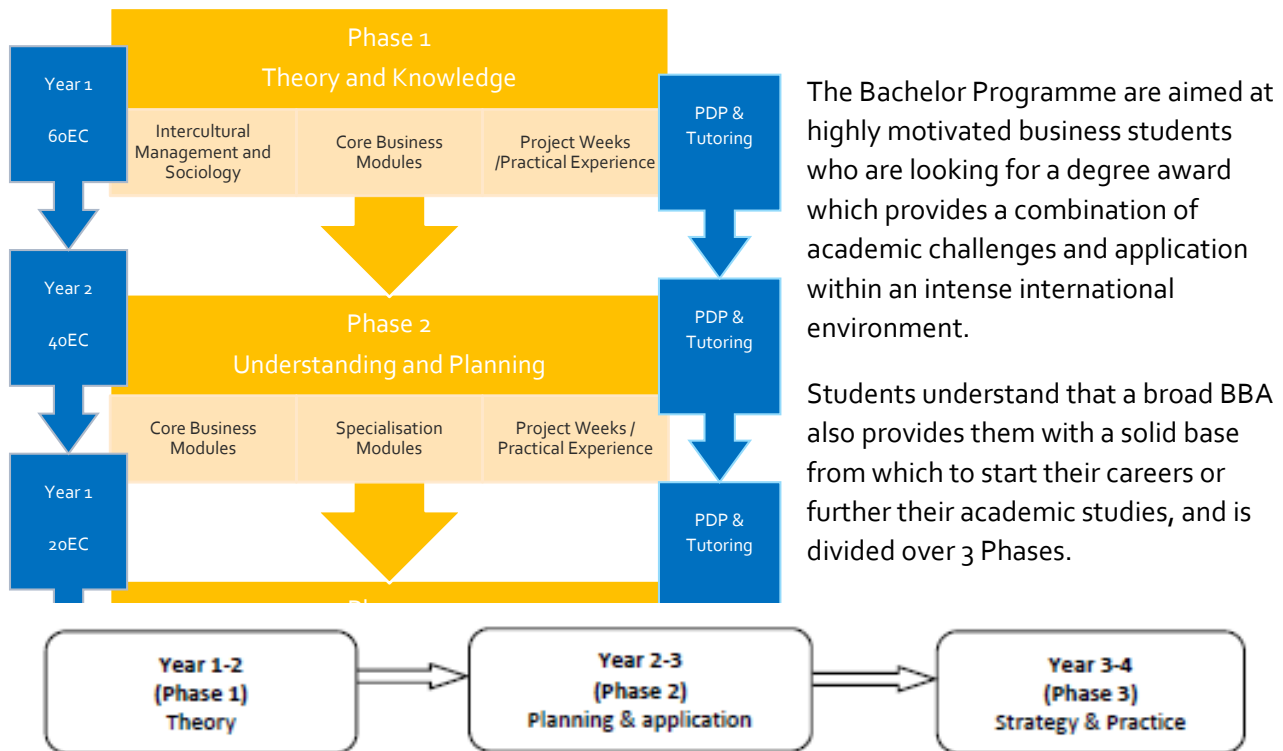
THEORY TO PRACTICE

Core subjects such as Marketing and Management courses have been split into more specific modular subjects, allowing students to study and complete independent sections of the curriculum without, for instance having to study "Marketing 1", before "Marketing 2".

The modules have been carefully chosen and arranged so that there is progression from level to level in three years. A number of Wittenborg "unique" modules are included to cover a combination of both Netherlands/Europe relevant areas and Asia/non-Europe relevant areas, such as the small business environment, new business structures, and international business and management in relation to law.

There is a natural progression of the modules from year 1, through year 2, towards year 3 modules such as "Business Plan, in which students begin to learn to apply the knowledge learnt in the preceding years.

The business plan can also be used as the basis for work experience in the Final Year, and the business plans are often used as a basis for applying for positions at internationally orientated companies, either for work experience, or for a student's graduation assignment.

THE BACHELOR PROGRAMMES ARE DIVIDED INTO THREE DISTINCT PARTS:

The Bachelor Programme are aimed at highly motivated business students who are looking for a degree award which provides a combination of academic challenges and application within an intense international environment.

Students understand that a broad BBA also provides them with a solid base from which to start their careers or further their academic studies, and is divided over 3 Phases.

The programmes are structured within the module / block system which maintains a balance of core business subject modules, specialist subject modules and practical experience modules.

Throughout the programming, Personal Development Plan, Tutoring and Foreign Languages represent the thread of skills and competency learning.

PHASE 1 - YEAR 1 AND YEAR 2 – (THEORY)

These years are general freshman years focusing on text book theory required for all related management courses. Students study in mixed disciplined classes (all specialisations together), however are expected to show their chosen Specialisation field in their essays / papers / project work.

PHASE 2 - YEAR 3 (FROM THEORY TO PLANNING)

The 3rd year in all disciplines is a separate course of modules specifically related to the chosen field as well as more general modules. The focus of year 3 is planning and many modules will be examined through cases and planning e.g. a Marketing Plan for the module Marketing. The year also includes the completion of a Business Plan.

PHASE 3 - YEAR 4 (TOWARDS STRATEGY AND PRACTICE)

The Year 4 modules or Final year, in which students study the strategic modules of management, fulfil their special Work Preparation Module, as well as complete the year with their research assignment,

the graduation dissertation. Students are also given the chance to test the robustness of their Business Plan. Final year students follow at least two in-depth specialisation modules, however also follow mixed inter-disciplinary modules.

BOOKS AND LITERATURE

The bachelor's programme is divided into three distinct parts and the books and the study materials used conform with the projected level.

YEAR 1 AND YEAR 2 MODULES (THEORY LEVEL)

This year is a general freshman year focusing on text book theory required for all related business management courses. Students study in mixed disciplined classes, however are expected to show their chosen study in their essay / paper / project work.

YEAR 3 MODULES (SPECIALISATION AND PLANNING LEVEL)

The Year 3 Modules in all disciplines is a separate course of modules specifically related to the chosen field as well as more general modules. The literature is professionally oriented and based on cases and planning e.g. Marketing Plan for the module Marketing. Focus is given to the development of upper level cognitive mathematical, statistical, research and planning skills. The year also includes the completion of a Business Plan.

YEAR 4 MODULES (STRATEGY AND PRACTICE)

The Year 4 modules, or Final Year, in which students study the strategic modules of management, fulfil their special Work Preparation Module, as well as complete the year with their research assignment, the graduation dissertation. Students are also given the chance to test the robustness of their Business Plan.

Final year students are mixed inter-disciplinary and are given a wide range of study methods and modules, including development of strategic approach, testing of the accumulated knowledge, comprehensive and "out of the box" thinking exercises, assessment of business situation and critical reasoning. The study methods include: desk research and practical projects, papers, case studies, assignments, seminars, visits to companies and the actual work placement experience module.

2ND FOREIGN LANGUAGE PROGRAMMES

Language Modules

Although modular, language modules do not follow the block system, but are offered at the start of each term for the full three blocks. A student can only enter a language module at the start of a term. This is due to the requirements of language learning, which is seen as more of a development of skills and competencies. Each language module is started twice a year, on the basis of the Winter and Summer Terms, allowing students always one chance to follow a language of their choice, at the

suitable level (Beginner, Intermediate or Advanced) within an academic year. Students can choose from the following Foreign Languages: Dutch, Spanish, German, French, Italian, Chinese, and Russian. *For an elective language module to proceed, a minimum of 5 participants is required.*

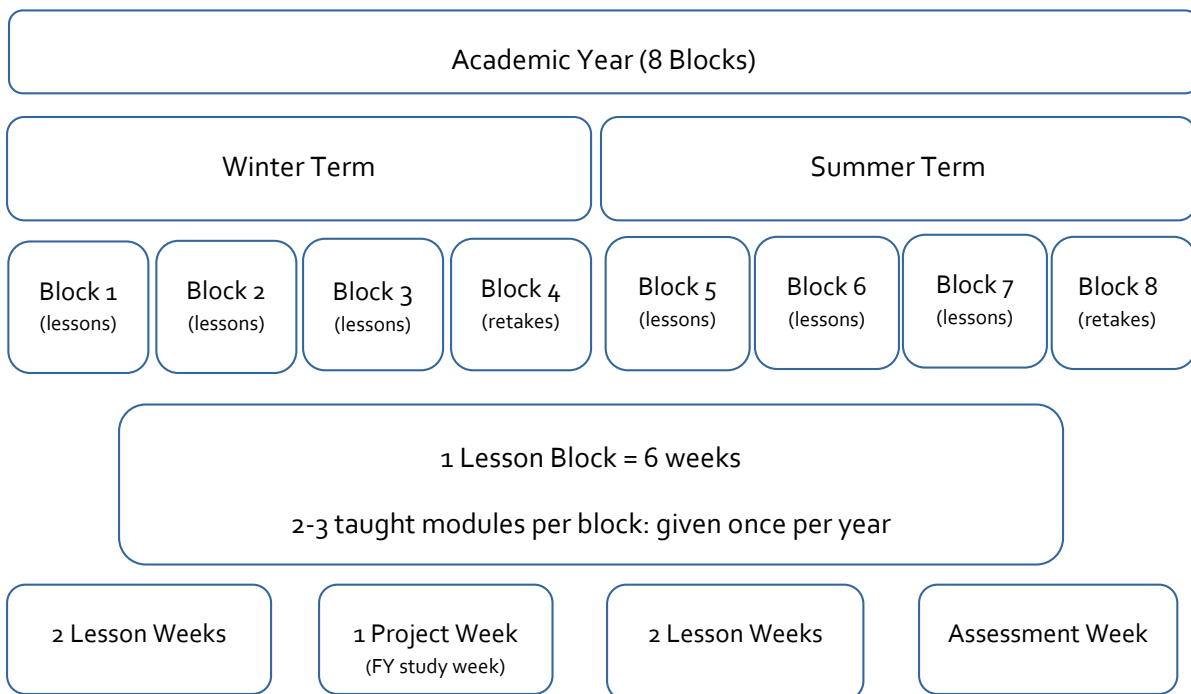**NOTE: English is not seen as a 2nd Foreign Language.**

The foreign language modules are spread across the curriculum, with a slightly different planning to normal modules.

If a student starts their programme during blocks 2, 3, 6 or 7 they will need to wait until the start of the next term to start their foreign language module, as all three exam components are compulsory.

- Beginners Foreign Language (5 ECs/ 36 lesson hours)
- Intermediate Foreign Language (4 ECs/ 36 lesson hours)
- Advanced Foreign Language or Intercultural Business Communication for Managers (2 ECs/ 24 lesson hours)
- Each module is offered twice a year, in both the winter and the summer Terms.
- The Beginners Foreign Language Modules are given for the duration of 3 blocks, in lessons of 3 hours per week, as regular modules are – not in the project week.
- The Intermediate Foreign Language Modules are given for the duration of 3 blocks, in lessons of 3 hours per week, as regular modules are – not in the project week.
- The Advanced Foreign language module is given for the duration of 3 blocks, in lessons of 2 hour per week, as regular modules are – not in the project week.
- Each Foreign Language Module has three exam moments at the end of each block. All three exams must be taken to achieve a final module mark. The exams count for 25% in the first block, 25% in the second block and 50% in the final block.
- Retakes for the Foreign Language Exams can be taken in the project week of the following block. Importantly, the retake exams of Block 3 & 7 will be organized in the re-take exam weeks. (block 4 & 8 respectively)

MODULE PLANNING

- The Wittenborg courses are planned into two separate terms known as the Winter Term and the Summer term; each with 3 teaching blocks of 6 weeks. Modules are taught in 1 block, and examined at the end of that block.
- Each term is comprised of 4 blocks = 3 blocks of 6 weeks,(with each block being made up of 4 weeks of lessons, 1 project week and 1 exam week); and 1 block of 2 weeks for missed lessons and full module exams.
- Students can start their studies either at any full 6 week block, in the Winter Term or the Summer Term.
- Each block has individual modules and these will be offered once a year.
- Each module has examination or evaluation moments, all held on 1 day at the end of the block.
- Each exam has a retake exam, held in blocks 4 or 8. Students are only allowed to register for re-take exams for modules that have been given in that term.

Academic Year (8 Blocks)							
Winter Term				Summer Term			
Block 1 (lessons)	Block 2 (lessons)	Block 3 (lessons)	Block 4 (retakes)	Block 5 (lessons)	Block 6 (lessons)	Block 7 (lessons)	Block 8 (retakes)

1 Lesson Block = 6 weeks

2-3 taught modules per block: given once per year

2 Lesson Weeks	1 Project Week (FY study week)	2 Lesson Weeks	Assessment Week

STARTING A MODULE: DOCUMENTATION

Each module is described in a Module Guide, which clearly states the aims and objectives of the module. On the front cover of the Module Guide students can clearly see how many EC credits are allocated to the module, and as shown in this example, the aims and objectives are clearly stated on the front cover. When starting the module, the teacher will present students with a Module Guide which is comprised of a collection of documents including:

MODULE DESCRIPTION

This will tell students exactly what they can expect to learn from the module, and how it will be taught. It records the link between what is taught, the curriculum and the requirements of the accredited bachelor programme. Students can also find the number of ECs allocated to the module.

MODULE PLAN

This document will provide students with a week-to-week plan of their module. Each week will show what is to be studied during that period, and even page numbers of books that should be read before the lesson. The module plan will provide students with an insight into what they can expect from a lesson.
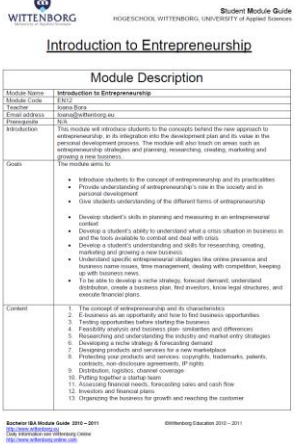
MODULE EVALUATION PLAN
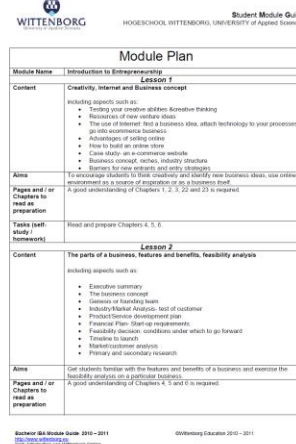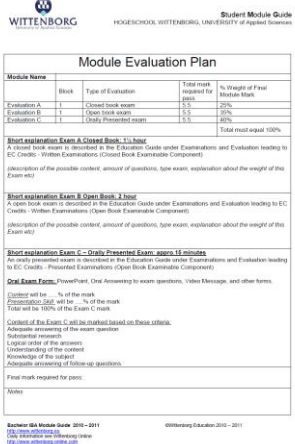
This document will give students a precise overview of how their module will be examined and marked.

RELATIVE DOCUMENTS TO THE MODULE: READING MATERIAL

The module plan also contains any relative reading material, web links, and literature resources that are standard learning tools within the module.

LESSON PLAN

Teachers are required to keep up-to-date lesson plans of each of the lessons / seminars / lectures they give. These lesson plans are archived at the central education administration office for quality control and accreditation purposes only.

Module Description provides:	Module Plan provides:	Module Evaluation Plan Provides:
• a complete overview of the module aims and objectives • the module's content • the current teacher, responsible for the module and contact information • the number of lesson hours / self-study hours • instruction methods • evaluation methods • required literature • recommended literature • EC credits allocated • exact overview of study load • teaching language • prerequisites for starting the module	• an overview of lesson content on a lesson and weekly basis • content of a lesson • aims and objectives of that lesson • an overview of required reading and home work	• an overview of the testing and examination(s) • time and length given to an examination

DIVERSITY OF TEACHING METHODS

Throughout the bachelor's programme a balance of teaching and learning methods are used, including

- Teaching
- Classroom lecturing
- Case study discussions
- Feedback and presentation sessions
- Interviews and debates
- Video and film
- Company visits
- Discussion sessions
- Research Papers
- Coaching and tutoring
- Work experience tutoring
- Dissertation coaching
- Learning
- Compulsory reading
- Recommended reading
- Internet research
- Library research

- Classroom lectures – notes, listening, review of videos / recordings
- Case study learning in class, in project groups
- Preparing and presenting
- Discussions with peer students, with business people
- Surveys and questionnaires
- Feedback on film – reflection
- Reflective writing – for example project weeks, work experience
- Visiting companies
- Speaking to entrepreneurs
- Helping business people with projects
- Organising events
- Starting companies
- Desk research
- In-Company research
- Dissertation writing

CASE STUDIES AND PRACTICAL PROJECTS

As explained previously, case studies are often used in the programme, and more so from Phase 2 modules onwards. There are three forms of Case Study used at Wittenborg.

Text book case studies: These are up to date cases that are included in the required or the recommended literature. Lecturers are encouraged to use these case studies in their lessons and together with the Education Board, literature is chosen that contains up to date case studies.

Case studies from the teacher's own environment: often teachers of business have excellent examples of business cases from their own experience or close business environment. Teachers are encouraged to share these with students and build lesson components around them. When teachers are employed or invited to give guest lecturers and modules, the Education Board assesses potential candidates partially on the basis of their business background and experience.

Real Wittenborg Business Cases: together with its business partners Wittenborg develops real business projects and brands and these are turned into mini-brands and managed through the Wittenborg University Network and other partner organisations. Some of these real life cases are just ideas that need to be tried out; some are fully operational business projects and IBA students will be able to participate in them, evaluate them and even manage and operate them.

PROJECT WEEKS

In a project week, held in the Project Week of every block, students are formed into groups that will work together on a company / organisation driven project assignment. Each of the 6 project weeks a year is different, and students are expected to complete 12 project weeks during the full IBA programme. The project, either seminar-based or desk-research-based, will be instigated by the business / governmental organisations in and around Apeldoorn, Amsterdam or Vienna working with Wittenborg. Representatives from the organisations will be involved in the Kick-off of project week and the final evaluation for the best projects. Often a prize is awarded to the group with what has been judged as the best project. During project week students make a business excursion to the focus of the project, either a company, an organisation, or the location of an event or object that is the subject of the project week.

The aim of project week is to bring students into contact with "real life projects", either of a research nature or a practical nature. For instance, it could involve a marketing plan, a business plan, or the creation of an advisory report. Projects are often linked to modules running during that block, and that case, the research questions look back at the first two weeks of the module and previewing coming sections of the module plan. In the diagram below, the anticipation and retrospective learning method in the project weeks is outlined.

Looking Forward to Next 2 Weeks

Looking Back at Previous 2 Weeks
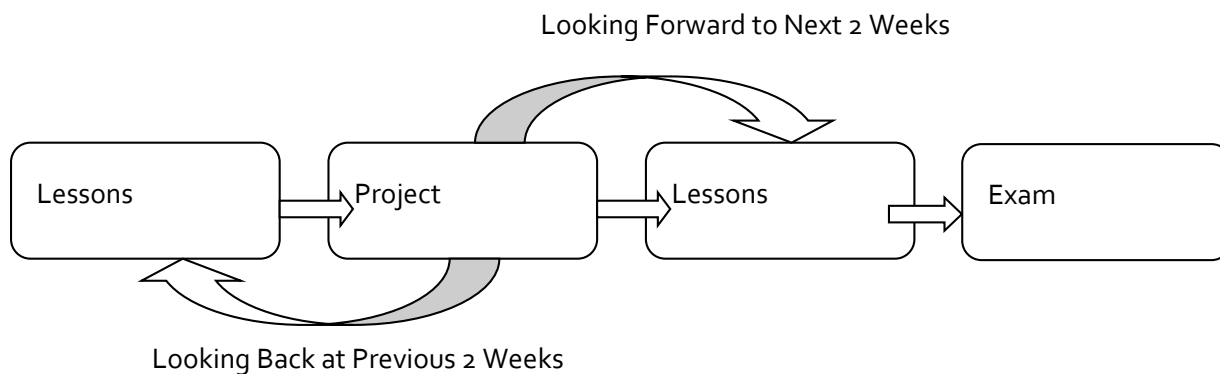
DESCRIPTION OF PROJECT WEEKS

Project Week (PW) is part of the educational structure of the Bachelor courses. During PW students will be formed into groups and given a project topic during an introduction session at which the project teacher, often accompanied by a representative from the company or organisation that has helped to instigate the project. All students complete the same project in teams with the following aims and objectives:

- Students will form project teams with a clear role division.
- Students will evaluate themselves within the team, on the basis of described roles
- Students will produce a final report, in the form of a proposal, that can be presented to external investors
- Students will be able to present their final report, in a clear and organised pitch.

TEAM BUILDING – PERSONAL SKILLS EVALUATION

The week before the project is officially launched, students are requested to complete a personal skills evaluation form, based on a simple skills evaluation system devised by the University of Kent (UK). Completion of the skills evaluation form will be considered by the tutors as formal registration for the project week, and the results will be used during the group formation stage.

FORMULATING PROJECT TEAMS (GROUPS)

Teams and roles of the members are formulated prior to the official start of the project.

- Project teachers will form teams of at least 4 members

- Project teachers will designate the team leader for each group

- Team leaders will be given the skills evaluation results of each team member

- Leaders will allocate each team member a specific role, based on their understanding of the results of the skills evaluation.

ROLES AND RESPONSIBILITIES

THE TEAM LEADER:

- takes overall responsibility of the project;
- makes sure members are working according to the task division and cooperating with each other;
- checks the progress of the team members;
- reports to project teacher at least once during the project;
- requests more meeting moments during problem or crises moments;
- is judged on the basis of their overall leadership performance;

SECRETARY:

- takes responsibility of the groups meetings;
- delivers meeting agenda prior to the meeting;
- produces meeting notes and action lists at the end of each meeting;
- is responsible of internal communication and final reporting;
- ensures that all findings, results, and other necessary supporting documents are present in the final academic report and appendixes;

RESEARCHER:

- responsible for data collection;
- implements data analysis processes and provides factual evidence to support group decisions;
- ensures the use of desk research, however also implements field research;

FINANCIAL OFFICER:

- ensures financial feasibility of the project;
- presents financial aspects within the final report;

WHAT IS EXPECTED TO BE SUBMITTED FOR EVALUATION?

The Final Report will consist of:

An outline of the proposed plan / advice / product with argumentation supported by financial feasibility, marketing, logistics, organisation and aesthetics, as required, as well as social and political reasoning if needed. The report must be no longer than 4000 words / 10 pages, excluding appendixes. The Introduction and the Conclusion **MUST** be written by the group leader. The following criteria should be contained in the report:

- Outline of proposed plan (Executive Summary);
- Problem definition, benchmarking and marketing research;
- Research approach:
    - o Logistical feasibility
    - o Marketing feasibility
    - o Financial feasibility
- Outline of return of investment prognosis
- Conclusion and closing recommendations

Together with the report the following documents will be submitted:

- Group Activity and Process Plan in excel format by Secretary
- Meeting Agenda and Notes completed by Secretary
- Group Leader's meeting agendas and meeting reports for other members

Also:

- A maximum one (1) page First Brainstorming Session Feedback for each team member that reflects on:
    - o Roles, Tasks and Responsibility Division;
    - o performance of other team members and group effectiveness
- Time Sheet; showing the exact time spent per person to show activities carried out in relation to this project.

EVALUATION

Students will be evaluated individually. This project week will be marked with a final mark of Pass or Fail. An evaluation will be given for both group and individual aspects of the project and both aspects must be awarded a "sufficient" or above.

ASPECTS TO BE EVALUATED:

- The Final Report
- Individual Project Reflection Report plus Time Sheet
    - Personal level performance and self-reflection on personal development and personal contribution towards the group project
    - Performance of other Team Members and Group Effectiveness

The evaluation scale used for this project is as follows:

- Excellent, good, sufficient, poor, very poor

Evaluations will be explained in a short and concise feedback by the project teachers:

- Group Evaluation will be given to the group as a whole
- Individual evaluation will be given to the individual team member

Notes: An individual student can pass this project week if they score a ranking of sufficient of both aspects. For this project week: a project report marked as "fail" can be re-submitted within 1 month of the Final Evaluation.

For specific details of each project, please see the specific Project Week Module Guide as it is published on the VLE (Moodle) - Wittenborg-Online.

BACHELOR'S FINAL YEAR TUTORING

Final Phase students are assigned an academic supervisor who will work with them throughout the year, alongside their process tutor.

The P*rocess Tutor* will guides students from the start of their studies in the practical parts of the programme, including work placement arrangements in consultation with the work placement teacher and other student support.

The A*cademic Supervisor* is responsible for guiding the student through the process of GA/FP and graduation. Both Process tutor and work placement teacher will liaise closely with the work placement coordinator to ensure that each student is placed in a company or organisation that best suits the student's needs.

The academic supervisor will help with the following tasks:

- Weekly monitoring of the online work journal, when the student is in the work placement
- Guidance and advice with regard to the Work Evaluation Report (5,000 words) that needs to be completed following the work placement period
- Guidance and tuition at all stages with the final graduation assignment (10,000-12,000 words)

When the student is in work placement, it is vitally important that contact with the academic supervisor is maintained in order to ensure that enough thinking, analysis and reflection is taking place to be able to complete the 'Work Evaluation Report'. Ideally, within the placement, students will be given the opportunity to undertake a specific research project, and the student will need guidance concerning the exact way this should be recorded and reported on.

There are written guidelines concerning the structure of the work placement report and final dissertation.

EXTRA TUTORING FOR FAST TRACK BACHELOR'S STUDENTS (PHASES)

Students who have chosen to continue their studies in the fast track programme (3 phases instead of choosing to follow the four-year programme) are required to have constant meetings and sessions with their Process Tutors so that the progress will be closely monitored and support/advises will be rendered when necessary.

FINAL YEAR / PHASE TUTORING AND LANGUAGE PROGRAMME (PDP)

The Final Year language programme concentrates on developing student's business language skills and their writing and reporting skills.

The English for Work Experience module will be tested at an upper-intermediate level, and geared specifically toward developing competent language skills for internships and working environments.

The components of this test (one exam) will include business listening skills, business lexis, reading proficiency, and relevant grammatical structures pertinent to further improvement in writing skills.

The Final Year Dutch for Work Experience module concentrates on common business terms and social behaviour in business. It is examined 3 times, in Block 1, 2 and 3. Students must gain a mark of 6 in each exam. The Exams are offered as re-sits once in the block after the first offering. There will be one chance to re-take exams for the second time in Block 5.

The PDP classes cover research skills, report writing and also provide dedicated tuition for each student. These classes are important to equip students with the necessary skills to undertake preparation work before each fortnightly seminar and to complete the seminar papers. A module of Research Skills is also offered.

WITTENBORG
University of Applied Sciences

PHASE 3 SUPERVISION – THE PROCESS

Academic supervisor is allocated once student has 140 Credits plus recent

Academic Supervisor and Student Supported by Work Placement Coordinator

Student must complete Work Placement preparation * Exception for direct entry Final Year (see below)

Student allocated an In-Company Supervisor who evaluates a student's work placement through the assessment form

Student allocated a company for Work Placement (or combination of companies / projects) * exception for direct entry Final Year

Student is allocated an internal Wittenborg subject Specialist on the basis of research field choice

Student continues at Work Placement Company or allocated a new one for Dissertation research (Action

In-Company Supervisor gives green light for go ahead of Dissertation based on proposal

Student writes Dissertation Proposal

Subject specialist (teacher) gives green light for go ahead of Dissertation based on proposal

Student researches Dissertation field and writes Final Action Learning Dissertation

Subject specialist marks Dissertation (Mark is 50% of final mark of written dissertation)

Submission of Graduation Dissertation according to criteria and requirements as stated in Education and Module Guides

The Final Year Academic Supervisor

from Start to Finish of Final year:

Responsibilities:
- Monitor EC credit progress
- Monitor & Coach Paper Writing
- Coaches Work Placement application: assures delivery of CV, Profile & PDP Evaluation
- Advises Work Placement Coordinator on type of internship required
- Coordinates with Work Placement Coordinator
- Grades and evaluates Weekly Journal
- Discusses Work Placement assessment form during company visit
- Evaluates Work Placement Presentation and final Work Placement report.
- Establishes with the student a research field that is suitable
- Coaches the student in the writing of the Dissertation Proposal
- Coaches student in the research of dissertation project
- Coordinates with the in-company supervisor
- Coordinates with the Wittenborg field specialist
- Guides the student through the process of writing the dissertation
- Academic tutor ensures that all other study components (220 EC Credits) are complete.
- Evaluates the final dissertation based on process content and quality
- (Mark is 50% of final mark of written dissertation)
- Gives student permission to present
- Submits proposed final mark and EC form to Graduation and Examination Board for final decision on Degree Award

NOTE: *Direct entry Final Year students must replace the Work Placement module with taught modules from their specialisation, from Phase 2 and /or from other specialization of Phase 3. Company experience is limited to the Graduation Assignment. However, students are permitted to do an additional Work Placement.

FINAL YEAR WORK PLACEMENT - HAND GUIDE TO EMPLOYMENT PREPARATION

(Taken from the Work Placement Module Guide see PART 7)

In any Bachelors course, students are expected to devote part of their studies to employment preparation in the form of some kind of work experience or industrial exposure. For international students Wittenborg has developed an individual approach that takes into account the difficulties experienced by international students in finding a work placement.

NB: Direct entry Final Year students are required to replace the Work Placement module with taught modules from their specialisation, from Phase 2 and 1 other from Phase 3. Company experience is limited to the Graduation Assignment, however direct entry Final Year students (to the Top-up programme) can choose to complete an additional Work Placement, outside of the required 80 credits.

CONTEXT OF EMPLOYMENT PREPARATION

This module is offered during blocks 1 and 5 and must be completed before students are permitted to submit their dissertation proposal.

THE PARKING METER SYSTEM

Wittenborg has developed what it calls the "Parking Meter System", which enables students to save a collection of industrial exposure moments that total the number of hours in relation to EC credits. This means that students could either complete this module with 1 or 2 large assignments, or a whole range of smaller projects. Students can also include the (starting) implementation of their business plan, as they made it in year 2 at Wittenborg.

Students will describe their experiences in a Weekly journal, to be kept individually in the e-learning environment of this module. This can also include a series of emails or entries / posts into the news Board in the e-learning environment of this module, showing their progress. They will evaluate their experiences and link them to the theory they have learnt in a final Work evaluation report of 5000 words. This paper must be completed before working on the research dissertation. Students will also be required to prepare an interview or presentation of the Work evaluation report. (See below).

FINAL REQUIREMENTS OF THE EMPLOYMENT PREPARATION MODULE

The final aims of this module, and what students are required to fulfil is as follows:

Students are required to carry out tasks for a company or organisation that enables them to develop the following skills, competencies and experience:

GLOBAL REQUIREMENTS

Students should have at least one task that provides them with the insight into how a company or organisation works on an international level. This can include acquisition, relationship management, and product development and organisation management.

Students should become aware of how subjects they have studied in their class rooms are used in practice, such as marketing, sales, logistics, financial management or organisation management, and show this awareness through describing their experiences in their journal and in their evaluation paper.

MAIN AIMS AND OBJECTIVES

To provide students with the opportunity to:

- Gain a useful experience of the working environment
- Become aware of the culture and structure of a working environment
- Provide an opportunity for students to enhance their learning experience and career prospects by applying their academic knowledge and capabilities in the workplace.
- Strengthen links with industry and commerce
- Develop new capabilities and skills

CORE CAPABILITIES

These should be established by agreement between the student and the Work Preparation module tutor.

- Act appropriately in context of social and cultural diversity and the modern day environment or another capability appropriate to the placement and determined by agreement between the student and the placement tutor
- Manage self and relate to others
- Subsidiary capabilities

PROJECTED LEARNING OUTCOMES

At the end of the placement a student will be able to:

- Demonstrate the attainment of advanced threshold levels in the specified core capabilities
- Demonstrate he/she has operated within a structured and routinely supervised environment.
- After appropriate initial training, able to used required methods, procedures and standards applicable to tasks set.
- after appropriate initial training, able to function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others.
- Demonstrate a rational and organized approach to set task(s).
- demonstrated oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators
- Show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively.
- Describe and evaluate the structure, major activities and responsibilities of the organisation; evaluate critically his/her performance and abilities.

ASSESSMENT INSTRUMENTS FOR THE WORK EXPERIENCE MODULE

The assessment process is both formative and cumulative. The formative process includes the regular maintenance of a structured learning log, the so called "Work Journal". This allows the student to plan and monitor their progress, to reflect on and learn from their experience, and to improve their performance during the placement.

Formative assessment also includes "employer" comments and observations during the placement period. The "employer" is the project instigator, from within or outside of school.

The cumulative process includes performance evidence obtained throughout placement (from the learning log) and is not just a snapshot at one point in time e.g. on completion of the task(s). The project instigator will provide confirmation of satisfactory performance attendance.

For successful completion of the placement students must be able to demonstrate that they have achieved all the outcomes as agreed in the assessment agreement made with the Work Experience Module Tutor.

The assessment evidence will normally include:

- The learning log or Work Journal. (Kept within the Wittenborg e-learning environment of this module).
- A written Work evaluation report (5,000 words) describing the organisation and evaluating the work undertaken.
- An oral assessment which may take the form of an oral presentation, or an interview (to be chosen after discussion with the Work Preparation Tutor)

  - Learning log – pass/fail
  - Written paper/report - 80%
  - Oral assessment (Presentation or Interview) - 20%

The assessment and marking of the Work journal, the Evaluation report and Presentation is explained in detail in the Work placement handbook and totals up to 15 (ECs) study points.

The assessors will be the Graduation and Examination Board.

FINAL YEAR - GRADUATION DISSERTATION / FINAL PROJECT

CORE CAPABILITIES OF THE DISSERTATION MODULE ARE AS FOLLOWS:

- Manage self in relation to others
- Seek, handle and interpret information
- Think critically and produce solutions
- Communicate effectively in context

AIMS AND OBJECTIVES

- To enable a student to develop research and writing skills in a major piece of work.
- To permit a student to explore a chosen issue in depth

LEARNING OUTCOMES

By the end of this module students will be able to:

- Complete a relatively in-depth research project including original material
- Demonstrate a good knowledge of the subject area and the ability to interpret that information
- Produce a coherent, well structured, analytical dissertation

Students taking this module will work with their course tutor, and their Final Year Tutor to agree on a suitable dissertation topic. A general timetable for the work will be set out and an outline will be submitted. This must be approved by the Final Year Tutor, before students embark on the dissertation itself.

Students will be admitted to this module after having gained all study credits (EC) required to gain the degree, outside of those allocated to the dissertation. Those admitted will be expected to have demonstrated in their previous work the capacities necessary to successfully complete a double module dissertation and to show that their choice of topic is appropriate for such a dissertation. The dissertation will be expected to include a substantial amount of original theoretical, analytic or empirical work and be 10,000 to 12,000 words in length excluding appendices.

TEACHING AND LEARNING METHODS

Students will work on their own for writing the dissertation. This will be supported by regular timetabled tutorial meetings with their supervisor at which students will be expected to produce such work as the supervisor and student shall from time to time agree. A clear timetable will be established for each student to produce: dissertation title; literature review; dissertation outline; relevant chapters; first draft, second draft, final version, and presentation and final interview.

ASSESSMENT INSTRUMENTS:

Each student will be required to demonstrate that they have a good knowledge of the subject area and a clear plan for a dissertation by producing a dissertation outline and a literature review in the area on which they are conducting their research. They will be required to reach a Pass level in this part of the assessment before they are allowed to proceed with the full dissertation. The final dissertation will be assessed for its demonstration of knowledge of the subject area, the range of material used, the originality of the material presented and the demonstration of research and presentational skills.

GRADUATION

In order to graduate, students have to complete all EC Credit modules.

On the following page is shown what the final qualifications are of the Bachelor International Business Administration, the achievement of which should be apparent on a student's completion of the Graduation Dissertation.

Please see the Graduation and Final Project Handbook (Part 8) for complete details of Dissertation / Final Project requirements.

WHAT ARE EUROPEAN CREDITS?

European Credit provides an instrument to create transparency, to build bridges between institutions and to widen the choices available to students. The system makes it easier for institutions to recognise the learning achievements of students through the use of commonly understood measurements -- credits and grades -- and it also provides a means to interpret national systems of higher education. The European Credit system is based on three core elements: **information** (on study programmes and student achievement), **mutual agreement** (between the partner institutions and the student) and the use of European Credits (to indicate student workload). European Credits (ECs) are a numerical value (between 1 and 60) allocated to course units to describe the **student workload** required to complete them. They reflect the quantity of work each course unit requires in relation to the total **quantity** of work necessary to complete a full year of academic study at the institution that is, lectures, practical work, seminars, tutorials, fieldwork, private study -- in the library or at home -- and examinations or other assessment activities. European Credit is thus based on a **full student workload** and not limited to contact hours only.

- **One** European Credit equals between **25 and 28 hours** of student workload. The total European Credits for passing a normal (four year of education) study year are 60 EC. Wittenborg offers full Bachelor programme of study for three years therefore the workload in European Credit are increased to 80 credits per study year.

- European Credits are a **relative** rather than an absolute measure of student workload. They only specify how much of a year's workload a course unit represents at the institution or department allocating the credits.

- In European Credits, 60 credits represent the workload of a normal undergraduate academic year of study and normally 30 credits for a term. A postgraduate academic year of a full 12 months may have 90 credits.

- European Credits ensure that the programme will be reasonable in terms of workload.

Example: In order to complete successfully the 'Principles of Marketing' subject and gain the 5 European Credits assign to it the student has to spend 140 hours in workload for this subject. Theses 140 hours comprise of 24 contact hours/lectures and 116 hours in practical work, seminars, tutorials, fieldwork, examinations, and preparation time, etc.

THE EEG - PART 3
'HBA - PROGRAMME CURRICULUM'

HOSPITALITY BUSINESS ADMINISTRATION CURRICULUM

- BBA - Hotel & Hospitality Services Management
- BBA - Event Management
- BBA - Tourism Management
- BBA – Sport Business Management
- BBA – Hospitality Management (Top-up)

HBA DOUBLE DEGREE WITH THE UNIVERSITY OF BRIGHTON–

- BBA - Hospitality Management
- BA (HONS) – International Hospitality Management

31 August 2018

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

CONTENTS

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 2

HBA PROGRAMME CURRICULUM

Hospitality Bachelor Business Administration Programmes (HBA)

The HBA (undergraduate) awards at the School of Hospitality & Tourism:

Wittenborg University of Applied Sciences degree: Bachelor of International Business Administration (BBA) in:

- Hotel & Hospitality Services Management
- Events Management
- Tourism Management
- Hospitality Management (Top-up)

Also:

- Sports Business Management

University of Brighton degree: Bachelor of Arts (BA) International Hospitality Management

DOUBLE DEGREE OPTION

Students with a hospitality, events, tourism study background can enter the double degree programme in September with 120 EC credits. Graduation:

- University of Brighton BA Hons degree: students must pass all joint delivered modules, equaling 120 CATS
- Wittenborg University of Applied Sciences BBA degree: students must have completed all 240 EC (80 EC final year).

Note: Graduation from University of Brighton could be earlier than graduation from WUAS

SEMESTER IN EASTBOURNE (UK)

Students following the University of Brighton BA International Hospitality Management (top-up) double or single degree option are offered a semester (1st) at the University of Brighton in the UK.

SEMESTER OR YEAR IN VIENNA (AUSTRIA)

WUAS programmes offered in Vienna at exactly the same time as Apeldoorn are:

- Hotel & Hospitality Services Management
- Events Management
- Tourism Management
- Hospitality Management (Top-up)

Students can follow up to 1 year of the curriculum in Vienna without study delay without officially changing campus registration. Tuition fees are the same and non-EU students do not need to change their study visa / residence permit for the year.

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 3

CURRICULUM STRUCTURE

The degree programmes will take at least three years to complete, depending on: whether you opt for a longer placement period; gain enough credits at the 1/2-way point; or the block in which you started.

Students entering the Final Year / Top-up can expect to graduate in between 1 and 1 ½ years.

Students wishing to complete the double degree programme (Hospitality) will take at least three or four years to complete, depending on the block in which you started. The joint Final Year with the University of Brighton only has one start, in September. Therefore Block 2-7 entry always takes a minimum of three and a half years. Only Block 1 entrants can graduate within 3 years, depending on their results.

The method of teaching will vary from traditional lectures to interactive workshops, which involve group exercises, case studies and student presentations. Assessment will differ according to module but it is designed to reflect a working ethos. It will involve essays and exams but also working in teams, giving presentations and evaluating the work of other students.

The HBA curriculum offered within the pathways is overall the same, however due to differences in the intensity of modules offered in the Final Year Semester at the University of Brighton, students may have to complete an additional module in a different semester (Semester 2, Year 3)

University of Brighton BA in International Hospitality Management only has one entry point (September) and the jointly delivered modules for the BA are taught over the period of a semester, not following WUAS' block system.

Semester in the UK – Double degree students are given the option to travel to the UK for one semester at the University of Brighton. During this period they should complete the modules in the UK that they would complete in Apeldoorn.

OVERVIEW OF PHASES (UK LEVELS)

PHASE 1 (UK LEVEL 4) MODULES

During their first year, students are introduced to the concept of Hospitality Business Administration, through basic, introductory modules, in fields of the hospitality industry, as well as the basis modules for a BBA programme. Students are introduced to the theory of Business Administration in a hospitality context, with modules that form the main building blocks of the programme: Management, Marketing, Finance and Accountancy, together with introductory modules to the hospitality industry. Students are introduced to the concepts of starting a business, looking at the business environment, and examining organisations and companies from a worldwide perspective. Languages such as English, Dutch and Spanish play an important role, as do intercultural and interpersonal skills. Each student starts a Personal Development Plan, which will continue all the way through the programmes until final graduation.

PHASE 2 (UK LEVEL 5) MODULES

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

In their second phase, HBA Hospitality students delve deeper into hospitality business modules, and at the same time start to prepare for their longer period of work placement that spans Phase 2 and Phase3.

During Phase 2, students will elect to continue in either the fast-track 3 year or the 4 year programme, and decide on registering for the double degree programme with the University of Brighton (see notes above). HBA students will follow the Research Methodology module to prepare them for the academic writing in Phase 3, as well as the Final Project.

PHASE 3 (UK LEVEL 6) MODULES (THE FINAL YEAR)

Students entering their final phase have passed the required credits and are ready and able to move over to a different style of education, influenced by the UK partnership with the University of Brighton, that allows the double degree programme to be possible. Most Final Year HBA modules are not taught directly from one text book, but will include research papers and more recommended reading. Modules will generally be examined by means of a paper, which will be uploaded through the Turnitin system in Moodle (Wittenborg Online).

The curriculum in the final year has been carefully planned and arranged to allow you the opportunity to complete both your work experience and your graduation programme during the year.

All phase 3 modules will be offered twice in an academic year except those with less than 5 students registered for a module. Consult with your tutor if the modules you are planning to study will be offered twice or not. Your tutor will be able to provide advice in such cases to take module in subsequent block/semester or a directed study approach.

In the tables below, the curriculum of all the Bachelor in Business Administration Programmes are shown, together with equivalent credits for each module or programme part, and the contact hours for each component. Key to Programme Charts:

Phase 1 = Green in colour version / White in Black-and-White copies
Phase 2 = Yellow in colour version / 20% grey in Black-and-White copies
Phase 3 = Blue in colour / 40% grey in Black-and-White copies = Fast Track Final Year

DIRECTED STUDY

The directed study route allows the student to cover the study material of a module that is given throughout one block. The purpose is to offer the possibility for the student to present (submit) a term paper that can be conducted part-time (from home). This route is applicable in exceptional cases and limited to some specializations.

Prior to the directed study the student is given the option of choosing an alternative module from the same phase or higher, from other specializations. By choosing the directed study route the student confirms the rejection of the alternative suggestion. Directed studies can only be approved by the Programme Coordinator/Head of School on the recommendation of process tutors.

HBA PROGRAMES CURRICULUM (3 YEARS)

HOTEL & HOSPITALITY SERVICES MANAGEMENT

Support Modules *(Pre-requisites for Phase 2, 3, Work placement respectively)*

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Phase 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
2	1	1	Administrative Organisation Management	MO14	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EM11	24	1	5
1	1	5	Training in Interpersonal Skills				
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting	CM12	12	6	2
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
2	1	5	Sociology and Organisational Behaviour	MO15	24	1	4
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	6	Managing Sales and Accounts	EN11	24	1	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	1-3 or 5-7	2nd Foreign Languages	FL11	36	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English		60	5	
			PDP Seminar - Business Presentation Skills	PDP1	3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	5
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-company Visits	PW11	48	3	6
Total Phase 1							**80**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 6

HOTEL & HOSPITALITY SERVICES MANAGEMENT

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
Phase 2							
2	2	1	Marketing Research	MA21	24	2	4
2	2	1	Food and Beverage Operations	HM21	24	1	4
2	2	2	Hotel Management	HM26	24	1	4
2	2	2	Business Philosophy	MO21	24	2	3
3	2	2	Hospitality Design and the Environment	HM25	24	2	5
3	2	2	Statistics	GA21	24	1	4
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Food and Beverage Management	HM27	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	1	5
			(seminar) Sustainable Business		3	2	Pass
3	2	5	Law and Human Resource in Hospitality	HM22	24	1	4
3	2	5	Hospitality Consumer Experience	HM24	24	1	5
2	2	5	Marketing Plan	MA25	24	1	4
2	2	1 to 8	4 Project week & In-company Visits	PW21	48	3	4
2	2	1-3	2nd Foreign Languages	FL21	36	4	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2&3	2	6 to 7	Hospitality In-Company Training	WP21	n/a	2.7	20
Total Phase 2							**80**
Phase 3							
3	3	1&5	Contemporary Issues in the International Service Industry	HM34	24	2	5
			- (seminar) Food, Technology, People: Hospitality 2020		3	2	Pass
4	3	1&5	International Labour Relations	MO33	24	1	5
			- (seminar) Labour Negotiation & Work's Council		3	2	Pass
4	3	1&5	Advanced Corporate Strategy	SM31	24	1	5
			- (seminar) Corporate Social Responsibility		3	2	Pass
3	3	2&6	Business Plan	FIN32	24	2	4
3	3	2&6	International Marketing for SME's	MA31	24	1	4
			- (seminar) International Marketing in Practice		3	2	Pass
4	3	2&6	Beverage Marketing	HM35	24	1	5
			- (seminar) Marketing in Turbulent Times		3	2	Pass
3	3	3&7*	Research Methodology &Quantitative Methods.	GA31	24	1,2	5
			- (seminar) Business Research Methods		3	2	Pass
4	3	3&7	Sustainable Tourism Management	TM32	24	2	5
			-(seminar) Empowerment for Sustainability		3	2	Pass
4	3	3&7	Strategic Management in the Hospitality and Tourism Industry	HM32	24	1	5
			- (seminar) Alliances & Mergers in Global Hospitality		3	2	Pass
3	3	1-3 or 5-7	2nd Foreign Languages / Intercultural Business Communication for Managers	FL31/ CM31	24	4	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Phase							**80**
Total Credits Offered							**240**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 7

HOSPITALITY MANAGEMENT – DIRECT ENTRY (TOP-UP)

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
Phase 3							
3	3	1&5*	Contemporary Issues in the International Service Industry	HM34	24	2	5
			- (seminar) Food, Technology, People: Hospitality 2020		3	2	Pass
4	3	1&5	International Labour Relations	MO33	24	1	5
			- (seminar) Labour Negotiation & Work's Council		3	2	Pass
4	3	1&5	Advanced Corporate Strategy	SM31	24	1	5
			- (seminar) Corporate Social Responsibility		3	2	Pass
3	3	2&6	Business Plan	FIN32	24	2	4
3	3	2&6	International Marketing for SME's	MA31	24	1	4
			- (seminar) International Marketing in Practice		3	2	Pass
4	3	2&6	Beverage Marketing	HM35	24	1	5
			- (seminar) Marketing in Turbulent Times		3	2	Pass
3	3	3&7	Research Methodology &Quantitative Methods.	GA31	24	1,2	5
			- (seminar) Business Research Methods		3	2	Pass
4	3	3&7*	Sustainable Tourism Management	TM32	24	2	5
			-(seminar) Empowerment for Sustainability		3	2	Pass
4	3	3&7*	Strategic Management in the Hospitality and Tourism Industry	HM32	24	1	5
			- (seminar) Alliances & Mergers in Global Hospitality		3	2	Pass
3	3	1-3 or 5-7	2nd Foreign Languages / Intercultural Business Communication for Managers	FL31/ CM31	24	4	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Phase 3							**80**
Total Credits Offered							**240**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 8

DOUBLE DEGREE IN HOSPITALITY MANAGEMENT - 'FINAL YEAR' PATHWAY

- **Hotel & Hospitality Services Management (80 EC Credits, WUAS)**

- **International Hospitality Management Top-up (60 EC Credits, 120 UK CATS, University of Brighton)**

   Note: University of Brighton allocates CATS not EC. In the UK, 20 CATS is equated to 10EC

The 80 credit programme is for students who have completed 160 Credits* of the WUAS HBA Hotel & Restaurant Management** BBA and want to gain a double degree.

Entry is only possible in Block 1 (August/September).

*Students are permitted to enter with a maximum of 20 credits retake examinations pending. Only students who are actually retaking (after first attempt) will be accepted.

**Formally IBA Hospitality Management (Full 3 Year Programme)

Note Joint WUAS / University of Brighton Modules are highlighted in Blue

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
Phase 3							
4	3	1-3	Contemporary Issues in the International Service Industry		50	2	9
4	3	1-3	Business Strategy (HM32)		50	2	9
4	3	1-3	Beverage Marketing		50	2	9
4	3	5-7	International Management (FIN32)		50	2	9
3	3	3	Research Methodology & Quantitative Methods.	GA31	24	1,2	4
			- (seminar) Business Research Methods		3	2	Pass
4	3	3*	Sustainable Tourism Management	TM32	24	1	5
			- (seminar) Empowerment for Sustainability		3	2	Pass
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Phase 3							**80**
Total EC Credits Offered							**80**

UNIVERSITY OF BRIGHTON TOP-UP BA INTERNATIONAL HOSPITALITY MANAGEMENT (SINGLE DEGREE)

UK Year	UK Level	Block	Module / Subject	Code	Lesson Hours	Examination type	UK CATS (Credits)
Year 3 (Level 6)							
3	6	1-3	Contemporary Issues in the International Service Industry		50	2	20
3	6	1-3	Business Strategy		50	2	20
3	6	1-3	Beverage Marketing		50	2	20
3	6	5-7	International Management		50	2	20
3	6		Graduation Assignment	GA32	n/a	2,7	40
Total Level 6 (Top-up)							**120**
Total UK CATS (Credits) Offered							**120**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 9

TOURISM MANAGEMENT

Support Modules *(Pre-requisites for Phase 2, 3, Work placement respectively)*

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Phase 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
2	1	1	Administrative Organisation Management	MO14	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EM11	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
2	1	5	Sociology and Organisational Behaviour	MO15	24	1	4
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	6	Managing Sales and Accounts	EN11	24	1	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	1-3 or 5-7	2nd Foreign Languages	FL11	36	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-company Visits	PW11	48	3	6
Total Phase 1							**80**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 10

TOURISM MANAGEMENT

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
Phase 2							
2	2	1	Marketing Research	MA21	24	2	4
3	2	1	Databases & Information Retrieval	IM23	24	1	4
3	2	1	Economics & Tourism	HM23	24	2	5
2	2	2	Business Philosophy	MO21	24	2	3
2	2	2&6	Statistics	GA21	24	1	4
3	2	2	Event Experience Design	EM23	24	2	4
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Enterprise Technology and Innovation	TEC21	24	1	5
			- (seminar) Sustainable Business		3	2	Pass
3	2	3	Destination Management	TM23	24	1	5
2	2	5	Information Management	IM22	24	1	4
3	2	5	The Global Sports Industry & Media	SP25	24	1	4
			-(seminar) The Experience Economy		3	2	Pass
3	2	5	Marketing Plan	MA25	24	1	4
2	2	1-3	2nd Foreign Languages	FL21	36	4	4
2	2	1 to 8	4 Project weeks & In-company Visits	PW21	48	3	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2&3	2	6 to 7	In-Company Training	WP21	n/a	2.7	20
Total Phase 2							**80**
Phase 3							
4	3	1&5	International Labour Relations	MO33	24	2	5
			seminar		3	2	Pass
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
			- (seminar) Corporate Social Responsibility		3	2	Pass
3	3	1&5	Contemporary Issues in the International Service Industry	HM34	24	2	5
			- (seminar) Food, People, Technology: Hospitality 2020		3	2	Pass
3	3	2&6	Business Plan	FIN32	24	2	4
3	3	2&6	International Marketing for SME's	MA31	24	1	4
			-(Seminar) International Marketing In practice		3	2	Pass
4	3	2&6	Strategic Marketing	MA34	24	2	5
			- (seminar) Marketing in Turbulent Times		3	2	Pass
3	3	3&7	Research Methodology & Quantitative Methods.	GA31	24	2	5
			- (seminar) Business Research Methods		3	2	Pass
4	3	3&7	Sustainable Tourism Management	TM32	24	2	5
			Seminar Empowerment for Sustainability		3	2	Pass
4	3	3&7	Strategic Management in the Hospitality and Tourism Industry	HM32	24	2	5
			- (seminar) Alliances &Mergers in global Hospitality		3	2	Pass
3	3	1-3 or 5-7	2nd Foreign Languages / Intercultural Business Communication for Managers	FL31/ CM31	24	4	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
3	3		Work Placement Module	WP31	n/a	2.7	15
3	3		Graduation Assignment	GA32	n/a	2.7	20
Total Phase 3							**80**
Total Credits Offered							**240**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 11

EVENT MANAGEMENT

Support Modules *(Pre-requisites for Phase 2, 3, Work placement respectively)*

Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Phase 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
2	1	1	Administrative Organisation Management	MO14	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EM11	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
2	1	5	Sociology and Organisational Behaviour	MO15	24	1	4
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	6	Managing Sales and Accounts	EN11	24	1	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	1-3 or 5-7	2nd Foreign Languages	FL11	36	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-company Visits	PW11	48	3	6
Total Phase 1							**80**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 12

EVENT MANAGEMENT

Year (in 4 yr.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
Phase 2							
3	2	1	Marketing Research	MA21	24	2	4
3	2	1	Events Marketing and Fundraising	EM22	24	2	4
2	2	1	Understanding and Managing People in Sport Business	SP21	24	2	5
2	2	2	Business Philosophy	MO21	24	2	3
2	2	2&6	Statistics	GA21	24	1	4
3	2	2	Event Experience Design	EM23	24	2	4
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Enterprise Technology and Innovation	TEC21	24	1	5
			-(Seminar) Sustainable Business		3	2	Pass
3	2	3	Risk and Crisis Management in the Events Industry	EM25	24	2	4
2	2	5	Information Management	IM22	24	1	4
3	2	5	Marketing Plan	MA25	24	1	4
3	2	5	Hospitality Consumer Experience	HM24	24	1	5
			-(seminar) The Experience Economy				
2	2	1-3	2nd Foreign Languages	FL21	36	4	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	4 Project weeks & In-company Visits	PW21	48	3	4
2&3	2	6 to 7	In-Company Training	WP21	n/a	2.7	20
Total Phase 2							**80**
Phase 3							
4	3	1&5	International Labour Relations	MO33	24	2	5
			(Seminar) Labour Negotiations & Work's Council		3	2	Pass
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
			- (seminar) Corporate Social Responsibility		3	2	Pass
3	3	1&5	Contemporary Issues in the International Service Industry	HM34	24	2	5
			- (seminar) Food, People, Technology: Hospitality 2020		3	2	Pass
3	3	2&6	Business Plan	FIN32	24	2	4
3	3	2&6	International Marketing for SME's	MA31	24	1	4
			(seminar) International Marketing in Practice				
4	3	2&6	Strategic Marketing	MA34	24	2	5
	3		- (seminar) Marketing in Turbulent Times		3	2	Pass
3	3	3&7	Research Methodology &Quantitative Methods.	GA31	24	2	5
			-(seminar)Empowerment for Sustainability		3	2	Pass
4	3	3&7	Festivals and Events: A Cross-Cultural Comparative	EM33	24	2	5
4	3	3&7	Strategic Management in the Hospitality and Tourism Industry	HM32	24	2	5
			- (seminar) Alliances &Mergers in Global Hospitality		3	2	Pass
3	3	1-3 or 5-7	2nd Foreign Languages / Intercultural Business Communication for Managers	FL31/ CM31	24	4	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
4	3		Work Placement Module	WP31	n/a	6, 2	15
4	3		Graduation Assignment	GA32	n/a	2	20
Total Phase 3							**80**
Total Credits Offered							**240**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 13

SPORTS BUSINESS MANAGEMENT

Support Modules *(Pre-requisites for Phase 2, 3, Work placement respectively)*

Year (in 4 yr.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Phase 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
2	1	1	Administrative Organisation Management	MO14	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EM11	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
2	1	5	Sociology and Organisational Behaviour	MO15	24	1	4
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	6	Managing Sales and Accounts	EN11	24	1	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	1-3 or 5-7	2nd Foreign Languages	FL11	36	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-company Visits	PW11	48	3	6
Total Phase 1							**80**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 14

SPORTS BUSINESS MANAGEMENT

Year (in 4 yr.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	EC Credits
Phase 2							
2	2	1	Marketing Research	MA21	24	2	4
2	2	1	Understanding and Managing People in Sport Business	SP21	24	2	5
3	2	2	Politics and Policy in Sport	SP22	24	1	4
2	2	2	Business Philosophy	MO21	24	2	3
3	2	2	Reflective Practice in Sport Business Management	SP23	24	1	4
3	2	2&6	Statistics	GA21	24	1	4
2	2	3	Business Accounting	FIN22	24	1	4
3	2	3	Enterprise Technology and Innovation	TEC21	24	1	5
			- (seminar) Sustainable Business		3	2	Pass
2	2	3	Marketing for Sport Business	SP24	24	1	5
3	2	5	The Global Sports Industry and Media	SP25	24	1	4
			- (seminar)The experience Economy		3	2	Pass
3	2	5	The Law and Regulation of Sport	SP26	24	1	4
3	2	5	Marketing Plan	MA25	24	1	4
2	2	1-3	2nd Foreign Languages	FL21	36	4	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	4 Project week & In-company Visits	PW21	32	3	4
2&3	2	6 and 7	Sports Business In-company training	WP21	n/a	2,7	20
Total Phase 2							**80**
Phase 3							
3	3	1&5	Community Sport Development: Policy and Practice	SP31	24	1,2	5
			- (seminar)		3	2	Pass
4	3	1&5	Critical Issues in Sport and Leisure	SP32	24	1	5
			- (seminar) Sport, Values and Ideology: A Case Study of the Olympics		3	2	Pass
4	3	1&5	Advanced Corporate Strategy	SM31	24	1	5
			- (seminar) Corporate Social Responsibility		3	2	Pass
3	3	2&6	Business Plan	FIN32	24	2	4
3	3	2&6	International Marketing for SME's	MA31	24	1	4
			- (seminar) International Marketing in Practice		3	2	Pass
4	3	2&6	Strategic Marketing (for Sport Business)	MA34	24	1	5
			- (seminar) Marketing in Turbulent Times		3	2	Pass
3	3	3&7	Research Methodology &Quantitative Methods.	GA31	24	1,2	5
			- (seminar) Business Research Methods		3	2	Pass
4	3	3&7	Sport Tourism	SP33	24	1	5
			-(seminar) Event Design		3	2	Pass
4	3	3&7	Strategic Change Management in Sport Business	SP34	24	1	5
			- (seminar) Business Morality: People and Management		3	2	Pass
3	3	1-3/5-7	2nd Foreign Languages / Intercultural Business Communication for Managers	FL31/ CM31	24	4	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Phase 3							**80**
Total Credits Offered							**240**

Education & Examination Guide
Wittenborg University of Applied Sciences
HBA Programmes Curriculum - Bachelor's (Hospitality) Business Administration

PART 3 | Page | 15

THE EEG - PART 4
PRACTICAL INFORMATION GUIDE

31 August 2017

CONTENTS

STUDENT SUPPORT

Student Support at Wittenborg is described both in the specific programme's student guide as well as the student charter, in which expectations are explained from both the institute and the student.

In the Education and Examination Guide there is a table mapping who is who at Wittenborg with email addresses are provided for students to use.

There are 2 specific types of student support: Educational and non-Educational and the flowchart below shows how a student issues can be dealt with, and at which level:

Student Support at Wittenborg: where does a student go to?

```
                    ┌─────────────────────────────────────┐
                    │   NTRO Complaints committee          │
                    │                                      │
                    │   Netherlands Association of         │
                    │   Training and Education             │
                    └─────────────────────────────────────┘
                              ↑
                    ┌─────────────────────────────────────┐
                    │   Wittenborg University of Applied   │
                    │   Sciences Trust (The Executive      │
                    │   Board)                             │
                    └─────────────────────────────────────┘

  ┌──────────┐   ┌──────────────────┐              ┌──────────────────┐
  │University │   │ WUAS Graduation &│              │ School Management│
  │   of      │   │ Examination Board│              │                  │
  │ Brighton  │   └──────────────────┘              └──────────────────┘
  │  Tutors   │            ↑                                 ↑
  └──────────┘   ┌──────────────────┐   ┌──────────────┐  ┌──────────────────┐
                 │  Student's own   │   │   Student    │  │ Wittenborg Front │
                 │     Tutor        │   │Representatives│  │      Desk        │
                 └──────────────────┘   └──────────────┘  └──────────────────┘
                          ↑                                        ↑
                 ┌──────────────────┐                    ┌──────────────────┐
                 │  Student Issue   │                    │  Student Issue   │
                 └──────────────────┘                    └──────────────────┘

        Education Related                               NON - Education
           Issue(s)                                    Related Issue(s)
```

EDUCATION SUPPORT

As can be seen from the above chart, education support for issues always goes through a student's process tutor. Ideally, the process tutor will be able to discuss and solve a student's issues without this developing into a complaint. Process tutors will not deal directly with non-education issues, although a friendly ear is to be expected. Process tutors should ask students to go to the front desk, or their 'Student Rep' with non-education related issues.

MSc students should ideally go to their on-campus Wittenborg process tutor first, who will liaise with University of Brighton programme staff, however a student is entitled to approach the University of Brighton tutor directly who will liaise with the Wittenborg process tutor.

PROCESS TUTOR

Tutors at Wittenborg are part of a team of supervisors who will assist students in understanding their curriculum, their obligations and their rights as a student. They will also be responsible for keeping track of a student's study progress and carry our appraisal talks that result in updated study agreements. All aspects regarding study can be discussed and a student's process tutor must co-ordinate closely with student administration staff and the registrar, regarding progress.

Each student is assigned a process tutor who will support them throughout their studies.

The bachelor's tutor is generally the same for phases 1 and 2, however may change in phase 3, due to support requirements for work-placement.

The MSc process tutor will generally be the Wittenborg programme coordinator.

The MBA process tutor will generally be the MBA programme coordinator, however for part-time (EMBA) students a different process tutor will be allocated.

Overall, the tutor will play a central role in introducing students to life at an institution such as Wittenborg, from a study perspective, helping students understand the education guides, module guides, student handbooks and timetables.

For MSc students, the student tutor will also liaise with teaching and tutoring staff at the University of Brighton, when required.

The team of tutors will also provide students with general information regarding the facilities at Wittenborg, life in Apeldoorn and Amsterdam, including library facilities, sports facilities, access to organisations and companies, life in the Netherlands, and preparation for 'life after Wittenborg'.

All individual practical issues of administration, including travel, housing, insurance, health matters, etc. should be discussed with relevant student administration staff, with the starting point being the front desk!

STUDENTS WITH DISABILITIES

Students with disabilities will have discussed their individual situation during the admission process, and made agreements on the individual support that can be provided, in line with Dutch law and individual insurance policies. In the Netherlands there is no state insurance for sickness or disability, therefore specialist disability care and support always depends on an individual's insurance package.

Wittenborg will provide a student with clear details of how and when support can be provided and the additional costs to be expected. Wittenborg supports students with dyslexia through individual agreements made with the tutor, for instance regarding time allowed for examinations, or the printing of examinations in a way that eases a student's experience. These arrangements are always made in consultation with the Graduation and Examination Board.

Students with special needs should fill in the form provided by the admissions department, signed by a medical practitioner and handed during admission. This form is what will be handed to the Graduation & Examination Board with the request. **For Disability Support see EEG Part 10 The Student Charter.**

Wittenborg is committed to improving provision for students with disabilities.

We aim to offer students:

- clear and accessible information on request regarding the University's policy and service provision for students with disabilities, including charges applicable for specialist services and facilities;
- the opportunity to discuss specific requirements including appropriate presentation of course material, modes of examination and course assessment, prior to admission and throughout the course;
- advice about additional funding and assistance

We expect that students will:

- inform Wittenborg of any specific support requirements arising from a disability prior to admission so that proper consideration may be given;
- inform Wittenborg of any emerging requirements related to a disability;
- inform their Process Tutor within the first six weeks following enrolment of any special requirements for assessments and examinations;
- pay charges for any specialist human support arranged

NON-EDUCATION SUPPORT

Student Resources on Wittenborg Online

The most important student support communication tool are the Student Resources pages on Wittenborg Online.

Here all important documents are published, both in relation to the overall programmes, however also in relation to issues such as student housing and visa and town hall registration. Information on issues such as health and insurance are also initially dealt with here.

Through the student forums in Wittenborg Online, and also on the Wittenborg Students Facebook pages, students are kept informed and up to date of developments and asked for feedback.

Facebook Links:

Wittenborg General Facebook Page: https://www.facebook.com/wittenborg.university.apeldoorn/

Wittenborg Students and Staff (not public) Facebook Group:
https://www.facebook.com/groups/526794557413198/

Student Union SWIFT: https://www.facebook.com/SWIFTWittenborg/

FRONT DESK

The Front Desk's at Wittenborg support students and staff in a number of ways and fulfill a combination of roles that are specific to an international environment such as Wittenborg.

Each Wittenborg location has a front desk service, although at the main campus in Apeldoorn there are two - one in each building - Spoorstraat and Laan van Mensenrechten.

Primarily the front desks combine first line information provision to students and staff as well as a central reception role for the institute as a whole - call Wittenborg, and a front desk team member will take your call!. (+31 886672688) The front desk team are more than happy to assist both students and staff with any non-educational questions regarding Wittenborg, and are also involved with arranging events and social activities throughout the year.

Because Wittenborg is such an international institute, the front desk also provides some of the information provision and administration of an 'international office' aiming to ensure a rich and warm experience for the many international students and staff.

INTERNATIONAL STUDENT SERVICE AT THE FRONT DESKS

The Front Desk team is available Mondays to Fridays at the opening times listed in the buildings, and in the Education Guides (and below).

The team provide information and guidance to international students and staff about living in the Netherlands in general, also helping with information and making appointments with local and national offices for housing, immigration, healthcare and socialcare if needed.

"We are here to help our international students from abroad get settled in the Netherlands on arrival, by assisting with their registration appointments as necessary offices, such as the Immigration Department (IND) and the City Hall (Gemeente). We can also arrange medical appointments with doctors and dentists, and assist with all relevant insurance documentation."

"In choosing Wittenborg, many of you will also have chosen to live in another country; Front Desk can help you find your way in your new study environment with all sorts of information ranging from public transport, ICT issues, registration questions, work options, to even where to buy a bicycle."

STUDENT COUNSELLOR

All students have access to a student counsellor, who is responsible to assist students in all matters that are not directly linked with their education programme and progress. There are two student counsellors, one male and one female.

The student counsellor is a confidential one-to-one partner of every student, and will be able to assist students with many issues such as housing problems, attendance problems, and other situations related to the student's wellbeing and welfare.

STUDENT REPRESENTATIVES

Each programme / programme year has at least one student rep, who is part of a group of student representatives who meet with Wittenborg management every 3 weeks to discuss on-going issues and developments related to education, student support and programme development.

The student representatives also reflect on non-education issues such as housing and student welfare. Meetings with the student reps result in actions to be taken, and the results are made available for the student body to consider via a forum. The Student Reps have their own separate pages on Wittenborg Online.

STUDENT UNION - SWIFT

Wittenborg Student's Union is called **SWIFT** and is run by students for students, and often organizes events for Wittenborg students, as well as for students of other schools in the area.

It holds good relations and contact with other international student organisations in the Netherlands, such as the Chinese Students Union and the Vietnamese Students Union, and the International Students Union.

SWIFT is available on Wittenborg Online, and functions as an organisation that can be mobilised by students to lobby externally, for instance towards local and national government regarding issues such as student housing and study finance.

Student Union SWIFT is also present on Facebook: https://www.facebook.com/SWIFTWittenborg/

EDUCATION SUPPORT MODULES – CURRICULUM

At Wittenborg, all students are entitled to follow support modules. These modules provide a student's study in areas in which the student needs extra teaching and learning support. Students can either follow whole modules or just parts of the module for extra support. The modules are offered throughout the year and include:

- IELTS English, Speaking, Reading and Writing (given throughout the year, 36 weeks).

- IT and Office Software Automation (18 weeks) – this module supports students in their developing computer software skills, looking at databases which are useful for statistics, but also excel and word formatting documents.

- Dutch language support lessons (4 hours per week, throughout the year) – this module is aimed at supporting non-Dutch students who might require some basic Dutch to help them in the research or work placement.

PROGRAMME SPECIFIC STUDENT SUPPORT

TEACHING

Teaching staff at Wittenborg is a mixture of both experienced teachers (for example in the language school) and lecturers from industry and business (many of the teachers of the business modules and seminars are from the professional field)

Teaching methods vary depending on the type of subject, and the international courses are structured to lead students from a traditional method of learning (theory, learning, exams, lectures) to a modern, business-like way of learning (working in teams, problem solving, working towards a goal, simulations, planning, etc)

Lecturers at Wittenborg can easily be approached. All teachers have email which can be accessed through email by sending an email to givenname.surname@wittenborg.eu (please refer the contact details in the section "Who's where at Wittenborg")

Access your email? : go to http://office.wittenborg.eu

ALWAYS USE YOUR WITTENBORG EMAIL!

All teachers and students are required to use their official email with @wittenborg.eu for any official communication.

In relation to the GDPR (General Data Protection Regulation) it is essential that students and staff only send university related materials and emails through the official @wittenborg.eu or @student.wittenborg.eu channels.

INTRANET, AN ONLINE COMMUNITY AND E-LEARNING

To stay informed at Wittenborg students and staff will be kept up to date of all news, events and study information through Wittenborg's own information system online. All new news posts will be automatically mailed to all students and staff who have registered their profile on Intranet!

In any modern learning environment on-line information plays an important role. At Wittenborg students and teachers can access course information, modules, web mail, their account information and many other utilities, through the intranet. www.wittenborg-online.com

Login is done by using the Wittenborg user name and password. (See networking, later in this guide for more technical information.) Intranet can be accessed from school and from home, or anywhere in the world! All you have to do is log in!

Wittenborg E-Learning System and Intranet

Wittenborg E-Learning programme is designed for both in-house students and distance learning students. It means that whether students are in Apeldoorn or elsewhere, they can continue their studies, not missing important elements or assignments.

The team at Wittenborg has years of experience in the development of e-learning systems, and relies on adapted open-source solutions for both its internet web-based applications as well as its network environment. This independent IT team works both for the institute as well as for businesses around the world, providing web-based, database and networking solutions for smaller and larger companies and organisations.

Wittenborg`s own E-Learning environment:

- is part of a comprehensive online package, which www.wittenborg-online.com includes tele-working/studying, web-mail, online groupware, as well as a fully comprehensive on-line educational learning centre

- is integrated into its intranet, and the entry page provides minute-to-minute news about activities and events in and around the school

- is the Student Administration system, Content Management System (for curriculum) and the grading attendance and timetable system

- allows chat, testing, exams, assignments, news groups, forums, course enrolment, instant marking, progress reports, and much more!

- supports all types of multimedia and document formats to be uploaded

Each course has its own part of intranet and is managed by teachers and a content manager. Teachers can lay out their courses in the formats provided and communicate with students through a whole range of techniques. The course material can be used as an addition to classroom work, as well as a fully functional distance learning module.

Education & Examination Guide
Wittenborg University of Applied Sciences
Practical Information Guide

Teachers and students can easily keep track of their grades, and can also see this shown in progress charts. The system also has glossaries such as dictionaries and encyclopaedias that are either module bound or system wide. Depending on teacher's will either of these can be required. The system is drawn from a database, therefore easily searchable.

Students are expected to enrol on their courses through intranet, and to keep up to date with changes in the curriculum through this.

Every month new features are added, bugs are resolved and tweaks are implemented. If you are interested to find out more about Wittenborg`s intranet, e-learning and networking environment contact us at wittenborgit@wittenborg.eu

Getting started on Intranet!

You can login with your username and password provided by the Administration office. You will then be asked to edit your profile, which happens only one time. After you have logged in for the first time, the Webmaster will add your account to the relevant group, such as teachers, or students. Teachers will be placed in their relevant courses and students will be placed in classes.

365 Office Exchange System

With your student number and password login combination, you can login to the 365 Office Exchange Email and Exchange System.

Timetables in 365 Office Exchange

Course timetables are published online through the 365 Office system. All changes to the timetable will be made through the system and often also published through the student forums on Wittenborg Online.

Assignments online

Intranet is used more and more by Wittenborg teachers to examine students, through interactive tests and exams, web quests, and for students to upload their assignments to.

The intranet enables students and their teachers to keep an accurate record of progress and to communicate with each other about students' studies.

Get a copy of the Wittenborg University of Applied Sciences Network Resources Handbook for guidelines on how to:

- Login to networks
- Use the resources available on Moodle (Intranet / Wittenborg Online)
- Use the Email and Exchange System (Wittenborg Email)

INFORMATION ON LIBRARY & BOOK RELATED ISSUES

COURSE MATERIALS

Each module has a core text from which module content is designed (including case studies), along with a number of recommended reading texts and journal papers. These are listed in the module guide. The core texts have been aligned to the module content and the module aims and objectives, as have the recommended reading texts. For the IBA, journal papers are often chosen to reflect the up-to-date perspectives required to fully evaluate the subject and reflect upon the questions set. They also give insight into how academic research is designed and carried out.

Many final year students are also registered at the University of Brighton for the joint WUAS–Brighton modules, and therefore have access to the vast online resources available through Brighton's "Student Central".

All material that can be uploaded and distributed through the Moodle VLE Wittenborg Online is done so in the course area of the relevant module. All module guides (including module descriptor) are available through Wittenborg Online for download, plus activities and course content. Presentations used by teachers during lessons are also published online. All Module Guides can be found on Wittenborg Online.

Wittenborg Online also has a resources area with links to suggested Open Learn journal sites, as well as publications that are uploaded. Students have access to academic libraries around the Netherlands. In Apeldoorn this is done via the central library (CODA), and in Amsterdam students have direct access via the central Amsterdam library, and the University of Amsterdam. Amsterdam students receive a 'Adamnnet/OBA' library card. This card gives them access to all the books of several libraries throughout the city. Including: University of Amsterdam, Public Libraries. These places also have ample of study facilities available for these cardholders.

WUAS provides its students with all the necessary core texts, and stocks at least two copies of all recommended reading in its library.
- All compulsory reading material and literature is stocked and stored by WUAS, and issued through the book lending system, administered by the librarian and the Spoorstraat Front Desk.
- All recommended reading is stocked and stored in the school's library, and can be ordered for borrowing by students through the Wittenborg online library system, which is being instigated as part of the move to the new location in Apeldoorn.
- All required computer software (for instance, SPSS) is installed and made available to students.
- Lecturers can make copies of presentations and texts, and hand these out to students as required.

PLANNING AND ORDERING

Careful planning of the book orders and the book stock is made. Quantities of books are ordered periodically and warehoused to match the current needs. As the books stock is in direct relation to

the number of the new arriving and package paid students, the planning is based on that information provided by the Student Administration.

INVENTORY

Inventory of the book stock is made regularly (normally two times a year or more often if necessary). A stock file is kept, updated and used as basis for the planning of the new orders. Personal student's book form is kept and filed away for references and to keep track of the books given away.

The book titles are also regularly inventoried for new editions or popular titles. Old editions' stock is listed and communicated to the supplier, who arranges the back orders and their replacements. This process is coordinated by the supplier.

REFERENCE BOOKS AND INSPECTION COPIES

Education department keeps a copy of each book listed and used at Wittenborg. Teachers can use these copies for their reference. Inspection copies are normally requested and sent to Wittenborg.

REFERENCE LIBRARY

The library facility of Wittenborg in Apeldoorn is available on the upstairs Floor of the Spoorstraat Building. The library facilities are available for students 3 days a week, when the library manager is available and at other times by making an appointment at Front Desk. Students have free access to it and they can borrow books and use the space for quiet reading. Please visit the Front Desk for further assistance.

BOOK LOAN SCHEME

In order to ensure the availability and quality condition of required textbooks for all students, Wittenborg University of Applied Sciences stipulates the following conditions for Book Rental:

- Books may be collected and returned to the Library
- Up-to-date book lending information is always given on Student Resources (Office365)
- All books from the previous block (except Language/PDP/Support modules) must be returned in order to receive books for the next block
- It is your responsibility to return your copy number of the book you loaned; returns of the wrong copy number will not be accepted
- You may not write in the books with pen, pencil or marker.
- The books must be returned in good condition during exam week.
- If you collect your books after the first week of a block, you are no longer guaranteed a copy.
- Books must be returned no later than 2 weeks after the end of the block in which they were borrowed. Students with unreturned books after the return deadline will be subject to the following late fees and replacement fines:

Late Fees	Replacement Fines – per lost book
1-3 Late books: €50	€50 for books with a market value of new book of €1 to €49.99
4-6 Late books: €100	€100 for books with a market value of new book of €50 to €99.99
7+ Late books: €150	€150 for books with a market value of new book of €100+

- Replacement Fines will be applicable if you hand in a book in poor, written-in or unusable condition.
- If you lose a book, it is your responsibility to report it before the deadline in order to avoid the administrative fine (you are still responsible for the replacement fine)
- If you need to keep a book for your graduation project, it is your responsibility to report this to the Front Desk before the return deadline; failure to do so will result in fines.
- All books from a previous programme (e.g. English Preparation) must be returned before beginning a new programme.
- All books must be returned prior to graduation/de-registration. Unreturned books will result in deductions from your deposit.
- It is your responsibility to ensure that you have returned all books before the new block starts.

ACADEMIC CALENDAR 2017-2018

See http://www.wittenborg.eu/downloads.htm for up-to-date planning information.

Apeldoorn - Amsterdam - The Netherlands
t +31 (0)88 6672 688
e: admission@wittenborg.eu - **i**: www.wittenborg.eu

WITTENBORG
University of Applied Sciences

YEAR CALENDAR 2018 - 2019

Block 1	enrolment date: 27 Augustus 2018**				Block 5	enrolment date: 11 February 2019**		
Week №	Start date	Activities	Extra info		Week №	Start date	Activities	Extra info
35	27 August	IW			7	11 February	LW 1	
36	3 September	LW 1			8	18 February	LW 2	
37	10 September	LW 2			9	25 February	SW	No classes
38	17 September	PW* / LW			10	4 March	PW* / LW	
39	24 September	LW 3			11	11 March	LW 3	
40	1 October	LW 4			12	18 March	LW 4	
41	8 October	EW			13	25 March	EW / IW	

Block 2	enrolment date: 15 October 2018**				Block 6	enrolment date: 1 April 2019**		
Week №	Start date	Activities	Extra info		Week №	Start date	Activities	Extra info
42	15 October	SW / IW	No classes		14	1 April	LW 1	
43	22 October	LW 1			15	8 April	LW 2	
44	29 October	LW 2			16	15 April	PW* / LW	
45	5 November	PW* / LW			17	22 April	SW	No classes
46	12 November	LW 3			18	29 April	LW 3	
47	19 November	LW 4			19	6 May	LW 4	
48	26 November	EW / IW			20	13 May	EW / IW	

Block 3	enrolment date: 3 December 2018**				Block 7	enrolment date: 20 May 2019**		
Week №	Start date	Activities	Extra info		Week №	Start date	Activities	Extra info
49	3 December	LW 1			21	20 May	LW 1	
50	10 December	LW 2			22	27 May	LW 2	Thu: no classes
51	17 December	PW* / LW			23	3 June	PW* ***	
52/1	24 December	SW	No classes		24	10 June	LW 3	Mon: no classes
2	7 January	LW 3			25	17 June	LW 4	
3	14 January	LW 4			26	24 June	EW / IW	
4	21 January	EW / IW						

Block 4					Block 8			
Week №	Start date	Activities	Extra info		Week №	Start date	Activities	Extra info
5	28 January	RP	Retake Exams		27	1 July	RP	Retake Exams
6	4 February	RP	Retake Exams		28	8 July	RP	Retake Exams

Summer Vacation			
Week №	Start / end date	Activities	Extra info
29 till 34	15 Jul. - 25.Aug	SV	Holidays

LEGEND	
IW	Introduction Week
LW	Lesson Week
SW	Study Week
PW	Project Week
EW	Exam Week
RP	Retake Period
Catch up	Catch up Lesson Week
SV	Summer Vacation

* For MSc programmes there will be no
Project Weeks. Instead, Lesson Weeks will take place.
*** Students can join PW abroad, no other activities (just PW)

**Enrolment Dates	
Bachelor	First day of Block 1,2,3,5,6,7
Foundation	First day of Block 1,2,3,5,6,7
EuroBA	First day of Block 1
MSc	During Block 1
MBA	First day of Block 1,2,3,5,6,7

LESSON AND LECTURE TIMES

Period	Start time	End time
1	08:30	09:20
	10 minutes Break	
2	09:30	10:20
3	10:20	11:10
	10 minutes Break	
4	11:20	12:10
5	12:10	13:00
	Lunch Break	
6	13:30	14:20
7	14:20	15:10
	10 minutes Break	
8	15:20	16:10
9	16:10	17:00
10	17.00	17:50
	Dinner Break	
11	18:00	18:50
12	18:50	19:40
13	20:10	21:00
15	21:00	21:50

PLANNING / TIMETABLE – BACHELOR'S PROGRAMMES

Standard bachelor's module activities (seminars and lectures) have a duration of approximately 2 hours and 45 minutes.

Lectures and seminars are often scheduled with the following starting points:

- 8.30 am for the morning session
- 11.20 am for the midday session
- 14.20 pm for the afternoon session
- 18.50 pm for the evening session

Coffee / tea breaks, and lunch/dinner breaks can be scheduled at the discretion of the teacher based on the planning of their lesson / lecture / workshop content.

Note: Evening classes, although unusual are possible.

PLANNING / TIMETABLE – MASTER'S

Full-time students attend lectures and workshops on three days per week:

- MSc / MA / MIM – from October to May
- MBA – following the WUAS 6 block system

The modules are delivered intensively over consecutive days in the so-called 'block format', which means that each module has 6 days of teaching split into two blocks of 3 days.

Sessions generally start at the following times, *however,* as many lecturers are flying in from abroad, times may vary due to availability and travel times.

In general:
- MSc classes - start 10.20 / finish 17.00
- MBA classes – start 11.20 / finish 17.00

Therefore, students are kindly requested to check their online timetables at all times.
https://timetable.wittenborg.eu

Coffee / tea breaks, and lunch/dinner breaks can be scheduled at the discretion of the teacher based on the planning of their lesson / lecture / workshop content.

Note: Evening classes and classes on Saturday Sunday, although unusual, are possible.

CAMPUS BUILDING OPENING TIMES

APELDOORN CAMPUS

The Aventus Building opening times

Open 07:00 (AM) - 22.00 (PM)   Monday, Tuesday and Thursday

Open 07:00 (AM) - 18.00 (PM)   Wednesday and Friday

The Spoorstraat Building opening times

Open 08:00 (AM) - 17.30* (PM)   Monday - Friday

Amsterdam Campus (Dali Building) opening times

Open 08:00 (AM) - 22.00** (PM)   Monday - Friday

Vienna EWS Campus opening times:

Open 09:00 (AM) - 17.00 (PM)   Monday - Friday

*Or until the last lesson has finished.

** Technically the building is open 24/7

NB: In Apeldoorn, during holidays the Aventus & Spoorstraat buildings may have different opening times. In Vienna, building opening times are also effected by (national) holidays. The Amsterdam location is generally always accessible, except on enforced public holidays such as Christmas.

Students and staff are requested to pay attention to announcements and messages on screens and in WUAS Office365 email groups and forums regarding changes in opening times of the campuses / buildings.

OFFICE OPENING TIMES

WUAS administration departments (front desk and student administration) are generally available at the following times and days:

Open   08:00 (AM)   Monday – Friday, closed on public holidays

Closed   17:00 (PM)   Monday – Friday, closed on public holidays

For an overview of the departments and organisation at Wittenborg, see chart below:

WUAS 2018

	WUAS Executive Board		WUAS Advisory Board

	WUAS Management Board	

Works Council (Student Reps & Staff Reps)		**WUAS Support**
		Registrar's Office & Admissions
Education Board		Student Support
		Media & Library
		Student Housing
		ICT Services
Graduation & Examination Board		HRM
		Facility & Planning
		Finance & Control
		Quality Support
Research Centre		Strategy & Legal Support
		International Partnerships
		Marketing & Communication
		Sales

	Management Amsterdam Location

	Management Vienna Location

School of Business	School of Hospitality & Tourism	School of Sport & Health	School of Arts & Technology	School of Education

FUNCTIONS AND CONTACT DETAILS OF THE WUAS STAFF

EXECUTIVE BOARD

Name & Email address	Position	Room. No	Availability
Peter Birdsall peter.birdsall@wittenborg.eu	President & Chair of Executive Main Portfolios: Education, IT, Finance	B3.06	Mon - Fri Only by appointment
Maggie Feng maggie.feng@wittenborg.eu	Chief Executive Officer (CEO) Main Portfolios: Marketing, Facilities, Administration, HR	B3.21	Mon - Fri Only by appointment
Karen Penninga karen.penninga@wittenborg.eu	Director University Oversight, Control, Policy & Legal Affairs	B3.06	Mon -Tues-Thurs -Fri morning Only by appointment

ADVISORY BOARD & ACADEMIC BOARD

Name & Email address	Position	Room. No	Availability
Ruud Dost, MBA advisoryboard@wittenborg.eu	Chair of Advisory Board	N/A	Only by appointment
Bernd de Roo advisoryboard@wittenborg.eu	Member of Advisory Board	N/A	Only by appointment

Harry Stoffels advisoryboard@wittenborg.eu	Member of Advisory Board	N/A	Only by appointment
Jack Pieterson advisoryboard@wittenborg.eu	Member of Advisory Board	N/A	Only by appointment
Dr Mirjam Leloux advisoryboard@wittenborg.eu	Member of Advisory Board Member of Academic Board	N/A	Only by appointment
Prof. Dr Ron Tuninga ron.tuninga@wittenborg.eu	Vice President Academic Affairs Chair of the Academic Board	N/A	Only by appointment

HEADS OF SCHOOL			
Name & Email address	**Position**	**Room. No**	**Availability**
Dr Abdul Rauf abdul.rauf@wittenborg.eu	Head School of Business	W0.07	Mon - Fri Only by appointment
Esther Gitonga, MSc Esther.gitonga@wittenborg.eu	Head School of Hospitality & Tourism	W0.07	Only by appointment
Dr Nicolet Theunissen Nicolet.theunissen@wittenborg.eu	Head of Research Centre & Doctoral School	B3.21	Only by appointment
Bert Meeuwsen, MBA, MEd Bert.Meeuwsen@wittenborg.eu	Senior Lecturer Head of School of Education	B3.03	Only by appointment

Education & Examination Guide
Wittenborg University of Applied Sciences
Practical Information Guide

PROGRAMME MANAGEMENT & COORDINATION			
Name & Email address	**Position**	**Room. No**	**Availability**
Lasantha De Silva, MSc lasantha.desilva@wittenborg.eu	Senior Education Operations Manager, Amsterdam Campus Manager (interim)	W0.07	Mon-Fri
Myra Qiu, MSc Myra.qiu@wittenborg.eu	University of Brighton Programme Coordinator (MSc, BSc, MA, PGCert), Head of Process Tutors	B3.20/ W0.03	Tues-Fri
Andreas Ooijer, MSc Andreas.ooijer@wittenborg.eu	EBA Programme Coordinator, Lecturer,	AMS Campus	Mon - Fri
René Rijnders, MSc Rene.rijnders@wittenborg.eu	HBA Programme Coordinator, Lecturer	B3.03	Only by appointment
Daniel O'Connell daniel.connell@wittenborg.eu	Head of English Department & Foundation Programme	B3.03	Tues - Fri
Samia Geldner, MA Samia.Geldner@wittenborg.eu	Senior Lecturer Vienna, Programme Coordinator Vienna Campus	VIE Campus	By appointment

EDUCATION STAFF

ACADEMIC STAFF / RESEARCHERS

Name & Email address	Position	Room / Main Campus	Availability / Location
Dr Alexander Bauer Alexander.bauer@wittenborg.eu	Senior Lecturer	VIE	Only by appointment
Dr Teun Wolters teun.wolters@wittenborg.eu	Professor of Applied Sciences / Lecturer	APL	Only by appointment
Dr. Geert de Haan Geert.dehaan@wittenborge.eu	Senior Lecturer	APL	Only by appointment
Dr Saskia Harkema saskia.harkema@wittenborg.eu	Senior Lecturer, Researcher, Member Examination & Graduation Board	APL	Only by appointment
Dr Muhammad Asfhaq Muhammad.asfhaq@wittenborg.eu	Lecturer	APL	Only by appointment
Dr Gilbert Silvius Gilbert.silvius@wittenborg.eu	Senior Lecturer	APL	Only by appointment
Dr Tauseef Ali Tauseef.ali@wittenborg.eu	Lecturer	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Dr Dadi Chen Dadi.chen@wittenborg.eu	Lecturer, Education Development	AMS	Mon – Fr
Dr Yasmina Khadir-Poggi Yasmina.khadir-poggi@wittenborg.eu	Lecturer	AMS	By appointment
Dr Milena van Voorden Milena.vanvoorden@wittenborg.eu	Lecturer	APL	By appointment
Dr Abu Manju Abu.manju@wittenborg.eu	Lecturer	AMS	Only by appointment
Dr Arie Barendregt Arie.barendregt@wittenborg.eu	Lecturer	APL	Only by appointment
Dr Shohreh Parham Shohreh.parham@wittenborg.eu	Lecturer	AMS	Only by appointment

ACADEMIC STAFF / LECTURERS			
Name & Email address	**Position**	Room / Main Campus	**Availability / Location**
Lucy Omwoha, MSc Lucy.omwoha@wittenborg.eu	Lecturer, Process Tutor, Examination & Assessment Coordinator	Wo.03	Mon-Fri Wo.07
Bob Dyson, MBA bob.dyson@wittenborg.eu	Lecturer	APL	Only by appointment
Name & Email address	**Position**	Room / Main Campus	**Availability / Location**
Emiel Schiphorst, MSc emiel.schiphorst@wittenborg.eu	Lecturer	APL	Only by appointment
Marjon van Opijnen, MSc, MA Marjon.vanopijnen@wittenborg.eu	Visiting Lecturer	AMS	Only by appointment
George Bosire, MSc George.bosire@wittenborg.eu	Lecturer	APL	Only by appointment
Melike Almaz, MSc, Melike.almaz@wittenborg.eu	Lecturer	APL	Only by appointment

Education & Examination Guide
Wittenborg University of Applied Sciences
Practical Information Guide

Name & Email address	Position	Room / Main Campus	Availability / Location
Amy Abdou, MA Amy.abdou@wittenborg.eu	Senior Lecturer	AMS	Only by appointment AMS Campus
Adeyemi Banjo, MBA Adeyemi.banjo@witenborg.eu	Senior Lecturer	APL	Only by appointment
Peter Saes, MA Peter.saes@wittenborg.eu	Lecturer (Languages)	APL	Only by appointment
Fjorentina Muco, MA Fjorentina.muco@wittenborg.eu	Lecturer / Education Support	APL	Only by appointment W0.07
Hongli Joosten-Ma Hongli.joosten-ma@wittenborg.eu	Lecturer	APL	Only by appointment
Melissa Davina Melissa.davina@wittenborg.eu	Lecturer	APL	Only by appointment
Radostina Zasheva, MSc Radostina.zasheva@wittenborg.eu	Lecturer	APL	Only by appointment
Marc de Jong, MA Marc.dejong@wittenborg.eu	Lecturer (Languages)	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Marívi Martinez Brocca, MA Marivi.brocca@wittenborg.eu	Lecturer (Languages), Process Tutor	AMS	Only by appointment
Evangelia Konstantinidu, MSc evangelia.konstantinidou@wittenborg.eu	Lecturer	APL	Only by appointment
Jan Kooiman, MSc, CMA Jan.kooiman@wittenborg.eu	Lecturer	AMS	Only by appointment
Lucinda Douglas Lucinda.douglas@wittenborg.eu	Lecturer	APL	Only by appointment
Peter Odgers, MPhil Peter.odgers@wittenborg.eu	Lecturer	APL	Only by appointment
Tanya Dimitrova, MSc Tanya.dimitrova@wittenborg.eu	Lecturer, Member of Graduation & Examination Board	AMS	Only by appointment
Barbara Doninger, MA Barbara.doninger@wittenborg.eu	Lecturer	APL	Only by appointment
Getjan Lammers Getjan.lammers@wittenborg.eu	Lecturer	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Trinidad Navarro, MSc Trinidad.navarro@wittenborg.eu	Lecturer	APL	Only by appointment
Rik Dijkstra, MBA Rik.dijkstra@wittenborg.eu	Lecturer	APL	Only by appointment
Ben Philipsen, MSc Ben.philipsen@wittenborg.eu	Lecturer	APL	Only by appointment
Wim Oonk, MBA Wim.oonk@wittenborg.eu	Lecturer	APL	Only by appointment
Joris Kersten Joris.kersten@wittenborg.eu	Lecturer		Only by appointment
Sven Willemsen, MSc Sven.willemsen@wittenborg.eu	Lecturer		Only by appointment
Arjaan Stapert, MSc Arjaan.stapert@wittenborg.eu	Lecturer		Only by appointment
Thijs van den Broek, MSc Thijs.vandenbroek@wittenborg.eu	Lecturer		Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Julia Gyasi, MBA, MA Julia.gyasi@wittenborg.eu	Lecturer		Only by appointment
Samantha Birdsall, BA Samantha.birdsall@wittenborg.eu	Project Week Teacher, Education Support	APL	Only by appointment APL Campus
Romy Buchheim Romy.buccheim@wittenborg.eu	Lecturer (Languages)		Only by appointment
Nishal Oemrawsing Nishal.oemrawsingh@wittenborg.eu	Lecturer		Only by appointment

Vienna Lecturers

Name & Email address	Position	Room / Main Campus	Availability / Location
Luise Wagner, MSc Luise.Wagner@wittenborg.eu	Lecture Vienna, Project Week Coordinator	Vienna Campus	By appointment
Karoline Hier,MA Karoline.Hier@ wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
Dr Johan Winbladh Johan.winbladh@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
Dr Julia Skobeleva Julia.skobeleva@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
Dr Monika Schwarzler Monika. Schwarzler@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
David Phamplett, MA David.Phamplett@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment

UNIVERSITY OF BRIGHTON LECTURERS MSC PROGRAMMES			
Name & Email address	**Position**	Room / Main Campus	**Availability / Location**
Chris Dutton, MBA c.j.dutton@brighton.ac.uk	Deputy HoS Division of Service Man., Senior Lecturer	APL Campus	Only by appointment
Dr Michael Williams mw146@brighton.ac.uk	MSc Course Leader, Senior Lecturer	APL Campus	Only by appointment
Angela Maguire, MBA A.Maguire2@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Udo Merkel U.Merkel@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Jo-Anne Lester J.Lester@brighton.ac.uk	Deputy HoS Staff & Environment, Senior Lecturer	APL Campus	Only by appointment
Dr Ioannis S Pantelidis I.Pantelidis@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Adam Jones aj48@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Marc Keech M.Keech@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Owen Evans O.R.Evans@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Jayne Luscombe J.Luscombe@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Rodrigo Lucena De Mello R.LucenaDeMello2@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Clare Weeden chw3@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment

UNIVERSITY OF BRIGHTON LECTURERS BSC PROGRAMMES

Name & Email address	Position	Room / Main Campus	Availability / Location
Clare Millington, MSc c.e.millington@brighton.ac.uk	Senior Lecturer BSc Programme, Coordinator BSc Top-up Amsterdam	AMS Campus	Only by appointment
Dr Colin Harris C.N.Harris@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Tracey Taylor T.Taylor@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Jim Simpson, MBA	Senior Lecturer	AMS Campus	Only by appointment
Maggie Symes M.Symes@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Marion Curdy, PGCE m.e.curdy@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Geoff Courts gc34@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Victoria Richards, MSc V.Richards@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Darren Connolly, MBA D.A.Connolly@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Asher Rospigliosi A.Rospigliosi@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Wybe Popma, MSc W.T.Popma@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Dr Clifford Conway C.Conway@brighton.ac.uk	Deputy HoS Postgrad & Professional, Senior Lecturer	AMS Campus	Only by appointment

VISITING LECTURERS

Name & Email address	Position	Main Campus	Availability / Location
Dr Steven Goss-Turner	Visiting lecturer	APL	Only by appointment
Paul Fynn, MA Paul.fynn@wittenborg.eu	Visiting Lecturer	APL	Only by appointment
Dr Angela Bensen	Visiting Lecturer	APL	Only by appointment
Peter Odgers, MPhil	Visiting Lecturer	APL	Only by appointment
Dr Alberto Forte	Visiting Lecturer	APL	Only by appointment

NON-EDUCATION STAFF

ICT DEPARTMENT

Name & Email address	Position	Main Campus	Availability / Location
Denis Schuh Denis.schuh@wittenborg.eu	Webmaster, GDPR Officer, Information Officer	VIE	Only by appointment
Raymond Rothengater ICT@wittenborg.eu	Network ICT Controller	APL	Only by appointment

Education & Examination Guide
Wittenborg University of Applied Sciences
Practical Information Guide

REGISTRAR'S OFFICE & ADMISSIONS TEAM

Name & Email address	Position	Room / Main Campus	Availability / Location
Santosh Aryal, BBA santosh.aryal@wittenborg.eu	Student Registrar	B3.03 APL	Mon - Fri
Florian Oosterberg, MA Florian.oosterberg@wittenborg.eu	Senior Admissions Officer & Deputy Registrar	B3.03 APL	Mon-Fri
Tri Adiyanti Setiawan, MSc (Yanti) Tri-AdiyantiSetiawan@wittenborg.eu	Admissions Officer	AMS	Mon-Fri
Lena Vandenbosch, MBA lena.vandenbosch@wittenborg.eu	Sales and Marketing Officer	B3.03 APL	Mon-Tues-Thurs
Tineke van der Leer tineke.vanderleer@wittenborg.eu	Student Administration Officer	B3.03 APL	Mon – Thu
Doris Napetschnig doris.napetschnig@wittenborg.eu	Admissions & Student Support	VIE	Mon – Thu

EDUCATION OPERATIONS SUPPORT STAFF

Name & Email address	Position	Room / Main Campus	Availability / Location
Sanjay Shrestha, MSc Sanjay.shrestha@wittenborg.eu	ICT Database Administrator & Timetable Officer, ICT	AMS Campus	Mon-Fri
Kriszta Rostas, MA Krista.rostas@wittenborg.eu	Education Support Officer & Curriculum Development	Wo.07 APL	Mon-Thu-Fri
Kate Nesarikar, MBA ketakee.nesarikar@wittenborg.eu	Librarian & Education Administrator (Grade Administration)	Wo.07 APL	Wed-Thu-Fri

UNIVERSITY SUPPORT STAFF

Name & Email address	Position	Room / Main Campus	Availability / Location
Lina Sergio Lina.sergio@wittenborg.eu	Senior HR Administrator	B3.22 APL	Mon-Tue-Thu-Fri
Sanne de Jong Sanne.dejong@wittenborg.eu	HR Administrator	B3.22 APL	Mon-Thurs

Name & Email address	Position	Room / Main Campus	Availability / Location
Bas van Santen, MSc Bas.vansanten@wittenborg.eu	Internal Data Analyst, Finance Officer, ICT	B3.21 APL	Mon- Fri
Daphne Wang daphne.wang@wittenborg,.eu	Financial Administrator	B3.21 APL	Mon-Tues-Thurs -Fri
Anesca Smith Anesca.smith@wittenborg.eu	Journalist Wittenborg University Press , Communication Officer	B3.03 APL	Mon-Wed-Fri
Sinem Gulsen Sinem.Gulsen@wittenborg.eu	Senior PR & Communications Coordinator	B3.03 APL	Mon-Tue- Thursday
Harry Maatjes, Ing harry.maatjes@wittenborg.eu	Quality System Manager	B3.03 APL	Only by appointment
Iryna Bernatska, MSc Iryna.bernatska@wittenborg.eu	Front Office Support Team (Amsterdam), Admissions support	AMS Campus	Mon – Fri
Pauline Wendt, MA Pauline.Wendt@wittenborg.eu	Front Office Support Team Leader, Facilities Management	B3.13/ W0.03 APL	Mon-Fri
Sadaf Sakhi Sadaf.sakhi@wittenborg.eu	Internal Event Officer, Front Office Support Team	B3.13/ W0.03 APL	Mon-Fri

Name & Email address	Position	Room / Main Campus	Availability / Location
Kelly Gevers Kelly.gevers@wittenborg.eu	Front Office Support Team Assistant	W0.03 APL	Mon-Wed-Thu-Fri
Karel van der Zande Karel.vanderzande@wittenborg.eu	Student Housing Coordinator/ Location Facilities Officer	APL	Only by appointment
Jan Kruitbos Jan.kruitbos@wittenborg.eu	Student Counsellor, Exam Invigilator	APL	Only by appointment

EXAM INVIGILATORS			
Zoe Kuit-Bergman	Exam Invigilator	n/a	Only by appointment
Maria Musselaers	Exam Invigilator	n/a	Only by appointment
Martin Lens	Exam Invigilator	n/a	Only by appointment
Bureera Afzal	Exam Invigilator	n/a	Only by appointment
Kasia Chantis	Exam Invigilator	n/a	Only by appointment
Aldi Top	Exam Invigilator	n/a	Only by appointment
Tiny Vos	Exam Invigilator	n/a	Only by appointment

HOW TO CONTACT THE EDUCATION DEPARTMENT

- Education Department office is open daily for short questions, for consultations please, make an appointment by email
- Work placement coordinator available 3 days a week
- Process Tutor
- All lecturers can be contacted through their Wittenborg email

HOW TO CONTACT FRONT DESK, BACK OFFICE AND SUPPORT STAFF

- Front Desk is open daily
- Back Office is open daily for short questions, for consultations please, make an appointment by email
- Email to individual support staff

TASKS AND RESPONSIBILITIES OF THE FRONT DESK

The Front Desk takes care of our international students' welfare. For new students this means registering with all the necessary offices, such as the city hall, the Immigration Office, and the health administration.

During the course of a student's study period at Wittenborg, the Front Desk will maintain student records and all the administration related.

MAIN RESPONSIBILITIES OF THE BACK OFFICE:

- Take care of (international) students' welfare
- Keep students informed of up-dated information on policies and regulations through intranet
- Maintain documentation of each (international) student
- Advise students of their legal rights, legal status

More information can always be found on the Wittenborg Web site: http://www.wittenborg.eu as well as on Intranet: www.wittenborg-online.com. Always feel free to contact the Front Desk staff or the support staff for help or further information.

NB: All issues and questions regarding non-academic issues should be made to the Front Desk.

MANAGEMENT TEAM

The Wittenborg University of Applied Sciences management team is led by its Executive Board Members Peter Birdsall and Maggie Feng. (Stichting Wittenborg University Executive)

Wittenborg's organisation is a top down, flat-level structure that allows staff and students to interact with each other and directly with management, however enables the Education Board and the Graduation and Examination Board to operate within their functions ensuring that the quality systems in place are maintained.

The Wittenborg University of Applied Sciences Advisory Board is a trust consisting of 4 members that advises management and oversees the performance and ambitions of the University from a strategic and overall business and management viewpoint. External advisory systems are described below.

THE STICHTING WITTENBORG UNIVERSITY EXECUTIVE

The Wittenborg University Executive Board (the Executive) forms the management of Wittenborg University of Applied Sciences. Its members are Peter Birdsall, MA.E.d and Maggie Feng, MSc who are also the directors of the institute and Karen Penninga, Policy and Legal Compliance Controler. The Executive reports to the Advisory Board (below).

Below is an overview of how the responsibilities at Board level are divided in the Wittenborg Executive.

Wittenborg University Executive Board ← **Wittenborg University Advisory Board**

Maggie Feng
Main responsibilities:
- CEO
- Human Resources
- Internal Processes
- Marketing & Promotion
- External Relations
- Student Housing
- Facility Management

Peter Birdsall (Chair)
Main responsibilities:
- Director of Studies
- Chair Education Board
- Education Oversight
- Accreditation
- ICT Systems
- Finance & Budgets
- Sales

Karen Penninga
Main responsibilities:
- Policy and Legal Control
- Government Regulation
- Financial Compliance
- Business Compliance
- HE Compliance
- HR Compliance
- Real Estate Compliance

THE STICHTING WITTENBORG UNIVERSITY ADVISORY BOARD

The Advisory Board, is in effect the body that formally oversees the governance of Wittenborg University of Applied Sciences, and advises on the programmes it develops and offers. The Advisory Board has a separate legal status from the Executive and is an independent Trust that oversees the development and continuity of the institution. It currently has 4 members, who represent local business, employers, and government. The Advisory Board plays an important role in advising the institute on the development of new programmes, including this MBA, also introducing external parties in an advisory role when required. In cases of a change in top management at Wittenborg, the Executive can actually be appointed by the Stichting Wittenborg University Advisory Board.

Members of the Advisory Board

- Mr Ruud Dost, Red Stone Management (Chair)
- Mr Bernd R.C. de Roo, Partner at CIFRE Accountants & Tax Lawyers
- Mr Jack Pieterson, Managing Director LLC Benelux at Smurfit Kappa Zedek, also representative of VNO-NCW, regional Employer's Association
- Mr Harry Stoffels, formally of the Municipality of Apeldoorn (Gemeente)
- Dr Mirjam Leloux, University of Amsterdam
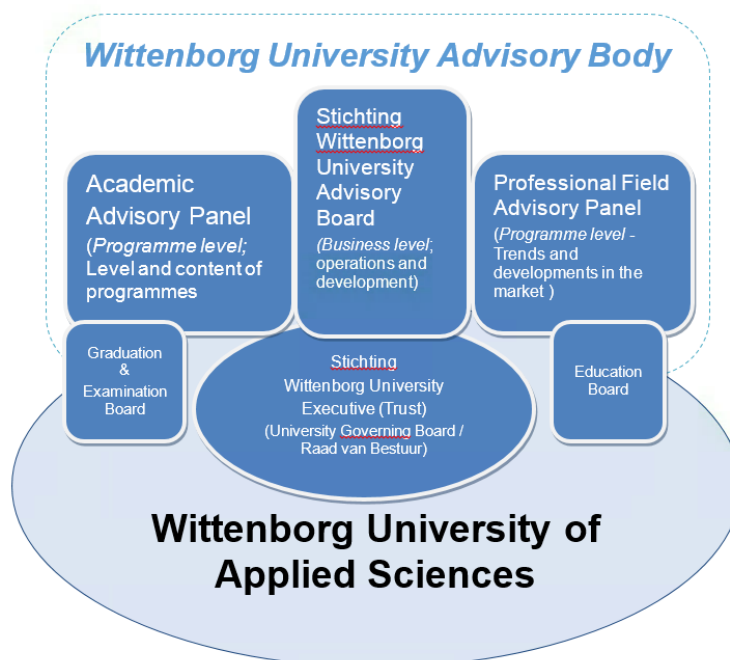
WITTENBORG EDUCATION BOARD

WUAS' programmes are developed and monitored by the Education Board, on the one hand to be compared to a research and development department of an organisation, and on the other hand to a programme management team within a higher education institute.

The Board is comprised of key WUAS staff, concerned with the development and deployment of the programmes, including the Executive Director of Education, the Academic Dean, the two Programme Coordinators (postgraduate and undergraduate), the Education Operations Manager & Quality System Manager, and various members of the teaching staff, depending on the programmes being discussed/developed. The aims of the Education Board are:

1. To develop and have accredited new Bachelor and Master degree programmes.
2. To maintain and re-develop all current Bachelor and Master degree programmes.
3. To review feedback from students, teachers, (work placement) companies, business networks and WUAS' alumni and take action on results.

The chart below shows the structure of the Education Board:
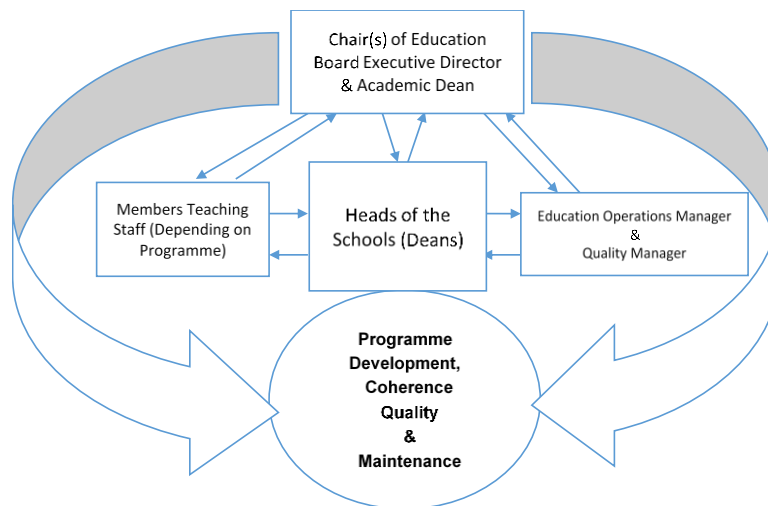
The Education Board is responsible for aligning its programmes with the professional field and requirements of the market, and interacts with the 'outside world' through its contact with the advisory bodies and the professional field.

The Education Board is also responsible for the maintenance and implementation of the national and international quality control and accreditation cycle, and for ensuring that Wittenborg programmes receive the necessary accreditation from organisations such as the Netherlands Accreditation Organisation (www.nvao.nl), and the Netherlands Association for the Promotion of International Education (www.nuffic.nl) together with other European and worldwide accreditation organisations.

WITTENBORG GRADUATION AND EXAMINATION BOARD

As a compact institute, Wittenborg has one central Graduation and Examination Board (Exam Board), which ensures that all decisions regarding EC Credit allocation and the awarding of degrees are brought under the responsibility of a relatively impartial body. (Relative, in the sense that although most members are employed by the institute, there are two "external members", and no-one who has a legal or financial stake holding in the organisation is a member.

The Wittenborg University Executive publishes a Graduation & Examination Board Regulations for its programmes[1], (now part of an Education and Examination Guide). The Exam Board, as a key institutional body, ensures correct application of these, under Dutch Law and under agreements as part of external validations and accreditations, such as with the University of Brighton.

Currently, the Exam Board comprises of Wittenborg teachers tutors and staff members, who are either fully employed or external consultants who teach Wittenborg modules, as well as 2 external members who work at other Dutch HEI's.

The Chairperson of the Graduation & Examination Board is appointed by the Executive. In order to comply with Dutch Law, the Graduation & Examination Board, in effect, appoints all examiners, on the basis of employment and contract arrangements with the Executive. The Graduation & Examination Board is planned to meet 6 times a year, and can convene more often if required.

The Exam Board is responsible to ensure that all students entering the programme have the correct qualifications and entry levels as set by the executive. To determine these, it can enlist the expertise of internal or external experts in diploma / degree verification, such as Nuffic (The institute that oversees and promotes international education in the Netherlands in a similar way to the UK's British Council, or Germany's DAAD).

The responsibilities and expertise of the Graduation & Examination Board are fully explained in its yearly report. The Exam Board also plays a role in the Wittenborg University Complaints Procedure described in the Education and Examination Guides of Wittenborg's programmes.

---

[1] Note: The joint MSc programmes fall under the University of Brighton's GEAR – Graduation, Education & Assessment Regulations of the University of Brighton.
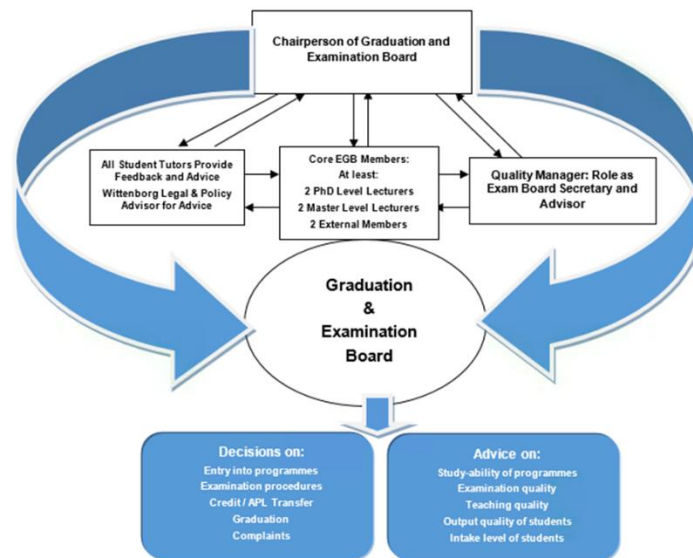
GRADUATION & EXAMINATION BOARD RESPONSIBILITIES

- To monitor the quality of examinations in respect of whether they meet the programme objectives, required competences as outlined in the relevant module guide and the educational standards and philosophy of Wittenborg, as described in the EEG;

- To ensure examinations and evaluation leading to EC Credits (study credits) are carried out in accordance with the Education and Examination Guide (EEG);

- To evaluate attendance and participation in relation to assessment, plus rules and regulation as proscribed by the relevant authorizes in the Netherlands;

- Ensure that in all examinations, assessments, work placements and projects the papers and instructions have a level of English that is clear, jargon free and understandable;

- To oversee the testing and assessment processes and the quality of testing and assessment in line with the aims and objectives (Final Qualifications) of the programmes;

- Confirm the grades and evaluation of all examinations, projects, work placement, assessments and the final year graduation dissertation and for all years and subjects in Wittenborg programmes;

- Adjudicate on infringement or irregularities in relation to the Education and Examination Guide; decide the appropriate changes and or sanctions and rule on appeals from students in respect of their examinations, assessments and work placement grades or any other aspects of the examination procedure, in line with the complaints procedure;

- Confirm that all graduation students have met the entire necessary requirement enabling the given student to receive their degree;

- To confirm decisions in respect of advanced placement, request for placement, credit transfers and internal promotion of and from students; furthermore, assessing and adjudication on the authenticity of educational certificates, degrees and diplomas;

- To evaluate the examination process in respect of the principles of quality assurance ensuring continuous improvement and innovation in respect of all the various forms of assessment;

The Wittenborg Executive publishes a Graduation & Examination Board Regulations for its programmes[2], (Part 6 of the Education and Examination Guide). The Exam Board, as a key institutional body, ensures correct application of these, under Dutch Law and under agreements as part of external validations and accreditations, such as with the University of Brighton. Currently, the Exam Board comprises of Wittenborg teachers, tutors and staff members, who are either fully employed or external consultants who teach Wittenborg modules, as well as 2 external members who work at other Dutch HEI's.The Exam Board's role in complaints procedure: It is intended that the board meet at least once every education block (6 times a year). More frequent meetings can be held on request, and in the dealing of complaints. Wittenborg's complaints procedure is described in the following diagram.

---
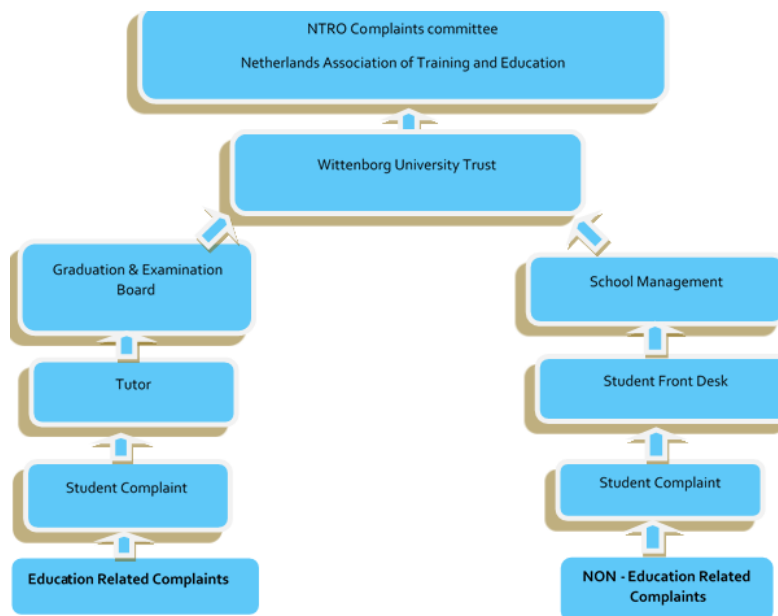
[2] Note: The joint MSc programmes fall under the University of Brighton's GEAR – Graduation, Education & Assessment Regulations of the University of Brighton.

COMPLAINTS (AND ENQUIRIES) PROCEDURE

The informal and formal procedures below are for asking questions about:

- Finance
- Payment/refunds
- Residence Card
- Work
- Registration of Leaving
- Complaint

NB: Education and Examination issues (use formal complaints procedure directly

Informal Complaints and Enquiries Procedure (Non Education Issues)

1. Students should present complaints to their Process Tutor, submitted in writing by email.
2. Students will receive an answer regarding their complaint within 3 working days during normal lesson weeks.
3. If this answer is not satisfactory: student should make an appointment with their Process Tutor. See the Formal Complaints Procedure.

FORMAL COMPLAINTS PROCEDURE

1. The student should register the complaint with their Process Tutor, by email, by completing a complaints form. The Front Desk can provide a copy of the complaints form on request. The Process Tutor will forward the to the applicable department manager.
2. The student will receive an answer from the relevant manager within a week. The manager shall inform the Process Tutor about the decision.
3. If the student is not in agreement with the decision, the matter can be taken to the Board of Management.
4. Student will receive an official reply/answer from the Board of Management within a week.
5. In all cases the Process Tutor and Heads of School will be informed about the decision.

BOARD OF APPEAL FOR GRADUATION AND EXAMINATIONS

Complaints and appeals regarding disputes in examination results should always first be submitted in writing to the Chairperson of the Graduation and Examination Board. The Board will reply within 1 week. If the result given by the Graduation and Examination Board remains unsatisfactory for the student, a student can submit an appeal to the Board of Management, in writing. Within 1 week the Board of Management will inform the student of the time and place of the appeal hearing.

The Board of Appeal consists of

- 1 Member of the Board of Management
- Chairperson of the Graduation and Examination Board
- 1 Member of the Student Union (appointed by the Chairperson of the Student Union)
- 1 independent representative of the professional field, who will act as Chairperson of the Board of Appeal

The student concerned will be requested to present their case to the Board of Appeal. The Board of Appeal will provide its definitive decision with 1 week of the appeal sitting.

THE WITTENBORG EXECUTIVE TRUST

In cases where students are not satisfied with the decision of the Board of Appeal, a complaint can be submitted to the Wittenborg Executive Trust. The Trust will assess the case and make a final decision on the basis of a review of the documentation and the procedures taken within the above described process.

NRTO

In cases where students are not satisfied with the decision of the Wittenborg Trust, a complaint can be submitted to the Commission for Disputes (Geschillencommissie Particuliere Onderwijsinstellingen) of the NRTO, of which Wittenborg is a member. Contact: tel. 030 – 267 37 78, and website www.nrto.nl

ACCREDITATION OF HIGHER EDUCATION IN THE NETHERLANDS

HIGHER EDUCATION SYSTEM IN THE NETHERLANDS: WITTENBORG'S STATUS IN HISTORY

Wittenborg was established on the 21st September 1987, in Deventer, The Netherlands.

In the Netherlands there is a two tier system of traditional "old" Universities and polytechnic's (HBO) known in English as Universities of Professional Education, much comparable to the UK system before changes that led to "University status" for all institutions. From 2002 a new system has been introduced which will path the way to a harmonizing of this two tier structure. Also, there is a division between Higher education institutions, in the way that they are funded by the government, and both "old" and "new" Universities have state funded and state independent institutions.

Wittenborg is an Independent State University of Applied Sciences (aangewezen). This means that although its students receive government funds, the institution does not. Universities such as Wittenborg are required by law to follow the stringent accreditation procedures as described below. Until 2008, Hogescholen were known officially as Universities of Professional Education. In July 2008 this was changed to Universities of Applied Sciences. Below, there is a copy of Wittenborg's certification as an independent State University of Professional Education (Aangewezen Hogeschool), from the CFI, the administrative department of the Ministry of Education. Wittenborg's degrees are recognised in every country that recognises the Dutch Ministry of Education's accreditation and degree structure.

BACHELOR – MASTER (EUROPEAN AGREEMENTS)

In September 2002 a bachelor-master's structure was introduced in higher education. At the same time a system of accreditation was introduced to guarantee the quality of the bachelor and master programmes. A programme will be accredited either as academic or higher professional. Bachelor- and master programmes will have to be accredited separately.

The universities have converted most of their traditional "one-cycle" programmes to bachelor and master programmes. For the time being, "one-cycle" programmes may continue. Studies in medicine and dentistry have not yet made changes.

The traditional programmes at the universities of professional education (UPE's) are converted into bachelor programmes. UPE's can present their master programmes for accreditation as from the summer 2003. Herewith these master programmes (mainly business programmes) will be recognized by law. Furthermore, new master programmes will be offered in especially the field of education, architecture, health and fine arts.

The main characteristics of the Dutch bachelor-master system are as follows

- Bachelor degrees require 180 ("EC") credits in academic research degree education and 240 credits in higher applied sciences degree education. The status of the degree is set at the time of accreditation.
- The primary aim of the applied sciences bachelor's degree is to move on to the labour market. The academic bachelors' primary aim is to follow a master programme. However, an academic bachelor can also opt for entering the labour market, and applied sciences bachelor graduates can opt to study Master programmes.
- Master's degrees in academic education require 120 credits in engineering, in agricultural disciplines, in life sciences, in natural sciences and in dentistry; 180 credits in medicine; a minimum of 60 credits in other subjects. Master's degrees in higher professional education require a minimum of 60 credits.
- Access to academic master's programmes is based on entrance requirements determined by the institutions. In general students are admitted to master's programmes on the basis of their having completed a relevant bachelor's programme. In fact, the law specifies that every academic bachelor programme should give entrance to at least one academic master's programme. In those cases, where the master's programme doesn't correspond to the bachelor's programme, admission may be selective.
- Graduates have the option to choose between the bachelor/master degree and the old Dutch titles. The master's degree titles are MSc, MA, MBA and the bachelor's titles range from BA, BSc to BBA and other variants. The old Dutch titles (doctorandus, meester of ingenieur for academic programmes and ingenieur, baccalaureus for programmes in higher professional education) thus continue to exist.
- Access to doctoral programmes is determined by the institutions; in general a master's degree is required for admission to doctoral programmes.
- Student aid and funding mechanisms for institutions are adapted to the bachelor's-master's structure.

NVAO ACCREDITATION

In 2002 the Netherlands Flemish Accreditation Organisation (NVAO) was established by law, to guarantee the quality of the bachelor and the master programmes. Dutch accreditation is based on peer review of programmes. Flanders participates as an observer in the Board and a treaty will be developed to formally ensure that the accreditation organisation works for both the Netherlands and the Flemish community of Belgium.

Internationalization of quality assurance is furthered by several actions. First a Bachelor and a Master must satisfy international standards. The general descriptors, as developed by the joined quality initiative, are used as the example. Second, peer review implies the participation international peers. Finally, the peer review does not have to be organised by a Dutch organisation, but may also be organised by a foreign quality assessment/accreditation organisation.

A translated copy of Wittenborg's Certificate of Recognition from the Netherlands Ministry of Education and a copy of an English language confirmation of Wittenborg's status as a State Recognised Independent University of Applied Sciences can be downloaded from the Wittenborg web site www.wittenborg.eu

Wittenborg's IBA bachelor programmes and its MBA programmes are accredited by the NVAO (www.nvao.net)

Translated copies of the accreditation status of programmes can be downloaded from the site of the NVAO or Wittenborg's website.

VALIDATION BY THE UNIVERSITY OF BRIGHTON

Wittenborg offers a number of programmes validated by the University of Brighton and jointly taught as double degree programmes. The UK validation allows students to receive a UK degree award alongside the Dutch degree. Below is an overview of the programmes currently offered jointly with the University of Brighton:

- Double degree: BA (Hons) in International Hospitality Management / IBA Hospitality Management
- Double degree: BSc in Business / IBA Entrepreneurship & Small Business, accredited by FIBAA as Entrepreneurial Business Administration.
- Master of Science in International Event Management
- Master of Science in International Hospitality Management

Education & Examination Guide
Wittenborg University of Applied Sciences
Practical Information Guide

- Master of Science in International Tourism Management
- Master of Science in Sport Business & Management

FIBAA ACCREDITATION

Wittenborg University of Applied Sciences' bachelors of International Business Administration programmes are accredited by the Swiss-German Accreditation Agency, Foundation International Business Administration Accreditation (FIBAA). The MBA programmes are also accredited by FIBAA.

Since the launch of the Bologna Process, along with the transition to Bachelor's and Master's programmes and the growing independence available to Higher Education Institutions (HEIs) in designing their degree programmes, the call for the HEIs to establish and advance sound and transparent quality assurance systems has grown continuously.

THE QUALITY SEAL
IN HIGHER EDUCATION

FIBAA

When the Accreditation System was established in Germany, FIBAA was founded in 1994 and hence became one of the first agencies to be accredited by the German Accreditation Council. Since 2002, it has been entitled to award the Seal of the Accreditation Council for degree programmes in Germany. The accreditation of degree programmes is an internationally-established quality assurance process in the higher education sector. It serves to maintain fundamental standards in terms of the contextual and structural design of educational offerings, to secure the comparability of various study offerings at national and international level, and to facilitate the international recognition of academic achievements and degrees.

FIBAA is recognised as a quality assurance agency not only in Germany, but also in Austria, the Netherlands and Switzerland.

Germany – Accreditation by the German Accreditation Council

Accreditation Council
FIBAA has been authorised by the German Accreditation Council to perform Programme and System Accreditations in Germany and to award its Seal to state and state-recognised private universities. (For further information: www.akkreditieungsrat.de)

Switzerland – Recognition by the Federal Department of Economics Affairs FDEA
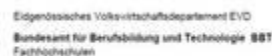
In 2008, the FDEA recognised FIBAA at national level and confirmed that the federal, legislative requirements and European standards have been met for Accreditation Agencies. This means that FIBAA is entitled, on its behalf, to verify accreditation requests submitted by Swiss Universities of Applied Sciences. (For further Information www.evd.admin.ch)

Netherlands – Recognition by the Nederlands Vlaamse Accreditatie Organisatie (NVAO)

FIBAA staff members, including the Head of Programme Accreditation / Certification Procedures, and FIBAA project managers are recognised panel secretaries of NVAO accreditation procedures. FIBAA has been now entitled to perform external programme evaluations at Dutch higher education institutions. NVAO recognise the evaluation report produced by FIBAA as a basis for its accreditation decisions. (For further information:www.nvao.net)

EUROPE-WIDE – FULL MEMBERSHIP IN EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION (ENQA)

ENQA is a European network responsible for disseminating knowledge, information, good practices and innovations in the field of quality assurance in higher education. ENQA is the European umbrella organisation of the quality assurance and accreditation agencies, and is an official consultant to the Bologna Conference of the ministers responsible for higher education. FIBAA has been a full member since 2002. (For further Information: www.enqa.eu)

Europe-Wide-Listed in the European Quality Assurance Register for Higher Education (EQAR)

EQAR, established in summer 2008, is the central registry of accreditation agencies in Europe. These stand out through their resolute implementation of "European Standards and Guidelines" (ESG) in quality assurance and have successfully passed an external evaluation process. FIBAA has been listed as an accreditation agency in this registry since April 2009. (For further information: www.eqar.eu)

THE EEG - PART 5
'GENERAL ASSESSMENT POLICY'

Bachelor

31 August 2018

WITTENBORG
University of Applied Sciences

CONTENTS

WITTENBORG GENERAL ASSESSMENT POLICY (TOETSBELEID).

This document has been drawn up under the responsibility of the Wittenborg Graduation and Examination Board (approved August 2015) and is supplementary to its Examination Regulations.

ASSESSMENT AND CREDITS - EUROPEAN CREDITS (ECS)

The European Credit Transfer System (ECTS) provides an instrument to create transparency, to build bridges between institutions and to widen the choices available to students*. The system makes it easier for institutions to recognise the learning achievements of students through the use of commonly understood measurements -- credits and grades -- and it also provides a means to interpret national systems of higher education. The European Credit system is based on three core elements: **information** (on study programmes and student achievement), **mutual agreement** (between the partner institutions and the student), and the use of European Credits to indicate **student workload**. European Credits (ECs) are a numerical value (between 1 and 60) allocated to course units to describe the student workload required to complete them. They reflect the **quantity** of work each course unit requires in relation to the total quantity of work necessary to complete a full year of academic study at the institution that is, lectures, practical work, seminars, tutorials, fieldwork, private study -- in the library or at home -- and examinations or other assessment activities. European Credit is thus based on a **full student workload** and not limited to contact hours only.

- **One** European Credit equals between **25 and 28 hours** of student workload. The total European Credits for passing a normal (four year of education) study year are 60 EC. Wittenborg offers full Bachelor programme of study for three years therefore the workload in European Credit are increased to 80 credits per study year.

- European Credits are a **relative** rather than an absolute measure of student workload. They only specify how much of a year's workload a course unit represents at the institution or department allocating the credits.

- In European Credits, 60 credits represent the workload of a normal undergraduate academic year of study and normally 30 credits for a term. A postgraduate academic year of a full 12 months may have 90 credits.

- European Credits ensure that the programme will be reasonable in terms of workload.

Example: *In order to complete successfully the 'Principles of Marketing' subject and gain the 5 European Credits assign to it the student has to spend 140 hours in workload for this subject. Theses 140 hours comprise of 24 contact hours/lectures and 116 hours in practical work, seminars, tutorials, fieldwork, examinations, and preparation time, etc.*

All credits gained during the programme are listed on the European Diploma Supplement which is given to students after graduation.

* based on ECTS Users Guide, draft May 2015 (to be confirmed by the Ministerial Conference).

GRADING SYSTEM IN THE NETHERLANDS

Dutch grades range from 1 (very poor) to 10 (outstanding); a 6 is a pass. It should be noted that 9s and 10s are rarely given. On final lists, grades are normally rounded off (above 0.5 is rounded up and below 0.5 is rounded down, thus a 5.5 equals a 6 equals a pass, whereas a 5.4 equals a fail.) However, on exams and course work, it is customary to get a grade that has not been rounded off. The Dutch grading system is listed in the table below.

Grade	Description
10	Outstanding
9	Very good
8	Good
7	Very satisfactory
6	Satisfactory
5.5 – 6.0	(minimum requirement for a pass)
5	Fail
4	Unsatisfactory
3	Very unsatisfactory
2	Poor
1	Very Poor

THE ECTS GRADING SYSTEM FOR CREDIT TRANSFER

In cases where credits are transferred between countries (mainly in student exchanges) ECTS grades can be used. It is good practice to add an ECTS grade, in particular in case of credit transfer. The ECTS grading scale ranks the students on a statistical basis.

Therefore, statistical data on student performance is a prerequisite for applying the ECTS grading system. Grades are assigned among students with a pass grade as follows:

A best 10%	B next 25%	C next 30%	D next 25%	E next 10%

A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: "fail - some more work required to pass" and F means: "fail – considerable further work required". The inclusion of failure rates in the Transcript of Records is optional.

ATTENDANCE & EXAMS – IMPORTANT NOTICE

Students arriving more than 10 minutes late for the start of a lesson could be barred from entering the lesson and possibly marked as absent.

If students miss more than 2 lessons in a block of 4 weeks, the Module Lecturer has the jurisdiction to decide not to mark the exam. The student will be required to wait until the re-sit at the following block Exam Week. After this, the next opportunity will be the following year. In exceptional cases, determined by the Graduation and Examination Board the exams would be marked.

If students are sick, or have another serious reason for not attending class, they should contact their teacher by sending an email directly, with a copy to their Process Tutor.

Students have to register online for their examinations (for each module separately), if they fail to do so they will not be allowed to take part at the examination.

NO registration NO exam. Furthermore, the following rules apply in all cases:

- Lesson attendance requirement: 75%

- Examination registration & no attendance will result in an exam mark = '0'

- Exam mark under 4 = compulsory re-attendance of module (retake with attendance)

- Only mark 4 and above gives right to a retake exam without attendance (retake without attendance)

In the event of examination malpractices, procedures will follow the Graduation & Examination Regulations (PART6 of the EEG).

1. A decision will be made by the Graduation and Examination Board.
2. A student can appeal to the Examination Board against the decision within 2 weeks in writing.
3. The Examination Board decides if a student is called for a hearing in case there is a need to clarify facts.

MARKING SYSTEMS

Marks are given on a scale 1 – 10 (Dutch) and/or A, B, C, D or F (Anglo Saxon). All modules require a pass mark. For more details, see the Examination and Assessment section.

A	100.00%	85.00%
B	84.99%	75.00%
C	74.99%	60.00%
D	59.99%	55.00%
E	54.99%	40.00%
F	39.99%	25.00%
FX	24.99%	0.00%

EXAMINATIONS AND ASSESSMENT LEADING TO EC CREDITS AT WITTENBORG

For Regulations of Exams at Wittenborg please see the latest Wittenborg Graduation and Examination Board Regulations. Below the different types of examination used at Wittenborg are described. Each module must choose from one exam type only.

EXAM TYPES AT WITTENBORG
1. Written Examination
2. Assignment / Report / Essay
3. Project Work
4. Language Test (Reading, Writing, Listening & Speaking)
5. PDP Portfolio
6. Active Participation
7. Oral Presentation / Oral Interview
8. Digital / Multimedia Assessment

Exam types 1, 4, and 7 are examined during the planned exam weeks.

Exam types 2, 3, and 5 will require an oral defence through a presentation or oral assessment, planned in the exam week.

SEMINAR PAPERS:

The result of a module seminar paper (either pass or fail) is carried over to question 1 of the exam belonging to that module, weighted at 20% of the exam. If a seminar paper is, for whatever reason, not given, question 1 will be a normal exam question.

 PDP seminar papers are part of the portfolio.

ASSESSMENT UNDER EXAM CONDITIONS:

Closed Book Examinable Component

These examinations are traditional exams, where students are asked to answer a number of questions or analysis situations and cases in text form, without any study aids such as notes or text books.

Students are only allowed to enter the examination room with a pencil, pen and eraser. They should also bring their passport or identity card. Coats and bags, as well as digital equipment (phones etc), should not be brought into the examination room. There could be random searches of students bags and pockets for mobile equipment undertaken at every examination as a standard procedure.

Written Examinations should be 3 hours unless otherwise indicated by the lecturer. Students should leave the examination room if they finish before the end of the prescribed time.

Exams are marked on a scale of 1 – 10.

Results for examinations will be posted on Intranet within two weeks after the examination.

Open Book Examinable Component

These examinations are held for subjects that are tested through case study analysis, where students are normally required to write opinions of certain described situations or cases, using their text books as reference. Marks are given for both the analytical approach of the student, and the way in which a student refers to information in the prescribed text book (shows that they have read and understood the text book, and can use this information to underpin their arguments in the exam). Students are allowed to bring their course text books into the examination room, as well as a pencil, pen and eraser. Coats and bags, as well as digital equipment (phones etc.), should not be brought into the examination room. The examinations supervisor is entitled to check a student's text books for enclosed separate notes, which are prohibited. Indicators and short notes in the book itself are permitted.

Written Examinations should be 3 hours unless otherwise indicated by the lecturer. Students should leave the examination room if they finish before the end of the prescribed time.

Exams are marked on a scale of 1 – 10.

Results for examinations will be posted on Intranet within two weeks after the examination.

ASSESSMENTS NOT UNDER EXAM CONDITIONS:

ORAL PRESENTATION / ORAL INTERVIEW

These examinations are given in a form of oral communication, where students are given a prescribed amount of time in which to present a particular subject, and/or answer verbal questions over the subject. Students (either individual or in pair) are allowed to use any materials or equipment that is available to them in order to make their presentation a professional and interesting one, if the oral

exam is in the form of a formal presentation. Some Oral Exams are restricted to the form of a PowerPoint presentation.

Duration of oral presentations should be 15 to 20 minutes.

Oral Exams are marked on a scale of 1 – 10.

Exams are marked on a scale of 1 – 10.

Results for examinations will be counted as part of the final module exam result as stated in the Module Assessment Plan, which is part of the Module Guide.

Results for examinations will be posted on Intranet within two weeks after the examination.

ASSIGNMENT / REPORT / ESSAY

Assignment – Business Plans / Marketing Plans

Modules can be completed with the production of a plan (Such as a Business Plan). Plans can be completed individually or in groups, with a maximum of 3 students working together. This plan must be related to the module, for instance the module Marketing Plan is to be completed by the production of a compact Marketing plan paper. This plan should be seen as a plan of approach rather than a definite final plan. It is a simulation, based on either a small company to be set up, or an existing company or organisation, or even a department within a company.

The plan should be no longer than 3000 words, and there should be no appendices that are not directly related to the plan. (A copy of parts of a related plan, from another module, is permitted.)

Plans are to be handed in on the Monday (deadline 12 noon) of the final examination week of the module (Week 5 of either Block 3 or 6)

Failed plans can be resubmitted at a date set by the course tutor, but not later than 1 full term after the original plan was submitted, without a student being required to retake the full module. Students must have completed all the specific module plans before they submit the Business Plan.

Reports, Essays & Papers

Some modules include the submission of a paper. All papers should adhere to the (Harvard) style and paper-writing criteria as published in the Graduation / Final Project Handbook (see EEG)

This paper is to show a number of things, including:

- A students' knowledge of the text books related to their course.
- A student's research capabilities.
- A student's ability to compare ideas, using quotes and references from text books, information on the internet, and journals and magazines.
- A student's English language presentation and (academic) writing ability.

All Assignments, Reports &Essays are normally always individual pieces of work, submitted through Turnitin, unless specifically stated in the module guide. Current bachelor's examples of modules with group assessment are:

- Project Management Basics (MO13)
- Marketing Research (MA21)
- Marketing Plan (MA25)
- Business Plan (FIN32
- Contemporary Issues in the Service Industry (HM34)
- Beverage Marketing (HM35)
- Business Strategy (HM37)
- Customer Relationship Marketing (HM38)
- International Marketing (HM39)

In case of a group assignment the group size will be:
- 2 students for a class of less than 14 students
- 3 or 4 students for a class between 15-30
- Up to 5 students for classes above 30 students

The group has to fulfil the following requirements:
- The group must provide a 'Statement of Contribution', an agreement signed by all members, that signifies the degree of equality of contribution to the group project. Marks awarded to individual group members will reflect the agreement. E.g. Equal contribution means that each member receives the same mark awarded for the report and any forthcoming issue is a shared responsibility.
- The Statement of Contribution will be made available in the module area after it is signed by all members, scanned and submitted at the Front Desk.
- The submission can be done by any member of the group, who has to confirm during the upload process that the submission is on behalf of the whole group.

Under exceptional cases the teacher may decide for a group of 2.

Project Work

Projects and cases are seen as an integrated part of the course and the marking of these can also depend on a student's progress during the course. Projects and cases are completed with the production of a file, based on the requirements of the lecturer for that particular course. Unless otherwise stipulated by the course lecturer, a project or case study should not be longer than 5000 words of own text, with referrals in the text to material and cases studied and researched. A project or case should not have more than 10 pages of appendices.

Projects and Cases are marked simply as Pass / Fail. Criteria for marking are:

- Shown knowledge of the subject (eg: 25%)
- Interesting information (eg: 25%)
- Reference to research (eg: 25%)
- Presentation (eg: 25%)

Failed projects / cases can be resubmitted at a date set by the course tutor, but not later than 1 full term after the original project / case was submitted, without a student being required to retake the full module.

Project Week Assessment

Students will be assessed individually for project week assignments. The project week will be marked with a Pass or Fail.

An assessment will be given for both group and individual aspects of the project and both aspects must be awarded a "*sufficient*" or above.

Aspects to be evaluated are:

- The Final Report
- Individual Project Reflection Report plus Time Sheet
    - Personal level performance and self-reflection on personal development and personal contribution towards the group project
    - Performance of other Team Members and Group Effectiveness

The assessment scale used for this project is as follows:

- Excellent, good, sufficient, poor, very poor

Evaluations will be explained in a short and concise feedback by the project teachers

- Group Evaluation will be given to the group as a whole
- Individual evaluation will be given to the individual team member

Notes:

An individual student can pass this project week if they score a ranking of sufficient on both aspects. A project report marked as "fail" can be re-submitted within 1 month of the Final Assessment.

For specific details of each project, please see the specific Project Week Module Guide as it is published on Wittenborg-Online.

Assessment of Final Project / Graduation Assignment

The assessment of the final project/graduation assignment is carried out using standard assessment criteria (see EEG, Graduation and Final Project Assignment Handbook). All final projects/ graduation assignments will be second-marked by an external examiner.

FURTHER SPECIFIC ASSESSMENT INFORMATION

- Information on Assessment of the Final Dissertation/ Graduation Project, see: Graduation and Final Project Handbook for details.
- Information on Assessment of the Work Placement (internship), see PDP and Work Placement Module Guide for details.

EXAM WEEKS AND RETAKES

At the end of both terms, there are 2 so-called retake exam weeks – these are timetabled as blocks 4 & 8, in which lessons and modules that may not have taken place for some reason are re-scheduled.

During this period, the "Complete Module Exams" are also offered for students who are eligible to take a "retake" exam for a module not yet passed from the preceding blocks.

However, retakes can only be done when a student has attempted the normal exam (First attempt). If students directly go for retake, they can only score a maximum mark of 6 in the 'retaken' module. In special cases (at the student's written request) the exam Board may decide otherwise.

Students are allowed a maximum of 4 retakes per course excluding the 1st attempt. However, retaking a module for the third and/or fourth time can only take place if the student has attended all classes of that specific module (100% class attendance) and also received the permission of the process tutor. A third and fourth 'retake attempt' will earn a maximum of 5.5 credits as a result of undue advantage for the student in taking longer time to study the module. In a situation where a student unsuccessfully exhausts the aforesaid retake attempts, then he or she may be awarded a 'certificate of achievement'. In exceptional cases, determined by the Examination Board, the student may be given an extra attempt.

Note: Re-take exam weeks offer exams from the 3 blocks up to and including the immediate preceding block. i.e. Block 4, retakes are offered for blocks 7, 1 and 2 and while block 8 retakes are offered for blocks 3, 5 and 6. Results for block 4 and block 8 retake weeks are sometimes delayed due to teaching staff holidays which commence immediately after the exam weeks. In this regard students should ensure good communication with their tutors regarding mark publishing deadlines for re-take exams and more so in cases where the results are required for progression.

Retakes for Exam types 2, 3, and 5 do not include presentations or oral assessment. These exams cannot be 'retaken' unless the entire course is repeated. Their original assessment is switched to the relevant retake exam.

EXAM REVIEW RULES

INSTRUCTIONS FOR STUDENTS

For exam review, students are allowed to review only one phase at a time

Exam reviews are conducted during each Project Week every block for all the exams taken during a previous block. Students should check the timetable for exact day/time. The exams cannot be reviewed outside these officially planned exam reviews.

. The following instructions must be followed during the review of type 1 exams:

- All examination hall rules also apply to exam reviewers.
- Making notes from any exams is not allowed.
- Students are not allowed to take partial or complete exams outside the room.
- Photocopying or taking pictures of exams is not allowed.
- Sharing of exams among other students is not allowed.
- Students are not allowed to write, add or erase anything on the exams.
- A student can only review one exam at a time. A student must return the first exam in the case he /she wants to review another.

There are some exceptions to these rules for exam Type 2:

- Students can take pictures or photocopy exams (Essay/Reports/Projects) to review teacher's feedback for further improvement.

Suggestions:

- Make sure to verify marks per question in order to count/confirm the final mark.
- Make sure to fill the form completely with all the required information and write in a readable English. Partially filled or difficult to read forms will not be handled.
- If necessary to discuss any raised issues, a meeting with the teacher concerned can also be arranged within two weeks. Please indicate this in the form with your questions.

Note: Violation of the rules can lead to serious consequences. Such cases will be referred to the Graduation & Examination Board for the decision.

INSTRUCTIONS FOR TEACHERS – REVIEW FEEDBACK

The teacher concerned must send student concerned the feedback within two weeks via Wittenborg's official email (CC to exam review organiser).

The teacher concerned must update the mark on the original student exam and exam registration sheet in case of any changes in the obtained mark and should inform the student registrar with these changes for official dissemination of changed marks to the student concerned.

In case there is a necessity to discuss any issues, a meeting with the student should be arranged by the teacher.

Teachers should send an email to the students even if there are no changes in the final mark(s) based on the queries/comments of the students for a module exam.

Teachers and exam review organisers are not allowed to share with students any exams and/or answer keys via email or in any other form. However, there could be a possibility of showing any answer(s) in a one to one meeting but only in exceptional circumstances.

REMARKS BY THE EXAM REVIEW ORGANISER

The organiser shall send the properly filled form with the recorded remarks to the teacher concerned in case of any issues in the marking within 2 working days (use extra sheet to add additional notes).

PLAGIARISM CHECK – HOW DO I AVOID PLAGIARISING?

Academic honesty is a fundamental value of **academic integrity,** and at WUAS we take this value seriously and expect you to do the same. It is a principle that ensures the freedom of exchanging ideas, as formulated by the International Center for Academic Integrity (1999: 4): "Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action." Academic dishonesty, such as plagiarism, is a damaging act: it is stealing someone's work and achievement, and therefore it is not tolerated at our institution in any form or circumstance.

We have constructed for you the document below to clarify the importance of recognising plagiarism and to understand how to deal with it and how to avoid it. Since there are also other forms of unacceptable academic practices, it is vital to be able to distinguish among them. Hereby, we also aim to avoid unintentional offences, which, nevertheless, may have serious consequences.

We strongly believe that it is our responsibility to promote and preserve academic honesty. We strive to ensure that each student's graduation is honestly earned and that his/her degree preserves credibility and value.

Today, with all the available interwoven sources and webpages, avoiding plagiarism seems a rather complex task, and preserving the principles of honesty and responsibility may be daunting, but you need not be intimidated. In case of any concerns or questions regarding this topic, please contact your personal tutor at the university.

We hope your experience at WUAS will be enjoyable and instructive, and full of originality!

ACADEMIC MISCONDUCT

The Wittenborg University of Applied Sciences statement of ethics specifies the reasons to preserve academic honour and integrity by repudiating all forms of academic and intellectual dishonesty (see EEG, Part 11):

1. To treat others with respect and dignity

2. To respect the rights and property of others

3. To act with concern for the safety and well-being of all our associates

During Induction Week, students are informed about academic misconduct and about plagiarism in particular. Plagiarism is a serious academic offence. Whether intentional or unintentional, plagiarism is a form of cheating in which a person gains or seeks to gain an unfair academic advantage. It includes the use of another author's words verbatim, summarising or paraphrasing another person's argument or line of thinking, or use of a particularly apt phrase without proper attribution.

When working with ideas and concepts that are not familiar to you, the temptation for some students to lift words or sections of text from other sources is great. Write in your own words, because using the words or ideas of others without a reference (either using quotation marks and/or sourcing the author(s)) will lead to accusations of plagiarism (see detailed explanations below). Tutors are generally familiar with the differences between the writing styles of students and experienced authors.

The generation of false primary data is also a serious academic offence. Students should keep all primary data derived from surveys and interviews (whether in paper, electronic or taped form) as you may be required to produce this as evidence in the event of a challenge to the veracity of your results. The school may run random checks among all students with regard to their primary data.

DEFINITION OF ACADEMIC MISCONDUCT

Academic misconduct includes the following and any other forms of **academic dishonesty**:

i. Cheating – Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorised study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one's grade.

ii. Fabrication – Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.

iii. Plagiarism – Using the works (i.e. words, images, other materials) of another person as one's own without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a website or an Internet paper clearing house.

iv. Facilitating Academic Dishonesty – Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

PLAGIARISM AS ONE KIND OF ACADEMIC MISCONDUCT

'What does plagiarism mean?' In order to understand the implications of plagiarism, first look at the origin of the word itself. The word plagiarism has been adopted from the Latin word 'plagiarius' which means 'kidnapper, seducer, plunderer', according to the Online Etymological Dictionary. Stealing someone else's work and signing it as your own is like 'kidnapping', an actual crime.

A definition by Hexham (2013: 2): *'Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way of argument or the addition of new material land insights, is a form of plagiarism in academic work.'*

WHY DOES IT MATTER?

The following examples of academic dishonesty and plagiarism are formulated in the 'Plagiarism and how to avoid it' student notes by the University of Brighton, a partner institution of Wittenborg (2015: 2):

1. *A medical researcher falsifies the results of a new anti-cancer drug to make his discovery seem more important.*

2. *A writer submits an idea for a series to a television company, who turn it down. A few months later, they broadcast an almost identical program. She never receives any acknowledgment or payment.*

3. *A historian publishes a book claiming that the Holocaust never took place. He makes lots of detailed assertions backed up by anonymous quotations but does not give any sources for this information.*

4. *A minority of students at a particular university are acquiring essays via the Internet, and the university authorities have failed to stop the practice. This has led to a decline in the university's reputation, and all their graduates (even genuinely first-class students) are now finding it hard to get a job.*

5. *A design student loses the portfolio containing all her sketches for her final project, and has to start again from scratch. At the final degree show, she finds that many of her original ideas have been used in another student's work.*

Some of the above examples may not have the same weight when it comes to their severity, however, these examples do make it clear that plagiarism and academic dishonesty are to be treated and regarded as acts of crime. Therefore, Wittenborg University of Applied Sciences has defined its rules and penalties.

WITTENBORG
University of Applied Sciences

REFERENCING YOUR SOURCES

(EEG Part 8: Graduation Assignment & Final Project Handbook - Bachelor)

References refer the reader to the source of specific information, ideas, quotes, figures, tables that you have used in your dissertation. **All sources listed in your bibliography** must be cited at least once somewhere in the main text of your dissertation; in other words, do not 'pad' your bibliography with sources not clearly used. These must be included whenever you use anything drawn from other sources. It is looked upon very seriously if you do not reference your sources. **Quoting a reference** helps to support the point you want to make. It indicates the basis for your opinions and clearly shows how you have reached these opinions. Useful phrases include: 'according to Smith (2007), many managers believe service quality…', 'research has revealed the importance of… (Jones 1985, Peters 1997)', or 'many academics (Jones 1997, Smith 2007, Zikmund 2009) debate the influence of globalisation…'

Clearly, accurate referencing is mandatory for **all** written assignments using sources. Throughout your studies, you will be required to demonstrate your ability to work properly with sources in preparation for your final graduation assignment, your dissertation.

THE HARVARD SYSTEM

The authors' surnames are given in the text, together with the year of the work to which you are referring, and, where appropriate, the page numbers (always included for direct quotes).

For example:

Many academics (Cooper et al. 1993, Ryan 2004, Smith 1996) explain the benefits and costs that can be expected from tourism development. Ryan (2004) identified that tourism is an obvious source of foreign exchange and particularly useful for developing countries to earn hard currencies such as dollars, euros and sterling. Jones (2002: 323) identified that in Sri Lanka "tourism is a significant contributor to the overall economy, worth 17.6% of the GDP in 2001". Smith (2007: 42) emphasised the potential of tourism to earn foreign exchange:

Commodity trade, which is the principal foreign earner for most developing countries has not provided a revenue growth to match the increase in the imports bill. Import substitution and local processing can provide a means of saving or earning but many countries run the risk of limited domestic markets or restricted access to foreign markets…

Negative impacts of tourism can include:

The emphasis on the economics of tourism, especially its benefits, reflect the widespread belief among agency personnel that tourism can yield rapid and considerable returns on investments and be a positive force in remedying economic problems (Jones 2002: 13).

Jones (1979), as cited in Smith (1995: 88), mentioned tourism has many other benefits as well. The National Trust (2010) and IEG (2009) are two organisations that have compiled statistics on the economic impacts of tourism related to specific events. However, Johnson (2008: 34) stated the "National Trust is a primary example of an organisation that systematically undervalues the economic spending of its visitors by 5-10%." Despite this, the National Trust is well aware of the importance of visitor spending (interview with Jane Smith of the National Trust, 2010).

Notes: For direct quotes used, always cite the page number e.g. Smith (1995: 42).

References to personal communications/interviews that you have carried out appear parenthetically as detailed above, e.g. (interview with the Minister of Tourism in 2010). No further details are included in the bibliography, as you are referring to your own primary research results (underpinned by the discussion of your research methods).

Direct quotes of more than 40 words should be indented on a separate line from the main text (as in the examples above – notice the lack of "quotation marks"). **Quotes of less than 40 words** should be incorporated into the text differentiated by double "quotation" marks (as above with Johnson).

Web pages cited should only be the author/copyright of the article or website (do not put in long web addresses within the text). Then in the bibliography, put in full web address as part of reference citation.

Bibliography examples (alphabetically ordered by surname or name of author (including organisations, if not a person). Do not separate bibliography under 'books', then 'journals', then 'newspapers'. All citations go under one list, alphabetically ordered. When we say alphabetically ordered it does NOT mean you change the order of the names of the authors as written in the source (e.g. Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 5th edition. Harlow: Prentice Hall – DOES NOT BECOME Lewis, P. Saunders, M...or reference as Lewis et al 2009 in text, it is always Saunders et al, because this is the way the book is cited). You can underline the title of the book or you can use italics, but choose and pick one style and **be consistent**.

WHERE DO YOU CROSS THE LINE?

Pecorari (2003: 317) noted that the literary critic Samuel Johnson is said to have responded to the author of a piece of writing with: "Your work is both good and original. Unfortunately, the parts which are good are not original, and the parts which are original are not good."

Plagiarism can have different forms, when students willingly or unwillingly use the original material (written or verbal), data or idea of an author without any acknowledgement or fail to apply correct referencing. According to the *Harvard Guide to Using Sources*, these are:

- Verbatim plagiarism
- Mosaic plagiarism
- Inadequate paraphrasing
- Uncited quotation

- Uncited paraphrasing

Below are illustrated the different types of plagiarism with examples and explanations.

Please, read the explanations carefully because you will be held accountable for any violations.

Consider the following original passage of Ernst's (2016) paper:

'China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Serious constraints on environmental, human and financial resources imply that economic growth based on scale expansion is running out of steam.'

Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing-Reflections on China's Future of Jobs, *Innovation and Economic Growth Series, No. 6,* March 2016

Version 1. Nowadays, China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Severe constraints on environmental, human and financial resources result that economic growth based on scale expansion is running out of steam.

Explanation 1: Version 1 is an obvious example of plagiarism, only minor word changes have been made, but the paragraph has been copy-pasted from the original document and without acknowledgement. This is an example of verbatim plagiarism.

Version 2: Nowadays, China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Serious constraints on environmental, human and financial resources imply that economic growth based on scale expansion is running out of steam (Ernst, 2016: 2).

Explanation 2: Text version 2 is also a plagiarism case. Although the source has been acknowledged, the information taken from the original text is a direct copy, and therefore it should be treated as a direct quotation and put within quotation marks. This is an example of uncited quotation.

Version 3: There are serious environmental constraints in China, but also human and financial resources imply that economic growth based on scale expansion is running out of steam. This illustrates that China has reached a level of development where catching up through a "Global Factory" model is no longer sufficient to create prosperity (Ernst, 2016: 2).

Explanation 3: The sentences above were slightly re-arranged, but the original phrases have been copied and not paraphrased, therefore version 3 is also plagiarism. It is important to remember that rearranging and paraphrasing are different acts, whereby paraphrasing entails that the student reformulates an author's ideas in their own words. This is an example of inadequate paraphrasing or mosaic plagiarism (which also applies if the sentences combine parts of sentences coming from several sources and presented in the above manner).

Version 4: Modern economies face growing pressure of environmental, human and financial constraints. The People's Republic of China is no exception as these constraints form a heavy pressure on its growth expansion that is mainly relying on economies of scale. The country has arrived at a crossroads where, its investment-driven growth model is no longer sustainable.

Explanation 4: In version 4 we can observe that the sentences have been sufficiently reformulated, the writer understands the topic and uses information of the original source effectively. Unfortunately, this is still a plagiarism case as the acknowledgement of the author of the original idea has been omitted. This is a clear example of uncited paraphrasing.

Version 5: Modern economies face growing pressure of environmental, human and financial constraints. The People's Republic of China is no exception, as these constraints form a heavy pressure on its growth expansion that is mainly relying on economies of scale. The country has arrived at a crossroads where its investment-driven growth model is no longer sustainable (Ernst, 2016: 2).

Reference list:

Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing-Reflections on China's Future of Jobs, *Innovation and Economic Growth Series, No. 6,* March 2016

Explanation 5: Version 5 is not plagiarism, since the writer showed a good understanding of the topic and in order to use the information, he/she has paraphrased the original sentences and noted the source of the ideas.

OTHER KINDS OF ACADEMIC MISCONDUCT

Self-plagiarism: re-using assignments or large portions from documents already assessed (in the same class or in other classes with other instructors).

Example of self-plagiarism: Nelly has to begin her graduation assignment. Her topic has similar elements from an earlier report she had to write for the assessment of another module. She decides to introduce that report as her third chapter, since it is her work.

Unauthorised material: using someone's idea without permission.

Example of unauthorised material: Emmett decides to start writing his report. As he enters the computer room and takes a seat, he notices a few printed pages forgotten on the desk by another student. He looks at this paper and realises that it is someone's homework for the same report, so he changes a few aspects and hands it in as his own original work.

Collusion: 'group work'

Example of collusion: The class received homework that must be written individually, and each person is to make their own short research. Tom and Josh divide the task among themselves and share the findings with each other, eventually submitting two individual papers with very similar content, but they claim they have written it on their own.

Fabricated data or manipulated/dishonest results

Example of fabricated data: Arno has collected the survey answers from eighty respondents. During the analysis, he notices that some of the respondents did not answer a certain question, so he decides to put in some random answers in the empty spaces.

"Bought" works, misrepresentation or rewriting by externals (ghosting)

Example of misrepresentation: Andrea has a tight schedule, since she is working and studying at the same time. Under this pressure, she decides to contact a friend who has completed the module some time ago, and since she knows that the teacher has been recently changed she asks for the work of her friend, which she will sign as her own and hand it in.

Example of ghost-writing: Peter is worried about getting all the work for his final project done. He has heard of companies offering theses on all kinds of topics. He gets in touch with them, explains the topic and gets assurances that he will have the delivered thesis in time. He has to transmit a certain amount of money and receives the thesis ready for submission. His name is on the cover page.

WITTENBORG PLAGIARISM CHECK VIA TURNITIN

All students will be required to submit their written reports/assignments/exams through the **Turnitin plagiarism software**; this is considered part of the formal submission requirements.

Turnitin is used by the school to detect cases of plagiarism. The software compares the writing used within any document to other sources, for example, websites on the Internet, journal articles, books, and other student work from other universities. Turnitin gives students the option to check the similarity score of their submission; they can then revise their work (if necessary) and re-upload the document before the deadline.

Further details of the Turnitin submission process are provided during Wittenborg's Induction Week.

You are advised to check Wittenborg online 'Guide to Turnitin' on how the software works and how you are mandated to use it. Also accessible via the link below:

http://www.wittenborg.eu/guide-turnitin.htm

You can also visit the official site of Turnitin, where you can access the latest updated manuals

Acceptable similarity score for all Turnitin submissions = 20% MAX

At Wittenborg, up to 20% similarity is acceptable for all submissions through Turnitin. Above 20% but no more than 30% similarity must be motivated/justified by the student to be accepted for assessment. The 20% similarity does not automatically imply the submission is plagiarism-free as there could also be cases of plagiarism with less than 20% similarity. The submission must be properly referenced as per university referencing style (see above).

PROCEDURES FOR INVESTIGATING & DEALING WITH ACADEMIC MISCONDUCT

The examiner decides whether academic misconduct has taken place and may make a series of recommendations, including a clear fail. Any academic dishonesty may be referred to the Examination Board.

For all details on procedures, please see the Education and Examination Guide (EEG), Part 11 "The Student Code of Behaviour".

PENALTIES

Penalties at Wittenborg University of Applied Sciences for practicing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade and/or a required re-doing of an assignment (on a completely different topic)
- Decision that during a period of one year at most, the student is denied the right to take one or more specific (partial) tests or examinations
- Dismissal

Furthermore, severe and/or repeated plagiarism can lead to the failure of the educational degree. For further details, please see the information on "'Penalties and Professional Practice' extracted from the "Graduation and Examination Board Regulations" of WUAS (in the EEG).

STUDENTS' RIGHT OF APPEAL

The rights a student has if they feel a decision has been incorrect are spelled out in the "Graduation and Examination Board Regulations" of WUAS (in the EEG), in particular, article 17.

REFERENCES

Fundamental Principles for Knowledge Discovery and Innovation, City University of Hong Kong,
http://www6.cityu.edu.hk/ah/academic_honesty.htm

The Fundamental Values of Academic Integrity, The Center for Academic Integrity, October 1999

"All My Own Work?" Plagiarism and How to Avoid it, Student Notes, University of Brighton, September 2015

Camosun College, School of Business Handbook on Avoiding Plagiarism and APA Referencing, University of Melbourne Language and Learning Skills Unit

Ernst (2016), *From Catching Up to Forging Ahead in Advanced Manufacturing - Reflections on China's Future of Jobs -* Innovation and Economic Growth series, No. 6, March 2016

GEAR 2015-2016 (General Examination and Assessment regulations for taught courses), Section F: Academic Misconduct, University of Brighton

Harvard College Writing Program 'What Constitutes Plagiarism?'
http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

Hexham (1992,1999, 2005, 2013), *The Plague of Plagiarism: Academic Plagiarism Defined*, University of Calgary

Online Etymology Dictionary http://www.etymonline.com/index.php?term=plagiarism

Pecorari (2003), *Good and Original: Plagiarism and Patchwriting in Academic Second-Language Writing, Journal of Second Language Writing, 12*, 317-345, December 2003

Pennycook (1996), *Borrowing Others' Words: Text, Ownership, Memory and Plagiarism*, *TESOL Quarterly*, Vol.30, No.2, pp. 201-230

Wittenborg University of Applied Sciences, *The Education & Examination Guide* (EEG) – IBA, HBA, EBA

THE EEG - PART 5A
'ACADEMIC WRITING HANDBOOK AND PLAGIARISM CHECK POLICY'

31 August 2018

INTRODUCTION

The purpose of this handbook is to provide information on academic writing given the expectations at Wittenborg University of Applied Sciences (WUAS) for any written assignment submitted, with the aim of facilitating students to improve and excel in their writing skills. The rules and principles of academic writing are a solid foundation of one's professional development and a necessary starting point towards excellence.

At WUAS we adhere to and require students to use the Harvard style referencing for any given assignment in undergraduate and post-graduate programmes. Academic honesty is a fundamental value of academic integrity, a central value at our institution, and we expect students to adopt these values when writing academically. In our "Plagiarism Check: How do I avoid plagiarising?" we lay the basis for these expectations, as we strongly believe that it is our responsibility to promote and preserve academic honesty. We strive to ensure that each student's graduation is genuinely earned and that their degree preserves credibility and value.

We have developed this booklet to provide Wittenborg students with more and specific information on our expectations regarding academic writing and referencing when writing research reports. This also covers the structure and format of the work students should hand in to teachers.

We wish all students the best of luck with their studies, and if there are any questions, students are welcome to seek the assistance of their teachers or academic supervisors on this matter.

Table of Contents

ACADEMIC WRITING GUIDELINES

GENERAL REQUIREMENTS

Before students plunge into research or writing, they should invest time in thinking through the specific module assignments they are dealing with. Students are not being asked just to collect facts, but to develop and display their powers of reasoning.

The requirements might be to find and synthesise information, to argue a point with others, or to explore students' responses. It might be asked that students go into depth about some material already covered in the course, or they need to evaluate a theory or model by applying it to an example from outside the course materials. Whatever the design, a written assignment expects them to use course concepts and ways of thinking; it encourages students to apply course instructions and methodology.

Students have to look especially for words that define the kind of reasoning they should be using: why, how, analyse, compare, evaluate, argue, etc. They should be completely sure they understand the specific meanings of these terms.

- **Analyse** means looking behind the surface structure of the source material, seeing the relationship of the parts to the whole, being able to recognise relationships, such as cause and effect, even if unstated in the reading, and looking for underlying assumptions and questioning their validity. 'How' and 'why' imply an answer reached by analysis. This step in constructing an informed argument asks students first to consider the parts of their topic, and then to examine how these parts relate to each other or to the whole.

- **Synthesise** is the procedure whereby a text is broken down into its constituent parts and the connection between the ideas is looked for, then combined in new, innovative ways so that new solutions may be found.

- **Compare** means finding differences as well as similarities. Students will need to formulate the aspects which they are looking at in each item, and consider organising their assignments by using these aspects as headings.

- **Evaluate** emphasises that students are to apply their judgment to the results of the analysis. It asks for an opinion based on well-defined criteria and clearly stated evidence. When students evaluate for an academic purpose, it is important to articulate clearly and to support their own personal responses.

The first thing to understand is that writing at university level is, for the most part, a particular kind of 'academic writing'. An academic assignment is an official writing task or piece of work allocated to a student as part of the study course. Wittenborg University of Applied Sciences recognises the following types of assignment:

- Essay/Project/Home assignment
- Seminar paper

- PDP seminar paper
- PDP portfolio
- Business plan
- Marketing plan
- Work Placement report
- GA/FP, etc.

While academic writing might be defined in many ways, there are three concepts to understand before writing academic assignments:

1. At Wittenborg University of Applied Sciences, students will be engaged in activities that require them to: read about, think about, argue about, and write about specific ideas. The information provided in this document will help them to understand the expectations, conventions, and requirements of academic writing.

2. Academic writing is writing done by scholars for other readers/scholars, therefore, it must be more than a personal response/opinion. Students must write something that their readers will find useful. In other words, students will need to write something that helps the reader to understand the topic better, or to see it in a new way.

3. Academic writing should introduce the reader to an informed argument. To construct an informed argument, students must first try to sort out what they know from what they think about a subject. In other words, students will need to consider what is known about a subject and then to determine what they think about it. If the assignment fails to inform, or if it fails to argue, then it will fail to meet the expectations of the academic reader.

ACADEMIC ASSIGNMENT: USEFUL TIPS

1. Students need to familiarise themselves with the required language of the discipline. Every discipline has its own jargon. Although students should avoid unnecessary use of jargon in their own writing, they will need to be sure that they have a clear understanding of important concepts and terms.

2. A student's own interpretation of a text might be just as valid as other information they have found in the library or on the internet. Students must be critical of what they have read.

3. Students should not confuse evidence, assumption and opinion. Evidence is something that can be proven, and for this purpose proper references must be provided. Assumption is something that can be safely inferred from the evidence at hand. Own opinion is a student's particular interpretation of the evidence.

4. Students should pay attention to the requirements of an assignment. When asked for evidence, opinions should not be offered. When asked for an opinion, mere facts must not be presented. Too often students write a summary when they are asked to write an analysis.

5. Students are expected to write in a clear and understandable manner and to present a paper free of grammatical errors.

6. Students are expected to look for controversies in the material, to find issues that need further elaboration. Students may initially want to look at some general discussions in reference works, such as encyclopaedias or handbooks, to see how others have framed questions and issues. Students should start by reading papers and articles from trustworthy sources, and to look for gaps in the literature, interesting questions and issues that can be discussed in the assignment/paper.

7. Sometimes, good examples give substantial support for specific argumentative points, rather than using too many general statements; thus, these examples can illustrate more profoundly the theoretical basis.

THE GENERAL STRUCTURE OF AN ACADEMIC PAPER

The structural elements of a typical research-based academic assignment/paper are the following:

The Title Page

Table of Contents and/or Abbreviations

I. Introduction

II. Theoretical Background/Literature Analysis

III. Methodology & Data Collection

IV. Results

V. Limitations and Discussions

VI. Conclusion

VII. Glossary (if applicable)

VIII. References/Bibliography

IX. Appendices (if applicable)

Note: This is a generic list for an academic paper structure and the student should check the module guide(s) and/or the relevant module online area(s) for any specifications by the module teacher on the required assignment for the module studied.

The Title Page

This is the cover of the academic work, like the cover of a book. A neat design and correct structure of the title page is important, because first impressions count and add to the quality of a paper.

Elements that should be present on the cover page:

- The title of the assignment, student's name and student number, specialisation and phase number, date of finalisation, word-count number (excluding the title page, table of contents and reference sources), module name and teacher's name.

- A clean design for the cover page must be used. The cover page should not contain large, colourful images that overwhelm the purpose of the assignment. Students can freely use their own pictures/images, otherwise they must provide reference sources.

Table of Contents

This is the page that tells the reader where they can expect to see what is contained in the assignment. Students should list all headings or/and sub-headings presented throughout their assignments and the respective page numbers.

The table of contents should be created automatically in MS Word. The table of contents must be updated if any changes are made after creating the table. Students can choose which styles and formatting to use for headings.

I. *The Introduction*

The introduction conveys the main topic of the paper to the reader. It should be clear on what to expect in the paper, and how it will extend the knowledge on a specific subject. A good introduction should be intriguing and generate interest. As with the cover page, the introduction will give an early impression of the quality of the writing on the whole.

Writing a good introduction can be a challenging process. The elements that should be present in an introduction are:

1. The aim of the assignment in brief, where it should be clear, what the goal is, and what the writer hopes to accomplish. This is the 'scope' of one's work.

2. The theoretical background and literature analysis are introduced by outlining the key papers/researches done in that specific field.

3. The methodology employed in the writer's research and data collection methods.

4. The findings of the writer's research in relation to the literature can already be included.

5. The structure and organisation of the assignment.

Although the introduction is the first text the reader will be confronted with, this is generally the last part to compose before submitting the assignment. Naturally, as the research develops, the findings may alter the content of the introduction. It is a good idea, therefore, to write a draft introduction initially with the expectation that it will be revised as the work continues.

II. The Main Body

The main body of an assignment will comprise the following sections: the theoretical background/literature analysis, methodology & data collection, results/findings, limitations and discussions. Most papers will enlist the specific parts of the main body in their table of contents.

III. Theoretical Background/Literature Analysis
IV. Methodology & Data Collection
V. Results/Findings
VI. Limitations and Discussions

Points to keep in mind:

- A system of logic should be used in writing. There are different ways to do this, but, in general, most work is presented in an inductive or a deductive manner.

- Paragraphs are not isolated sentences, but are comprised of a topic sentence and supporting sentence(s). In addition, a good paragraph leads the reader to the next paragraph.

- The writing should be kept relevant to the goal of the research. Students should stay focused on their research/central question(s).

- A record of sources should be kept as per the Harvard style referencing from the beginning, thus, listing the references will be much easier in the end.

- All figures, graphs and charts should be labelled with sources for reference purposes and an explanation or analysis as to why and how they are relevant/related to the topic.

- When quoting from an information source, the reason for including the quotation should also be provided, along with an evaluation or judgement (agree/disagree).

VII. Conclusion

The conclusion has a very important role in conveying the central message of a paper. The conclusion is the part of the assignment in which to summarise findings and/or make a recommendation.

What to consider in a conclusion?

- The conclusion is a brief summary of a paper.

- Critical thinking skills should be used to answer a research question and/or make recommendations. These should be supported by the research completed in the main body of the assignment. General recommendations irrelevant to the analysis provided in the assignment should be avoided.

- Repetition of sentences in the introduction paragraph and/or the main body should be avoided. Preferably, the wording of findings will be rephrased and summarised instead.

VIII.   *Glossary (if applicable)*

A glossary assists the reader in the understanding of specialised terminologies, i.e. if any specialised vocabulary is being used. However, a glossary is not required for all types of papers. Students need to check specific instructions for the assignment they are working on.

An example of an extracted element from the glossary:

Sub-Prime Mortgage – A sub-prime mortgage is granted to borrowers whose credit history is not sufficient to get a conventional mortgage. Often these borrowers have impaired or even no credit history. These can also include interest-only loans.

ESSAY AND ITS ACADEMIC STRUCTURE

An essay is an academic piece of writing expressing ideas or thoughts from the writer's point of view.

An essay needs to be structured so that it helps the reader to follow comprehensively what is being presented.

The structure of an essay comes from the writer's plan and helps him/her elaborate their arguments. An essay has three main parts: an introduction, the body, a conclusion.

Introduction

An introduction includes:

1. State the writer's objectives in the essay, i.e. say what he/she is going to do.
2. Outline which aspects of the subject the writer is going to deal with and how.
3. Indicate what the writer is going to argue.

Main Body

In an essay main body, the writer develops his/her arguments by using ideas, opinions, facts, evidence, theories, models, quotations from primary texts and quotations from authorities and experts.

In the main body, the writer works through the key points, supporting them with evidence. He/she brings together different ideas about the same subject, and effectively lets them have a conversation with each other, which the writer mediates.

Conclusion

The conclusion should give a sense of completion to the essay and point to the central idea or to the argument the writer has been making. The writer should try and summarise the main points he/she has

made – not simply going over everything again. The writer should also revisit the question to show how he/she thinks the essay has answered it.

A conclusion sums up the writer's ideas. It can highlight areas of doubt, where more research needs to be done, and it can point towards new ideas or emerging theories the writer has referred to in the essay. He/she must not put new material in a conclusion.

REPORT AND ITS ACADEMIC STRUCTURE

A report is a specific form of writing that is organised around concisely identifying and examining issues, events or findings that have happened in a physical sense, such as events that have occurred within an organisation, or findings from research investigations. The key to report writing is informing the reader simply and objectively about all relevant issues.

A key feature of reports is that they are formally structured in sections. The writer needs to understand the function of each section of the report so that he/she can structure the information appropriately.

The structure of a report includes:

Abstract - also called Executive Summary, it provides a general overview of the entire research and findings.

Introduction - provides the background to one's research. In the introduction the writer should explain the rationale for undertaking the work reported on, including what he/she has been asked (or chosen) to do, the reasons for doing it and the background to the study. It should be written in an explanatory style.

Literature survey - This is a survey of publications (books, journals, authoritative websites, sometimes conference papers) reporting work that has already been done on the topic of the report. It should only include studies that have direct relevance to the research.

Methods - also called Methodology. The writer needs to write his/her methods section in such a way that a reader could replicate the research that has been done. There should be no ambiguity here, so the writer needs to write in a very factual informative style.

Results - presents factual data. This section has only one job, which is to present the findings of the research as simply and clearly as possible, using the format that will achieve this most effectively, e.g. text, graphs, tables or diagrams.

Discussion - places evidence in the context of the background. This is probably the longest section. It brings everything together, showing how the writer's findings respond to the brief explained in the introduction and the previous research surveyed in the literature survey. It should be written in a discursive style, meaning the writer needs to discuss not only what the findings show, but why they show this, using evidence from previous research to back up explanations.

Conclusions - making recommendations for action. The writer's conclusions should be a short section with no new arguments or evidence, summing up the main points of the research - how do they answer the original brief for the work reported on?
This section may also include recommendations for action and suggestions for further research.

THE HARVARD REFERENCING STYLE

References refer the reader to the source of specific information, ideas, quotes, figures, tables, etc., used in the written assignment/paper. All sources listed in the references list must be cited at least once somewhere in the main text of the paper; in other words, the bibliography is not padded out with sources not clearly used. These must be included whenever using material drawn from other sources. It is looked upon very seriously if sources are not properly referenced. Quoting a reference helps to support the point made. It indicates the basis for opinions and clearly shows how these opinions have been reached. Useful phrases include: "according to Smith (2007), many managers believe service quality…", "research has revealed the importance of… (Jones 1985, Peters 1997)", or "many academics (Jones 1997, Smith 2007, Zikmund 2009) debate the influence of globalisation…"

Clearly, accurate referencing is mandatory for all written assignments using sources. Throughout their studies, students will be required to demonstrate an ability to work properly with sources in preparation for the final graduation assignment, the dissertation.

The Harvard System

The authors' surnames are given in the text, together with the year of the work referred to, and, where appropriate, the page numbers (always included for direct quotes).

E.g.

Many academics (Cooper et al. 1993, Ryan 2004, Smith 1996) explain the benefits and costs that can be expected from tourism development. Ryan (2004) identified that tourism is an obvious source of foreign exchange and particularly useful for developing countries to earn hard currencies such as dollars, euros and sterling. Jones (2002: 323) identified that in Sri Lanka "tourism is a significant contributor to the overall economy, worth 17.6% of the GDP in 2001". Smith (2007: 42) emphasised the potential of tourism to earn foreign exchange:

> *Commodity trade, which is the principal foreign earner for most developing countries, has not provided a revenue growth to match the increase in the imports bill. Import substitution and local processing can provide a means of saving or earning, but many countries run the risk of limited domestic markets or restricted access to foreign markets…*

Negative impacts of tourism can include:

The emphasis on the economics of tourism, especially its benefits, reflect the widespread belief among agency personnel that tourism can yield rapid and considerable returns on investments and be a positive force in remedying economic problems (Jones 2002: 13).

Jones (1979), as cited in Smith (1995: 88), mentioned tourism has many other benefits as well. The National Trust (2010) and IEG (2009) are two organisations that have compiled statistics on the economic impacts of tourism related to specific events. However, Johnson (2008: 34) stated the "National Trust is a primary example of an organisation that systematically undervalues the economic spending of its visitors by 5-10%." Despite this, the National Trust is well aware of the importance of visitor spending (interview with Jane Smith of the National Trust, 2010).

For direct quotes used, always cite the page number, e.g. Smith (1995: 42).

References to personal communications/interviews carried out appear parenthetically as detailed above, e.g. (interview with the Minister of Tourism in 2010). No further details are included in the bibliography, as the writer is referring to their own primary research results (underpinned by the discussion of research methods).

Direct quotes of more than 40 words should be indented on a separate line from the main text (as in the examples above – notice the lack of "quotation marks"). Quotes of less than 40 words should be incorporated into the text differentiated by double "quotation" marks (as above with Johnson).

Web pages cited should only be the author/copyright of the article or website (long web addresses within the text should be avoided). In the bibliography, full web address as part of the reference citation must be added.

Bibliography examples should be alphabetically ordered by surname or name of author, including organisations if not a person. The bibliography should not be separated under 'books', then 'journals', then 'newspapers'. All citations go under one list, alphabetically ordered. Alphabetically ordered does NOT mean changing the order of the names of the authors as written in the source (e.g. *Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 5th edition. Harlow: Prentice Hall* – does NOT become *Lewis, P. Saunders, M...* or *Lewis et al 2009*; it is always *Saunders et al*, because this is the way the book is cited). The title of the book may be in italics, but the style must be consistent.

The Harvard in-text citation system

It is a must that in the students' academic assignments they include Harvard in-text citations. The authors' surnames are given in the text, together with the year of the publication of the work, separated by a comma.

- One or more authors should be mentioned within the same citation depending on the quote.

   E.g. M*any academics (**Cooper et al. 1993, Ryan 2004, Smith 1996**) explain the benefits and costs that were expected from tourism development.*

- If the author of the citation is an organisation or a government department, the name of that organisation/government department and the year of publication should be included.

  E.g. *It is crucial that the child vaccination is first tested in our laboratories (**Department of Health, 1982**).*

- If the same citation is provided by different authors, then all of them should be included and separated by a semicolon.

  E.g. *Information in this research is inconsistent (**Jones, 2011; Salmon, 2012**).*

- In the case of quotations, it is also possible to include in the Harvard in-text citation the page number(s).

  E.g. *This information was proved to be not genuine (**Jones, 2011, p.35**).*

The Harvard referencing system

Reference lists are located at the end of the paper and display full citations for sources used in an assignment.

The referencing system is a must in the academic assignment because of the following reasons:

- They acknowledge the sources of the information, ideas and arguments, which is an act of academic integrity.

- The reader must be able to follow up all the sources of information independently.

- References will demonstrate how widely the literature has been used.

- They will ensure that ideas, opinions and arguments will be supported and strengthened by published papers.

- Careful and meticulous referencing will avoid accusations of plagiarism or any form of academic misconduct, which may consequently lead to penalties set by the institution. See next section 1.5 about "Plagiarism and other forms of academic misconduct".

An example of a reference list item: *Fitzgerald, F. (2018). The Great Gatsby. New York: Scribner.*

No material sourcing directly from Wikipedia is allowed to be cited in any type of academic assignment/paper at WUAS.

PLAGIARISM AND OTHER FORMS OF ACADEMIC MISCONDUCT

What constitutes academic misconduct?

Academic misconduct includes the following and any other forms of academic dishonesty:

i. Cheating – Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorised study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve grades.

ii. Fabrication – Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.

iii. Plagiarism – Using the works (i.e. words, images, other materials) of another person as one's own without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a website or an internet paper clearing house.

iv. Facilitating Academic Dishonesty – Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Plagiarism as a form of academic misconduct

Plagiarism is a form of academic misconduct when students willingly or unwillingly use original material (written or verbal), data, or idea of an author without any acknowledgement, or fail to apply correct referencing. According to the *Harvard Guide to Using Sources*, there is:

- Verbatim plagiarism
- Mosaic plagiarism
- Inadequate paraphrasing
- Uncited quotation
- Uncited paraphrasing

Procedures for investigating & dealing with academic misconduct

The examiner/module teacher decides whether academic misconduct has taken place and may make a series of recommendations, including a clear fail. Any academic dishonesty may be referred to the Graduation & Examination Board. For all details on procedures, please see the Education and Examination Guide (EEG), Part 11, "The Student Code of Behaviour".

Penalties

Penalties at WUAS for practicing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade or clear fail and/or a required re-doing of an assignment (on a completely different topic)
- Decision that during a period of one year at most the student is denied the right to take one or more specific tests, or partial tests, or examinations
- Dismissal

Education & Examination Guide
Wittenborg University of Applied Sciences
General Assessment Policy

Furthermore, severe and/or repeated plagiarism can lead to the failure of the educational degree. For further details, please see the information on "Penalties and Professional Practice" extracted from the "Graduation and Examination Board Regulations" of WUAS (in the EEG).

For more information on plagiarism and academic misconduct, read our "Plagiarism Check Policy: How do I avoid plagiarising?" mentioned below.

PRACTICAL INFORMATION FOR ACADEMIC ASSIGNMENTS/PAPERS AT WUAS

TYPES OF EXAMINATIONS AND ACADEMIC ASSIGNMENTS/PAPERS

The program-specific EEGs (Education & Examination Guides) specify the different types of examinations at WUAS:

1. Written Examination
2. Assignment/Report/Essay
3. Project Work
4. Language Test (Reading, Writing, Listening & Speaking)
5. PDP Portfolio
6. Active Participation
7. Oral Presentation/Interview
8. Digital & Multimedia Assessment

Obviously, not all examination types include the submission of an academic written assignment/paper. Possible types of academic papers that students will deliver during their studies at WUAS include:

TYPES OF ACADEMIC PAPERS (always to be written academically!)

- Type 2 Examinations: assignments/reports/essays (both individual and group assignments)
- Seminar Papers for any module (also for PDP including PDP portfolios and TIPS modules)
- Project Work Reports
- Work Placement Reports
- GA/FP Graduation Assignment/Final Project (Dissertations)

Note: This handbook provides detailed writing instructions for the former two types of academic papers, for the latter three types students need to refer to the respective module handbooks/descriptions.

ASSESSMENT AND GRADING OF ACADEMIC ASSIGNMENTS/PAPERS

The presentation and disposition of the topic must be comprehensible and reader-friendly. Overall, students should demonstrate the ability to formulate, problematise, discuss and analyse research problems.

A pass grade will be given if students illustrate insights into the topic, analytic potential, and the ability to apply sound reasoning. The assessment shall, however, be based both on the content and structure as well as the style of writing.

In the case of failure, students are asked to resubmit the assignment/paper according to the deadlines established for the specific block and will thereafter be graded again.

Assignments will be graded by the appointed examiner and feedback with comments on how to improve academic writing will be provided on the **Turnitin** assignment in the respective module online area. All submissions will be assessed within the standard deadline of two weeks after submitting the assignment/paper.

Note: In exceptional circumstances teachers can grade exam type 2 assignments and provide feedback with hard copies instead of Turnitin.

Grades and Grading Schemes

Grade % Range	Description
90-100	Exceptional
80-89	Excellent
70-79	Good - Very Good
60-69	Fairly Competent - Competent
55-59	Pass
00-54	Fail

Definitions of Grading Descriptions

90-100 Exceptional

- Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course are shown.

- Exceptional performance with strong evidence of original thinking, good organisation, capacity to analyse and synthesise, a superior grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.

- Assignment at this level displays a mastery of the information and the theoretical context in which it is presented. It contains original thoughts expressed fluently and written with a style distinguished by its freshness and clarity.

- All specifications for the assessment task, including word limit, have been strictly adhered to. The organisation of the work and the standard of presentation* is exemplary and exceptional throughout.

80-89 Excellent

- Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

- Sound, substantive and organised argument, which introduces other points of view and uses proper sources effectively. It makes an important contribution to the understanding of the topic and to where the subject is going.

- The well-organised idea is supported by sound evidence presented in a neat and orderly way.

- All specifications for the assessment task, including word limit, have been adhered to. The organisation of the work and the standard of presentation* is excellent throughout.

70-79 Good - Very Good

- Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course. Good performance with evidence of a grasp of the subject matter, some evidence of critical capacity and analytical ability, and reasonable understanding of the relevant issues under examination, evidence of familiarity with the literature.

- Appropriate demonstration of a substantial knowledge of the information and theoretical concepts associated with the subject.

- A well-written assignment with no serious flaws, a good use of courses and a clear thesis. The argument is above average in organisation and analysis and brings in points to support the thesis. There is an awareness of different points of view.

- All specifications for the assessment task, including word limit, have been adhered to. The organisation of the work and the standard of presentation* is very good throughout.

60-69 Fairly Competent - Competent

- Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course; adequate solutions to the subject matter are clearly expressed.

- The assignment would be best described as narrative, as it lacks substantive analysis and demonstrates only a modest ability to work with the material critically.

- A logical organisation of the ideas/concepts, the style follows proper form, although there may be some lapses in each aspect.

- The specifications for the assessment task, including word limit, have been adhered to. The work is well organised and the standard of presentation* is competent.

55-59 Passing

- Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

- Minimally acceptable performance; there is some evidence of familiarity with the subject matter and the presence of some critical and analytical skills.

- Personal opinion is often the engine that drives an argument, but opinion by itself is never sufficient – it must be defended. There may be some question about whether or not the student fully understands the issues because ideas tend to be superficial and undeveloped.

- There are no significant aberrations from the specifications for the assessment task, including the word limit. The work is suitably organised and the standard of presentation* is at least satisfactory.

0-54 Failing

- Inadequate performance is displayed in which there is little evidence of even a superficial understanding of the subject matter. Weakness in critical and analytical skills, with limited or irrelevant use of the literature. There is no writing skill evident.

- Grammar and spelling errors dominate and disguise the lack of organisation. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task. There may be some familiarity with the subject but not an understanding of it.

- The writing or communication skill lacks clarity and does not cogently relate what has been comprehended. The assignment is disorganised and ideas are undeveloped. There is no evidence of substantial thought.

- The paragraphs do not hold together; ideas do not develop from sentence to sentence. This assignment usually repeats the same thoughts again and again, perhaps in slightly different language, but often in the same words.

- Very poor standard of presentation (Formatting, structure and referencing).

SEMINAR PAPER ASSESSMENT

1.3.1.   Seminar Assessment criteria

- Depth of knowledge and understanding of relevant key concepts and theories.
- Demonstration of an ability to critically analyse and synthesise relevant information and theory.
- Innovative and creative approach to analysis of material.
- Demonstration of an ability to engage in full professional and academic communication in written work.

1.3.2.   Seminar Assessment submission requirements

A seminar paper assignment should meet the following requirements:

- Seminar paper assignment must be word-processed.
- Narrative must be written with conventional grammar, e.g. appropriate use of paragraphs, punctuation, sentence structure, etc.
- The work should use standard English spelling.
- The work should show coherence, i.e. clear presentation and development of ideas to communicate meaning.
- The work should be appropriately and accurately referenced using the Harvard system as set out in relevant program EEG under Academic Writing Handbook.
- A word count should be given at the end of Word documents. This should not include appendices or the list of references, but should include all quotations.
- Specified word counts should be respected. Excessively short submissions are unlikely to cover the required material adequately. Excessively long submissions which disregard the given instructions on word count risk failure. A working tolerance of +/- 10% is the guide for students and markers, and work outside this tolerance band is at greater risk of being penalised.
- All pages must be consecutively numbered and include the student's number in the header for each page.

INSTRUCTIONS FOR WRITTEN ASSIGNMENTS/PAPERS

ASSIGNMENTS/REPORTS/ESSAYS

Format instructions

- Language: **English (United Kingdom),** written in accordance to level 6.5 of IELTS or above.

- Font type: **Arial, Times New Roman or Calibri**.

- Font size: **11** for the main body with exceptions for the title page and headings if any.

- Line and Paragraph spacing (space between lines and/or paragraphs of the text): **1,0**.

- All pages must be consecutively numbered (insert page numbers).

- Word Limit: the word limit for the assignment is included in the instructions. This can be between **3000-6000 words**. The teacher shall decide the exact word limit within this specified range.

- The report should use accurate **Harvard style referencing**. The acceptable maximum similarity score is 20%. See also the "Plagiarism Check Policy" for details (EEG Part 5).

Exam Type 2 assignments are mainly **individual assignments**, and in a few special cases **individual and group assignments,** as specified in their respective module guides. For those module with a group assignment, group assignments are graded as a pass or a fail. The final grade is based on the individual assignment, and in the event of a group assignment as part of the assessment, the latter has to be a pass to receive the final mark in order to successfully pass the module. In the case of failure in one of the assignments, the failed part could be retaken during the retake block and/or subsequent delivery as per the examination regulations.

In the event of a group assignment the following rules apply:

- Group size will be:
    - 2 students for classes of less than 14 students
    - 3 and 4 students for classes between 15-30 students
    - Up to 5 students for classes above 30 students

(Under exceptional cases the teacher may decide for a group of 2 in the latter two cases.)

- The group must provide a 'Statement of Contribution', an agreement from all group members that signifies the degree of equality of contribution to the group project. The Statement of Contribution is to be added after the title page.
- The submission for the group assignment can be done by any member of the group, who has to confirm during the upload process that the submission is on behalf of the whole group.

Presentation is obligatory for all type 2 examinations except for retake exams. There is no separate mark for the presentation as the main focus of oral presentations/defence is:

- To ensure that the Assignment/Report/Essay is genuine and the student's own work.

- Students demonstrate the capability of preparing and delivering a proper PowerPoint presentation and can sufficiently answer any questions related to the given Assignment/Report/Essay.

However, the overall mark of the type 2 examination will include the reflection of the quality and performance of the presentation.

SUBMISSION TERMS & TURNITIN

Submitted assignments/papers should be concise and limited to the word count requirement for respective modules/written assignments. It is acceptable to have +/-10% of the word count, however, if the assignment/paper contains 20% less than the minimum required words or 20% more than the maximum required words, it will be considered a fail. Where the assignments/papers exceed the +10% of the word count requirement, then a reduced grade will be applied. Students need to check the relevant module guides and module online area for precise assignment/paper information and submission deadlines.

Different word count regulations are implemented for different assignments/papers, and information can be found in the online area of the respective module for the assignment.

An academic assignment/paper should always be structured as outlined in section 1.3. The general structure of an academic assignment/paper requires: a title page, table of contents, introduction, main body (literature analysis, methodology, presentation of results), conclusion, references and appendices (if applicable). It is, thus, not for speculation as to whether such formalities are needed for the actual task or not, but it is a formal requirement. Also the headings/sub-headings of the assignment must be used structurally and logically in relation to the subject of the assignment.

It is each student's responsibility to upload assignments and make sure that the submission is successful and completed on time!

Submission terms for type 2 examination: Assignments/Reports/Essays: on Monday of the Exam Week at 16.00 CET (Central European Time).

The module teacher may decide on an extension to this deadline, but it must be within the respective block exam week (latest exam week Friday). In the case of retakes, Monday 16.00 CET of Retake Week 1, respective retake block 4 and/or 8.

Submission deadline for all seminar papers/PDP papers: on Friday of Lesson Week 4, at 16.00 CET (Central European Time). In the case of retakes, Monday 16.00 CET of Retake Week 1, respective retake block 4 and/or 8.

Students can submit the assignment only if they have attended the seminar. The assignment/paper entails a desk research based on reading material and relevant literature.

For the seminar assignment/paper submission all information will be provided and uploaded on the relevant module online area during the Project Week of the respective block.

Submission Instructions

It is the student's responsibility to ensure that the electronic submission of his/her work is successful and completed on time.

How to ensure a successful submission:

Education & Examination Guide
Wittenborg University of Applied Sciences
General Assessment Policy

- All assignments must be uploaded in the **Turnitin** submission upload areas and upon submission you will receive an automatic receipt of a successful upload confirmation to your Wittenborg email address, but you can also click on the 'My submissions' provided after submitting, and, if there is a file visible, then the submission has been successful.

- Allow sufficient time for the file to upload completely before the set deadline. **Do not leave submission to just before the stated deadline,** this can only cause stress and it could result in the failure of submission.

- No assignments will be accepted after the official deadline or via email. Following examination regulations, students will have to wait for the retake possibility and/or subsequent delivery of a module in the case of a missed deadline.

- Students must submit the assignments in **MS Word (doc/dox). Any other format, including** e.g. PDF, JPG, etc., will not be accepted. **Make sure you are submitting the correct file type!**

- In the case of technical issues, students must send an email to helpdesk@wittenborg.eu at least 30 minutes before the deadline with the assignment and screenshot(s) of the exact technical issue as an email attachment. **Delayed submission will not be accepted. (***Such work will only be accepted if the ITC department confirms that there was indeed a technical issue with the Turnitin submission upload area that hindered some students in uploading their work.*) Emails sent after the deadline will not be accepted.

- Ignorance of what is expected of students is not an excuse for late submissions. Students must understand what to do well before the deadline and read the Assignment Submission Help provided below.

Submitting the assignment on the Turnitin assignment upload area

It is standard procedure at our institution to submit assignments via Turnitin for exam assessments. For a complete guide on how to submit your assignment check Wittenborg online "Guide to Turnitin", also accessible via the following link: http://www.wittenborg.eu/guide-turnitin.htm.

On the official website of Turnitin, the latest updated manuals and helping tips can be accessed, including video instructions: http://turnitin.com/.

If still confronting any issues, students can consult their teachers, academic supervisors and/or process tutors if they need help in uploading an assignment through a Turnitin submission upload area.

Submission procedure:

- To submit assignments in the Turnitin area, a school account and an established study program are required beforehand.
- Note: In the case of difficulty in uploading the assignments/papers in the Turnitin area, assistance from the module teacher or the process tutor may be provided.
- Go to Wittenborg-online.com and log in with the school account.

- Select 'My course'.
- Select the required module and scroll down to the upload assignment/paper section.
- Press 'My submission' and drag the arrow appearing in the down-positioned box. By pressing the arrow, the system will show the browse from which the assignment/paper is to be selected.
- Remember to insert the submission title.
- Press 'Submit'.
- Note: Assignments/papers can be uploaded and overwritten until the due date. Once they are uploaded, the similarity component can be viewed.
- Note: In the case of RP/GA submission, students should send a follow up email to the teacher with the exact location of the uploaded work in the Turnitin area due to high volumes of assignments.
- After the assignments/papers have been assessed by the examiner, evaluation feedback is available on the right-bar box.

SUMMARY

In summary, a few points to keep in mind are:

- Students must read well the criteria and specific requirements for the academic paper they are about to write.
- Reports must have an academic structure; guidelines are given in this booklet.
- Works must be cited using the correct Harvard referencing style.
- Plagiarism or other forms of academic misconduct will not be tolerated. WUAS' "Plagiarism Check" should be read thoroughly, and/or ask the module teacher if unsure.
- Students should always keep a record of their sources as they go along. This will make creating the reference list easier, cleaner and more accurate.

Software tools for creating reference lists:

1. MS Word Reference Generator
2. Endnote
3. Google Scholar

Tips on how to use Google Scholar for citation:

Using Google Scholar, citations for articles in the search result list can be obtained. A formatted citation (APA, Chicago, Harvard, MLA, or Vancouver) can be copied or pasted, or one of the links to import into the bibliography management tool can be used.

Step-by-step instructions:

- Put the article used for the assignment in Google Scholar search tab.
- Find the article in the search result list. Below the article is the dashboard with different options.
- On the dashboard click on the *Cite (")* link next to the required item.
- Select citation style (WUAS accepts Harvard style).
- Paste the citation into working document.
- Double check and adjust formatting as needed to match selected citation style.

Additional useful sources:

1. Bailey, Stephen. 2018. A Handbook for International Students. 5th edition. ISBN: 978-1-138-04873-7; 978-1-138-04874-4; 978-1-315-16999-6. New York: Routledge Press
2. Hamp-Lyons, Liz & Heasley, Ben. 2006. Study Writing. A course in writing skills for academic purposes. 2nd edition. SBN: 978-0-521-53496-3. Cambridge: Cambridge University Press.
3. Creme, P. and Lea, Mary R. (1997) Writing at University: A Guide for Students. Buckingham: Open University Press

Plagiarism check policy 'how do i avoid plagiarising?'

Academic honesty is a fundamental value of **academic integrity**, and at WUAS we take this value seriously and expect you to do the same. It is a principle that ensures the freedom of exchanging ideas, as formulated by the International Centre for Academic Integrity (1999: 4): "Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action." Academic dishonesty, such as plagiarism, is a damaging act: it is stealing someone's work and achievement, and therefore it is not tolerated at our institution in any form or circumstance.

We have constructed for you this present document to clarify the importance of recognising plagiarism, and to understand how to deal with it, and how to avoid it. Since there are also other forms of unacceptable academic practices, it is vital to be able to distinguish among them. Hereby, we also aim to avoid unintentional offences, which, nevertheless, may have serious consequences.

We strongly believe that it is our responsibility to promote and preserve academic honesty. We strive to ensure that each student's graduation is honestly earned and that his/her degree preserves credibility and value.

Today, with all the available interwoven sources and webpages, avoiding plagiarism seems a rather complex task, and preserving the principles of honesty and responsibility may be daunting, but you need not be intimidated. In case of any concerns or questions regarding this topic, please contact your process tutor at the university.

We hope your experience at WUAS will be enjoyable and instructive!

ACADEMIC MISCONDUCT

The Wittenborg University statement of ethics specifies the reasons to preserve academic honour and integrity by repudiating all forms of academic and intellectual dishonesty (see EEG, part 11):

1. To treat others with respect and dignity

2. To respect the rights and property of others

3. To act with responsibility for the safety and well-being of all our stakeholders

During Induction Week, students are informed about academic misconduct and about plagiarism in particular. Plagiarism is a serious academic offence. Whether intentional or unintentional, plagiarism is a form of cheating in which a person gains or seeks to gain an unfair academic advantage. It includes the use of another author's words verbatim, summarising or paraphrasing another person's argument or line of thinking, or use of a particularly apt phrase without proper attribution.

When working with ideas and concepts that are not familiar to you, the temptation for some students to lift words or sections of text from other sources is great. Write in your own words, because using the words or ideas of others without a reference (either using quotation marks and/or sourcing the author(s)) will lead to accusations of plagiarism (see detailed explanations below). Tutors are generally familiar with the differences between the writing styles of students and experienced authors.

The generation of false primary data is also a serious academic offence. Students should keep all primary data derived from surveys and interviews (whether in paper, electronic or taped form) as you may be required to produce this as evidence in the event of a challenge to the veracity of your results. The school may run random checks among all students with regard to their primary data.

DEFINITION OF ACADEMIC MISCONDUCT

Academic misconduct includes the following and any other forms of **academic dishonesty**:

i. Cheating – Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorised study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one's grade.

ii. Fabrication – Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.

iii. Plagiarism – Using the works (i.e. words, images, other materials) of another person as one's own without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a website or an Internet paper clearing house.

iv. Facilitating Academic Dishonesty – Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

PLAGIARISM AS ONE KIND OF ACADEMIC MISCONDUCT

'What does plagiarism mean?' In order to understand the implications of plagiarism, first look at the origin of the word itself. The word plagiarism has been adopted from the Latin word 'plagiarius' which means 'kidnapper, seducer, plunderer', according to the Online Etymological Dictionary. Stealing someone else's work and signing it as your own is like 'kidnapping', an actual crime.

A definition by Hexham (2013: 2):

Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way of argument or the addition of new material and insights, is a form of plagiarism in academic work.

WHY DOES IT MATTER?

The following examples of academic dishonesty and plagiarism are formulated in the 'Plagiarism and how to avoid it' student notes by the University of Brighton, a partner institution of Wittenborg (2015: 2):

1. *A medical researcher falsifies the results of a new anti-cancer drug to make his discovery seem more important.*

2. *A writer submits an idea for a series to a television company, who turn it down. A few months later, they broadcast an almost identical program. She never receives any acknowledgment or payment.*

3. *A historian publishes a book claiming that the Holocaust never took place. He makes lots of detailed assertions backed up by anonymous quotations but does not give any sources for this information.*

4. *A minority of students at a particular university are acquiring essays via the Internet, and the university authorities have failed to stop the practice. This has led to a decline in the university's reputation, and all their graduates (even genuinely first-class students) are now finding it hard to get a job.*

5. *A design student loses the portfolio containing all her sketches for her final project, and has to start again from scratch. At the final degree show, she finds that many of her original ideas have been used in another student's work.*

Some of the above examples may not have the same weight when it comes to their severity, however, these examples do make it clear that plagiarism and academic dishonesty are to be treated and regarded as acts of crime. Therefore, Wittenborg University has defined its rules and penalties.

REFERENCING YOUR SOURCES

(EEG Part 8: Graduation Assignment & Final Project Handbook - Bachelor)

References refer the reader to the source of specific information, ideas, quotes, figures, tables that you have used in your dissertation. **All sources listed in your bibliography** must be cited at least once somewhere in the main text of your dissertation; in other words, do not 'pad' your bibliography with sources not clearly used. These must be included whenever you use anything drawn from other sources. It is looked upon very seriously if you do not reference your sources. **Quoting a reference** helps to support the point you want to make. It indicates the basis for your opinions and clearly shows how you have reached these opinions. Useful phrases include: 'according to Smith (2007), many managers believe service quality...', 'research has revealed the importance of... (Jones 1985, Peters 1997)', or 'many academics (Jones 1997, Smith 2007, Zikmund 2009) debate the influence of globalisation...'

Clearly, accurate referencing is mandatory for **all** written assignments using sources. Throughout your studies, you will be required to demonstrate your ability to work properly with sources in preparation for your final graduation assignment, your dissertation.

THE HARVARD SYSTEM

The authors' surnames are given in the text, together with the year of the work to which you are referring, and, where appropriate, the page numbers (always included for direct quotes).

For example:

Many academics (Cooper et al. 1993, Ryan 2004, Smith 1996) explain the benefits and costs that can be expected from tourism development. Ryan (2004) identified that tourism is an obvious source of foreign exchange and particularly useful for developing countries to earn hard currencies such as dollars, euros and sterling. Jones (2002: 323) identified that in Sri Lanka "tourism is a significant contributor to the overall economy, worth 17.6% of the GDP in 2001". Smith (2007: 42) emphasised the potential of tourism to earn foreign exchange:

Commodity trade, which is the principal foreign earner for most developing countries has not provided a revenue growth to match the increase in the imports bill. Import substitution and local processing can provide a means of saving or earning but many countries run the risk of limited domestic markets or restricted access to foreign markets...

Negative impacts of tourism can include:

The emphasis on the economics of tourism, especially its benefits, reflect the widespread belief among agency personnel that tourism can yield rapid and considerable returns on investments and be a positive force in remedying economic problems (Jones 2002: 13).

Jones (1979), as cited in Smith (1995: 88), mentioned tourism has many other benefits as well. The National Trust (2010) and IEG (2009) are two organisations that have compiled statistics on the economic impacts of tourism related to specific events. However, Johnson (2008: 34) stated the "National Trust is a primary example of an organisation that systematically undervalues the economic spending of its visitors by 5-10%." Despite this, the National Trust is well aware of the importance of visitor spending (interview with Jane Smith of the National Trust, 2010).

Notes: For direct quotes used, always cite the page number e.g. Smith (1995: 42).

References to personal communications/interviews that you have carried out appear parenthetically as detailed above, e.g. (interview with the Minister of Tourism in 2010). No further details are included in the bibliography, as you are referring to your own primary research results (underpinned by the discussion of your research methods).

Direct quotes of more than 40 words should be indented on a separate line from the main text (as in the example above – notice the lack of "quotation marks"). **Quotes of less than 40 words** should be incorporated into the text differentiated by double "quotation" marks (as below with Johnson).

Web pages cited should only be the author/copyright of the article or website (do not put in long web addresses within the text). Then in the bibliography, put in full web address as part of reference citation.

Bibliography examples (alphabetically ordered by surname or name of author (including organisations, if not a person). Do not separate bibliography under 'books', then 'journals', then 'newspapers'. All citations go under one list, alphabetically ordered. When we say alphabetically ordered it does NOT mean you change the order of the names of the authors from how it is written in the source as described in the example below:

Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 5th edition. Harlow: Prentice Hall – DOES NOT BECOME Lewis, P. Saunders, M...or reference as Lewis et al 2009 in text, it is always Saunders et al, because this is the way the book is cited. You can underline the title of the book or you can use italics, but choose and pick one style and **be consistent**.

WHERE DO YOU CROSS THE LINE?

Pecorari (2003: 317) noted that the literary critic Samuel Johnson is said to have responded to the author of a piece of writing with: "Your work is both good and original. Unfortunately, the parts which are good are not original, and the parts which are original are not good."

Plagiarism can have different forms, when students willingly or unwillingly use the original material (written or verbal), data or idea of an author without any acknowledgement or fail to apply correct referencing. According to the *Harvard Guide to Using Sources*, these are:

- Verbatim plagiarism
- Mosaic plagiarism
- Inadequate paraphrasing

- Uncited quotation
- Uncited paraphrasing

Below are illustrated the different types of plagiarism with examples and explanations.

Please read the explanations carefully because you will be held accountable for any violations.

Consider the following original passage of Ernst's (2016) paper:

> *'China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Serious constraints on environmental, human and financial resources imply that economic growth based on scale expansion is running out of steam.'*
>
> Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing-Reflections on China's Future of Jobs', *Innovation and Economic Growth* series, No. 6, March 2016

Version 1. Nowadays, China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Severe constraints on environmental, human and financial resources result that economic growth based on scale expansion is running out of steam.

Explanation 1: Version 1 is an obvious example of plagiarism, only minor word changes have been made, but the paragraph has been copy-pasted from the original document and without acknowledgement. This is an example of verbatim plagiarism.

Version 2: Nowadays, China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Serious constraints on environmental, human and financial resources imply that economic growth based on scale expansion is running out of steam (Ernst, 2016: 2).

Explanation 2: Text version 2 is also a plagiarism case. Although the source has been acknowledged, the information taken from the original text is a direct copy, and therefore it should be treated as a direct quotation and put within quotation marks. This is an example of uncited quotation.

❌ **Version 3:** There are serious environmental constraints in China, but also human and financial resources imply that economic growth based on scale expansion is running out of steam. This illustrates that China has reached a level of development where catching up through a "Global Factory" model is no longer sufficient to create prosperity (Ernst, 2016: 2).

Explanation 3: The sentences above were slightly re-arranged, but the original phrases have been copied and not paraphrased, therefore version 3 is also plagiarism. It is important to remember that rearranging and paraphrasing are different acts, whereby paraphrasing entails that the student reformulates an author's ideas in their own words. This is an example of inadequate paraphrasing or mosaic plagiarism (which also applies if the sentences combine parts of sentences coming from several sources and presented in the above manner).

❌ **Version 4:** Modern economies face growing pressure of environmental, human and financial constraints. The People's Republic of China is no exception as these constraints form a heavy pressure on its growth expansion that is mainly relying on economies of scale. The country has arrived at a crossroads where, its investment-driven growth model is no longer sustainable.

Explanation 4: In version 4 we can observe that the sentences have been sufficiently reformulated, the writer understands the topic and uses information of the original source effectively. Unfortunately, this is still a plagiarism case as the acknowledgement of the author of the original idea has been omitted. This is a clear example of uncited paraphrasing.

✅ **Version 5:** Modern economies face growing pressure of environmental, human and financial constraints. The People's Republic of China is no exception, as these constraints form a heavy pressure on its growth expansion that is mainly relying on economies of scale. The country has arrived at a crossroads where its investment-driven growth model is no longer sustainable (Ernst, 2016: 2).

Reference list:

Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing-Reflections on China's Future of Jobs', *Innovation and Economic Growth* series, No. 6, March 2016

Explanation 5: Version 5 is not plagiarism, since the writer showed a good understanding of the topic and in order to use the information, he/she has paraphrased the original sentences and noted the source of the ideas.

OTHER KINDS OF ACADEMIC MISCONDUCT

Self-plagiarism: re-using assignments or large portions from documents already assessed (in the same class or in other classes with other instructors).

Example of self-plagiarism: Nelly has to begin her graduation assignment. Her topic has similar elements from an earlier report she had to write for the assessment of another module. She decides to introduce that report as her third chapter, since it is her work.

Unauthorised material: using someone's idea without permission.

Example of unauthorised material: Emmett decides to start writing his report. As he enters the computer room and takes a seat, he notices a few printed pages forgotten on the desk by another student. He looks at this paper and realises that it is someone's homework for the same report, so he changes a few aspects and hands it in as his own original work.

Collusion: 'group work'

Example of collusion: The class received homework that must be written individually, and each person is to make their own short research. Tom and Josh divide the task among themselves and share the findings with each other, eventually submitting two individual papers with very similar content, but they claim they have written it on their own.

Fabricated data or manipulated/dishonest results

Example of fabricated data: Arno has collected the survey answers from eighty respondents. During the analysis, he notices that some of the respondents did not answer a certain question, so he decides to put in some random answers in the empty spaces.

'Bought' works, misrepresentation or rewriting by externals (ghosting)

Example of misrepresentation: Andrea has a tight schedule, since she is working and studying at the same time. Under this pressure, she decides to contact a friend who has completed the module some time ago, and since she knows that the teacher has been recently changed she asks for the work of her friend, which she will sign as her own and hand it in.

Example of ghost-writing: Peter is worried about getting all the work for his final project done. He has heard of companies offering theses on all kinds of topics. He gets in touch with them, explains the topic and gets assurances that he will have the delivered thesis in time. He has to transmit a certain amount of money and receives the thesis ready for submission. His name is on the cover page.

WITTENBORG PLAGIARISM CHECK VIA TURNITIN

All students will be required to submit their written reports/assignments/exams through the **Turnitin plagiarism software**; this is considered part of the formal submission requirements.

Turnitin is used by the school to detect cases of plagiarism. The software compares the writing used within any document to other sources, for example, websites on the Internet, journal articles, books, and other student work from other universities. Turnitin gives students the option to check the similarity score of their submission; they can then revise their work (if necessary) and re-upload the document before the deadline.

Further details of the Turnitin submission process are provided during Wittenborg's Induction Week.

You are advised to check Wittenborg online 'Guide to Turnitin' on how the software works and how you are mandated to use it. Also accessible via the link below:

http://www.wittenborg.eu/guide-turnitin.htm

You can also visit the official site of Turnitin, where you can access the latest updated manuals.

Acceptable similarity score for all Turnitin submissions is 20%

At Wittenborg, up to 20% similarity is acceptable for all submissions through Turnitin as long as the submission is properly referenced as per university referencing style. Above 20% but no more than 30% similarity must be motivated/justified by the student to be accepted for assessment. The 20% similarity does not automatically imply the submission is plagiarism-free as there could also be cases of plagiarism with less than 20% similarity. The submission must be properly referenced as per university referencing style (see above).

PROCEDURES FOR INVESTIGATING & DEALING WITH ACADEMIC MISCONDUCT

The examiner decides whether academic misconduct has taken place and may make a series of recommendations, including a clear fail. Any academic dishonesty may be referred to the Examination Board.

For all details on procedures, please see the *Education and Examination Guide* (EEG), Part 11, 'The Student Code of Behaviour'.

PENALTIES

Penalties at Wittenborg University for practicing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade and/or a required re-doing of an assignment (on a completely different topic)
- Decision that during a period of one year at most, the student is denied the right to take one or more specific (partial) tests or examinations
- Dismissal

Furthermore, severe and/or repeated plagiarism can lead to the failure of the educational degree. For further details, please see the information on dishonesty in the sections of this Education and Examination Guide (EEG):

- Student Code of Behaviour
- Student Charter
- Graduation & Examination Regulations
- General Terms and Conditions

STUDENTS' RIGHT OF APPEAL

The rights a student has if they feel a decision has been incorrect are explained out in the 'Graduation and Examination Board Regulations' of WUAS (in this EEG), in particular, article 17.

For further details, please see the information on dishonesty in the sections of this Education and Examination Guide (EEG):

- Student Code of Behaviour
- Student Charter
- Graduation & Examination Regulations
- General Terms and Conditions

REFERENCES

Fundamental Principles for Knowledge Discovery and Innovation, City University of Hong Kong,
http://www6.cityu.edu.hk/ah/academic_honesty.htm

The Fundamental Values of Academic Integrity, The Center for Academic Integrity, October 1999

"All My Own Work?" Plagiarism and How to Avoid it, Student Notes, University of Brighton, September 2015

Camosun College, School of Business Handbook on Avoiding Plagiarism and APA Referencing, University of Melbourne Language and Learning Skills Unit

Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing - Reflections on China's Future of Jobs' - *Innovation and Economic Growth* series, No. 6, March 2016

GEAR 2015-2016 (General Examination and Assessment regulations for taught courses), Section F: Academic Misconduct, University of Brighton

Harvard College Writing Program 'What Constitutes Plagiarism?'
http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

Hexham (1992,1999, 2005, 2013), *The Plague of Plagiarism: Academic Plagiarism Defined*, University of Calgary

Online Etymology Dictionary http://www.etymonline.com/index.php?term=plagiarism

Pecorari (2003), *Good and Original: Plagiarism and Patchwriting in Academic Second-Language Writing, Journal of Second Language Writing, 12*, 317-345, December 2003

Pennycook (1996), *Borrowing Others' Words: Text, Ownership, Memory and Plagiarism*, *TESOL Quarterly*, Vol.30, No.2, pp. 201-230

Wittenborg University, *The Education & Examination Guide* (EEG)

THE EEG - PART 6
GRADUATION & EXAMINATION BOARD REGULATIONS

31 August 2018

CONTENTS

GRADUATION AND EXAMINATION BOARD REGULATIONS

Article 1. Applicability of the regulations

These Graduation and Examination Board Regulations apply to the education, assessments and examinations of all programmes at the Wittenborg University of Applied Sciences, that fall under the jurisdiction of this Graduation and Examination Board. The programmes are arranged for full time as well as part time students within Wittenborg University of Applied Sciences.

Section 1.01   The programmes are:

IBA Bachelor International Business Administration, with all specialisations
HBA Bachelor of Hospitality Business Administration, with all specialisations
EBA Bachelor of Entrepreneurial Business Administration, with all specialisations
MBA Master of Business Administration, with all specialisations
MSc Master of Science in International Tourism Management
MSc Master of Science in International Hospitality Management
MSc Master of Science in International Event Management
MSc Master of Science in Sport Business Management

Section 1.02   Part of these Regulations is also the General Assessment Policy document hereto attached.

Article 2. Dutch Higher Education Act and Code of Conduct
The Graduation and Examination Regulations are in line with the following Dutch Higher Education Act and Code of Conduct

The Act: the Higher Education and Scientific Research Act (Statute book 1992, 593; WHW, Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs, hereafter: The Act);

The Code: the National Code of Conduct for International Higher Education in the Netherlands (hereafter: The Code).

Article 3. Definitions of concepts

In these regulations following concepts are defined:

Section 3.01   The Board: the Board of Management of Wittenborg, University of Applied Sciences (hereafter: The Board);

Section 3.02   The School: Wittenborg, University of Applied Sciences (hereafter: Wittenborg or The Institute);

Section 3.03   **The candidate:** any student, or student with partial enrolment, registered with The Institute to follow Wittenborg courses and/or take part in tests or examinations of the programmes;

Section 3.04   **Graduation and Examination Board:** the board, established on the basis of article 7.12 paragraph 1 of The Act; composition and tasks of the board have been drawn up in the Article 14 and Article 15 of these Regulations (hereafter: Exam Board);

Section 3.05   **Academic year:** the period of time as indicated by The Act, that is the period of 1st September up to and including 31st August of the next year;

Section 3.06   **Preliminary period:** the preliminary phase of a programme, as indicated in article 7.8 of The Act, to be concluded by the preliminary examination (known as completion of Year 1 Modules);

Section 3.07   **Principal period:** the part of a programme following the preliminary period, to be concluded by the final examination (known as completion of Year 2 to Year 4 Modules);

Section 3.08   **The examination:** the combination of educational units set by the Exam Board according to Article 8 of these Regulations, of which the tests should be taken successfully by the candidate in order to acquire credits;

Section 3.09   **Admittance inquiry:** an inquiry as meant in article 7.29 of The Act;

Section 3.10   **Day:** Monday to Saturday;

Section 3.11   **European credits:** the study load of each programme is determined in credits. The study load of a year is 60 credits, which equals 1.680 hours of study (hereafter: credits);

Section 3.12   **The Code:** Code of Conduct International Student in Dutch Higher Education.

Article 4.   **Objective of the programmes**

The degree programmes of Wittenborg University of Applied Sciences aim to ensure graduates have acquired such knowledge, skills and understanding of the professional field, to allow a graduate to exercise that knowledge independently in the professional work field, conforming to the national and international attainment targets and qualifications. Detailed aims and objectives are outlined in the programme-specific Education & Examination Guides (EEG).

Article 5.   **Admission to Bachelor programmes**

Section 5.01   Enrolment within the Bachelor programmes requires possession of a diploma, that is equivalent to 'pre-university education' (VWO, Voorbereidend Wetenschappelijk Onderwijs), 'general secondary education' (HAVO, Hoger Algemeen Voortgezet

Onderwijs) or 'secondary vocational education level 4' (MBO, Middelbaar Beroeps Onderwijs).

Section 5.02   The owner of a certificate of a successfully concluded preliminary or final examination at an institution of higher education, whether or not handed out in the Netherlands, is exempted by the Exam Board from the requirements as mentioned in Section 5.01 of these Regulations.

Section 5.03   The owner of a certificate, whether or not handed out in the Netherlands, which is regarded by the Dutch Ministry of Education at least equal to one of the diplomas mentioned in Section 5.01 of these Regulations, is exempted by the Exam Board from the requirements mentioned in Section 5.01 of these Regulations.

Section 5.04   The owner of a diploma, whether or not handed out in the Netherlands, not included in the Ministry's arrangement as mentioned in paragraph 1c of article 7.2.2. of the Act, can be exempted by the Exam Board from the requirements if the diploma in the Exam Board's opinion, is at least equal to one of the diplomas mentioned under Section 5.01 of these Regulations.

Section 5.05   The Exam Board will include in its opinion any advice given by NUFFIC (Netherlands University Foundation for International Cooperation), relating to the possible equivalence of diplomas.

(a)   Prior education requirements for university education, as meant in the Code, including minimum language proficiency levels, are deemed to have been satisfied after assessment of the relevant deficiency courses offered by the Institute.

(b)   Deficiency courses as meant in (a) above include any remedial English course deemed necessary by the Institute.

(c)   The student cannot be admitted to the second year/phase as long as any deficiency course mentioned under (a) has not been successfully completed.

Article 6.   Admission to Master programmes

The admission requirements (criteria) for the Master programmes are as follows:

(a)   a Bachelor degree or equivalent recognised qualification: applicants are requested to provide an academic reference from their previous education institute;

(b)   2 years professional experience (after undergraduate degree) for MSc; 3 years professional experience for MBA: applicants are requested to provide a reference from a company or organisation where they have worked;

(c)   English language level equivalent to IELTS 6.5 overall, 6.0 in writing.

Article 7.   Admittance inquiry

The requirements made at an admittance inquiry, as meant in article 7.29 of The Act, have been included, if applicable in the 'Arrangement Admittance for Students 21 years and Older' (Education and Examination Guides).

Article 8.   Contents of the programme and related tests and examinations.

Section 8.01   In more detailed arrangement, the Exam Board determines on time each year:

(a) from which educational units (modules) the programmes exist and which (partial) tests are included in the preliminary and final examination;

(b) the study load of the programme and the educational units;

(c) whether the (partial) tests will have to be taken orally, in written form or in any other way, whereas the Exam Board on request of the candidate, may allow for a test to be taken in a way other than indicated;

(d) in what way judgment of a test is acquired from the judgment of related partial tests and when a test has been successfully concluded;

(e) the organisation of practical exercises;

(f) the order in which, the periods of time within, and the number of times in the academic year that students are offered an opportunity to take part in tests and examinations;

(g) the minimum requirement of 220 credits for Bachelor programmes, 40 credits for MSc and 60 credits for MBA for students to be allowed to do the graduation presentation.

(h) that a successful conclusion of tests is a condition for admittance to certain other tests;

(i) the obligation to take part in practical exercises in view of admittance to take part in the related test, subject to the Exam Board's authority to grant exemption from that obligation, whether or not enforcing alternative demands;

(j) duration of (partial) tests;

(k) if any and which aids may be used during (partial) tests;

(l) the procedure for registration for (partial) tests;

(m) the number and order of tests as well as the moments at which they can be taken.

Section 8.02   Some programmes offer each student the possibility to take part in 'specialisation modules freely to be chosen' as part of the examination regulations of a programme with a maximum study load of 60 credits for Bachelor programmes and with a maximum study load of 10 credits for Master programmes.

Section 8.03   The choice of specialisation is to be mentioned on the diploma (degree certificate) and requires students to continue their chosen specialisation in the Work Experience Module and the Graduation Dissertation Modules for the Bachelor programmes and the Final Project for Master students.

Section 8.04   Major changes such as new modules, or any curriculum change after review that affects more than 10% of the programme, will have to be approved by the Exam Board and implemented per following academic year.

Article 9.   **Facilities for taking and retaking tests and examinations**

Section 9.01   At least twice a year, candidates are offered the possibility to take (partial) examinations. The Institute can set further regulations regarding the signing up for participation in (partial) examinations. The Institute makes sure that these kinds of rules are known in time.

Section 9.02   Candidates are offered the possibility to retake examinations at least once a year:

    (a) Block 4 retake examinations will repeat the examinations of the full module examinations of Blocks 7, 1 & 2;

    (b) Block 8 retake examinations will repeat the examinations of the full module examinations of Blocks 3, 5 & 6.

Section 9.03   If a candidate takes a test more than once, the result of the last taken test is in force, unless a previous result should be higher. Per module, the maximum retakes allowed is 4. In special cases (at the student's written request) the Exam Board may decide otherwise.

Section 9.04   The period of validity of a successfully concluded partial test is four years, except for the Exam Board or examiner's authority to reduce this period of validity.

Section 9.05   Possession of a certificate or other proof of passing of the preliminary examination (if any exists) of the programme is demanded in order to register for courses and for taking (partial) tests of the second phase (Education and Examination Guides).

Section 9.06   The Exam Board may grant admittance, on request of the registered student to take one or more (partial) tests of the final examination, even before he/she has successfully concluded the preliminary examination of the programme. The Exam Board lays down in writing to which (partial) tests the candidate has been admitted.

Section 9.07   The student, exempted from completion of examinations that form part of the preliminary period under article 7.31a of The Act, is given entrance to one or more components of the final examinations.

Section 9.08   Retake (partial) examinations will be limited to a maximum of 4 modules in a retake block, if the student was absent in any of the regular block examinations.

Section 9.09   If a student misses an examination without any valid reason, his/her registration for the following retake examinations will be limited to a maximum of 3 modules.

Section 9.10   Retakes for Exam types 2, 3, and 5 do not include presentations or oral assessment; the original assessment of the presentations is carried over to the relevant retake exam.

Section 9.11   Seminar papers cannot be retaken.

Article 10.   **Oral tests**

Section 10.01   There will be no more than two students participating at an oral test, unless the Exam Board has ruled otherwise.

Section 10.02   Oral tests are public, unless the Exam Board or the examiner concerned has ruled otherwise in a specific case, or if the candidate is opposed to it.

Section 10.03   Oral presentations that are part of exam type 2, 3, and 5 cannot be retaken (see section 8.14). This can be overruled by the Exam Board e.g. in cases where a student has been given provisions under article 17.

Article 11.   **Determining and publishing of test results**

Section 11.01   The examiner determines the result of a (partial) oral test on the day of that examination and issues the candidate with a written declaration to that effect.

Section 11.02   The examiner determines the result of a written (partial) test within maximal ten (counts for written examinations) or twenty working days (counts for essays, reports and project work) after the day it was taken and supplies the administration of The Institute with a signed declaration in view of handing out the written declaration on the result to the candidate. A written statement regarding the results of the (partial) test is given out to the candidate within 30 days after the day it was taken.

Section 11.03   With reference to tests to be taken other than orally or written, the Exam Board determines in advance in what way and within which period of time the candidate will receive a written confirmation about the result.

Section 11.04 On a written statement about the result of a (partial) test, the student's attention is also drawn to the right of perusal, mentioned in Article 20 of these Regulations, as well as to the possibility of appeal with The Board of Appeal for Exams.

Article 12. Assessment and announcement of examination results; passing; not passing; passing with distinction

Section 12.01 The Exam Board determines in a meeting, in a given period, which candidates have successfully passed examinations and the Exam Board affirms the students' credits.

Section 12.02 An examination has been successfully concluded when the candidate has met the demands mentioned in Section 12.03 for Bachelor programme students and in Section 12.04 for Master programme students.

A candidate has passed the preliminary examination, if any (Year 1 Modules of Phase 1) when the tests of all educational units were taken successfully, and all modules have been passed. A student is required to pass all modules with a final mark of 6.0. However, 1 module may be left at a final mark of 5.5, in order for all 60 credits for Year 1 modules to be awarded.

Section 12.03 A Bachelor candidate has passed the final examination (Graduation) when he has met the following demands:

(a) for all tests of the educational units of the Phase 1 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;

(b) for all tests of the educational units of the Phase 2 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;

(c) (If applicable) the test of the module 'practical period' may be completed with the indication of pass;

(d) for all tests of the Phase 3 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;

(e) under (a), (b) and (d), marks of 5.5 and upwards will be rounded up to a final mark of 6. A mark of 5.1 and higher can, in exceptional cases determined by the Exam Board, be rounded up to a final mark of 5.5. The final mark of a test can be rounded up.

Section 12.04 A Master candidate has passed the final examination (Graduation) when he has met the following demands:

(a) for all tests of the educational units of Year 1 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;

(b) for all tests of the educational units of Year 2 Modules (Final Project) at least 6 as a final mark;

(c) under (a), marks of 5.5 and upwards will be rounded up to a final mark of 6. A mark of 5.1 and higher can, in exceptional cases determined by the Exam Board, be rounded up to a final mark of 5.5. The final mark of a test can be rounded up.

Section 12.05 The candidate will be informed of the result within 5 working days after the meeting mentioned under Section 12.01 of these Regulations.

Section 12.06 A testimony will be given out to candidates who passed the preliminary or final examination, if any, as mentioned in article 7.11 paragraph 1 of The Act. The name of the programme is mentioned on the testimony, and the parts the examination consisted of, and when appropriate, which qualification is connected with it, observing article 7.6 first paragraph, of The Act.

Section 12.07 On the list of marks belonging to the Graduation Year / Final Year:

(a) "*With honours*" is written, when the candidate has:

    (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and for the Final Project for Master students) at least an average of 8.0 and higher;

    (ii) for the average of the Graduation Assignment for Bachelor students and for the Final Project for Master students at least 8.0 as a final mark.

(b) "*With distinction*" is written, when the candidate has:

    (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and the Final Project for Master students) an average lower than 8.0 and higher than 7.0;

    (ii) for the average of the Graduation Assignment for Bachelor students and for the Final Project for Master students at least 7.0 as a final mark.

(c) "*with credit*" is written, when the candidate has:

    (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and the Final Project for Master students) an average lower than 7.0 and higher than 6.0;

(ii)   for the average of the Graduation Assignment for Bachelor students and for the Final Project for Master students at least 6.0 as a final mark.

(d) "***With pass***" is written, when the candidate has:

(i)   for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and the Final Project for Master students) an average lower than 6.0 and higher than 5.5;

(ii)   for the average of the Graduation Assignment for Bachelor students at least 5.5 as a final mark and for the Final Project for Master students at least 6.0 as a final mark.

Section 12.08   The student who has passed one or more tests and to whom no diploma or certificate can be handed out, will receive a statement on his/her request, to be issued by the Exam Board, in which at any rate the tests are mentioned that he has concluded successfully.

Article 13.   Study progress and study supervision

Section 13.01   The Board arranges for such registration of study results, that all candidates will receive at least once per term a survey of their personal results, related to the education and examination programme of the Institute.

Section 13.02   The Board arranges for study supervision for candidates registered with the programme.

Section 13.03   Students are issued with a written advice at the end of each academic year, together with a transcript of credits.

Section 13.04   The number of credits required for progression from one study phase / year to another are described in the Education and Examination Guides.

Section 13.05   If for the candidate a rejection is incorporated in the advice, the student has the right of appeal to the Exam Board (See section 15.01).

Section 13.06   If a student misses an exam or deadline due to specific extenuating circumstances (illness, hospitalisation, bereavement, etc) the student must submit a written request for extension to the Exam Board before the last Thursday of the teaching block. Requests must be accompanied by evidence (doctor's note, etc).

Article 14.   Composition of the Graduation & Examination Board; Modus Operandi

Section 14.01   The Board appoints the Chairperson and the members of the Graduation & Examination Board (Exam Board). Members normally serve for one academic year, but this can be extended to a maximum of three years. The Chairperson lays down in writing which members of the Exam Board will act as deputy Chairperson, Secretary and deputy Secretary. The Exam Board reports to The Board.

Section 14.02 Members of the Exam Board are employees charged with education in the programme and have extensive experience in teaching in higher education equivalent to a Postgraduate Certificate in Learning & Teaching. Membership of members who do not possesses these qualifications shall be deemed ex-officio and without the right to vote.

Section 14.03 Membership of the Exam Board ends automatically if the employee concerned is no longer at the Institute (except for externals, see 13.04 below).

Section 14.04 Membership will include at least one external, who is independent from the Institute. External members can also be appointed as Chairperson or deputy Chairperson.

Section 14.05 The Board guarantees that there is a diversity of expertise among the appointed members of the Exam Board (e.g. discipline/subject-related, assessment methodologies and procedures, laws and regulations, international expertise).

Section 14.06 The Exam Board meets every block. Meetings are off-line and face-to-face, but meetings of any sub-committee installed by the Exam Board may also take place through online or video communication.

Section 14.07 A minimum of four members is required (including Chair or deputy Chair) to make decisions. All meetings are documented in minutes by the Exam Board Secretary.

Section 14.08 Exam Board meetings are closed and its minutes confidential. All information about students and instructors will be treated with utmost confidentiality.

Section 14.09 The Exam Board decides by a simple majority of votes. In case of a tie, the Chair or deputy Chair has the casting vote.

Section 14.10 The Exam Board may decide to confer some of its authority, if necessary with certain constraints and conditions, on the Chairperson, provided that this is not in conflict with the law or these regulations (Chair's action).

Section 14.11 The Exam Board may be assisted by others, such as advisors or other tutors, only if agreed by a majority of the board. The role of non-appointed staff is temporary, purely consultative, and they have no vote.

Section 14.12 The Chairperson of the Exam Board sends regular reports, with a minimum of once per academic year, on the workings of the Exam Board to The Board.

Article 15. **Tasks of the Exam Board**

Section 15.01 The Exam Board is in charge of arranging (partial) tests and examinations and specifying results.

Section 15.02 The Exam Board takes care of the organisation of (partial) tests and examinations and of good procedures during (partial) tests and examinations.

Section 15.03 The dates and times for taking (partial) tests are set on time by or on behalf of the Exam Board.

Section 15.04 The Exam Board rules within 10 working days whether a programme of educational units (modules), composed by an individual student at a previous institution will be approved (transfer credits). Such a request shall be submitted in written form, not more than one month after enrolment in a particular academic year and should be related to the educational units to be studied in that year. The Exam Board will adhere to the national attainment targets mentioned in Article 4 of these Regulations in forming the decision. See also Section 14.09.

Section 15.05 The Exam Board appoints examiners who are in charge of taking (partial) tests. Only staff members in charge of education in the educational unit concerned can be appointed examiner, as well as experts from outside The Institute. The examiners give the Exam Board the information they ask for. Examiners shall always hold an academic qualification of at least Master level (used to be Section 23.07). Examiners must also have experience or qualifications in pedagogy or didactics equivalent to that of Dutch universities' BKO standard.

Section 15.06 The Exam Board can give guidelines and directives to the examiners concerning the judgement of the candidate related to determining the result of the test.

Section 15.07 The Chairperson of the Exam Board sends regular reports on the workings of the Exam Board to The Board at least once a year.

Section 15.08 The Exam Board accepts all examiners of institutions contributing to the programmes and joint degree programmes through Wittenborg's institutional articulation agreements as approved examiners. Similarly, the Exam Board accepts all credits obtained by students through such articulation agreements as official transfer credits in the programmes.

Section 15.09 The Exam Board mandates the Registrar with the decisions and administration of transfer credits according to standard ECTS guidelines (ECTS User's Guide, May 2015).

Section 15.10 Upon successful completion of all degree requirements (Bachelor 240 EC, MSc 60 EC, MBA 90 EC) including the final thesis or dissertation phase, and after verification thereof by the administration, the Exam Board shall award the relevant (Dutch) Wittenborg diplomas or certificates and corresponding European diploma supplements to graduating students.

Section 15.11 By awarding the diplomas or certificates mentioned in Section 14.08 above, the Exam Board confers the corresponding degrees to graduates as evidence of final graduation, conform the Act.

Article 16.   **Academic Complaints and Irregularities**

Section 16.01   Students have a right to question any academic decision by Wittenborg lecturers and examiners in writing to the Exam Board as ultimate resort. Such a request shall be submitted in written form, not more than one month after the decision was made. The complaint or request will be discussed in the first scheduled Exam Board meeting, and a decision communicated to the student within 10 working days after that meeting.

Section 16.02   If a complaint involves a member of the Exam Board, the member in question will not take part in the deliberations or decisions concerning this complaint.

Section 16.03   Exam Board decisions are considered to be final. For Appeals, see Article 17.

Section 16.04   In case of fraud, plagiarism, self-plagiarism or any other irregularity or academic dishonesty by a candidate, the Exam Board may decide on any disciplinary action they deem appropriate and justified, including (but not limited to) an official warning, a reduction of the grade, or the decision that during a period of one year at most, this candidate is denied the right to take one or more specific (partial) test or examinations at The Institute.

Section 16.05   If a case of fraud or any other irregularity should be discovered not until after the examination, the Exam Board can deny the candidate the certificate or diploma, or may rule that the candidate concerned can only receive the certificate or diploma after taking a new test in the educational units, in a manner to be indicated by the Exam Board.

Section 16.06   Before deciding in accordance with Section 16.04 or Section 16.05 of these Regulations respectively, the Chairperson of the Exam Board or his/her designee can decide to hear the candidate. The Chairperson or the Secretary of the Exam Board informs the candidate straightaway of the decision, if possible personally and in any case in writing.

Section 16.07   When the Chairperson of the Exam Board or the Exam Board takes a decision as mentioned in Section 16.01 or Section 16.05 of these Regulations respectively, the Chairperson of the Exam Board sends a copy of this decision to The Board.

Section 16.08   At the discretion of the Exam Board, a policy of leniency can be introduced under particular circumstances.

Section 16.09   In cases of serious violations of academic honesty, such as repeated cases of wilful deceit, the Exam Board may advice the Board to dismiss or temporarily dismiss the student. The Exam Board itself does not decide on expulsion or dismissal, whether temporary or permanent.

Section 16.10   All complaints/appeals of a non-academic nature are not within the charge of the Exam Board and will be referred to the Board.

Article 17.   **Appeal**

Section 17.01   A student who feels that an incorrect decision has been made by the Exam Board related to his/her examination, test or partial test, or related to a judgement or treatment while taking an examination or a partial examination, can appeal to the Board of Appeal for Graduation and Examinations of the Institute.

Section 17.02   Also, if a candidate contests a decision with regard to evaluation or with regard to dealings of supervisors during examinations, that candidate can appeal to the above mentioned Appeal Board. See the Complaints Procedure in the Education and Examination Guides.

Article 18.   Provisions for physically handicapped candidates

The Chairperson of the Exam Board may allow a physically handicapped candidate to take a (partial) test fully or partially in a manner adapted to the possibilities that the physical condition of the candidate offers. In such case the Exam Board decides on the way in which the (partial) test will be taken, guided by the Dutch "Referentiemodel" of the Expertisecentrum Handicap en studie (2013).

Article 19.   Exemptions

Section 19.01   The Exam Board, at the written request of a candidate and at the suggestion of the examiner concerned, may grant exemption from a (partial) test, mentioned in Article 8 of these Regulations, if one of the conditions occurs (to be mentioned below), related to the educational unit (module) concerned:

   (a) the (partial) test in contents and study load equals the (partial) test taken in an educational unit of another institution of higher education in the Netherlands;

   (b) the (partial) test in contents and study load equals the (partial) test taken in an educational unit other than higher education.

Section 19.02   If according to Section 19.01(a) of these Regulations an exemption is granted, the mark is fixed at 6.0.

Section 19.03   If according to Section 19.01(b) of these Regulations an exemption is granted, the mark is fixed at 6.0.

Section 19.04   In cases where exemption for a (partial) examination is given, as implied in Section 19.01 of these Regulations, under which the course administrators are not required to attribute a mark, according to the Education and Examination Guide and Module Guides, the term 'Pass' or 'Fail' will be used.

   (a) The period of validity of an exemption for a (partial) test is set by the Exam Board, and can be extended by the Exam Board.

   (b) If the Exam Board grants exemption as requested for a (partial) test, a "Proof of Exemption (Partial) Test" is sent to the requestor. This proof mentions the date

on which the exemption was granted, the name of the (partial) test, and the validity.

Section 19.05   Decisions as described in this article, are subject to 17 of these Regulations.

Article 20.   **Right of perusal**

Section 20.01   Within a maximum of thirty days from the publication of the results of a written (partial) test, candidates, on their request, receive the right to inspect their assessed paper. They are also given, on their request, a copy of that paper at cost price, while the Exam Board may decide not to furnish any copies of test questions and assignments.

Section 20.02   During the period mentioned in Section 20.01 of these Regulations candidates can inspect questions and assignments of the (partial) test concerned and learn about the criteria which were the basis of the assessment.

Section 20.03   The Exam Board may rule, that the inspection or studying the criteria will be done in a certain place and on at least two fixed moments. If by personal circumstances (to be judged by the Exam Board) a candidate has not had an opportunity to peruse, the Exam Board and the candidate determine, for one more time, a new moment and place for perusal.

Article 21.   **Archives**

Section 21.01   The Chairperson of the Exam Board sees to it that used (partial) test questions are kept for at least one year. The written (partial) test work and the reports on written and practical exercises will be kept for at least until the end of the period for appeal for that (part) examination.

Section 21.02   The Chairperson of the Exam Board sees to it that of each candidate the qualifications taken at the examination and the result will be kept in The Institute's archives at all times.

Article 22.   **Circumstances unforeseen**

Section 22.01   In cases where these Regulations do not include any arrangement relating these circumstances, the Exam Board decides.

Section 22.02   In cases where these Regulations do not include any arrangement relating these circumstances and which require a prompt decision, the Board decides. The Board communicates this decision as soon as possible to the Exam Board and other parties involved.

Article 23. **Final clauses**

Section 23.01 These Regulations are in force as of 31st August 2016.

Section 23.02 These Regulations are subject to annual revision, in which, for the sake of control and possible adjustment of the study load, the amount of time resulting from this for the students will be measured. If Article 22 of these Regulations has been applied, this circumstance should also be measured.

Section 23.03 These Regulations can exclusively be altered after written permission by the Board, respectively after determining the altered integral regulations.

Section 23.04 These Regulations may be referred to as "Graduation and Examination Regulations of the Programmes of WITTENBORG".

Section 23.05 The Board sees to the announcement of these Regulations to the candidates.

Section 23.06 This version of the Graduation and Examination Regulations replaces all previous versions. These previous versions have all become void, unless the Chairperson of the Exam Board has agreed in writing to any other agreement.

Section 23.07 Students have a right to complete their academic programmes under the degree requirements that existed at the time of their first registration, in as far as curriculum offerings allow. If programme changes are made that affect student programmes of study, every effort will be made to transition students into a new programme of study that meets the new graduation requirements. Students proceeding under revised academic policies must comply with all requirements under the changed programme.

Section 23.08 Any articles or subsections, plus additional information as decided by the Exam Board, published in a separate document called "Wittenborg General Assessment Policy" shall be deemed to be an extension of these regulations and part of all EEG.

THE EEG - PART 7

'WORK-PLACEMENT HANDBOOK'

31 August 2018

CONTENTS

1. INTRODUCTION

Work placement is your opportunity to prepare for life after university. This course is meant to provide you with the knowledge an understanding of how a western organization operates and to improve your skills and competencies while gaining work experience. You will bring your academic knowledge into practice.

The average duration of the work placement is minimum of 3 months fulltime.

1.1. PROCESS IN BRIEF

Work placement is an essential part of your curriculum and it will take time to get it arranged. It is part of your learning experience to find your own placement. The career centre is here to assist you. Contact details can be found on office 365, student resources.

Make sure you start preparing in time. Below you find an outline of the process you need to go through.

Prepare
- Read the EEG
- Read the module information on line
- Check all forms & relevant information on student resources

Search
- Use the Wittenborg career platforms HOSCO and WittenborgConnect
- Make sure you have committed to all the prerequisites

⚠️ You may not start your WP before meeting all prerequisites.

Paperwork
- WP request form which can be found on online area of the module or on office 365 student resources.
- Tri-partite contract which is done by the External Relations Support Group after receiving your request form

⚠️ You may not start your WP without a signed tri-partite contract.

WP period
- Execution of work placement
- Writing & uploading week journals

Marking
- Supervisor evaluation
- WP report
- WP presentation

1.2. GOALS

Next to gaining work experience, the work placement module is also a way of building your CV and start creating your professional network. The goals of this module are to:

- gain a useful experience of the working environment
- become aware of the culture and structure of a working environment
- provide an opportunity for you to enhance your learning experience and career prospects by applying your academic knowledge and capabilities in the workplace
- strengthen links with industry and commerce
- develop new capabilities and skills
- operate within a structured and routinely supervised environment
- after appropriate initial training, be able to use required methods, procedures and standards applicable to tasks set
- be able to function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others
- demonstrate a rational and organized approach to set task(s)
- demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators
- show the ability to rapidly absorb fresh (technical) information when it is systematically presented and apply it effectively
- describe and evaluate the structure, major activities and responsibilities of the organization
- evaluate your performance and abilities critically

1.3. PREREQUISITES FOR STARTING THE WORK PLACEMENT MODULE

To start your Work Placement, you need to have:

- the right motivation and attitude
- passed the Work Experience preparation module
- passed PDP 1 and 2
- a minimum of 160 EC or completed phase 1 and 2 of the IBA, EBA, HBA program in full. Exception given to EBA double degree students who require a minimum of 80 EC.
- consulted and received approval from your Work Placement teacher (filled in and signed WP request form)
- a signed tri-partite contract.

Make sure you are aware well in advance when the required modules are taught so completing them does not interfere with you starting your work placement. Make sure you start the process of the paperwork in time, since your Work Placement teacher and/or the career centre may need time to do the necessary assessments.

1.4. CRITERIA FOR ESTABLISHING A PROPER WORK PLACEMENT

To ensure a meaningful work placement, it is necessary to formulate a specific assignment. Criteria for such an assignment are:

Education & Examination Guide
Wittenborg University of Applied Sciences
Work-Placement Handbook

The internship provides sufficient in-house operations and ownership
- The work is of sufficient level, matching the level of the study (HBO)
- Creativity and intelligence levels of the student should be tested; it is intended that the student's knowledge, understanding and skills gained during the study is applied into practice as part of a completed task, which is ample opportunity for direct action, ownership and responsibility
- Performing simple facilitating clerical / administrative work is not permitted
- The assignment should be challenging, that is;
  - students should be held accountable for their analytical and problem-solving skills
  - students should use their skills related to searching finding and processing information
  - students should use their communication skills both written and oral
  - students should be given the opportunity to work independently
- Students must do work that matches the level of training. If possible, student's role to be rotated in the organization
- The contents of the training needs to meet the objectives of the work placement program. In relation to this, it needs to be linked to the students' general programme of study and the students' specialization in particular
- The host organization is responsible for supervising the student and a supervisor within the organization should be assigned to this task. This is to facilitate the introduction of the student to the internship organization as well as creating a process whereby the student can be mentored, trained and evaluated within the organization
- Understanding and skills that students have acquired, can be applied and expanded
- The company and student's role within the company are of international character. Students are not allowed to do work placement in their country of origin, unless it is an internationally operating company.

You should discuss these criteria with your host company to ensure that the company knows what is expected of you from the school's perspective. It will also help you formulate your job description well.

1.5.   THE PROCESS OF WITTENBORG ASSISTING STUDENTS WITH FINDING INTERNSHIP:

Use Wittenborg career platforms:

Wittenborg is using career platforms WittenborgConnect and HOSCO. HOSCO is especially for hospitality students, although EBA and IBA students can use the platform too. WittenborgConnect is for the all IBA and EBA students. Once you start doing your work placement module, register on these platforms:

- Hosco.com
- Wittenborgconnect.com

Wittenborg University is offering internships in multinational companies in The Netherlands and abroad. Once you have found a suitable internship for you, you can easily apply by sending CV and Cover letter directly to the company.

All the paperwork for applying the internship in one process.

Work Placement Request
- Go to Office.wittenborg.eu
- Go to *sharepeoint*
- Go to *Student Resources*
- There are two forms: Incompany training for BHM students and work placement for final year students

Send the Form to externalrelations@wittenborg.eu
- Once you have completed the form and it is signed by Work Placement teacher and Process Tutor send it to externalrelations@wittenborg.eu and wait till the Nuffic agreement is done for you.

Send Nuffic agreement signed by all the parties to externalrelations@wittenborg.eu
- Once Nuffic agreement is sent to you, you and your employer have to sign on all the pages.
- After signing the Nuffic agreement, send it back to externalrelations@wittenborg.eu

2. CONTENT OF THE MODULE

2.1. GLOBAL REQUIREMENTS

Students should have at least one task that provides them with insight into how a company or organisation works (at the international level). This can include acquisition, relationship management, product development and organisation management.

Students should become aware of how subjects they have studied are applied in practice, such as marketing, sales, logistics, financial management or organisation management. This should be expressed as they describe their experiences in their work journal and work evaluation report.

2.2. GENERAL INFORMATION REGARDING WORK PLACEMENT MODULE

The goals of work placement, as stated previously, can be translated into the following subjects for you to consider when doing your work placement.

UNDERSTAND THE NEEDS OF THE COMPANY

Let them know whether you understand your tasks and if you have questions, ask!

Managers are always very busy. They accepted you as a work placement student because it would be beneficial to them as well. They want to be sure that you understand what is required of you. The manager should reserve time for you, normally at least once per week on a regular basis. Show them you can work independently. They do not want to help you all the time. You have arrived in the final year and everybody expects that you are able to take some responsibility on your own. Therefore, work as effectively and efficiently as possible and show the supervisor at your company and your Work Placement teacher what you can do. Wittenborg's Work Placement teacher and work placement coordinator are there to assist you as well whenever necessary. The section competencies to be acquired during the work placement below describes which competences you should display and develop during your work placement.

UNDERSTAND AND ADAPT TO THE COMPANY'S CULTURE

Be part of the social system of the company. At work, people have moments of relaxation and moments when they work hard. Join their rituals as much as possible. In the west, we communicate directly. People will interpret your words in a western way. Therefore, they take everything very literal: say 'yes' if you mean 'yes' and say 'no' if you mean 'no'. Thus, get an understanding of the western culture and enjoy being part of the company's staff.

ASSERTIVENESS AND INITIATIVE

You are educated for a future management position. Act as an assistant-manager, make plans, come with the right proposals, ask for approval and get the job done!

Do not bother your host company with questions about your insurance, ID or IND card or things like this. If you have questions about it, first consult the intranet. If you still have questions, contact the international office of Wittenborg University of Applied Sciences. Do not ask everybody the same questions – direct your queries to the people who can be of help. If you can solve the problem yourself then take responsibility and do it!

WORK PLACEMENT TEACHER 'S ROLE & COMPANY'S ROLE

It is important that students observe professionals at work, in their chosen career field. This will enable them to gain an understanding of the type of work relevant to their chosen occupation. When appropriate, we encourage employers to enable interns to participate in staff meetings, attend presentations and sit in on meetings with clients. Additionally, interns should have the ability to speak and interact with professionals inside, as well as outside, of their own department to learn about different occupations and career paths.

The assigned Work Placement teacher (from Wittenborg) provides adequate opportunities for students to ask questions and receive guidance on assigned projects. As feedback is a critical part of the learning process, there is a Work Placement teacher directly assigned to the final year student who can provide guidance throughout the work experience period. The supervisor must be able to meet with their

students in person for short periods each month to make certain that the student understands his/her work assignments and is receiving constructive feedback about their work performance. The Work Placement Coordinator is in contact with the company supervisor at least once during the period of the internship. If any procedural issues arise the Work Placement teacher informs WP coordinator, who will take further action.

2.3. COMPETENCIES TO BE ACQUIRED DURING THE WORK PLACEMENT

At the end of the work placement a student will be able to:

- demonstrate the attainment of advanced threshold levels in the specified core capabilities
- demonstrate that he/she has operated within a structured and routinely supervised environment
- use required methods, procedures and standards applicable to tasks set, after appropriate initial training
- function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others, after appropriate initial training
- demonstrate a rational and organised approach to set task(s)
- demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators
- show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively
- describe and evaluate the structure, major activities and responsibilities of the organisation;
- evaluate critically his/her performance and abilities

Also, the students need to demonstrate the ability to work effectively with computer software used in business (office packages), including web-based software (databases and web mail), internet and intranets, email and other popular information and online communication management tools and to show that they can communicate fluently in English to an equivalent level of IELTS 6.0 band level.

At the end of the work placement, students should have developed new skills or made improvements in existing skills. We encourage work placements that concentrate on the following areas:

- negotiating skills
- customer relationship management skills
- networking skills
- team working skills
- organisation skills
- ability to deal with stress
- accurate working practices
- commercial thinking
- entrepreneurial skills
- pro-active & independent working methods

2.4. DELIVERABLES

At the end of your work placement period, you need to have finalized the following deliverables:

Education & Examination Guide
Wittenborg University of Applied Sciences
Work-Placement Handbook

- Week journals – to be uploaded every week. You need a pass on these journals to be allowed to hand in your work evaluation report
- Work evaluation report, including supervisors' WP evaluation
- Work evaluation presentation

2.5. TRANSFERRED WORK PLACEMENT CREDITS & SPECIAL CRITERIA

There are no exceptions offered by Wittenborg for the Work Placement. All regular students must fulfil the conditions of this module. All regular students will have to go through the assessment for this module (Work Evaluation Report and Work Evaluation Presentation).

The Examination Board recognizes that students can ask **at entry of the IBA Programme** to be deemed as having done the work placement module. This will only be considered if the following has been fulfilled:

- The student has done a prior work placement which had at least the same duration of a normal Wittenborg Work Placement and was done not more than two years prior to the date of admission to the IBA programme.
- This prior work placement has **not** been credited before by another education institute
- The student provides the Work Placement Coordinator:
  - a proper and detailed job description
  - a recommendation letter from the company
- The Work Placement Coordinator will contact the company on the recommendation letter and **formally recommends** on the student's request of compensating the work placement duration period to Examination Board. If approved, students still need to write the work evaluation report and present it.
- The final approval is done by the Examination Board.

Additionally, work placement is not obligatory for IBA students with direct entry into final phase (phase 3). However, they must complete 15 ECs for this module either by doing standards internship as per our procedure or they can replace these credits with other taught modules. They must make an agreement for possible modules with their process tutor through their study agreement.

EBA students may do their work placement within their own company. For this the company must be registered with KvK (**Chamber of Commerce)** or you need to have a clear business plan, approved by your Work Placement teacher. You need to go through all regular assessments (week journal, report, presentation). In additional, you need to provide physical products or services with your final presentation and an insight in your assets.

A company supervisor, needs to appoint an external supervisor. Criteria set for the external supervisor are:

- The external supervisor may not be a personal/family relation of the student
- The Work Placement Coordinator needs to be able the verify the supervisor's expertise on the topic/ field of your business
- The external supervisor should be able to provide sufficient time for mentoring and evaluation of the student

2.6. WORK PLACEMENT PLANNING

This planning is for full-time study to achieve 15 EC's. Submission of paperwork and presentation options are stated below.

- Presenting the WP module is possible in every block in week 6 except for block 4 and 8.
- Student is responsible for his/her own planning and the planning of feed-back sessions with the Work Placement teacher.
- Only final, error free reports may be uploaded in online area.
- Student must submit 2 properly bound copies of final work evaluation report at the front desk at least 3 days before the presentation.
- The company supervisors WP evaluation form should be added as an appendix to the final work experience report.
- Block weeks mentioned are the standard 6 weeks of each block, excluding any introduction weeks (IW), study weeks (SW) and Catch up weeks. Check the online area for specific deadline dates and times.
- Start uploading your report before the deadline. That way any technical errors may be reported to and dealt with by Front Desk. It's student's responsibility to inform Front Desk about any technical errors encountered.

Work Placement Presentation Opportunities, block 1, 2, 3, 5, 6 & 7		
Day	**Block Week**	**Deadlines**
	Until Week 3 of the block in which will be presented.	Student working on his/her work evaluation report based on feedback from the Work Placement Teacher. Upload work journal every week.
Monday	Week 4	Submission deadline for final report.
Friday	Week 5	Approval by Work Placement teacher to present report. Draft presentation schedule.
Tuesday	Week 6	Final presentation schedule ready and published at the online area by 16:00 Hand in 2 bound copies of report at front desk by 16:00
Friday	Week 6	Work evaluation presentation.

3. WORK PLACEMENT MODULE DESCRIPTION

Module Name	Work Placement
Module Code	WP31
Prerequisite	160 EC or phase 1 and 2 of the IBA, HBA or EBA programme completed. Exception given to EBA double degree students who require a minimum of 80 EC.
Introduction	This course is meant to provide students with the knowledge and understanding of how a western organization operates and improve their skills and competencies while gaining work experience.
Goals	The goals of this module are to: • gain a useful experience of the working environment • become aware of the culture and structure of a working environment • provide an opportunity for students to enhance their learning experience and career prospects by applying their academic knowledge and capabilities in the workplace • strengthen links with industry and commerce • develop new capabilities and skills • operate within a structured and routinely supervised environment • after appropriate initial training, be able to use required methods, procedures and standards applicable to tasks set • be able to function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others • demonstrate a rational and organized approach to set task(s) • demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators • show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively • describe and evaluate the structure, major activities and responsibilities of the organization • evaluate critically his/her performance and abilities

Content	This module can be started anytime within the academic year, however it must be completed before students are permitted to submit their dissertation proposal.

	• Students will describe their experiences in a Weekly journal, to be kept individually in the online area of this module. This can also include a series of emails or entries / posts into the news board in the online area of this module, showing their progress.
	• They will evaluate their experiences and link them to the theory they have learnt in a Final Work Evaluation Report of 5000 words. This paper must be completed before starting on the research dissertation.
	• Students will also be required to prepare a presentation of the Work evaluation report.
	• Deliverables:
	    • job description (through WP request form)
	    • week journals
	    • Work evaluation report, including supervisors' WP evaluation
	    • Work evaluation presentation

Instruction	Minimum of 3 months fulltime both at the company work place and at school when required.
Module / Lecture and seminar status	Compulsory
Testing and assessment	The assessment process is both formative and cumulative. The formative process includes the regular maintenance of a structured learning log, the so called "Work Journal". This allows the student to plan and monitor their progress, to reflect on, and learn from their experience, as well as to improve their performance during the placement. Formative assessment also includes "employer" comments and observations during the placement period. The "employer" is the project instigator or company supervisor. The cumulative process includes performance evidence obtained throughout the placement (from the learning log) and is not just a snapshot at one point in time e.g. on completion of the task(s). The project instigator will provide confirmation of satisfactory performance attendance. For successful completion of the placement, students must be able to demonstrate that they have achieved all the outcomes as agreed in the job description (WP request form) made with the Work Placement Module teacher.

	Details regarding the marking of the work journal, the evaluation report and presentation is explained in Module Evaluation Plan.
European Credits	15
Recommended literature	THE SUCCESSFUL WORK PLACEMENT: PERSONAL, PROFESSIONAL, AND CIVIC DEVELOPMENT, 3e, International edition ISBN-13: 9780495596424 / ISBN-10: 0495596426 H. Frederick Sweitzer; University of Hartford; Mary A. King, Fitchburg State College
Notes	Check the online area for forms, tips and additional information.

APPENDIX 1 NECESSARY FORMS

All the required forms can be found in the module online area.

- Work placement request form
- Tri-partite contract which is provided by the External Relations Support after receiving Work Placement request form.
- Company supervisor evaluation form
- Students work placement evaluation form

APPENDIX 2 WORK PLACEMENT REQUEST FORM

With this Work Placement Request Form, I hereby like to apply to start my Work Placement.

Please complete the form digitally and sign using a black or blue pen.

A. Student details

Name: Student Number **S**

Nationality: City of Residence:

Current Study Programme: Specialisation:

Current Phase: Current number of EC Credits awarded:

Name of Process Tutor:

Name of Work Placement Teacher:

B. Internship Prerequisites

I have:

☐ passed the Work Experience preparation module

☐ passed PDP 1 and 2

☐ a minimum of 160 EC or completed phase 1 and 2 of the IBA, HBA & EBA programs. Exception given to EBA double degree students who require a minimum of 80 EC. (attach EC overview)

☐ Internship is within enrolment period

☐ Internship not in country of origin

C. Process Tutor's Approval

I hereby declare that _____ (**S**_____) has fulfilled the prerequisites to start

a Work Placement period at _____ (Company Name) from _____until_____

Comments

_____

_____

_____

Signature (Process tutor)   Date   /   /20   Place:

D. Proposed Work Placement

Company Name:

Company Address:

Company Contact (Supervisor)

       Name:

       Phone Number:

       Email Address:

Description of the company, including its's products and/or services:

(Include website, and attach company brochure if possible)

_____

_____

_____

Job title: _____

Function Level: _____

Department: _____

Description of proposed Work Placement tasks, duties and responsibilities:

(attach job description or vacancy advert)

_____

_____

_____

Goal of function/learning objectives:

_____

_____

_____

Position of function in company:

_____

_____

_____

Function requirements:

_____

_____

_____

Proposed Start Date: _____Proposed Finish Date: _____

Estimated number of working hours (per week) _____

Internship fee (if applicable):   € _____net/gross per day/week/month

Travel allowance (if applicable): € _____net/gross per day/week/month

The working hours are from   to   .

The intern is entitled to   days' leave.

E. Declaration:

☐ I hereby declare that the information I have provided is true and accurate.

☐ I have read the EEG/Work placement handbook and comprehend all information given with regard to work placement.

☐ The job description meets the criteria for work placement.

☐ I have been accepted by the company to do this work placement (attach document of proof).

Signature (student)   Date   /   /20   Place:

Provide the student registrar with this document, signed by your Work Placement Teacher, and

Copy of your passport

Copy of residence permit (ID card)

Copy of BSN number

Copy of registration letter

 Copy of your insurance policy (accidents insurance number & liability insurance number)

F. Internal Evaluation of Application

Date of Receipt   /   /20

F1. Work Placement Teacher's decision (To be given within 2 weeks of receipt date).

I hereby declare that_____ (**S**_____) is given permission to start a Work

Placement period at _____ (Company Name) from _____until_____

☐ The student has fulfilled all requirements laid down in the EEG

☐ The job description meets the criteria for work placement (see the EEG on 'Criteria for establishing a proper work placement'

Signature (Work Placement Teacher)   Date   /   /20   Place:

F2. Work Placement Coordinator's Decision (To be given within 2 weeks of receipt date).

I hereby declare that _____ (**S**_____) is given permission to start a Work

Placement period at _____ (Company Name) from _____until_____

☐ The job description meets the criteria for work placement (see the EEG on 'Criteria for establishing a proper work placement').

☐ The company has been checked on its validity (if the company is not on the green list of the career centre, the Work Placement coordinator has done an assessment, or asked the career centre to do so, to ensure validity of the company and the internship).

☐ I have evaluated the student's study progress as satisfactory to embark upon this period of Work Placement. This decision is based on my conclusion that the proposed work placement fulfils the requirements as defined in the Education and Examination Guide.

Signature (Work Placement Coordinator)   Date   /   /20   Place:

F3. Student Administration Verification.

☐ The Tri Partite Contract has been processed and completed and signed by company, student and Work Placement Teacher

Signature (Student Registrar)   Date   /   /20   Place:

Important Notes:

Work placement should be a verifiable individually completed module, in general during the 3rd / 4th year of study. In exceptions, excellent students can be given permission to complete part of their work experience in advance, however should not have more than 2 retake exams to complete at that time.

Students are NOT allowed to start their Work Placement until this form has been fully filled in, signed by all parties and uploaded on the online area.

APPENDIX 3   WORK PLACEMENT MODULE EVALUATION PLAN

Module Name			Weight
Evaluation 1	The learning log or Work Journal	Pass	
Evaluation 2	Supervisor's Work Placement Evaluation	5.5	10%
Evaluation 3	Working Evaluation Report	5.5	80%
Evaluation 4	Oral assessment (Presentation)	5.5	10%
			Total must equal 100%

Short explanation of Evaluation 1

The learning log or Work Journal: should be kept within the Wittenborg online area of this module and is assessed by the Work Placement Teacher

Pass or Fail: students need to get a Pass for being able to continue with their Working Evaluation Report

See appendix 3 and 4 How to write a work journal and how it will be evaluated

Short explanation of Evaluation 2

The Supervisor's Work Placement Evaluation is assessed and marked by the company supervisor

10% of the final mark

See appendix 5 for the form (can be downloaded from the online area)

Short explanation of Evaluation 3

A written Work Evaluation Report (5000 words) describing the organisation and evaluating the work undertaken is assessed by the Work Placement Teacher.
• 80% of the final mark

See appendix 6 & 7 How to write and how to mark a Work Evaluation Report

Short explanation of Evaluation 4

An oral assessment which will take the form of an oral presentation. The students should note that their presentation should reflect their activities and experiences during their work placement, and should substantially reflect what they have stated in their work placement evaluation report. It is assessed by the Work Placement Teacher.
• 10% of the final mark

See appendix 8 Work Evaluation Presentation Mark Sheet

Final mark required for pass: 5.5

Notes

A work journal is a kind of diary which you complete on a regular basis. The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your working experience. Some of its uses are to examine new knowledge and skills, to discover what you feel as a result of experiences in your work placement, and to reflect on your own learning. In your journal you can reflect on successes or problems, as well as anxieties or other feelings you have about your working environment, work colleagues etc. You may also record your responses to difficulties that come up during the course of your working experience. That is why it is important to record something in your journal each day after your work.

The work journal is a useful way of keeping track of what you are learning during the work placement. A journal causes you to think about your experiences and can help give insight into what you are experiencing and feeling. It is also a useful record of your learning.

To be most effective, the journal should not be merely a log of events. It should be a means to analyse or reflect on the activities you are performing and the new things you are learning. In addition, it helps you to recognize important events and to relate your stated objectives to what you perceive you are learning and doing.

Use the following to help you decide what information to include in your journal entries:

1. Job Description
   o Describe in as much detail as possible what you will be doing during your work placement. You may need to add to this description as your work placement period progresses.
   o How do your job responsibilities match your own personal objectives?
2. The Organizational Setting
   o What is the organizational structure? Who are the leaders? Who makes things happen?
   o What is the company position within the industry, sector and the market?
   o Who are the clients/customers of the organization?
   o Describe the work atmosphere at your work placement site. How are decisions made? Is it a cooperative or competitive atmosphere? Is there a lot of group work, or do people work by themselves?
3. General Journal Entries
   o Describe what you did and what you observed at your work placement?
   o Describe what new skills or knowledge you have learned since the beginning of your work placement? How might these new skills or knowledge help you in future job searches?
   o Describe what people do who work at this occupation. Describe a typical day at your work site.
   o Describe some of the advantages and disadvantages of working in this occupation or at this organization.
   o How have your duties changed since you first started? Have you been given more responsibility?
   o What do you feel is your main contribution to the organization?

o   How do the people at work treat you? How does it make you feel?
o   What have you done this week that makes you proud? Why?
o   List new words and their definitions that you encounter during your work placement?
o   How will work in this field affect your lifestyle?
o   Describe what was the best thing that happened to you today? How did it make you feel?

You should:

- Aim to write around 200 words every week, describing what you have done, the tasks you have been given, any successes or failures, any points of interest that you have observed (for example, maybe you have noticed something about how business in Europe differs from in your own country)
- Every month you should aim to write a summary of what you have achieved, highlighting whether you have been able to complete all tasks given to you, looking ahead also to your tasks for the coming weeks, giving information about any feedback (positive or negative) you have received from your employer. Did you understand what was required from you? How is your relationship with your employer, do you get on well, do you understand each other's cultural backgrounds?

To summarize it, here are five points that the student need to review every week in his Work Journal:

a.   Assignments and responsibilities/tasks for the week
b.   New experiences, skills developed, accomplishments
c.   Progress on ongoing project
d.   Working environment (cultural, ethical, etc. point of view)
e.   Plans for the next week

This journal needs to be written as a Word document which can be revised and uploaded on a weekly basis to the Work Placement module online area, where you will see a link "Submit Work Journal" (the method of uploading your journal is exactly the same as for submitting a completed seminar paper).

The work journal is important because:

- It serves as a series of notes to help you when you start to write your Work Evaluation Report
- It enables your Work Placement Teacher to see what is happening in your work placement on a regular basis and therefore offer any help that is needed if you are facing difficulties. (it should be noted that student is always responsible to pro-actively contact the Work placement teacher in case of any difficulties)
- It is a record of what you have done, and this can be compared with job description which was submitted to gain your work placement permission
- It demonstrates to your Work Placement teacher whether you are being given the opportunity to develop a research project which can be used as the core of your final Research Report

The Work Journal should reflect your:

- Adaptation to new environments and new working methods
- Adaptation to new management styles and new work ethics
- Ability of taking and understanding constructive feedback
- Evidence of self-initiative and independent taken actions

- High level of observation and reporting skills
- Communication skills (oral and written)
- Ability to socialize and interact with other work colleagues
- Ability to be flexible and open to new working standards
- Dedication to work by having a sense of responsibility

A work journal is a kind of diary which the student has to complete on a regular basis. The student is required to:

- Write around 200 words every week
- Write a monthly summary of what has been achieved

This journal needs to be written as a Word document which has to be updated and uploaded to the intranet on a weekly basis.

Marks are awarded for:

- Task fulfilments (pass / fail)
  - Did the student complete the journal and upload it on a weekly basis?
  - Did the student write a monthly summary?

- Content (pass / fail)
  - Does the student adequately describe the tasks given to him/her?
  - Does the student identify successes and failures in the work placement?
  - Does the student reflect on things that have been learned during the work placement?
  - Does the student comment on issues such as cultural differences, differences in work ethics, power distance between boss and employees?

- Usefulness (pass / fail)
  - Is the journal a good basis for the work evaluation report? (i.e. Does it provide sufficient information)
  - Is it clearly laid out with key points easily findable?
  - Does it record what the student was required to do?
  - Does it record any problems arising between the student and the employer?
  - Does it show whether there was a research project given which could form the basis of the Research Report?

APPENDIX 5   HOW TO WRITE A WORK EVALUATION REPORT

Individual student work experiences vary considerably and therefore no two work evaluation reports will be alike. You might have focused during your work experience on a specific research project to learn additional technical skills. However, the results may eventually be utilized for some other purpose. When you are writing the report please have the following in mind:

Tips and Suggestions for Writing the Report:

- Before writing the report, review your journal entries for facts and themes to be incorporated in your report
- Clearly define and consistently maintain the focus of the report (limit your writing to the guidelines, avoiding major digressions)
- Follow a logical plan of organization (following the content guidelines will assist you in doing this)
- Use supporting evidence and relevant details to develop the subject matter (major conclusions and observations should be substantiated)
- Establish coherence between and within paragraphs, particularly through clear order and transition.
- Strive for sentence clarity and variety
- Follow proper English language rules in developing your sentence structure, paragraphing, grammar, and spelling
- Document any source of information used (use of such sources as books, magazines, interviews, etc. should be consistently identified in some way – footnotes, endnotes, etc.)
- The physical appearance of your report as well as its content should reflect professionalism. Take pride in your work
- Word count: Minimum 5000 words

To help you focus on what to include in your work evaluation report, you may want to consider the following:

INTRODUCTION

The introduction is one of the most important sections of a report—or, for that matter, any document—but introductions are often poorly written. One reason may be that students misunderstand the purpose of introductions. An introduction introduces readers to the report and not necessarily, or only minimally, to the subject matter.

Readers have an understandable need to know some basic things about a report before they begin reading it: such as what is it about, why was it written, what's it for, for whom it written, and what are its main contents. Readers need a basic orientation to the topic, purpose, situation, and contents of a report—in other words, an introduction.

Secondly you should describe the employer you worked for in proper detail. Introduce the employer's connection to you by providing an overview of your position. Include such details as where you worked, for how long and how the position fits into your education.

Describe also the nature of the position you held in relation to the employer— what is the position's value to the company? Why does the company hire work placement students? Is the work placement new or long-standing?

In describing your work duties, outline your specific responsibilities and tie them into any assignments with which you were involved. Detailed accounts should be given of such issues as the following:

- Your specific day-to-day responsibilities and activities. Turn here to your daily routine activities, record keeping methods, and any job description provided by the employer.
- Duties you took on or were assigned beyond the standard job description.
- Activities in coordination with groups, teams or co-workers.
- Specific technical / managerial functions of your position.
- The academic background necessary for any assignment you worked on.

If assigned to conduct or take part into any projects:

- The goals of any project you were involved in.
- Key data, equations, or software that you generated or used.
- Names and functions of machinery or instruments that you operated.
- Analysis and application of data to your project.
- Outline some of the employer's key goals and challenges, highlighting those problems or projects with which you were specifically charged.
- Documents, reports, or presentations that you were required to complete.

COMPANY BACKGROUND

Outline of the background and specific business of the company and/or department in which you performed your work placement;

- What is the full title of the company/institution? Give a brief history of the company, full mailing address and relevant web links.
- What is the type of ownership of the company/institution? State the main shareholders and their shares.
- Give an overview of the employing organization's size, structure, and commitment to work placement/co-op positions. Use the company literature or web page directly to help you generate detail but avoid simple cut-and-paste composing—assimilate the material.
- What kind of organization did you choose (commercial hotel, airport hotel, conference centre, suite hotel, residential hotel, boutique hotel, casino hotels, resort hotels, restaurants, bar, country club)? Give details about the establishment
- What are the organization's mission/ vision?
- How many employees are there in the organization you worked in?
- What does the organization offer that is different from that of other organizations? What makes it a unique organization?

To summarize this section, you should include information about the company's history, ownership, location, key services or products provided, general administrative structure, and long-term goals. Within this context, conclude with a summary of the goals of your work placement project as well.

COMPANY ANALYSIS

- What is the sector that the company/institution operates in? Specify the products and services produced the target market – Use a SWOT analysis, if necessary
- Who are regarded as the customers of your work placement company/institution (consider the end users, retailers, other manufacturers, employees, etc.)?
- What is the competitive environment of the organization?
- Provide an organization chart of the company, along with information on the number of employees.
- When appropriate, quote key company literature—e.g., a brochure, a mission statement, a web page-to summarize the company's values and culture.
- Detail how the position you held fits into the overall company organization.

Further you can use the following to expand your company analysis:

1. Marketing Strategies

What are the company's target market, future trends and areas for potential growth? Identify the main competitors, distribution patterns, and things that make the company unique. Consider how the customer benefits from the product or service, what their needs are, and how they can be reached. Include strategic information specifically relating to your work placement project, how it will be implemented, what personnel are required, and what this means for the organization.

2. Finances

Begin with a broad overview of the company's general budget (e.g., income and expenses with major allocations) and then focus on the finances tied specifically to your work placement project. Do your best to describe start-up and on-going expenses as well as anticipated income and profits. If project benefits are not monetary, how will your results be utilized considering the company's overall goals?

3. Management and Human Resources

Describe whom you worked with (title and position) and how they fit into the overall hierarchy of the company. How did different units within the company (e.g., research development and business marketing) work with one another? Did you have an opportunity to interact with different types of staff within the company? How can the firm improve organizational management? Are any changes required to properly implement your work placement project results?

It might be possible that you will be working for another department than the ones listed above, therefore elaborate on that specific departments functions.

SELF-EVALUATION – PROFESSIONAL AND PERSONAL LEVEL

An evaluation of your work placement on professional and personal level is important not just for your work placement supervisor, but for your academic department, your peers, and for you personally as well. To evaluate your experience, elaborate on areas such as the following:

- The assessment others made of your work, especially if you were given a formal written evaluation.
- Contributions that the work experience made to your career development, goals, and growth as a professional.
- Contributions of the work experience to your selection of future coursework, either because you foresaw new needs due to the work or because a co-worker made recommendations.
- Assessment of which courses you completed which were the most or the least applicable to your work placement. Note specific courses and principles studied in these courses.
- Noteworthy distinctions between your education and on-the-job experience.
- Whether the work placement made good use of your technical background.
- What skills and qualifications you think that you have gained from the work placement?

You can use the following to better assess and structure this section.

The work placement position:

- For which department were you working?
- Did you work for one department or were you assigned to several departments?
- What were your daily, weekly, monthly tasks?
- Tell us about any events or team activities you were involved in.
- To what extent were you involved in your colleagues' daily routine?
- Were you able to train directly under the supervisor? What did you learn from your supervisor?
- How were you able to apply your learning in class to the specific work you were involved in?
- How did this experience develop your analytical, organizational, management skills?

Difficulties and Problems:

- Did you have any problems or difficulties that you had to solve? How did you do that?
- What skills did you apply in direct relation to any problems you encountered?
- Identify areas of the department where you feel improvements were necessary.
- From the above, select one major concern you encountered and provide a solution on this concern

Lessons learned:

- How did the work placement relate to your major concentration?
- What was especially interesting or memorable?
- What was good or bad about your experiences? Why?
- What are your conclusions concerning your studies and/or your future career?
- Was your academic knowledge sufficient for the work placement? (Where you overqualified? What kind of knowledge did you lack?)
- Did this experience help you decide which area of work you would like to concentrate on for your future career?
- What was the most important thing you learned from this work placement in relation to the career you wish to pursue?

WORKPLACE EVALUATION – CULTURE

The image of the organization differs depending on how you view it. Even in companies with strong cultures, the social distance between senior management and shop floor reality can be very wide. Cultures are hardly planned or predictable; they are the natural products of social interaction and evolve and emerge over time.

Elements of the organizational culture may include:

- Stated and unstated values.
- Overt and implicit expectations for member behavior.
- Customs and rituals.
- Stories and myths about the history of the group.
- Shop talk—typical language used in and about the group.
- Climate—the feelings evoked by the way members interact with each other, with outsiders, and with their environment, including the physical space they occupy.

Use the following for a better structure.

Workplace Culture:

- Did you like the working atmosphere in the organization? Explain.
- Reflect on the culture within the organization.
- What cultural norms were explained to you?
- What cultural norms did you pick up on?
- Did you gain any insights about corporate culture that you will take into consideration when searching for full-time employment?

Diversity at workplace:

The concept of diversity encompasses acceptance and respect. It means understanding that everyone is unique and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

- Given the above definition of diversity, describe a situation in which you showed respect to a person (or people) with diverse characteristics.

WORKPLACE EVALUATION – MANAGEMENT STYLE AND COMMUNICATION

In this section the students should comment on the following:

- The organization hierarchy? How did it work in terms of "power distance" and responsibility levels?
- What was the management style used in your workplace company? Make use of the existing management styles like autocratic, democratic, laissez-faire etc.
- How did the management style affect your individual decision making?
- Were you free to make decisions or did you have to differ all decision making to management?
- Were you briefed on how the management and decision-making processes work? If not, did you show any interest in finding out?

Education & Examination Guide
Wittenborg University of Applied Sciences
Work-Placement Handbook

- Were there any problems incurred as a result of misunderstandings with regards to the management style? For example, comment on the existing management / leadership style.
- Were there examples of good communication skills being utilized by the employees? Please explain.
- In what ways did you communicate within and outside of the organization?
- How would you improve the effectiveness of the communication within the organization?

WORKPLACE EVALUATION – OVERALL IMPRESSION

In this section the students should comment on:

- What was it like to work for this company?
- Did you feel welcome and well taken care of?
- Your relationship with your colleagues and your supervisor?
- What values would you suggest are adopted to improve the work environment, if any? Why?
- Your level of personal satisfaction with the work placement and whether you would recommend it to others
- Whether they understood the company's expectations and received useful feedback from the company?
- Whether they would recommend the company to other students in the future and if not, why not

CAREER REFLECTION

- How did the work placement relate to your field of study?
- How do you think the work placement will influence your future career plans?
- What conclusions have you drawn regarding your future career goals because of this work placement?
- One of the purposes of the work placement is to help you figure out your long-term career goals. What steps do you plan to take to obtain your dream job (either at this organization or another organization)?

RECOMMENDATIONS AND CONCLUSIONS

- What should they do differently?
- Would you suggest any changes to the way the company organizes it work placement?
- How the whole experience could be improved for the student?
- How the whole experience could be improved for the company?
- What advice would you give to a student who is ready to start his/her work placement assignment?

APPENDICES AND SUPPLEMENTARY MATERIAL

Students should include here any document which might provide useful information, but which is not necessary for the main body of the report – company brochure, copy of your weekly journal, monthly summaries etc

The absence of such an Appendix should not necessarily be penalized as it might be there was nothing appropriate that could have been used: markers should ask themselves what additional information

would have been useful, what could have been added, and then decide to what extent its non-inclusion is a demerit to the overall quality of the report.

IMPORTANT

The Work Placement Report must be a professionally finished work in format, style, spelling and appearance, as the finished document reflects on both the student and the University. The format of the manuscript should be consistent with the guidelines presented herein. Failure to follow these instructions may result in either rejection or a request for a revision of your Work Placement Report.

Supervisor's WP evaluation

ASSESSMENT FORM OF THE WORK PLACEMENT SUPERVISOR
BEOORDELINGSFORMULIER BEDRIJFSMENTOR STAGE

Dear supervisor,

Could you be so kind to fill in this form before the final appraisal interview with a representative from our University take place. Please, make three copies available before the meeting.
Thank you in advance.

K.rgs,

Workplacement Coordinator

Name of work placement supervisor Naam bedrijfsmentor	
Name of company Naam bedrijf	
English name of student (Engelse) naam student	
Student number ID-code student	

Mark:
Cijfer

Signature of work placement supervisor

Handtekening bedrijfsmentor

Date of assessment

Datum beoordeling

………………………………………………… ……………………………

Assessment of competencies/ skills Beoordeling ontwikkelingsniveau per competentie	Unknown Onbekend	Insuffient Onvoldoende	Reasonable Matig	Sufficient Voldoende	Good Goed
Analytical skills and ability to judge Analytisch vermogen en oordeelsvorming					
➢ can distinguish main topics from peripherals (kan hoofdzaken en bijzaken van elkaar scheiden)	☐	☐	☐	☐	☐
➢ can distinguish opinions from facts (kan meningen en feiten van elkaar scheiden)	☐	☐	☐	☐	☐
➢ can state the core of the problem (kan kern van problemen benoemen)	☐	☐	☐	☐	☐
➢ can judge based on facts and give arguments (kan oordelen op feiten baseren/beargumenteren)	☐	☐	☐	☐	☐
➢ can draw conclusions (kan passende conclusies trekken)	☐	☐	☐	☐	☐
➢ can ask relevant questions (kan relevante vragen stellen)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Problem solving ability (Probleemoplossend vermogen)					
➢ can foresee problems in advance (kan problemen tijdig signaleren)	☐	☐	☐	☐	☐
➢ can suggest proposals to solve problems (kan voorstellen doen om problemen op te lossen)	☐	☐	☐	☐	☐
➢ can solve problems independently (kan zelfstandig problemen oplossen)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Communication skills (Communicatief vermogen)					
➢ has the ability for clear oral communication (kan mondeling op heldere wijze communiceren)	☐	☐	☐	☐	☐
➢ has the ability for clear written communication (kan schriftelijk op heldere wijze communiceren)	☐	☐	☐	☐	☐
➢ has the ability to work with computer software office packages (kan pc software office programma's gebruiken)	☐	☐	☐	☐	☐
➢ has the ability for clear online communication (kan online op heldere wijze communiceren)	☐	☐	☐	☐	☐
➢ has the ability to hold different types of conversations (kan zelfstandig diverse typen gesprekken voeren)	☐	☐	☐	☐	☐
➢ can listen actively (kan luisteren)	☐	☐	☐	☐	☐
➢ can use the Dutch and/or English language in the correct manner (kan Nederlandse en/of Engelse taal op correcte wijze hanteren)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Cooperative ability (Samenwerkend vermogen)					
➢ can actively take part in a group (kan zichzelf profileren in groepsverband)	☐	☐	☐	☐	☐
➢ can show interest and be open to others (kan belangstelling tonen en openstaan voor anderen)	☐	☐	☐	☐	☐
➢ can socialize and interact with others (kan zich gemakkelijk in gezelschap mengen)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐

Assessment of competencies / skills Beoordeling ontwikkelingsniveau per competentie	Unknown Oonbekend	Insufficient Onvoldoende	Reasonable Matig	Sufficient Voldoende	Good Goed
Personal effectiveness Doelgerichtheid (persoonlijke effectiviteit)					
➢ can formulate realistic goals (kan realistische doelstellingen formuleren)	☐	☐	☐	☐	☐
➢ can keep goal and task oriented (kan doelgericht/resultaatgericht werken)	☐	☐	☐	☐	☐
➢ can work effectively with others (kan effectief met anderen samenwerken)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Work according to planning *(Planmatig handelen)*					
➢ can make a plan of activities to achieve the results (kan vooraf activiteiten in kaart brengen om resultaat te behalen)	☐	☐	☐	☐	☐
➢ can set priorities and act accordingly (kan prioriteiten stellen en daarnaar handelen)	☐	☐	☐	☐	☐
➢ can manage time efficienctly (kan efficiënt met tijd omgaan)	☐	☐	☐	☐	☐
➢ can make a realistic plan of activities (kan een realistische planning opstellen)	☐	☐	☐	☐	☐
➢ can deliver results on time (kan resultaten op tijd opleveren)	☐	☐	☐	☐	☐
➢ can keep overview of activities and monitor the progress (kan overzicht houden op werkzaamheden en voortgang bewaken)	☐	☐	☐	☐	☐
➢ shows pro-active and creative thinking in his/her work (kan proactieve en creatieve denken in zijn werk latten zien)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Ability to take decisions (Besluitvaardigheid)					
➢ can take action at the right moment (kan op het juiste moment in actie komen)	☐	☐	☐	☐	☐
➢ can take independ actions (kan zelfstandig beslissingen nemen)	☐	☐	☐	☐	☐
➢ can make use of negotiation techniques (kan onderhandeling methoden gebruiken)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Sensitivity (Sensitiviteit)					
➢ can state the context of the work placement (kan de context van de stageopdracht benoemen)	☐	☐	☐	☐	☐
➢ can show respect to others and different viewpoints (kan respect tonen voor anderen en andere zienswijzen)	☐	☐	☐	☐	☐
➢ can act appropriately to the behavior of others (kan adequaat reageren op gedrag van anderen)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐

Education & Examination Guide
Wittenborg University of Applied Sciences
Work-Placement Handbook

Assessment of competencies/ skills Beoordeling ontwikkelingsniveau per competentie	**Unknown** Oonbekend	**Insuffient** Onvoldoende	**Reasonable** Matig	**Sufficient** Voldoende	**Good** Goed
Customer oriented (Klantgerichtheid**)**					
➤ can describe and specify the scope of the desired result (kan het door de opdrachtgever gewenste eindresultaat nauwkeurig omschrijven en afbakenen)	☐	☐	☐	☐	☐
➤ can keep on to appointments (kan zich aan gemaakte afspraken houden)	☐	☐	☐	☐	☐
➤ can report on progress of activities (kan over voortgang werkzaamheden rapporteren)	☐	☐	☐	☐	☐
➤ can deliver results that meet the requirements of the training organization (kan resultaten opleveren, die voldoen aan wensen opdrachtgever)	☐	☐	☐	☐	☐
➤ can build up and maintain customer relationships (kan klantenrelaties opbouwen en onderhouden)	☐	☐	☐	☐	☐
➤ commercial thinking skills (commercial denken vaardig)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Self development (Zelfontwikkeling**)**					
➤ is aware of their own strengths and weaknesses (kan sterke en zwakke punten van zichzelf benoemen)	☐	☐	☐	☐	☐
➤ can formulate personal goals (kan persoonlijke leerdoelen formuleren)	☐	☐	☐	☐	☐
➤ can ask for feedback on his/her own initiative (kan actief om feedback over eigen functioneren vragen)	☐	☐	☐	☐	☐
➤ can receive feedback without defensive (kan feedback ontvangen zonder defensief te reageren)	☐	☐	☐	☐	☐
➤ can adjust behavior on basis of feedback (kan gedrag bijstellen op basis van feedback)	☐	☐	☐	☐	☐
➤ can utilize opportunities on their own initiative (kan kansen benutten en gaat uit eigen beweging nieuwe ervaringen en uitdagingen aan)	☐	☐	☐	☐	☐
Average level of development Gemiddeld ontwikkelingsniveau	☐	☐	☐	☐	☐
Attitude and work ethic Beoordeling houding en werkinstelling					
➤ stability and ability to cope with stress (stabiliteit en stressbestendigheid)	☐	☐	☐	☐	☐
➤ social skills (sociaal vaardig)	☐	☐	☐	☐	☐
➤ openess and approachability (toegankelijkheid en openheid)	☐	☐	☐	☐	☐
➤ dedication and ambition (inzet en ambitie)	☐	☐	☐	☐	☐
➤ discipline (discipline)	☐	☐	☐	☐	☐
➤ representative (representativiteit)	☐	☐	☐	☐	☐
➤ flexiblity (flexibiliteit)	☐	☐	☐	☐	☐
➤ sense of responsibility (verantwoordelijkheidsbesef)	☐	☐	☐	☐	☐
Assessment level of knowledge Beoordeling kennisniveau	☐	☐	☐	☐	☐

Did you find the student lacking in any professional skills or knowledge?
Welke voor de beroepspraktijk relevante kennis heeft u bij de student gemist?

How did you find Wittenborg students in general or compared to students from other university interns?
Wat is uw oordeel over deze stagiair m/v van Wittenborg University, in het algemeen of vergeleken met staigiairs van andere hogescholen?

How do you describe your experience working with this intern? In what ways this student from Wittenborg University impressed you?
Hoe hebt u het werken met deze staigiair m/v ervaren? Wat is uw indruk van de stagiair?

Would you like to get more internship students (Bachelor and/or Master) of Wittenborg University?
Zou u in de toekomst opnieuw stagiairs m/v (Bachelor en/of Master) van Wittenborg University aannemen?

What kind of profile of outflow suits best with this student?
Welk uitstroomprofiel past op termijn het beste bij de student?

1.   Junior manager in a large/corporate organization
2.   Junior manager in a small/ middle organization
3.   Staff function
4.   Entrepreneur
5.   Others, like …

What advice concerning his future career and personal development do you want to give to this student?
Welke ontwikkelingstips of adviezen heeft u voor de student?

Thank you for filling this form. Please return to the front page to give your final mark and signature.

Education & Examination Guide
Wittenborg University of Applied Sciences
Work-Placement Handbook

APPENDIX 7   WORK EVALUATION REPORT MARK SHEET

Name of student: _____ Student Number_____

Work Placement teacher: _____Work placement Supervisor's Grade_____

Marking Criteria	Marks
Show overall understanding of the context, environment, structure and cultural of the work placement, and show analytical skills and applying knowledge to the actual working environment • Show deep understanding of the business sector and the organization/company business • Show ability of applying knowledge to practice: organization, management, marketing, finance, etc. area	Max 25
Show deep understanding of key knowledge/competencies/skills/capabilities etc. of a successful Business Administrator through analysing the function, tasks, effort, work process and procedure, relationship with other colleagues, time spend etc. during the work placement period • Show further details of the tasks and functions that carried out during the period, and also show understanding of prioritizing, working-towards-deadlines, proactive, and relationship between planning and change-of-plan; etc. • Sow ability in dealing with complicated and complex situation • Show deep understanding of related literature	Max 25
Summarize personal improvement in terms of knowledge, competency, skills and ability to use available tools, methodologies and/or equipment, however also shows the area that he/she should still focus on in the future. A full understanding of personal strength and weakness should be well reflected during this part. The following area might be covered, however some emphasis should be able to given to some more essential area than others. • Analytical skills and ability to judge • Ability to take decisions • Problem solving ability • Sensitivity • Communication skills • Customer oriented • Cooperative ability • Self-development • Personal effectiveness • Attitude and work ethic • Work according to planning	Max 25
Constructive recommendations, advice and final conclusions of the work placement should be given to work placement company and/or educational institute like Wittenborg for future improvement in areas related to Business Administration and/or work placement preparation, after critically evaluating the structure, major activities, responsibilities performance and abilities of the organisation of the work placement • Show research, analysis, and/or benchmarking, evaluation during for the work placement organisation • Show deep understanding of the requirement of the work placement	Max 25
Bonus: If the report shows outstanding level of in depth research or other quality, extra 10 marks can be given. If the report is poor in layout: referencing, footnotes, appendix, etc. however still acceptable as a Bachelor level report, a maximum of 10 mark can be reduced.	Max ±10
Final mark awarded	/100

Education & Examination Guide
Wittenborg University of Applied Sciences
Work-Placement Handbook

APPENDIX 8 WORK EVALUATION PRESENTATION MARK SHEET

Name of student: _____Student Number_____

Work Placement teacher: _____

Marking Criteria	Marks
Presentation • Does the presentation answer the research question? • Is there a proper introduction? (Introduce themselves and the content of the presentation) • Is there a proper 'body' of the presentation? Is there a logical order to the presentation? • Is there a proper conclusion? • Does the presentation seems to flow or is it hampered by lots of reading of notes?	Max 35

Delivery
• Voice: loud enough, clear enough
  o range of tone
  o proper tempo, pauses
  o no stopgaps and no diminutives
• Body:
  o smart appearance
  o eye contact / scanning the audience (no staring!)
  o proper use of the space (not glued to the spot)
  o proper use of body/hands, relaxed attitude
  o no fidgeting (pencils, paper, hands in/out pockets)
  o always addressing the audience (no turning their back to the audience)
	Max 25

PowerPoint • Introduction- and conclusion slide? • Does every topic of the introduction slide have its own slide in the body of the presentation? • Do slides add to understanding or distract? • Do slides look 'business-like', sophisticated? • Poor use of visual adds - tables, graphs pie charts	Max 20
Language • Proper use of academic English language • Language of explanation • Emphasizing ideas by giving examples • Give opinions and suggestions by agreeing and disagreeing • Make use of reporting language	Max 20
Final mark awarded	/100

THE EEG – PART 7B (HBA)

IN-COMPANY TRAINING HANDBOOK

For students following Hospitality Business Administration Programmes

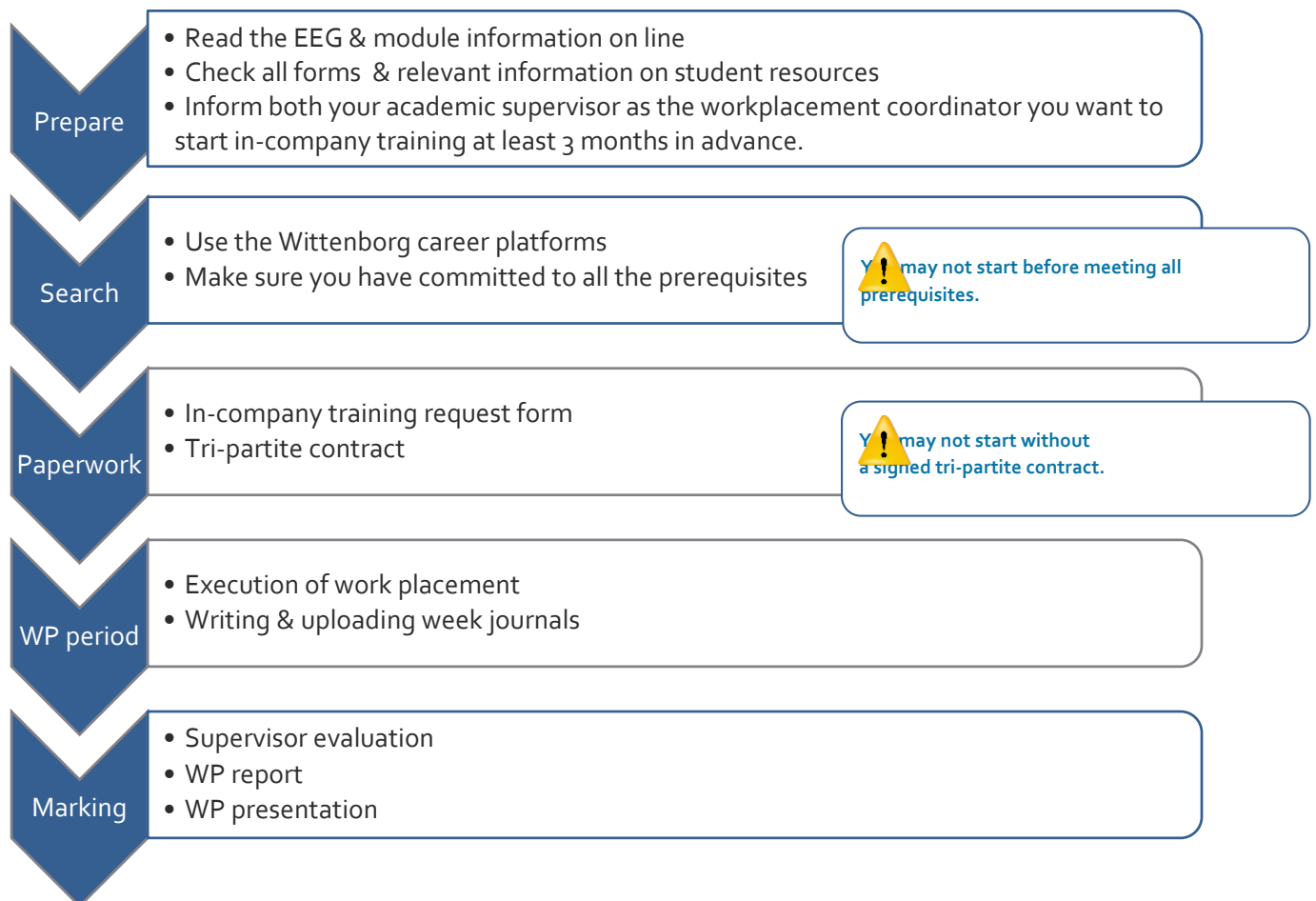
31 August 2018

CONTENTS

1. INTRODUCTION

In-company training is a fundamental part of the HBA-HM program, contributing 20 ECTs total to the 240 ECTS required for graduation. Participation is compulsory. In-company training takes at least **6months full time**.

PROCESS IN BRIEF

Wittenborg has close contact with organizations facilitating in-company training. Information on these companies is to be obtained from WUAS' work placement coordinators. However, we stimulate you to find your own training opportunity as part of your learning experience. Your Process Tutors and Work Placement Coordinators are here to assist you. Contact details can be found within you Process Tutor area on Wittenborg Online.

Make sure you start preparing in time. Below you find an outline of the process you need to go through.

Prepare
- Read the EEG & module information on line
- Check all forms & relevant information on student resources
- Inform both your academic supervisor as the workplacement coordinator you want to start in-company training at least 3 months in advance.

Search
- Use the Wittenborg career platforms
- Make sure you have committed to all the prerequisites

⚠ You may not start before meeting all prerequisites.

Paperwork
- In-company training request form
- Tri-partite contract

⚠ You may not start without a signed tri-partite contract.

WP period
- Execution of work placement
- Writing & uploading week journals

Marking
- Supervisor evaluation
- WP report
- WP presentation

GOALS & OBJECTIVES OF THE IN-COMPANY TRAINING

The Overall goal of the in-company training in the second year is to obtain practical exposure and experience in key departments in a hospitality organisation building on acquired theoretical knowledge

The key objectives of the In-company training are to:

- Gain operational experience in an international business environment
- Experience what hospitality is about by working in at least 3 different departments
- Develop professional competencies and personal aptitudes
- Put theoretical knowledge into practice.
- Operate at supervisory level or 'manager assistant' level at some stage in the training
- Add value to the organisation

2. HOW TO START YOUR IN-COMPANY TRAINING MODULE

CONDITIONS TO START WITH THE IN-COMPANY TRAINING MODULE

- Have the right study attitude
- Completed PDP 1 (submitted all papers required such as CV's, Motivation Letter, etc.)
- Have sufficient ECTS credits (more than 70 ECTS)
- You **must** have completed **ALL** Phase 1 HM modules
- Have had at least 4 meetings with your academic tutor for guidance and support

HOW IT WORKS

At Wittenborg University of Applied Sciences, In-company Training placements are sourced for by the school after careful consideration of each students learning goals. Official communication with participating companies is done via the Work Placement coordinator. Students are presented with a choice of possible placement organisations and companies. The students then indicate up to 3 choices and or preferences. We do however particularly stimulate students to find a placement themselves, as this adds to the learning experience. **It is your responsibility to let your academic supervisor and the work placement coordinator know you will be going for your In-company training at least 3 months before the starting date.**

After the information session students submit a typed A4 page clearly stating his/her preferred positions. This will be considered when allocating positions. Note however, that it may not be always possible to meet all the preferences stated. In such a case, reasonable attempt is made to allocate a suitable alternative.

In case of placement in one of the preferences, it is assumed that this is satisfactory; no further argument is possible.

Wittenborg will solicit hospitality organisations mainly from The Netherlands, Benelux, Germany and in some special cases in other European countries. This will ensure that students can be visited at the place of their internship by their academic supervisor.

Given the international orientation of our students, students may desire to carry out their training in their own country in or outside Europe. In these cases, the student may be allowed to source their own In-company training organisations. The student shall, in this case present the desired organisations to the career center at least three months in advance of the placement period commencement dates. The office will assess the company and **decide** on the suitability of the company. The student will be **formally** informed of this decision. In choosing a company, make sure the criteria are met (see In-company training requirements).

GETTING TO KNOW THE COMPANY

As soon as allocation of the training is finalized (you will be informed via email) the student makes an appointment with the placement company for the initial meeting.

In this meeting, the student will get to know the company. Besides agreements, arrangements are made with regards to working days, days off, working hours, possible benefits and allowances considering accommodation, meals, clothing, transportation, supervision etc.

The student should fill in the following forms and bring them signed by their academic supervisor to the career centre:

- In-company Training Request Form – when applying (one copy for student and a copy for the placement office) (see student resources)
- Tri-partite contract – before start of placement (signed by placement company, Wittenborg and student)
- A Monthly Work Plan (see student resources)
- In-company Training Assessment Form - at the end of the placement (see student resources)

3. IN-COMPANY TRAINING REQUIREMENTS

GENERAL REQUIREMENTS

Students should gain experience in at least 3 different departments to provides them with the insight into how a hospitality organisation works.

Students should become aware of how the subjects they have studied are used in practice. These include Marketing, Food and Beverage Operations, Food and Beverage Management, Housekeeping and Front Office, Hospitality Design and Environment Organisation Management, and show this awareness through describing their experiences in their journal and in their evaluation paper.

CRITERIA

To ensure a meaningful In-company training, Wittenborg outlines strict criteria for organisations to qualify as placement companies. These criteria are as stated below:

- The internship provides sufficient in-house operations experience
- The work is of sufficient level, there should be opportunity to do work that matches the level of the study (HBO)
- Creativity and intelligence levels of the student should be tested; it is intended that the student knowledge, understanding and skills gained during the study is applied into practice as part of a completed task, with ample opportunity for direct action, ownership and responsibility
- Performing simple facilitating, administrative work (e.g. dish washing and photocopying) for more than 28 hours in total of the training period is not permitted
- The contents of the training needs to meet the objectives of the program and the contract is strongly linked to education or certain parts of the program
- The host organization supervises the student and a supervisor is appointed for this purpose. He/she introduces the student to the organisation and continues throughout the training period as a training partner for the intern
- Understanding and skills that students have acquired, cab be applied and expanded

In addition, the placement organisation should fulfil the following criteria:

- Have a 3,4 or 5 star rating
- Minimum number of hotel rooms 20
- Hotels outside the Netherlands with minimum 60 rooms
- Non-hotel organisations clearly related to the Hospitality industry
- Offer a conducive, safe and secure work environment
- Offer the opportunity to work at supervisory level at some stage in the training
- Provide adequate supervision throughout the placement
- Provide reasonable allowance(s)
- Allocate working days, hours and shifts in accordance to the legal labour framework

DELIVERABLES

During the in-company training you inform you academic supervisor on your progress by writing and uploading a weekly report. At the end of the training, you will be assessed on your:

- Week journals – to be uploaded every week. You need a pass on these journals to be allowed to hand in your in-company evaluation report
- In-company training report, including company supervisors' evaluation
- In-company training presentation

4. STUDENT GUIDE

GENERAL INFORMATION REGARDING IN-COMPANY TRAINING MODULE

UNDERSTAND THE NEEDS OF THE COMPANY

Let the company know whether you understand your tasks and if you have questions, ask! Managers in western companies are always very busy. They accepted you as an In-company Training student because it would be beneficial to them. They want to be sure that you understand what is required of you. Your field supervisor/ manager should reserve time for you normally at least, once per week on a regular basis. Wittenborg tutors are there to assist you as well whenever necessary. Show them that you can work independently - they should not do the work for you by assisting you all the time. In your Second year of study, you are expected to demonstrate that you are proactive and able to take your own responsibility. Therefore, work as effective and efficiently as possible and show the supervisor at your company and your tutor what you are capable of doing. Appendix 3 describes which competences you should display and develop during your In-company Training.

UNDERSTAND AND ADAPT TO THE COMPANY'S CULTURE

Be part of the social system of the company. At work, people have moments of relaxation and of working hard. Join their formalities as much as possible. In the west, we communicate directly. People will interpret your words in a western way. Therefore, say 'yes' if you mean 'yes' and say 'no' if you mean 'no'. Gain an understanding of the western culture and try to enjoy being part of the company's staff.

ASSERTIVENESS AND INITIATIVE

You are educated for a future management position. Act as an assistant-manager, make plans, come up with the right proposals, ask for approval, and get the job done.

Do not bother the trainee organization with questions about your insurance, ID or IND card, or things like this. If you have questions about it, first consult the intranet and internet. If you still have questions, contact the international office of Wittenborg University of Applied Sciences. Do not ask everybody the same questions – direct your queries to the people who can actually help you. If you can solve the problem yourself, then take responsibility and do it!

ACADEMIC SUPERVISOR'S ROLE & COMPANY'S ROLE

It is important that students are able to observe professionals at work, particular in their chosen career field. This will enable them to gain an understanding of the type of work relevant to their chosen occupation. When appropriate, we encourage employers to enable interns to participate in staff meetings, attend presentations and sit in on meetings with clients. Additionally, interns should have the ability to speak and interact with professionals inside, as well as outside, of their own department to learn about different occupations and career paths.

The assigned academic supervisor (from Wittenborg) provides adequate opportunities for students to ask questions and receive guidance on assigned projects. As feedback is a critical part of the learning process, there is an academic supervisor directly assigned to the final year student who can provide guidance throughout the work experience period. The supervisor must be able to meet with their students in person for short periods each month to make certain that the student understands his/her work assignments and is receiving constructive feedback about their work performance.

LEARNING OUTCOMES

At the end of the In-company Training a student will be able to:

- Demonstrate the attainment of advanced threshold levels in the specified core capabilities
- Demonstrate that he/she has operated within a structured and routinely supervised environment.
- After appropriate initial training, use required methods, procedures and standards applicable to a particular set of tasks.
- After appropriate initial training, function effectively across particular set of tasks using available tools, methodologies and/or equipment without frequent reference to other employees.
- Demonstrate a rational and organised approach to task(s).
- Demonstrate oral and written communication skills for effective dialogue with colleagues and superiors.
- Show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively.
- Describe and evaluate the structure, major activities and responsibilities of the organisation; evaluate critically his/her performance and abilities

The student needs to demonstrate the ability to work effectively with computer software used in the hospitality business (such as Opera, Oracle, Fidelio, Simphony^{Tm} etc.), including web-based software (databases and web mail), internet and Intranets and other popular information and online communication management tools.

At the conclusion of the In-company Training, students should have developed new skills or made improvements in existing skills. We encourage that In-company Training concentrates on the following areas:

Skills and Knowledge	Competencies and Attitudes
a. commercial thinking b. customer relationship skills c. accurate working practices d. team working skills e. organisation skills f. able to deal with stress g. entrepreneurial skills h. pro-active working methods	a. guest awareness and service attitude b. ability to think holistically c. ability to work in different departments d. ability to work long hours e. Ability to handle conflicts

IN-COMPANY TRAINING COMPENSATION CONDITIONS

There are no exceptions offered by Wittenborg for the In-company Training. The Exam for this module (In-company Training Report and In-company Training Report Presentation) will always take place. The Education Board considers that students can ask **at entry** to the Hospitality Management Programme for Compensation of the In-company Training duration period if:

- Prior In-company Training or work experience has had at least the same duration of Wittenborg In-company Training and should have not been more than two years prior to the date of entry for the bachelor in Hospitality Management

The student who requires the compensation should provide to his/her academic supervisor:

- a proper and detailed job description
- a recommendation letter from the company

The academic supervisor will conduct a telephone call with the contact person provided in the recommendation letter and **formally make recommendations concerning** the student request for compensating the In-company Training **duration** period. If the training itself may be compensated, still report and presentation need to be done.

5. PRACTICAL MATTERS

CAREER CENTRE

The Career Centre informs students about In-company Training opportunities in The Netherlands and abroad. At Wittenborg University of Applied Sciences, we assure you an In-company training, but do stimulate students to try and get a placement themselves. Official communication with participating companies is done via the Work Placement coordinator.

At student resources you can find the necessary contact details.

ROLE AND RESPONSIBILITIES

WORK PLACEMENT COORDINATOR
- Managing the portfolio of placement organisations
- Informing students on placement possibilities and assignments
- Coordinating the allocation of placements
- Provide general information on placements
- Point of contact in case of issues and /or emergencies
- To act as the Wittenborg's main contact person for the student on placement
- To liaise with the company supervisor and review supervising guidelines prior to the start of the In-company training
- To explore new placement opportunities at the placement organisation

STUDENT
Education & Examination Guide
Wittenborg University of Applied Sciences
In-company Training Handbook

The student is required to

- Take responsibility for the process and inform all necessary parties in time
- Taken responsibility for the necessary paperwork
- Participate in daily operations.
- Draw up a monthly work plan
- Developing a weekly journal reflecting on learning goals, independent working capacity and competencies gained
- Develop an in-company training Report
- Make sure the company supervisor has sufficient time to fill out the supervisor evaluation
- Self-steering and self-monitoring the development of competencies
- Meet all deadlines

WITTENBORGS' ACADEMIC SUPERVISOR
- To coach and support the student prior and during the in-company training.
- To give regular feedback to the student prior, during and at completion of the training.
- To assess the student prior, during and at completion of the training.
- To complete a coaching visit during the training.

THE COMPANY SUPERVISOR

The Company Supervisor is the person from the hospitality organisation who will provide the training, supervise the student and assess the student's performance during the placement. Main tasks are:

- To introduce the student into the organisation.
- To coordinate the work activities of the student.
- To supervise and give regular feedback to the student during the placement.
- To assist the student with the selection of a company assignment.
- To formally evaluate the student's performance at interim and completion stages.
- To communicate with Wittenborg on issues related to performance, behaviour, problems or emergencies.

IN-COMPANY TRAINING PLANNING

You can present your report every block on Friday of the Exam week, except for block 4 and 8. The specific time slot and extra requirements will be communicated in the examination week on Tuesday. Week journals need to be uploaded every week.

	Day	Block Week	Deadlines
	Block 1, 2,3, 5, 6 & 7		

Friday	Week 1	Submit final in-company training report draft for feedback
	Week 2	
	Week 3	Green Light
Monday	Week 4	Final Version Submission Deadline
Friday	Week 5	
Friday	Week 6	In-company Report Presentation

FINANCIAL ARRANGEMENT FOR TRAINING POSITIONS WITHIN THE NETHERLANDS

During the placement the student does not need to bear extra costs. In addition, the placement company is requested to offer at least two or a combination of these:

- Travel expenses: only when not covered by the student card for public transport (OV-card).
- Overnight stay at the placement organisation or at other residents provided for by the placement organisations
- Students should be provided with at least **One** hot meal a day at **No** extra expense.

Other expenses, such as the purchase of clothing (tights, shoes, white blouse) should be covered by the student, unless where the placement organisation insists on a particular brand or specific uniform.

DAYS OFF AND ILLNESS

The student is expected to follow the rules and regulations of the placement company. Regulations pertaining illness, days off and scheduling etc. should be discussed and stipulated by the placement company.

LIABILITY AND INSURANCE

Wittenborg has a general student insurance. However, the student is expected to have their own third-party liability and accidents insurance cover. In cases of liability while on duty the placement organisation is responsible for the loss. Some companies offer insurances as part of the placement contract.

6. APPENDIX 1

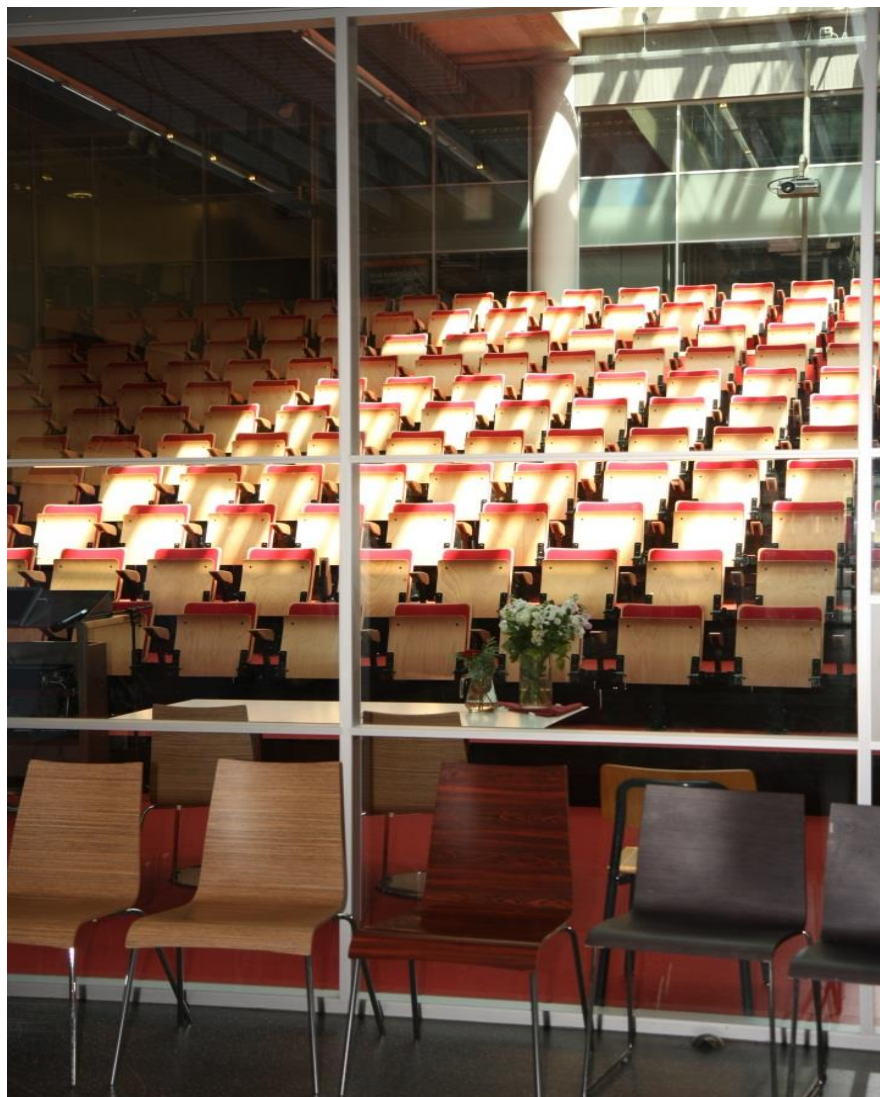Check student resource online for the following forms and guidelines:

- In-company training request form
- Tri-partite contract
- Format monthly work plan
- Format week journal
- Format in-company training report
- Company supervisor evaluation form
- Guidelines In-company training presentation
- Mark sheet

Consistencies in capitals/small letters for titles and subtitles should be checked: eg Capitalize each word or Not. In-company Training always capitalize I and T.

WITTENBORG
University of Applied Sciences

THE EEG - PART 8
'GRADUATION ASSIGNMENT & FINAL PROJECT HANDBOOK'

GA/FP HANDBOOK (BACHELOR)

31 August 2018

Education & Examination Guide
Wittenborg University of Applied Sciences
Graduation Assignment & Final Project Handbook (Bachelor)

PART 8 | Page | 1

CONTENTS

Contents

GRADUATION AND FINAL PROJECT ASSIGNMENT HANDBOOK (BACHELOR)

1. INTRODUCTION

This handbook is the official source of information about the GA/FP. Its contents have been discussed and agreed upon at various meetings of the Examination and Graduation Board, with external members, academic supervisors and administrative staff of Wittenborg, as well as advised by externals. It is designed to provide students with general information and suggestions to help them complete their final graduation assignment / final project (GA/FP) successfully.

The GA/FP is an individual work that provides students with the opportunity to engage, in depth, with an area or issue of professional or intellectual interest. Writing the GA/FP, a Thesis, is a major piece of work that allows students to share that experience and to disseminate the results. Carrying out a GA/FP provides an opportunity to read extensively, with a clear purpose and focus, in order to develop fresh understanding of a specific question.

A thesis must provide evidence of student ability to analyse complex data and to evaluate the implications of their results.

The thesis should include a reflection on the research process itself, as well as providing a discussion of the problems and issues raised in the course of the study. Students should also reflect on the limitations of the research study and suggest possibilities for the development of future work in that area, either in terms of more research, or practical implications derived from this study.

A thesis should be in a formal academic style, a style quite appropriate for many other reports in professional settings. It has certain conventions. The readers/viewers for the assignment will be other members of the particular academic community (students and academic supervisors). It is not written for a non-expert audience, so students can, indeed should, use an academic style of writing and presenting.

Most research reports use roughly the same format. It does not matter whether the research is a survey on either customer satisfaction, employee opinion, health care, or a marketing research. All have the same basic structure and format. The important thing is that readers of research reports (i.e., decision makers, funders, and so forth.) know exactly where to find the information they are looking for, regardless of the individual report. Once the basic rules for RP and report writing are acquired, they can be applied by the authors to any discipline.

1.1 Aims and Objectives

One of the important purposes of GA/FP is to introduce students to original research under the supervision of both a personal Academic Supervisor and an External Subject Matter Expert. The main contribution of a GA/FP is that instead of studying by way of a series of minor and highly-specified topics, the student is obligated to examine a sizeable topic for a much longer period of time, and to learn to clearly define both the very question and the research findings. By the time a GA/FP is completed, the student can often claim to have mastered some aspect of knowledge and is much more aware of the processes of research.

In particular, students will gain experience with:

- formulating a research question
- making critical use of relevant literature
- selecting and using appropriate research methods
- analysing and interpreting results and conclusions, and
- organising and presenting material in a clear, logical, convincing way

1.2 Learning Outcomes

By the end of this module students will be able to:

- complete a relatively in-depth research project
- demonstrate a good knowledge of the subject area and the ability to interpret that information
- produce a coherent, well structured, analytical GA/FP

Students will work with both the Research Methodology module lecturer and the Final Year academic supervisor in order to agree on a suitable GA/FP topic. A general timetable for the work will be set out and a proposal will be submitted. This must be approved by the Research Methodology module lecturer as part of the module evaluation, as well as being approved by the Final Year Academic Supervisor and the Academic Supervisor – Second Marker, before the GA/FP can be further processed.

1.3 Final Qualifications

See Part 2 of the Programme's Education & Examinaion Guide (EEG).

1.4 Prerequisite of the GA / FP

Normally students can be admitted to the GA/FP after having gained at least 200 study credits, which is equivalent to having finished 3 of 4 years, or 20 EC credits of Phase 3. In addition, a successful completion of the Research Methodology Module for which the learning outcome and/or final product is a RP for GA/FP (see details in the Research Methodology Module Guide) is required. Students are expected to have demonstrated in their previous work the capacities necessary to successfully complete a GA/FP and to show that their choice of topic is appropriate for such an assignment.

1.5 Submission of GA/FP

A student is only allowed to submit a final version of their GA/FP if the following conditions have been met:

- Student has obtained all required EC Credits as per his specialisation, except for those of the GA/FP
- All liabilities like library books and any other borrowed materials are returned by the student
- There are no financial dues to Wittenborg University of Applied Sciences by the student
- In order for the GA/FP to be marked, students have to complete and submit a clearance form and get an official approval from the concerned office as stipulated in the clearance form.

1.6 Study Load

The GA/FP will be expected to include a substantial amount of original theoretical, analytic or empirical work and be 5,000 to 12,000 words in length (depending on the type of GA/FP[1]), excluding appendices. Precise details about the length of all types of GA/FP are given in the latter section.

The GA/FP module is worth of 20 EC credits, which is equivalent to 560 hours of work. This includes reading, research, field study, writing, review, and defence.

1.7 Teaching and Learning Methods

Students will work on their own for the writing of the GA/FP. This will be supported by regular timetabled Academic Supervisorial meetings with the Final Year Academic Supervisor in which students will be expected to produce such work that both the Academic Supervisor and the students shall agree upon.

1.7.1 Preliminary assessment criteria

Students will be required to demonstrate that they have a good knowledge of the subject area and a clear plan for a GA/FP by producing both a Research Proposal (RP) and a Literature Review in the area on which the research is being conducted. It is required for students to reach a Pass level in these parts of the assessment before being allowed to proceed with the complete GA/FP. The GA/FP will be assessed for its demonstration of knowledge of the subject area as follows: the ability to apply theory to practice; the range of material used; the originality of the material presented; the addition of new knowledge; solution(s) for any research issues/problems; and the demonstration of research and presentational skills.

1.8 Compulsory and Recommended Reading

- Research Methods for Business Students, M. Saunders, P. Lewis, A. Thornhill. (ISBN 978-0-273-71686-0)
- Marketing Research by Burns and Bush. (ISBN 0-13-147732-3)
- Case Study Research: Design and Methods, Robert K. Yin, Sage Publications, 2003, ISBN 076192552X, 9780761925521.
- Dissertation Skills: For Business and Management Students, Brian White, Stephen Rayner, Cengage Learning, 2014, 1408081776, 9781408081778.
- Articles and literature provided in the Research Methodology module.

---

[1] Check Part 8, Page 28, Table 1: Guide to Typical contents of a GA/FP

2. RESEARCH PROPOSAL DEVELOPMENT

Preparing a Research Proposal (RP) is a very important part of the research process. The RP outlines the research topic, objectives, main research question, methods and so on. The RP is part of the Research Methods Module and it requires approval from the Academic Supervisor before students start the actual research. The next section will present some guidelines for writing a RP for an academic dissertation, consultancy project, and a feasibility analysis for business plans. For other types of proposals, please follow the instructions in the class itself.

2.1 Guidelines for Research Proposal (RP) Development Guidelines

I. **Prerequisites for beginning the RP development process**
a. The students have completed 200 ECTS and passed the Research Methodology and Quantitative Methods module.
b. The students should have attended at least one Research Proposal feedback workshop (RPW).
c. The student should be starting, has started or finished their internship module.
d. The student should provide evidence of having passed the Research Methodology module, have attended one Research Methods workshop and their Process Tutor has sent an email to the Academic Supervisor confirming that the student has achieved 200 ECs .

NOTE: All relevant information regarding the prerequisites and the actual process will be put in the Graduation Assignment/Final Project (GA/FP) module online area.

II. **Planning and Feedback Opportunities**
This process begins every study block (1, 2, 3, 5, 6 & 7).

Week 1

Monday

The students should upload in the designated Research Proposal (RP) online upload section at least two topic areas with proposed topics, and all other requested information, before the deadline. The deadline is always the Monday of the first week of the block or the first work day of the week in event of a holiday. Parallel to this, the student informs the Academic Supervisor that they have uploaded their proposed topics.

Week 2

Monday

The students receive feedback from the Academic Supervisor the **Monday** of week two in the RP upload online area.

If the research subject area and topic is approved for the RP, the student then has two weeks to develop a full RP according the RP template and guidelines set in the GA/FP handbook. If necessary, the students may schedule a meeting to consult with the Academic Supervisor with regards to revising and improving the RP.

If the research area and topic are assessed as not meeting the minimum required standards, the student is given till **Wednesday** of the same week to improve or change the research subject area and topic. A student may request for a meeting with the Academic Supervisor to discuss this.

In addition, students who did not meet the submission deadline for week one (1), have their first and final opportunity to submit a research subject area and topic for that block on the **Monday** week two (2). Any student who does not meet this deadline has to start the process again in the next block.

Wednesday

Students who submitted their research areas and topic (and all other requested information) on the Monday of week one (1) and failed, can resubmit a new or updated paper.

Week 3

Monday

Students who resubmitted their research areas and topics during week two receive feedback from their Academic Supervisor on the Monday of week three (3). Students who pass at this stage should submit a full RP within one week as per the RP guidelines set in the GA/FP handbook. Students who fail to get their topic/s approved at this stage have to wait until the next block to start the process again.

Week 4

Monday

All students who passed the first stage (topic approval) should submit the complete final RP to the Academic Supervisor for assessment, latest **16.00 p.m. on Monday**. Students inform their Academic Supervisor via email on which block and area in Turnitin, and what they have uploaded. Academic Supervisor will grade all submissions only via Turnitin, due to plagiarism check and online feedback, as well as creating historical data on students' study progress.

Week 5

Monday

Latest, **Monday** of week five (5), the Academic Supervisor sends all RP's assessed as a pass to the Head Academic Supervisor. The Head Academic Supervisor sends the RP's to an Academic Supervisor – Second Marker, based on availability and area of specialization for assessment.

Week 6

Monday

Latest, Monday of week six (6), the Second Marker sends their assessment of the RPs to the relevant Academic Supervisor. If necessary, both Academic Supervisors should meet and reconcile differences if the Second Marker assess the RP as insufficient. Students who achieved a pass from both the first and the second marker get a green light to start their GA/FP as stipulated in the GA/FP handbook.

If they cannot reconcile the differences, the first Academic Supervisor should inform the Head Academic Supervisor who will then assign the RP to an Academic Supervisor – Third Marker. The Third Marker will be given three days to complete the assessment, and if s/he deems the RP a pass, the students will be informed and allowed to start his GA. If it is a fail, the students will have to start the process again in the following block. However, students in consultation with their Academic Supervisor can continue working on their GA.

All students who fail the final assessment at this stage should follow the same process in the upcoming block(s). Depending in the feedback they receive they may only have to resubmit the full RP. They can submit at the next convenient upload possibility. If necessary, they should arrange a meeting with their Academic Supervisor for a direct feedback/advice.

Research Proposal (RP) Block Schedule (Block 1,2,3,5,6,7)		
Block Weeks	Day	Deadlines
Lesson Week 1	Monday	Upload research subject area & topic (two topics)
	Monday-Friday	Academic Supervisor reviews work submitted by the students
Lesson Week 2	Monday	Students whose topic and research areas have been approved are informed and asked to write the complete RP and submit within two weeks. Those who failed are given till **Wednesday** to submit new and/or revised research subject area & topics. Students who did not meet the submission deadline for week one have their first and final opportunity to submit a research subject area and topic for that block.
	Wednesday	Students whose submissions were assessed as insufficient on Monday are given a second chance to submit a revised version.
Project Week	Monday	Feedback for students who submitted research areas and topics in week two. Students who fail restart the process in the following block(s). Students who pass have one week to complete the full RP.
Lesson Week 3	Monday	Deadline for the submission of the final complete RP for detailed assessment.
Lesson Week 4	Monday	The Academic Supervisors send all RP's assessed a pass to the Head Academic Supervisor. The Head Academic Supervisor sends the RP's to the Academic Supervisors – Second Markers based on availability and specialization.
Exam Week	Monday	The second Academic Supervisors – Second Markers send the results back to the first Academic Supervisors.
	Monday	Assessment by the first and second Academic Supervisors (PASS/FAIL)
	Friday	Assessment by Academic Supervisor – Third Marker (PASS/FAIL)

Important Notes RP Block Schedule:
a. This RP planning schedule is developed for those in the full-time study. It is designed to facilitate the students in their bid to receive approval for their RP from both markers. According to this planning, students who are working full-time on their RP can complete it on schedule within a specific block. Students working part-time, or completing any other study requirements, should consider completing this process over an extended period of time and must discuss this clearly with their Academic Supervisor.
b. Students should make sure that the submitted content is not a draft and/or final draft but the absolute final error-free version, before pressing the submission button on the deadline for submitting any part and/or final version RP.
c. Block Weeks mentioned in this schedule are the standard 6 weeks (not the lesson weeks) of each block excluding any **Introduction Weeks (IW), Study Weeks (SW) and Catch-up Weeks** mentioned in any block in the year calendar. Please check the RP online area for the specific days and times for upload deadlines.
d. The Turnitin RP upload area/s **CLOSE** at **4PM CET** (16.00 p.m. Dutch Time) on the specified day. Once it's closed, it will become hidden to students and the upload area in the next block will open. If students miss the deadline they will need to submit in the next block's submission area.
e. Technical errors: Students must make sure to attempt the upload well before the deadline. If there is any technical error, students are obliged to contact the ICT Management at ict@wittenborg.eu immediately for help, but no later than the deadline and they should send their work as an attachment.

III.   RP Feedback Workshops

Structure of the RP Feedback Workshops		
Time 2 - 2.5 hours	**Topics**	**Remarks**
15-20 mins	Introduction of the RP process by the Academic Supervisor. General Q&A	
30-40 mins	3-4 mins' pitches by all students who upload their poster.	
30-40 mins	One to one feedback by Academic Supervisors.	
15-20 mins	General reflection and conclusion, Q&A.	
1 hour	Feedback on the quality/level of Academic English by Academic English teacher on the submitted work. This is available both for RP and GA/FP.	

The schedule of the RP Feedback sessions will be published in the RP online area.

Rules for attending RP Feedback Workshops:
a. There will be six workshops organised every Academic year to support students in the development of their RP and the complete their GA/FP.
b. All phase 3 students are welcome to attend these workshops. They need to have attended at least one work shop before they start developing their RP.
c. All students interested in getting feedback **must** upload a poster via Turnitin and prepare for a short presentation.
d. No feedback of discussion for students attending this session without uploading a poster as per the given guidelines.
e. Students present and sign the RPW attendance sheet. For use by Academic Supervisors, an RPW attendance sheet is available in the RPW online area. This is a hidden document for students.
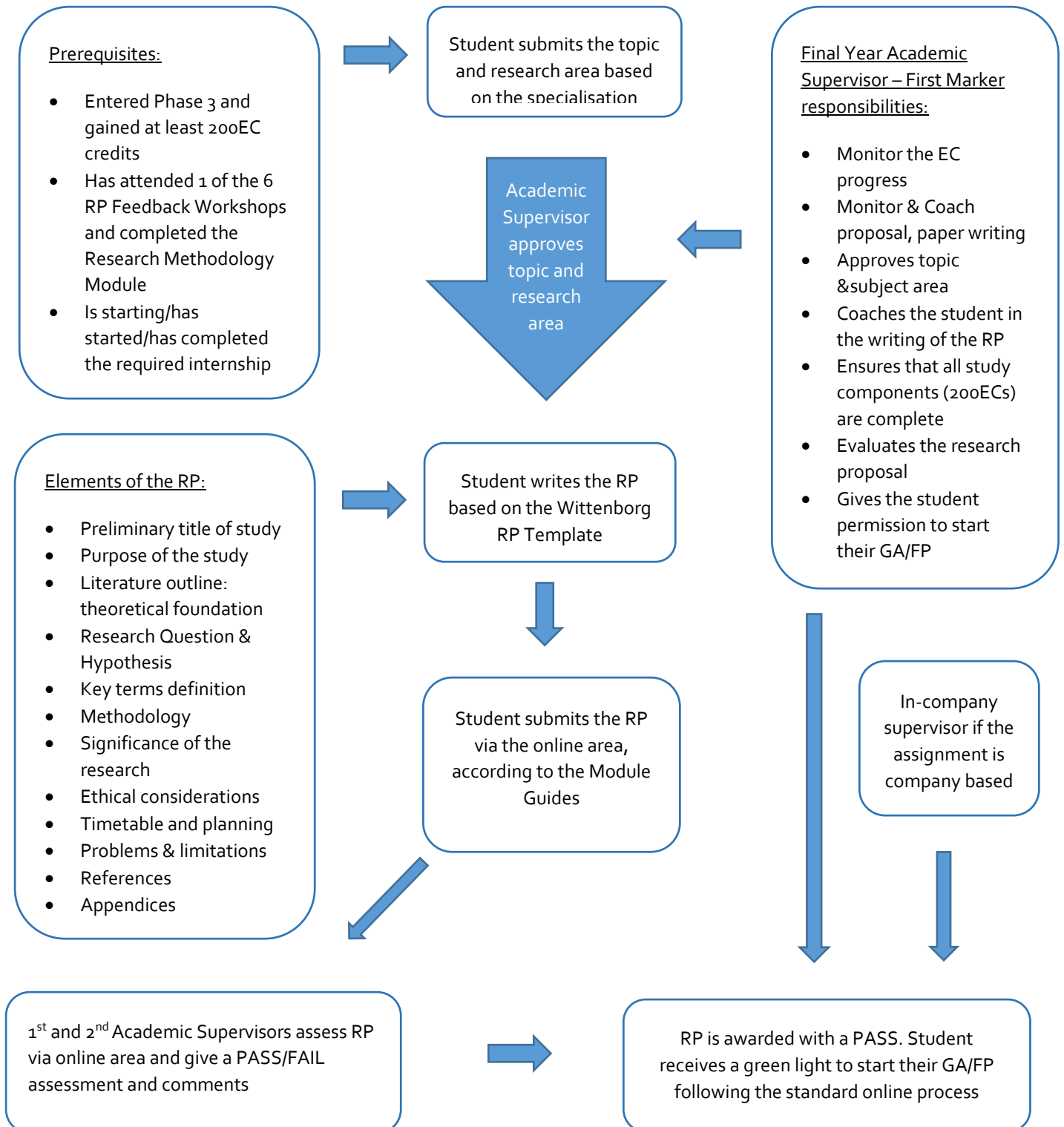
Rooster of the Academic Supervisors running the workshops during 6 blocks

	Block	RP Feedback Workshop Organisers
1	Block 1	Adeyemi Banjo & Evangelia Konstantinidou
2	Block 2	Bert Meeuwsen & Milena van Voorden
3	Block 3	René Rijnders & Andreas Ooijer
4	Block 5	Saskia Harkema & George Bosire
5	Block 6	Rauf Abdul & Yasmina Khadir Poggi
6	Block 7	Esther Gitonga & <t.b.d.>

Notes:
- The Head Academic Supervisor should add this schedule in the Phase 3 timetable as well as the schedule of Academic Supervisor responsible for respective sessions. This should be done for all six blocks before the start of block one.
- Any Academic Supervisor who will not be able to run the workshops needs to inform the Head Academic Supervisor at least two (2) weeks before the stated date. The Head Academic Supervisor should arrange a suitable alternative for this.
- The Academic Supervisor should use three (3) hours from the hours allocated for supervision of students.
- The allocation of Academic Supervisors scheduled above is subject to change.

IV.   Flow chart of completing Research Proposal (RP)

Prerequisites:

- Entered Phase 3 and gained at least 200EC credits
- Has attended 1 of the 6 RP Feedback Workshops and completed the Research Methodology Module
- Is starting/has started/has completed the required internship

Student submits the topic and research area based on the specialisation

Academic Supervisor approves topic and research area

Final Year Academic Supervisor – First Marker responsibilities:

- Monitor the EC progress
- Monitor & Coach proposal, paper writing
- Approves topic & subject area
- Coaches the student in the writing of the RP
- Ensures that all study components (200ECs) are complete
- Evaluates the research proposal
- Gives the student permission to start their GA/FP

Elements of the RP:

- Preliminary title of study
- Purpose of the study
- Literature outline: theoretical foundation
- Research Question & Hypothesis
- Key terms definition
- Methodology
- Significance of the research
- Ethical considerations
- Timetable and planning
- Problems & limitations
- References
- Appendices

Student writes the RP based on the Wittenborg RP Template

Student submits the RP via the online area, according to the Module Guides

In-company supervisor if the assignment is company based

1st and 2nd Academic Supervisors assess RP via online area and give a PASS/FAIL assessment and comments

RP is awarded with a PASS. Student receives a green light to start their GA/FP following the standard online process

V.   Procedure for selecting 2nd Markers

After the submission deadline for RPs, the Academic Supervisors are to send the names and students numbers of the students whose proposals have been assessed as a pass to the Head Academic Supervisor. The Academic Supervisors, when sending the list of students, should include the main subject area of the RP.

The Head Academic Supervisor will assign students to Academic Supervisors as Second Markers based on specialisation and availability. All markers should add their comments and final grade in the online area using Turnitin. This should be done before the deadlines.

3. GA/FP TYPES AND LAYOUT

3.1 Types of GA/FP

3.1.1 Academic Dissertation

This type of assignment will include a critical review of relevant literature and independent primary research carried out by students, and:

- Wherever possible the literature review should be based upon academic books and manuscripts (normally not general textbooks), official statistics/reports, and if possible, articles in refereed academic journals. It should critically compare and evaluate relevant concepts, models and theories.
- The primary research should normally involve the students in the design of an independent primary research project integrated with the subjects of the literature review. Students will need to set its overall purpose, its aims and objectives, and to choose relevant research methods.
- The primary research itself can use one or more of a variety of methods, including quantitative sample surveys, and qualitative methods such as interviews, focus groups, and participant observation.
- If a sample survey is used, students will be expected to select and justify the sample population, discuss sampling frames, design questionnaires, conduct pilot surveys, and analyse findings.
- If qualitative methods are used, students will be expected to select and justify specific qualitative methods (e.g. interviews, observations, focus groups, discourse analysis etc) and analyse findings.
- If analysis of original archive data is involved, students will be expected to identify and justify relevant archive data, and critically analyse the data.

3.1.2 Applied Business Assignment

The applied business project has two types under this category: the business plan and a consultancy assignment.

3.1.2.1 Business Plan

This type of project is grounded in business problem solving and practices; however, it still needs to engage fully and critically with an accepted body of knowledge. This project will involve the identification, development, justification and presentation of a business concept or opportunity in a predominantly written format. The project will utilize secondary and primary research methods to

investigate the theme, topic or issue upon which the concept or opportunity is grounded. The project must address the feasibility of and planning for the implementation of the concept or proposal, and make clear recommendations for action. The project will utilize the entrepreneurial, research and management skills and will require significant knowledge and application of underlying disciplinary domains that have been developed in the study to date.

The project must be grounded in an industry sector in which the students have in-depth knowledge and detailed understanding, so that they are able to combine theory and practice to solve problems and create new products. The output from this project will be a thesis that includes all the data and narrative that would support a business plan suitable for potential investors or financiers; however, it must also include a clear academically grounded discussion and justification for the concept or proposal, in addition to the normal business orientated business and market research.

3.1.2.2 Consultancy Assignment

Consultancy is normally defined as an independent and objective advisory service provided by a qualified person(s) to a client (company and/or organisation) in order to help them identify and analyse problems and opportunities. A consultancy assignment also recommends solutions or suggests actions with respect to the identified issues, and even provides help to the company and/or organisation in the implementation of solutions. Clients are not necessarily interested in the academic context that may underpin a consultancy assignment; they tend to be more interested in the data or market research collected and recommended strategies for a way forward. It is envisioned that while students may deliver a typical piece of consultancy to a client, it required to submit a project to Wittenborg that demonstrates its academic underpinning. This may be something similar to a literature review that is included as part of a typical dissertation.

Students will be responsible for finding a commissioner/client who may wish to have a piece of consultancy undertaken (grounded in a related industry sector). The consultancy should be related to a subject in which students have in-depth knowledge and detailed understanding, in order to be able to combine theory and practice to solve problems and suggest ways forward. This needs to be approved by the module teacher of Research Methodology and/or the Academic Supervisor and company supervisor. A typical consultancy project would have a commissioner/client identifying the terms of reference and the student consultant submitting a proposal to identify how they would respond to the proposed project's overall purpose. A proposal normally acts as a contract between the consultant and commissioner/client and identifies key deliverables such as agreed primary data collection, and timings associated with interim draft and final reports. These deadlines must be coordinated with Wittenborg's due-dates for Graduation Assignment. Once the commissioner/client and Wittenborg accept the proposal, the student will work both with the commissioner/client and under the supervision of a Final Year Academic Supervisor. The student shall submit the final piece of consultancy to the client, which may or may not include the academic literature that underpinned the piece of research. At the same time, the student must submit the consultancy project to Wittenborg that meets the typical contents as identified in table 2 in section 5.2 and the to do list in section 5.3 below.

3.1.3 Research Assignment with Creative Output

This type of assignment will result in a significantly different output to what has been outlined above. Students may wish to design a research project where the final output is a combination of a written thesis accompanied with some form of creative output. For example, a visual portfolio, an exhibition of photographs or a film generated by the student to underpin the theoretically informed written thesis. With such a project, there may be a reduction in the word limit of the written thesis to take account of the accompanying creative output. The word count guidelines will vary according to the nature of the project undertaken and will form part of the proposal in discussion with the Final Year Academic Supervisor. However, these must be in the ranges given in table 1 in section 5.2 below. The Final Year Academic Supervisor, Field Specialist and student will agree upon the final guidelines on word count.

3.2 Advice on Commissioned Research

Whatever type of research assignment chosen, students may focus upon a problem or issue of interest to a particular organization, which may help them to complete it in various ways. In such cases, students should be clear that:

- The research assignment will be assessed solely by the similar criteria laid down by Wittenborg for GA/FP
- The copyright to the research and to any findings discovered during the course of the project research rests with Wittenborg University of Applied Sciences.
- In some cases, the research for the graduation assignment may be 'sponsored' by an external organisation. Such sponsorship can take a variety of forms, which may include:
  o Privileged access to information.
  o Help to conduct market research surveys etc. within the organisation.
  o Payment of expenses relating to the research.
  o Payment of a fee to the student as a researcher.

In return for the sponsorship, the commissioner/client may expect their own copy of the research project, or a client report. This does not affect in any way Wittenborg's requirement to submit two copies of the graduation assignment for assessment as part of the degree.

Our policy regarding this type of sponsored research is as follows:

- If a commissioner/client seeking a student researcher contacts Wittenborg, or, as is more common, seeking an internship student with a research question accompanied, this opportunity will be advertised and the commissioner/client will be expected to select a suitable person from amongst those who apply.
- If students are approached directly by a commissioner/client, they will be expected to discuss this with the Final Year Academic Supervisor; however, the sponsorship arrangement is their own business.
- Client satisfaction or dissatisfaction with the research will not be taken into account in the assessment of the research project. The research project should meet the rules and regulations laid down in this Handbook.

- It must be stated on the acknowledgement page if the project was sponsored, and the name of the sponsoring organisation or individual, and the nature of the sponsorship must be mentioned. Also, it must identify how the results will or may be used by the sponsor.

3.1 The Written Style of a GA/FP

Bachelor level GA/FP should be presented in ways that serve the particular purpose of the research. This includes all components of the assignment, but particularly, the literature reviewed, the models adopted, the methods used, the results obtained and the analysis and conclusions. All research results in the production of a GA/FP, this will impact the overall size of the document produced and the word limit will vary depending upon which type of assignment is undertaken. Above all, the written thesis should be clear and concise, and written to inform rather than to entertain. students should avoid too many numbered sub-headings in chapters as this affects discussion & integration (remember writing GA is not writing a report). Students should be careful about the type of language being used; specifically, adopt the style of writing that is appropriate in a typical academic paper for the area of study.

While writing, writers should always have the potential reader(s) in mind. Graduation assignment is not for members of the general public, but rather for the professional field where the research is based upon.

Some advice on writing style is given below:

- NORMALLY a thesis is written in the third person, i.e. 'it was discovered', 'the findings indicate', 'this thesis aims to'. The first person 'I' can be used if it is part of a quote from the student's primary or secondary research. However, one may choose to write the whole thesis in the first person but they must understand the intellectual rationale for doing so and be able to support the use of 'I' by drawing upon relevant literature. This needs to be done in consultation with the Academic Supervisor.
- Students should never use a metaphor or simile that can be seen in print. In other words, avoid clichés totally.
- Students should avoid using lengthy expression when a short one could do. If it is possible to cut a word out, always cut it out.
- Students should avoid using a foreign phrase, a scientific word or a jargon word if there is an option of a simpler English equivalent (scientific and jargon words are sometimes necessary in a thesis, but always need terminology and acronyms explanation).

Some general points:

From the very beginning, it is required to establish an overall research aim (or set of aims) for the project that can be state in less than 25 words. The content of the thesis should be relevant to this aim, and the research methods should be appropriate for it. The aim should not normally be to simply describe something, but rather to seek to improve the theoretical understanding or practical application of the phenomenon under investigation/research.

The objectives should be chosen and designed to achieve the overall aim (or set of aims). They should have a clear logical structure and should be related to each other. If the thesis has more than one aims then objectives should meet each aim set. **The first objective** will normally relate to the general academic context in which the research is set e.g.: marketing, human resources, quality, logistics, motivation, commitment and so forth. **The last objective** will normally be an outcome objective, the "so what?" test.

- Begin each section or chapter by setting it in the context of the aim(s) and/or objectives and state how it follows on from the previous section.
- End each chapter by summarizing key themes/arguments and by stating how it leads into the next chapter.
- Make sure the findings are laid out logically, step–by–step.
- In general, guide the reader through the thesis by telling the reader what is being done.

3.2 The Layout of a Typical GA/FP

The layout of a typical GA/FP will now be explained in a little more detail. Some of the sections below may not be necessarily included in the final submission, depending upon the type of GA/FP chosen to complete (refer to the table below to see summary of which sections may be relevant for each type of GA/FP).

*The exact nature of methodology will need to be discussed and agreed with the Academic Supervisor and External Subject Matter Expert (if/when applicable) assigned by WUAS.

Guide to typical contents of GA/FP	Academic Dissertation	Applied Business Project		Creative Output
Contents /Type of GA/FP		Business Plan	Consultancy Project	
Title page and official front cover	X	X	X	X
Abstract	X			X
Executive summary		X	X	
Acknowledgements	X	X	X	X
Table of contents (including appendices)	X	X	X	X
Lists of tables and figures	X	X	X	X
Glossary	X	X	X	X
Introduction (including the overall aim/s and objectives and terms of reference for consultancy project)	X	X	X	X
Literature Review/secondary research findings	X	X	X	X
Research Methodology and Methods	X	X	X	†
An analysis of the market and business environment appropriate to the selected concept based on a range of secondary sources.		X	X	
Primary research findings	X	X	X	
Enterprise (business) plan		X		
Conclusions	X	X	X	X
Recommendations or strategy	X	X	X	
References	X	X	X	X
Appendices - (if any)	X	X	X	
Word Count	10000 - 12000	8000 - 10000	8000 - 10000	5000 - 10000

Table 1. Guide to Typical Contents of a GA/FP

Number of word requirement

The word count for a standard bachelor research dissertation is 10,000 – 12,000 words. However, the Business Plan and Consultancy Project submitted to Wittenborg should be within the 8,000 – 10,000-word range. The student may, however, supply the commissioner of a real life research project a separate report that can exceed the word range and be adhered to the external agreed word count. Any report submitted to Wittenborg that does not meet the word limits requirement (either below or over) will not be accepted for assessment. The word count includes all text within the main body of the FP/GA, not including the abstract, acknowledgements, table of contents, references, tables and figures, and the appendices. The word count will be considered as part of the technical requirements for a submitted FP/GA.

3.2.1 The Title Page

This should contain the title, which should be indicative of the subject matter (but not just a straightforward description of the subject matter and not a research question). It is helpful for students to look at other GA/FP and/or research dissertations in the same field of study for possible examples of appropriately worded titles. The title page of the GA/FP should include the student's full legal name and student number, the name of the degree programme, institution/university, month & year, and the Logo of the University. All portions of the tile page have to be double-spaced. Nothing else should appear on the title page.

Figure 1 Sample Title Page

Full Title of GA/FP
(centred in top quarter of page, Font size 18 and bold)
Sub-title (optional)
Figure/Picture (Optional)
by
Full name of author
Full name of the Academic Supervisor
Type of GA/FP
A thesis submitted in partial fulfilment of the requirements for the degree of
Name of the degree programme
Name of the university
Logo of the university
Month, and year submitted

3.2.2 The Abstract

This is a short paragraph, which effectively summarises the main aims, methods used, findings, conclusions and recommendations. It should be no longer than 200 words and be written on one-page maximum. The abstract would be one of the last parts to be written.

3.2.3 An Executive Summary

An executive summary is normally included for a consultancy project and/or business plan. The summary should highlight key findings from any primary data collected, and recommended strategies and/or solutions. The summary should be written in a way that highlights the contents of the report, and can range from 1-3 pages.

3.2.4 Acknowledgements

In this section students should acknowledge and thank those who have been of particular help in completing the project. It is proper academic practice to acknowledge that any errors or omissions are the researcher's sole responsibility. It is a must to state in this section (at the bottom of the acknowledgements page) that..."I confirm that this project is my own work and no part of it has been previously published elsewhere or submitted as part of any other module assessment".

The acknowledgements must include notes about any sponsorship, help or financial aid the students may have received from an organisation or individual.

3.2.5 The Table of Contents

This should be written on its own page(s) and should show chapter/major section headings and page numbers. The preliminary sections (Abstract, Contents list etc.) are numbered with small Roman numerals (i, ii, iii, etc.). Page numbering in Arabic numerals (1, 2, 3 etc.) usually begins with the first page of the Introduction chapter etc.). The title page is not numbered. Tables and figures should be numbered consecutively throughout the thesis. Tables/figures should be numbered starting within each chapter (e.g. Table 2.1, 2.2, refers to the first and the second table in chapter two). A Figure 3.1 will refer to the first figure in chapter three and so forth. The table of contents can be created manually or automatically using Microsoft Word Processor or similar processors.

3.2.6 List of Figures

This should be placed after the table of content. It should contain a list of tables and figures used in the thesis.

3.2.7 Glossary

Sometimes used by students and not mandatory, a glossary is a list of technical terms, esoteric terms or acronyms and their meanings. If the thesis includes any of these, it is helpful to include a glossary either at the beginning or at the end. (If included at the beginning of the thesis, it should be placed before the first page of the introduction chapter and after the lists of figures and tables).

3.2.8 The Introduction

This first chapter should put the research into context. It should be written in such a way that after reading it the reader familiarizes themselves with the topic, and understands why the study is being carried out. It should also give the reader an indication of how the researcher will carry out the study. It normally expands on the content highlighted in the RP. It should contain:

- An outline of the purpose of the assignment. Where applicable, students should also outline the rationale for the topic or concept, including reasons why they decided upon the area of the research. It is advisory to include brief details of knowledge and concepts that have inspired the interest in the particular topic.., for example profile/general information of selected research case or context. Students should indicate whether it is an exploratory, descriptive and/or explanatory/causal study.
- A statement of the problem that clearly identifies the issue that is going to be studied. Research is done to prevent or solve problems, or to improve situations, or to address an information gap.

Mere curiosity is not enough. Clearly state the value of /why this issue must be studied and what the implications could be if the study is not carried out.

- The aims and, where applicable, research objectives of the assignment (make sure to show how it holds together, revealing its logic and structure).
- The research questions and/or hypotheses as covered in RP during methodology module.
- For the applied research where the commissioner or client is involved, please include the original terms of reference from the commissioner or client that demonstrates the overall purpose of the work.
- A brief introduction to the chosen methodology. Students should ensure that each aim/objective has a method for achieving it.
- Significance of the research – a statement that illustrates why the research question or hypothesis is worth asking.
- A very brief outline of the content of each chapter i.e. structure of the GA/FP.

3.2.9 The Literature Review

This second chapter may comprise one or two chapters depending on the topic. This section should contain the comprehensive academic underpinning for the GA/FP. It should demonstrate that a thorough investigation has been conducted of relevant secondary sources, by evidence of understanding, outlining, comparing and discussing key ideas, explanations, concepts, models and theories. Students are expected to demonstrate the understanding of the material, not merely describe what various authors have said. Students should present these issues in a systematic, well-structured and logical sequence. Do not use too many sub-headings as these interrupt the flow of the work.

Students will be expected to use prominent and up–to–date academic books (normally not textbooks). In broad terms, the results of this secondary research should provide students with ideas as to what they might find when they conduct the primary research. As such, it should be ensured that the findings of the literature review are relevant for the planned primary research and vice–versa.

For example, any questions asked must relate to the issues identified in the findings. Students should be prepared, therefore, to critically compare and contrast their secondary findings with the primary research findings in the main analysis chapter. References/in text citations to secondary sources should be given in the text, not just for quotations, but wherever ideas and information drawn from the work of others is used. If literature sources are not acknowledged, this will be considered as plagiarism.

As previously stated, commissioner/clients may not necessarily be interested in the academic underpinning or theory that may contribute to a business start-up/business plan project. However, this literature must be included in the submission to Wittenborg. Students need to carefully discuss with their commissioner/clients as to whether they want an academic 'literature review' included in the report submitted to them. This is not to be confused with non-academic sources, such as government statistics or market research reports, which would normally be included in consultancy work and would be referenced accordingly, and included in any submission to the commissioner/clients.

The concept for the Business Plan project must also be discussed within a wider academic context. The Business Plan submission to Wittenborg must be contextualized within current contemporary

theoretical debates by utilizing (if any) relevant models/theories from the general modules; the financial analysis, for example, should be especially completed using GAAP.

3.2.10 Research Methodology and Methods

The discussion of research methodology and methods can be a separate chapter, or a section of the chapter in which students critically analyse the findings. However, whichever is selected, it should clearly show how the methods chosen relate to the aims/objectives and to the literature review. The section on methodology should include a rationale for the choice of methodologies including the research approach, research strategy, data gathering and data analysis. In the rationale, one should consider what alternative methodological tools might have been employed (particularly those which related studies have employed), together with their advantages and limitations for the research. For instance, why did the student choose to conduct a survey instead of a case study and vice versa, why a qualitative or quantitative research approach?

Remember that the methods should critically relate to issues identified in the literature review. As part of the final write-up, students may want to provide an in-depth reflection on the research methods chosen.

It is also important to consider the issue of ethics in relation to the collection and use of the primary data. Ethical considerations should be continuously kept in mind throughout the GA/FP process. It does not mean that student should discuss ethics generally, but should reflect on and discuss how ethical issues relating to the research were actually addressed during the primary research stage. For example, students will have to consider whether it is needed to keep the names of any people interviewed or surveyed anonymous. It must be clear to interviewees or respondents how the information they provide will be used. Other ethical considerations could include the following: how will any visual data such as photographs or films will be 'used'. What ethical considerations might there be in the uses to which such data is put? If students have collected any data from a company or organisation, is it allowed to use the name of the company or the name of the individual(s) interviewed? Will any respondents that take part in the data collection be 'harmed' in any way?

When working with a commissioner/client, a consultant (i.e. the student in this case) would normally seek feedback and approval for any primary research instruments that would be used as part of the research process.

Creative Output Assignments may not have traditional research methods sections that discuss survey or interviews undertaken; however, they may include a discussion on methodological considerations such as the philosophical viewpoint with regard to how students positioned themselves within the project, or why they think discourse analysis was appropriate. Careful thought will be required as to whether these types of projects will include a methodology discussion and in what format, and this will need to be discussed with the Final Year Academic Supervisor and/or module lecturer of Research Methodology.

3.2.11 Primary Research Findings (Results Chapter)

This section reports on and discusses the findings of the study. The findings, their critical analysis and conceptualisation should be presented section by section in a systematic, well–synthesised and logical sequence. All the findings should, of course, be directly relevant to the aims and objectives of the research. Students should consider the extent to which the reader can rely on the findings. This

part should include any tables or graphs showcasing the findings in a relevant part of the text, not in an appendix. Describe and discuss them in the main report to provide evidence for the findings/conclusions.

The discussion of the results should be well argued in relation to each research question or hypothesis. Inferences, projections, and probable explanations of the results should also be included. If any, discuss the implications of patterns and trends, and include any secondary findings.

This section should be soberly argued, especially when students are dealing with controversial or complex issues or concepts. Whenever a claim is made, it should be backed with argument and evidence (whether from the research or that of others). The result of this discussion will give the students the main conclusions of their research (see below).

Consultancy project primary findings should be related to wider academic materials in the submission to the School. However, the separate submission to the client may not necessarily include this element.

3.2.12 Conclusions

This section should be a concise critical synthesis of the main findings of the research. Students need to demonstrate explicitly how and to what extent the research have achieved the aim(s) and objectives. Students may need to highlight and critically discuss any differences between the actual findings and what was expected to find at the outset. Indicate how the research has helped to move issues / debates forward or has helped to redefine existing knowledge and concepts. The conclusions should follow logically from the findings and be supported by them. In particular, they should not contain anything new which was not in the findings.

3.2.13 Recommendations/Strategy (if any)

Where GA/FP results in recommendations or a suggested strategy, these should be appropriate, reasonable, and realistic. Some recommendations and strategies may have attached timelines and an indication of who is responsible for implementation. List them in a logical order and ensure they follow from the evidence and conclusions of the findings. Not all assignments will have recommendations; some will produce concluding statements/analyses of the phenomenon under investigation. Where appropriate, identify areas for further research.

For consultancy project the recommendations will form a crucial part of the project. The commissioner/client is seeking the expert advice as to solutions or ways forward and will expect a series of recommendations, normally associated with a timeline as to when these need to be implemented in a logical order. Associated costing may be attached to each or some of the recommendations. Remember to keep recommendations feasible and grounded in the primary data. Business plans may also contain recommendations associated with timelines and costing, and may be responsible for particular aspects.

3.2.14 References

The References includes all references that were used in the research process. A bibliography is a list of all consulted, though not cited literature. A list of references includes only cited literature. Any citation in the references must be cited at least once somewhere within the GA/FP. Do not 'pad out'

the references with sources never cited with the text – this is an important academic convention that must be adhered to. References must be in the appropriate Harvard style. Details are included below.

3.2.15 Appendices

It is a must to include a copy of the original or modified approved RP in the appendices. As the research process evolves throughout the project, some students may find that they need to amend, add or change some of their objectives. This may be because issues that were not been aware of have emerged during the in-depth literature review stage. This is acceptable as long as the Academic Supervisor is informed and approves on any changes made; major changes will be reviewed by the Research Methodology Module Lecturer as appropriate.

The Appendices can be used to present information which is too detailed to include in the main report and/or information that is interesting but not essential to the main thrust of the report. Examples include: an original copy of a questionnaire, and transcripts of some qualitative interviews (although it is not necessary to transcribe all interviews and include them here). Each Appendix should be given a title, a letter (A, B. etc.) and the page numbering continues on from the bibliography. They should be included on the contents list. Normally, students should not include brochures, photocopies of articles, letters sent to interviewees and in general material that are not written by them.

3.2.16 Extra Notes for a Business Plan

The business plan should be backed up by in-depth literature, and data collection and analysis process. It should have a thorough analysis of the market and business environment appropriately related to the selected concept. This will be grounded in secondary sources such as market research reports, national, regional and/or local government statistics and reports, in addition to wider academic sources as mentioned previously.

We recommend each student the careful consideration of the business plan literature review since it must fulfil the requirements of an academic literature review.

The concept associated with the Business Plan should be a plan in the form of a mission statement, marketing plan, management team and roles, financial data and budget forecast, legal and insurance requirements, and the role of other key stakeholders in the proposal. It should also thoroughly discuss the feasibility of the concept. The structure and layout of the plan should mirror the elements highlighted in the business plan template; there may be some variation, but all the elements in the template should be included. The table of contents will therefore vary substantially from that of a standard academic research paper. See the "to do" list in section 5.2 below for further details. Students should consult the Academic Supervisor if they have any doubts about what is required.

3.2.17 Extra notes for Consultancy assignments

The consultancy report should be written using the guidelines supplied for writing consultancy papers. The structure for writing a final GA/FPs follow a general format as outlined in this section of the handbook However this type of paper, like the business plan (though to a lesser extent), differs in some respects from a standard academic research paper. The structure and layout should reflect the contents enumerated in the guidelines for writing a consultancy report. See the "to do" list in section 5.3 below for further details. Students should consult the Academic Supervisor if they have any doubts about what is required.

3.3 Referencing The Sources

References refer the reader to the source of specific information, ideas, quotes, figures, tables that have been used in the GA/FP. All sources listed in the references must be cited at least once somewhere in the main text of the GA/FP; in other words students should avoid listing the sources not clearly used. These must be included whenever anything drawn from other sources is used. It is looked upon very seriously if students do not reference the sources. Quoting a reference helps to support the point being made in the report. It indicates the basis for the opinions / arguments and clearly shows how these opinions were reached. Useful phrases include: 'according to Smith (2007) many managers believe service quality.....', 'research has revealed the importance of....... (Jones 1985, Peters 1997)', or 'many academics (Jones 1997; Smith 2007, Zikmund 2009) debate the influence of globalisation...'

Wittenborg insists that students use the Harvard referencing system due to its simplicity and overall acceptance in academic writing.

3.3.1 The Harvard system

The authors' surnames are given in the text, together with the year of the work to which students are referring, and, where appropriate, the page numbers (always included for direct quotes).

For example: Many academics (Cooper et al. 1993; Ryan 2004; Smith 1996) explain the benefits and costs that can be expected from tourism development. Ryan (2004) identified that tourism is an obvious source of foreign exchange and particularly useful for developing countries to earn hard currencies such as dollars, euros and sterling. Jones (2002: 323) identified that in Sri Lanka "tourism is a significant contributor to the overall economy, worth 17.6% of the GDP in 2001". Smith (2007: 42) emphasised the potential of tourism to earn foreign exchange:

Commodity trade, which is the principal foreign earner for most developing countries has not provided a revenue growth to match the increase in the imports bill. Import substitution and local processing can provide a means of saving or earning but many countries run the problem of limited domestic markets or restricted access to foreign markets...

Negative impacts of tourism can include:

The emphasis on the economics of tourism, especially its benefits, reflect the widespread belief among agency personnel that tourism can yield rapid and considerable returns on investments and be a positive force in remedying economic problems (Jones 2002: 13).

Jones (1979) as cited in Smith (1995: 88) mentioned tourism has many other benefits as well. The National Trust (2010) and IEG (2009) are two organisations that have compiled statistics on the economic impacts of tourism related to specific events. However, Johnson (2008: 34) stated the "National Trust is a primary example of an organization that systematically undervalues the economic spending of its visitors by 5-10%." Despite this, the National Trust is well aware of the importance of visitor spending (interview with Jane Smith of the National Trust, 2010).

Notes:

For direct quotes used, always cite the page number e.g. Smith (1995: 42).

References to personal communications/interviews that you have carried out appear parenthetically: as detailed above e.g. (interview with the Minister of Tourism in 2010). No further details are included in the bibliography as you are referring to your own primary research results, (underpinned by the discussion of your research methods).

Direct quotes of more than 40 words should be indented on a separate line from the main text (as in the examples above – notice the lack of "quotation marks"). Quotes of less than 40 words should be incorporated into the text differentiated by double "quotation" marks (as above with Johnson).

Web pages cited should only be the author/copyright of the article or web site (<u>do not</u> put in long web addresses within the text). Then in the bibliography, put in full web address as part of reference citation.

Bibliography examples (alphabetically ordered by surname or name of author (including organisations if not a person). Do not separate bibliography under 'books', then 'journals', then 'newspapers'. All citations go under one long list, alphabetically ordered. When we say alphabetically ordered it does NOT mean you change the order of the names of the authors as written in the source (eg. Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 5th edition. Harlow: Prentice Hall – DOES NOT BECOME Lewis, P. Saunders, M…or reference as Lewis et al 2009 in text, it is always Saunders et al because this is the way the book is cited). You can underline the title of the book or you can use italics but choose and pick one style and be consistent.

3.3.2 Books

- One author - Smith, C. (1995). Tourism and the Environment. London: Pitman.
- Two authors - Smith, C. and Jones, A. (2003). The Economic Benefits of Tourism. Guildford: Open University Press.
- Three or more authors, list all 3 authors but in text cite as Smith et al. (1996).

3.3.3 Edited text

Collins, P. (ed.). (1994). The Joy of Tourism. New York: Smith Publishing Ltd.

3.3.4 Author from edited book (author and editor different)

Fuller, R. (1970). 'Formula for a floating city', pp. 103-114, in Dunstan, M.J. and Smith, E. (eds.). (1970). Worlds in the Making. New Jersey: Prentice-Hall.

3.3.5 Unknown Author

Tourism in Devon in the Early 20th Century. (1905). Exeter.

3.3.6 Journal

Lundberg, M. (2008). 'The benefits of travelling abroad'. Tourism Management. Vol. 14, No. 2, pp. 16-24.

Note: Using Sources from another language:

This is completely acceptable; however, you must provide the reference in the foreign language and then in (brackets) indicate the English translation so that the reader can see what type of source has been used (journal, book etc.).

3.3.7 Newspaper

Smith, C. (2009). 'Tourists wreak havoc in Cornwall'. The Guardian. 24 February 2009, p. 5.

3.3.8 From an Interview

References to personal communication appear parenthetically :...(interview with the Minister of Tourism in 2008) within text if part of your primary research.

3.3.9 From the Internet

 – try to see who is the author of the website, whether a person or a company or government agency – e.g. within text cite only IEG Inc. (2010) or National Trust (2010).

IEG Inc. (2010). 'Sponsorship Monitor' [online]. Chicago. Available at: URL:http://www.sponsorship.com/products/primer.html [Accessed 6 January 2010].

National Trust (2010). 'Nostell Priory Reopens its Doors' [online]. London. Available at: URL:http://www.nationaltrust.org.uk/scripts/wapis.isa [Accessed 1 March 2010].

An increasing amount of information is becoming available in a variety of electronic formats. If you cite a journal that is available online (but also on the shelf of the library, for example) you do not need to cite any URL address, just cite the reference as if you picked it from the shelf. We do not care if you read it online or from the shelf. Our view is that electronic references are not so very different from the hardcopy formats commonly used.

3.3.10 Books from Internet

Bird, Isabella L. " A Lady's Life in the Rocky Mountains." New York, 1881. Victorian Women Writers Project. Ed. Perry Willett. 27 May 1999. Indiana U. 4 Oct. 1999 < http://www.indiana.edu/~letrs/vwwp/ bird/rocky.html>.

Bryant, Peter J. "The Age of Mammals." Biodiversity and Conservation. 28 Aug. 1999. 4 Oct. 1999 <http://darwin.bio.uci.edu/ ~sustain/bio65/lec02/b65lec02.htm>.

Harnack, Andrew, and Eugene Kleppinger. Preface. Online! A Reference Guide to Using Internet Sources. Boston: Bedford/St. Martin's, 2000. 5 Jan. 2000. <http://www.bedfordstmartins.com/ online>.

3.3.11 Citing E-Journals and other electronic sources

Some materials now are only available online and not in printed forms in the library. Here you must cite the URL address as part of the reference within the bibliography.

Example: Coyle, M. (1996). Attacking the cult-historicists. Renaissance Forum [online], 1(1). Available at: URL:http://www.hull.ac.uk/renforum/vlnol/coycle.htm [Accessed 16 June 1998].

Albers, J. (1994). Interaction of colour [CD-ROM]. NewHaven: Yale University Press.

One common query about referencing concerns references to texts/authors from a second source. If you are quoting a source second–hand, that is, you have not read the author/text referred to yourself, but have come across the information in a text you did read, then the following example shows you how to present the information in the text:

"Smith (1998: 124) discusses the work of Patterson (1996) who argues many of the established theories on staff recruitment and development are very unsatisfactory because...."

The bibliography would include the original text you actually read but also the secondary text referred to, so when collecting references make sure you collect all references at the start. It is always good practice to try to read an original text and not rely on another later author paraphrasing their work; however, this is not always possible. Retrieve the original citation for Patterson (1996) from the bibliography of Smith (1998) and cite this way to demonstrate you never read the original work:

Patterson, F. (1996). Personnel Management. London: Pearson, in Smith, S. (1998). Recruitment Practices in the Retail Sector. London: Jonesbooks.

Remember the golden rule: always try to read the original source whenever possible.

3.4 Technical production regulations

When submitting the GA/FP, it is extremely important that you follow certain technical requirements. These must be adhered to as otherwise, a penalty may be enforced which can hinder your ability to pass the GA/FP.

- Two copies of your GA/FP have to be submitted to Wittenborg Education Department Office before 12 am on the hand-in date; however, you are allowed to submit earlier at your discretion. Both copies of the GA/FP will be archived in the Wittenborg Library from the date of submission. All assignments must also be submitted online to the correct upload area on Wittenborg Online; this will also function as a plagiarism check. There will be instructions provided throughout the programme on how to submit your paper or documents on the intranet submission area, on Wittenborg-Online. This online submission can be used to check for other technical requirements such as the word count.
- Your document should be properly bound (no spiral binding) and produced on A4 size paper. Creative output projects, that may include some visual artifact or portfolio, will require only one submission of this element, along with the bound two copies of the written Thesis.
- It should be typed in a reasonably sized font (font Times New Roman size 12 or Arial size 11 are good examples) 1.5–spaced (except for indented quotations and footnotes) on single sides of A4 white paper.
- Lengthy quotations (exceeding 40 words) should be presented, indented, with clear spaces above and below the main text.
- Margins should be as follows: left (binding edge) 40mm / 1.5", right, top & bottom 25mm / 1".
- Your front / title page should include the title of your GA/FP, your name and student number, the month and year of examination, the title of your degree course and the name of your Academic Supervisor. It should not include anything else.

- Follow carefully what must be included in the acknowledgements page. Ensure that the WORD COUNT has been identified at the bottom of your acknowledgements page.
- All costs associated with the assignment are borne by you, the student. If an organisation or individual does give you a lot of help then it would normally be a courtesy for you to send them a copy of your final project, or, at least an executive summary.

4. OFFICIAL FRAMEWORK DEADLINES

4.1 Process and regulations.

NB: All work to be handed in by 1600 hours (4PM CET) on the due date

The process begins during every block with Research Topic, and in block 2 or 6, when the Research Methodology & Quantitative Methods module begins; from the beginning you need to start thinking about possible research topic areas that are appropriate for a Bachelor level GA/FP. Allocation of a Field Specialist is done on the basis of your research topic and area.

Your project is marked by your Academic Supervisor and second–marked by another external second marker from another institution/organisation. Finally, a sample of the marked projects is sent to the External Examiners for their assessment as a matter of quality control and assurance. The final stage of the assessment process is the Graduation & Examination Board.

4.1.1 Regulations for late submissions / extensions to the deadline

Late submission of your thesis should be avoided. However, circumstances can arise which make a late submission inevitable. These circumstances must be acceptable as reasons for a late submission. If they include illness or injury, a medical certificate will normally be required. Late submission will not be condoned for such reasons as printer error, computer failure, late binding or poor time management. Students should not be printing their work during the week it is scheduled to be handed in. It is recommended to print draft copies as you proceed in order to avoid problems.

4.1.2 Regulations concerning mitigating circumstances

As with all modules, the Final Project is covered by the general assessment regulations concerning mitigating circumstances. If you feel that your project performance is being affected by adverse circumstances (for example, prolonged debilitating illness, or stress due to unavoidable personal circumstances) then you can apply for an extension. You should not be applying for an extension and at the same time submitting a mitigating circumstances form. Your mitigating circumstances must first be taken into account before determining whether you meet the requirements for an extension or not; these should be indicated on the extension request form. You need to discuss with / report to your Academic Supervisor any difficulties AS EARLY AS POSSIBLE with regard to the possibility of extensions. You should be able to foresee if you require an extension well in advance of the submission deadline (usually at least a week before). Normally you will be required to produce evidence that you have suffered from adverse circumstances.

4.1.3 Plagiarism

A formal session on plagiarism is held during Induction Week. Plagiarism is a serious academic offence. Whether intentional or unintentional, plagiarism is a form of cheating in which an individual gains or seeks to gain an unfair academic advantage. It includes the use of another author's words verbatim, summarising or paraphrasing another person's argument or line of thinking, or use of a particularly apt phrase without proper attribution. When working with ideas and concepts that are not familiar to you, the temptation for some students to lift words or sections of text from other sources is great. Write in your own words because using the words or ideas of others without a

reference (either using quotation marks and/or sourcing the author(s)) will lead to accusations of plagiarism. Learn about plagiarism and other forms of academic misconduct in Part 5 of the EEG.

Academic Supervisor s are generally familiar with differences between the writing style of students and experienced authors. Turnitin, a software that monitors plagiarism, is available and used by the school to detect any suspected cases of plagiarism. The software compares the writing used within a thesis to other sources, for example, websites on the Internet, journal articles, books, and other student work from other universities.

We have had recent experience of a plagiarised GA/FP. For both the students involved in plagiarism cases, and the Examination and Graduation Board of the University that convenes to review such cases, it is not a pleasurable experience. A guilty finding jeopardizes a student's whole degree.

Please remember that the generation of false primary data is also a serious academic offence. You should keep all primary data derived from surveys and interviews (whether in paper, electronic or taped form) as you may be required to produce this as evidence in the event of a challenge to the veracity of your results. The school may run random checks among all students with regard to their primary data. All students will be required to run their project through the Turnitin plagiarism software; this is considered as part of the formal submission requirements. Further details of the Turnitin submission will be provided as part of the module workshop materials, and clear instructions will be provided under the project module on Wittenborg Online as to how and when to submit your GA/FP through Turnitin.

4.2 GA/FP Lectures/workshops

Some seminar lectures will be designed to generally support your research efforts on the research process and on topics specifically intended to support the GA/FP. For example:

- The concept of research and the research process
- Types of research projects
- Inquiry paradigms
- Literature review and secondary data
- Developing and planning RPs
- Setting research aims and objectives
- Characteristics and principles of qualitative research
- Characteristics and principles of quantitative research
- Data Analysis
- Writing Up the project

5. GA / FP CHECKLIST - FORMATTING AND SUBMISSION GUIDELINES

5.1 Manuscript Formatting Checklist

This checklist at the end of the general points is <u>**very**</u> important!

- I. Is your GA/FP paginated correctly?
- II. Did you use your full and official name on the title page, copyright page?
- III. Are the titles on the title and abstract pages exactly the same?
- IV. Are your margins correct?
- V. Did you attach your approved RP as an appendix item?
- VI. Did you submit two properly bound (tape binding only) copies of your GA/FP to the front desk before the deadline (See GA/FP planning in the GA/FP Handbook)?
- VII. Did you submit the Graduation clearance form before the deadline?
- VIII. Is the 'statement of originality' of work added after the title page?

5.1.1 GA/FP FORMATTING CHECKLIST

☐ **Order:** Title page, Abstract, Dedication (optional), Acknowledgement page (optional), Table of Contents, List of Tables, List of Figures, Manuscript, References, Appendices, Abridged Manuscript

☐ **Format:** use the Harvard Style Referencing

☐ **Font:** 12 point type, Times New Roman font or 11 point type, Arial.

☐ **Justification:** Left justified format is required (except for Title Page), do not use right or full justified margins

☐ **Margins:** Top, Right and Bottom margins 1", Left margin 1.5" to allow room for binding

  o Title page, and first page of each Chapter: Top Margin 2"

☐ **Page numbers:** bottom center of each page, at least 3/4" from the edge of the paper.

  o Prefatory pages (Title page, Abstract, Acknowledgements Page, Table of Contents, List of Tables, List of Figures) should be numbered with lowercase Roman numerals.

  o The page number should be omitted from the Title Page; the second page (Abstract/Executive Summary) should be labelled i.

  o Main body pages are to be numbered using Arabic numerals. The first page of the main body text should start with 1.

  o Continue page numbering through all of the references and appendices.

☐ **Title page:** Use the template in the Dissertation Handbook see figure 1. The title must be 10 words or less, and double spaced. The title begins 2" from the top of the page. Insert your name, but do not include any degrees. <u>The date should be the month and year the manuscript submitted for marking</u>.

☐ **Abstract /** Executive Summary: Should be maximum of one page or less.

☐ **Acknowledgements page:** Optional page, see other GA/FP.

☐ **Table of Contents, List of Tables, List of Figures:** double space see other GA/FP.

☐ **Chapter headings:** Consult the GA/FP handbook for detailed information about how to label chapters. Begin chapters on a new page. Begin "CHAPTER 2" from the top of the page. Center the word "CHAPTER" in all CAPS followed by the Roman Numeral of one, as follows: "CHAPTER I". Double space and center the chapter title in all CAPS – "**INTRODUCTION**" Bold. Chapter subheadings should follow Harvard Headings guidelines.

☐ **Main body text:** Mostly <u>double spaced</u> with a few exceptions. Table/Figure headings and long quotes may be single spaced.

☐ **Paragraphs:** Wherever possible, avoid beginning a new paragraph at the bottom of a page or ending a paragraph at the top of a page, unless at least two lines of text can be included in each case.

☐ **References:** Single space references, following the Harvard style. Use hanging indents (the first line begins at the margin and subsequent lines are indented).

☐ **Appendix:** Retain the same margins as in the rest of the GA/FP. Typeface should be the same or similar to what is used in the rest of the document. The style of tables and figures should confirm to Harvard Style guidelines. Include Appendices in the Table of Contents.

5.2 Business Plan to do list

Map and title page
Foreword (personal)
Table of contents
Preliminary details (Contact information; Professional advisers; Definitions and legal notice)
Executive Summary
Ch. 1 The company
The Business Idea – History / Current Status
The Vision Statement
Mission Statement
Products and services
Legal status and ownership
Basic corporate information
Company structure and Human Resources
Company Culture
Ch. 2 Industry Analysis (Primary and secondary data/literature review)
2.1 Industry definition
2.2 Industry size, growth and sales projections
2.3 Industry characteristics
2.4 Industry trends
Ch. 3 Market Analysis (Primary and secondary data/literature review)
3.1 Market segmentation and target market selection
3.2 Buyer behaviour
3.3 Competitor analysis
3.4 Estimation of annual sales and market share
Ch. 4 Marketing Plan

4.1 SWOT Analysis

4.2 Market strategy

4.2.1 Position strategy

4.2.2 Points of differentiation

4.3 Pricing strategy

4.4 Sales process and promotion mix

4.5 Distribution and sales

Ch. 5 Operations and Product Development Plan

5.1 Operations plan

5.2 Product (or service) development plan

5.3 HR Plan

Ch. 6 Financial analysis

6.1 Start Up Expenses

6.2 Assumptions sheet

6.3 Pro forma financial statements

6.3.1 Opening Day Balance Sheet (beginning of the year)

6.3.2 Profit and Loss projection (12 Months)

6.3.3 Cash flow (12 Months)

6.3.4 Projected balance sheet (end of year)

6.4 Ratio analysis

6.5 Break Even Analysis

6.6 Profit Projection (4 years)

Conclusion and Recommendations

Literature review (part of market and industry analysis)

Appendices (specification of the operational plan and financial statements, etc.)

5.3 Consultancy Report to do list

1. Introduction
2. Letter of understanding (formulation of problem and Gap).
   a. Consultation with client, and scope and objectives of the project.
   b. Clarify the objectives, and proposed deliverables are to be stated.
   c. Formulation of the problem and definition of the research question.
   d. Formulation of type of consultancy assignment.
3. Analysis of problem and conceptual framework.
   a. Internal analysis
   b. External analysis
   c. Use of models/frameworks (etc. BCG, INK, Change models, cost analysis models, Value chain models).
4. Literature review (see information under academic research)
5. Methodology and research methods (see information under academic research)
   a. The type of consultancy assignment must be highlighted and explained.
6. Timelines and milestones
7. Analysis and results (see section under academic research)
8. Conclusions and recommendations
9. References
10. Appendices

6. THE OFFICIAL PROCESS AND DEADLINES FOR GRADUATION

Graduation Clearance Form Guidelines

No student is allowed to upload and defend their Graduation Assignment/Final Project unless they have uploaded a completed and signed clearance form at the time of submission of the final version (the deadline is same for the final version GA/FP submission and clearance form). The clearance form shows that a student has completed all the required exams except the Final Project and have achieved 220 EC Credits, and paid all outstanding dues to the institution.

- The Clearance Form should be used as a standard graduation procedure.

- A scanned copy of the properly filled and signed Clearance Form by all departments should be uploaded by the student in the IBA/HBA GA/FP online area before the deadline of the final Version. (Check module online area for exact time and date).

- Once a list of students has been established on the Tuesday of Week 6, the list is added to the agenda item of the GA/FP Presentations, both on the Student Timetable and the Central Agenda. GA presentations are always planned on the Friday of Exam Week each block with the exception of retake blocks.

- Students must submit two properly bound (NO SPIRAL BINDING) copies of their GA/FP at least 3 days before the presentation. You can hand them in to the Front Desk at LvM 500.

- As part of the clearance process students need to certify to the following: That the submitted work is my own work, was completed while registered as a student for the degree stated on the title page, and I have not obtained a degree elsewhere on the basis of the research presented in this submitted work. Where the submitted work is based on work done in conjunction with others, I certify that a substantial part is my own original work, the extent of which is indicated in the title page of the submitted work. No part of my thesis has been accepted or is currently being submitted for any degree, diploma or certificate or other qualification in this University or elsewhere. This will be included in the graduation clearance form.

Note: Please indicate if you would like to make use of any special arrangements / equipment for your presentation. You must arrange this through your academic at least one week in advance from the time of presentation.

Graduation Clearance Form

It is obliged for students who wish to graduate to have this clearance form signed by relevant departments before the final version GA/FP Upload. With their signature, each department has agreed on clearance for the student to proceed to graduation.

Student name:... Student number:............................

Student Signature .... Planned graduation block/date: ....

1. Education Department, represented by the student's Process Tutor (all EC except for the Graduation Module achieved)

Name:..

Date:.................................... Signature: ....

2. Housing Department, represented by the Housing Manager

Name:..

Date: ....Signature:..

3. Book lending, represented by the Book lending Manager

Name:..

Date: .... Signature: ....

4. Financial Department, represented by the Student Registrar

Name: ....

Date: .... Signature:...

Office Use Only

Approval for defense by the Examination and Graduation Board, represented by the Chairperson

Name:...

Date: .... Signature:...

Notes - Graduation Planning:

1. This GA/FP planning schedule is for full-time study in order to achieve 20 EC's. According to this planning, the students who are working full-time on their GA can complete it in-time. Students working part-time, or completing any other study requirements, should consider extra time and must discuss this clearly with their Academic Supervisor and Process Academic Supervisor .

2. Only those students who have started their work before the summer (from block 7) can graduate in Block 1.

3. Students should make sure that the submitted content is not a draft and/or final draft but the absolute final error-free version, <u>before</u> they press the submission button on the deadline for submitting any part and/or final version GA.

4. Students must develop their own planning for each chapter of the GA, data collection and/or analysis to write initial draft versions. These drafts should be used to develop final versions which should be uploaded before the submission deadlines.

5. Students must submit two properly bound copies of their GA/FP at least 3 days before the presentation/oral defense of the GA/FP. You can hand them in to the Front Desk.

6. Block Weeks mentioned in this schedule are the standard 6 weeks of each block **excluding any Introduction Weeks (IW), Study Weeks (SW) and Catch-up Weeks** mentioned in any block in the year calendar. Please check the GA / FP module online area for the specific days and times for upload deadlines!

7. The Turnitin Upload area for GA Final Version of a block CLOSES at **4PM CET (16:00 hours Dutch Time) on the Monday of Week 4 of a block**. Once it's closed, it will become hidden to students and the upload area in the next block will open. If you miss the deadline you will need to submit in the next block's submission area.

8. Technical errors: Make sure that you attempt your upload well before the deadline. If there is an error, you are obliged to contact the Front Desk immediately for help

9. No feedback will be provided without uploading the report through the standard system. No submissions via email.

10. Graduation Ceremonies (2 per academic year) are planned in as follows:

   ▪ 2nd Week Friday of Retake Block 4

   ▪ 2nd Week Friday of Retake Block 8

Graduation Opportunity 1, (Block 1)		
Day	Block Week	Deadlines
Block 7 (previous academic year)		
Monday	Block 7, Week 1	Approval of passed RP by the Academic Supervisor for the official start of GA
Monday	Block 7, Week 3	Deadline for submission of final version Ch. 1 -3 Including the Questionnaire
Friday	Block 7, Week 4	Academic Supervisor Feedback on Ch. 1 & 2 + Meeting on Student Request if necessary
Monday	Block 7, Week 6	Submission of Research Instruments/Framework, Model /Ethical Issues etc. or Final draft
Block 1		
Friday	Block 1, Week 1	2nd Feedback and/or Meeting on Student Request if necessary
	Block 1, Week 2	Student working on Final Version based on feedback
	Block 1, Week 3	
Monday	Block 1, Week 4	Final Version Submission Deadline
Monday	Block 1, Week 6	Approval Examination Board (EB)
Tuesday	Block 1, Week 6	Approval for defence EB + Presentation Schedule announcement
Friday	Block 1, Week 6	Graduation Presentation
Graduation Opportunity 2, (Block 2)		
Day	Block Week	Deadlines
Block 1		
Monday	Block 1, Week 1	Approval of passed RP by the Academic Supervisor for the official start of GA
Monday	Block 1, Week 3	Deadline for submission of final version Ch. 1 -3 Including the Questionnaire
Friday	Block 1, Week 4	Academic Supervisor Feedback on Ch. 1 & 2 + Meeting on Student Request if necessary
Monday	Block 1, Week 6	Submission of Research Instruments/Framework, Model /Ethical Issues etc. or Final draft
Block 2		
Friday	Block 2, Week 1	2nd Feedback and/or Meeting on Student Request if necessary
	Block 2, Week 2	Student working on Final Version based on feedback
	Block 2, Week 3	
Monday	Block 2, Week 4	Final Version Submission Deadline
Monday	Block 2, Week 6	Approval Examination Board (EB)
Tuesday	Block 2, Week 6	Approval for defence EB + Presentation Schedule announcement
Friday	Block 2, Week 6	Graduation Presentation

Graduation Opportunity 3, (Block 3)		
Day	Block Week	Deadlines
Block 2		
Monday	Block 2, Week 1	Approval of passed RP by the Academic Supervisor for the official start of GA
Monday	Block 2, Week 3	Deadline for submission of final version Ch. 1 -3 Including the Questionnaire
Friday	Block 2, Week 4	Academic Supervisor Feedback on Ch. 1 & 2 + Meeting on Student Request if necessary
Monday	Block 2, Week 6	Submission of Research Instruments/Framework, Model /Ethical Issues etc. or Final draft
Block 3		
Friday	Block 3, Week 1	2nd Feedback and/or Meeting on Student Request if necessary
	Block 3, Week 2	Student working on Final Version based on feedback
	Block 3, Week 3	
Monday	Block 3, Week 4	Final Version Submission Deadline
Monday	Block 3, Week 6	Approval Examination Board (EB)
Tuesday	Block 3, Week 6	Approval for defence EB + Presentation Schedule announcement
Friday	Block 3, Week 6	Graduation Presentation
Graduation Opportunity 4, (Block 5)		
Day	Block Week	Deadlines
Block 3		
Monday	Block 3, Week 1	Approval of passed RP by the Academic Supervisor for the official start of GA
Monday	Block 3, Week 3	Deadline for submission of final version Ch. 1 -3 Including the Questionnaire
Friday	Block 3, Week 4	Academic Supervisor Feedback on Ch. 1 & 2 + Meeting on Student Request if necessary
Monday	Block 3, Week 6	Submission of Research Instruments/Framework, Model /Ethical Issues etc. or Final draft
Block 5		
Friday	Block 5, Week 1	2nd Feedback and/or Meeting on Student Request
	Block 5, Week 2	Student working on Final Version based on feedback
	Block 5, Week 3	
Monday	Block 5, Week 4	Final Version Submission Deadline
Monday	Block 5, Week 6	Approval Examination Board (EB)
Tuesday	Block 5, Week 6	Approval for defence EB + Presentation Schedule announcement
Friday	Block 5, Week 6	Graduation Presentation

Graduation Opportunity 5, (Block 6)		
Day	Block Week	Deadlines
Block 5		
Monday	Block 5, Week 1	Approval of passed RP by the Academic Supervisor for the official start of GA
Monday	Block 5, Week 3	Deadline for submission of final version Ch. 1 -3 Including the Questionnaire
Friday	Block 5, Week 4	Academic Supervisor Feedback on Ch. 1 & 2 + Meeting on Student Request if necessary
Monday	Block 5, Week 6	Submission of Research Instruments/Framework, Model /Ethical Issues etc. or Final draft
Block 6		
Friday	Block 6, Week 1	2nd Feedback and/or Meeting on Student Request if necessary
	Block 6, Week 2	Student working on Final Version based on feedback
	Block 6, Week 3	
Monday	Block 6, Week 4	Final Version Submission Deadline
Monday	Block 6, Week 6	Approval Examination Board (EB)
Tuesday	Block 6, Week 6	Approval for defence EB + Presentation Schedule announcement
Friday	Block 6, Week 6	Graduation Presentation
Graduation Opportunity 6, (Block 7)		
Day	Block Week	Deadlines
Block 6		
Monday	Block 6, Week 1	Approval of passed RP by the Academic Supervisor for the official start of GA
Monday	Block 6, Week 3	Deadline for submission of final version Ch. 1 -3 Including the Questionnaire
Friday	Block 6, Week 4	Academic Supervisor Feedback on Ch. 1 & 2 + Meeting on Student Request if necessary
Monday	Block 6, Week 6	Submission of Research Instruments/Framework, Model /Ethical Issues etc. or Final draft
Block 7		
Friday	Block 7, Week 1	2nd Feedback and/or Meeting on Student Request if necessary
	Block 7, Week 2	Student working on Final Version based on feedback
	Block 7, Week 3	
Monday	Block 7, Week 4	Final Version Submission Deadline
Monday	Block 7, Week 6	Approval Examination Board (EB)
Tuesday	Block 7, Week 6	Approval for defence EB + Presentation Schedule announcement
Friday	Block 7, Week 6	Graduation Presentation

7. SUPERVISION OF THE GA/FP

Supervisors are normally members of the academic staff within the Examination and Education board. They will be allocated according to various criteria including their familiarity with the propose topic, their knowledge of the relevant methodologies, their experience in conducting and supervising research projects, and their workloads. Each student is entitled to support from their supervisor. Supervisors will normally be supervising a number of students, so the total time available should, as far as possible, be divided equally between their supervisees. Academic Supervisor s are allocated a maximum of **12 hours per student** for supervision that includes marking; consequently, when you use your Academic Supervisor's time, use it wisely. This does not necessarily mean that supervisors will support their supervisees in one–to–one Academic Supervisorial; different Academic Supervisor s and students prefer different methods, and very often you will gain more from being part of a small Academic Supervisorial group than from one–to–one support, especially in the early stages of your research. It is the responsibility of students to make mutually agreeable arrangements with their supervisor. Students can see other Academic Supervisor s for advice; however, this is at the discretion of the other Academic Supervisors.

Keep your supervisor up to date if you discuss aspects of your research with another Academic Supervisor. We strongly advise you to see your supervisor regularly and together to follow a structured and planned approach to the dissertation along the lines that we are suggesting in this document. Students who do poorly on the dissertation are usually the ones who have failed to meet regularly with their supervisor, and who have not followed a systematic plan. Supervisors are advised to keep details of attendance for each supervisee. We strongly advise you to keep a similar record detailing what was discussed and the actions you need to take. The following highlights the standard level of supervision that students should receive from the school.

7.1 Academic Supervisor / Student Supervision

Students can expect the following level of supervision from their Academic Supervisor:

- Supervisors will make themselves available for appropriate Academic Supervisorial times in normal office hours during semester times (normally not during the Easter/ Summer break periods as some supervisors will take annual leave at such times). Discuss supervisory arrangements with your supervisor at the first meeting.
- If you choose to complete your project at a distance (i.e. you are unable to come into the University for supervisory meetings) this can impact upon the effectiveness of the support and guidance that supervisors will be able to offer. If you are planning to be away from the campus and unable to attend face-to-face Academic Supervisorial, please liaise with your supervisor and agree on the support that they will be able to offer at a distance.
- Supervisors will normally review in depth one chapter of the thesis. This chapter can be the student's choice; however, the vast majority of students choose the literature review as this comes early on in the process and students generally want to receive some feedback at this stage. Students should submit a word-processed full draft of their chosen chapter. Supervisors are normally expected to review the chosen chapter once, and should not be expected to keep reviewing re-submitted versions of the same chapter.
- Supervisors should normally review a draft chapter and return it to the student within a few working days (3-5 days) with an appropriate level of feedback.

- Supervisors will provide advice and guidance on appropriate research methodologies. It is expected that students will also attend relevant lectures to support their research as well as reviewing various research methods texts.
- Supervisors will notify students in advance of any leave they wish to take during semester time. At various times, some supervisors may be out of the school for reasons such as attending conferences, placement visits and other University business. If this absence results in the supervisor being out of the office during term time for more than 5 working days, the supervisor should make appropriate cover arrangements, and notify each student.
- Supervisors are allocated a total of 12 hours per year per student, which includes marking. Supervisors can expect the following from each of their students:
- Regular, punctual attendance at Academic Supervisorial meetings. Try to avoid 'dropping in' to supervisor's offices and quickly asking for advice since the supervisor may need time to reflect on your questions.
- Students must come fully prepared to Academic Supervisorial meetings, which means that you have read around the subject area, and / or have drafts of material that need to be consulted.
- Students should advise supervisors with regard to their holiday plans and general availability throughout the research process.
- Students should keep supervisors up to date with any problems that may interfere with the deadline or the successful completion of the thesis.
- Students should openly communicate with their supervisor on any other problems or fears with regard to their project.
- Students should develop a regular time line for their project research process.
- Students should not leave the project until the end of the academic year as this places unreasonable supervisory demands on Academic Supervisors. Supervision is available at appointed times only and Academic Supervisor s cannot be expected to condense supervision into a couple of months, particularly as they may be on annual leave.

8. ASSESSMENT CRITERIA

8.1 Assessment criteria for the Academic research graduation assignment

Assessment Criteria and Feedback 2015/16 (Please highlight appropriate criteria)

IBA/BHM Graduation Assignment / Final Project GA32

WITTENBORG

Name of the Student: Student Number: Tutor (first marker):   Second Marker:

Criteria/Grade	Design and conceptualisation of project	Intellectual engagement, knowledge and understanding	Methodology and research methods	Analysis and Evaluation	Structure, organisation and presentation	Oral Defense
0 – 54% Unsatisfactory - inadequate (Fail)	Unsatisfactory and inadequate research design and conceptualisation, very weak / very limited engagement with theory. Unsatisfactory and inadequate attempt to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are insufficiently grounded in the wider literature. Design and conceptualization of the research demonstrates a very poor level of understanding within the confines of the project's aims and objectives and in relation to the expectations for the level of study.	Unsatisfactory and inadequate understanding of and engagement with theory, frameworks and debates. Inadequate recognition of seminal works, chronology and contested aspects of the wider literature, providing an unsatisfactory grounding for the aims, objectives, research approach and methods of the study. Significant inaccuracies and / or misunderstandings evident. Inadequate identification of gaps in knowledge.	Inadequate justification for and explanation of methods adopted with insufficient links made to the literature review and research questions. Very weak / unsatisfactory recognition of limitations, potential bias and ethical issues.	Analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research are purely descriptive demonstrating inadequate understanding of reflectivity in relation to the theoretical and conceptual frameworks adopted. Analysis of the research outcomes / findings is inadequate within the context of the original aims and objectives of the project. Inadequate conclusions and/ or recommendations discussed to an unsatisfactory level within the context of the outcomes / findings. Inadequate recognition of limitations and areas for further enquiry.	Very poor standard of organisation, structure and presentation of the project. Very poor standard of written and/or visual communication. Very poor compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some serious grammatical errors and omissions in the references / bibliography.	Poorly structured presentation and communication of the core issues reviewed in the project. Poor delivery, unclear tone, style and posture. Poor choice of slides and slide structure. Inadequate command of the english language, leading to poor grammar and vocabulary choices.
55 – 64% Adequate to sound	Adequate to sound research design and conceptualisation, which engages with theory. Standard to limited attempt to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to an adequate / sound level. Design and conceptualization of the research demonstrates an adequate to sound critical approach within the confines of the project's aims and objectives.	Adequate to sound understanding of and engagement with theory, frameworks and debates. Some contextualisation and recognition of seminal works, chronology and contested aspects of the wider literature but heavy reliance on a limited number of sources providing a standard grounding for the aims, objectives, research approach and methods of the study. Standard identification of gaps in knowledge.	A standard justification for and explanation of methods adopted with links made to the literature review and research questions. Standard recognition of limitations, potential bias and ethical issues.	Some but limited evidence of analysis, synthesis, evaluation and appraisal of the outcomes / findings of the research demonstrating some understanding of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed to a standard level within the context of the original aims and objectives of the project. Sound conclusions and/ or recommendations discussed to a standard level within the context of the outcomes / findings. Standard recognition of limitations and areas for further enquiry.	Suitable organisation, structure and presentation of the project. Sound written and/or visual communication. Standard compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some minor grammatical errors and omissions in the references/bibliography.	Adequately structured presentation and communication of the core issues reviewed in the project. Basic delivery, clear tone, style and posture. Adequate choice of slides and slide structure. Sufficient command of the english language, leading to adequate grammar and vocabulary choices.
65-74% Good to very good	Good to very good research design and conceptualisation, with potential to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to a good to very good level and have generally been achieved to a good to very good standard. Design and conceptualization of the research is at times ambitious with good evidence of a critical approach within the confines of the project's aims and objectives.	Good to very good engagement with theory, frameworks and debates. Clear and at times insightful recognition of seminal works, chronology and contested aspects of the wider literature, providing a very good grounding for the aims, objectives, research approach and methods of the study. Good to very good identification of gaps in knowledge.	Good to very good justification for methods adopted, with clearly discussed in the context of the literature review and research questions. Good to very good recognition of limitations, potential bias and ethical issues.	Good to very good quality analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating very good level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed to a very good level within the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to a good to very good level within the context of the outcomes / findings. Good to very good, informed recognition of limitations and areas for further enquiry	Good to very good organisation, structure and presentation of the project. Good to very good quality written and/or visual communication. Good to very good compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Few grammatical errors and isolated omissions in the references/bibliography.	Good structure, presentation and communication of the core issues reviewed in the project. Good delivery, clear tone, style and posture. Adequate choice of slides and slide structure. Sufficient command of the english language, leading to adequate grammar and vocabulary choices
75 – 84% Excellent	An excellent research design and conceptualisation, which expands, redefines and/ or contributes to existing knowledge/ practice to a very high level. Aims and objectives are critically grounded in the wider literature and have been achieved to an excellent level. Design and conceptualization of the research is ambitious with excellent evidence of a critical approach within the confines of the project's aims and objectives.	In depth understanding and engagement with theory, frameworks and debates in a convincing narrative form. Excellent recognition of seminal works, chronology and contested aspects of the wider literature, providing an excellent grounding for the aims, objectives, research approach and methods of the study. Excellent identification of gaps in knowledge.	Excellent justification for methods adopted, clearly and critically discussed and explained in the context of the literature review and research questions. Methods adopted are appropriate for the research questions, with excellent recognition of limitations, potential bias and ethical issues.	High to very high quality critical analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating an excellent level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are convincingly discussed in the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to an excellent level within the context of the outcomes / findings. Excellent recognition of limitations and areas for further enquiry.	Excellent organisation, structure and presentation of the project. Excellent written and/or visual communication. Excellent compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). No / few grammatical errors or omissions in the references/bibliography.	Excellent structure, presentation and communication of the core issues reviewed in the project. Very good delivery, clear tone, style and posture. Excellent choice of slides and slide structure. Very high command of the english language, leading to good grammar and vocabulary choices
85-100% Outstanding	Outstanding research design and conceptualization, which clearly expands, redefines and/ or contributes to existing knowledge/ practice. Aims and objectives are critically grounded in the wider literature and have been achieved to an exceptional level. Design and conceptualization of the research is extremely coherent, ambitious and original with outstanding evidence of a critical approach within the confines of the project's aims and objectives.	Exceptional critical engagement with theory, frameworks and debates in a stimulating and rigorous narrative form. Exceptional recognition of seminal works, chronology and contested aspects of the wider literature, providing an outstanding grounding for the aims, objectives, research approach and methods of the study. Outstanding understanding of the gaps in knowledge.	Outstanding justification for methods adopted, clear and critically explained demonstrating a sophisticated very high quality level of analysis in the context of the literature review and research questions. Methods adopted are appropriate for the research questions, with exemplary recognition of limitations, potential bias and ethical issues.	Outstanding critical analysis, synthesis, and evaluation of the outcomes/ findings of the research, demonstrating an exceptional level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings have been critically and comprehensively discussed in the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to an exceptional level within the context of the outcomes / findings. Outstanding recognition of limitations and areas for further enquiry.	Exceptional organisation, structure and presentation of the project. Outstanding written and/or visual communication with exceptional narrative style and structure. Exemplary compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography) No / few grammatical errors or omissions in the references/bibliography.	Outstanding structure, presentation and communication of the core issues reviewed in the project. Exceptional delivery, clear tone, style and posture. Excellent choice of slides and slide structure. Outstanding command of the english language, leading to excellent grammar and vocabulary choices

First and Second Marker comments

Agreed Mark …………% (subject to ratification by the Examination Board)

1st Marker's signature ……………………………………………………   2nd Marker's signature ……………………………………………………   Date ……………

If referred the following points must be addressed, you must make it explicit to the tutor how you have addressed the referral requirements via a summary report to be included with the re-submitted final project

8.2 Assessment criteria for the Business Plan

Criteria/Grade	Design & conceptualisation of project	Intellectual engagement, knowledge & understanding	Methodology & research methods (Industry, Market, Operations)	Analysis & Evaluation (Recommendations)	Structure, organisation & presentation	Feasibility & Implementation Plan (Marketing Plan, Operations Plan, Financial Plan)
0 – 54% Unsatisfactory – inadequate (Fail)	Unsatisfactory and inadequate research design and conceptualisation, very weak / very limited engagement with theory. Unsatisfactory and inadequate attempt to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are insufficiently grounded in the wider literature. Design and conceptualization of the research demonstrates a very poor level of understanding within the confines of the project's aims and objectives and in relation to the expectations for the level of study.	Unsatisfactory and inadequate understanding of and engagement with theory, frameworks and debates. Inadequate recognition of seminal works, chronology and contested aspects of the wider literature, providing an unsatisfactory grounding for the aims, objectives, research approach and methods of the study. Significant inaccuracies and / or misunderstandings evident. Inadequate identification of gaps in knowledge.	Inadequate justification for and explanation of methods adopted with insufficient links made to the literature review and research questions. Very weak / unsatisfactory recognition of limitations, potential bias and ethical issues.	Analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research are purely descriptive demonstrating inadequate understanding of reflectivity in relation to the theoretical and conceptual frameworks adopted. Analysis of the research outcomes / findings is inadequate within the context of the original aims and objectives of the project. Inadequate conclusions and/ or recommendations discussed to an unsatisfactory level within the context of the outcomes / findings. Inadequate recognition of limitations and areas for further study.	Very poor standard of organisation, structure and presentation of the project. Very poor standard of written and/or visual communication. Very poor compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some serious grammatical errors and omissions in the references / bibliography.	The business plan is infeasible, it is impossible to implement. Unsatisfactory presentation and understanding of marketing plan, operations and product development plan and financial analysis. No actual data (primary or secondary) from the industry has been used. Significant inaccuracies and / or misunderstandings evident. The business plan cannot be executed or implemented.
55 – 64% Adequate to sound	Adequate to sound research design and conceptualisation, which engages with theory. Standard to limited attempt to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to an adequate / sound level. Design and conceptualization of the research demonstrates an adequate to sound critical approach within the confines of the project's aims and objectives.	Adequate to sound understanding of and engagement with theory, frameworks and debates. Some contextualisation and recognition of seminal works, chronology and contested aspects of the wider literature but heavy reliance on a limited number of sources providing a standard grounding for the aims, objectives, research approach and methods of the study. Standard identification of gaps in knowledge.	A standard justification for and explanation of methods adopted with links made to the literature review and research questions. Standard recognition of limitations, potential bias and ethical issues.	limited evidence of analysis, synthesis, evaluation and appraisal of the outcomes / findings of the research demonstrating some understanding of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed to a standard level within the context of the original aims and objectives of the project. Sound conclusions and/ or recommendations discussed to a standard level within the context of the outcomes / findings. Standard recognition of limitations and areas for	Suitable organisation, structure and presentation of the project. Sound written and/or visual communication. Standard compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some minor grammatical errors and omissions in the references/bibliography.	Adequate feasibility of business plan, it should be possible to implement. A standard presentation and understanding of marketing plan, operations and product development plan and financial analysis. Overall the business plan should be suitable for implementation without too many issues.
65–74% Good to very good	Good to very good research design and conceptualisation, with potential to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to a good to very good level and have generally been achieved to a good to very good standard. Design and conceptualization of the research is at times ambitious with good evidence of a critical approach within the confines of the project's aims and objectives.	Good to very good engagement with theory, frameworks and debates. Clear and at times insightful recognition of seminal works, chronology and contested aspects of the wider literature, providing a very good grounding for the aims, objectives, research approach and methods of the study. Good to very good identification of gaps in knowledge.	Good to very good justification for methods adopted, with clearly discussed and explained in the context of the literature review and research questions. Good to very good recognition of limitations, potential bias and ethical issues.	Good to very good quality analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating very good level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed to a very good level within the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to a good to very good level within the context of the outcomes / findings. Good to very good, informed recognition of limitations and areas for further enquiry	Good to very good organisation, structure and presentation of the project. Good to very good quality written and/ or visual communication. Good to very good compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Few grammatical errors and isolated omissions in the references/bibliography.	Good to very good feasibility of business plan, the plan can be implemented. A good to very good presentation and understanding of marketing plan, operations and product development plan and financial analysis. Overall the business plan is very suitable for implementation without any issues.
75 – 84% Excellent	An excellent research design and conceptualization, which expands, redefines and/ or contributes to existing knowledge/ practice to a very high level. Aims and objectives are critically grounded in the wider literature and have been achieved to an excellent level. Design and conceptualization of the research is ambitious with excellent evidence of a critical approach within the confines of the project's aims and objectives.	In depth understanding and engagement with theory, frameworks and debates in a convincing narrative form. Excellent recognition of seminal works, chronology and contested aspects of the wider literature, providing an excellent grounding for the aims, objectives, research approach and methods of the study. Excellent identification of gaps in knowledge.	Excellent justification for methods adopted, clearly and critically discussed and explained in the context of the literature review and research questions. Methods adopted are appropriate for the research questions, with excellent recognition of limitations, potential bias and ethical issues.	High to very high quality critical analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating an excellent level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are convincingly discussed in the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to an excellent level within the context of the outcomes / findings. Excellent recognition of limitations and areas for further enquiry.	Excellent organisation, structure and presentation of the project. Excellent written and/or visual communication. Excellent compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). No / few grammatical errors or omissions in the references/bibliography.	Excellent feasibility of business plan, the plan can be implemented. An excellent presentation and understanding of marketing plan, operations and product development plan and financial analysis. Overall the business plan is excellent for implementation.
85–100% Outstanding	Outstanding research design and conceptualization, which clearly expands, redefines and/ or contributes to existing knowledge/ practice. Aims and objectives are critically grounded in the wider literature and have been achieved to an exceptional level. Design and conceptualization of the research is extremely coherent, ambitious and original with outstanding evidence of a critical approach within the confines of the project's aims and objectives.	Exceptional critical engagement with theory, frameworks and debates in a stimulating and rigorous narrative form. Exceptional recognition of seminal works, chronology and contested aspects of the wider literature, providing an outstanding grounding for the aims, objectives, research approach and methods of the study. Outstanding understanding of the gaps in knowledge.	Outstanding justification for methods adopted, clear and critically explained demonstrating a sophisticated very high quality level of analysis in the context of the literature review and research questions. Methods adopted are appropriate for the research questions, with exemplary recognition of limitations, potential bias and ethical issues.	Outstanding critical analysis, synthesis, and evaluation of the outcomes/ findings of the research, demonstrating an exceptional level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings have been critically and comprehensively discussed in the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to an exceptional level within the context of the outcomes / findings. Outstanding recognition of limitations and areas for further enquiry.	Exceptional organisation, structure and presentation of the project. Outstanding written and/or visual communication with exceptional narrative style and structure. Exemplary compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography) No / few grammatical errors or omissions in the references/bibliography.	Exeptional feasibility of business plan, the plan can be implemented. Every detail has been worked out. An outstanding presentation and understanding of marketing plan, operations and product development plan and financial analysis. Overall the business plan is outstanding and would be able to get investors on board without hesitation.

Education & Examination Guide
Wittenborg University of Applied Sciences
Graduation Assignment & Final Project Handbook (Bachelor)

PART 8 | Page | 44

8.3. Assessment criteria for Consultancy Plan

	Assessment Criteria and Feedback 2015/16 (Please highlight appropriate criteria)								
	IBA/BHM Graduation Assignment / Final Project GA32/Consultancy Paper								
Name of the Student:		Student Number:		Tutor (first marker):		Second Marker:			

	Letter of understanding Formulations of problem and Gap	Analysis of problem and conceptual framework	Literature Review	Methodology and research methods	Managing the project (Timelines and milestones)	Analysis and Results	Conclusion and recommendations	Structure, organisation and presentation	Oral Presentation
	1Consultation with client and scope and objectives of the project 2. Clarity with which the objectives and proposed deliverables are stated 3. Formulation of the problem and (definition of the research question) 4. Formulation of type of consultancy assignment	1. Internal analysis 2. External analysis (Use of models/frameworks etc. BCG, INK, Change models, cost analysis models, Value chain models)	1. Existing literature 2. Related research	1. The type of consultancy assignment needs to be properly defined and the how of the plan needs to be fully developed					
0 – 54% Unsatisfactory - inadequate (Fail)	Unsatisfactory and inadequate understanding of the problem or gap under review. Unsatisfactory and inadequate attempt to expand, refine and/ or contribute to existing knowledge/ practice. Aims and objectives are insufficiently grounded in the wider literature. Design and conceptualization of the research demonstrates a very poor level of understanding within the confines of the project's aims and objectives and in relation to the expectations for the level of study.	Unsatisfactory and inadequate understanding of the problem or the relevant conceptual frameworks. Unsatisfactory and inadequate internal and external analysis and unsatisfactory and inadequate linkage to conceptual frameworks and models. Inadequate identification of gap/s in knowledge.	Unsatisfactory and inadequate understanding of and engagement with theory, frameworks and debates. Inadequate recognition of seminal works, chronology and contested aspects of the wider literature, providing an unsatisfactory grounding for the aims, objectives, research approach and methods of the study. Significant inaccuracies and / or misunderstandings evident. Inadequate identification of gaps in knowledge.	Inadequate justification for and explanation of methodology and methods adopted with insufficient links made to the literature review and research questions. Very weak / unsatisfactory recognition of limitations, potential bias and ethical issues.	Unsatisfactory and inadequate description of the evaluation process: planning, data collection, data analysis, reporting, facilitation of use, reporting and handling.	Analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research are purely descriptive demonstrating inadequate understanding of reflectivity in relation to the theoretical and conceptual frameworks adopted. Analysis of the research outcomes / findings is inadequate within the context of the original aims and objectives of the project.	Very poor conclusions and/ or recommendations discussed to an inadequate / limited level within the context of the outcomes / findings. Unsatisfactory recognition of limitations and areas for further enquiry.	Poor standard of organisation, structure and presentation of the project. Poor standard of written and/or visual communication. Poor compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some significant grammatical errors and omissions in the references / bibliography.	Poorly structured presentation and communication of the core issues reviewed in the project. Poor delivery, unclear tone, style and posture. Poor choice of slides and slide structure. Inadequate command of the english language, leading to poor grammar and vocabulary choices.
55 – 64% Adequate to sound	Adequate to sound understanding of the problem or gap under review. Standard to limited attempt to expand, refine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to an adequate / sound level. Design and conceptualization of the research demonstrates an adequate to sound critical approach within the confines of the project's aims and objectives.	Adequate to sound understanding of the problem/s and relevant conceptual framework/s. Some understanding of the internal and external analysis and the relevant models applicable. Some linkage to relevant frameworks and models. Standard identification of gaps in knowledge.	A basic justification for and understanding of and engagement with theory, frameworks and debate. Adequate recognition of seminal works, chronology and contested aspects of the wider literature, providing a satisfactory grounding for the aims, objectives, research approach and methods of the study. Some inaccuracies and / or misunderstandings evident. Adequate identification of gaps in knowledge.	Sufficient justification and explanation of methodology and methods adopted, with sufficient links made to the literature review and research questions. Adequate recognition of limitations, potential bias and ethical issues.	Sufficient description of the evaluation process: planning, data collection, data analysis, reporting, facilitation of use, reporting and handling.	Analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research are adequate demonstrating sufficient understanding of reflectivity in relation to the theoretical and conceptual frameworks adopted. Analysis of the research outcomes / findings is sufficient within the context of the original aims and objectives of the project.	Adequate conclusions and/ or recommendations discussed to a satisfactory level within the context of the outcomes / findings. Satisfactory recognition of limitations and areas for further enquiry.	Sufficient standard of organisation, structure and presentation of the project. Adequate standard of written and/or visual communication. Basic compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some grammatical errors and omissions in the references / bibliography.	Adequately structured presentation and communication of the core issues reviewed in the project. Basic delivery, clear tone, style and posture. Adequate choice of slides and slide structure. Sufficient command of the english language, leading to adequate grammar and vocabulary choices.
65-74% Good to very good	Good to very good research design and conceptualisation, with potential to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to a good to very good level and have generally been achieved to a good to very good standard. Design and conceptualization of the research is at times ambitious with good evidence of a critical approach within the confines of the project's aims and objectives.	Good to very good understanding of the problem/s and relevant conceptual framework/s. Good understanding of the internal and external context and the relevant models applicable. Good to very good linkage to relevant frameworks and models. Above average identification of gap/s in knowledge.	Good to very good justification for and understanding of theory,framework/s and debate. Good recognition of seminal works, chronology and contested aspects of the wider literature, providing a sound grounding for the aims and objectives, research approach and methods of the study. Few inaccuracies and / or misunderstandings evident. Good identification of gaps in knowledge.	Good to very good explanation of methodology and methods adopted, with sufficient links made to the literature review and research questions. Adequate recognition of limitations, potential bias and ethical issues.	Good to very good description of the evaluation process: planning, data collection, data analysis, reporting, facilitation of use, reporting and handling.	Good to very good quality analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating a good level of reflectivity with regards to, appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed at a reasonably high level within the context of the original aims and objectives of the project.	Good conclusions and/ or recommendations discussed to an excellent level within the context of the outcomes / findings. Good to very good, informed recognition of limitations and areas for further enquiry.	Good to very good organisation, structure and presentation of the project. Good compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Few grammatical errors and omissions in the references / bibliography.	Good structure, presentation and communication of the core issues reviewed in the project. Good delivery, clear tone, style and posture. Adequate choice of slides and slide structure. Sufficient command of the english language, leading to adequate grammar and vocabulary choices
75 – 84% Excellent	An excellent research design and conceptualization, which expands, redefines and/ or contributes to existing knowledge/ practice to a very high level. Aims and objectives are critically grounded in the wider literature and have been achieved to an excellent level. Design and conceptualization of the research is ambitious with excellent evidence of a critical approach within the confines of the project's aims and objectives.	In depth understanding and engagement with the problem/s and relevant conceptual framework/s. Excellent understanding of the internal and external context and the relevant models applicable. Very good linkage to relevant frameworks and models. Excellent identification of gap/s in knowledge.	Excellent justification for and understanding of theory,framework/s and debate. Very good identification of seminal works, chronology and contested aspects of the wider literature, providing a very good grounding for the aims and objectives, research approach and methods of the study. Minor to non-existent inaccuracies and / or misunderstandings evident. Excellent identification of gap/s in knowledge.	High to very high quality explanation of methodology and methods adopted, with sufficient links made to the literature review and research questions. Excellent recognition of limitations, potential bias and ethical issues.	Excellent description of the evaluation process: planning, data collection, data analysis, reporting, facilitation of use, reporting and handling.	High to very high quality critical analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating an excellent level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are convincingly discussed in the context of the original aims and objectives of the project.	Excellent conclusions and/ or recommendations are discussed to an excellent level within the context of the outcomes / findings. Excellent recognition of limitations and areas for further enquiry.	Excellent organisation, structure and presentation of the project. Very high standards of written and/or visual communication. Excellent compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). No discernable errors and omissions in the references / bibliography.	Excellent structure, presentation and communication of the core issues reviewed in the project. Very good delivery, clear tone, style and posture. Excellent choice of slides and slide structure. Very high command of the english language, leading to good grammar and vocabulary choices
85-100% Outstanding	Outstanding research design and conceptualization, which clearly expands, redefines and/ or contributes to existing knowledge/ practice. Aims and objectives are critically grounded in the wider literature and have been achieved to an exceptional level. Design and conceptualization of the research is extremely coherent, ambitious and original with outstanding evidence of a critical approach within the confines of the project's aims and objectives.	Exceptional critical engagement with the problem/s and relevant conceptual framework/s. Outstanding understanding of the internal and external context and the relevant models applicable. Exceptional demonstration of linkage to relevant frameworks and models. Outstanding understanding of the gaps in knowledge.	Outstanding justification for and understanding of theory,framework/s and debate. Exceptional identification of seminal works, chronology and contested aspects of the wider literature, providing an outstanding grounding for the aims and objectives, research approach and methods of the study. No discernable inaccuracies and / or misunderstandings evident. Outstanding identification of gap/s in knowledge.	Outstanding quality explanation of methodology and methods adopted, with sufficient links made to the literature review and research questions. Exceptional recognition of limitations, potential bias and ethical issues.	Exceptional description of the evaluation process: planning, data collection, data analysis, reporting, facilitation of use, reporting and handling.	Outstanding critical analysis, synthesis, and evaluation of the outcomes/ findings of the research, demonstrating an exceptional level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings have been critically and comprehensively discussed in the context of the original aims and objectives of the project.	Conclusions and/ or recommendations are discussed to an exceptional level within the context of the outcomes / findings. Outstanding recognition of limitations and areas for further enquiry.	Outstanding organisation, structure and presentation of the project. Exceptional standards of written and/or visual communication. Outstanding compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). No discernable errors and omissions in the references / bibliography.	Outstanding structure, presentation and communication of the core issues reviewed in the project. Exceptional delivery, clear tone, style and posture. Excellent choice of slides and slide structure. Outstanding command of the english language, leading to excellent grammar and vocabulary choices

First and Second Marker comments

Agreed Mark ....% (subject to ratification by the Examination Board)

1st Marker's signature .... 2nd Marker's signature .... Date ....

If referred the following points must be addressed, you must make it explicit to the tutor how you have addressed the referral requirements via a summary report to be included with the re-submitted final project.

Education & Examination Guide
Wittenborg University of Applied Sciences
Graduation Assignment & Final Project Handbook (Bachelor)

PART 8 | Page | 45

9. EXTENSION TO DEADLINES AND MITIGATING CIRCUMSTANCES

9.1 Mitigating Circumstances

During your University studies, you may have certain times when circumstances prevent you from performing to the best of your ability. This could be due to family problems, close personal bereavement, or illness. In the first instance, this should be discussed with the Academic Supervisor who will advise you.

9.2 Extension to Deadline

Normally, deadline work must not be missed. If, due to exceptional circumstances, you are unable to meet the deadline, you may request an extension using the appropriate form available from the School Office. Supporting evidence will normally be required when applications for extensions are made, such as a medical certificate, doctor's letter, death certificate, etc. The Exam Board is the only body who can authorize extensions. You may wish to make an appointment with your Academic Supervisor who can also help you complete the application and ensure that you have the relevant evidence.

Requests for extensions should normally be submitted in advance, at least three full working days before the deadline date. You must take the application with your supporting evidence to your Academic Supervisor.

9.3 Late Submission

Late submission is not normally condoned unless there are significant reasons ('mitigating circumstances'), and supported by written evidence. This includes absence from an assessment, failure to submit or undertake work, failure to submit work by the deadline, or poor performance.

The deadline date for submission of claims for mitigation is the last Thursday of the Block. If you hand work in late (that is, after the deadline, or the extended deadline if one was granted), the assignment receives a 'zero' mark on the feedback sheet. However, for the student's information, the Academic Supervisor will write the actual mark the work would have received (had it not been late) on the GA mark sheet.

9.4 Waiver of Tuition Fee

A student will be granted a waiver in the tuition fee of one block maximum only once in case of failure in their GA/FP. This waiver is not applicable to incomplete GA/FP and for those students who missed any of the three deadline submissions for GA/FP.

Education & Examination Guide
Wittenborg University of Applied Sciences
Graduation Assignment & Final Project Handbook (Bachelor)

PART 8 | Page | 46

THE EEG - PART 9
'EUROPEAN DIPLOMA SUPPLEMENT'

31 August 2018

CONTENTS

EUROPEAN DIPLOMA SUPPLEMENT

EXAMPLE: EUROPEAN DIPLOMA SUPPLEMENT OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Information identifying the holder of the qualification

1.1 Last name(s)

1.2 First name(s)

1.3 Date of birth (dd/mm/yyyy)

1.4 Student identification number or code (if available)

2. Information identifying the qualification

2.1 Name of qualification and (if applicable) title conferred

Bachelor in International Business Administration / IBA

2.2 Main field(s) of study for the qualification

General Management & Economics

2.3 Name and status of awarding institution (in original language)

Wittenborg University of Applied Sciences BV., private university of professional education recognised by the National Government, Ministerie van Onderwijs Nr: 25AY,

Accredited by the Netherlands-Flemish Accreditation Organisation (NVAO), Croho nr. 39239

	Language(s) of instruction/examination		Name and status of institution (if different from 2.3) administering studies (in original language)
2.5	Language of Instruction & Examination : English	2.4	

3. Information on the level of the qualification

	Level of qualification		Official length of programme
3.1	Bachelor degree awarded on completion of a programme of Higher Professional Education (HBO)	3.2	Four (4) years, 240 ECs (European Credits)

	Access requirements(s)
3.3	

4. Information on the contents and results gained

	Mode of study		Programme requirements
4.1	Full-time	4.2	Information on the minimum qualifications necessary to be considered for entry to a course (including English language requirements, other required skills or experience) is given in the IBA Education Guide available at: http://www.wittenborg-online.com/course/view.php?id=401

Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained

	IBA 1st year – 60 ECs	**Credits**	**Grades (> 5.5)**
4.3	Accounting and Bookkeeping	5	

Basic Office Software Administration   2
Management and the Organization   5
Modern Principles of Marketing   5
Small Business Environment   5
Project Management Basics   5
Training in Interpersonal Skills   2
Business Communication   3
Marketing Mix   5
Introduction to Finance   5
PDP 1 – Personal Development Plan & Tutoring   4
6 x 'Apprentice' Weeks & In-Company Visits 6
Beginners Foreign Languages   5
Academic English   3

IBA 2nd year – 60 ECs
Management and Leadership   5
New Business Environment   5
World Wide Business and Law   5
Introduction to Entrepreneurship   5
Marketing Research   4
Communication and Management   4
Procurement and Production   4
Advanced Office Software Administration   2
Information Management   4
Business Accounting   4
Managing Organizations   4
Intermediate Foreign Languages 4
PDP 2 – Personal Development Plan & Tutoring   2
6 x 'Apprentice' Weeks & In-Company Visits 6
Research English   2

IBA 3rd year – 60 ECs
Logistics   4
Statistics   5
Financial Management   4
           Quality Control   3
Sales, Export   4

International Marketing   4
The Supply Chain   4
Marketing Plan   4
Management of Human Resources   4
Economics and Corporate Strategy   4
Research Methodology   2
Business Plan   3
Cost Accounting and Management   3
English Language for Work   2
Advanced Foreign Languages   2
Work Experience Preparation Module & Tutoring   Pass
Seminars (PDP)   8

IBA 4th year – 60 ECs
Marketing Strategies for Small & Medium Enterprises *(elective)*   3
Advanced Corporate Strategy *(elective)*   3
Industrial Relations *(elective)*   3
Strategic Marketing *(elective)*   3
Seminars   12
Work Placement Module   20
Graduation Assignment   16

Grading scheme and, if available, grade distribution guidance	Overall classification of the qualification (in original language)

| 4.4 | For information about the credit system and the numerical marks in the student's transcripts, please refer to the section on the Higher Education system in The Netherlands. The non numerical mark in the student's transcript has the following meaning: v / Pass | 4.5 | The Examination & Graduation Board has awarded the degree with the qualification : **Grading System:** Honours (80+) / Distinction (70+) / Credit (60+) / Ordinary (55+) |

5. Information on the function of the qualification

Access to further study

Professional status

| 5.1 | Eligible for Master degree programmes | 5.2 | Qualified for a profession related to the field of study |

6. Additional information

Additional information

6.1   Specialisation: **Economics & Management**

Date of Completion:

Work-placement completed at ....

Research:

Wittenborg University of Applied Sciences

Wittenborg's IBA degree programme is aimed specifically at providing graduates with the skills and competencies to enter the professional field of business administration, both in the public and private sector. These positions can include management or policy supporting positions, as well as positions of responsibility in small to medium sized companies. An aim is that students gain an understanding of the developments within an organisation so that they can translate these into policies, visions and aims of that organisation.

They should be in a position to analyse the strategic vision of a company or organisation and using this analysis help optimise and structure these processes. From an international perspective students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to the macro and micro environments they find themselves in.

IBA - Skills, Competencies and Learning Outcomes

The Bachelor programmes in International Business Administration programme focus on the skills and competencies required to operate in an international business working environment, both politically and socially, and both permanent and temporary.

Graduates should be able to operate with people and groups in diverse forms of organisation, from flat to hierarchical, from political organisations to market economy organisations, and in social orientated organisations. An international business administrator will be required to understand the following processes:

- The development and execution of specific policies of an organisation

- The nurturing and maintenance of relationships between organisations, networks and chains

- The management of processes in fulfilment of management aims

- The planning, control and organisation of processes within an organisation

- The development and adherence to quality control processes

- The management of products, production processes and chains

IBA competencies:

- Develop an understanding of common business practices Understand change and trends in the field of international business

- Identify the relationship between social developments and requirements and the organisation structure, its financial planning, its operational processes and its human resource management

- Learn to view internal processes from an integral viewpoint, working together with a range of different specialists

- Understand the importance of developing networks, chains and relationships

- Collect, analyse and present information to an organisation

- Analyse the financial and legal aspects within an organisation in order to offer alternative processes

- Prepare advise on the internal operation and processes within an organisation

- Develop, implement and evaluate change management within an organisation

- Communicate clearly and effectively within an organisation

- Work independently and be creative

- Identify diverse business cultures and adapt to them

- Learn to adapt to the business and national environments in which they find themselves

Further Information sources

Wittenborg University of Applied Sciences

Laan van de Mensenrechten 500

7331 VZ Apeldoorn

The Netherlands

Tel : +31 (0)88 6672 688

Fax : +31 (0)88 6672 699

E-Mail: info@wittenborg.nl / info@wittenborg.eu

Web: www.wittenborg.eu

6.2

7. Certification of the supplement

Date

Signature

7.1

7.2

Capacity

Official stamp or seal

7.3

7.4

8. Information on the national higher education system

Introduction

The higher education system in the Netherlands is based on a three-cycle degree system consisting of Bachelor's, Master's and PhD degrees. The three-cycle system was officially introduced in the Netherlands at the beginning of the academic year 2002-2003. The Netherlands has a binary system of higher education, which means there are two types of programmes: research-oriented education (wetenschappelijk onderwijs, WO), traditionally offered by research universities, and higher professional education (hoger beroepsonderwijs, HBO), traditionally offered by hogescholen or universities of professional education. For a schematic overview of the education system please refer to the diagram at the end.

Secondary education

Secondary education, which begins at the age of 12 and is compulsory until the age of 16, is offered at several levels. The two programmes of general education that grant admission to higher education are HAVO (five years) and VWO (six years). Pupils are enrolled according to their ability and although VWO is more rigorous, both HAVO and VWO can be characterized as selective types of secondary education. The VWO curriculum prepares pupils for university and only the VWO diploma grants admission to WO. The HAVO diploma is the minimum requirement for admission to HBO. The last two years of HAVO and the last three years of VWO are referred to as the tweede fase or upper secondary education. During these years, pupils focus on one of four subject clusters (profielen), each of which emphasizes a certain field of study in addition to satisfying general education requirements. Each cluster is designed to prepare pupils for programmes of study at the tertiary level. A pupil enrolled in VWO or HAVO can choose from the following subject clusters:

- Science and Technology (Natuur en Techniek)

- Science and Health (Natuur en Gezondheid)

- Economics and Society (Economie en Maatschappij)

- Culture and Society (Cultuur en Maatschappij)

Senior secondary vocational education and training

Senior secondary vocational education and training (middelbaar beroepsonderwijs, MBO) is offered in the areas of economics, technology, health, personal care, social welfare and agriculture. MBO programmes vary in length from one to four years as well as in level (1 to 4). Completion of MBO programmes at level 4 qualifies pupils for admission to HBO.

Higher education

Higher education in the Netherlands is offered at two types of institutions: research universities (universiteiten) and universities of professional education (hogescholen). The former include general universities, universities specializing in engineering and agriculture and the Open University. The latter include general institutions and institutions specializing in a specific field such as agriculture, fine and performing arts or teacher training.

Universities of professional education are primarily responsible for offering programmes of higher professional education (hoger beroepsonderwijs, HBO), which prepare students for specific professions. These tend to be more practically oriented than programmes offered by research universities. In addition to lectures, seminars, projects and independent study students are required to complete an internship or work placement (stage) which normally takes up part of the third year of study, as well as a final project or a major paper in the fourth year.

Since September 2002 the higher education system in the Netherlands has been organized around a three-cycle degree system consisting of Bachelor's, Master's and PhD degrees. At the same time the ECTS credit system was adopted as a way of quantifying periods of study. The higher education system continues to be a binary system however, with a distinction between research-oriented education and professional higher education. The focus of a degree programme determines both the number of credits required to complete the programme and the degree which is awarded.

8. Information on the national higher education system, Continued

A WO Bachelor's programme requires the completion of 180 credits (3 years) and graduates obtain the degree Bachelor of Arts or Bachelor of Science (BA/BSc), depending on the discipline. An HBO Bachelor's programme requires the completion of 240 credits (4 years) and graduates obtain a degree indicating the field of study, for example Bachelor of Engineering (BEng) or Bachelor of Nursing (BNursing). The old title (pre-2002) appropriate to the discipline in question (bc., ing.) may still be used.

WO Master's programmes mostly require the completion of 60 or 120 credits (1 or 2 years). Some programmes require 90 (1.5 years) or more than 120 credits. In engineering, agriculture and math and the natural sciences 120 credits are always required. Graduates obtain the degree of Master of Arts or Master of Science (MA/MSc). The old title (pre-2002) appropriate to the discipline in question (drs., mr., ir.) may still be used. HBO Master's programmes require the completion of 60 to 120 credits and graduates obtain a degree indicating the field of study, for example Master of Social Work (MSW).

The third cycle of higher education, leading to a doctor's degree, is offered only by research universities. All research universities in the Netherlands are entitled to award the country's highest academic degree, the doctoraat, which entitles a person to use the title doctor (dr.). The process by which a doctorate is obtained is referred to as the promotie. The doctorate is primarily a research degree, for which a dissertation based on original research must be written and publicly defended. The minimum amount of time required to complete a doctorate is four years.

Requirements for admission to higher education

To enrol in a WO Bachelor's programme a student is required to have a VWO diploma or to have completed the first year (60 credits) of an HBO programme. The minimum admission requirement for HBO is either a HAVO diploma or a level-4 MBO diploma. The VWO diploma also grants admission to HBO. For admission to both types of higher education pupils are required to have completed at least one of the subject clusters that fulfil the requirements for the higher education programme in question. A quota (numerus fixus) applies to admission to certain programmes, primarily in the health sector, and places are allocated using a weighted lottery. Potential students older than 21 years of age who do not possess one of the qualifications mentioned above can qualify for admission to higher education on the basis of an entrance examination and assessment. The only admission requirement for the Open University is that applicants be at least 18 years of age. For admission to all Master's programmes, a Bachelor's degree in one or more specified disciplines is required, in some cases in combination with other requirements. Graduates with an HBO Bachelor's degree may have to complete additional requirements for admission to a WO Master's programme.
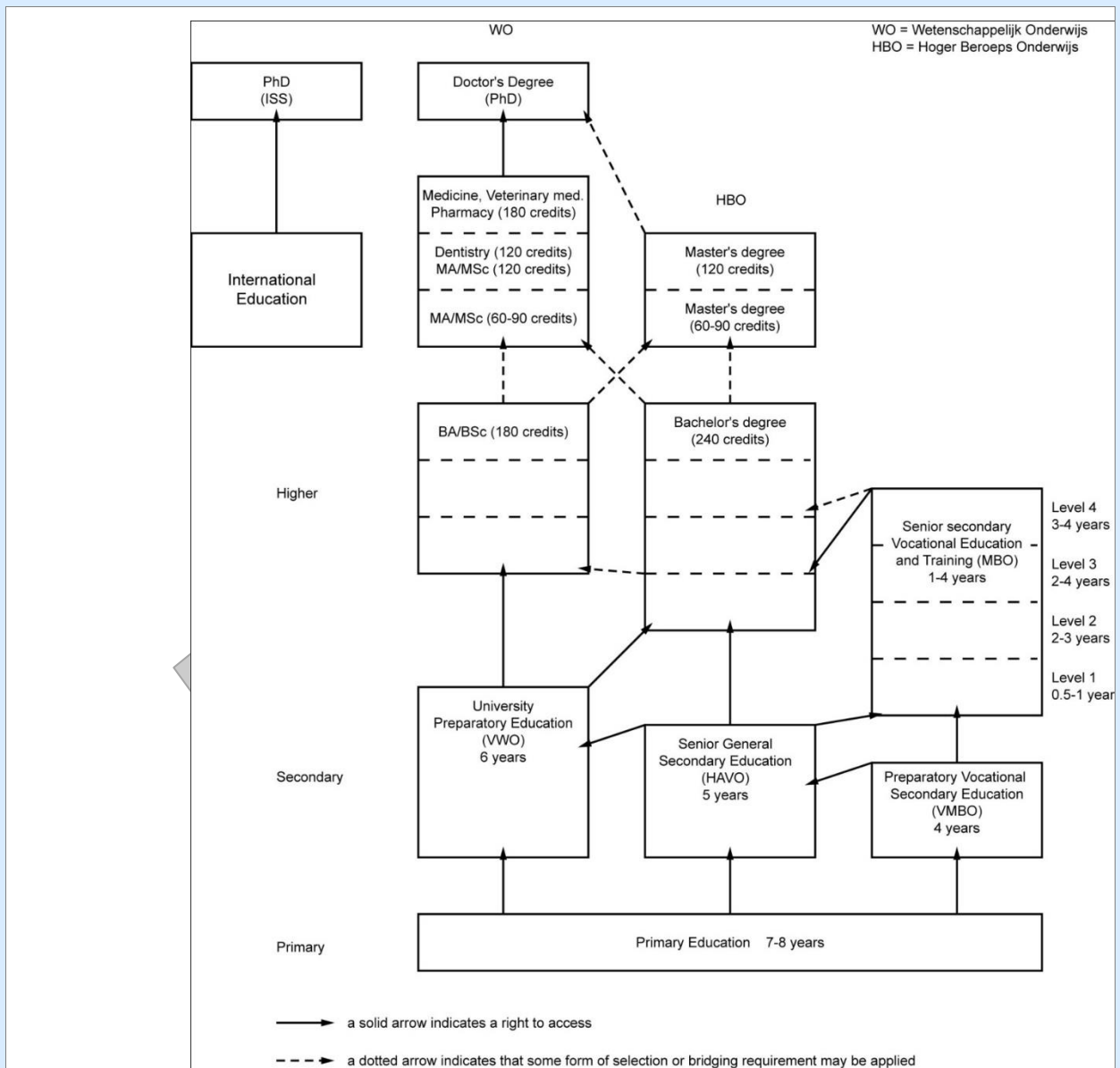
Credit system and grading

A student's workload (both contact hours and hours spent studying and preparing assignments) is measured in ECTS credits (studiepunten). According to Dutch law one credit represents 28 hours of work and 60 credits represents one year of full-time study. The grading system has remained the same for several decades: the scale is from 1 (very poor) to 10 (outstanding). The lowest passing grade is 5.5; 9s are seldom given and 10s are extremely rare. Sometimes decimal points are used (e.g. 7.8).

Accreditation and quality assurance

A guaranteed standard of higher education is maintained through a national system of legal regulation and quality assurance. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education. As of 2002 responsibility for accreditation lies with the Netherlands-Flemish Accreditation Organization (NVAO). According to the section of the Dutch Higher Education Act that deals with the accreditation of higher education, degree programmes offered by research universities and universities of professional education will be evaluated according to established criteria and programmes that meet those criteria will be accredited, i.e. recognized for a period of six years. Only accredited programmes are eligible for government funding, students receive financial aid only when enrolled in an accredited programme and students will graduate with a recognized degree only after having completed an accredited degree programme. Accredited programmes are listed in the Central Register of Higher Education Study Programmes (CROHO) and the information is available to the public. Institutions are autonomous in their decision to offer non-accredited programmes, subject to internal quality assessment. These programmes do not receive government funding.

8. Information on the national higher education system, Continued

WO
WO = Wetenschappelijk Onderwijs
HBO = Hoger Beroeps Onderwijs

PhD (ISS)

Doctor's Degree (PhD)

International Education

Medicine, Veterinary med. Pharmacy (180 credits)

Dentistry (120 credits) MA/MSc (120 credits)

MA/MSc (60-90 credits)

HBO

Master's degree (120 credits)

Master's degree (60-90 credits)

BA/BSc (180 credits)

Bachelor's degree (240 credits)

Higher

Senior secondary Vocational Education and Training (MBO) 1-4 years

Level 4 3-4 years

Level 3 2-4 years

Level 2 2-3 years

Level 1 0.5-1 year

University Preparatory Education (VWO) 6 years

Senior General Secondary Education (HAVO) 5 years

Preparatory Vocational Secondary Education (VMBO) 4 years

Secondary

Primary

Primary Education   7-8 years

→ a solid arrow indicates a right to access

---→ a dotted arrow indicates that some form of selection or bridging requirement may be applied

THE EEG - PART 10
THE STUDENT CHARTER

31 August 2018

CONTENTS

THE STUDENT CHARTER

WELCOME TO THE STUDENT CHARTER OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES.

This document is part of the Wittenborg Student Agreement, General Terms and Conditions and Acceptance procedure. By signing the Student Agreement, you agree to have read and understood the mentioned documents and follow the rules and regulations accordingly.

We aim to provide you with a high quality education within a stimulating academic environment, and our aspirations are that you will have every opportunity to succeed in your chosen course of study.

Wittenborg is a small and compact organisation in which all staff contributes to a wide and diverse variety of services. Even small organisations require solid frameworks to achieve excellence and provide the kind of service to be proud of and make students proud of their association with the institution.

This Charter provides a framework for your expectations and responsibilities as a student, summarising the standards for your expectations of Wittenborg and for your responsibilities as a member of Wittenborg community.

Students studying on our courses are based not only at the main campuses but also in institutions or companies in other parts of the city, country and the world. For mainly practical reasons it is not possible to offer all parts of our services to all our students; if they are fulfilling placement or studies in other places than Apeldoorn, however, this Charter outlines the basis of service provided at the campus in Apeldoorn.

We look forward to receiving your feedback on any aspect of the Charter and, should you need any further information or advice in connection with the provisions of this Charter, please contact the appropriate person listed.

INTRODUCTION

Wittenborg University of Applied Sciences' Student Charter outlines expectations and responsibilities for students and staff and provides the framework for the learning experience of students.

This Students Charter is part of the Wittenborg University of Applied Sciences Study Agreement; an acceptance document issued to (international and national) students, and is preceded by a learning agreement, together with the official acceptance letter. These should be all issued together. The Study agreement and the Official Acceptance letter are valid from the moment they are officially confirmed by Wittenborg, issued and sent by email to the student. By signing the Student Agreement, the student agrees and accepts the General conditions (This Student Charter) of the agreement and agrees to comply with his/her financial obligations to the university.

Linked closely to the Student Charter is the Complaints Procedure for Students, which allows students to bring matters of concern about their learning experience to the attention of Wittenborg, and enable investigation of those concerns with the aim of satisfactory resolution. The complaints procedure is explained in this Education & Examination Guide. The procedure can also be downloaded at the Wittenborg website.

EQUAL OPPORTUNITIES POLICY

Wittenborg respects the dignity and diversity of all our students and staff, and therefore we are actively implementing our equal opportunities policies. We aim for a community that is free from intimidation and discrimination.

We aim to offer students:

- a culture in which behaviour reflects a high level of awareness of equal opportunities issues;
- equality of opportunity regardless of personal characteristics and differences; this commitment applies to all individuals and all aspects of Wittenborg life;
- clear information about processes and procedures;
- the knowledge that any complaint of unfair discrimination or harassment will be treated seriously and dealt with fairly and efficiently

We expect that students will:

- respect and treat with dignity all members of the Wittenborg community;
- comply with Wittenborg's policies on equal opportunities and harassment

EXPECTATIONS FOR BEHAVIOUR AND CONDUCT

All members of Wittenborg are expected to behave in a manner which is respectful of the rights and views of others.

We aim to offer students:

- clear guidelines outlining behavioural expectation to be made available;
- fair and consistent treatment in dealing with breaches of the Student Code of Behaviour

We expect that students will:

- be familiar with the Student Code of Behaviour and abide by it

ADMISSIONS

We aim to offer students:

- information about their course or programme of study, its teaching and assessment arrangements, and resources which they will need to have access to, or make use of; research degree students can also expect information on supervision arrangements;
- an interview for the course, either in person, or by telephone
- entrance tests if required
- liaison with agents and home schools (if applicable)

We expect that students will:

- familiarise themselves with the course documentation and relevant University policies, including the internet http://www.wittenborg.eu and intranet http://www.wittenborg-online.com sites, as well as student resources located on Office365 http://office.wittenborg.eu and Facebook pages.

JOINING THE UNIVERSITY

We aim to offer students:

- where appropriate, an induction and introduction programme which introduces you to life in the Netherlands (for international students), in Apeldoorn and at Wittenborg, It will include details of your course, clarify Wittenborg expectations and explain procedures; your induction programme will also outline key services and facilities;
- a programme of social activities and events organised by Wittenborg ;

We expect that students will:

- complete enrolment procedures and agree to pay fees and other charges as due;
- learn as much as they can about the course they are embarking on and the services and facilities available in the University;
- familiarise themselves with the various policies and procedures which students of Wittenborg are bound by;

- talk to tutors and administration office if any problems or concerns arise during these early days;
- consult their course leader and confirm in writing if they are intending to withdraw from or suspend their studies;
- keep administration office informed of any changes in address, legal status or other details

TEACHING

Wittenborg is committed to ensure high standards in its teaching and in supporting learning.

We aim to offer students:

- a learning and teaching strategy that is well planned, which uses different methods, and is designed to help them think and work for themselves;
- information about the arrangements and study requirements for the course;
- adjust the course material up to the standards required at WUAS and the exams requirements;
- regular and constructive critical feedback on their work

We expect that students will:

- prepare for and participate in scheduled learning activities in ways which support the teaching and learning of others as well as themselves;
- make themselves familiar with the course information provided;
- comply with the administrative arrangements of the course;
- give constructive critical feedback on their learning experience in the course

ATTENDANCE AND PARTICIPATION

While learning happens 'within' each individual, the majority of courses include activities designed to support learning which depend on participation and collaboration. Discussions, simulation exercises and workshops, for instance, depend for their value on participants' attendance and regard for the learning of others as well as for themselves. So, while each student has a responsibility for organising and managing aspects of their own learning, enrolment on a course also entails commitment to participation. The nature of participation, whether it is face to face or via the internet, and its scale, will differ between modules with courses, and within courses.

We wish to emphasise that students must plan and manage their study, learning and assessment activities, even during the difficult and distressing situations in life. Wittenborg will assist all students in doing this through our tutoring system.

We aim to offer students:

- full information about the time and location of teaching and assessment arrangements;
- information about each department's specific course attendance requirements;

- information on how to apply for consideration of circumstances which may have affected their performance in an assessment (mitigating circumstances) by the Graduation and Examination Board

We expect that students will:

- make sure they understand and comply with the attendance requirements for their modules and course;
- arrive on time for classes;
- contact the teachers and process tutor, as soon as possible if any class, workshop, practical or laboratory session is missed;
- inform their process tutor and/or teacher(s) in concern if they are absent for any significant period of time;
- understand that any sustained period of unexplained or unauthorised absence or lack of participation will be investigated and, if appropriate, may be subject to disciplinary procedures and may be reported to the parents, guardians, sponsors or Netherlands immigration authorities ;
- familiarise themselves with the illness certification procedure through their GP / doctor

ASSESSMENT

Assessment has a major influence on learning. It is also the means through which Wittenborg determines whether an appropriate standard has been achieved for progression through stages to an award.

We aim to offer students:

- clarity in the purposes and methods of assessment;
- assessment strategies which employ a range of types of assessment;
- assessment criteria which are open, transparent and free from bias;
- specific feedback on assessments to aid their understanding and improvement;
- clearly communicated and, wherever possible, appropriately sequenced and distributed assessment dates;
- a return of feedback within a reasonable time frame;
- the assurance that known and substantiated mitigating circumstances will be taken into account in deciding student awards and progression;
- information concerning the retrieval of failures
- A clear examinations and evaluation regulation in which all criteria are contained for each module and course

We expect that students will:

- complete all assessment activities and adhere to the assessment timetable;
- notify tutors promptly if they are having difficulties which affect their performance;
- provide written evidence if they submit mitigating circumstances affecting their assessments;

- comply with normal academic conventions and acknowledge the work of others where appropriate;
- never engage in cheating, plagiarism or other designated academic irregularities (as set out in the academic irregularities code of practice and the course handbook)

STUDENT FEEDBACK ABOUT COURSES

Wittenborg believes in the value of student feedback because learning is a partnership between tutors and students. It is important to staff to know how you have found the course, not simply in order to improve things in the future, but in order to help establish and promote this wider idea of the educational partnership.

We aim to offer students:

- specific opportunities to provide feedback during the course, without fear or retribution;
- the opportunity to be represented on their course committee;
- reports on the outcomes of evaluation

We expect that students will:

- provide Wittenborg with feedback as requested;
- elect a student representative per class to appropriate committees and other groups working for the management and quality of their course

PLACEMENTS

The Bachelor degree programmes of study contain substantial work experience in the form of placements. While every effort is made to secure suitable placements, Wittenborg cannot offer an absolute guarantee of a particularly wished for or chosen placement for all students who are enrolled on such courses. However, Wittenborg will place all students who are required to fulfil a placement component in what is deemed a suitable placement venue.

We aim to offer students:

- information about the level of support available in the process of securing placements;
- a clear statement of the intended outcomes and appropriate assessment of the placement;
- contact with a departmental tutor during the placement;
- access to appropriate Wittenborg facilities and services whilst on placement where possible

We expect that students will:

- play their part in securing a suitable placement;
- maintain contact with tutors whilst on placement;
- conduct themselves in a responsible and professional manner;
- comply with appropriate employer regulations;
- undertake the assessment activities associated with the placement period

RESOURCES

Wittenborg believes that, as a student of Wittenborg, you should be part of a learning environment where open, shared access is provided to a wide range of learning resources. The regulations applicable to the use of learning resources are designed to help you make the most of the resources available.

LIBRARY FACILITIES

If you need additional literature for reference Wittenborg has a variety of books under various business topics and subjects in their library. Various books with relation to all business modules taught at Wittenborg are available for reference. Additionally, if you are interested in reading novels and books on various other topics, come visit our collection and contact the Front Desk.

Library in Apeldoorn is known as "Bibliotheek Apeldoorn CODA" which is located at Vosselmanstraat 299, 7311 CL Apeldoorn or you can contact them via Tel: 055-5268400.

We aim to offer students:

- published information on access and opening times of libraries to be easily available;
- help and advice with making best use of the resources available;
- access to individual and group space consistent with their programme requirements

We expect that students will:

- comply with the published regulations and code of conduct for student users of learning resources and facilities

CENTRAL COMPUTING FACILITIES

We aim to offer students:

- a computer username that allows reasonable access to IT resources according to the published timetable
- a Wittenborg email address; Student_Number@student.wittenborg.eu
- published information on opening times of computer rooms and help services to be easily available;
- specific language learning and language use software
- access to modern licensed office package software and internet software

We expect that students will:

- Comply with the Wittenborg Code of Behaviour, as can be found in the Student Information Guide

STUDENT SUPPORT

Wittenborg is committed to ensuring that a comprehensive support system is available for all students. This system aims to provide effective support and guidance arrangements within Wittenborg, complemented by a comprehensive network of specialist support services, provided by the Front Desk and Back Office. Student support facilities and services are reviewed on a regular basis and are developed in response to feedback from students. Some specialist services are only available to students in their first year at Wittenborg under the terms and conditions of their package fee payment.

ON-COURSE SUPPORT AND GUIDANCE

Wittenborg provides general on-course student support and guidance outlined in course handbooks, intranet recourses and the Education Guide.

We aim to offer students:

- explanation of the support and guidance operating within their course during induction and at other key points during the course;
- widely available information about specialist support services;
- the opportunity to discuss any emerging academic or personal difficulties with an appropriate member of staff within Wittenborg or their course;
- sensitive referral to appropriate specialist services

We expect that students will:

- familiarise themselves with any relevant information literature;
- take responsibility for consulting appropriate staff about any difficulties affecting their studies at the earliest opportunity;
- make appropriate use of any specialist support available

FINANCIAL ADVICE AND INFORMATION

We aim to provide up-to-date and accurate advice and information on relevant aspects of student finance. Although student funding policy is beyond the control of the University, and generally only applies to students from within the EU, we will try to ensure that no student is disadvantaged by lack of information and support in matters concerning student funding and financial support.

We aim to offer students:

- clear and accurate information about tuition fee, package fee for first year students, and other University charges, together with details of any payment arrangements that may be offered;
- assistance in dealing with Education Authorities, Scholarship providers and other funding providers;
- information and advice on sources of financial support;
- information and advice on budgeting, income maximisation and debt control

We expect that students will:

- pay University fees and charges in accordance with defined time-scales;
- pay the package fees and instalment fees as agreed in the Wittenborg-Student Agreement;
- notify Wittenborg of any change in details in connection with the payment of fees and charges;
- make appropriate use of available services if they are experiencing financial difficulties

STUDENT FINANCIAL SUPPORT

We are committed to providing appropriately targeted financial support within the framework of scholarship funding available. Where we are responsible for administering financial support arrangements under Scholarship agreements (e.g. Student Loans, Business Scholarships, national Scholarships, EU Scholarships).

We aim to offer students:

- clear guidelines outlining eligibility and application procedures;
- the assurance that applications will be dealt with promptly and sensitively;
- the opportunity to discuss their application with appropriate staff

We expect that students will:

- keep any appointments arranged in connection with enquiries about financial support;
- read the guidelines/information provided and respond within specified deadlines;
- provide accurate and complete information as requested;
- recognise that Wittenborg is required to advise financial assistance providers towards those in greatest need

DISABILITY SUPPORT

Wittenborg is committed to improving provision for students with disabilities.

We aim to offer students:

- clear and accessible information on request regarding the University's policy and service provision for students with disabilities, including charges applicable for specialist services and facilities;
- the opportunity to discuss specific requirements including appropriate presentation of course material, modes of examination and course assessment, prior to admission and throughout the course;
- advice about additional funding and assistance

We expect that students will:

- inform Wittenborg of any specific support requirements arising from a disability prior to admission so that proper consideration may be given;

- inform Wittenborg of any emerging requirements related to a disability;
- inform their Process Tutor within the first six weeks following enrolment of any special requirements for assessments and examinations;
- pay charges for any specialist human support arranged

CAREERS GUIDANCE

Work placement is part of the research and the graduation assignment for the Final and MBA year students. For more information, please refer to the Wittenborg MBA Guide in the Education Guide. The Careers Advice and Employment Service is designed to help students devise and implement short and long term career plans, offer careers education programmes appropriate to the needs of a wide range of students and inform staff and students of developments and trends within graduate employment and study.

We aim to offer students:

- access to careers education and guidance, by one-to-one interviews, group workshops or 'drop-in' duty adviser sessions; focused on both a student's home and world-wide prospects
- comprehensive information on occupational areas, employers, employment opportunities, employment trends, further study and the changing nature of work; in relation to a students' legal right to work in the Netherlands (for international students)

We expect that students will:

- make themselves aware of the services and facilities available as early as possible and use them fully;
- provide as much notice as possible if they have to cancel an appointment;
- take responsibility for researching career opportunities and planning their career;
- advise the Careers Service of their employment or further study after completion of the course

COUNSELLING SUPPORT

We provide a confidential counselling service staffed by professionally trained counsellors.

We aim to offer students:

- an initial appointment for individual or group counselling normally within two weeks of enquiry;
- if they are in crisis, an appointment with a counsellor or a student support adviser, normally on the same day;
- a referral to another appropriate professional service or agency if it is an emergency situation and no counsellor is available

We expect that students will:

- keep any appointments offered by the service and provide as much notice as possible if they have to cancel an appointment;
- accept responsibility for their part in the counselling process;
- respect the confidentiality of the counselling arrangements for other students

RELIGIOUS AND CULTURAL ADVICE

Wittenborg endeavours to respect and support the pastoral and religious needs of students.

We aim to offer students:

- opportunities to talk freely and confidentially about faith and related issues with members of the chaplaincy team;
- bring students into contact with religious and cultural advisers if required
- space available for specific times of prayer

We expect that students will:

- respect the religious and spiritual beliefs of other members of the University

HEALTH CARE SERVICES

Independent practices provide health and dental care, offering a range of medical services to students who register with the Practice. The Centres are open from Monday to Friday for treatment and consultation. In the weekends students are able to phone a special number.

We aim to offer students:

- Adequate insurance cover under the terms of package fee for 1st year students, or advice on insurance for those arranging themselves, either privately or through Wittenborg
- An in-house Medical Advisor with practice time (2 hours per week) who will coordinate with the Wittenborg doctor / medical practice and dentist if required
- Coordination between doctor, dentist and students (making appointments, etc.)
- A 24-hour hotline for emergencies

COMMUNICATION

Wittenborg has developed an excellent communication system through its Intranet. All current students of Wittenborg receive a login name and password and the right to login any time and place. to check their e-mail, course programme details, to make their exams or to chat with another Wittenborg student, teacher or staff member. All the students are kept informed about the current updates at Wittenborg and can place/post their questions on line.

We aim to offer students:

- a student website for exchanging views and news

- involvement in a range of community and voluntary projects in Apeldoorn and surrounding area
- a student union that organizes social and sports events

We expect that students will:

- take full advantage of the opportunities offered;
- represent their fellow students positively at all times;
- help to enhance the profile of international students within the wider community

STUDENT INVOLVEMENT

The Student Union board will be elected every term and comprises of elected Wittenborg students.

- Wittenborg aims to instigate and support the Student Union, and Wittenborg student Union board will represent students at meetings with Wittenborg board of directors regarding general Wittenborg policy and problem discussion (see below)

WITTENBORG PREMISES AND AFFILIATED CENTRES

Wittenborg regards the quality of its buildings to be a central feature of the student experience.

We aim to offer students:

- a pleasing and safe environment which meets with the needs of all Wittenborg students;
- enhanced learning and teaching facilities;
- appropriate sports and recreational possibilities provided in partnership with local sports organisations

We expect that students will:

- adhere to the published guidelines and regulations for use of all specific facilities, whether owned by Wittenborg or made use of by Wittenborg, and to use them in a responsible manner

SECURITY

Wittenborg endeavours to provide a safe and secure environment for students, staff, visitors and property.

We aim to offer students:

- guidance to all students in matters of personal security;
- a secure premises and building in which to study;
- appropriate security in Wittenborg housing accommodation
- access to a secure safe for personal valuables and money, on a short term basis;

- secure storage areas in housing accommodation;

We expect that students will:

- carry their University Student Card, as identification when on Wittenborg premises;
- share responsibility for making Wittenborg a safe place;
- report anything suspicious or potential dangers to the Central Office

HEALTH AND SAFETY

Wittenborg is working to create and maintain a safe environment.

We aim to offer students:

- a safe environment for study
- safety instructions in case of emergency

We expect that students will:

- eat, drink and smoke only in the specified areas; help maintain standards of health and safety in the interests of all students, staff and visitors to the University

NO-SMOKING POLICY

In the Netherlands a No-Smoking policy is applicable. It is not allowed to smoke in public buildings such as schools, offices, bars, restaurants etc. This policy also covers all Wittenborg premises.

We aim to offer students:

- information relating to the University's No-Smoking Policy;
- help and guidance on giving up smoking to be offered by the student health service, if they are registered

You are expected to:

- abide by the University's No-Smoking Policy

ENVIRONMENTAL POLICY

Wittenborg is committed to preserving and improving the environment and accept our responsibility to pursue practices and operate in such a way as to enhance the quality of the local, national and global environment, through recycling schemes and links with environmental agencies.

We aim to offer students:

- positive and responsible attitudes to the environment through the curriculum and within the estate strategy;

- greater awareness and understanding of environmental issues and extension of available knowledge through research and consultancy

We expect that students will:

- reduce the amount of resources used, particularly energy and paper;
- separate their waste for recycling and put the various items in the appropriate recycling containers

TEACHING ACCOMMODATION AND FACILITIES

Wittenborg is committed to the provision of teaching and learning accommodation that provides a safe, supportive environment that is appropriate for its purpose.

We aim to offer students:

- appropriate facilities and equipment, including audio-visual facilities where relevant
- internet and email facilities without extra charge
- accommodation that is not more than ½-hour travel distance from residence

We expect that students will:

- comply with Wittenborg regulations and act in a responsible manner
- respect Wittenborg property and the rights of others
- help to keep the Wittenborg accommodation tidy at all times

RESIDENTIAL ACCOMMODATION

Wittenborg is committed to introducing innovative schemes to help new students find the best possible accommodation available and to provide a flexible approach responsive to specific needs.

As part of the package fee and our commitment to visa applications, we guarantee to offer "1st year in Holland" students:

- appropriate furnished housing, with either own or shared room, including
  - bed
  - wardrobe
  - desk and chair with reading lamp
  - kitchen provided with washing machine,
  - refrigerator and a cooker;
  - vacuum cleaner;

We aim to offer all other students:

- information on the range of accommodation available in Apeldoorn, including accommodation let by the University;

- a fair system of allocation of places, in order of the date of the request arrives at the Student Administration Office; I.E. "first come, first served"

We expect that students will:

- new Students should notify the Administration Office at least five days in advance about their arrival using the forms issued by your contact person:
- pay all fees and rents as required;
- Sign the appropriate housing contract, and agree to its terms and conditions;
- comply with Wittenborg housing regulations and disciplinary rules;
- act in a responsible manner, being aware of their neighbours and not bringing Wittenborg into disrepute;
- respect Wittenborg property and the rights of others, ensuring that the environment is safe and attractive for students, staff and visitors

THE EEG - PART 11

THE STUDENT CODE OF BEHAVIOUR

31 August 2018

Education & Examination Guide
Wittenborg University of Applied Sciences
The Student Code of Behaviour

CONTENTS

INTRODUCTION

Wittenborg Student Code of Behaviour policy has been written to help guide the behaviour of students as members of the University community. Wittenborg strives to promote international excellence. We make every effort to ensure:

1. The opportunity for students to learn and inquire freely;

2. The protection of intellectual freedom and the rights of professors to teach;

3. The advancement of knowledge through scholarly pursuits and relevant dialogue.

The University community is by nature pluralistic and diverse. Those who elect to participate in the Wittenborg community accept the responsibility of sharing in the effort to achieve the University's mission as an institution of higher learning. Each person is expected to respect the objectives of the University and the views expressed within the community. In so doing, all members of the University community, and their guests, are expected to conduct themselves in an appropriate and civil manner at all times. These behavioural expectations include behaviour both on- and off-campus as defined herein. Additional policies and practices or changes may evolve and the Student Charter and other policy may be amended, modified, or suspended at any time. Written notice of such changes will be distributed as soon as possible. Participants in this shared enterprise strive to be governed by what ought to be rather than what is. To accomplish its goals, members of the University community aspire to a standard that is higher than mere compliance with formalized University requirements and local, state, and European law. We endeavour to fulfil the following expectations:

- Statement of Ethics

- Student Rights

- Student Responsibilities

- Disciplinary Procedures

- Disciplinary Actions

STATEMENT OF ETHICS

To preserve academic honour and integrity by repudiating all forms of academic and intellectual dishonesty;

1. To treat others with respect and dignity;

2. To respect the rights and property of others;

3. To act with concern for the safety and well-being of all our associates.

Education & Examination Guide
Wittenborg University of Applied Sciences
The Student Code of Behaviour

Inquiry, discourse, and dissent, within the framework of an orderly academic environment, are essential elements of a university community. Members of the Wittenborg community recognize this and are consequently supportive of democratic and lawful procedures, and dedicated to rational approaches to solving problems. This assumes openness to change as well as commitment to historical values.

STUDENT RIGHTS

Wittenborg students are accorded the following rights to ensure positive educational results for each individual:

1. **Educational Environment:** Students have the right to an environment conducive to their educational pursuits. This environment should be free from harassment and discrimination and free from any other unreasonable interference with their educational experiences. Wittenborg University of Applied Sciences offers protection from discrimination or disturbance to students in their educational programs, activities, and employment on the basis of race, sex, sexual orientation, colour, creed, age, ethnic or national origin, or non-disqualifying handicap, as required by Dutch laws and legislation.

2. **Assembly and Expression:** Students have the right to assemble and express themselves freely in a lawful and orderly manner.

3. **Information:** Students have the right to information pertaining to academic standing, course requirements, and graduation requirements.

4. **Participation in University Governance:** Students have the right to participate in University governance through the Student Union / Representatives as set forth in University policy.

5. **Access to Disciplinary Procedures:** Students have the right to utilize disciplinary procedures, as set forth in university policies described in the Education and Examination Guide (EEG).

6. **Search and Seizure:** Students have the right to be secure from unreasonable search and seizure.

7. **Grievances:** Students have the right to make their concerns or grievances known through the appropriate administrative channels as prescribed under the policies of the University. The Board of Director or the Academic Dean serves in an advisory capacity for students seeking information about processes governing alleged violations of students' rights by others or by the University itself.

Wittenborg recognizes the rights of students to direct their own behaviour off-campus, consistent with their responsibilities as individuals. It is the University's aim to assist students in achieving healthy developmental outcomes.

STUDENT RESPONSIBILITIES

When enrolling at Wittenborg, a student assumes responsibilities to fellow students, to the University, and to himself or herself. Students are responsible for conducting themselves in a lawful, civil, and responsible manner and for observing all University rules, regulations, and policies. This policy is intended to address concerns regarding the behaviour of students who are members of the University community. These procedures are not intended to replace civil and/or criminal procedures. When necessary, the University will work with appropriate law enforcement officials to redress accusations of criminal activity.

For the purposes of the Student Code of Behaviour, a student is defined as someone who has accepted an offer of admission to the University with a monetary deposit and is in the process of enrolling (i.e., summer registration program), is enrolled, or was recently enrolled as a full-time, part-time or Dual-Study student. Student status remains in effect during any block in which a person is or has been enrolled (regardless of whether they dropped or withdrew from that block); during the periods between blocks of enrolment; and during the block/term immediately preceding and immediately following enrolment until a diploma is conferred, or official deregistration procedure is completed.

If the University becomes aware that a student or applicant is a convicted felon, or is required to register as a sex offender, the University reserves the right to immediately dismiss that student and/or prohibit that applicant from enrolling in future classes, or limit the access of that student to specific campus facilities, based upon a review of the crime committed by the student/applicant.

The following actions are defined by the University as unacceptable forms of behaviour and are subject to disciplinary response:

1. **Dishonesty**

Acts of dishonesty, including but not limited to the following:

i. Cheating, plagiarism, or other forms of academic misconduct

ii. Furnishing false information to any University official, faculty member, or office

iii. Forgery, alteration, or misuse of any University document, record, or instrument of identification

iv. Tampering with the election of any recognized University student organization

v. Misappropriation of student activity and/or University funds

vi. Falsification of work hours on a payroll timesheet

vii. Providing false information on the admissions application and/or housing application (this always leads to immediate suspension or expulsion, see 'Disciplinary Actions', below) .

2.   **Academic misconduct includes the following:**

   i.   Plagiarism
   ii.   Self-plagiarism
   iii.   Using unauthorised material
   iv.   Collusion ('Group work' submitted as individually written)
   v.   Fabricated, manipulated and/or dishonest data
   vi.   Misrepresentation and ghost-writing
   vii.   Any other forms of academic misconduct

For a detailed explanation of plagiarism, see Part 5 of the EEG.

3.   **Threatening, Abusive, or Harassing Behaviour**

Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct that threatens or endangers the health or safety of any person.

Threatening or causing physical harm to another person. Physical abuse includes, but is not limited to: personal injury, physical restraint against a person's will, and holding or transporting an individual against his will.

4.   **Disruption or Obstruction**

   i.   Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus, or other authorized non-University activities, when the act occurs on University premises

   ii.   Participation in campus demonstrations that disrupt the normal operations of the University and/or infringe on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus, whether inside or outside

Students are free to assemble and express themselves publicly in a peaceful, orderly manner. Public rallies, demonstrations (either by individuals or groups), and assemblies held on campus should be registered 24 hours in advance with the Director or Dean's office indicating the desired date, time, place, expected attendance, and type of demonstration planned. Public demonstrations not registered may violate the disruption/obstruction policy.

5. **Theft, Damage, or Unauthorized Use**

Attempted or actual theft of unauthorized use of and/or damage to property of the University or property of a member of the University community or other personal or public property. This includes the intent to destroy or vandalize property.

6. **Unauthorized Entry or Use of University Premises**

Unauthorized possession, duplication, or use of keys and/or access codes to any University premises or unauthorized entry to or use of University premises. Trespassing upon, forcibly entering, or otherwise proceeding into unauthorized areas of University owned or leased facilities, their roofs, or the residential space of another without permission.

7. **Compliance**

Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties and/or failure to provide proof of identity to these persons when requested to do so.

8. **Drugs, Alcohol, Firearms, Gambling**

Abuse of prescription and over-the-counter drugs.

Violation of any Dutch or European law including but not limited to:

   i. Use, possession, or distribution of narcotics or other controlled substances, except as expressly permitted by law

   ii. Use, possession, or distribution of alcoholic beverages, except as expressly permitted by the law and University policies, or public intoxication

   iii. Use or possession of drug-related paraphernalia in campus housing

   iv. Use or possession of firearms, fireworks, other explosives, other weapons, or dangerous chemicals on University premises not specifically authorized by the University

   v. Misuse of legal objects in a dangerous manner (e.g., laser pointing in someone's eyes)

   vi. Illegal gambling or wagering

9. **Disorderly, Indecent Conduct**

Conduct that is deemed disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University.

10. **Theft or Other Abuse of Computer Time**

Theft or other abuse of computing resources and network access, including but not limited to:

    i.   Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose

    ii.   Unauthorized transfer of a file

    iii.   Unauthorized use of another individual's identification and password

    iv.   Use of computing facilities to interfere with the work of another student, faculty member, or University official

    v.   Use of computing facilities to send, display, or print obscene or abusive messages

    vi.   Use of computing facilities to interfere with normal operation of the University computing system

    vii.   Knowingly causing a computer virus to become installed in a computer system or file

    viii.   Knowingly using the campus computer network to disseminate "spam" messages (i.e., unsolicited bulk e-mail messages that are unrelated to the mission of the University).

    ix.   Knowingly using the campus network to send any threatening, or otherwise inappropriate message.

    x.   Illegal download of copyrighted software or other works (e.g., music files).

11. **Hazing**

Hazing, defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.

12. **Abuse of Fire Safety Standards**

Any activity involving tampering with fire alarms or firefighting equipment, unauthorized use of such equipment, failure to evacuate during a fire alarm, hindering the evacuation of other occupants, or hindering authorized emergency personnel.

13. **Abuse of the Judicial System**

Abuse of the judicial system, including but not limited to:

    i.   Failure to obey the summons of a judicial body or University official

    ii.   Falsification, distortion, or misrepresentation of information before a judicial body

iii.   Disruption or interference with the orderly conduct of a judicial body prior to, and/or during the course of, the judicial proceeding

iv.   Initiating a judicial proceeding without justification

v.   Attempting to discourage an individual's proper participation in, or use of, the judicial system

vi.   Attempting to influence the impartiality of a member of a judicial body prior to, and/or during the course of, the judicial proceeding

vii.   Harassment (verbal or physical) and/or intimidation of a member of a judicial body, participant, and/or witness prior to, during, and/or after a judicial proceeding

viii.   Failure to comply with the sanction(s) imposed under the Students' Rights and Responsibilities policy

ix.   Influencing or attempting to influence another person to commit an abuse of the judicial system

14.   **Other Offenses Against the University Community**

i.   Violations of other published University policies, rules, or regulations. Such policies, rule, or regulations may include the Wittenborg Student Housing Rules Regulations specific departmental policies, and the contracts and leases for campus housing.

ii.   Selling, or solicitation, on campus without the written authorization from the Director or his/her designee.

iii.   Creating a fire, safety, or health hazard.

15.   **Criminal Conduct and/or Civil Offenses**

A violation of any Dutch or European criminal law, or engaging in behaviour that is a civil offense may be considered a violation of the Wittenborg Student Code of Behaviour even if the specific criminal conduct/civil offense is not specifically listed in this Student Responsibility section. The criminal conduct/civil offense may be considered as a violation of the Wittenborg Student Code of Behaviour irrespective of whether the criminal violation/civil offense is prosecuted in a court of law. The University may inform law enforcement agencies of perceived criminal violations and may elect to defer internal action until prosecution of the criminal violation has been completed. Exoneration from criminal charges will not result in immunity from civil action or University proceedings.

Off-Campus Behaviour

Off-campus behaviour that is detrimental to the University or its students, faculty, or staff in their roles as members of the campus community is governed by this code. Wittenborg reserves the right to take actions that address the violations through educational intervention or sanctions.

Admissions Applications

Wittenborg reserves the right to deny admission based on non-academic reasons when it is believed to be in the best interests of the university. A disciplinary violation or criminal conviction may affect admission, enrolment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made.

DISCIPLINARY AND JUDICIAL PROCEDURES

Because Wittenborg is an educational institution, judicial procedures and disciplinary responses to student behaviour are designed as much for guidance and correction of behaviour as for invoking fair and appropriate sanction. This code and these procedures are designed to determine whether students' alleged behaviours violate the standards and expectations of the University educational community. These expectations and procedures should, in no way, be construed to replace civil or criminal expectations or proceedings. Where necessary and appropriate, the University will work in concert with legal enforcement officers to address alleged illegal behaviour. These procedures are used to address the seriousness of the offense and the record of conduct of a given student; however, specific responses are not rigidly predetermined. The university recognizes that inappropriate behaviour may be the result of the student's inability to solve a problem or manage a situation appropriately. Ultimately, the student must accept responsibility for his or her behaviour and the consequences that result. However, the University also recognizes that judicial responses may include providing students with educational alternatives that assist the student in learning how to handle certain situations. The fundamental hope is that the student can learn and grow from the incident and sanctions imposed in response to that behaviour, and that he or she can make the necessary changes in his or her behaviour to become a constructive member of the educational community.

1. **University Rights and Responsibilities**

Regarding Campus Disruption or Obstruction: In cases of alleged campus and/or classroom disruption or obstruction of the academic mission of the institution, immediate action may be initiated by a faculty member and/or administrator to restore order and/or to prevent further disruption. Behaviour occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. Faculty members have the right to address the immediacy of a situation as they deem appropriate (e.g., temporary removal of a student from a class when inappropriate, disruptive behaviour occurs). Faculty response is forwarded to the academic dean for review (see Academic Dean's Review below), and if necessary, further action. Further action might include permanent removal from the course. When necessary and appropriate, Public Safety and/or the Security services may be contacted to assist with restoring peace and order.

Search and Seizure: In cases of alleged behaviour that violates campus policy, or when there is confirmed suspicion that students may represent harm to themselves or others students, their campus residences may be subject to an administrative search. In such cases, students will be provided with notification of areas to be searched and nature of items sought prior to the search for and seizure of personal items that may be in violation of campus policies.

Education & Examination Guide
Wittenborg University of Applied Sciences
The Student Code of Behaviour

2. **The Rights of the Student Charged**

The student being charged has the right to testify on his or her own behalf, and the right to bring witnesses on his or her own behalf. Accused students may submit questions in advance to the hearing officer that they wish to have asked of those bearing witness against them. During the hearing, questions should be directed to the hearing officer, not to the witness. The use of these questions is at the discretion of the hearing officer. In cases of alleged sexual assault, special measures may be invoked to protect the rights of the victim as well as the accused. In the event accused students choose not to testify, decisions may still be rendered in the absence of their testimony.

3. **Reporting a Violation**

Reports of alleged violations of University rules or regulations are made to the Director (or the Academic Dean in cases of academic misconduct), or his or her designee, herein referred to as the Director.

i. The Director informs the student in writing that an alleged violation of the Code of behaviour has been reported about him or her. The Director commences an investigation of the incident by reviewing the incident with the student. The student may be asked to provide a written statement to the Director within 48 hours of this preliminary discussion. The Director also may request written testimony from the person(s) who brought forward the information or charges and any other persons the Director believes may provide pertinent information.

ii. The Director may appoint a designee from the Student Affairs staff to act in his or her place for any disciplinary procedure. For cases involving more than one student or a student group, the Director decides whether separate or group meetings are appropriate and proceeds to gather pertinent information regarding the case.

4. **Confidentiality**

All disciplinary and judicial procedures are closed and confidential. Final disciplinary decisions are communicated to the student charged and relevant school officials. If the student charged signs a release, the final disciplinary decisions are also communicated to the charging party. In cases alleging violent behaviour, the final disciplinary decisions are automatically communicated to the charging party. A copy of the written description of the sanction is placed in the Director's disciplinary file in the Legal Department.

Types of Proceedings

1. **Mediation:**

This procedure is implemented by the Director or his or her delegate and is generally reserved for first and less serious violators. It is employed when a violation arises out of a dispute between a charged student and another party or parties. The goal is to design a mechanism to resolve the dispute and to prevent it from recurring. A signed record of the mediation efforts, and the agreed-upon resolution, will

be retained by the Administration Office. If the participants in mediation fail to live up to the agreed-upon settlement, a charge(s) may be processed under the appropriate procedures cited below.

2. **Administrative Proceeding:**

The University recognizes that not every dispute or violation of individual rights or University rules and regulations should be handled by a University Management Board. Many disputes or infractions can be handled within the context of an administrative hearing. The administrative proceedings are conducted by the Director (or his or her designee), the Programme Coordinator or Operations Manager (when the offense occurs in on-campus residences), or the Academic Dean (when the offense occurs within an academic setting).

Such hearings are appropriate under any of the following conditions:

i. When there is no record of disciplinary action in the recent past or a record of only minor violation;

ii. When sanctions called for are less severe than suspension or expulsion from the University;

a. When both the student charged and the party making the charge (e.g., a University official or another student) agree to the facts in an incident and the charged party admits fault. In this case both parties agree to implementation of a disciplinary decision by the Director, or his or her designate, or, in the case of an infraction in an on-campus residential property, the Operations Manager. This agreement is made in the form of a written joint memorandum. The student's right of appeal remains unchanged; or

b. When the student charged does not admit fault, but chooses an administrative hearing as an alternative to a hearing before the University Board. In such a case, the student signs a memorandum of consent for such a hearing;

iii. When a student has been temporarily suspended due to violence or the threat of violence.

If the student is found in violation of a stated policy by the Director, sanctions are assigned. The decision is written as soon as is reasonably practicable after the hearing and forwarded to the student and, if a release is signed, to the person who made the charge. In cases with multiple students involved, written decisions may be delayed until all hearings have taken place.

3. **Academic Dean's / Head of School's Review**

This procedure is implemented by the Academic Dean (or his or her designee) and is intended to review the status of the student in a faculty member's course. This review may include a mediation between the student and the faculty member or it may be an administrative proceeding to determine whether a student should be allowed to remain in the given course. Because of the necessity for swiftness, this review should take place as soon as possible following the incident and is not subject to the

requirement of three days advanced, written notice to the student. After consulting with the student and the faculty member, together and/or separately (and any necessary witnesses), the Director shall render a decision. The student's right of appeal is to the University Board. In cases of academic dishonesty, a faculty member or university designee may request an Academic Dean's review for possible referral to the Examination & Graduation Board for a hearing on potential suspension or dismissal.

4. **Procedural Guidelines for Administrative and Judicial Hearings**

Hearing Officer shall conduct hearings so as to assure the basic concept of procedural fairness. The following procedures shall be adhered to:

i. The Director or his or her designate is responsible for setting the hearing time, notifying all parties who are to testify, and forwarding all pertinent data to the appropriate board.

ii. The Director shall give appropriate advance notice, in writing, of the charges against the student and copies of available evidence, to ensure that he or she may adequately prepare for such a hearing. The notice clearly indicates the date, time, and place of the hearing. The notification should be received by the student at least three calendar days prior to the hearing.

iii. The hearing shall not be considered to be a legalistic trial. Rather, the Hearing Officer shall examine all relevant facts and circumstances at the hearing, shall ensure the relevancy of witnesses' statements, and shall, using a standard of "more likely than not," determine whether the charged student should be held responsible for a violation of the Code of behaviour.

iv. Hearings are confidential and closed to all but the principals of the case. At the discretion of the Hearing Officer, a transcript may be kept in audio taped or written form. The tape and transcript are the property of the Director's Office. Students are not permitted to tape or otherwise record the proceedings. Transcripts will be kept by the Director's Office and may be reviewed but not copied or removed from the Director's Office

v. All parties have the right to be assisted in their presentation by an advisor of their choice. The advisor may be, but is not limited to, a friend, a fellow student, or faculty member. The advisor may speak privately to the student charged during the proceedings with permission of the presiding Hearing Officer. At no time during the hearing, however, will such advisor be permitted to speak for the advisee. Each party may request a brief recess to consult with his or her advisor. The presiding officer rules on questions of procedure and is responsible for moving the proceedings along in a timely and orderly manner. Students are responsible for providing copies of all documents to their advisors.

vi. Prior to the hearing (at least 24 hours), the student being charged should submit to the Director a list of any witnesses he or she wishes to present and the nature of the testimony they may offer. This student should also submit a list of questions he or she wishes to have asked of the charging party.

vii. At the hearing, the student being charged and the charging party shall have ample opportunity to explain the circumstances surrounding the incident and are encouraged to present pertinent evidence and the testimony of witnesses in person. In addition, both parties shall be afforded the opportunity to comment on any written statements and other evidence presented, and to respond to questions.

viii. The Hearing Officer should not be either a witness for or against the student or a person previously engaged in formulating the charge or in presenting the material relating to the case. Alternate member/(s) will be appointed in cases in which Board members have a perceived conflict of interest with the principals of the case.

ix. The presiding officer rules on all objections, questions, and procedural points, subject to being overruled by majority vote of the Board. He or she also determines the sequence of testimony, including the option of having all principal parties meet together in the hearing. All those who participate in the hearing are obligated to conduct themselves in an orderly manner and to obey and abide by the presiding officer's rulings. The Director attends all hearings to serve as an advisor in the process.

x. Once all testimony is heard or read, the student being charged and the charging party are asked to make a final statement and the Hearing Officer or Board members are given a final opportunity to ask questions. All persons other than Board members and the Director are then excused and the Board meets to render a decision. The Director does not vote.

xi. The Hearing Officer or Board decides whether there was a violation of policy using a standard of "more likely than not." They also determine whether the charged student should be held responsible for that violation. If so, sanctions are also imposed on the responsible student. Each decision must have been reached by a majority of the Board. Once a decision is reached, the student being charged is informed orally of the decision by the Director. Both parties receive the decision in writing from the Director as soon thereafter as is practicable (the charging party is informed only if the student charged signs a release form or if the case involves a violent act).

Appeals

      i. **Grounds for appeals:**

- Procedural error

- New evidence

- Excessive sanction

      ii. **Limits of appeal and sequence of appeal:**

A student found in violation of a stated policy may appeal a disciplinary decision only once, based on one or more of the criteria cited above. The appeal may take place in one of the following stages:

    iii.   **Appeal of a decision by / Appeal to:**

- Programme Coordinator or Operations Manager or an Associate of Director

- Director, Academic Dean (or designee)

- Any member of the Wittenborg Management board

    iv.   **Appeal procedure:**

i. The act of filing an appeal usually postpones the action required by the initial decision until the appeal process is completed, unless the Director (in consultation with any Director) determines that postponement of the sanction may result in a serious threat to the University community.

ii. The student must file the appeal through the Front Desk/tutor within 10 calendar days of receiving written notification of the decision. (An extension of this deadline may be requested in writing to the Director to accommodate periods of University recess or for other extenuating circumstances.) The Director then forwards the request to the appropriate Hearing Officer.

iii. The individual seeking the appeal must indicate, in writing, the specific bases or reasons for his or her appeal. The appeal statement should include the following: Student's name, ID#, local address, phone number, reason for appeal (see 7 a. above), and appropriate information regarding why the appeal should be granted. The letter should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. For example, if there were procedural errors, the errors should be identified and it should be noted what effect those errors had on the outcome of the case. If there is new evidence, the nature of that evidence and the potential effect on the outcome of the case should be noted. If the student believes the sanction was excessive, the student should take great care to note why they believe the sanction was excessive and should suggest a more reasonable sanction.

iv. The appropriate Hearing Officer or an appeals committee of the University Board will consider the written statement of appeal and recommend action to be taken: denial of appeal or a new hearing. The individuals involved will receive written notification of the decision from the Director.

v. If the result of the appeal is an order for a rehearing, the hearing procedures described above shall apply. A new panel of Board members would rehear the case.

DISCIPLINARY ACTIONS

Disciplinary actions are proscribed by the Hearing Officer. Students are obligated to carry out all directives of the Hearing Officer or body. Failure to do so may result in further sanctions. It is the prerogative of the Management Board to assign sanctions it deems fitting in response to the actions of the student found in violation. The University Legal Office has responsibility for monitoring compliance with all sanctions.

Temporary Suspension

Students may be placed on temporary suspension by the University Legal Office (in consultation with a Director) in the following circumstances: If the student is reasonably likely to present a threat to him or herself, to the University community, or to any of its members; or if the student poses a definite threat of disruption of, or interference with, the normal operations of the University, the alleged violator may be placed on temporary suspension. The student will be afforded an Administrative Hearing as soon as is practically possible to determine if, when, and which University privileges may be reinstated; however, the student will remain on suspension until the proceedings are complete. The opportunity for appeal to the University Board remains intact. During the temporary suspension, the student shall be denied access to University facilities and/or all other University activities or privileges for which the student might otherwise be eligible as deemed appropriate by the Director.

Disciplinary Sanctions Levels

The primary functions of any hearing body or officer are to determine whether or not there was a violation of policy and, if so, to recommend an appropriate sanction. The following are guidelines for sanctions, though ultimate determination of appropriate sanction lies with the Hearing Officer or hearing body.

Typically, for a first-time offender, a Level 1 sanction will be recommended. A Level 2 sanction may be recommended if the violation was a serious first offense or if the referred party was a repeat offender. Level 3 sanctions are usually reserved for serious first-time offender(s) or for repeat offenders. The following are examples of disciplinary sanctions. These may be used in combination at the discretion of the ruling party.

Level 1

- Letter of Warning

- University Disciplinary Warning

- Educational Sanction

- Financial Restitution

- Parental Notification of Violation and Imposed Sanctions

- Administrative Withdrawal from a Course

- Administrative Hold on University Account

Level 2

- Letter of Warning

- University Disciplinary Warning

- Educational Sanction

- Financial Restitution

- Parental Notification of Violation and Imposed Sanctions

- Administrative Withdrawal from a Course

- Administrative Hold on University Account

Level 3

- Disciplinary Suspension

- Disciplinary Dismissal

Descriptions of Disciplinary Sanctions

Letter of Warning: A warning letter issued by a hearing body or officer. The letter is placed in the Dean's Judicial File and will be made available to any hearing body or officer should the student become a repeat offender.

Administrative Withdrawal: The withdrawal of a student from a specific course, major, or academic department may be invoked in cases where the student violates the expectations of the academic arena (e.g., classroom incivility, disruption, harassment of faculty members).

Parental Notification of Violation and Imposed Sanctions: Under most circumstances, University administrators will not release information to parents without the consent of the student regarding the charges, proceedings, or sanctions imposed in a hearing. Exceptions include violations of the alcohol and drug policy (for students under the age of 18) and sanctions that include probation.

Administrative Hold on University Account: This action is most frequently taken when students do not complete assigned sanctions within the required timeframe, when students fail to answer charges, and when students must complete specific actions prior to being readmitted following suspension. This action prevents students from registering for classes, obtaining transcripts, diplomas, etc. Wittenborg University of Applied Sciences reserves the right to withhold transcripts or a diploma pending the

resolution of all outstanding charges and the successful completion of any sanctions issued as a result of those charges.

Disciplinary Probation: A more stringent warning used in response to a more serious violation or frequent violations of University regulations. Further violations would require consideration of Disciplinary Suspension. This action prevents students from being able to study abroad during the probationary period. This status may also be communicated to other schools to which a student may transfer (or has transferred).

University Housing Probation: A status that places the student on probation for a stated period of time. This is in response to violations of University regulations in the residence halls, University-owned houses, or other campus residences. This sanction may be given in addition to a Letter of Warning or Disciplinary Probation. This status is meant to notify a student that his or her housing privileges may be revoked.

Removal from University Housing: The removal of the student from on-campus housing on either a permanent basis or for a stated period of time. This is a more stringent action taken in response to serious or repeated violations of University regulations.

Disciplinary Suspension: Action that separates the student from the University for a stated minimum period of time. At the end of the period, the student must apply to the Director for reinstatement.

Disciplinary Dismissal: This status permanently separates the student from the University.

Other Disciplinary Actions

Restitution, Fines, and Refunds: In cases that involve damage to personal, University, or private property, full restitution is typically required. Fines may result when the Hearing Officer believes they are appropriate. Restitution and/or fines should be paid by bank transfer only. In cases of suspension or expulsion, there is no refund of University fees. Tuition and room and board charges may be refunded consistent with University refund policies.

Educational Sanction: A proscribed activity designed to assist the student in understanding how his or her actions affect the community and/or to contribute to the betterment of the community. Such action is available at any level to supplement or replace any other action.

Behavioural Contract: These contracts are written to provide very clear expectations regarding a student's behaviour within given circumstances. Probation is typically part of the contract.

Residential or Campus Restriction: Students may be restricted from access to residential facilities or other campus facilities, activities, or services. A student may also be barred from the entire campus if past behaviour threatens the health, safety, or well-being of any member (including self) of the University community.

THE EEG - PART 12
GENERAL TERMS & CONDITIONS OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES

31 August 2018

CONTENTS

GENERAL TERMS & CONDITIONS

WITTENBORG UNIVERSITY OF APPLIED SCIENCES

Wittenborg University of Applied Sciences is a non-funded institution; it is recognized and appointed by the Dutch Ministry of Higher Education as written in the Dutch Higher Education Law. Wittenborg University of Applied Sciences is registered at the CFI under BRIN number 25AY (www.cfi.nl).

OVERALL TERMS AND CONDITIONS

Wittenborg University of Applied Sciences is a member of the Dutch Council of Training and Education (NRTO) and is obliged to adopt the General Terms and Conditions of that Council (NRTO). These Terms and Conditions are applicable to all students registered at Wittenborg University of Applied Sciences and can be found here: http://www.nrto.nl/wp-content/uploads/2016/02/NRTO-terms-and-conditions-consumers.pdf .

In addition to the above, Wittenborg University of Applied Sciences has its own Terms and Conditions that are complimentary to those of the NRTO.

Dutch Law applies to these Terms and Conditions.

ENGLISH LANGUAGE

The English Language is the official language at Wittenborg University of Applied Sciences and is spken and written within all departments of the university and al programmes offered at Wittenborg University of Applied Sciences are offered in English. Over 80% of students at Wittenborg University of Applied Sciences are international and over 40% of its staff are not Dutch nationals. For that reason an exception is made in relation to the Netherlands Act of Higher Education in relation to the language of programmes offered at Wittenborg University of Applied Sciences. Dutch students cannot fulfil their examinations and assessments in the Dutch language at Wittenborg University of Applied Sciences and the university cannot be expected to offer its programmes in Dutch.

APPLICATION AND REGISTRATION

Application has to be done by signing and sending the application form to Wittenborg University of Applied Sciences. A study agreement will be made by means of the application form. These General Terms and Conditions are a part of the Study Agreement. By signing the Study Agreement the student declares to agree with the General Terms and Conditions and the Additional Terms and Conditions and has been informed about the Tuition Fees and the non-refund policy. After signing the Study Agreement the registration will be definite. Wittenborg University of Applied Sciences provides the opportunity to start its programmes 6 times a year. Application can be done during the whole year. The student has to hand in all the documents which are listed in the Admission Procedure/ Application Form and has to be able to identify himself/herself by a valid Identification Card.

CANCELLATION OF APPLICATION

In case the student wishes to cancel the registration before the start date mentioned in the study agreement, the following cancellation provisions apply:

a. cancellation before the start of the educational programme must be made in writing or electronically to the student Registrar's Office;

b. if the agreement is cancelled up to two months prior to the start of the course the student pays 10% of the agreed fee, with a minimum of €50,-;

c. if the agreement is cancelled between two and one months prior to the start of the course the student pays 25% of the agreed fee, with a minimum of €50,-; d. if the agreement is cancelled less than one month prior to the start of the course the student pays 50% of the agreed fee, with a minimum of €50,-;

e. if the agreement is cancelled less than two weeks prior to the start of the course the student pays the full fee.

Costs that are already made by the university if applicable, for example visa costs, will be deducted from the refund.

Under no circumstances refunds will be given to students who did not obtain the required legal and/or immigration status due to committing fraud, the provision of false information and/or documents.

TUITION AND FEES

Wittenborg University of Applied Sciences is entitled to change the tuition fees annually. The tuition fees do NOT include books, study material and excursions. Students are allowed to fulfill their tuition fees in installments by automatic collection. First year non-eu visa students are excluded from the option to pay in installments. Payment by automatic collection is only possible after signing the authorization form for automatic collection. The amount of every installment will be raised with €12, 50 administration costs. The collection of every installment will take place around the 28th of each month. Please check www.wittenborg.eu for the current fees.

PAYMENTS AND OBLIGATIONS

Not attending classes will not lead to reduction of the tuition fee or any other fee. When a delay in payment of more than one month occurs, Wittenborg University of Applied Sciences is entitled to collect the total amount at once. Continuous delay in payment can lead to direct annulment of the contract by Wittenborg University of Applied Sciences, however under no circumstances will direct annulment of the contract lead to financial compensation. All due payments are still owed to Wittenborg University of Applied Sciences, and the University will take all necessary measures to retrieve due payments. If reminders and payment demands have to be sent due to delay in payment, extrajudicial collection costs and statutory interest will be charged , from the second demand on. These costs shall not exceed: 15% of outstanding amounts up to €2,500,=; 10% of the following €2,500,=, and

5% of the next €5,000,= with a minimum of €40,=. Wittenborg University of Applied Sciences may, for the benefit of the student, deviate from the amounts and percentages referred to.The student or his/her legal guardian will be held responsible for all costs.

Registration for the next academic year will be confirmed after payment of the (first installment of the) tuition fee for the concerning academic year.

COMPLIANCE WITH INTERNATIONAL SANCTION REGULATIONS

In compliance with International sanction regulations imposed by the EU, the UN and the US, WUAS must conduct appropriate due diligence and screening against applicable financial sanctions target lists; such as the HMT Consolidated List, financial sanctions target lists, and the OFAC list. This screening can always be performed both prior and after a student's admission at the institute. WUAS cannot be involved in any financial transactions with any person or entity, or relation of, who is registered on these lists.

TERMINATION BY STUDENT

Termination of registration by the student has to be done by sending a letter by registered post to the Student Registrar's office. . Date of termination will be the date of receipt at Wittenborg University of Applied Sciences. If not agreed differently in the Study Agreement, registration is always for a period of one year. Early termination of the study programme during the college year does not lead to refund or remission of the tuition fee. Refund of Student Deposit can only be paid after the formal deregistration procedure has been fully completed according to the regulations.

CHANGES IN STUDY PROGRAMME

If there are less than 5 students registered to take a chosen specialization module, the specialization module will not be offered in that academic year and another specialization module has to be chosen. Wittenborg University of Applied Sciences reserves the right to change the content, timetabling, and delivery methods of curriculum and study programmes. Lecturers, lesson times and location can also be changed. A change of study mode into part-time, dual learning, or distance learning variants is allowed if agreed by tutor and programme coordinator, or head of school, or other responsible management. Student is obliged to pay the same tuition fees as already agreed, unless the Director makes an exception. Students who choose to study part of their programme at a Wittenborg University of Applied Sciences' partner institute, under the terms of agreements made between Wittenborg and that institute must pay their full fee to Wittenborg for that year. Any fees to be paid to the partner institute are either to be paid additionally, or can be compensated by Wittenborg, depending on the arrangements Wittenborg has made with the partner institute.

CANCELLATION OF STUDY PROGRAMME (DEREGISTRATION) BY WITTENBORG UNIVERSITY OF APPLIED SCIENCES

Wittenborg University of Applied Sciences is entitled to deregister students who misbehave according to the "code of behavior" in the Student Charter. In this case no refund will be given. In case of fraud, Wittenborg University of Applied Sciences is entitled to deregister students without refund of fees. The Graduation and Examination Board has the right to give a student a negative study advice. In this case the student will bear all financial and legal consequences. The mutual rights and obligations that apply to this agreement will be terminated as soon as the agreement has been cancelled. Obligations which were applicable prior to the cancellation remain in force. With the deregistration of the student the right for study grant and OV public transportation card will end. Wittenborg University of Applied Sciences has the obligation to inform the DUO annually about the registration periods of all the students. It is the student's responsibility to inform the DUOon time about changes in his/her personal situation or details. Wittenborg University of Applied Sciences cannot accept responsibility or liability for possible financial loss suffered by the student as a consequence of for instance, too much received study grant and/or loans.

EDUCATION AND EXAMINATION GUIDE (EEG)

The content and design of the programmes is described in the Education and Examination Guide. (EEG) This is available from the Education Administration (Student Registrar), and made available to all students on the Website www.wittenborg.eu and on the Virtual Learning Environment www.wittenborg-online.com. This document is part of the EEG.

INSURANCE

Wittenborg University of Applied Sciences cannot accept responsibility or liability for loss and/or damage to private possessions, nor can it accept responsibility or liability for injury or any other damage suffered by the student. It's the student's responsibility to arrange his/her insurance. During the work placement, the student has to be insured through the liability insurance of the work placement company. Insurance at AON for a period of time linked to the first study registration period will be arranged for Non-EU students upon their arrival, it is the student's responsibility to extend this insurance. It is possible to arrange this through the Student Support Office.

BOOKS, STUDY MATERIALS, TIME TABLES, STUDENT CHARTER, EDUCATION GUIDE

Obtaining study materials such as books, time tables and the Education Guides is described in the Education Guide. This guide, together with the Student Charter will be given to the students before the start of the programme. Wittenborg University of Applied Sciences reserves the right to change the time tables and lesson programmes.

INTELLECTUAL PROPERTY

Intellectual property is the term used to describe the outputs of your creative and intellectual endeavour, such as inventing a new process or product or writing new software. It can allow you to own things you create in a similar way to owning a physical property. You can control the use of your IP, use it to gain financial reward and prevent others from using your IP without your permission.

The four main types of IP are:

I.   Copyright – protects material such as literature, art, music, sound recordings, films and broadcasts.
II.   Designs – protect the visual appearance or eye-appeal of products.
III.   Patents – protect the technical and functional aspects of products and processes.
IV.   Trade marks – protect signs that can distinguish the goods and services of one trader from those of another.

More than one type of IP may apply to the same creation. Patents, registered trademarks and registered designs are protected through application to the patent office in the countries where you seek to protect your work. Copyright and design right are known as unregistered rights where your legal rights arise automatically upon creation of the work. There is no need to file an application for protection.

Ownership of intellectual property generated by students.

Any IP created by you during your course of studies belongs to you unless agreed otherwise in writing between you and the university. All students, however, grant the university permission to use their work or copies of their work (digital or otherwise) for academic, teaching and marketing purposes.

LIABILITY DUE TO CHANGES MADE BY EXTERNAL ORGANISATIONS

Wittenborg University of Applied Sciences is not liable for any consequences due to changes in law or policy made by national and local government. Wittenborg University of Applied Sciences is not liable for any changed information that is given in the EEG relating to external organizations such as DUO, Tax office, Ministry of Education, NVAO, FIBAA, etc.

The student has to inform the Student Administration in writing about the change of address within 14 days after moving. The student is responsible for possible losses as a consequence of not informing in time or not informing the Student Administration.

DATA PROTECTION ACT AND PORTRAIT RIGHTS

The General Data Protection Regulation (GDPR) applies to all the information which is provided to Wittenborg University of Applied Sciences by the student. The Data Controller is the Wittenborg University of Applied Sciences, it collects and processes information about students under the terms of this contract for teaching, research and administrative purposes. All such activity is governed by the Data Protection Act 2018 and is detailed in the student privacy notice: https://www.wittenborg.eu/privacy-notice-applicants.htm. As a data subject, you have a number of rights. You can request access to your data, ask the university to correct any inaccurate data or stop processing data – for more information or to exercise your rights you can contact the data protection officer on dataprotection@wittenborg.eu. The accuracy of personal information provided by students may also be checked by the university against relevant external sources. The university undertakes to process and store maintain student data on secure networks conditions, and to process and disclose data only within the terms of the student privacy notice. Please note that we are reliant on you for much of the data we hold: help us keep your record up-to-date by notifying us of any alterations to your address, personal details or course enrolments.

Wittenborg University of Applied Sciences has the right to use possible images of (educational) activities on which the student is visible, for various marketing purposes for Wittenborg University of Applied Sciences. Each student is entitled to object to the use of his/her data by Wittenborg University of Applied Sciences. The objection has to be done by email to dataprotection@wittenborg.eu.

For full details please refer to the university's Data Protection Policy. If you are dissatisfied with the way the University has processed your personal data, or have any questions or concerns about your data please contact dataprotection@wittenborg.eu, if we are not able to resolve the issue to your satisfaction, you have the right to apply to the "Autoriteit Persoonsgegevens". They can be contacted at https://autoriteitpersoonsgegevens.nl/nl/zelf-doen/privacyrechten/klacht-indienen-bij-de-ap.

COMPLAINTS

Wittenborg University of Applied Sciences will do it's very best to make your study period as comfortable as possible. In case of complaints, please read the internal complaints procedure, which can be found in the Education Guides. If the complaint, despite our efforts to handle it, persists, a further complaint letter can be formulated which can be sent to the Disputes Committee (Geschillencommissie Particuliere Onderwijsinstellingen, Bordewijklaan 46, Postbus 90600, 2509 LP Den Haag, www.degeschillencommissie.nl).

THE EEG - PART 14
HOUSING CONDITIONS &
IMMIGRATION RULES & REGULATIONS
FOR NON-EU STUDENTS

31 August 2018

Education & Examination Guide
Wittenborg University of Applied Sciences
Housing Conditions, Rules & Regulations (Non-EU Students)

PART 14 | Page | 1

STUDENT ACCOMMODATION CONDITIONS AND IMMIGRATION REGULATIONS FOR NON-EU STUDENTS

1. I understand the condition of Student Accommodation of Wittenborg University of Applied Sciences (WUAS) is very SIMPLE and BASIC with standard facilities that is mentioned on the website of WUAS. If planned to stay in WUAS accommodation, I am obliged to email the completed "Arrival Notification Form" (will be sent by the Administration) to studenthousing@wittenborg.eu, admission@wittenborg.eu and at least 10 working days prior to my arrival date. I'm also aware that arrival without notification will result in a four-months student accommodation contract with WUAS, instead of a normal five-months student accommodation contract to cover extra costs caused by my not conversant arrival. Any extra costs caused due to my non-conversant arrival, will be not be paid by Wittenborg.

2. As a Non-EU/EEA student, I'm aware that a refundable deposit of €900 will be held by WUAS, which will ONLY be refunded by meeting the complete Check-out Procedure of WUAS Accommodation AND (legal) Deregistration Procedure.

3. According to the Dutch regulations for Non-EU/EEA students, they are allowed to work 10 hours per week during the study period or choose to work full time during the summer holiday period. Non-EU/EEA students need to go through a lengthy process (3-6 months), in order to collect all the required documents to be able to work legally. Due to the deficiency of Dutch linguistic skills, Non-EU/EEA students face difficulties finding a well-paid high-quality job. The average income from part time job during the study period is approximately €200 per month, and is based on the Dutch minimum wage requirement. I am aware that the income from the part time job can never cover the cost of study, neither of living.

4. As Non-EU/EEA student, during my stay in the Netherlands, I understand the legal requirement of showing proper evidence of adequate financial support to live in the Netherlands to Dutch authorities on demand: i.e. *Higher education: €867,68* per month* (*amount can be subjected to change by the Dutch Authorities; the latest information can be found on www.nuffic.nl or www.ind.nl).

5. Herewith I, the undersigned, authorize the Administration of WUAS to:

   a. Apply for my residence permit and continue further contact with the Immigration and Naturalization Service (IND) concerning my application.

   b. Provide my personal details and information to the IND, Foreign Police and Town Hall when requested.

   c. Inform the IND, Foreign Police and Town Hall of my registration and attendance at WUAS, of my recent accommodation and my legal status in the Netherlands.

Education & Examination Guide
Wittenborg University of Applied Sciences
Housing Conditions, Rules & Regulations (Non-EU Students)

PART 14 | Page | 2

d.   Cancel my residence permit at the Immigration Office (INDo:

   i.   after I have completed the WUAS deregistration procedure;

   ii.   after the first registration period if I do not continue my study;

   iii.   during my registration period if I have been absent from my lessons more than 80% without reason or I have left my accommodation before my contract ended without providing a new address.

6.   In case of cancellation of my residence permit without completing the deregistration procedure, the Administration Office of WUAS, will inform me by sending at least one email. I am aware of the fact that by signing this document I give up my right to appeal to the Law of Personal Data Protection (which is into force since 1 September 2001).

7.   I am aware and agree on the requirement of gaining a minimum 30 European Credits (EC) on a yearly basis, during my study at WUAS. Failure of achievement will terminate my registration at WUAS and this information will be forwarded to IND (www.ind.nl), resulting my residence permit to be revoked, and the immediate loss of a right any housing within WUAS property.

SIGNATURE OF STUDENT   PLACE OF SIGNING
DATE OF SIGNING

Education & Examination Guide
Wittenborg University of Applied Sciences
Housing Conditions, Rules & Regulations (Non-EU Students)

PART 14 | Page | 3