

THE EEG

THE EDUCATION & EXAMINATION GUIDE BACHELOR OF BUSINESS ADMINISTRATION 'HBA' Pathway

International Business Administration Specialisations

Hotel & Hospitality Services Management

Event Management

Tourism Management

Sports Business Management

Hospitality Management



Bachelor of Business Administration (BBA)

registered in CROHO under ISAT 39239 as Bachelor of Business Administration

31 October 2024

CONTENTS

| |
|--|
| EEG PART 1 - INTRODUCTION |
| EEG PART 2 - HBA EDUCATION GUIDE |
| EEG PART 2B - ECTS - CREDIT TRANSFER & TNE |
| EEG PART 3 - HBA PROGRAMME CURRICULUM |
| EEG PART 4 - PRACTICAL INFORMATION GUIDE |
| EEG PART 5 - GENERAL ASSESSMENT POLICY |
| EEG PART 5A - ACADEMIC WRITING HANDBOOK |
| EEG PART 5B - PLAGIARISM POLICY |
| EEG PART 6 - GRADUATION & EXAMINATION BOARD REGULATIONS |
| EEG PART 7 - WORK PLACEMENT HANDBOOK |
| EEG PART 7A - IN-COMPANY TRAINING HANDBOOK (HBA) |
| EEG PART 8 - GRADUATION ASSIGNMENT & FINAL PROJECT HANDBOOK |
| EEG PART 9 - EUROPEAN DIPLOMA SUPPLEMENT AND EXAMPLE OF DEGREE |
| EEG PART 10 - THE STUDENT CHARTER |
| EEG PART 11 - THE STUDENT CODE OF BEHAVIOUR |
| EEG PART 12 - GENERAL TERMS & CONDITIONS |
| EEG PART 12A - TUITION FEE POLICY |
| EEG PART 12B - CODE OF CONDUCT LANGUAGE WUAS |
| EEG PART 12C - LEAVE OF ABSENCE |
| EEG PART 14 - HOUSING CONDITIONS & IMMIGRATION REGULATIONS |

THE EEG - PART 1

INTRODUCTION

2024



Winter Graduation 12th February 2024, Apeldoorn Municipal Theatre Orpheus

31 October 2024

CONTENTS

| | |
|--|----|
| Introduction | 3 |
| Welcome to Wittenborg University of Applied Sciences!..... | 3 |
| Learning & Teaching at Wittenborg | 3 |
| Year Planning | 3 |
| Technology Keeps Evolving Education | 3 |
| 75% attendance for all programmes | 4 |
| Examinations & Assessments – Type 1 & 2 Exams – back in school and AI..... | 4 |
| Multi-Disciplinary (PHASE) Exit Exams (MEEs)..... | 5 |
| Theme of 2024 - 'No Poverty' | 5 |
| The Faculty Challenge 2024 - Mission & Values | 6 |
| Societal impact: Sustainable Development Goals | 7 |
| Our Mission Statement | 8 |
| Internationalisation – Diversity - Ethics | 8 |
| Be Part of Wittenborg! | 9 |
| Wittenborg News | 9 |
| The Student Representatives | 9 |
| Representation Conference Day..... | 9 |
| The Programme Committees..... | 9 |
| The Student Association -SWIFT | 9 |
| Good Luck! | 10 |

INTRODUCTION

WELCOME TO WITTENBORG UNIVERSITY OF APPLIED SCIENCES!

A warm welcome to all our new and returning current students from around the world at our main Apeldoorn Campus and our locations in Amsterdam and Munich! Whichever programme you are studying or starting, one of the pathways and specialisations of the Bachelor of Business Administration, an MBA - Master of Business Administration specialisation, or one of the Master of Science MBM programmes, we want to empower you to get the very most out of your studies.

Given the 6 starts (block entries) every year for 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 are returning to your studies with us or have just started your degree, you will be experiencing a unique blend of international higher education, and you will be challenged with a double-accredited, intensive, and rewarding experience.

LEARNING & TEACHING AT WITTENBORG

YEAR PLANNING

Wittenborg has shifted from the traditional academic year, which started in September, to a new calendar-year format. This change doesn't affect the actual program planning, which remains consistent. Instead, it reflects our continuous intake structure, allowing students to begin in any block and to identify fully with the year they start and graduate.

The next academic year at Wittenborg officially begins in February 2025. Additionally, the six teaching blocks have been renamed to reflect their starting month (instead of being numbered). For instance, following the summer break, we now begin with "Block September."

TECHNOLOGY KEEPS EVOLVING EDUCATION

In recent years, Wittenborg has developed a teaching and learning approach that fully integrates educational technology. Our Virtual Learning Environment (VLE), Moodle (www.wittenborg-online.com), provides students with access to all course materials online. Combined with MS Office365 and MS Teams, this setup enables students to participate in Wittenborg's programs from anywhere in the world, while our faculty can teach remotely from any location.

Wittenborg has also expanded its online resources by investing in access to extensive journal databases. Nearly all curriculum literature is now available digitally, including downloadable e-books, journals, and research papers.

75% ATTENDANCE FOR ALL PROGRAMMES

Students can expect a full classroom learning and teaching experience once more. After evaluating the achievements of students based on attendance rates, and in line with international research on the link of attendance in higher education and student achievement, health, and well-being, it has been decided to re-introduce the 75% attendance requirement for all degree programmes.

EXAMINATIONS & ASSESSMENTS – TYPE 1 & 2 EXAMS – BACK IN SCHOOL AND AI

Type 1 exams are paper based examinations taken in school under normal invigilation. During the Covid years these exams have been held online. All Type 1 exams for Bachelor and Master are now held in school under examination conditions as described in this EEG.

Also, due to the rapid expansion of Artificial Intelligence tools, Wittenborg has introduced new hybrid types of assignment, where all paper-based work is also tested through presentation, interview or oral defence.

At the same time, students will be taught and encouraged to use AI tools to improve their learning and information gathering, whilst understanding the dangers of using the tools, both from a perspective of quality, however also from that of the threat to their own academic integrity.

MULTI-DISCIPLINARY (PHASE) EXIT EXAMS (MEEs)

Wittenborg sees its assessment and examination structure as robust, however, we would like to take its Assurance of Learning (AoL) one step further.

In order to give future employers confidence that you have the knowledge that your programme says it has 'on the box', we have decided to implement 'Multi-Disciplinary (Phase) Exit Exams' for all students in all degree programmes at different stages (Bachelor at the end of Phase 1, 2 & 3 and Master after Semester 2 completed).

These exams:

- require no specific pre-learning, as they are testing knowledge already tested;
- are mandatory for all students;
- do not lead directly to credits but are a pre-requisite for progression;
- will test your current level of knowledge based on your programme;
- have to be completed, but the score is not relevant to progression;
- will lead to improved CV, confidence, and EMPLOYABILITY

Multi-Disciplinary (Phase) Exit Exams will only apply to ALL new students starting their studies from Block September in 2022.

THEME OF 2024 - 'NO POVERTY'

In the past years, Wittenborg introduced the concept of a theme for each academic year. In 2024, the Theme for the Academic Year has been 'No Poverty' which is also a Strategic Development Goal of the United Nations (SDG #3). In the coming months Wittenborg will pay special attention to the theme as it features in the last blocks of the year.

The theme is a recurring discussion point within Wittenborg, especially during the Student and Staff representation day, held every year in the February Block (in Project week). This year, students and staff have voted for SDG#4 Quality Education to be the theme of 2025.

'Quality Education' will be a key theme during the special project week of Block December, where bachelor students (and master students who wish to join), spend a multidisciplinary action-packed week together.

At the same time, throughout the 2024 academic year, Wittenborg has asked its faculty to touch upon the theme 'No Poverty' in every module they teach, highlighting an aspect linking the subject and the theme. This approach, developing a theme throughout the curriculum at undergraduate and postgraduate level brings a unique aspect to the business school's programmes. In 2025, 'Quality Education' will be reflected in the teaching and learning at Wittenborg.

THE FACULTY CHALLENGE 2024 - MISSION & VALUES

In 2024, every Wittenborg faculty member has again been asked to consider how they have linked every module they teach to WUAS' Mission through the school's Values:

- Internationalisation
- Diversity
- Ethics

Wittenborg's curriculum management team and news team will instigate a 'pull-reporting system', through interviews, mini-questionnaires and other methods, in order to highlight how Wittenborg's Mission and Values are being implemented throughout the modules in the BBA, MBA and MBM degree programmes, at all locations.

To make this a success we ask all our students to actively help and participate in making sure that our values are central to our teaching and learning.



**BETTER YOURSELF,
BETTER OUR WORLD**



WITTENBORG
University of Applied Sciences

values

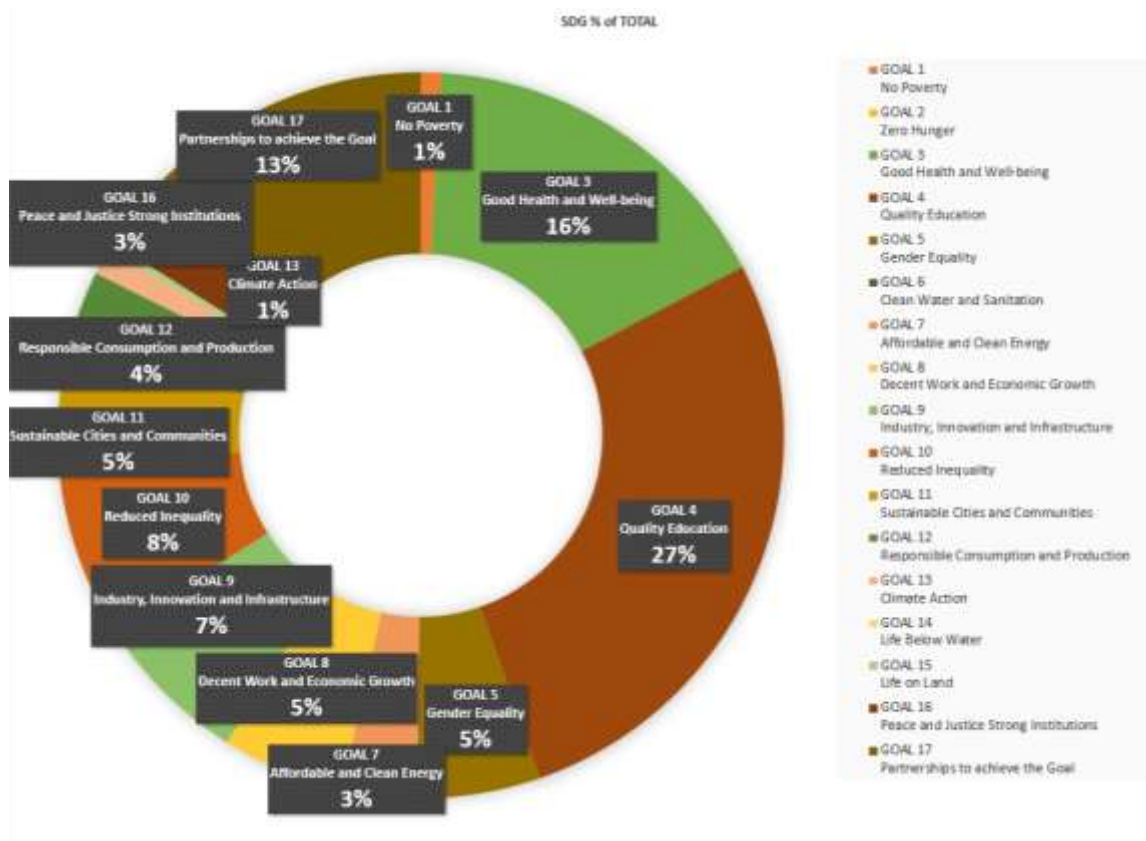
Diversity

Ethics

Internationalisation

SOCIETAL IMPACT: SUSTAINABLE DEVELOPMENT GOALS

For an international business school such as Wittenborg, with such a global mix of students, faculty and professional staff, the United Nations' 17 Global Sustainable Development Goals (SDGs) will play an important part in underpinning the school's mission, its values, and its future development. Wittenborg publishes a news article about its activities on its website and in news distributed to students, faculty and professional staff every 2 days, and the chart below shows the coverage of the United National Sustainable Goals in relation to Wittenborg' activities. News is published on Facebook, LinkedIn as well as internal and external websites.



In 2024 Wittenborg will define which SDGs, as a business school, it aims to use in the coming years, to make regional, national, or even international societal impact. However, at the same time, Wittenborg also expects its students to graduate having learned about and developed an understanding of the SDGs, and possibly having considered how and why they will contribute to making impact in specific areas in their lives. For this reason, all Wittenborg faculty have been asked to link every module they teach to one or more of the Sustainable Development Goals, helping students become aware of the SDGs, through inventive and interesting inclusion in lessons, or tasks given to students.

Wittenborg will instigate a continuous feedback system to make news about this cross-discipline and multi-layered approach to its learning and teaching. We again ask all our students to actively help and participate.

OUR MISSION STATEMENT

“Better yourself, better our world”

OUR VISION - To become a recognised university of applied sciences with an international, innovative approach to higher education, creating life-changing opportunities and to advance the development and dissemination of knowledge in partnerships with the (business) community.

OUR MISSION - Contributing to society in Apeldoorn & the region by promoting excellence in teaching and learning in international business and management, as well as by creating the best environment for students and staff, where internationalisation, diversity and ethics are setting the premises for successfully applied, research-informed global learning.

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 organisations 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. Wittenborg 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 institution 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. Our Wittenborg motto expresses the commitment to offer higher education where students and staff understand that ethics play a central role in their every decision. Guided by well-established ethical and moral standards, such as honesty and integrity, unified we strive for a better tomorrow: Better Yourself, Better Our World. **Wittenborg embraces ethics as a key value.**

BE PART OF WITTENBORG!

There are many opportunities to be part of Wittenborg, and we invite you to take an active part in life within the school during your studies with us.

WITTENBORG 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. We publish news regularly during the week, and WUP also publishes papers and books.

Interested? Contact the editors at news@wittenborg.eu

THE STUDENT REPRESENTATIVES

The 'Student Reps' is the body of students who have direct talks with the 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 bachelor's phase, prep year/pre-master's and master's programmes are invited to become members of the Student Reps. Elections will be held for the Student Reps during Block 3.

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

REPRESENTATION CONFERENCE DAY

A conference day is arranged annually for everyone (Students, Faculty & Professional Staff) at Wittenborg, during which all the meetings take place of the various representative groups, both staff and students, allowing greater representation and a more transparent process. The Representation Conference Day will be arranged in Block February (during the Bachelor Project Week, see Year Planning for details).

THE PROGRAMME COMMITTEES

Want to make an impact on your own study programme development? Each bachelor's and master's degree programme has its own student & faculty committee: 'The Programme Committee'. Members include both students and faculty, and the committee reviews its programme and submits recommendations to management.

Interested? Contact your Process Tutor or Study Advisor.

THE STUDENT ASSOCIATION -SWIFT

We are pleased to announce the holding of elections for the Student Association, (SWIFT), annually. Once the committee is in place, a budget is allocated to support SWIFT in organising social and cultural events throughout the year. Watch out for the start of nominations, which usually takes place in the month of November, in time for the election in the week before the Christmas break, held together with the Student Reps elections!

GOOD LUCK!



(Above: Bachelor & Master Graduation. At the Orpheus Theatre Apeldoorn)

That leaves me and our wonderful team at Wittenborg only to wish you all an enjoyable and productive study time with us!

Good luck with your studies!

Peter Birdsall, MA.Ed

Director of Education

President & Chair of the Wittenborg University of Applied Sciences Board

31 October 2024

THE EEG -PART 2

EDUCATION GUIDE

BBA Bachelor of 'Hospitality Business Administration' (HBA)

HBA – Hospitality Business Administration covers the specialisations:

- Hotel & Hospitality Services Management
- Event Management
- Tourism Management
- Sports Business Management
- also*
- Hospitality Management (for students who mix specialisations in phases 1 & 2)



31 October 2024

CONTENTS

| | |
|--|----|
| HBA – Bachelor’s Education Guide | 4 |
| Wittenborg’s Undergraduate Bachelor’s Programmes | 4 |
| The 4 Bachelor of Business Administration programme Pathway | 5 |
| A Broad Bachelor’s with Specialisations (Graduation Pathways) | 6 |
| HBA Final Graduation – Degree Award..... | 6 |
| Wittenborg’s Education Philosophy | 7 |
| Our Philosophy in a Bachelor’s Context | 7 |
| Wittenborg’s 3-Year Undergraduate Bachelor’s Programmes | 8 |
| Bachelor of Business Administration Programmes..... | 10 |
| BBA is International..... | 10 |
| Entry into the Bachelor’s programmes | 10 |
| Professional Profile of a Business Administrator | 13 |
| Five Core Overall BBA Final Qualifications | 14 |
| BBA Programme Outcomes: Bachelor’s Business Administration Graduates:..... | 16 |
| The Phase system | 18 |
| Integration of Theoretical and Practical Content | 19 |
| Work Experience and Practice in the HBA Programmes | 20 |
| BBA - Skills, Competencies and Learning Outcomes..... | 20 |
| Structure of the Bachelor’s Programmes | 23 |
| 3 Years or 4 Years | 24 |
| Terms, Blocks and Modules..... | 24 |
| Theory to Practice | 25 |
| Phase 1 - Year 1 and Year 2 – (Theory)..... | 27 |
| Phase 2 - Year 3 (From Theory to Planning)..... | 27 |
| 2nd Foreign Language Programmes | 28 |
| Module Planning | 29 |
| Diversity of Teaching Methods..... | 32 |
| Case Studies and Practical Projects | 32 |
| Project Weeks | 33 |

| | |
|--|----|
| Description of Project weeks | 33 |
| Bachelor's Final Year Supervision | 37 |
| Extra Tutoring for Fast-Track bachelor's students (Phases) | 37 |
| Phase 3 Supervision – the Process | 38 |
| Final Year Work Placement - HandGuide to Employment Preparation..... | 39 |
| Context of Employment Preparation..... | 39 |
| The Parking Meter System | 39 |
| Final Year - Graduation Assignment/Final Project | 42 |
| Core Capabilities of the Dissertation module are as follows: | 42 |
| Aims and Objectives:..... | 42 |
| Learning Outcomes:..... | 42 |
| Teaching and Learning Methods | 42 |
| Assessment Instruments | 43 |
| Graduation | 43 |
| Directed study (DS) | 43 |

HBA – BACHELOR’S 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 of Business Administration programme, accredited in the Netherlands under CROHO 39239, and by FIBAA, are offered in English to both International and Dutch students in more than 12 different fields, grouped into the following programme pathways:

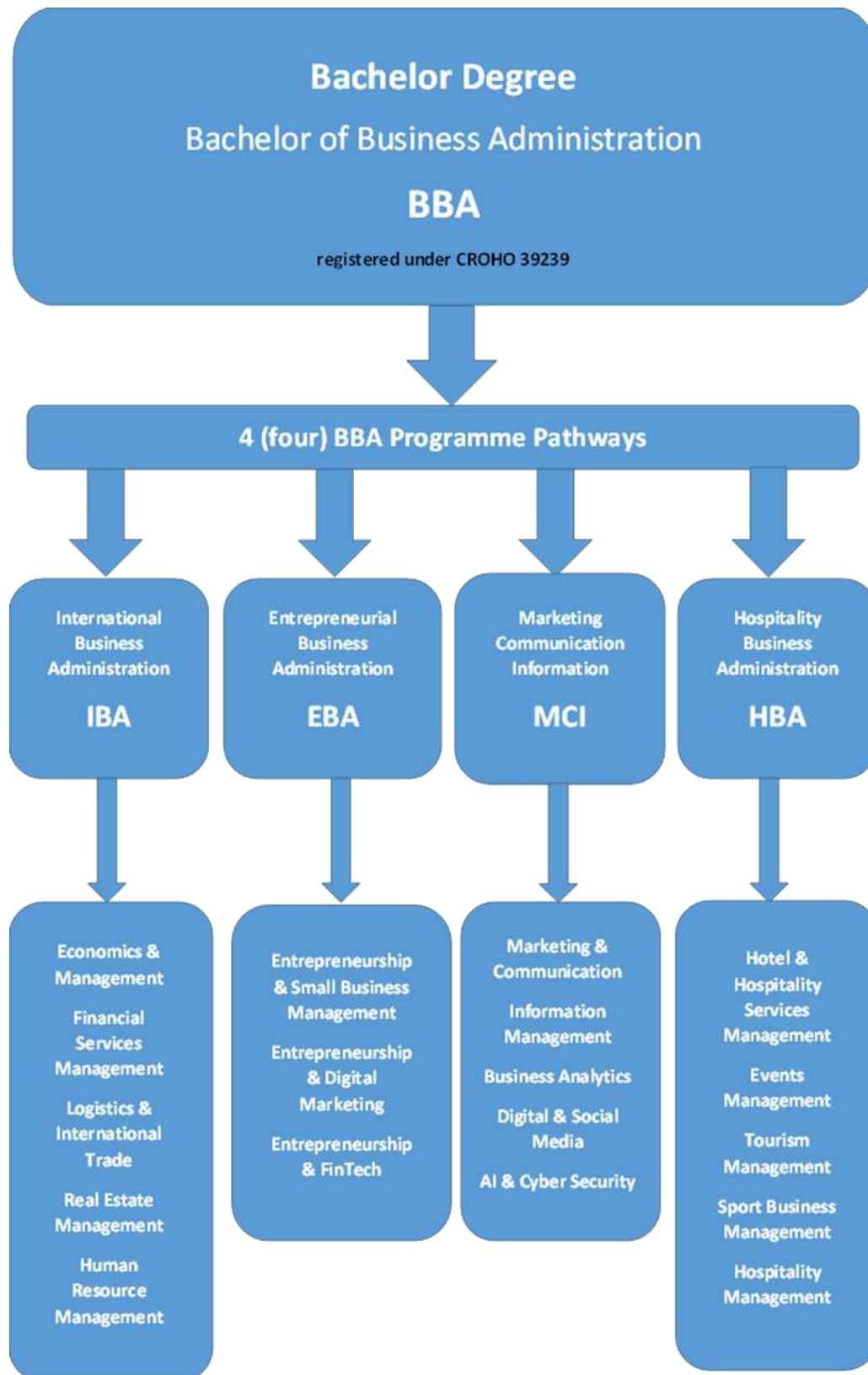
- IBA – International Business Administration
- HBA – Hospitality Business Administration (This EEG)
- EBA – Entrepreneurial Business Administration
- MCI – Marketing, Communication & Information

The bachelor’s degrees are 240-credit programmes conforming to the Dutch national requirements and European standards. The programmes are offered in 3- and 4-year tracks, the 3-year track (80 credits per year) can be followed in the 3-yearly planned phases by highly motivated students.

This EEG is concerned with the pathway HBA Programme.

| | |
|--|---|
| <p>IBA Pathway:</p> <ul style="list-style-type: none"> • Economics & Management • Real Estate Management • Logistics & International Trade • Financial Services Management • Human Resources Management <p>MCI Pathway:</p> <ul style="list-style-type: none"> • Information Management • Marketing & Communication • Business Analytics • Digital & Social Media • Artificial Intelligence & Cyber Security | <p>HBA Pathway:</p> <ul style="list-style-type: none"> • Hotel & Hospitality Services Management • Hospitality Management • Event Management • Tourism Management • Sports Business Management <p>EBA Pathway:</p> <ul style="list-style-type: none"> • Entrepreneurship & Small Business • Entrepreneurship & Digital Marketing • Entrepreneurship & FinTech |
|--|---|

THE 4 BACHELOR OF BUSINESS ADMINISTRATION PROGRAMME PATHWAY



A BROAD BACHELOR'S WITH SPECIALISATIONS (GRADUATION PATHWAYS)

For more information on how we plan our Phases, please refer to "From Year to Phase"

- First Phase modules are the fundamentals of Business Administration within the programme pathway domain.
- Second Phase modules are a combination of the chosen specialisation at Specialisation, and core modules, focused on planning.
- Third Phase modules include more in-depth specialisation modules, core IBA strategy modules and a focus on Work Placement and Graduation Dissertation at Business Administration level in the chosen field, together with Seminars and Workshops in IBA subjects at strategic and research level.
- Students are awarded a Bachelor's Degree in International Business Administration in their chosen specialty, for example, "Bachelor of International Business Administration in Financial Services Management".

HBA FINAL GRADUATION – DEGREE AWARD

Graduating students are awarded a Bachelor's Degree in 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's Degree in Business Administration in Hotel & Hospitality Services Management
- Bachelor's Degree in Business Administration in Event Management
- Bachelor's Degree in Business Administration in Tourism Management
- Bachelor's Degree in Business Administration in Sports Business Management
- Bachelor's Degree in Business Administration in Hospitality 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.

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.

** - NB: The Specialisation 'Hospitality Management' is offered to students who have mixed modules of other specialisations or who have transferred credits from other institutions.*

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 sciences, 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 organisations 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 master's students are also stimulated to develop as far as they can, sowing the seeds for more learning. Learning is a lifelong 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 vocational-training situation in which students can discover their strengths and weaknesses, building on the former and improving the latter.

- 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'S CONTEXT

Bachelor of Business Administration undergraduate 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's 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 sectors. These positions can include management or policy-supporting positions, as well as positions of responsibility in small to medium-sized companies. One 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 some international perspectives, students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to macro- and micro-environments.

WITTENBORG'S 3-YEAR UNDERGRADUATE BACHELOR'S PROGRAMMES

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

The Bachelor of Business Administration programme is offered in English to both international and Dutch students in various specialisations, grouped into the following pathway:

- IBA – International Business Administration
- HBA – Hospitality Business Administration
- EBA – Entrepreneurial Business Administration
- MCI – Marketing, Communication & Information

3-YEAR PROGRAMMES

The BBA is a 240-credit programmes conforming to the Dutch national requirements within the *Dutch Binary Higher Education System* and European standards. The programme is 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 programme is offered in 3- and 4-year tracks, the 3-year track (80 credits per year) can be followed in the 3-yearly planned phases by highly motivated students - *this removes the need for the foundation programme that many international students require to study a 3-year bachelor's*.

CHARACTER OF WITTENBORG'S UNDERGRADUATE PROGRAMMES

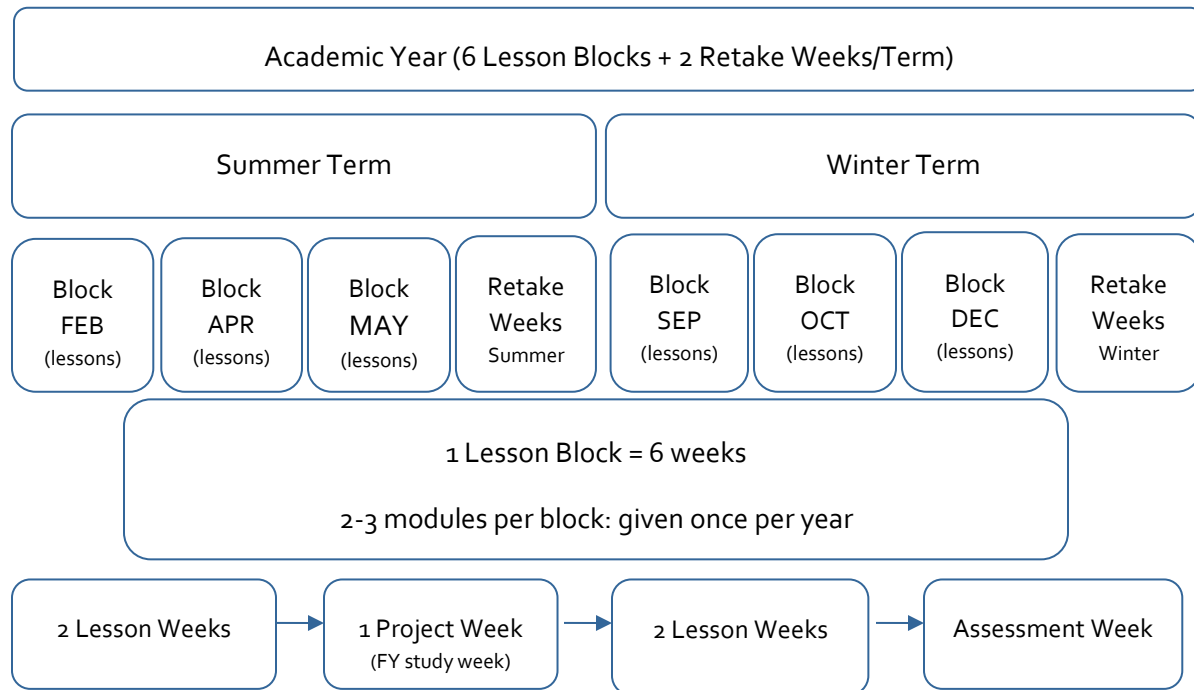
Wittenborg's programmes have a number of key characteristics. With our block system allowing for 6 flexible starts and finishes every year, plus a clear and compact curriculum format, we arrange for you to finish your study programme without wasting time and money before you enter the world of work!

BUSINESS IS INTERNATIONAL

Modern business is internationally orientated. In today's global market, BBA 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.

BUSINESSLIKE 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.



BACHELOR OF BUSINESS ADMINISTRATION PROGRAMMES

BBA IS INTERNATIONAL

Business Administrators are the key to all companies and organisations, and you will find a business administrator at the heart of any successful 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 finance industry, hospitality and tourism or international imports and exports, 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!

A 240-credit, 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 for both groups of students, following either 3-year or 4-year tracks, without difficulty.

ENTRY INTO THE BACHELOR'S PROGRAMMES

- 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 call.
- After students have completed the admission interview, and 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 a signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated.
 - 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 HBA PREPARATION PROGRAMME

Students fulfilling all the above requirements EXCEPT for an English band level equivalent to 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 entry for those who are delayed in arriving in the Netherlands. The purpose of such a test is to recognise at an early stage students who exhibit weak writing skills. Students who fail this test are then directed to join this support module in order to raise their standards to a level of general English solid enough to incorporate eventually 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 satisfactorily, may result in a further fail at the exam given at the end of the module. This exam, which is mandatory, will determine if a student can exit Support English and commence uploading written papers, for example, in PDP. Failure, on the other hand, will mean further time in Support English.

Students are reminded that there are consequences of failure to improve their writing standards. An important result of failure in 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:

- Either to attend PDP seminars or 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 for Support English

The Support English course is given twice in each academic year.

Entry points are only in Block September (winter semester group) and Block February (summer semester group). Students who fail this test in the entry points of Block October and Block December will have to wait until the start of the following summer semester (Block February) before they start their classes in Support English, together with those who fail in Block February itself. Similarly, those who enter in Block April and Block May (who fail the test) will join those of Block September 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.

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 businesspeople 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 businesspeople are able to enter professions either as managers and process administrators, as well as independent leaders, entrepreneurs, or supporting "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 who 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 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 engine, 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, motivating people and the importance of ethical decision making. 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 businessperson 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."

FIVE CORE OVERALL BBA FINAL QUALIFICATIONS

Due to the complexities of managing multiple accreditations, and specific requests and requirements of different bodies Wittenborg has improved the positioning of the programme by redeveloping the Final Qualifications. There are now five '**Core Overall BBA Qualifications**', achieved through '**Programme Outcomes**' - derived from the original final qualifications.

This has led to 5 **Core Overall BBA qualifications** that reflect the following:

1. Understanding (Body of Knowledge)
2. Adoption (Strategic Management Roles)
3. Communication (Skills)
4. Conduct (Research)
5. Continuously develop personal skills (Lifelong learning)

The Programme Outcomes in relation to the original Final Qualifications are numbered in [Blue](#).

After completion of the Wittenborg BBA programme, the student is able to:

- (1) **Understanding - Understand the BBA body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:**
 - Have knowledge of the processes in an international business, analyse its processes and its environment to understand the relationship with other organisations in the same environment. [\(1 & 3\)](#)
 - Understanding and developing effective marketing strategies and policies [\(4 & 6\)](#)
 - Supporting information technology and business automation processes [\(7 & 9\)](#)
 - Understand the concept of human resources management, supporting and optimizing organisational processes [\(11\)](#)
 - Develop an insight into the major challenges of contemporary society and have a conceptual understanding of economics, social sciences and business philosophy [\(12\)](#)
 - Supporting supply chain and quality management in order to increase efficiency and competitiveness [\(7 & 14\)](#)
- (2) **Adoption - Adopting appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:**
 - Being able to manage and expand processes in small to medium sized businesses, the non-profit sector and governmental organisations [\(2\)](#)
 - Being able to make data driven decisions with ethical considerations [\(13\)](#)
 - being able to instigate the setting-up a small company [\(15\)](#)
 - supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business [\(3 & 14\)](#)

(3) Communication - Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:

- Being able to communicate fluently in English and understands the importance of learning second languages (also basic skills in a 2nd or 3rd language) (10)
- being able to use various inter-personal and inter-cultural communication skills (8)
- implementing effective problem-solving, team-work and team-building skills (8&11)
- acquire commercial thinking, networking skills and an entrepreneurial attitude (5 & 8)
- being able to assess others' linguistic communication skills at business level (8)
- being able to develop, position and communicate policies within an organisation (e.g. on sustainability) and propose improvements (11 & 14)
- being able to report financial and economic data (16)
- being able to use digital communication tools (9)
- being able to write a business plan (15)

(4) Conduct (Research) – Conduct individual and group research in the area of international business or management practice.

- being able to use and present (in tables and graphs) descriptive statistical data and indicators within the context of business planning and research (16)
- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques (16)

(5) Self-development/ Lifelong Learning - Apply skills for continuous personal development

- Being able to self-reflect on one's personal and professional development, taking responsibility for the continuous development of his or her knowledge and learning skills, and being able to continue to undertake further studies with a high degree of autonomy (17 & 18)

BBA PROGRAMME OUTCOMES: BACHELOR'S BUSINESS ADMINISTRATION GRADUATES:

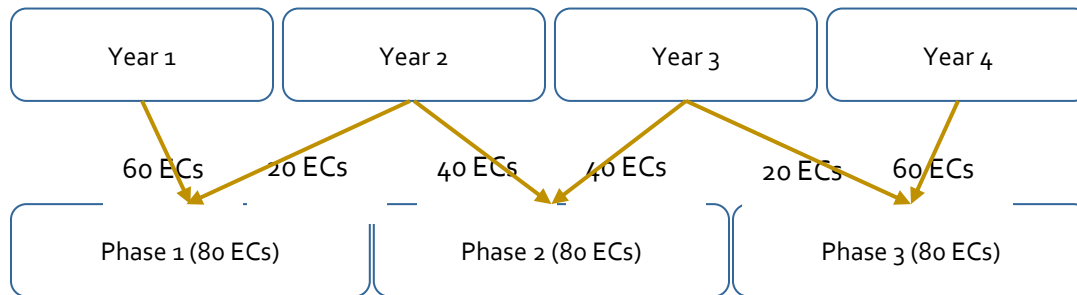
1. Are able to analyse processes in international business, find cohesion within these processes and define how these different processes can influence the achievements and attainment targets of the organisation.
2. Are able to manage business processes within small to medium-sized businesses, the non-profit 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 - understanding the concept of sustainability.
4. Are able to recognise and analyse the needs and requirements of the market in relation to 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
 - ability 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, being able to analyse organisational problems and present results of this analysis to management, and 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



FIRST PHASE (UK LEVEL 4)

In the first phase of the bachelor's degree, 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 placements within the Wittenborg organisation, 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 the 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's 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's 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



In 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's degree programmes in International Business Administration 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 small to medium-sized business environment; however, they 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 to market economy, and in social-orientated organisations.

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

- development and execution of specific policies of an organisation
- nurturing and maintenance of relationships between organisations, networks and chains
- management of processes in fulfilment of management aims
- planning, control and organisation of processes within an organisation
- development and adherence to quality control processes
- 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 advice 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 diverse business and national environments

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:

- understanding of the broad scope of business administration
- organisational perspective on (international) business activities within companies and an understanding of the contexts in which these occur
- ability to research a problem and present possible solutions
- 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
- understanding of intercultural issues in business administration

BBA - SPECIFIC SKILLS

Specifically, students will have acquired the following skills:

- new language learning skills
- language “through-thinking”

To understand their own interpersonal communication skills and how to improve and refine these, including areas such as:

- negotiation
- interviewing
- presentation and public speaking skills
- meetings
- teamwork
- Information Technology usage
- internet and desktop publishing programmes
- usage of an Intranet

Study skills:

- reading and learning in a foreign language
- note taking
- brainstorming
- mind mapping
- researching a subject in-depth
- paper writing
- 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.

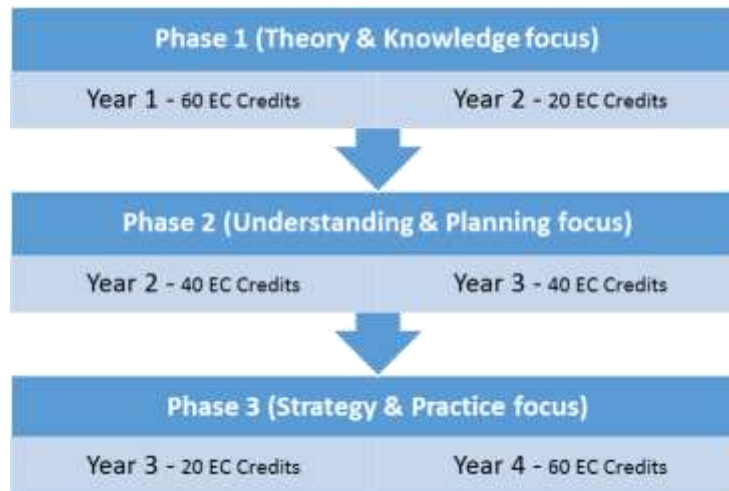
The academic link is also used to introduce students to the style of learning and reporting often used in postgraduate programmes, and especially in Wittenborg’s International Postgraduate programme.

PAPERS

In many subjects, students are expected to complete papers to 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'S PROGRAMMES

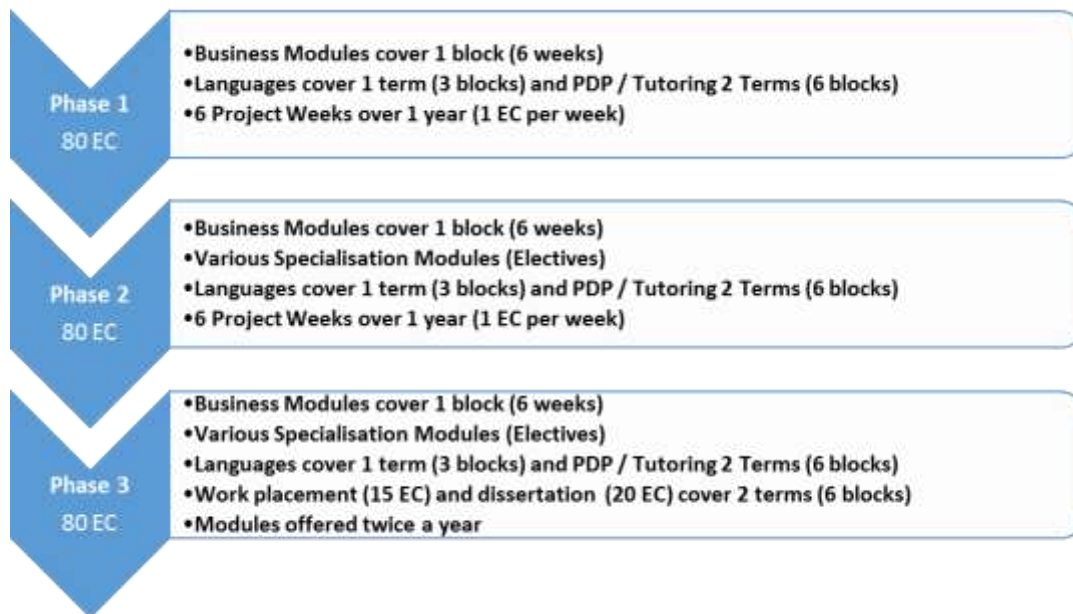
Students can join the programmes six times a year*: September Start, October Start, December Start, February/March Start, April Start and May/June Start. Each term can be studied separately, allowing students to maintain their own study tempo. If a bachelor's student starts in February, they will start



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 European Credits gained. The bachelor's degree is a 240-(EC) credit, 4-year bachelor's programme, with the credits divided evenly over the 4 years (60 credits per year).

In the bachelor's programme it is important that highly motivated 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.

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. It is possible to complete the 240 credits in 3 years, though Wittenborg's experience is that most students take between 3 and 4 years to complete the programme.



All elements of the programme are developed as modules to which ECs are allocated. The ECs are allocated to a module on the basis of initial programme design by the Education Board and monitored by the Exam Board, who comment on workload issues if these arise. Credits are initially allocated on the basis of a calculation.

3 YEARS OR 4 YEARS

Dutch bachelor's degree programmes at universities of applied sciences are generally 4-year study load programmes. Wittenborg offers these programmes in 3 phases allowing highly motivated students to complete modules in the minimum 3 years, with a higher study load, or in 4 years at a "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 many students take 3 ½ to 4 years, often because they extend their periods of work placement.**

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 of 6 weeks and 1 re-take exam block of two weeks (20 timetabled weeks per term). All content of the programme is fully modularised, and implemented in a systematic way that will enable other programmes to be expanded and developed on the same system used in the bachelor's programme. The modules are aligned with each other horizontally within the phase and vertically between the years and phases.

| Summer Term | | | | Winter Term | | | |
|--|-----------|-----------|--|--|-----------|-----------|--|
| Block FEB | Block APR | Block MAY | Retake Weeks - Summer | Block SEP | Block OCT | Block DEC | Retake Weeks - Winter |
| 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP. | | | 2 weeks of retake exams and assessment submissions and catch-up lessons if required. | 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP. | | | 2 weeks of retake exams and assessment submissions and catch-up lessons if required. |
| 1 Project Week in which students carry out projects, done as a practical assignment in groups, as well as any re-scheduled lessons from the previous lesson weeks given in cases of teacher sickness, etc. | | | | 1 Project Week in which students carry out projects, done as a practical assignment in groups, as well as any re-scheduled lessons from the previous lesson weeks given in cases of teacher sickness, etc. | | | |
| 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules, such as tutoring and PDP. | | | | 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules, such as tutoring and PDP. | | | |
| 1 Exam and Assessment week. | | | | 1 Exam and Assessment week. | | | |

A block consists of 2 lesson weeks, followed by a project week, then 2 lesson weeks, followed by an exam week, to complete the module. Each core module is completely taught in a block, and is subsequently 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 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 Retake Weeks Summer or Winter.

THEORY TO PRACTICE

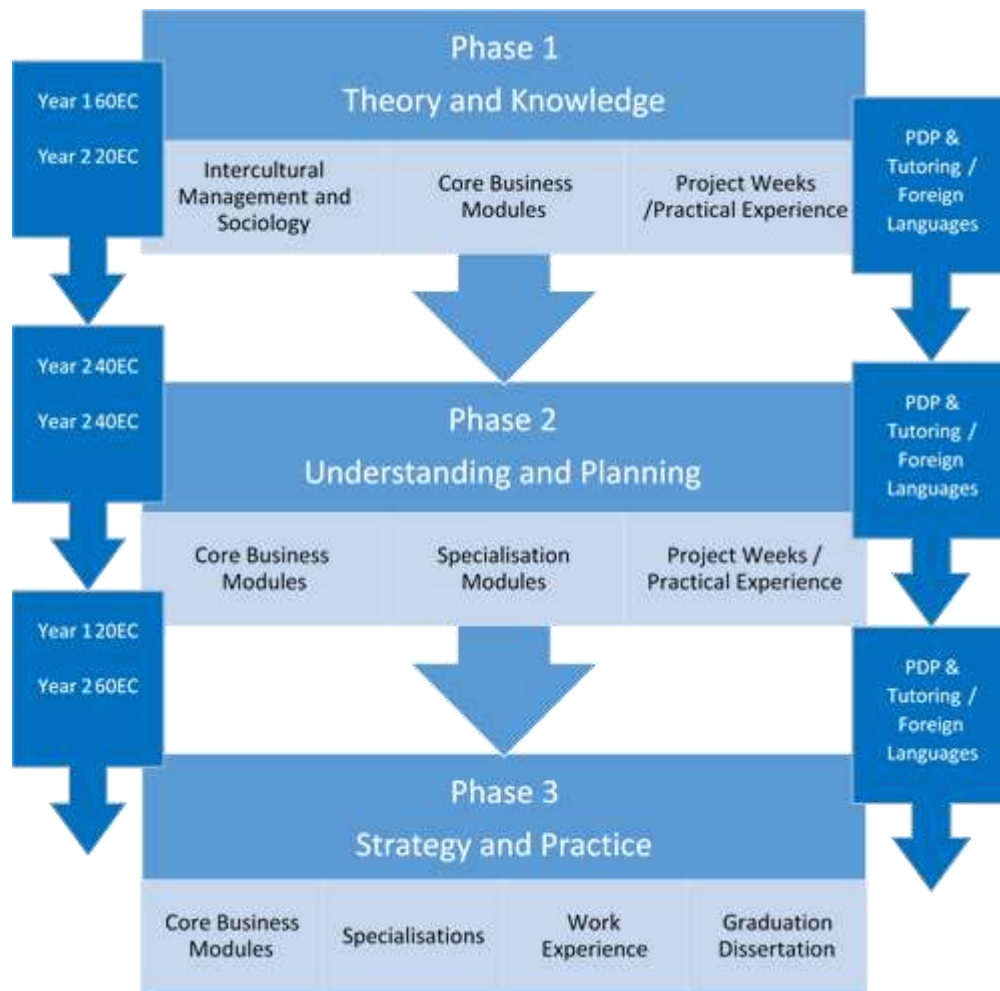
Core subjects such as Marketing and Management courses have been split into more specific modular subjects, allowing students to study and complete independent sections of the curriculum without, for instance, having to study "Marketing 1", before "Marketing 2".

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’S PROGRAMMES ARE DIVIDED INTO THREE DISTINCT PARTS:



The Bachelor's Programmes are aimed at highly motivated business students who are looking for a degree award that 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.

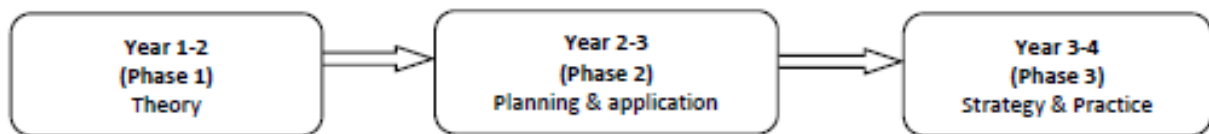
The programmes are structured within the module/block system which maintains a balance of core business subject modules, specialist subject modules and practical experience modules.

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

Books and Literature: the bachelor's programme is divided into three distinct parts and the books and study materials used conform to the projected level.

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

These years are general freshman years focusing on textbook theory required for all related management courses. Students study in mixed disciplined classes (all specialisations together); however, they 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. 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.

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.

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

Language modules are designed to provide students with the experience of using the advantage of a language in doing business in foreign countries. At Wittenborg students have the opportunity to follow foreign languages at beginner and intermediate levels.

In addition to the normal language modules, twice a year students have the possibility to attend Dutch Intensive Weeks (Beginner or Intermediate). If a student attends Dutch Intensive Week and passes the exam, then one project week can be acquitted for this student.

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.*

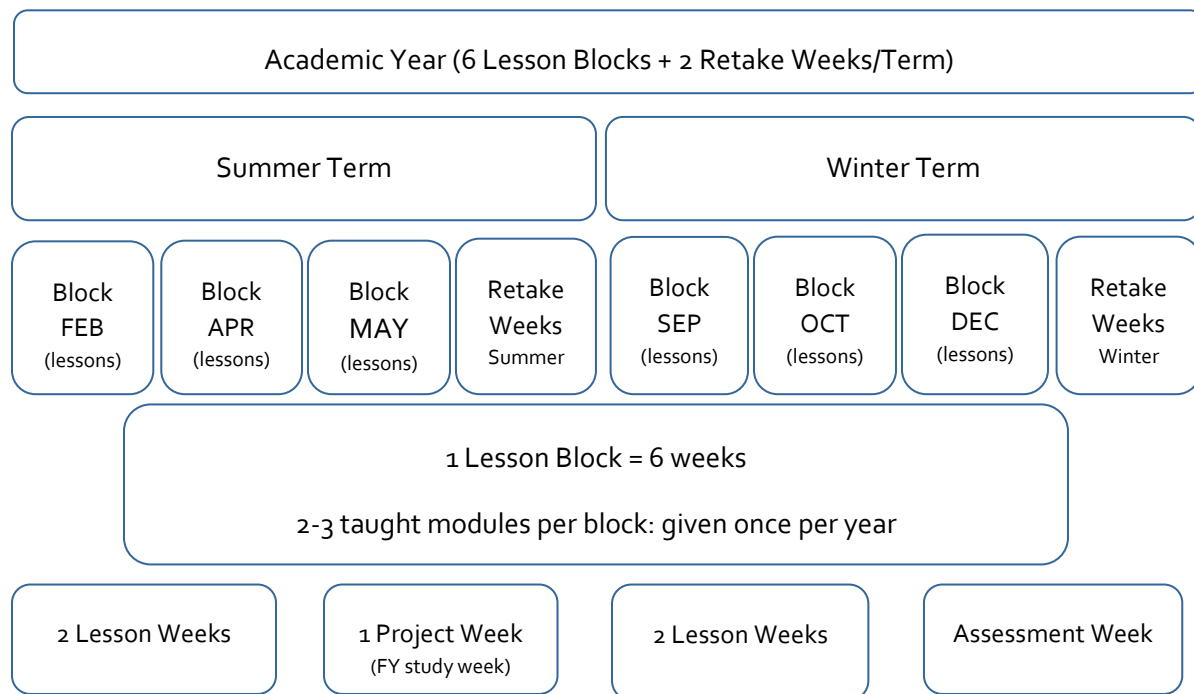
NOTE: English is not seen as a 2nd Foreign Language.

The foreign language modules are given with the same planning as normal modules.

- Beginner Foreign Language (5 ECs/36 lesson hours).
- Intermediate Foreign Language (4 ECs/36 lesson hours).
- Intercultural Business Communication for Managers (2 ECs/24 lesson hours).
- In the blocks when the languages are taught, occasionally additional language tutorials could be offered in the Project Week of the respective block, e.g. a practical session/workshop, Q&A session, etc. This is an opportunity for the teachers and students, which is not included visibly in the programme curriculum.
- Language exams are offered 3 times an academic year (Exam Week of the teaching block, Retake Week 1 in Retake Weeks Winter and Summer). Students can always take an exam after attending the classes whenever they feel like taking it (or retaking it). E.g. they can also take a language exam a half a year later, without having done the first attempt, or redo an exam even if they have failed before with a mark lower than 4.
- Language exams can be taken in the same academic year the module has been attended (3 attempts possible: the exam week of the given block, the second retake week directly after and the next second retake week). If all 3 attempts have been failed or missed, the student will have to re-attend the classes.

MODULE PLANNING

- 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 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 Retake Weeks Summer or Winter. Students are only allowed to register for re-take exams for modules that have been given in that term.



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 European 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's 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.

| | | |
|---|--|--|
|  <p>Module Description</p> <p>This document 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, European Credits allocated, exact overview of study load, teaching language, and prerequisites for starting the module.</p> |  <p>Module Plan</p> <p>This document provides an overview of lesson content on a lesson and weekly basis, content of a lesson, aims and objectives of that lesson, and an overview of required reading and homework.</p> |  <p>Module Evaluation Plan</p> <p>This document provides an overview of the testing and examination(s), and time and length given to an examination.</p> |
| <p>Module Description provides:</p> <ul style="list-style-type: none"> 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 European Credits allocated exact overview of study load teaching language prerequisites for starting the module | <p>Module Plan provides:</p> <ul style="list-style-type: none"> 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 homework | <p>Module Evaluation Plan provides:</p> <ul style="list-style-type: none"> 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 businesspeople
- Surveys and questionnaires
- Feedback on film – reflection
- Reflective writing – for example, project weeks, work experience
- Visiting companies
- Speaking to entrepreneurs
- Helping businesspeople 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:

Textbook 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.

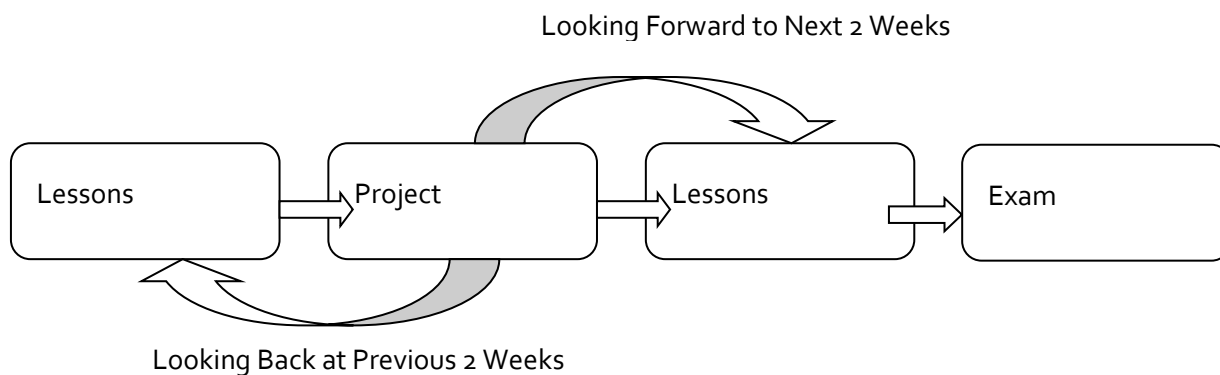
Case studies from the teacher's own environment: often teachers of business have excellent examples of business cases from their own experience or close business environment. Teachers are encouraged to share these with students and build lesson components around them. When teachers are employed or invited to give guest lectures 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 (PW) 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 Wittenborg locations working with our university. 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.



DESCRIPTION OF PROJECT WEEKS

PW is part of the educational structure of the bachelor’s 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 on 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 for the group's 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 appendices

RESEARCHER:

- is responsible for data collection
- implements data analysis processes and provides factual evidence to support group decisions
- ensures the use of desk research, and 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 4,000 words/10 pages, excluding appendices. 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:
 - Logistical feasibility
 - Marketing feasibility
 - 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 1 page First Brainstorming Session Feedback for each team member that reflects on:
 - Roles, tasks and responsibility division
 - 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 for 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 SUPERVISION

Final-phase students are assigned an Academic Supervisor who will work with them throughout the year, alongside their Process Tutor.

The process tutor 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 academic 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 work placement
- Guidance and advice with regards 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)

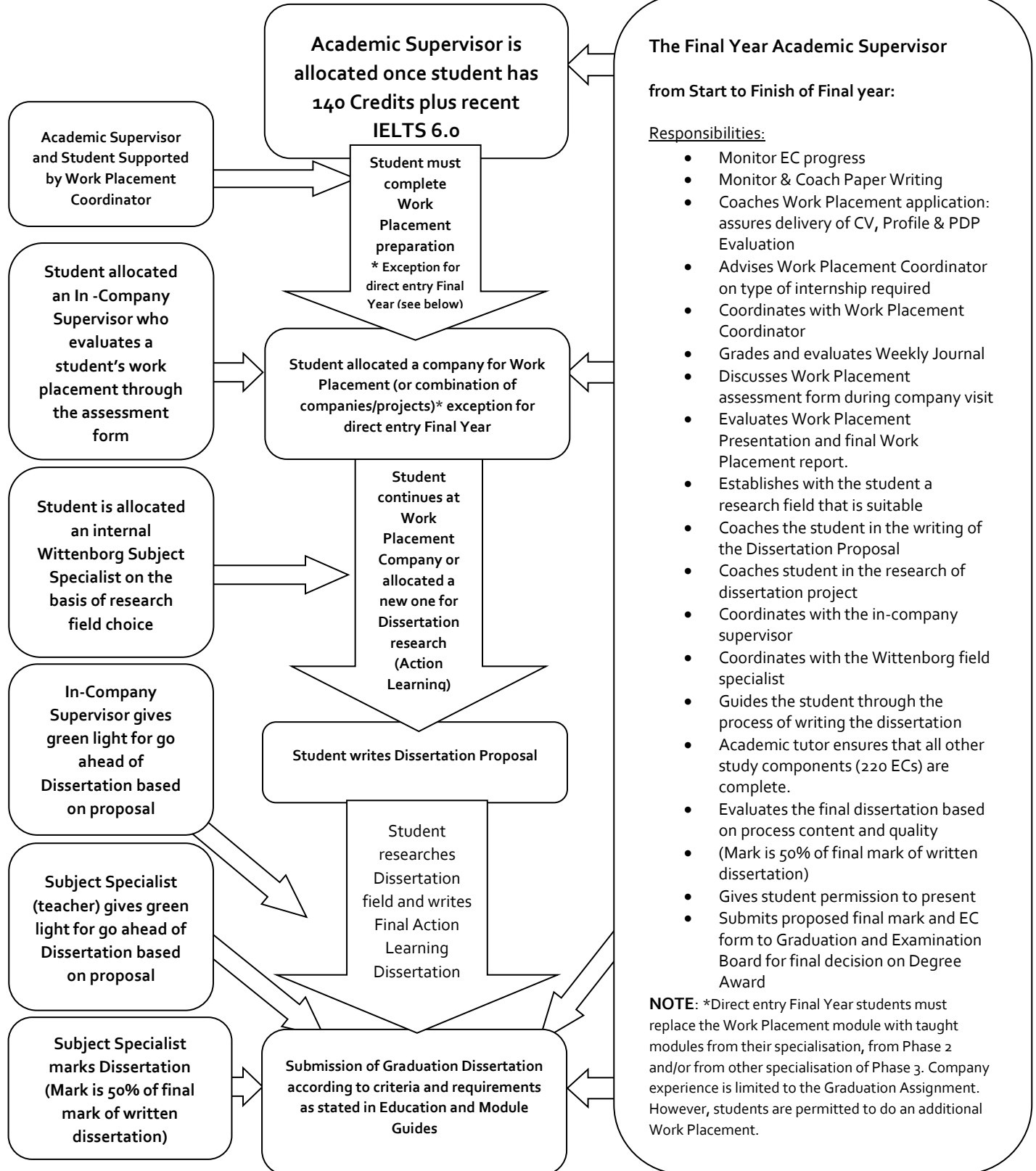
When the student is in work placement, it is vitally important that contact with the work placement teacher is maintained in order to ensure that enough thinking, analysis and reflection is taking place to be able to complete the Work Evaluation Report. Ideally, within the placement, students will be 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 4-year programme) are required to have constant meetings and sessions with their process tutors so that the progress will be closely monitored and support/advice will be given when necessary.

PHASE 3 SUPERVISION – THE PROCESS



FINAL YEAR WORK PLACEMENT - HANDGUIDE TO EMPLOYMENT PREPARATION

(Taken from the Work Placement Handbook see PART 7)

In any bachelor's degree 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, although direct entry Final-Year students (to the Top-up programme) can choose to complete an additional Work Placement, outside the required 80 credits.

CONTEXT OF EMPLOYMENT PREPARATION

This module is offered during Blocks September and February, 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 ECs. 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 5,000 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, are 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, product development and organisation management.

Students should become aware of how subjects they have studied in their classrooms 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 they have operated within a structured and routinely supervised environment
- after appropriate initial training, 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
- 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 their performance and abilities

ASSESSMENT INSTRUMENTS FOR THE WORK PLACEMENT MODULE

The assessment process is both formative and cumulative. The formative process includes the regular maintenance of a structured learning log, the "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 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 Placement 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 study points (ECs).

The assessors will be the Graduation and Examination Board.

FINAL YEAR - GRADUATION ASSIGNMENT/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 academic supervisor 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 academic supervisor, before students embark on the dissertation itself.

Students will be admitted to this module after having gained all study credits (ECs) 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 European 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 Assignment/Final Project.

Please see the Graduation Assignment & Final Project Handbook (PART 8) for complete details of the specific requirements.

DIRECTED STUDY (DS)

For modules with a small group of students (between 1-5 students), Directed Study (DS) is provided to make the learning more tailor-made and practical for the needs and backgrounds of the students. Students will obtain the same aims and objectives of the module as in normal teaching delivery under the guidance of the lecturers with 18 contact hours. DS has been proven in our previous teaching experiences as the most effective approach to cater to the needs of a small group of students.

Under DS, the instructor discusses with the students and plans for achieving effectively the aims and objectives, contents and plan of learning, and the deliverables. As per the normal delivery, and depending on the module, the final assignment can be either a Type 1 Exam or a Type 2 Exam. Grading of assignments will also follow the normal standard grading criteria or rubrics.

Students will be contacted in advance by the process tutor/study advisor if DS will be provided. In case the student is accustomed to normal classes, another option could be choosing an alternative normally delivered module from other specialisations in the same phase/semester or higher under the condition that there is no time clash in the timetable of the student.

THE EEG -PART 2B

ECTS - CREDIT TRANSFER & TNE



31 October 2024

CONTENTS

| | |
|--|---|
| Evaluation and Credits - European Credits | 3 |
| WHAT are European Credits? | 3 |
| The ECTS grading system for credit transfer | 4 |
| Credit Transfer & Accreditation of Prior Learning at WITTENBORG..... | 5 |
| 1. Grounds for Credit Transfer/Exemptions..... | 5 |
| 2. Credit Transfer Procedure | 6 |
| 3. APEL: Accreditation of Prior Experiential Learning - Exemption for work experience (EVCs in Dutch) | 7 |
| 4. Accreditation of Credits Obtained At Wittenborg University Of Applied Sciences Munich | 8 |

EVALUATION AND CREDITS - EUROPEAN CREDITS

WHAT ARE EUROPEAN CREDITS?

European Credits (ECs) provide 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 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, i.e. 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 **28 hours** of student workload. The total European Credits for passing a normal (four years of education) study year are 60 ECs. Wittenborg offers full bachelor's programmes of study for three years, therefore, the workload in European Credit is 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 assigned to it, the student has to spend 140 hours in workload for this subject. These 140 hours are comprised of 24 contact hours/lectures and 116 hours in practical work, seminars, tutorials, fieldwork, examinations, and preparation time, etc.*

Question - 180 or 240 EC's - A Bachelor's in 3 Years or 4 Years?

Dutch bachelor's degree programmes at universities of applied sciences are generally 4-year study load programmes, weighted at 240 European Credits (ECs) of 60 credits per year.

- Wittenborg offers its bachelor's degree programmes in 3 phases, allowing motivated students to complete modules in a minimum of 3 years with a higher study load of 80 ECs per year, or in 4 years at the standard pace of 60 ECs per year.
- The curriculum remains timetabled in a manner that allows dedicated students to follow the programme either in 3 years or 4.



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, particularly in the 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 indicates: "Fail - some more work required to pass", and F indicates: "Fail – considerable further work required". The inclusion of failure rates in the Transcript of Records is optional.

Progression through the Wittenborg bachelor's programmes by gaining European Credits.

| 3-PHASE PATHWAY | AVAILABLE ECS | ECS REQUIRED AT ENTRY | 4-YEAR PATHWAY | AVAILABLE ECS | ECS REQUIRED AT ENTRY |
|--------------------|------------------|-----------------------------|-------------------|------------------|-----------------------------|
| Phase 1 | 80 | 0 | Year 1 | 60 | 0 |
| Phase 2 | 80 | 80 | Year 2 | 60 | 40 |
| Phase 3 | 80 | 160 | Year 3 | 60 | 100 |
| Phase 4 | 80 | | Year 4 | 60 | 180 |

CREDIT TRANSFER & ACCREDITATION OF PRIOR LEARNING AT WITTENBORG

Credit Transfer & Accreditation of Prior Learning (APL) at Wittenborg University of Applied Sciences

Credit Transfer at Wittenborg University of Applied Sciences (Wittenborg) is based on The Lisbon Recognition Convention, officially the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, is an international convention of the [Council of Europe](#) elaborated together with the [UNESCO](#). This is the main legal agreement on [credential evaluation](#) in Europe.

APL is a generic term covering the exemption of a student from a module or modules on taught courses at the university (of applied sciences) on the basis of prior achievement of the relevant learning outcome, whether certificated or by experiential learning. Wittenborg has systems in place to provide Credit Transfer/exemptions based on Prior Learning, both in education and in the workplace.

The Convention stipulates that [degrees](#) and periods of study must be recognised unless *substantial differences* can be proved by the institution that is charged with recognition. Students and graduates are guaranteed fair procedures under the convention.

According to Dutch regulations at least 25% of a programme has to be gained at the Dutch higher education institute in the Netherlands in order to obtain a degree under the Dutch act of higher education (WHW).

1. GROUNDS FOR CREDIT TRANSFER/EXEMPTIONS

As specified in article 7.13, 2 sub r of the Dutch Higher Education Act (WHW) the Graduation and Examination Board may grant exemption from a test or examination on condition that the student:

- a) either has completed a course of a university (of applied sciences) or higher vocational degree, in the Netherlands or abroad, that is equivalent in content, work load and level;
- b) or can demonstrate by work experience or other non-traditional methods of learning that learning outcomes and sufficient knowledge and skills in respect of the course in question has been obtained.

Examples of credit transfer possibilities:

- Students who have obtained a Dutch Associate Degree (worth 120 EC) or an international equivalent such as the two-year programme "Hotel & Tourism Management" at the International College of Tourism and Management (ITM) in Bad Vöslau, Austria, could get credits transferred into the Bachelor of Business Administration programme.
- Student who have obtained credits at another European University (of applied sciences) or at a non-EU Higher Education Institute that is nationally recognized and accredited, on a Bachelor level (EQF level 6) can apply for credit transfer for modules that are similar to Wittenborg's curriculum.
- Student who have obtained credits at another European University (of applied sciences) or at a non-EU Higher Education Institute that is nationally recognized and accredited, on a Master's

level (EQF level 7) can apply for credit transfer for modules that are similar to Wittenborg's curriculum.

In all cases credits can only be transferred after the learning outcomes of the specific modules have been assessed.

2. CREDIT TRANSFER PROCEDURE

Students can apply for exemptions/credit transfer from an individual module or multiple modules based on evidence of learning formally assessed through certificated awards. Such applications will only be granted following a satisfactory mapping of learning outcomes for the modules and course aims for which exemption is sought. This will require an applicant to provide a portfolio of evidence. For applicants with non-Dutch certificates and diploma's, a student's portfolio is verified by usage of Nuffic and Naric databases and information. In exceptional cases, the portfolio is sent to the NUFFIC for certificate evaluation.

Students must submit a request for credit transfer/exemptions according to APL during their application procedure and before they commence their degree programme

During the application procedure, students can apply for Credit Transfer/exemptions based on previous obtained credits from a recognized higher education study programme. Students must always be admitted to the overall degree programme before Credit Transfer/exemptions are considered.

On behalf of the GEB Credit Transfer and Exemptions Committee, the Student Registrar will validate and verify the submitted diplomas, marks lists, with Nuffic and ENIC-Naric, confirming that the documents are legal, genuine, internationally recognized, accredited and at the level they are said to be. The Registrar will advise the GEB Credit Transfer & Exemptions Approval Committee on proceeding with the Credit Transfer/exemptions Approval Request.

The evaluation of the Credit Transfer/exemptions into the Wittenborg programmes is done by the Graduation and Examination Board(GEB) subcommittee Credit Transfer and Exemptions Committee, which is comprised of four qualified faculty members of the GEB with knowledge of the degree programmes. At least two faculty members, with knowledge on the specific curricula of the degree programmes, the end qualifications, competencies, modules, progression requirements and other requirements, will be seated in this subcommittee. The committee can also seek the advice of an expert module lecturer if specific expertise is needed to compare the required and obtained learning outcomes, which can incidentally be the case with certain specialisations. This Credit Transfer and Exemptions Committee will consider all applications and approve or disapprove all requests for conditional credit transfer/exemptions.

The Graduation and Examination Board will formally decide on granting the credit transfer/exemptions after formal registration of the student (customer) to Wittenborg University of Applied Sciences BV, i.e. after payment has been made and study contract has been entered into by both parties. The student will be informed of the final decision on the credit transfer/exemptions by the Graduation and

Examination Board with the letter (of award). This letter will contain a clear motivation/rationale behind the award of credits.

Students can apply for Credit Transfer/exemptions, as long as the prior obtained credits at a higher education has been completed at a recognised partner institution or are a part of a nationally recognised higher education programme at a nationally recognised higher education institution according to Nuffic in The Hague as the ENIC-NARIC national information centre.

The application form for the Credit Transfer can be found here: [Credit Transfer into Bachelor programme at Wittenborg | Wittenborg Webforms](#).

What is ENIC-NARIC?

[ENIC-NARIC](#) is a network of national centres which share information on foreign qualifications in order to support the mobility of students. The 57 centres are located in the countries which signed up to the Lisbon Recognition Convention, which first went into effect in 1999.

Nuffic in The Hague is the [ENIC-NARIC national information centre](#) in the Netherlands, and reports to the Ministry of Education. ENIC stands for European Network of National Information Centres, and NARIC for National Academic Recognition Information Centres.

3. APEL: ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING - EXEMPTION FOR WORK EXPERIENCE (EVCS IN DUTCH)

Applicants may apply for exemptions from modules *directly related to work experience* based on evidence of learning arising from professional experience and related study or training which is certificated by a recognized provider of competence measurements certificates. If this certificate is obtained in the Netherlands, this certificate must be submitted in agreement with the national Quality Code EVC. International certificates should also have a national equivalent to guarantee the validity and quality of the certificates.

An applicant could receive exemptions based on a certificate of experience if:

1. the acquired competences described in the certificate of experience are at least equivalent in level and content to the competences of the module(s) that are considered to be exempt from the examination;
2. the certificate of experience per competency proves the level and content;

This might require an applicant to provide a portfolio of evidence. Skills, Competencies and Knowledge acquired in the workplace will be mapped against the aims and objectives of Work Experience or modules in the chosen programme.

Maximum 50% of the degree programme can be exempted based on APEL.

Applicants may also request for exemption of the *practical* work part of a work placement module or an internship. Written submissions must in these cases always be fulfilled. Application for APEL for work placement can be submitted to the Graduation and Examination Board during the study programme.

4. ACCREDITATION OF CREDITS OBTAINED AT WITTENBORG UNIVERSITY OF APPLIED SCIENCES MUNICH

An agreement between Wittenborg University of Applied Sciences and the New European College (NEC) in Germany means students can now also study part of Wittenborg's curriculum in Munich. Wittenborg provides and delivers 75% of its degree programme curriculum to Wittenborg Munich students, who can then complete their final 25% of their studies and gain a Dutch degree in The Netherlands at Wittenborg

All Wittenborg students in Munich are registered as contracted students of Wittenborg University of Applied Sciences, location Munich, except they are not registered as students under the Act of Higher Education and Research in The Netherlands, until they are studying at a Wittenborg campus within the borders of the Kingdom of The Netherlands. Wittenborg students in Munich have exactly the same rights of service and facilities and the same obligations towards Wittenborg University of Applied Sciences as students in the Netherlands, as described in the Education and Examination Guide (EEG).

The curriculum of the programmes offered to Wittenborg students in Munich is exactly the same as that offered in the Netherlands and falls under the Education and Examination Guide (EEG) of Wittenborg University of Applied Sciences, including its Graduation & Examination Board (GEB).

Transfer to The Netherlands

If the curriculum followed in Munich is followed as described in the EEG, the European Credits achieved in Munich are valid and FIBAA accredited EC that will be transferred into the NVAO degree programme, under the Act of Higher Education and Research of The Netherlands, as soon as students have started their final 25% of the study at a Wittenborg campus in the Kingdom of The Netherlands.

For the Wittenborg students who have started their studies in Munich under the above described regulations, and choose to complete their studies in The Netherlands, hereby transferring their credits into the degree programme under the Act of Higher Education and Research of The Netherlands, the Graduation and Examination Board Credit and Exemptions Committee will carry out its formal credit transfer procedure as laid out in the "Credit Transfer Procedure" as stated on page 5 and 6 in this chapter.

As with the standard credit transfer procedure, students who start their studies in Munich will have their gained European credits formally transferred into the degree programme in order to gain a Dutch bachelor or master degree, only upon formally registering in the Netherlands at Wittenborg as a student.

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 (For HBA students who mix specialisations or enter with credit transfer)



31 October 2024

CONTENTS

| | |
|---|----|
| HBA PROGRAMME CURRICULUM | 3 |
| Hospitality Bachelor Business Administration Programmes (HBA) | 3 |
| Curriculum Structure | 3 |
| Overview of Phases 1 - 3 | 3 |
| HBA Programmes Curriculum (3 Years) | 5 |
| Hotel & Hospitality Services Management (3 years) | 5 |
| Tourism Management (3 years) | 7 |
| Event Management (3 years) | 9 |
| Sports Business Management (3 years) | 11 |
| Hospitality Management – Additional Phase 3 Track | 13 |
| HBA Programmes Curriculum (4 Years) | 14 |
| Hotel & Hospitality Services Management (4 years) | 14 |
| Tourism Management (4 years) | 17 |
| Event Management (4 years) | 19 |
| Sports Business Management (4 years) | 21 |

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)
- Sports Business Management

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 ½-way point, or the block in which you started.

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, also working in teams, giving presentations and evaluating the work of other students.

OVERVIEW OF PHASES 1 - 3

PHASE 1 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 MODULES

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 Phase 3.

During Phase 2, students will elect to continue in either the fast-track 3-year or the 4-year programme. HBA students will complete their first introduction to work placement, the module In-Company

Training, and follow the Research Methodology module to prepare them for the academic writing in Phase 3, as well as the Final Project.

PHASE 3 MODULES (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, more focussed on applied research and work placement. Most Final Year HBA modules are not taught directly from one textbook, 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. Specialisation modules that often have less than 5 students are offered once per year. However, they might be offered twice on the condition that there will be at least more than 5 students registered for whom the module is a core requirement for their graduation. Both possibilities are presented in the curriculum. The regular block the module is delivered in is in bold and underlined. 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, whether to take the module in a subsequent block/semester or to undertake 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 = White |
| Phase 2 = Green |
| Phase 3 = Pink |

HBA PROGRAMES CURRICULUM (3 YEARS)

HOTEL & HOSPITALITY SERVICES MANAGEMENT (3 Years)

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

| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|----------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Phase 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Feb | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Phase 1 | | | | | | | 80 |

* Additional topics may be added in the curriculum during the year

| HOTEL & HOSPITALITY SERVICES MANAGEMENT(3 Years) | | | | | | | |
|--|-------|------------|--|-------|-----------------|---------------------|------------|
| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Phase 2 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 2 | 2 | Sep | Food and Beverage Operations | HM21 | 24 | 1 | 4 |
| 2 | 2 | Sep | Hotel Management | HM26 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 3 | 2 | Oct | Hospitality Design and the Environment | HM25 | 24 | 1 | 5 |
| 3 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 2 | 2 | Dec | Food and Beverage Management | HM27 | 24 | 1 | 4 |
| 3 | 2 | Dec | Enterprise Technology & Innovation | TEC21 | 24 | 8 | 5 |
| 3 | 2 | Feb | Law and Human Resource in Hospitality | HM22 | 24 | 1 | 4 |
| 3 | 2 | Feb | Hospitality Consumer Experience | HM24 | 24 | 8 | 5 |
| 2 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project week & In-Company Visits | PW21 | 48 | 3 | 4 |
| 2&3 | 2 | Apr to May | Hospitality In-Company Training | WP21 | n/a | 2.7 | 20 |
| Total Phase 2 | | | | | | | 80 |
| Phase 3 | | | | | | | |
| 3 | 3 | Sep & Feb | Contemporary Issues in the International Service Industry | HM34 | 24 | 2,7 | 5 |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 4 | 3 | Oct & Apr | Beverage Marketing | HM35 | 24 | 1 | 5 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 4 | 3 | Dec & May | Sustainable Tourism Management | TM32 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | 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 |

* Additional topics may be added in the curriculum during the year

TOURISM MANAGEMENT (3 Years)

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

| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|----------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Phase 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Feb | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Phase 1 | | | | | | | 80 |

* Additional topics may be added in the curriculum during the year

| TOURISM MANAGEMENT (3 Years) | | | | | | | |
|-------------------------------------|--------------|--------------|--|-------------|-------------------------|-----------------------------|------------|
| <i>Year (in 4 yr)</i> | <i>Phase</i> | <i>Block</i> | <i>Module / Subject</i> | <i>Code</i> | <i>Lesson Hours</i> | <i>Examination type</i> | <i>ECs</i> |
| Phase 2 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 3 | 2 | Sep | Databases & Information Retrieval | IM23 | 24 | 1 | 4 |
| 3 | 2 | Sep | Economics & Tourism | TM24 | 24 | 1 | 5 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 2 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 3 | 2 | Oct | Event Experience Design | EV23 | 24 | 7 | 4 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 2 | 2 | Dec | Enterprise Technology and Innovation | TEC21 | 24 | 8 | 5 |
| 3 | 2 | Dec | Destination Management | TM23 | 24 | 1 | 5 |
| 2 | 2 | Feb | Information Management | IM22 | 24 | 1 | 4 |
| 3 | 2 | Feb | The Global Sports Industry & Media | SP25 | 24 | 7 | 4 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project weeks & In-Company Visits | PW21 | 48 | 3 | 4 |
| 2&3 | 2 | Apr to May | In-Company Training | WP21 | n/a | 2,7 | 20 |
| Total Phase 2 | | | | | | | 80 |
| Phase 3 | | | | | | | |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 3 | 3 | Sep & Feb | Contemporary Issues in the International Service Industry | HM34 | 24 | 2,7 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 4 | | Dec & May | Sustainable Tourism Management | TM32 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | 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 |

* Additional topics may be added in the curriculum during the year

EVENT MANAGEMENT (3 Years)

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

| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|----------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Phase 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Feb | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Phase 1 | | | | | | | 80 |

* Additional topics may be added in the curriculum during the year

| EVENT MANAGEMENT (3 Years) | | | | | | | |
|-----------------------------------|--------------|--------------|--|-------------|-------------------------|-----------------------------|------------|
| Year (in 4 yr.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Phase 2 | | | | | | | |
| 3 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 3 | 2 | Sep | Events Marketing and Fundraising | EV22 | 24 | 1 | 4 |
| 2 | 2 | Sep | Understanding and Managing People in Sport Business | SP21 | 24 | 1 | 5 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 2 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 3 | 2 | Oct | Event Experience Design | EV23 | 24 | 7 | 4 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 2 | 2 | Dec | Enterprise Technology and Innovation | TEC21 | 24 | 8 | 5 |
| 3 | 2 | Dec | Risk and Crisis Management in the Events Industry | EV25 | 24 | 1 | 4 |
| 2 | 2 | Feb | Information Management | IM22 | 24 | 1 | 4 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 3 | 2 | Feb | Hospitality Consumer Experience | HM24 | 24 | 8 | 5 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project weeks & In-Company Visits | PW21 | 48 | 3 | 4 |
| 2&3 | 2 | Apr to May | In-Company Training | WP21 | n/a | 2,7 | 20 |
| Total Phase 2 | | | | | | | 80 |
| Phase 3 | | | | | | | |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 3 | 3 | Sep & Feb | Contemporary Issues in the International Service Industry | HM34 | 24 | 2,7 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 4 | 3 | Dec & May | Festivals and Events: A Cross-Cultural Comparative | EV33 | 24 | 8 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | 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 |

* Additional topics may be added in the curriculum during the year

SPORTS BUSINESS MANAGEMENT (3 Years)

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

| Year (in 4 yr.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examina tion type | ECs |
|----------------------|-------|-----------------------------|---|-------|-----------------|----------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Phase 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Dec | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Phase 1 | | | | | | | 80 |

* Additional topics may be added in the curriculum during the year

| SPORTS BUSINESS MANAGEMENT (3 Years) | | | | | | | |
|--------------------------------------|-------|------------|--|-------|-----------------|---------------------|------------|
| Year (in 4 yr.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Phase 2 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 2 | 2 | Sep | Understanding and Managing People in Sport Business | SP21 | 24 | 1 | 5 |
| 3 | 2 | Sep | Events Marketing and Fundraising | EV22 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 3 | 2 | Oct | Event Experience Design | EV23 | 24 | 7 | 4 |
| 3 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 3 | 2 | Dec | Enterprise Technology and Innovation | TEC21 | 24 | 8 | 5 |
| 2 | 2 | Dec | Mass Communication | CM21 | 24 | 8 | 5 |
| 3 | 2 | Feb | The Global Sports Industry and Media | SP25 | 24 | 7 | 4 |
| 3 | 2 | Feb | The Law and Regulation of Sport | SP26 | 24 | 1 | 4 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project week & In-Company Visits | PW21 | 32 | 3 | 4 |
| 2&3 | 2 | Apr & May | Sports Business In-Company Training | WP21 | n/a | 2,7 | 20 |
| Total Phase 2 | | | | | | | 80 |
| Phase 3 | | | | | | | |
| 3 | 3 | Sep & Feb | Community Sport Development: Policy and Practice | SP31 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 4 | 3 | Dec & May | Festivals and Events: A Cross-Cultural Comparative | EV33 | 24 | 8 | 5 |
| 4 | 3 | Dec & May | Strategic Change Management in Sport Business | SP34 | 24 | 1 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | 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 |

* Additional topics may be added in the curriculum during the year

| HOSPITALITY MANAGEMENT – ADDITIONAL PHASE 3 TRACK | | | | | | | |
|---|-------|------------|--|------|-----------------|---------------------|------------|
| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Phase 3 | | | | | | | |
| 3 | 3 | Sep & Feb | Contemporary Issues in the International Service Industry | HM34 | 24 | 2,7 | 5 |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 3 | 3&7 | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 4 | 3 | Oct & Apr | Beverage Marketing | HM35 | 24 | 1 | 5 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Sustainable Tourism Management | TM32 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | 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 |

Note: the above Phase 3 curriculum is for HBA students who have mixed specialisations within the BBA programmes at Wittenborg or who have transferred credits into the programme from other institutions outside of Wittenborg.

HBA PROGRAMES CURRICULUM (4 YEARS)

HOTEL & HOSPITALITY SERVICES MANAGEMENT (4 Years)

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

| Year (in 4 yrs.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|------------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Year 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 1 | 1 | Feb | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Year 1 | | | | | | | 60 |

* Additional topics may be added in the curriculum during the year

| HOTEL & HOSPITALITY SERVICES MANAGEMENT (4 Years) | | | | | | | |
|--|-------------------|--------------|--|-------------|-------------------------|-----------------------------|------------|
| <i>Year (in 4 yrs.)</i> | <i>Ph ase</i> | <i>Block</i> | <i>Module / Subject</i> | <i>Code</i> | <i>Lesson Hours</i> | <i>Examination type</i> | <i>ECs</i> |
| Year 2 | | | | | | | |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 2 | 2 | Sep | Food and Beverage Operations | HM2 1 | 24 | 1 | 4 |
| 2 | 2 | Sep | Hotel Management | HM2 6 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 3 | 2 | Oct | Hospitality Design and the Environment | HM2 5 | 24 | 1 | 5 |
| 2 | 2 | Dec | Business Accounting | FIN2 2 | 24 | 1 | 4 |
| 2 | 2 | Dec | Food and Beverage Management | HM27 | 24 | 1 | 4 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO1 5 | 24 | 1 | 4 |
| 2 | 2 | Feb | Marketing Plan | MA2 5 | 24 | 2 | 4 |
| 3 | 2 | Feb | Hospitality Consumer Experience | HM2 4 | 24 | 8 | 5 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project week & In-Company Visits | PW21 | 48 | 3 | 4 |
| Total Year 2 | | | | | | | 60 |
| Year 3 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 3 | 3 | Sep & Feb | Contemporary Issues in the International Service Industry | HM3 4 | 24 | 2,7 | 5 |
| 2 | 2 | Oct | Business Philosophy | MO2 1 | 24 | 1 | 3 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 3 | 2 | Dec | Enterprise Technology & Innovation | TEC2 1 | 24 | 8 | 5 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 2 | Feb | Law and Human Resource in Hospitality | HM2 2 | 24 | 1 | 4 |
| 3 | 3 | Sep to Jul | PDP 3 - Personal Development Plan & Tutoring | PDP3 | n/a | 6 | Pass |
| 2&3 | 2 | Apr to May | Hospitality In-Company Training | WP21 | n/a | 2.7 | 20 |
| Total Year 3 | | | | | | | 60 |
| Year 4 | | | | | | | |
| 4 | 3 | Sep & Feb | International Labour Relations | MO3 3 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 4 | 3 | Oct & Apr | Beverage Marketing | HM35 | 24 | 1 | 5 |

| | | | | | | | |
|------------------------------|---|-----------|--|------|-----|-----|------------|
| 4 | 3 | Dec & May | Sustainable Tourism Management | TM32 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 4 | 3 | | Work Placement Module | WP31 | n/a | 2,7 | 15 |
| 4 | 3 | | Graduation Assignment | GA32 | n/a | 2,7 | 20 |
| Total Year 4 | | | | | | | 60 |
| Total Credits Offered | | | | | | | 240 |

* Additional topics may be added in the curriculum during the year

TOURISM MANAGEMENT (4 Years)

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

| Year (in 4 yrs.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|------------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Year 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Dec | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Year 1 | | | | | | | 60 |

* Additional topics may be added in the curriculum during the year

| TOURISM MANAGEMENT (4 Years) | | | | | | | |
|------------------------------|-------|------------|--|-------|--------------|------------------|------------|
| Year (in 4 yrs.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Year 2 | | | | | | | |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 3 | 2 | Oct | Event Experience Design | EV23 | 24 | 7 | 4 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 3 | 2 | Dec | Destination Management | TM23 | 24 | 1 | 5 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 2 | 2 | Dec | Enterprise Technology and Innovation | TEC21 | 24 | 8 | 5 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 2 | 2 | Feb | Information Management | IM22 | 24 | 1 | 4 |
| 3 | 2 | Feb | The Global Sports Industry & Media | SP25 | 24 | 7 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project weeks & In-Company Visits | PW21 | 48 | 3 | 4 |
| Total Year 2 | | | | | | | 60 |
| Year 3 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 3 | 2 | Sep | Databases & Information Retrieval | IM23 | 24 | 1 | 4 |
| 3 | 2 | Sep | Economics & Tourism | TM24 | 24 | 1 | 5 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 2 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 3 | 3 | Sep & Feb | Contemporary Issues in the International Service Industry | HM34 | 24 | 2,7 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | PDP 3 - Personal Development Plan & Tutoring | PDP3 | n/a | 6 | Pass |
| 2&3 | 2 | Apr to May | In-Company Training | WP21 | n/a | 2,7 | 20 |
| Total Year 3 | | | | | | | 60 |
| Year 4 | | | | | | | |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 4 | | Dec & May | Sustainable Tourism Management | TM32 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 3 | 3 | | Work Placement Module | WP31 | n/a | 2,7 | 15 |
| 3 | 3 | | Graduation Assignment | GA32 | n/a | 2,7 | 20 |
| Total Year 4 | | | | | | | 60 |
| Total Credits Offered | | | | | | | 240 |

EVENT MANAGEMENT (4 Years)

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

| Year (in 4 yrs.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|------------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Year 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Feb | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Year 1 | | | | | | | 60 |

* Additional topics may be added in the curriculum during the year

| EVENT MANAGEMENT (4 Years) | | | | | | | |
|-----------------------------------|--------------|--------------|--|-------------|-------------------------|-----------------------------|------------|
| Year (in 4 yr.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Year 2 | | | | | | | |
| 2 | 2 | Sep | Understanding and Managing People in Sport Business | SP21 | 24 | 1 | 5 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 3 | 2 | Oct | Event Experience Design | EV23 | 24 | 7 | 4 |
| 3 | 2 | Sep | Events Marketing and Fundraising | EV22 | 24 | 1 | 4 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 2 | 2 | Dec | Enterprise Technology and Innovation | TEC21 | 24 | 8 | 5 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 2 | 2 | Feb | Information Management | IM22 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project weeks & In-Company Visits | PW21 | 48 | 3 | 4 |
| Total Year 2 | | | | | | | 60 |
| Year 3 | | | | | | | |
| 3 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 3 | 3 | Sep to Feb | Contemporary Issues in the International Service Industry | HM34 | 24 | 2,7 | 5 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 2 | 3 |
| 2 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 3 | 2 | Dec | Risk and Crisis Management in the Events Industry | EV25 | 24 | 1 | 4 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 2 | Feb | Hospitality Consumer Experience | HM24 | 24 | 8 | 5 |
| 3 | 3 | Sep to Jul | PDP 3 - Personal Development Plan & Tutoring | PDP3 | n/a | 6 | Pass |
| 2&3 | 2 | Apr to May | In-Company Training | WP21 | n/a | 2,7 | 20 |
| Total Year 3 | | | | | | | 60 |
| Year 4 | | | | | | | |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 4 | 3 | Dec & May | Festivals and Events: A Cross-Cultural Comparative | EV33 | 24 | 8 | 5 |
| 4 | 3 | Dec & May | Strategic Management in the Hospitality and Tourism Industry | HM32 | 24 | 1 | 5 |
| 4 | 3 | | Work Placement Module | WP31 | n/a | 2,7 | 15 |
| 4 | 3 | | Graduation Assignment | GA32 | n/a | 2,7 | 20 |
| Total Year 4 | | | | | | | 60 |
| Total Credits Offered | | | | | | | 240 |

* Additional topics may be added in the curriculum during the year

SPORTS BUSINESS MANAGEMENT (4 Years)

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

| Year (in 4 yr.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|---------------------|-------|-----------------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep to Dec/Feb to May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep to Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Year 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | International Hospitality Business | HM11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | Principles of Events Management | EV11 | 24 | 1 | 5 |
| 1 | 1 | Dec | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback and Group Interaction | | | | |
| 1 | 1 | Feb | Enterprise Formation | BL15 | 24 | 1 | 3 |
| 1 | 1 | Apr | Introduction to Sport Business Management | SP11 | 24 | 1 | 4 |
| 1 | 1 | May | International Law in Business and Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Year 1 | | | | | | | 60 |

* Additional topics may be added in the curriculum during the year

| SPORTS BUSINESS MANAGEMENT (4 Years) | | | | | | | |
|--------------------------------------|-------|-------------|--|-------|-----------------|---------------------|------------|
| Year (in 4 yr.) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Year 2 | | | | | | | |
| 2 | 2 | Sep | Understanding and Managing People in Sport Business | SP21 | 24 | 1 | 5 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 3 | 2 | Sep | Events Marketing and Fundraising | EV22 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 3 | 2 | Oct | Event Experience Design | EV23 | 24 | 7 | 4 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 2 | 2 | Dec | Mass Communication | CM21 | 24 | 8 | 5 |
| 2 | 2 | Sep to Jul | 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 | Sep to Jul | 4 Project week & In-Company Visits | PW21 | 32 | 3 | 4 |
| 2 | 1 | Feb | Sociology and Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2 | 4 |
| 3 | 2 | Feb | The Global Sports Industry and Media | SP25 | 24 | 7 | 4 |
| 1 | 1 | Apr | Managing Sales and Accounts | MA13 | 24 | 1 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 2 | 1 | May | International Tourism Business | TM11 | 24 | 1 | 4 |
| Total Year 2 | | | | | | | 60 |
| Year 3 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2 | 4 |
| 3 | 3 | Sep & Feb | Community Sport Development: Policy and Practice | SP31 | 24 | 1 | 5 |
| 3 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2 | 4 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 3 | 2 | Dec | Enterprise Technology and Innovation | TEC21 | 24 | 8 | 5 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2 | 4 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 2 | Feb | The Law and Regulation of Sport | SP26 | 24 | 1 | 4 |
| 3 | 3 | Sep to Jul | PDP 3 - Personal Development Plan & Tutoring | PDP3 | n/a | 6 | Pass |
| 2&3 | 2 | Apr and May | Sports Business In-Company Training | WP21 | n/a | 2,7 | 20 |
| Total Year 3 | | | | | | | 60 |
| Year 4 | | | | | | | |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 4 | 3 | Dec & May | Festivals and Events: A Cross-Cultural Comparative | EV33 | 24 | 8 | 5 |
| 4 | 3 | Dec & May | Strategic Change Management in Sport Business | SP34 | 24 | 1 | 5 |
| 4 | 3 | | Work Placement Module | WP31 | n/a | 2,7 | 15 |
| 4 | 3 | | Graduation Assignment | GA32 | n/a | 2,7 | 20 |
| Total Year 4 | | | | | | | 60 |
| Total Credits Offered | | | | | | | 240 |

* Additional topics may be added in the curriculum during the year

THE EEG - PART 4

PRACTICAL INFORMATION GUIDE



31 October 2024

CONTENTS

| | |
|--|----|
| Contents | 2 |
| Student Support..... | 4 |
| Education Support | 5 |
| Students with disabilities | 6 |
| Non-Education Support | 7 |
| Front Desk..... | 7 |
| International Student Service at the Front Desks | 7 |
| Student Counsellor/Coach & Confidential Advisor..... | 8 |
| Student Representatives (Reps) | 9 |
| Student Union - SWIFT..... | 10 |
| Education Support Modules – Curriculum | 10 |
| Programme Specific Student Support..... | 10 |
| Always use your Wittenborg Email! | 11 |
| Overall Wittenborg Clothing Etiquette: A Best Practice | 13 |
| Smart Casual | 13 |
| Business Professional Attire | 14 |
| Gender-inclusive Language and Surveys..... | 15 |
| Information on Library & Book related issues..... | 16 |
| Course materials | 16 |
| Reference Library | 16 |
| E-Books for all Programmes..... | 17 |
| Academic Calendar 2024..... | 19 |
| Lesson and Lecture Times..... | 20 |
| Planning / Timetable – Bachelor’s Programmes | 20 |
| Planning / Timetable – Master’s | 21 |
| Study Location Building opening times..... | 22 |
| Apeldoorn | 22 |
| Office opening times..... | 22 |
| Contact: Who is Where at Wittenborg..... | 23 |
| Functions and Contact Details of the Wittenborg Staff | 24 |
| Management & Staff..... | 24 |
| Faculty & Researchers | 24 |
| Management Board and Management Team..... | 26 |
| The Stichting Wittenborg University Executive | 26 |
| The Rector / Vice President of Academic Affairs..... | 26 |

| | |
|--|----|
| The International Academic Advisory Panel (IAAP) | 26 |
| The Stichting Wittenborg University Advisory Board | 28 |
| Wittenborg Education Board..... | 30 |
| Complaints (and enquiries) Procedure | 35 |
| Formal Complaints Procedure | 35 |
| Board of Appeal for Graduation and Examinations..... | 36 |
| The Wittenborg Executive Trust..... | 36 |
| NRTO | 36 |
| Accreditation of Higher Education in the Netherlands | 37 |
| Higher Education System in the Netherlands: Wittenborg's Status in History | 37 |
| NVAO Accreditation..... | 39 |
| FIBAA Accreditation..... | 39 |
| Europe-wide – Full membership in European Association for Quality Assurance in Higher Education (ENQA) | 40 |

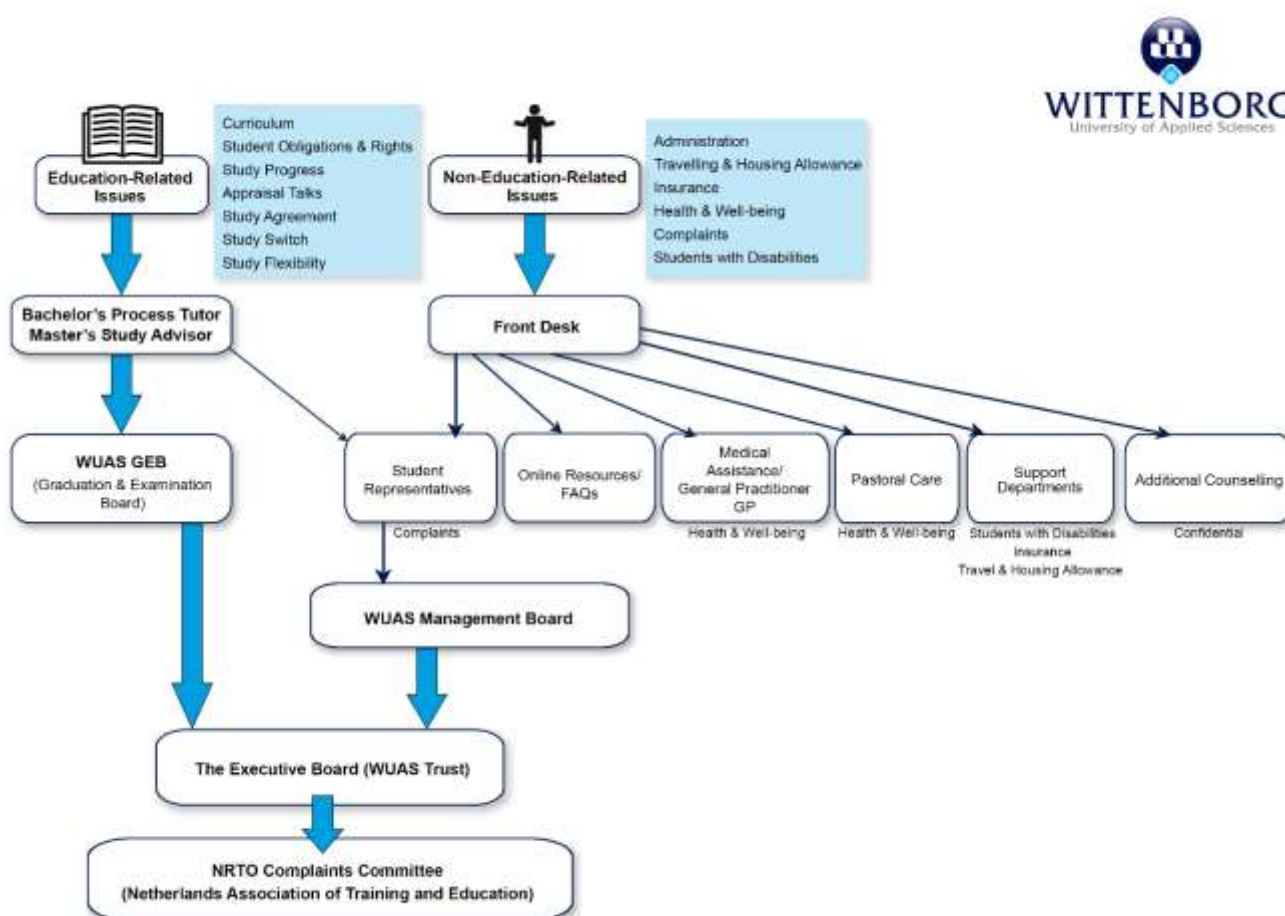
STUDENT SUPPORT

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

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 what level:

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



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 or study advisors will not deal directly with non-education issues, although a friendly ear is to be expected. They will ask students to go to the Front Desk, or their 'Student Rep' with non-education related issues.

PROCESS TUTOR AND STUDY ADVISOR

Process tutors and study advisors 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 out appraisal talks that result in updated study agreements. All aspects regarding study can be discussed and a student's process tutor/study advisor must co-ordinate closely with student administration staff and the registrar, regarding progress.

Each student at bachelor's level is assigned a process tutor who will support them throughout their studies. At master's level each student will be assigned a study advisor.

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

The team of tutors and advisors will also provide students with general information regarding the facilities at Wittenborg, life in Apeldoorn, Amsterdam or Munich, 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 the 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 process tutor/study advisor, 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 (GEB).

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 GEB 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 Wittenborg 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/study advisor 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 is the Student Resources pages on Wittenborg Online.

Here all important documents are published, both in relation to the overall programmes, and 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.eu/>

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

FRONT DESK

The Front Desks at Wittenborg support students and staff in a number of ways and fulfilling 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 Brinklaan.

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. 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 social care if needed.

The Front Desk team is there to help our international students from abroad get settled in the Netherlands on arrival, by assisting with their registration appointments at 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/COACH & CONFIDENTIAL ADVISOR

All students have access to a student counsellor/coach, and a confidential advisor. Both are responsible for assisting students in certain matters not directly linked with their education programme and progress. Both can function as a confidential one-to-one partner to students. However, their roles and the topics they deal with differ. To learn more about the distinct responsibilities of both, see the table below:

| | |
|--------------------------|---|
| Student Counsellor/Coach | <ul style="list-style-type: none"> • Confidential • Non-education-related issues/personal issues • Point of contact for confidential heart-to-heart conversations, advice and information on personal matters and challenges that are not directly education-related, for example: <ul style="list-style-type: none"> ○ Integration/Community ○ Motivation ○ Loneliness, homesickness ○ Relationships and family circumstances ○ Health, illness and care ○ Future and planning ○ Personal planning • Refer student to GP/medical professionals for suspected disorders/mental health issues that require more specialised or longer-term treatment |
| Confidential Advisor | <ul style="list-style-type: none"> • Independent and confidential • No referral is needed; can be contacted directly without any involvement of the school • Point of contact should someone be confronted with unacceptable, undesirable behaviour within the school (as victim or observer), i.e. from other students, staff members, teachers, etc. This includes but is not limited to verbal and non-verbal forms of: <ul style="list-style-type: none"> ○ Bullying ○ (Sexual) harassment ○ (Sexual) intimidation ○ Violence and aggression ○ Threats ○ Discrimination • The confidential adviser offers moral and emotional support and can inform the complainant of possible ways to resolve the problem, support with reporting the problem and/or with filing a complaint. The confidential advisor guides the student through the |

| | |
|--|--|
| | entire process, and actions are only taken with the explicit consent of the student. |
|--|--|

STUDENT REPRESENTATIVES (REPS)

Each programme / programme year has at least one student rep, who is part of a group of student representatives who participate in an election system for Student and Staff Representatives, and two conference / workshop days in which the whole institute can participate in feedback sessions

Student Reps have two roles:

1. **Student University Reps:** represent students overall in the following areas
 - Overall student experience
 - Overall teaching quality
 - Learning facilities and tools
 - University facilities and accommodation
 - Student accommodation
 - Non-curricula activities
2. **Programme Committees:** represent students in the programme as part of the
Programme Committee: Bachelor = 4 teachers & Student Reps from all IBA pathways;
Master = 3 teachers & Student reps from all MBA / MSc / MBM pathways.
Programme Committees:
 - Evaluate the content of the programme
 - Evaluate the teaching of the programme
 - Evaluate the assessment of the programme
 - Evaluate the outcomes of the programme

STUDENT UNION - SWIFT

Wittenborg Student's Union is called **SWIFT** and is run by students for students, and often organises 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.

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:

- IT and Office Software Automation (24 lesson hours) – 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.
- Work Experience Preparation Module (16 lesson hours) – this module is given in phase 3 and it prepares students to acquire their work placement/internship

PROGRAMME SPECIFIC STUDENT SUPPORT

TEACHING

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

Would you like to 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.nl 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

www.wittenborg-online.com

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 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.

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 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
- 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.

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.nl

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.

OVERALL WITTENBORG CLOTHING ETIQUETTE: A BEST PRACTICE

The ability to adhere to socially acceptable manners and selecting attire appropriate to specific occasions and activities are part of the total learning process at Wittenborg. A clothing etiquette that varies according to the occasion and location prepares students for reality and their future careers. Students should understand that some outfits will not be appropriate for certain circumstances. Students are expected to use good judgement in their selection of college attire, grooming, appearance, personal hygiene and personal habits, and to present themselves professionally at all times.

As one of its main pillars is ethics, Wittenborg aims to develop a sense of good work ethics in its students. Appearance plays a role, since clothing is also a means of communication. Part of self-development is for students to discover their own personalities and styles, but part of that process is to learn the importance of appropriate and expected appearance for a given occasion. It is important that students develop good work ethics and professional, respectful attitudes as future employees, managers or business administrators. Appropriate self-presentation is still just as important in the physical world as in social media for successful employability.

Wittenborg is proud of the cultural and international diversity of its students and staff. In view of this, students and staff are allowed and invited to express their own cultural and religious identification as long as they adhere to and keep within the boundaries of the descriptions of smart casual and business professional attire respectively.

Wittenborg students attending classes should be dressed in Smart Casual attire and for formal presentations, Oral Defence, Graduation Ceremony or while representing Wittenborg at an event they should be dressed in Business Professional attire.

SMART CASUAL

Smart casual attire is an everyday, neat, casual look with a chic touch. It is an attire where you can search for a balance between comfort and elegance; think of making combinations such as skirt/dress and soft sports shoes or neat jeans and a blazer on top. There are many possibilities of combinations, which include:

- Collared button-up shirt, polo shirt, sweater, t-shirt, blouse
- Pants, jeans, Bermudas, khakis, slacks
- Socks
- Shoes, boots, loafers, athletic shoes
- Well-groomed hair, moustache or beard
- Religious head covering
- Skirts and dresses (of reasonable length)
- Blazer, cardigan, jacket
- Sandals, flats, loafers, athletic shoes, heels
- Hoodies (the hood must not cover the head while on campus)
Winter caps, beanies or caps (it does not cover the majority of the face while on campus)

BUSINESS PROFESSIONAL ATTIRE

Business professional attire is another step closer to elegance and one step away from casual when compared to smart casual. The way students present themselves can play a big role in their professional careers; therefore, Wittenborg requires this attire to be adhered to when more formal events take place, such as presentations and oral defences of assessments or the graduation assignment, graduation ceremony or other such events. Business Professional attire includes:

- Button-down collared shirt or blouse
- Jacket, blazer and trousers
- Tie (different types: ascot, bow, bolo, zipper tie, cravat, and knit)
- Well-groomed hair, moustache or beard
- Religious head covering
- Pantsuit or skirt suit
- Dresses (of reasonable length)
- Skirts (of reasonable length)
- Dress shoes, dress sandals, dress boots, heels
- Dress socks

INAPPROPRIATE ATTIRE:

- Clothing with prints that depict profanity, inappropriate pictures, symbols (insignias) or wordings (portraying/exhibiting discriminatory or prejudicial words or pictures)
- Gym clothes, torn clothing, shorts, beach attire or swimwear, leggings or tights (unless covered by knee-length dress or shirt), tank tops (unless covered by other clothing), short crop tops, spaghetti-strapped dress, see-through and other clothing that is tight or revealing
- Slippers, flip-flops, strapless shoes
- Heavy perfume/cologne

Students who are in an inappropriate attire will be approached and talked to in private. They will be asked to resolve the inappropriateness in some way that is most convenient to them.

Take note that students may be prevented from attending the class or formal event (and will be considered absent) until they return with the proper attire.

GENDER-INCLUSIVE LANGUAGE AND SURVEYS

Wittenborg students, faculty and staff are expected to communicate and work in a gender-inclusive manner. This, among other things, means making use of gender-inclusive language and developing gender-inclusive surveys.

Gender-inclusive language should be used consistently, both in internal and external communication. If you are not sure, you can make use of the following guidelines:

Use gender-neutral pronouns such as 'they', 'them', 'their' or 'themselves' instead of gendered pronouns, such as 'he', 'she', 'his', 'hers', 'himself', 'herself', at least until you know someone's pronouns. For example, when referring to a specific person whose gender has not been confirmed to you (note: you cannot assume someone's gender based on their name or their appearance), instead of "she is running a little late" or "he is running a little late", use "they are running a little late". Similarly, do not use titles, such as 'Mr', 'Mrs', 'Miss', 'Ms', 'Sir', unless you know the correct pronouns. Instead, consider addressing a person by their full name (e.g. instead of "Mr Massey" use "Howard Massey"), or academic/professional title (e.g. "Professor Massey"). Also follow these guidelines when addressing someone at the beginning of a letter or an e-mail. In the case of letters or e-mails, if you do not know someone's (full) name and/or title, use 'Good morning' (or 'Good afternoon') or, if the situation allows it, 'To whom it may concern'.

If this feels unintuitive, note that the singular 'they' has a long history in the English language.

When not referring to a specific person or when referring to a group of people, always use gender-neutral pronouns rather than gendered pronouns or the generic masculine. For example, instead of 'each respondent was asked whether he wished to attend' or 'each respondent was asked whether he or she wished to attend', write 'respondents were asked whether they wished to attend'.

You can sometimes avoid pronouns completely through restructuring your sentence. Instead of 'the visitor should be given enough time to familiarise himself (or herself) with the venue', write 'enough time should be allowed for the visitor to become familiar with the venue'.

Use gender-neutral alternatives to masculine or feminine-sounding words. Usually, masculine or feminine-sounding words have gender-neutral alternatives. For example, instead of 'the manpower required', use 'the workforce required'.

Gender-inclusive Surveys

Surveys should be developed in a gender-inclusive manner. Make use of the following guidelines to do so:

- Use gender questions consciously.
- If the genders of respondents are not actually relevant, leave the question out.
- Include a non-binary gender option: if the genders of respondents are relevant, always offer three options: male, female, non-binary.

If you need more help, reach out to communications@wittenborg.eu.

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 Wittenborg – 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.

Wittenborg 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 Wittenborg, 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.

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.

E-BOOKS FOR ALL PROGRAMMES




Wittenborg has established the opportunity for all its books to be accessed via e-books, through a system and service called Perlego. This compliments the access already arranged for journal databases and the e-books via Ebsco and Wiley.

Starting from Block September, 2020-21 the standard book lending system has been replaced with access to e-books. Students need to create an account with Perlego using the link below

[Accessing e-Books via Perlego](#)

Account Activation link for Wittenborg students: <https://www.perlego.com/group-register?orgt1=wTT/Ka5Q1AC6+Ee+v3qVJw==>

Note that you must enrol with your Wittenborg account, s12345@student.wittenborg.eu for students and s12345@wittenborg.eu for staff members. Separate activation codes are available for students via the respective Process Tutor areas. You must ensure that you use the Activation code that is created for your pathway during registration. More information can be found in the file below.

-  [HowTo Create your Perlego account and access e-books Staff MembersFile](#)
-  [HowTo Create your Perlego account and access e-books StudentsFile](#)
-  [Tutorial: Perlego finding your way around Perlego](#)




MOVE TO ONLINE LIBRARIES AND RESOURCES

From 2020 Wittenborg is moving all required and recommended literature to online resources. Information is provided on Wittenborg Online – www.wittenborg-online.com

Online Library Resources

[Dashboard](#) / [My courses](#) / [Online Library Resources](#) / [Online Library Resources](#)

Direct Links to E-Books for Bachelor & Master Modules

-  [Links to all E-Books for Modules \(Bachelor\)](#)
-  [Links to all E-Books for Modules \(MBA\)](#)
-  [Links to All E-Books for Modules \(MBM\)](#)
-  [Discovery Service for Wittenborg University of Applied Sciences](#)

Discovery Service for Wittenborg University of Applied Sciences

Search Our Online Library Access
for all your E-books and Journal Articles

Search :

Keyword ▾

Search EBSCO Discovery

Q

[Advanced Search](#) ↗

ACADEMIC CALENDAR 2024

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

YEAR CALENDAR 2024

| BLK FEB (02-2024) Enrolment: 12 February 2024 | | | | BLK SEP (09-2024) Enrolment: 26 August 2024 | | | |
|---|-------------|------------|-----------------|---|--------------|------------|------------|
| Week № | Start Date | Activities | Extra Info | Week № | Start Date | Activities | Extra Info |
| 7 | 12 February | W1 | | 35 | 28 August | IW | |
| 8 | 19 February | SW | No Classes | 36 | 2 September | W1 | |
| 9 | 26 February | W2 | | 37 | 9 September | W2 | |
| 10 | 4 March | W3 | | 38 | 16 September | W3 | |
| 11 | 11 March | W4 | | 39 | 23 September | W4 | |
| 12 | 18 March | W5 | | 40 | 30 September | W5 | |
| 13 | 25 March | W6/IW | Fri: No classes | 41 | 7 October | W6 | |

| BLK APR (04-2024) Enrolment: 1 April 2024 | | | | BLK OCT (10-2024) Enrolment: 14 October 2024 | | | |
|---|------------|------------|-----------------|--|-------------|------------|------------|
| Week № | Start Date | Activities | Extra Info | Week № | Start Date | Activities | Extra Info |
| 14 | 1 April | W1 | Mon: No Classes | 42 | 14 October | SW/IW | No Classes |
| 15 | 8 April | W2 | | 43 | 21 October | W1 | |
| 16 | 15 April | W3 | | 44 | 28 October | W2 | |
| 17 | 22 April | W4 | | 45 | 4 November | W3 | |
| 18 | 29 April | W5 | | 46 | 11 November | W4 | |
| 19 | 6 May | Catch-Up | Thu: No Classes | 47 | 18 November | W5 | |
| 20 | 13 May | W6/IW | | 48 | 25 November | W6/IW | |

| BLK MAY (05-2024) Enrolment: 20 May 2024 | | | | BLK DEC (12-2024) Enrolment: 2 December 2024 | | | |
|--|------------|------------|-----------------|--|-----------------|------------|------------|
| Week № | Start Date | Activities | Extra Info | Week № | Start Date | Activities | Extra Info |
| 21 | 20 May | W1 | Mon: No Classes | 49 | 2 December | W1 | |
| 22 | 27 May | W2 | | 50 | 9 December | W2 | |
| 23 | 3 June | W3 | | 51 | 16 December | W3 | |
| 24 | 10 June | W4 | | 52&1 | 23 Dec & 30 Dec | SW | |
| 25 | 17 June | W5 | | 2 | 6 January | W4 | |
| 26 | 24 June | W6 | | 3 | 13 January | W5 | |
| | | | | 4 | 20 January | W6 | |

| Retake Weeks-Summer (2024) | | | | Retake Weeks-Winter (2025) | | | |
|----------------------------|------------|------------|--------------|----------------------------|------------|------------|--------------|
| Week № | Start Date | Activities | Extra Info | Week № | Start Date | Activities | Extra Info |
| 27 | 1 July | RW | Retake Exams | 5 | 27 January | RW | Retake Exams |
| 28 | 8 July | RW | Retake Exams | 6 | 3 February | RW/IW | Retake Exams |

| Summer Vacation | | | | Summer School | | | |
|-----------------|------------------|------------|------------|---------------|------------------|------------|------------|
| Week № | Start / End Date | Activities | Extra Info | Week № | Start / End Date | Activities | Extra Info |
| 29 till 34 | 15 Jul. - 25 Aug | SV | Holidays | 29 & 30 | 14 July-26 July | SS | Intake 1 |
| | | | | 31 & 32 | 28 July-9 August | SS | Intake 2 |

| LEGEND - BBA Programmes | |
|-------------------------|----------------------|
| W1 | Lesson Week 1 |
| W2 | Lesson Week 2 |
| W3 | Project Week |
| W4 | Lesson Week 3 |
| W5 | Lesson Week 4 |
| W6 | Exam Week |
| IW | Introduction Week |
| SW | Study Week |
| RW | Retake Week |
| Catch-up | Catch-up Lesson Week |
| SV | Summer Vacation |
| SS | Summer School |

| LEGEND - MBAMSc Programmes | |
|----------------------------|--------------------------------|
| W1 | Lesson Week 1 |
| W2 | Lesson Week 2 |
| W3 | Lesson Week 3 |
| W4 | Lesson Week 4 |
| W5 | Literature Review/Project Week |
| W6 | Exam Week |
| IW | Introduction Week |
| SW | Study Week |
| RW | Retake Week |
| Catch-up | Catch-up Lesson Week |
| SV | Summer Vacation |
| SS | Summer School |

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:

- MBA / MBM (MSc) – following the Wittenborg 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:

- MBA / MBM (MSc) classes – start 11.20 / finish 17.20

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.

Check your Timetable Online: <https://timetable.wittenborg.eu>



STUDY LOCATION BUILDING OPENING TIMES

APELDOORN

The Brinklaan Building opening times

Open 07:00 (AM) - 22.00 (PM) Monday - Friday

The Spoorstraat Building opening times

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

Amsterdam Study Location (Dali Building) opening times

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

NB: In Apeldoorn, during holidays the Brinklaan & Spoorstraat buildings may have different opening times. In other Wittenborg locations such as in Germany, building opening times are also affected 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 Wittenborg Office365 email groups and forums regarding changes in opening times of the campuses / buildings.

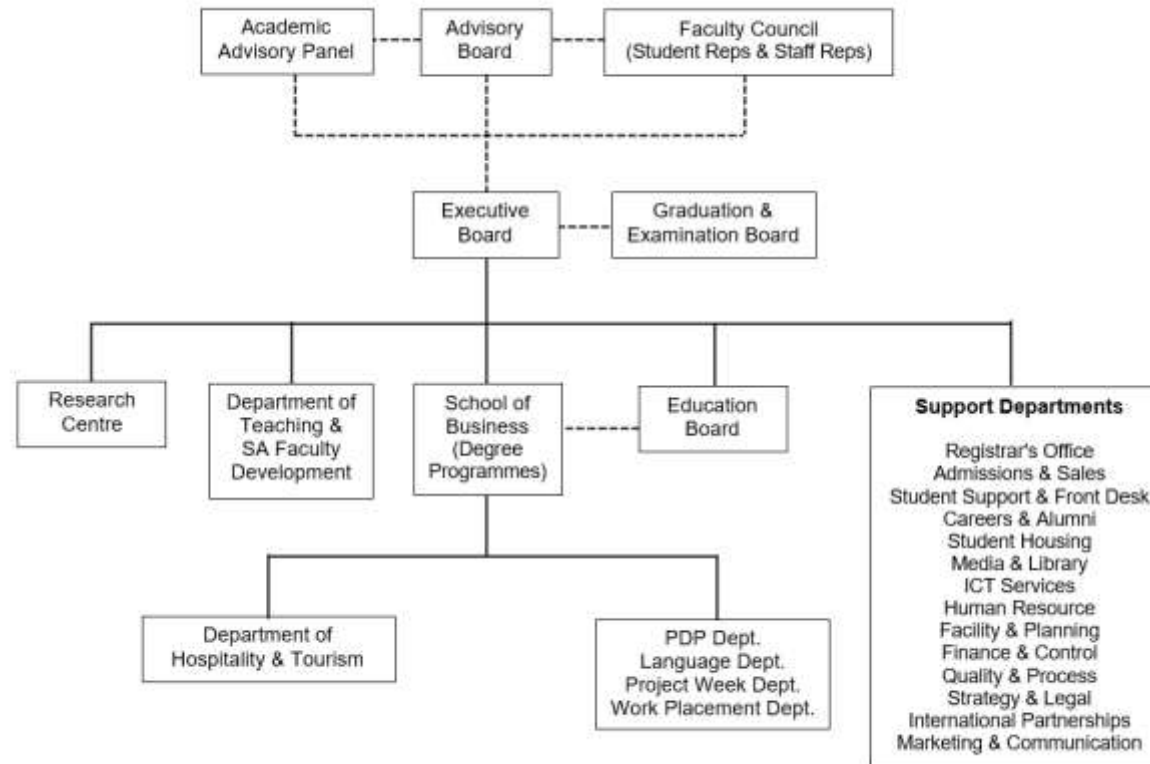
OFFICE OPENING TIMES

Wittenborg 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 |

CONTACT: WHO IS WHERE AT WITTENBORG

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



FUNCTIONS AND CONTACT DETAILS OF THE WITTENBORG STAFF

All Staff Profiles are now online: please see links below

MANAGEMENT & STAFF

- [EXECUTIVE BOARD](#)
- [NON-EXECUTIVE BOARD](#)
- [THE ACADEMIC ADVISORY PANEL](#)
- [MANAGEMENT TEAM](#)
- [MANAGEMENT SUPPORT TEAM](#)
- [STUDENT SUPPORT TEAM](#)
- [ADMINISTRATION TEAM](#)
- [EDUCATION SUPPORT TEAM](#)
- [ADMISSIONS TEAM](#)
- [EVERYONE AT WITTENBORG](#)

FACULTY & RESEARCHERS

- [RESEARCH FACULTY](#)
- [FACULTY | PRACTICE ACADEMICS](#)
- [LECTURERS SCHOOL OF BUSINESS](#)
- [LECTURERS SCHOOL OF HOSPITALITY](#)
- [VISITING LECTURERS](#)

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 (through www.wittenborg-online.com)
- All lecturers can be contacted through their Wittenborg email

HOW TO CONTACT FRONT DESK, BACK OFFICE AND SUPPORT STAFF

frontdesk@wittenborg.nl

- 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 BOARD AND MANAGEMENT TEAM

The Wittenborg University of Applied Sciences management team is led by its Executive Board

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, it 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 of Applied Sciences Executive Board (the Executive) forms the management of Wittenborg University of Applied Sciences. Its members are Peter Birdsall, Chair of the Executive Board (President) and Maggie Feng, CEO and Karen Penninga, Director of Corporate Governance & Legal Affairs. The Executive reports to the Advisory Board (below).

THE RECTOR / VICE PRESIDENT OF ACADEMIC AFFAIRS

The Rector / VP of Academic Affairs at Wittenborg primarily supports the Executive directly with advice and guidance on the development of programmes and academic quality at the university. The VP will maintain an overview of all the programmes from an educational perspective and to maintain a critical view of the academic quality of the content, delivery and final output (research papers and final projects). Also, the Rector advises the Executive and Heads of School on accreditation processes, positioning of the programmes and the university overall, and the quality of academic staff and works with the head of research to stimulate research, collaboration and integrity.

THE INTERNATIONAL ACADEMIC ADVISORY PANEL (IAAP)

The International Academic Advisory Panel (IAAP) consists of 10 persons representing professors from 6 business schools in 4 countries and 3 (three) continents. Two members are also members of the Advisory Board. This especially allows the Advisory Board to be informed of discussions about the quality of the school directly, rather than through the Executive.

The well-established scholars who are members of the IAAP provide valuable input on the trends in educations and the various existing programmes at Wittenborg. The Panel is chaired by external member, **Professor Timothy Mescon**, former Executive Vice President and Chief Officer Europe, Middle East and Africa at AACSB International.

The current members of the Wittenborg IAAP are:

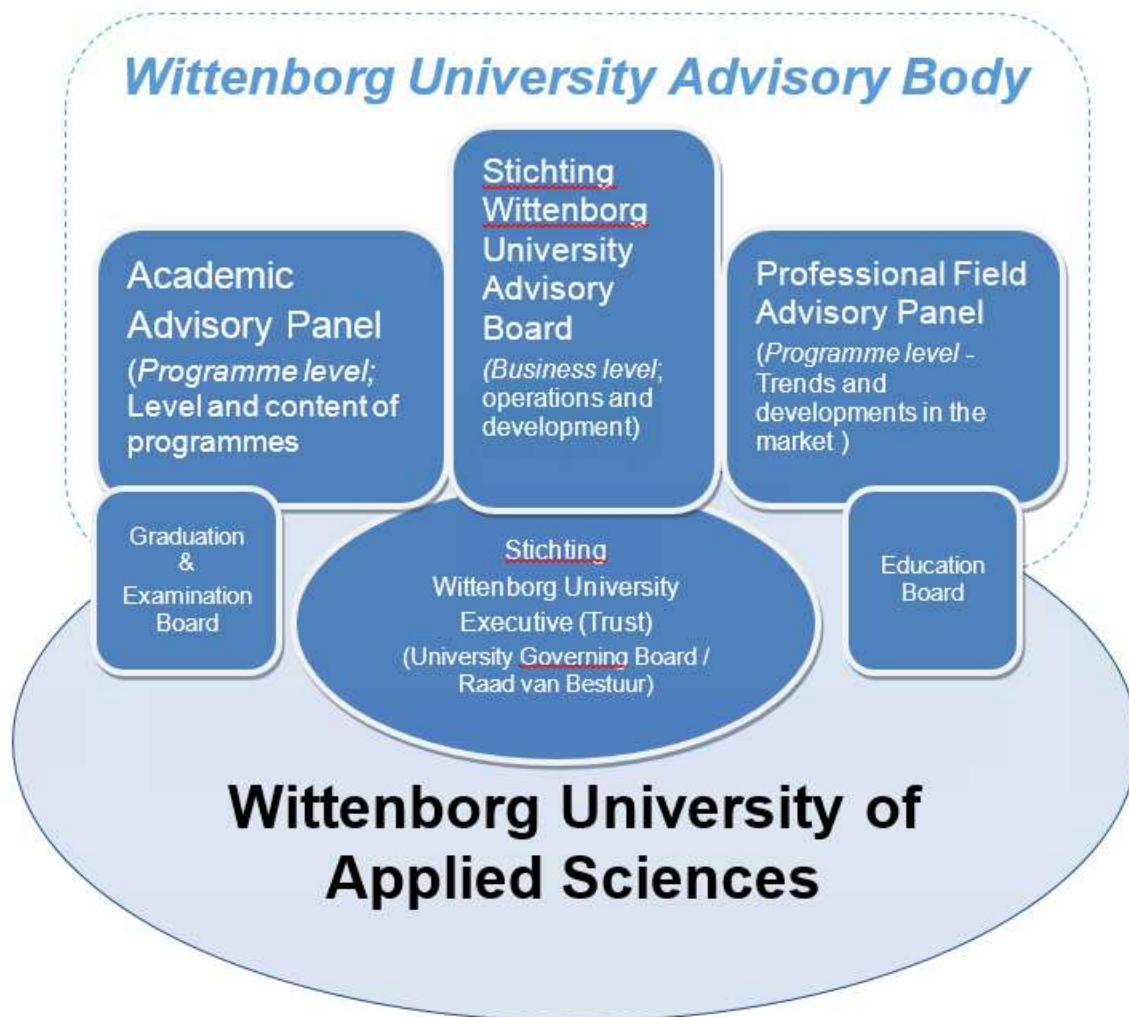
- **Professor Peter van der Sijde**, Professor of Faculty of Science, Business & Innovation and the Faculty of Social Science, Organization, Entrepreneurship and Technology, Free University Amsterdam, The Netherlands.
- **Dr. Brigitte Nicolaud**, Director Teaching and Learning, Aston Business School, UK.
- **Professor Beatrice van der Heijden**, Professor of Strategic HRM, Radboud University, Nijmegen, The Netherlands.
- **Professor Leo Paul Dana**, Professor of Innovation and Entrepreneurship, Montpellier, France and New Zealand.
- **Professor Ed G.J. Vosselman**, Radboud University Nijmegen School of Management Professor of Accounting (Accounting, particularly Management Accounting and Control, Accounting and Trust, Performance Management, Management and Organization, MBA-Programs)
- **Professor Petra de Weerd-Nederhof**, Dean of Science Faculty, Open Universiteit.
- **Professor Marina Dabic**, Professor of Entrepreneurship and International Business, University of Zagreb, Croatia.
- **Professor Nuran Acur**, Director of Research Professor of Innovation Management at Adam Smith Business School, University of Glasgow
- **Professor Ronald Tuninga**, Rector at Wittenborg University of Applied Sciences

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 has 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.

In 2022, the Members of the Advisory Board are:

- **Rijn Platteel** MRICS (Chairman), (Chair from 2021), Chair regional employer's association VNO NCW, and company director.
- **Timothy Mescon**, former Executive Vice President and Chief Officer Europe, Middle East and Africa at AACSB International.
- **Petra de Weerd-Nederhof**, Full Professor of Organisation Studies and Innovation at the University of Twente also Chair, exam committee Honours Programmes, University of Twente
- **Pauline Verheijen-Dop**, Legal Director North West Europe at PepsiCo
- **Paul Zevenbergen**, former director NVAO accreditation organization, currently Interim Chair of the Board at the Grotius College in Delft Chair Committee Teaching Qualifications (Ministry of Education) Board of directors WACE world association for co-operative education
- **Gizem Goren** (Wittenborg MBA Alumnus), Unit Manager of Corporate Banking Underwriting Department of Credit Europe Bank N.V., member of the Bank's Climate-Risk Committee.



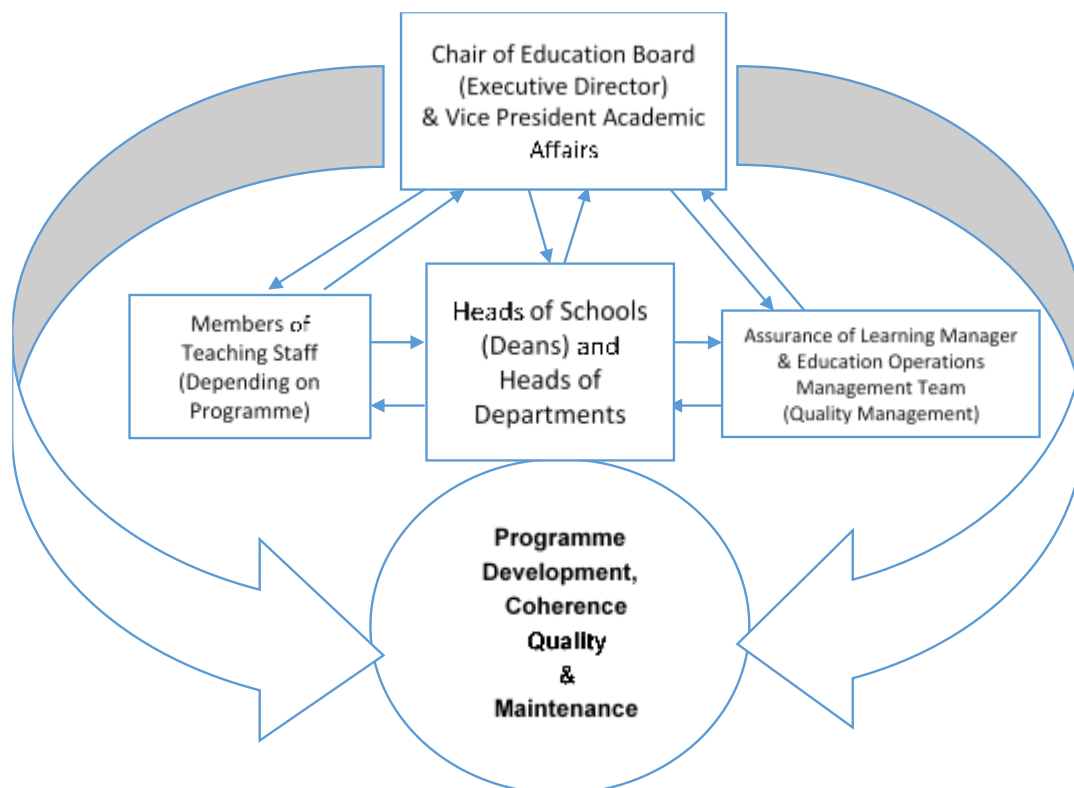
WITTENBORG EDUCATION BOARD

Wittenborg's 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 Education Board is comprised of key Wittenborg staff, concerned with the development and deployment of the programmes, including the Executive Director of Education, Vice-President Academic Affairs, the two Heads of Schools (Head of School of Business and Head of School of Hospitality & Tourism), Head of Operations, Assurance of Learning Manager, representatives of various campuses, and various members of the Academic Faculty, 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 Wittenborg's' 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 (GEB)

As a compact institute, Wittenborg has one central Graduation and Examination Board (GEB), 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 programmes¹, (now part of an Education and Examination Guide). The GEB, 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.

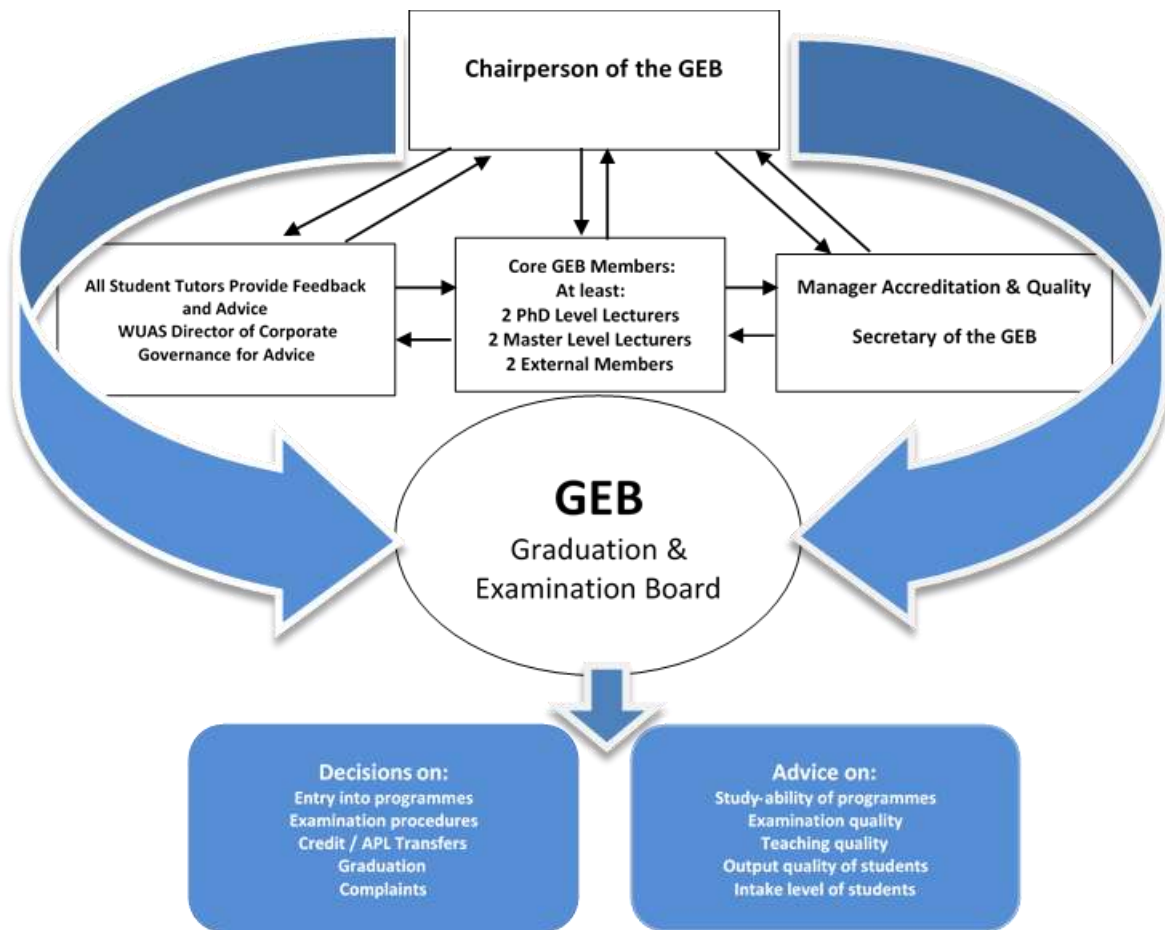
Currently, the GEB comprises of Wittenborg teachers, tutors and staff members, who are either fully employed or external consultants who teach Wittenborg modules, as well as 2 external members who work at other Dutch HEI's.

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 GEB 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 (GEB) are fully explained in its yearly report. The GEB 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.

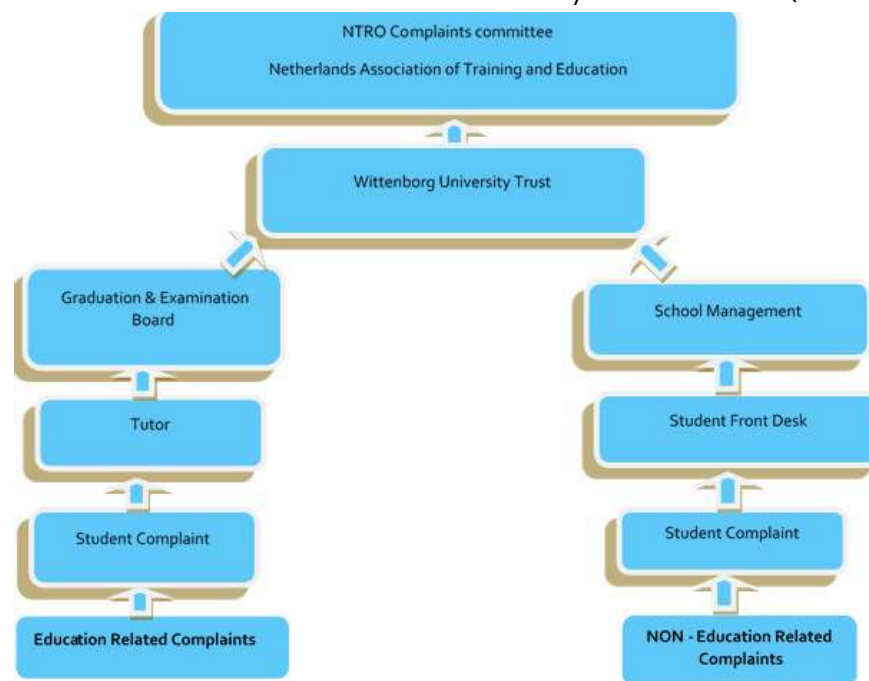


GRADUATION & EXAMINATION BOARD RESPONSIBILITIES

- 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 authorities 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, (Part 6 of the Education and Examination Guide). The GEB, as a key institutional body, ensures correct application of these, under Dutch Law. Currently, the GEB 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 GEB'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.



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/Study Advisor, 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/Study Advisor. See the Formal Complaints Procedure.

FORMAL COMPLAINTS PROCEDURE

1. The student should register the complaint with their Process Tutor/Study Advisor, by email, by completing a complaints form. The Front Desk can provide a copy of the complaints form on request. The Process Tutor/Study Advisor 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/Study Advisor 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/Study Advisor 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 (GEB). The GEB will reply within 1 week. If the result given by the GEB 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 (GEB)
- 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 within 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 was originally an independent (private) state appointed University of Applied Sciences (aangewezen). It is now an 'entity for higher education'. This means that although its students receive government funds, the institution does not. Universities of applied sciences such as Wittenborg are required by law to follow the stringent accreditation procedures as described below. Wittenborg's degrees are recognised in every country that recognises the Dutch Ministry of Education's accreditation and degree structure. Nowadays the recognition of higher education in the Netherlands is managed and organised by DUO – www.duo.nl

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. Wittenborg is entitled to offer both variants.
- 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 2005 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.

Internationalisation 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.

Wittenborg's BBA, MBA and MBM (MSc) 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.

FIBAA ACCREDITATION

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

THE QUALITY SEAL
IN HIGHER EDUCATION



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.

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.

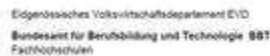
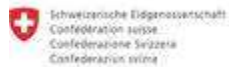
FIBAA is recognised as a quality assurance agency not only in Germany, but also in Austria, the Netherlands and Switzerland.

Germany – Accreditation by the German Accreditation Council



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.akkreditierungsrat.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 Netherlands 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's Programmes



31 October 2024

CONTENTS

| | |
|--|----|
| Wittenborg General Assessment Policy (toetsbeleid) | 3 |
| Attendance & exams – important notice | 3 |
| Marking Systems | 4 |
| Examinations and Assessment leading to European Credits at Wittenborg..... | 4 |
| Exam Types at Wittenborg | 4 |
| Assessment under exam conditions: | 5 |
| Assessments Not under exam conditions: | 6 |
| Further Specific Assessment Information..... | 10 |
| retake Exam weeks and complete module exams | 11 |
| Exam Review Rules | 12 |
| Multidisciplinary (Phase) Exit Exams | 13 |

WITTENBORG GENERAL ASSESSMENT POLICY (TOETSBELEID).

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

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.

The following rules apply in all cases:

- Lesson attendance requirement: 75%
- Examination registration, but no attendance will result in an exam mark = '0'
- Exam mark below 4 = compulsory re-attendance of module (retake with attendance)
- Exam mark 4 and above gives right to retake the exam without attendance (retake without attendance)

In the event of examination malpractices, procedures will follow the Graduation & Examination Regulations (Part 6 of the EEG).

Exam grades/marks provided by lecturers and consequently posted in Osiris are not final grades, but provisional. They remain provisional until they are finally approved by the Graduation & Examination Board.

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 EUROPEAN 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 (Open or Closed-book)
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 / Oral Q&A (Question & Answer)
8. Digital / Multimedia Output

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.

Exams can be a combination of different types, for example 2 & 7 or 2 & 8. Refer to the module guide or the module online area for more information specific to the module.

ASSESSMENT UNDER EXAM CONDITIONS:

Closed Book Examinable Component

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

Closed-book exams can be one of the following and the conditions for each are as follows:

- Pen/pencil and paper
 - Only pencil, pen and eraser are allowed to be brought into the room
- Online using a laptop.
 - Only a fully-charged laptop is allowed to be brought into the room
 - Students will NOT have access to the Internet.
 - Instructions on how to connect to the Exam WIFI will be provided in the Exam Hall.

Students should also bring their passport or identity card. Coats and bags, as well as other mobile devices (phones, iPads, smart watches etc), should not be brought into the examination room. There could be random searches of students-pockets for mobile equipment at every examination as a standard procedure. The mere possession of such devices by students in the exam hall, even if they are not in use, may be considered academic misconduct.

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 Osiris 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 textbooks as reference.

Open-book exams can be one of the following and the conditions for each are as follows:

- Pen/pencil and paper
 - Pencil, pen and eraser are allowed to be brought into the examination room.
 - In addition, course textbooks, notes and handouts are also allowed to be brought into the room.
- Online using a laptop.
 - Only a fully-charged laptop is allowed to be brought into the room
 - Students will NOT have access to the Internet.
 - Instructions on how to connect to the Exam WIFI will be provided in the Exam Hall.
 - Students will have access to the online books.

Students should also bring their passport or identity card. Coats and bags, as well as digital equipment (phones, iPads, smart watches etc.), should not be brought into the examination room. There could be random searches of students' pockets for mobile equipment at every examination as a standard procedure. The examinations supervisor is entitled to check a student's textbooks (physical or online) for enclosed separate notes, which are prohibited. Indicators and short notes in the book itself are permitted.

Marks are given for both the analytical approach of the student, and the way in which a student refers to information in the prescribed textbook (shows that they have read and understood the textbook, and can use this information to underpin their arguments in the exam).

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 Osiris within two weeks after the examination.

ASSESSMENTS NOT UNDER EXAM CONDITIONS:

ORAL PRESENTATION / ORAL INTERVIEW / ORAL Q&A (QUESTION & ANSWER)

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 on the subject. Students (either individual or in pairs) are allowed to use any materials or equipment that is available to them in order to make their presentation professional and interesting, 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 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 adhere to the word count specified in the module guide, 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 16:00) of the final examination week of the module (Week 5 of either Block December or April). Take note that if Monday is a national holiday, the submission deadline will be moved to the immediate working day in the same week. For example, if Monday is Easter Monday (national holiday), the submission deadline will be moved to Tuesday of the same week.

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 – Anglia-Ruskin University (ARU) style and paper-writing criteria as published in the Graduation/Final Project Handbook (see Part 8 of the EEG).

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

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

All assignments, reports, essays & papers are 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 International Service Industry (HM34)
- Beverage Marketing (HM35)
- Business Strategy (HM37)
- Customer Relationship Marketing (HM38)
- International Marketing (HM39)

- Hospitality Design and the Environment (HM25)

In the 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. 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 must be signed by all members, scanned and submitted together with the report/essay/assignment via Turnitin.
- 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 on a group of 2.

Generic Marking Rubrics for Assignments/Report/Essays

The Generic Marking Rubrics are specified per phases 1,2 and 3 on Bachelor level and represent the horizontal and vertical cohesion of the programmes. See the Marking Rubrics on the following pages.

Project Work

Projects and cases are mostly integrated parts of modules. Project Weeks, as their name suggests, incorporate project work the most intensively, whereby knowledge gained previously by the students allow them to have a practice based approach and further specialisation on their respective programmes. During project weeks the project work may entail field study, as student may be brought into contact with and visit organisations that have set them problem-solving consultancy tasks. At the end of a typical project week there is always a written assignment submission(s) and an oral defence, most commonly in the form of a presentation.

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.

Project Week has several evaluated components – different combinations in each block. They are as follows:

1. Project-Week Kick-off Meeting
2. Belbin Test
3. Looking-forward Assignment
4. Pitch
5. Presentation
6. Self-Evaluation
7. Group Report

The above components range from Exam Type 2, 6 or 8 depending on the assignment at hand. Some are group and some are individual assignments.

The assessment scale used for this project is as follows:

- Excellent, good, sufficient, poor, very poor

Evaluations will be explained in 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, Part 8 of the EEG). All graduation assignment/final project will be second-marked by an external examiner.

FURTHER SPECIFIC ASSESSMENT INFORMATION

- Information on Assessment of the Final Dissertation/Graduation Assignment, see: Graduation Assignment and Final Project Handbook (Part 8 of the EEG) for details.
- Information on Assessment of the Work Placement (internship), see PDP and Work Placement Handbook (Part 7 of the EEG) for details.

RETAKES EXAM WEEKS AND COMPLETE MODULE EXAMS

At the end of both terms, there are 2 “retake exam weeks” – these are timetabled as Retake Weeks-Winter & Retake Weeks-Summer, 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 (1st attempt). In special cases (at the student's written request) the Graduation & Examination Board (GEB) 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 re-attended all classes of that specific module (75% class attendance) and also received the approval of the process tutor. A third and fourth 'retake attempt' will earn a maximum of 5.5 marks. In exceptional cases, determined by the (GEB), the student may be given an extra attempt.

Note: Retake exam weeks offer exams from the 3 blocks up to and including the immediately preceding block. i.e. Retake Weeks-Winter, retakes are offered for blocks May, September and October and while Retake Weeks-Summer retakes are offered for blocks December, February and April. Exception to this are modules that are offered twice a year (especially in phase 3) in blocks December & May, do not have retakes in Retake Weeks-Winter and Retake Weeks-Summer, because students can retake these exams in the block when the module is regularly given again. E.g. a phase 3 student who has failed an exam in block December can retake this at the regular exam in block May and if the student failed an exam in block May then can retake this in at the regular exam in block December.

Results for Retake Weeks-Winter and Retake Weeks-Summer 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, they must return the first exam in the case they want to review another.

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 it is necessary to discuss any issues raised, 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 a decision.

MULTIDISCIPLINARY (PHASE) EXIT EXAMS

From the academic year 2022/2023, all new students starting their programs at Wittenborg will not only follow normal assessments that lead to credits, but will also be required to complete a Multidisciplinary (Phase) Exit Exams or MEEs at the end of each learning phase or semester. This means that for bachelor students there will be a MEE at the end of phase 1, phase 2 and phase 3. For Master students the MEE is at the end of semester two.

The MEEs are compulsory for all students and must be completed in order to graduate.

In the bachelor programme, students are not allowed to start any phase 3 modules unless they have at least completed the phase 1 MEE. Also, a phase 2 MEE must be completed before the research proposal is accepted.

The criteria for being eligible to take a MEE is that the student must have obtained at least 60 ECs for phase 1 and 120 ECs for Phase 2 students.

Notes:

- Students can still attend the MEEs even if they do not meet the eligibility criteria yet, as long as they have attended the lessons for the respective block modules and that they would have achieved the required ECs by the end of the block/retake block
- Students CANNOT use the MEEs to 'dispute' their marks for any module exams.

The MEEs will take content from all taught modules from the phase. The exams will be held twice a year in the retake weeks allowing ample time for students to plan their assessment.

The grades will be based on letter grades in line with ECTS, and should be seen as an indication of a student's knowledge. Although technically students cannot fail a multidisciplinary exit exam, there will be the letter F which indicates that the student has not achieved the minimum passing grade. Student should consider retaking the exams.

The examinations will take the format of ABC examinations, which were traditional at Wittenborg years ago.

- A: Closed-book Exam – Multiple choice and short answer questions
- B: Case study with open-ended questions
- Oral Question & Answer of the Case Study in Part B.

The MEEs are means of measuring student performance at Wittenborg University of Applied Sciences that inform stakeholders on the education advancement of each student through each stage (phase) of their study and their pursuit of the competencies to become business administrators and managers.

THE EEG - PART 5A

ACADEMIC WRITING HANDBOOK



31 October 2024

INTRODUCTION

The purpose of this handbook is to provide information on academic writing given the expectations at Wittenborg University of Applied Sciences 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 Wittenborg 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 Policy Part 5b 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.

CONTENTS

| | |
|--|----|
| Introduction | 2 |
| Academic Writing Guidelines | 4 |
| General Requirements | 4 |
| Academic Assignment: Useful Tips | 5 |
| The General Structure of an Academic Paper | 6 |
| Essay and Its Academic Structure | 9 |
| Report and Its Academic Structure | 10 |
| The Harvard Referencing Style | 11 |
| Plagiarism and Other Forms of Academic Misconduct | 14 |
| Practical Information for Academic Assignments/Papers at Wittenborg | 15 |
| Types of Examinations and Academic Assignments/Papers | 15 |
| Bachelors Level - Assessment and Grading of Academic Assignments/ Papers | 16 |
| Master Level - Assessment and Grading of Academic Assignments/Papers | 19 |
| Seminar Paper Assessment | 23 |
| Instructions for Written assignments/Papers | 23 |
| Submission Terms & Turnitin | 25 |
| Summary | 28 |

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.

1. 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 should:

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. *Many 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 Wittenborg.

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 are different types of plagiarism such as:

- 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 must 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 Wittenborg for committing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade or clear fail and 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

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 Wittenborg (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 WITTENBORG

TYPES OF EXAMINATIONS AND ACADEMIC ASSIGNMENTS/PAPERS

The program-specific EEGs (Education & Examination Guides) specify the different types of examinations 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/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 Wittenborg 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.

BACHELORS LEVEL - ASSESSMENT AND GRADING OF ACADEMIC ASSIGNMENTS/ PAPERS

|  | | | Undergraduate/Bachelors Marking Rubric Phase 1 - Exam type 2 Assessment Criteria | | | | | |
|---|--------|---|--|---|--|--|--|---|
| No. | Weight | Criterion/ Indicator | Marks | | | | | |
| | | | 0-3.0 | 4.0-5.0 | 6.0 | 7.0 | 8.0 | 9.0-10 |
| | | | Unacceptable/Poor | Insufficient/Inadequate | Adequate/Fair | Good | Excellent | Outstanding |
| 1 | 40% | Demonstration of knowledge and understanding of relevant models and concepts | Very weak to no evidence of knowledge/understanding of management concepts and models. Rather naive or simplistic approach to concepts and models. | An inadequate use of management concepts and models. Some understanding of key issues. The review is simplistic and not well grounded. | Adequate use of management concepts and models, although the range limited. Adequate demonstration of understanding and fair insight into key issues. | Good use of appropriate management concepts and models with a very good extent of reviewing. Good understanding of key issues. | Excellent use of a wide and appropriate range of management concepts and models supported by high quality reviewing and demonstrating thorough understanding. | Outstanding use of a wide and appropriate range of management concepts and models supported by the highest quality reviewing and demonstrating a good command of the subject. |
| 2 | 25% | Comprehension of management theory and practice | Very weak to no evidence of understanding management information and theory. | An inadequate attempt to combine management theory with practice related to the addressed subject. Inadequate use of data and evidence. | A fair attempt to combine management theory with practice related to the addressed subject. Useful example(s) were given, good data and evidence. | A good attempt to combine management theory with practice related to the addressed subject. Good understanding of how theory is applied. Good use of examples, good data and evidence. | An excellent combination of management theory with practice related to the addressed subject. Excellent analysis, use of data and evidence. | Outstanding understanding of management theory with the realities found in the company studied. Deep and insightful presentation of the subject. |
| 3 | 25% | Depth of meaning construction, extensiveness of research and breadth of reading | Unsuitable/inappropriate range of sources. Points not evidentially grounded. No evidence of readings or research. | Insufficient depth of meaning construction. Inadequate extent of research. Reading is limited to the core text. | Adequate depth of meaning construction. Extent of research is acceptable. Limited reading and does not extend far beyond the core text. | Good depth of meaning construction. Good extent of research. Reading is wide, relevant and beyond the core text | Excellent meaning construction in breadth and depth. Selectively wide reading evident which is well beyond the core text and includes independent sources. | An outstanding meaning construction in both breadth and depth. Reading is extensive and includes independent sources and press coverage. |
| 4 | 10% | Coherence and quality of documents and referencing | Very weak/poor report with little coherence, missed elements of the task. Very weak in referencing and standard of written English. | Inadequate report in terms of logical structure, coherence and presentation. Weak in referencing and narrative very descriptive. | Adequate report with logical structure and coherence. The writing is to an acceptable standard and all elements of the task were attempted to an acceptable standard. Fair referencing of sources. | Good report with a clear, logical structure and coherence. The report is well written to a good academic standard and all elements of the task attempted. | Excellent report with clear and logical structure and coherence. Excellent academic writing style including very good referencing. All elements of the task are addressed without fault. | An outstanding report in terms of presentation, writing and clarity of expression. An outstanding academic writing style including very good and extensive referencing. All elements of the task addressed comprehensively and without fault. |

|  | | | Undergraduate/Bachelors Marking Rubric Phase 2 - Exam type 2 Assessment Criteria | | | | | |
|---|--------|--|---|--|--|--|--|---|
| No. | Weight | Criterion/ Indicator | Marks | | | | | |
| | | | 0-3.0 | 4.0-5.0 | 6.0 | 7.0 | 8.0 | 9.0-10 |
| | | | Unacceptable/Poor | Insufficient/Inadequate | Adequate/Fair | Good | Excellent | Outstanding |
| 1 | 40% | Demonstration of understanding and application of relevant models and concepts | Very weak evidence of understanding and applying of management concepts and models. Rather naive or simplistic approach to concepts and models. | An inadequate application of management concepts and models. Some understanding of key issues. The review is simplistic and not well grounded. | Adequate application of management concepts and models, although the range limited. Adequate demonstration of understanding and fair insight into key issues. | Good application of appropriate management concepts and models with a very good extent of reviewing. Good understanding of key issues. | Excellent application of a wide and appropriate range of management concepts and models supported by high quality reviewing and demonstrating thorough understanding. | Outstanding application of a wide and appropriate range of management concepts and models supported by the highest quality reviewing and demonstrating a good command of the subject. |
| 2 | 25% | Comprehension and application of management theory and practice | Very weak to no evidence of understanding and applying management information and theory. | An inadequate attempt to combine management theory with practice related to the addressed subject. Inadequate use of data and evidence. | A fair attempt to combine management theory with practice related to the addressed subject. Useful example(s) were given, good data and evidence. | A good attempt to combine management theory with practice related to the addressed subject. Good understanding of how theory is applied. Good use of examples, good data and evidence. | An excellent combination of management theory with practice related to the addressed subject. Excellent analysis, use of data and evidence. | Outstanding understanding of management theory with practice related to the addressed subject. Deep and insightful presentation of the subject. |
| 3 | 25% | Depth of analysis, extensiveness of research and breadth of reading | Limited/inadequate range of sources. Points not evidentially grounded. No evidence of readings or research. | Insufficient depth of meaning construction. Inadequate extent of research. Reading is limited to the core text. | Adequate depth of analysis. Extent of research is acceptable. Limited reading and does not extend far beyond the core text. | Good depth of analysis. Good extent of research. Reading is within a wide range, relevant and beyond the core text. | Excellent analysis in breadth and depth. Selectively wide reading evident which is well beyond the core text and includes independent sources. | An outstanding analysis in both breadth and depth. Reading is extensive and includes independent sources and press coverage. |
| 4 | 10% | Coherence and quality of documents and referencing | Very weak report with little coherence, missed elements of the task. Very weak in referencing and standard of written English. | Inadequate report in terms of logical structure and coherence. Weak in referencing and the narrative very descriptive. | Adequate report with logical structure and coherence. The writing is to an acceptable standard and all elements of the task were attempted to an acceptable standard. Fair referencing of sources. | Good report with a clear, logical structure and coherence. The report is well written to a good academic standard and all elements of the task attempted. | Excellent report with clear and logical structure and coherence. Excellent academic writing style including very good referencing. All elements of the task are addressed without fault. | An outstanding report in terms of presentation, writing and clarity of expression. An outstanding academic writing style including very good and extensive referencing. All elements of the task addressed comprehensively and without fault. |

|  | | | Undergraduate/Bachelors Marking Rubric Phase 3 - Exam type 2 Assessment Criteria | | | | | |
|---|--------|--|--|---|--|---|--|---|
| No. | Weight | Criterion/ Indicator | Marks | | | | | |
| | | | 0-3.0 | 4.0-5.0 | 6 | 7 | 8 | 9.0-10 |
| | | | Unacceptable/Poor | Insufficient/Inadequate | Adequate/Fair | Good | Excellent | Outstanding |
| 1 | 40% | Critical application and integration of relevant models and concepts | Very weak evidence of knowledge/understanding of management concepts and models. Rather naive or simplistic approach to concepts and models. | An inadequate application of management concepts and models. Some understanding of key issues. The analysis is simplistic and not well grounded. | Adequate and critical application of management concepts and models, although the range limited. Adequate demonstration of understanding and fair insight into key issues. | Good and critical application of appropriate management concepts and models with a very good extent of analysis. Good understanding of key issues. | Excellent critical application of a wide and appropriate range of management concepts and models supported by high quality analysis and demonstrating thorough understanding. | Outstanding critical application of a wide and appropriate range of management concepts and models supported by the highest quality analysis and demonstrating a good command of the subject. |
| 2 | 25% | Critical analysis and evaluation of management theory and practice | Very weak or failed critical analysis and/or evaluation of management theory and practice related to the addressed subject. | An inadequate attempt to critically analyse or evaluate the management theory and practice related to the addressed subject. Inadequate use of data and evidence. | A fair attempt to critically analyse and evaluate the management theory and practice related to the addressed subject. Useful example(s) were given, good data and evidence. | A good attempt to critically analyse and evaluate the management theory and practice related to the addressed subject. Good understanding of how theory is applied. Good use of examples, good data and evidence. | An excellent critical analysis and evaluation of the management theory and practice related to the addressed subject. Excellent analysis, use of data and evidence. | Outstanding critical analysis and evaluation of the management theory and practice related to the addressed subject. Deep and insightful presentation of the subject. |
| 3 | 25% | Depth of critical analysis, extensiveness of research and breadth of reading | Limited/inadequate range of sources. Points not evidentially grounded. No evidence of readings or research. | Insufficient depth of critical analysis. Inadequate extent of research. Reading is limited to the core text. | Adequate depth of critical analysis. Extent of research is acceptable. Limited reading and does not extend far beyond the core text. | Good depth of critical analysis. Good extent of research. Reading is within a wide range, relevant and beyond the core text | Excellent critical analysis in breadth and depth. Selectively wide reading evident which is well beyond the core text and includes independent sources. | An outstanding critical analysis in both breadth and depth. Reading is extensive and includes independent sources and press coverage. |
| 4 | 10% | Coherence and quality of documents and referencing | Very weak report with little coherence, missed elements of the task. Very weak in referencing and standard of written English. | Inadequate report in terms of logical structure and coherence. Weak in referencing and the narrative very descriptive. | Adequate report with logical structure and coherence. The writing is to an acceptable standard and all elements of the task were attempted to an acceptable standard. Fair referencing of sources. | Good report with a clear, logical structure and coherence. The report is well written to a good academic standard and all elements of the task attempted. | Excellent report with clear and logical structure and coherence. Excellent academic writing style including very good referencing. All elements of the task are addressed without fault. | An outstanding report in terms of presentation, writing and clarity of expression. An outstanding academic writing style including very good and extensive referencing. All elements of the task addressed comprehensively and without fault. |

MASTER LEVEL - 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 **3,000-6,000 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 modules 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 Weeks 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. Marks awarded to individual group members will reflect the agreement. 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 must be signed by all members, scanned and submitted together with the report/essay/assignment via Turnitin.
- 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 and/or Oral Question & Answer (Q&A) is obligatory for all type 2 examinations except for retake exams. The main focus of Presentation or Oral Q&A 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 or to the module itself.

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 Weeks-Winter and/or Retake Weeks-Summer.

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 weeks Winter and/or Summer.

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/docx)**. **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. Wittenborg' "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 (Wittenborg 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

THE EEG - PART 5B

'PLAGIARISM POLICY'



31 October 2024

PLAGIARISM POLICY 'HOW DO I AVOID PLAGIARISING?'

Academic honesty is a fundamental value of **academic integrity**, and at Wittenborg 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, as well as generative AI tools, avoiding plagiarism and other types of academic misconduct 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 or study advisor.

We hope your experience at Wittenborg will be enjoyable and instructive!

CONTENTS

| | |
|--|----|
| PLAGIARISM POLICY 'HOW DO I AVOID PLAGIARISING?' | 2 |
| ACADEMIC MISCONDUCT | 4 |
| Definition of academic misconduct | 4 |
| Plagiarism as one kind of academic misconduct | 5 |
| Why does it matter? | 5 |
| What are the rules? | 6 |
| Referencing your sources | 6 |
| The Harvard System | 6 |
| Where do you cross the line? | 7 |
| Use of AI Tools | 10 |
| Other Kinds of Academic Misconduct | 10 |
| Wittenborg plagiarism, similarity AND use of ai tools check via Turnitin | 11 |
| Procedures for investigating & dealing with academic misconduct | 12 |
| Penalties | 12 |
| Students' right of appeal | 13 |
| REFERENCES | 14 |

ACADEMIC MISCONDUCT

The Wittenborg 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 (references) 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.

WHAT ARE THE RULES?

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' out 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.

USE OF AI TOOLS

At Wittenborg, academic integrity is a core value, and we are committed to ensuring a fair and rigorous academic environment. While AI tools can be useful for learning and development, the use of AI in any form during examinations is strictly prohibited. Using AI in examinable assignments undermines the authenticity of student's work, distorts assessment outcomes, and is considered an academic misconduct. We are committed to ensure that every student is assessed based on their own knowledge and skills, thus maintaining the integrity and credibility of Wittenborg's degree/qualifications.

However, the use of AI-powered editing or paraphrasing tools like Grammarly, Quillbot, or Grammar Checkers in Microsoft Word for improving grammar, spelling, and clarity is permitted to a certain extent. These tools should not be relied upon to alter the core meaning or structure of student's work, and the submission must remain the student's original thought and effort. Excessive dependence on such tools could still be considered a breach of academic integrity.

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); submitting texts that are the same or of high similarity for two different modules in the same block.

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 (ghost-writing, including using AI platforms to write assignments)

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.

Example of using AI platforms to write assignments: A student uses AI writing platforms such as ChatGPT to write their assignments (whether a small part or an extensive part) and the examiner/assessor is not able to differentiate which parts were written by the student and which part by AI. This will result in difficulty in assessing the work, and this can be considered as cheating.

WITTENBORG PLAGIARISM, SIMILARITY AND USE OF AI TOOLS CHECK VIA TURNITIN

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

Turnitin is used by the school to detect cases of plagiarism as well as usage of AI tools. The software compares the writing used within any document to other sources, for example, websites on the Internet, journal articles, books, AI platforms, 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).

Take note that similarity score is different from plagiarism. At Wittenborg, any amount of plagiarism is not tolerated. This means that even if your similarity score is lower than 20%, but there are plagiarised text, you will be penalised for plagiarism.

For Group Assignment, all group members are responsible for the submitted assignment and they have to check and ensure that the assignment is plagiarism free and of the required quality. If the group assignment is flagged for plagiarism, all group members will be accountable for it.

As for usage of AI tools, up to 20% AI indicator is acceptable for all submissions through Turnitin. Above 20% but no more than 40%, may result in student being called for an Oral Q&A by the module teacher. Above 40% is not tolerated and it will be at the discretion of the teacher to take further actions.

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 misconduct will be referred to the Graduation & Examination Board (GEB).

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 committing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade or a fail and 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
- Expulsion/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 October 2024

CONTENTS

| | |
|--|-----------|
| Graduation and Examination Board Regulations | 3 |
| Article 1. Applicability of the Regulations | 3 |
| Article 2. Dutch Higher Education Act and Code of Conduct..... | 3 |
| Article 3. Definitions of Concepts | 3 |
| Article 4. Objective of the Programmes | 4 |
| Article 5. Admission to Bachelor's Degree Programmes | 4 |
| Article 6. Admission to Master's Degree Programmes | 5 |
| Article 7. Admittance Enquiry | 6 |
| Article 8. Contents of the Programme and Related Tests and Examinations..... | 6 |
| Article 9. Facilities for Taking and Retaking Tests and Examinations..... | 7 |
| Article 10. Oral Tests..... | 8 |
| Article 11. Determining and Publishing of Test Results | 8 |
| Article 12. Assessment and Announcement of Examination Results: Pass, Not Pass, Pass with Distinction..... | 9 |
| Article 13. Study progress and study supervision | 11 |
| Article 14. Composition of the Graduation & Examination Board: Modus Operandi | 12 |
| Article 15. Tasks of the Exam Board | 13 |
| Article 16. Academic Complaints and Irregularities..... | 14 |
| Article 17. Appeal..... | 15 |
| Article 18. Provisions for Physically Handicapped Candidates..... | 15 |
| Article 19. Exemptions | 15 |
| Article 20. Right of Perusal | 16 |
| Article 21. Archives | 16 |
| Article 22. Circumstances Unforeseen | 16 |
| Article 23. Final Clauses | 17 |

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 Wittenborg University of Applied Sciences that fall under the jurisdiction of this Graduation and Examination Board. The programmes are arranged for both full-time and part-time students within Wittenborg University of Applied Sciences.

Section 1.01 The programmes / pathways are:

- Bachelor of Business Administration (BBA)
 - (BBA Pathway) IBA - International Business Administration, with all specialisations
 - (BBA Pathway) HBA - Hospitality Business Administration, with all specialisations
 - (BBA Pathway) EBA - Entrepreneurial Business Administration, with all specialisations
 - (BBA Pathway) MCI – Marketing Communication & Information, with all specialisations
- Master of Business Administration (MBA), with all specialisations
- Master of Business Management (MBM/MSc), with all specialisations

Section 1.02 Part of these Regulations is also the General Assessment Policy document hereto attached (in EEG).

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 o 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 (ECs):** the study load of each programme is determined in credits according to the European Credit Transfer System (ECTS). The study load of a year is 60 credits, which equals 1,680 hours of study (hereafter: credits).
- Section 3.12 **Credit transfer:** the transfer of credits from a validated programme of study according to the principles of the European Credit Transfer System.
- Section 3.13 **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's Degree Programmes

- Section 5.01 Enrolment within the bachelor's degree 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 issued 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 issued 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 issued 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's Degree Programmes

The admission requirements (criteria) for the master's degree programmes are as follows:

- (a) Bachelor's degree or equivalent recognised qualification, and in their degree students must have completed an academic piece of work (final project or dissertation) that shows a degree of academic writing and research experience;
- (b) MBM (MSc) only: their previous degree must be completed in a business administration or management field/domain; furthermore applicants are requested to provide one academic reference- from previous education, as well as an additional academic reference or a reference from a former employer, or person in a professional position.

- (c) MBA only: must demonstrate a minimum of 3 years' professional experience; furthermore applicants are requested to provide a reference from a company or organisation where they have worked.
- (d) English language level equivalent to IELTS 6.5 overall, 6.0 in writing.

Article 7. Admittance Enquiry

The requirements made at an admittance Enquiry, 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's programmes, 65 credits for MBA and 65 credits for MBM (MSc) 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's programmes and with a maximum study load of 10 credits for master's 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's programmes and the Final Project for master's 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) Retake Weeks-Winter examinations will repeat the examinations of the full module examinations of Blocks May, September and October.
- (b) Retake Weeks-Summer examinations will repeat the examinations of the full module examinations of Blocks December, February and April.

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 they have 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 Retake Weeks 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, their 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 working days (for written examinations) or twenty working days (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: Pass, Not Pass, Pass 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's students and in Section 12.04 for master's 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's 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.

Section 12.04 A master's 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 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's students and for the Final Project for master's students) at least an average of 8.0 and higher.
- (ii) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's 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's students and the Final Project for master's students) an average lower than 8.0 and higher than 7.0.
- (ii) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's 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's students and the Final Project for master's students) an average lower than 7.0 and higher than 6.0.
- (ii) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's 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's students and the Final Project for master's students) an average lower than 6.0 and higher than 5.5.

- (ii) For the average of the Graduation Assignment for bachelor's students at least 5.5 as a final mark and for the Final Project for master's 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 their 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 every half year. This study advice is an addendum to the study agreement signed upon acceptance into the degree programme. The study advice will include an overview of the study credits achieved thus far, along with a prognosis of the candidate's future studies at Wittenborg. A study advice can be given in two forms: a positive or a negative study advice.

If applicable, a negative study advice due to insufficient study progress may lead to Wittenborg withdrawing its sponsorship of the study residence permit with the Dutch Immigration Office (IND). This may cause a revoke of the study residence permit by the IND.

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 at least one academic year, but this can be extended to multiple 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 possess 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's 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 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 15.08 The Exam Board mandates the Registrar with the decisions and administration of transfer credits according to standards and principles of ECTS, according to the guidelines (ECTS User's Guide, May 2015, updated 2018¹).

¹ ECTS Users Guide https://ec.europa.eu/education/resources-and-tools/document-library/ects-users-guide_en

- Section 15.09 Upon successful completion of all degree requirements (bachelor's 240 EC, MSc 60 EC, MBA & MBM 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 15.10 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 their 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 advise 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 their 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 a 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 EEGs.

THE EEG - PART 7

'WORK PLACEMENT (WP) HANDBOOK'



31 October 2024

CONTENTS

| | | |
|------------|---|----|
| 1. | Introduction | 3 |
| 1.1. | Work Placement(WP) Process in brief | 3 |
| 1.2. | Goals of Work Placement | 5 |
| 1.3. | Prerequisites for starting the Work Placement Module | 6 |
| 1.4. | Criteria for choosing a proper work placement | 6 |
| 1.5. | Wittenborg Support in finding internship/work placement..... | 7 |
| 2. | WP module content..... | 8 |
| 2.1. | General Requirements..... | 8 |
| 2.2. | Competencies to be acquired during the work placement | 10 |
| 2.3. | Deliverables..... | 10 |
| 2.4. | Transferred work placement credits & special criteria | 11 |
| 2.5. | Work placement planning..... | 13 |
| 3. | Work Placement Module Guide Description..... | 15 |
| APPENDIX 1 | necessary forms | 18 |
| APPENDIX 2 | Work Placement Module Evaluation Plan..... | 19 |
| APPENDIX 3 | How to write a Weekly Work Journal (WWJ) and Monthly Plan | 21 |
| APPENDIX 4 | Rubrics to assess weekly work journal and monthly Plan..... | 25 |
| APPENDIX 5 | How to write a work evaluation report (wer)..... | 26 |
| APPENDIX 6 | Rubrics to assess work Evaluation Report..... | 38 |

1. INTRODUCTION

This handbook is intended to provide information for students with regards to the Work Placement (WP) module. This is a compulsory module for all IBA, MCI, HBA and EBA. It describes the structure of the module and the role and responsibilities of the student, the WP teacher, the employer and the WP Supervisor (from the company). Students must ensure that they have read and understood the instructions and information in this handbook before starting the module.

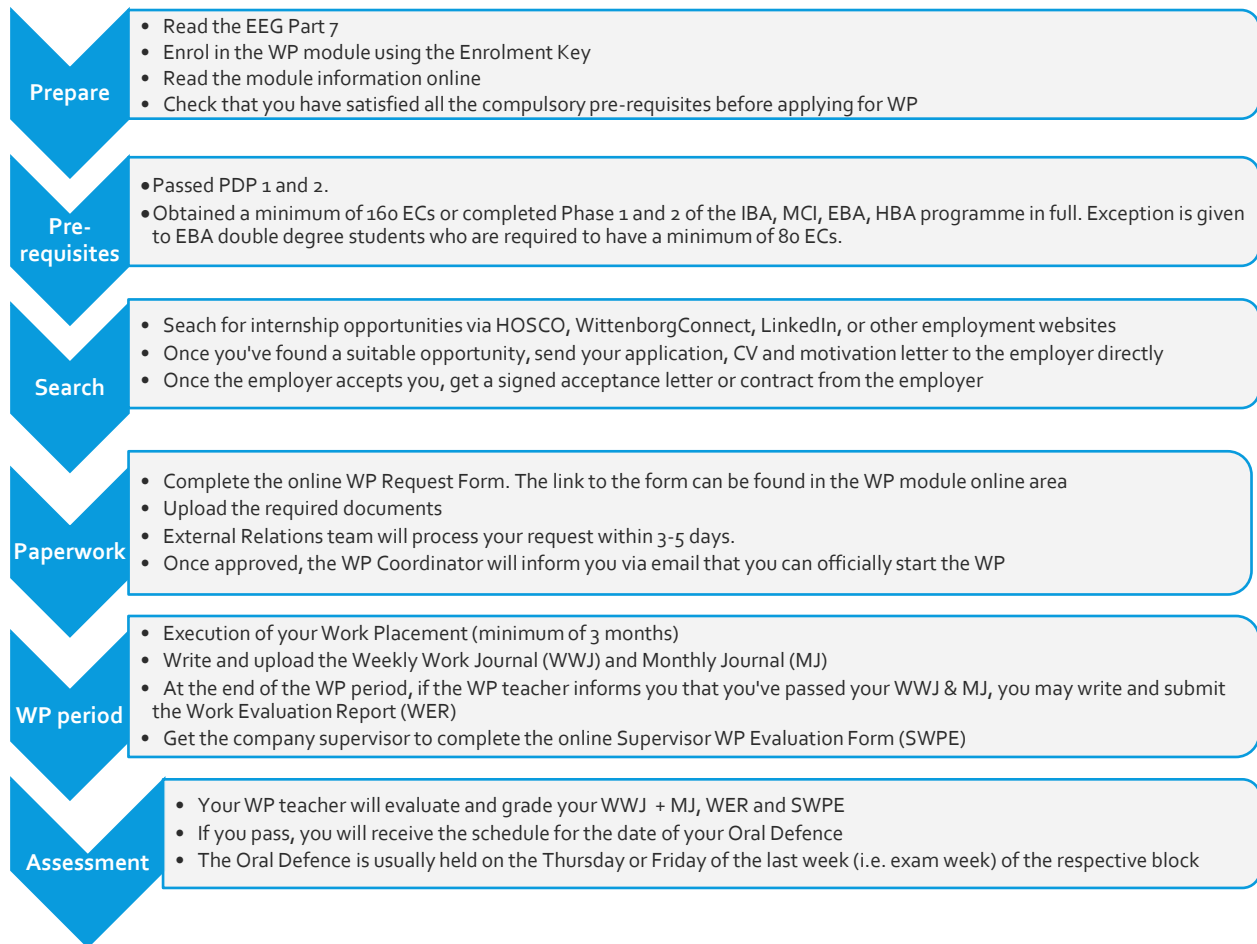
WP is your opportunity to prepare for life after university. This course is meant to provide you with the understanding of how a western/international organisation operates and to improve your skills and competencies while gaining work experience. You will put your academic knowledge into practice.

The duration of the WP is minimum of 3 months full-time.

1.1. WORK PLACEMENT(WP) PROCESS IN BRIEF

WP 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 at [office 365, Wittenborg online](#).

Make sure you start preparing in time. Below is an outline of the process you need to go through.



Notes:

When submitting the online WP Request Form, you need to also upload the following documents:

- A confirmation letter or contract from your work placement / internship employer;
- Your most recent transcript from OSIRIS;
- Tri Partite Agreement, or the 'Nuffic Agreement' (print the PDF form, complete it and request your work placement / internship employer to sign it;
- Chamber of Commerce Registration – in Dutch: 'Inschrijving Kamer van Koophandel'. (only for students who wish to do their WP within their own company)

1.2. GOALS OF WORK PLACEMENT

Next to gaining work experience, the work placement module is also a way of building your CV and to 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 organised 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 organisation.
- Evaluate your performance and abilities critically.

WP is an opportunity for students to prepare for life after university. During this module, students will be able to put their academic and theoretical knowledge into practice.

Benefits of the WP are as follows:

- *Improved competencies and knowledge, including soft skills, and specific technical skills and aptitudes*
WP provides students with the opportunity to gain skills specific to the students' specialisation or industry of choice. It also enhances their knowledge and familiarity with the industry they are involved in, allowing them to be more aware of their future career choices.
- *Augmented personal development, independence and ability to articulate skills and knowledge in a practical environment*
WP involves students in team-based work or project-based groups. This kind of experience is beneficial and helps to build up their creativity and problem-solving skills as well as collaborative work.
- *Improved career prospects to compete in a competitive workforce*

WP can provide the opportunity for students to find a permanent job in the same company or to interact with other professionals allowing them to expand their networks and be exposed to other possible employment opportunities.

1.3. PREREQUISITES FOR STARTING THE WORK PLACEMENT MODULE

To start your WP, you need to satisfy the following pre-requisites:

- Passed PDP 1 and 2.
- Obtained a minimum of 160 ECs or completed Phase 1 and 2 of the IBA, MCI, EBA, HBA programme in full. Exception is given to EBA double degree students who are required to have a minimum of 80 ECs.

Exceptions: Students can be given permission to complete part of their WP in advance provided they do not have more than 2 retake exams to complete at that time.

Make sure you start the process of the WP early to avoid unnecessary delays in your study programme. In case you need additional assistance, please contact the External Relations Department.

You are strongly encouraged to attend the Work Experience Preparation Session. This is a support module that explains what the WP module is, the process, how to find suitable internships, how to write a CV, etc. The exact dates and times of the sessions can be found in the WP module online area. You can also view the uploaded videos of the sessions in case you are not able to attend the sessions.

1.4. CRITERIA FOR CHOOSING A PROPER WORK PLACEMENT

To ensure a meaningful WP, it is necessary for the internship assignment to meet the following criteria:

- The WP provides sufficient in-house operations and ownership. (i.e. At least 75% of the WP must be completed at the office). Fully online or fully work from home is NOT ALLOWED.
- Preferably, the company should have enough capacity and experienced staff to properly supervise interns and provide meaningful learning experiences. Even self-employed professionals without employees (ZZP'ers) may offer internships if they meet certain conditions, such as having sufficient time for supervision and offering an educational work environment. It is up to the discretion of the WP Coordinator to accept or reject the student's request to do work placement in such company.
- 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 put 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, students' roles should be rotated in the organisation.
- The content of the training needs to meet the objectives of the WP programme. In relation to this, it needs to be linked to the students' general programme of study and the students' specialisation in particular.
- The host organisation is responsible for supervising the student and a supervisor within the organisation should be assigned to this task. This is to facilitate the introduction of the student to the internship organisation, as well as creating a process whereby the student can be mentored, trained and evaluated within the organisation.
- Understanding and skills that students have acquired, can be applied and expanded.
- The company and student's role within the company are of an international character. Students are not allowed to do the WP in their country of origin, unless it is an internationally operating company. In this case, a student must state why and in what way the company has an international character. The final decision will be made by the WP Coordinator (External Relations Department).

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.

Take note that even if you have a formal letter of acceptance from the employer, the WP Coordinator can disapprove the WP if it is evaluated that it does not meet the requirements mentioned in this section or for any other reasons deemed necessary. WP Coordinator must also be able to verify the company and supervisor information via website or LinkedIn.

1.5. WITTENBORG SUPPORT IN FINDING INTERNSHIP/WORK PLACEMENT

Students can search for a suitable WP in a variety of ways. Some examples are shown below:

- Independently, by direct contact with an employer
- Through responding to calls for WP applications from employers on career platforms such as Indeed or LinkedIn
- Through a recognised WP agency which will help to find and negotiate a suitable placement (take note that the agency may charge service fee)
- Through speaking to other students or alumni

- Through Wittenborg's Career Platforms

Wittenborg uses career platforms WittenborgConnect and it is for all students. HOSCO can be useful especially for HBA students, although EBA and IBA students can use the platform too.

Wittenborg encourages internships in multinational companies in the Netherlands and abroad. Once you have found a suitable internship for yourself, you can easily apply by sending your CV and cover letter directly to the company.

You are not allowed to start your WP without the signed Tri-Party so-called 'Nuffic agreement'. All hours worked prior to the signed 'Nuffic agreement' will not count for the hours necessary to fulfil your WP module. Working without a signed 'Nuffic Agreement' or work permit is considered illegal in the Netherlands. Wittenborg is not responsible for any legal issues arising from this case.

2. WP MODULE CONTENT

2.1. GENERAL REQUIREMENTS

Students should have at least one task that provides them with insight into how a company or organisation works (at an 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.

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 WP 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. In the west, we communicate directly. People will interpret your words in a western way. Therefore, they take everything very literally: say 'yes' if you mean 'yes', and say 'no' if you mean 'no'. Thus, get an understanding of western culture and enjoy being part of the company's staff.

ASSERTIVENESS AND INITIATIVE

You are being 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 their own department to learn about different occupations and career paths.

The assigned WP 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 WP 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 briefly each month to make certain that the student understands their work assignments and is receiving constructive feedback about their work performance. The WP Coordinator is in contact with the company supervisor at least once during the period of the internship. If any procedural issues arise, the WP teacher informs the WP coordinator, who will take further action.

2.2. COMPETENCIES TO BE ACQUIRED DURING THE WORK PLACEMENT

At the end of the WP, a student will be able to:

- Demonstrate the attainment of advanced threshold levels in the specified core capabilities.
- Demonstrate that they have 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 their performance and abilities.

Also, 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 WP, 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

2.3. DELIVERABLES

Throughout the WP period, you must submit the following deliverables:

- Weekly Work Journals (WWJ) – to be uploaded every week
- Monthly Plan– to be uploaded every month

You need a pass on these journals before you can submit the following

- Work Evaluation Report (WER)
 - Supervisor's WP Evaluation
- If you receive a pass in both evaluations and an approval from the GEB, you will be invited for Work Placement Oral Defence.

2.4. TRANSFERRED WORK PLACEMENT CREDITS & SPECIAL CRITERIA

There are no exceptions offered by Wittenborg for the WP. All regular students must fulfil the conditions of this module and to go through the assessment of this module .

Transferred Work Placement Credits

The Graduation and Examination Board recognises that students can ask **at entry of the BBA Programme** to be deemed as having completed the WP module. This will only be considered if the following conditions have 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 BBA programme.
- This prior work placement has **not** been credited before by another education institute.
- The student has to fill in the online WP Waiver Request Form and provide the WP Coordinator with:
 - a proper and detailed job description
 - a recommendation letter from the company
- The WP Coordinator will contact the company on the recommendation letter .
- The WP Coordinator will then **formally recommend** the student's request of compensating the WP duration period to the Graduation and Examination Board. If approved, student still needs to write the Work Evaluation Report (WER) and defend it.
- The student, however, does not have to do the weekly and monthly journal or the supervisor evaluation form.
- The final approval is given by the Graduation and Examination Board.

Work Placement for Direct Entry (Phase 3) students

Additionally, WP is not obligatory for students with direct entry into the final phase (Phase 3). However, they must complete 15 ECs for this module either by doing standard internships 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.

Work Placement in Student's Own Company

Students (especially EBA students) may do their work placement within their own company. For this, the company must be registered with KvK (**Dutch Chamber of Commerce**) or you need to have a clear business plan, approved by your WP teacher. All regular assessments apply (WWJ + MJ, WER, and Oral Defence). In addition, you need to provide physical products or services with your final presentation and an insight into your assets.

The company 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 WP Coordinator needs to be able to 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.

Work Placement in A Current Student's or Alumnus' Company

These are guidelines to ensure transparency, fairness, and academic integrity in the supervision and evaluation process:

- **Criteria of WP:** Conditions related to the work placement must be adhered to strictly (See Items 1.4, 2.1 and 2.2 of this Handbook). The WP Coordinator has the discretion to accept or deny the request to do work placement in that company, based on the guidelines in this handbook.
- **Supervision:** The company may engage an external professional supervisor who holds a senior position within the company or an affiliated partner organisation.
- **Overseeing the WP:**
 - The WP Coordinator or Teacher will ensure the WP aligns with academic requirements and review the intern's progress throughout the internship
 - The WP Coordinator or Teacher would enforce a clear code of conduct to prevent any form of bias or undue influence in the evaluation process. Both parties (intern and student/alumnus owner) should agree to this code to ensure professionalism
 - The WP Coordinator or Teacher would review the WJ and MJ throughout the internship to ensure that the intern is receiving meaningful work experience and that there is no undue influence from the student/alumnus owner.

2.5. WORK PLACEMENT PLANNING

This planning is for full-time study to achieve 15 ECs. Submission of paperwork and presentation options are stated below.

- Presenting the WP module is possible in every block in week 6 except for Retake Weeks-Summer and Retake Weeks-Winter.
- The student is responsible for their own planning and the planning of feedback sessions with the WP teacher.
- Only the final reports may be uploaded via Turnitin in the online area.
- The student must submit 2 properly bound copies of the final work evaluation report to Registrar before or on the day of the Oral Defence.
- 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 the IT team. It is the student's responsibility to inform the IT team about any technical errors encountered, at least 30 minutes before the deadline.
- Students can only upload their WP Report after the completion of their WP.
- **Students are not allowed to do WP Oral Defence together with GA/FP Oral Defence. They have to pass their WP module first before submitting their GA/FP.**

| Work Placement Report Oral Defence Opportunities, Block SEP, OCT, DEC, FEB, APR & MAY | | | |
|---|--|---|--|
| Day | Block Week | Deadlines | |
| | Throughout the WP period (minimum of 3 months). | <p>Compulsory uploads of WWJ every week and Monthly Plan every month.</p> <p>Deadline: Monday, Week 1 of the block in which it will be presented. This is to allow time for your WP teacher to check your uploads. Failure to complete all uploads may result in a failure.</p> | |
| | Until Week 3 of the block in which it will be presented. | <p>Student working on their WP Report. Before working on your WP Report, make sure that you have received a pass grade from your WP teacher about your WWJ and Monthly Plan.</p> | |
| Monday | Week 4 | <p>Deadline for submission of final report of WP Report. Take note that if the deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if Monday is 2nd Easter Day (national holiday), the submission deadline will be moved to Tuesday. The time of 16:00 remains the same.</p> | |
| Tuesday | Week 6 | <p>Approval for Oral Defence given Oral Defence schedule ready and published on the online area by 16:00 by the secretary to the GEB.</p> <p>Hand in 2 bound copies of report at front desk by 16:00. (Refer to the instructions in the schedule for the exact time and date.)</p> | |
| Wednesday | Week 6 | <p>Upload draft PowerPoint/Prezi presentation slides. Refer to the WP Module Online Area for the deadline.</p> | |
| Thursday | Week 6 | <p>WP Report Oral Defence. Take note that the Oral Defence will always be on a Thursday. If Thursday is a</p> | |

| | | | |
|--|--|--|---|
| | | | national holiday, it will be moved to Wednesday of the same week. |
|--|--|--|---|

3. WORK PLACEMENT MODULE GUIDE DESCRIPTION

| | |
|--------------|---|
| Module Name | Work Placement (WP) |
| Module Code | WP31 |
| Prerequisite | 160 ECs or Phase 1 and 2 of the IBA, HBA, MCI or EBA programme completed. Exception given to EBA double-degree students who require a minimum of 80 ECs. |
| Introduction | This course is meant to provide students with the knowledge and understanding of how a western organisation operates and improve their skills and competencies while gaining work experience. |
| Goals | <p>The goals of this module are to:</p> <ul style="list-style-type: none"> • 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 organised approach to set task(s). • Demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators. |

| | |
|-------------------------------------|---|
| | <ul style="list-style-type: none"> • 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 their performance and abilities. |
| Content & Deliverables | <p>This module can be started anytime within the academic year; however, it must be completed before students are permitted to submit their dissertation proposal.</p> <ul style="list-style-type: none"> • 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 7,500 (+/- 10%) 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: <ul style="list-style-type: none"> • Weekly Work Journals (WWJ) + Monthly Plan • Work Evaluation Report (WER) including supervisors' WP evaluation • Work Placement Oral Defence |
| Instruction | Minimum of 3 months' full-time both at the company workplace 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 "Weekly Work Journal (WWJ) and Monthly Plan". This allows students to plan and monitor their progress, to reflect on, and learn from their experiences, as well as to improve their performance during the placement. |

| | |
|------------------------|---|
| | <p>Formative assessment also includes “employer” comments and observations during the placement period. The “employer” is the project instigator or company supervisor.</p> <p>The cumulative process includes performance evidence obtained throughout the placement (from the learning log) and is not just a snapshot of one point in time, e.g. on completion of the task(s). The project instigator will provide confirmation of satisfactory performance and attendance.</p> <p>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).</p> <p>Details regarding the marking of the WWJ + Monthly Plan, WP Report, Supervisor WP Evaluation and WP Report Oral Defence are explained in Module Evaluation Plan.</p> |
| European Credits | 15 |
| Recommended literature | <p>THE SUCCESSFUL WORK PLACEMENT: PERSONAL, PROFESSIONAL, AND CIVIC DEVELOPMENT, 3e, International edition</p> <p>ISBN-13: 9780495596424 / ISBN-10: 0495596426</p> <p>H. Frederick Sweitzer; University of Hartford; Mary A. King, Fitchburg State College</p> |
| Notes | Check the online area for online forms, videos, tips and additional information. |

APPENDIX 1 NECESSARY FORMS

All the online forms can be found in the module online area.

- [Work Placement \(WP\) Request Form](#)
- [Tri-partite Standard Internship Agreement for non-EU/EEA students \(Nuffic Agreement\)](#)
- [Company Supervisor Evaluation Form](#)
- [WP Waiver Request Form](#)

APPENDIX 2 WORK PLACEMENT MODULE EVALUATION PLAN

| Module Name | | | Weight |
|---|--|------|-----------------------|
| Evaluation 1 | The Learning Log or Weekly Work Journal (WWJ) + Monthly Journal (MJ) | Pass | |
| Evaluation 2 | Supervisor's Work Placement Evaluation | Pass | - |
| Evaluation 3 | Work Evaluation Report (WER) | 5.5 | 80% |
| Evaluation 4 | Work Placement Oral Defence | 5.5 | 20% |
| | | | Total must equal 100% |
| <p>Short explanation of Evaluation 1</p> <p>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.</p> <p>Pass or Fail: students need to get a Pass before they can start on their Work Placement Report.</p> <p>See appendix 3 and 4 How to write a work journal and how it will be evaluated (rubrics).</p> | | | |
| <p>Short explanation of Evaluation 2</p> <p>The Supervisor's Work Placement Evaluation is assessed by the company supervisor. The Work Placement Teacher will assess and decide whether it is a Pass or a Fail and write in the comment section of the rubric.</p> <p>This is an online form and can be accessed HERE.</p> | | | |
| <p>Short explanation of Evaluation 3</p> <p>A written Work Evaluation Report (7,500 words, +/-10%) describing the organisation and evaluating the work undertaken is assessed by the Work Placement Teacher.</p> <ul style="list-style-type: none"> 80% of the final mark. <p>See appendix 5 & 6 How to write and how it will be evaluated (rubrics).</p> | | | |
| <p>Short explanation of Evaluation 4</p> <p>An oral assessment which will take the form of an oral defence. 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.</p> <ul style="list-style-type: none"> 20% of the final mark | | | |

| |
|--|
| See appendix 7 on how the oral defence will be evaluated (rubrics) |
| Final mark required for pass: 5.5. |
| Notes |

APPENDIX 3 HOW TO WRITE A WEEKLY WORK JOURNAL (WWJ) AND MONTHLY PLAN

The 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.

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 recognise 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
 - 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.
 - How do your job responsibilities match your own personal objectives?
2. The Organisational Setting
 - What is the organisational structure? Who are the leaders? Who makes things happen?
 - What is the company position within the industry, sector and the market?
 - Who are the clients/customers of the organisation?
 - 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
 - Describe what you did and what you observed at your work placement.
 - 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?
 - Describe what people do who work in this occupation. Describe a typical day at your work site.
 - Describe some of the advantages and disadvantages of working in this occupation or at this organisation.

- How have your duties changed since you first started? Have you been given more responsibility?
- What do you feel is your main contribution to the organisation?
- How do the people at work treat you? How does it make you feel?
- What have you done this week that makes you proud? Why?
- List new words and their definitions that you encounter during your work placement.
- How will work in this field affect your lifestyle?
- 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 summarise, here are five points that the student needs to review every week in the Work Journal:

- a. Assignments and responsibilities/tasks for the week
- b. New experiences, skills developed, accomplishments
- c. Progress on ongoing project
- d. Working environment (from a 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 WP 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 the student is always responsible to pro-actively contact the WP teacher in case of any difficulties).
- It is a record of what you have done, and this can be compared with the job description which was submitted to gain your work placement permission.

- It demonstrates to your WP 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 to take in and understand constructive feedback
- Evidence of self-initiative and independently taken actions
- High level of observation and reporting skills
- Communication skills (oral and written)
- Ability to socialise 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

Technical Requirements:

- This journal needs to be written as a Word document which has to be updated and uploaded to the intranet on a weekly/monthly basis.
- The WWJ and MJ must be written in a Word document.
- The approximate number of words is 200 per week.
- Write a monthly summary of what has been achieved and what you look forward to in the coming weeks.

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 4 RUBRICS TO ASSESS WEEKLY WORK JOURNAL AND MONTHLY PLAN

| RUBRICS TO ASSESS WEEKLY WORK JOURNAL (WWJ) + MONTHLY PLAN | | | |
|--|---|---|--|
| Evaluation Dimensions | PASS/FAIL | | |
| Number of WWJ + Monthly Plan (E.g. for 3 months of WP, there should be (3x4) 12 weekly journals and 3 monthly journals) | Students must upload the full number of weekly journals and monthly journals. Students will get a FAIL mark if they upload less than the full number. | | |
| Evaluation Dimensions | Fail | Meets Expectation Pass | Exceeds Expectation Excellent |
| Reflection on Tasks: <ul style="list-style-type: none"> ▪ Outline of job tasks & responsibilities ▪ New knowledge learnt or practical application of current knowledge ▪ Hard/Soft/IT skills acquired/mastered | <ul style="list-style-type: none"> ▪ Merely listing of tasks & responsibilities ▪ Unable to identify new knowledge or practical application of knowledge ▪ No or minimal mention of hard/soft/IT skills acquired | <ul style="list-style-type: none"> ▪ Some outline of job tasks & responsibilities ▪ Identification of some new knowledge or practical application of current knowledge ▪ Some mention of hard/soft/IT skills acquired | <ul style="list-style-type: none"> ▪ Excellent reflection on job tasks & responsibilities ▪ Excellent reflection of new knowledge or application of current knowledge ▪ Extensive reflection of hard/soft/IT skills acquired or mastered |
| Reflection on Work Experience: <ul style="list-style-type: none"> ▪ Contribution of new ideas/initiatives/solutions ▪ Challenges in carrying out tasks - complexity of tasks, meeting deadlines ▪ Ethical issues | <ul style="list-style-type: none"> ▪ Little or no reflection on contribution of new ideas ▪ Little or no reflection on challenges or successes in completing tasks ▪ Little or no reflection of ethical issues faced | <ul style="list-style-type: none"> ▪ Some reflection on contribution of new ideas or initiatives ▪ Some mention on challenges or successes in completing tasks ▪ Some reflection on ethical issues faced and how they are solved | <ul style="list-style-type: none"> ▪ Excellent reflection on contribution of new ideas and initiatives ▪ Excellent reflection on challenges or successes in completing tasks ▪ Excellent reflection on ethical issues faced and relating it to theoretical concepts |
| Final Evaluation: Pass/Fail | | | |

APPENDIX 5 HOW TO WRITE A WORK EVALUATION REPORT (WER)

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 utilised 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 organisation (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: 7,500 (+-10%)
- **You may use first-person pronouns (I, me, my, mine, we, our, us) in the Self-Evaluation part of your report and third-person pronouns (the author, the intern, they, he/she, them, his/her) in other parts of the report**

To help you focus on what to include in your work evaluation report, you may want to consider the following:

INTRODUCTION

Word Count: 10%, 750 words

The introduction is one of the most important sections of a report but it is often poorly written. One reason may be that students misunderstand the purpose of an introduction. 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 is it for, for whom it is 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. You may write about the following briefly:

- Your specific day-to-day responsibilities and activities as described in the job descriptions and agreed upon with your employer/direct supervisor.
- 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 in 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 & COMPANY ANALYSIS

Word Count: 15%, 1,125 words

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 organisation'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 copy-and-paste composing - assimilate the material.
- What kind of organisation did you choose (commercial hotel, airport hotel, conference centre, suite hotel, residential hotel, boutique hotel, casino hotel, resort hotel, restaurant, bar, country club)? Give details about the establishment.
- What is the organisation's mission/vision?
- How many employees are there in the organisation you worked in?
- What does the organisation offer that is different from that of other organisations? What makes it a unique organisation?

To summarise 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 for 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 organisation?
- Provide an organisation 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 summarise the company's values and culture.
- Detail how the position you held fits into the overall company organisation.

Furthermore, 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 organisation.

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 utilised 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 organisational 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 department's functions.

LITERATURE REVIEW

Word Count: 10%, 750 words

The literature review may vary based on the type of internship completed. It serves as a crucial component that connects academic theory with practical experience gained during the internship. Students are expected to critically examine **relevant** theoretical concepts, frameworks, and best practices in their field of work. This analysis not only provides academic depth, but also demonstrates the student's ability to apply learned concepts to real-world scenarios encountered during the internship.

The literature review should include:

- **Theoretical Frameworks and Concepts:** Students should reference established theories, models or frameworks related to their internship tasks. Examples of theories, models or frameworks that may be relevant are marketing strategies, human resources management, operations etc. For example, if a student worked on improving customer service, they might discuss frameworks like **SERVQUAL** or customer satisfaction models, and then compare these theories to what they experienced at the company.

- **Best Practices:** It is also important to highlight best practices in the specific field or position, and relate them to the student's tasks. For example, a marketing intern could review best practices in digital marketing and analyse how closely the company's strategies align with or differ from these.
- **Interpretive and Critical Approach:** The literature review should not simply summarise theories; it must be interpretive and critical. This means that students should evaluate the relevance and effectiveness of the frameworks they have studied in the context of their internship. Were these theories applicable in practice? Did the company implement strategies effectively? This critical reflection shows deeper engagement with the material.
- **Linking Theory to Experience:** The review should tie the theory to specific situations or tasks the student encountered during the work placement. Student can reflect on leadership theories and assess how these theories applied or failed to apply in the company's culture.

In essence, the literature review is an opportunity for students to synthesise their academic learning with their internship experience.

SELF-EVALUATION – PROFESSIONAL AND PERSONAL LEVEL (20%, 1500 words)

Word Count: 25%, 1,875 words

An evaluation of your work placement on a 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, and 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, organisational, 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 focus?
- 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? (Were 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?

Example on how to write a self-reflection:

While I have had many useful experiences at the company, I feel that I still need to develop my confidence level in negotiating with clients. I have observed many colleagues who are very effective negotiators and I hope to sharpen my negotiation skills so as to be more effective in carrying out my responsibilities.

WORKPLACE EVALUATION

Word Count: 25%, 1,875 words

This section should consist of the following themes.

Workplace Evaluation - Culture

The image of the organisation 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 organisational culture may include:

- Stated and unstated values
- Overt and implicit expectations for member behaviour
- Customs and ceremonies
- 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 organisation? Explain.
- Reflect on the culture within the organisation.
- 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 the workplace:

The concept of diversity encompasses acceptance and respect. It means understanding that everyone is unique and recognising 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, comment on the following:

- The organisation 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 refer 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?
- 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 utilised by the employees? Please explain.
- In what ways did you communicate within and outside of the organisation?
- How would you improve the effectiveness of the communication within the organisation?

Workplace evaluation – Overall impression

In this section, 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 could be 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 you understood the company’s expectations and received useful feedback from the company.
- Whether you 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 organisation or another organisation)?

CONCLUSIONS AND RECOMMENDATIONS

Word Count: 25%, 1,875 words

Conclusion:

The conclusion should summarise the key points of the work placement experience, reflecting on how the learning objectives were achieved and what insights were gained. Here's how to structure this section:

- Restate the internship goals: Briefly remind the reader of the original goals or objectives set for the internship. This could include both personal goals (e.g. developing a specific skill) and professional goals (e.g. contributing to a particular project).
- Summarise key findings and experiences: Reflect on the most important tasks or projects you were involved in. Highlight the primary lessons learned during the internship, both professionally and personally. Were there any unexpected challenges or successes?
- Discuss how your experiences have contributed to your growth in relation to your field of study, career aspirations, or skills.
- Link your hands-on experience back to the academic theories and frameworks in the literature review.
- Self-reflection – summarise how the work placement has contributed to your career development. Did it confirm your interest in the field, or did it provide new perspectives?

Recommendations:

The recommendations section should provide actionable insights or suggestions for improvement, either for the company or for future interns. Recommendations could include:

- **Recommendations for the Company:**
 - On operational improvements (to resolve inefficiencies),
 - On strategy recommendations,
 - On cultural or workplace enhancements

- **Recommendations for future interns:**
 - Advice on preparing for the internship
 - Key skills that might be useful
 - How to make the most of the internship experience
 - Challenges faced and how future interns could overcome or avoid these
- **Recommendations for University/Programme:**
 - On the work placement programme
 - Recommendations for additional modules/topics in curriculum
 - Further support students in bridging academic learning with real-world experience

Some questions you may ask yourselves:

- What should they do differently?
- Would you suggest any changes to the way the company organises its 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 their work placement assignment?

Example of how to write recommendations and conclusions:

In my personal experience, it would be better if I were given more freedom to make suggestions with regards to packaging and marketing strategies. I was involved and my opinions were sought, but only for minor parts. Maybe I wasn't forthcoming or assertive enough, or maybe it is just not the culture in this company to elicit suggestions from lower-level employees, let alone from an intern.

Important Notes for HBA students:

- HBA students may do their work placement in Phase 3 in the same company as their In-Company Training in Phase 2. However, they are NOT ALLOWED to resubmit their In-Company Training Report as a Work Evaluation Report (WER), as this will be regarded as self-plagiarism.
- Students may reuse some information from their In-Company Training Report in their WER, but they must cite the reference or source appropriately. The requirements of an In-Company Training Report differ from those of the WER. Refer to the EEG Part 7a, for a clearer distinction between the two reports.

Important Notes for

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 penalised 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.

Technical Requirements:

The Work Evaluation Report (WER) 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 Evaluation Report.

- Typed in a Word document
- Font: Times New Roman 12, Arial 11 or Geneva 10
- 1.5-spacing except for indented quotations and footnotes
- Margins: left (binding edge) 40mm / 1.5 inch right, top and bottom 25mm / 1 inch
- Cover page – follow the format below:
 - Title: Work Evaluation Report
 - Name and student ID number
 - Programme and specialisation
 - WP teacher's name
 - Course ID and title
 - Block, month and year
 - Campus location
 - Word count
 - Wittenborg University of Applied Sciences name and logo
- Hard copies should be properly bound (no spiral binding) and printed on single sides of A4-sized paper. Either black and white or colour is acceptable.

Work Placement Report

by
Anna Fernandez, S1234567

IBA in Economics Management


Work Placement Teacher: Emmah Muchoki
WP31, Work Placement Module

Block 1, September, 2020

Apeldoorn

Word Count:

Wittenborg University of Applied Sciences



WITTENBORG
University of Applied Sciences

APPENDIX 6 RUBRICS TO ASSESS WORK EVALUATION REPORT

Name of Student: _____ Student Number: _____

Work Placement Teacher: _____ Grade: _____

| RUBRICS TO ASSESS WORK PLACEMENT REPORT | | | | | | | |
|--|--|---|---|--|--|--------------------|----------------------------------|
| Evaluation Dimensions | | Unsatisfactory (1 - 5 marks) | Fair (6 - 10 marks) | Good (11 - 15 marks) | Excellent (16 – 20 marks) | Weight | Score |
| Content & Development | Understanding of Work Environment | <ul style="list-style-type: none"> Company information is largely copied from external sources, showing minimal engagement or understanding Tasks & responsibilities are poorly outlined or missing. Little to no understanding of the company's sector or operations. | <ul style="list-style-type: none"> Some original content, but much of the company description is copied Tasks and responsibilities are outlined but incomplete Limited understanding of the business sector or organisation | <ul style="list-style-type: none"> Company information is mostly original, showing reasonable understanding Tasks and responsibilities are adequately described Demonstrates some understanding of the company and its business sector | <ul style="list-style-type: none"> Thorough and original company information, demonstrating deep engagement Comprehensive and well-structured outline of tasks and responsibilities Excellent understanding of the business sector and the organisation | 15% | Click or tap here to enter text. |
| | Literature Review & Connection to functions, tasks | <ul style="list-style-type: none"> Insufficient or no analysis of theoretical concepts or frameworks and their connection to work tasks Lacks understanding of relevant skills and knowledgeNo practical application of theory | <ul style="list-style-type: none"> Limited analysis of relevant theoretical concepts or frameworks Some understanding of key knowledge, competencies and skills, but weak connections to practice Some evidence of applying theory to practice | <ul style="list-style-type: none"> Good critical analysis of relevant theoretical concepts or frameworks Demonstrates a good understanding of key knowledge, with reasonable application to work tasks Some connection between theory and practice is evident | <ul style="list-style-type: none"> Excellent critical analysis of theoretical concepts or frameworks, showing depth of thought Demonstrates a strong ability to apply academic knowledge to work tasks Clear, insightful connections between theory and real-world experience | 10% | Click or tap here to enter text. |
| | Professional & Personal Evaluation | <ul style="list-style-type: none"> Reflection is minimal or superficial, with no examples provided | <ul style="list-style-type: none"> Some reflection with a few examples, but lacking depth | <ul style="list-style-type: none"> Good reflection on work with relevant examples Demonstrates good insights into | <ul style="list-style-type: none"> Comprehensive reflection from multiple perspectives | 45% - first-person | Click or tap here to |

| | | | | | | | |
|-------------------------------------|--|---|---|---|--|-------------------|----------------------------------|
| | | <ul style="list-style-type: none"> Lacks insights into personal and professional growth Little understanding of personal strengths, weaknesses and areas for improvement | <ul style="list-style-type: none"> Shows insights into personal but not professional development Partial understanding of personal strengths, weaknesses | <ul style="list-style-type: none"> both personal and professional development Clear understanding of strengths and areas for improvement | <ul style="list-style-type: none"> Deep insights into personal & professional development, supported by specific examples Demonstrates a strong understanding of personal strengths, weaknesses, and concrete improvement strategies | pronouns accepted | enter text. |
| | <ul style="list-style-type: none"> Identification of Areas for Improvements, Recommendations & Conclusion | <ul style="list-style-type: none"> No identification of areas for improvement Recommendations missing or too vague to be actionable Provides no meaningful summary of the internship or findings | <ul style="list-style-type: none"> Identifies a few areas for improvement but lacks depth and critical reflection Some general recommendation offered, but lack specificity or actionable detail Provides a basic summary of the internship experience | <ul style="list-style-type: none"> Identifies key areas for improvement, with meaningful reflection on both personal and organisational performance Provides clear and relevant recommendations that are actionable and supported by specific examples or data from internship Clear and concise summary of the internship, including key findings and accomplishments | <ul style="list-style-type: none"> Provides in-depth and critical identification of areas for improvement, both personal and organisational Presents innovative, highly actionable recommendations based on well-supported observations Recommendations demonstrate critical thinking and a strong understanding of the business context and internship experience Offers a highly insightful and comprehensive conclusion that summarises the internship experience in detail | 15% | |
| Language & Communication | Organisation & Structure Grammar, Punctuation, Vocabulary & Spelling | <ul style="list-style-type: none"> Does not follow guidelines Word count is far from required limits Lacks logical flow and structure, with disjointed | <ul style="list-style-type: none"> Some disorganisations, with weak transitions between paragraphs Conclusion is underdeveloped | <ul style="list-style-type: none"> Logical structure with clear flow Some minor issues with transitions and repetition of phrases Adequate conclusion and | <ul style="list-style-type: none"> Well organised and logical structure, with smooth transitions and excellent flow Conclusion and recommendations are well-formed, | 15% | Click or tap here to enter text. |

| | | | | | | | |
|---|--|--|---|---|--|--|----------------------------------|
| | | paragraphs and poor transitions ■ No clear conclusions or recommendations ■ | and lacks coherence | recommendations provided | insightful, and constructive | | |
| | | ■ Numerous errors in grammar, punctuation, and spelling ■ Use of vague or ambiguous language ■ Sentence structures are awkward, leading to confusion | ■ A few major grammatical, punctuation and spelling errors ■ Repetitive vocabulary and unclear sentence structures at times ■ Language lacks precision ■ | ■ Minor grammatical, spelling, and punctuation mistakes Varied sentence structure with good, though sometimes limited, vocabulary | ■ Almost no mistakes in grammar, punctuation, or spelling ■ Excellent vocabulary and varied sentence structure, with a scholarly writing style ■ | | Click or tap here to enter text. |
| Other Comments: (WP teacher may include comments from the WP Supervisor here) | | | | | | | |
| Total Score for Work Evaluation Report (WER) (Total Possible Score is 100) | | | | | | | Click or tap here to enter text. |

Rubrics to assess work Placement report oral defence

Name of Student: _____ Student Number: _____

Work Placement Teacher: _____ Grade: _____

| RUBRICS TO ASSESS WORK PLACEMENT REPORT ORAL DEFENCE | | | | |
|---|--|--|---|------------------------|
| Evaluation Dimensions | Needs Improvement (1 – 1.5 marks) | Meets Expectations (2 - 3 marks) | Exceeds Expectations (4 - 5 marks) | Total: 15 marks |
| Depth of Content | <ul style="list-style-type: none"> ◆ Lacks reflection on internship experience - merely listing of events ◆ No reference to practical application or recommendations | <ul style="list-style-type: none"> ◆ Some concise reflections on internship experience with evidences ◆ Some helpful practical applications and recommendations | <ul style="list-style-type: none"> ◆ Insightful critical analysis of key events in internship experience ◆ Innovative solutions and recommendations for the organisation | Choose an item. |
| Organisation & Presentation | <ul style="list-style-type: none"> ◆ Ineffective transitions with no logical flow ◆ Lacks confidence (nervous, no eye contact, slouching) ◆ Poor command of language (incorrect grammar, awkward sentences, limited or repetitive vocabulary) | <ul style="list-style-type: none"> ◆ Effective transitions to connect key points ◆ Confident for most part of the presentation ◆ Proper grammar for most part of the presentation but some sentences are incomplete/awkward, or vocabulary use is limited | <ul style="list-style-type: none"> ◆ Engaging delivery to enhance understanding ◆ Poised and confident with clear articulation and enthusiasm ◆ Excellent vocabulary and good command of the language | Choose an item. |
| Use of Visual Aid | <ul style="list-style-type: none"> ◆ Slides contain excessive text and are difficult to read ◆ Layout is cluttered and lacks visual appeal ◆ Limited use of visuals, making the presentation hard to follow | <ul style="list-style-type: none"> ◆ Slides have a moderate amount of text, but some elements are difficult to read ◆ Layout is simple but functional ◆ Some use of visuals, with key points highlighted but not consistently engaging | <ul style="list-style-type: none"> ◆ Slides are clear, concise, and emphasize main points effectively ◆ Layout is visually appealing and enhances viewer engagement ◆ Visual aids are well-integrated, making the content easy to follow and interesting | Choose an item. |
| Marks Range | Needs Improvement (1 – 1.5 marks) | Meets Expectations (2 - 3 marks) | Exceeds Expectations (4 - 5 marks) | Total: 5 marks |
| Responses to Questions | <ul style="list-style-type: none"> ◆ Struggles to provide meaningful responses to questions posed during the oral defence ◆ Answers are incomplete, unclear or indicate a lack of understanding of the subject matter | <ul style="list-style-type: none"> ◆ Shows an acceptable level of understanding of the report and the related academic concepts ◆ Responses are meaningful but may not delve deeply into more complex aspects of the question | <ul style="list-style-type: none"> ◆ Demonstrates a thorough grasp of the internship experience and the related theoretical concepts ◆ The student is confident, articulate and thoughtful in their responses | Choose an item. |

| | | | | |
|--|--|--|--|----------------------------------|
| | <ul style="list-style-type: none"> ♦ Shows minimal preparation and is unable to respond to basic questions related to their internship experience or report ♦ Appears uncomfortable or unconfident, often resorting to simple answers like "I don't know" or repeating information without elaborating | <ul style="list-style-type: none"> ♦ Shows reasonable confidence and engages with the questioning process, although some hesitation or lack of fluency may be present | <ul style="list-style-type: none"> ♦ Demonstrates excellent communication skills, structuring their answers clearly and logically ♦ Demonstrates an ability to engage with challenging or higher-order questions that require analysis, synthesis, or evaluation and able to answer with creativity and confidence, offering solutions or new perspectives ♦ ♦ | |
| Other Comments | | | | |
| <p>Total Score for Oral Defence (Total Possible Score is 20)</p> | | | | Click or tap here to enter text. |

Important Notes Regarding Oral Defence:

- Students must be physically present for the Oral Defence. In case of mitigating circumstances and student is not able to be physically present, an official request must be made to the Work Placement Teacher and to the Graduation & Examination Board (GEB), **at least two weeks before the Oral Defence Day**. The GEB will process the request and will approve or disapprove the request. If the request is not approved, student can opt to do the Oral Defence in the next opportunity block.
- The Oral Defence proceeding is a public event and any individual can attend it (for example parents, family members, friends, employers, students etc.). However, they must not interfere with the proceeding.
- Attire: Formal or Smart Casual. Students must be formally and decently attired for the Oral Defence. Slippers, Crocs, flip-flops, pyjamas, shorts, track suits/pants, Bermudas, T-shirts, Spaghetti-strap dress/blouse, caps, sunglasses etc. are strictly prohibited. Students may be denied the Oral Defence or penalised with a deduction of 1-2 marks, if they are not formally and decently attired.

THE EEG – PART 7A (HBA)

IN-COMPANY TRAINING HANDBOOK

For students following Hospitality Business Administration (HBA) Pathway



31 October 2024

CONTENTS

| | | |
|-----|--|----|
| 1. | Introduction | 3 |
| 1.1 | in-company training Process in Brief | 3 |
| 1.2 | Goals & Objectives of the In-Company Training | 4 |
| 2. | How to start your In-Company Training Module..... | 4 |
| 2.1 | Conditions to start with the In-Company Training Module | 4 |
| | How it works | 4 |
| 2.2 | Getting to know the Company..... | 5 |
| 3. | In-Company training requirements | 5 |
| 3.1 | General Requirements..... | 5 |
| 3.2 | Criteria..... | 6 |
| 3.3 | Deliverables..... | 6 |
| 4. | Student Guide | 7 |
| 4.1 | General information regarding In-Company Training Module | 7 |
| | Understand the needs of the company..... | 7 |
| | Understand and adapt to the company's culture | 7 |
| | Assertiveness and initiative | 7 |
| | Work Placement Teacher's role & company's role | 7 |
| | Learning outcomes | 8 |
| 4.2 | In-Company Training Compensation Conditions | 9 |
| 5. | Practical Matters | 9 |
| 5.1 | Career Centre | 9 |
| 5.2 | Role and responsibilities | 9 |
| | Work Placement Coordinator | 9 |
| | Student | 10 |
| | Wittenborgs' Work Placement Teacher | 10 |
| | The Company Supervisor | 10 |
| 5.3 | In-Company training planning | 11 |
| 5.4 | Financial arrangement for training positions within The Netherlands..... | 12 |
| 5.5 | Days off and illness | 12 |
| 5.6 | Liability and insurance | 12 |
| | Appendix 1..... | 16 |

1. INTRODUCTION

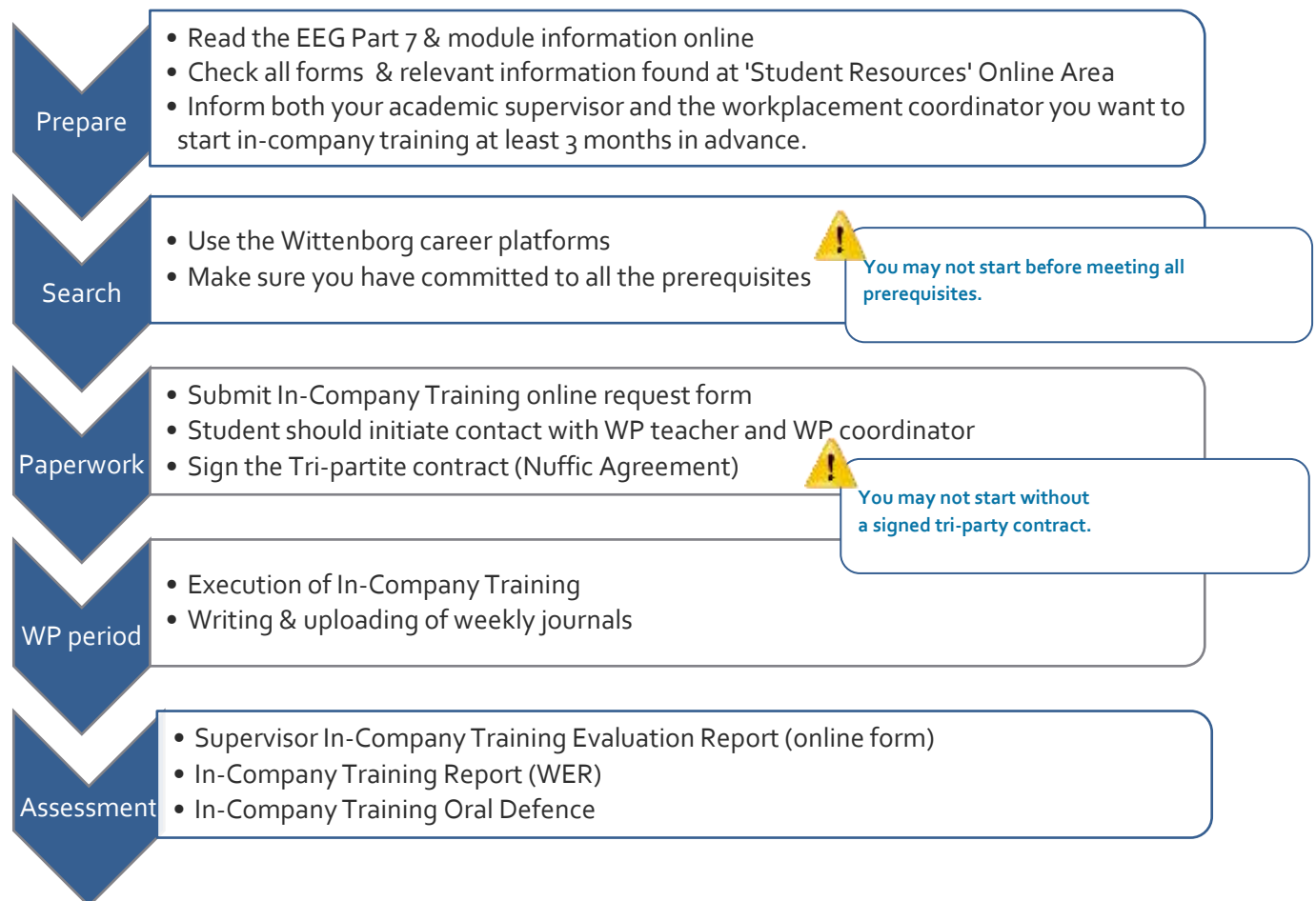
In-Company Training is a fundamental part of the HBA-HM programme, contributing 20 European Credits (ECs) total to the 240 ECs required for graduation. Participation is compulsory.

In-Company Training takes at least **4 months full-time**.

1.1 IN-COMPANY TRAINING PROCESS IN BRIEF

Wittenborg has close contact with organisations facilitating In-Company Training. Information on these companies is to be obtained from Wittenborg's 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 your 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.



1.2 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

2.1 CONDITIONS TO START WITH THE IN-COMPANY TRAINING MODULE

- Have the right study attitude
- Completed PDP 1
- Submitted all papers required such as CVs, Motivation Letter, etc.
- Have obtained a minimum of 70 ECs
- Have completed **ALL** Phase 1 specialisation modules
- Have had at least 4 meetings with your process tutor for guidance and support

HOW IT WORKS

At Wittenborg University of Applied Sciences, In-Company Training placements are sourced by the school after careful consideration of each student's 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 work placement 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 their 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 organisations in hospitality, tourism, events and sports, mainly from the Netherlands, Benelux, Germany and in some special cases other European countries. This will ensure that students can be visited at the place of their internship by their work placement teacher or work placement coordinator.

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 Centre 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).

2.2 GETTING TO KNOW THE COMPANY

As soon as allocation of the training is finalised (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 process tutor and work placement teacher to the career centre:

- In-Company Training Request Form – when applying (one copy for the student and a copy for the placement office) (see student resources) – Please specify the three departments as mentioned in the general requirements together with the relevant supervisor's contact name.
- 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

3.1 GENERAL REQUIREMENTS

Students should gain experience in at least 3 different departments to provides them with the insight into how an organisation works.

Students should become aware of how the subjects they have studied are used in practice. These include marketing, operations, management, organisational design and environmental organisation management. Students should demonstrate this awareness through describing their experiences in their journal and in their evaluation paper.

3.2 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 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 need to meet the objectives of the programme and the contract is strongly linked to education or certain parts of the programme
- The host organisation supervises the student and a supervisor is appointed for this purpose. They introduce 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, can be applied and expanded

In addition, the placement organisation should fulfil the following criteria:

- Organisations are clearly related to the hospitality, tourism, events or sports industry and 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
- For hotels: a 3, 4 or 5-star rating and at least 20 (in the Netherlands) or 60 (outside the Netherlands) rooms

3.3 DELIVERABLES

During In-Company Training you inform your work placement teacher on your progress by writing and uploading a weekly report. At the end of the training, you will be assessed on your:

- Weekly Work Journals (WWJ) – 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 Report Oral Defence

4. STUDENT GUIDE

4.1 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 effectively and efficiently as possible and show the supervisor at your company and your tutor what you are capable of doing.

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 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 organisation 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!

WORK PLACEMENT TEACHER'S ROLE & COMPANY'S ROLE

It is important that students are able to observe professionals at work, particularly 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, their own department to learn about different occupations and career paths.

As feedback is a critical part of the learning process, there is a work placement teacher directly assigned to the student who can provide guidance throughout the work experience period. The work placement

teacher must be able to meet with their students in person for short periods each month to make certain that the student understands their 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 they have 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 a 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 their performance and abilities

The student needs to demonstrate the ability to work effectively with computer software used in the business (e.g. in hospitality, Opera, Oracle, Fidelio, Symphony™, 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 <ul style="list-style-type: none"> a. commercial thinking b. customer relationship skills c. accurate working practices d. team working skills e. organisational skills f. able to deal with stress g. entrepreneurial skills h. pro-active working methods | Competencies and Attitudes <ul style="list-style-type: none"> 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 |
|---|---|

4.2 IN-COMPANY TRAINING COMPENSATION CONDITIONS

There are no exceptions offered by Wittenborg for the In-Company Training. The examination 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 as Wittenborg In-Company Training and should have not been more than two years prior to the date of entry for the bachelor's degree in Hospitality Management

The student who requires the compensation should provide to their work placement coordinator:

- A proper and detailed job description
- A recommendation letter from the company

The work placement coordinator 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. Even if the training itself may be compensated, the report and presentation still need to be done.

5. PRACTICAL MATTERS

5.1 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.

5.2 ROLE AND RESPONSIBILITIES

WORK PLACEMENT COORDINATOR

- Managing the portfolio of placement organisations
- Informing students on placement possibilities and assignments
- Coordinating the allocation of placements
- Providing general information on placements
- Point of contact in case of issues and/or emergencies
- Acting as the Wittenborg's main contact person for the student on placement
- Liaising with the company supervisor and review supervising guidelines prior to the start of the In-Company Training
- Exploring new placement opportunities at the placement organisation

STUDENT

The student is required to:

- Take responsibility for the process and inform all necessary parties in time
- Take responsibility for the necessary paperwork
- Participate in daily operations
- Draw up a monthly work plan
- Develop 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-steer and self-monitor the development of competencies
- Meet all deadlines

WITTENBORGS' WORK PLACEMENT TEACHER

- Coach and support the student prior and during the In-Company Training
- Give regular feedback to the student prior, during and at completion of the training
- Assess the student prior, during and at completion of the training
- Complete a coaching visit during the training

THE COMPANY SUPERVISOR

The Company Supervisor is the person from the organisation who will provide the training, supervise the student and assess the student's performance during the placement. Main tasks are:

- Introduce the student into the organisation
- Coordinate the work activities of the student
- Supervise and give regular feedback to the student during the placement
- Assist the student with the selection of a company assignment
- Formally evaluate the student's performance at interim and completion stages
- Communicate with Wittenborg on issues related to performance, behaviour, problems or emergencies

5.3 IN-COMPANY TRAINING PLANNING

You can present your report every block on Friday of the Exam week, except for Retake Weeks-Winter and Retake Weeks-Summer. The specific time slot and extra requirements will be communicated in the examination week on Tuesday. Weekly journals need to be uploaded every week.

| In-Company Training Report Oral Defence Opportunities, BLK SEP, OCT, DEC, FEB, APR & MAY | | |
|--|--|---|
| Day | Block Week | Deadlines |
| | Throughout the WP period (minimum of 3 months). | Compulsory uploads of WWJ every week and Monthly Plan every month. Deadline: Monday, Week 1 of the block in which it will be presented. This is to allow time for your WP teacher to check your uploads. Failure to complete all uploads may result in a failure. |
| | Until Week 3 of the block in which it will be presented. | Student working on their In-Company Training Report. Before working on your In-Company Training Report, make sure that you have received a pass grade from your WP teacher about your WWJ and Monthly Plan. |
| Monday | Week 4 | Deadline for submission of final report of WP Report. Take note that if the deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if Monday is 2 nd Easter Day (national holiday), the submission deadline will be moved to Tuesday. The time of 16:00 remains the same. |
| Tuesday | Week 6 | Approval for Oral Defence given Oral Defence schedule ready and published on the online area by 16:00 by the secretary to the GEB. Hand in 2 bound copies of report at front desk by 16:00. (Refer to the instructions in the schedule for the exact time and date.) |
| Wednesday | Week 6 | Upload draft PowerPoint/Prezi presentation slides. Refer to the In-Company Training Module Online Area for the deadline. |
| Thursday | Week 6 | In-Company Training Report Oral Defence. The Oral Defence will always be on a Thursday. If Thursday is a |

| | | | |
|--|--|--|---|
| | | | national holiday, it will be moved to Wednesday of the same week. |
|--|--|--|---|

5.4 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.

5.5 DAYS OFF AND ILLNESS

The student is expected to follow the rules and regulations of the placement company. Regulations pertaining to illness, days off and scheduling, etc., should be discussed and stipulated by the placement company.

5.6 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.

For information on how to write Weekly Work Journal and In-Company Training Report, refer to the EEG Part 7.

Take note that there is a difference in the learning objectives between In-Company Training (4 months) (WP21) and Work Placement (3 months) (W31) apart from the duration and departmental exposure, as can be seen in the scope and breadth of skills and experiences students are expected to gain.

WP21 provides extensive cross-functional exposure by working in three or more departments. This experience is designed to develop a broad understanding of the business and how different departments collaborate. On the other hand, WP31 provide focused, in-depth experience within a single department, allowing students to develop specialised expertise and apply theoretical knowledge to specific tasks or projects. That is, work placement focuses on providing a broader work experience that prepares students for their future careers beyond a single industry.

When writing your In-Company Training Report, take note of the following objectives and emphasis:

| Emphasis | In-Company Training (WP21) | Work Placement (WP31) |
|---|---|---|
| <ul style="list-style-type: none"> • Focus of Experience | <ul style="list-style-type: none"> ○ Focuses on gaining operational experience across different departments in a hospitality organisation, tourism, events industry. ○ Aims to provide exposure to various functions (at least three departments), allowing students to understand different aspects of the business. ○ Emphasizes understanding hospitality operations, events and tourism operations and building foundational skills at the supervisory or assistance manager level. Examples include event set-up, sports programme coordination, tour operations etc. | <ul style="list-style-type: none"> ○ Focuses on providing a broader work experience that prepares students for their future careers beyond a single industry ○ Aims at providing a more in-depth work experience with higher levels of responsibility, including project management, event planning, or market research within different business settings. ○ Focuses on developing a strategic understanding of the industry, with tasks that may involve organising events, managing manufacturing operations, or coordinating marketing or sports programmes. |
| <ul style="list-style-type: none"> ○ Level of Responsibility and Skill Development | <ul style="list-style-type: none"> ○ Focuses on hands-on operational roles with tasks that may involve routine supervision and includes guest relations, event logistics, basic administration in sports management. ○ Involves developing basic professional skills and competencies, such as teamwork, communication, and understanding organisational functions. ○ Includes a requirement to add value through direct participation in specific operational tasks, such as supporting managers or supervisors. | <ul style="list-style-type: none"> ○ Focuses on higher levels of responsibility, with tasks requiring more autonomy, strategic decision-making, and problem-solving skills. ○ Aims for students to apply and integrate academic knowledge in real-world scenarios, bridging theory with practice. ○ Involves developing a critical understanding of the organization, including its structure, processes, and the student's role within it. ○ Aims to develop skills in industry analysis, evaluating trends, and adding value to the organisation, such as improving customer satisfaction or boosting event attendance. |
| <ul style="list-style-type: none"> • Evaluation of Learning Outcomes | <ul style="list-style-type: none"> ○ The evaluation report should reflect on the practical skills gained in different departments and how they relate to hospitality, event management, sports business theories. ○ Should include insights into the student's experience working in various roles, understanding operational processes, and the ability to support the organisation. | <ul style="list-style-type: none"> ○ The evaluation report should address the application of theoretical knowledge to real-world problems, showcasing how academic learning was used in the workplace. ○ Should critically evaluate the student's performance and abilities, as well as the organizational structure and activities. |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ○ Focuses on the development of basic competencies and personal aptitudes relevant to the hospitality industry. | <ul style="list-style-type: none"> ○ Focuses on the student's growth in handling professional tasks, communicating effectively, and making informed decisions without frequent supervision. |
|--|--|--|

APPENDIX 1

Check WP Module Online Area for the following forms and guidelines:

- In-Company Training request form (online form)
- Tri-partite contract (Nuffic Agreement)(downloadable form)
- Format monthly work plan
- Format weekly journal
- Format In-Company Training report
- Company supervisor evaluation form (online form)
- Guidelines In-Company Training presentation
- Rubrics (Refer to EEG Part 7 Work Placement Handbook Bachelor)

THE EEG - PART 8 'GRADUATION ASSIGNMENT & FINAL PROJECT HANDBOOK'

GA/FP HANDBOOK (BACHELOR)



31 October 2024

CONTENTS

| | |
|---|----|
| Contents | 2 |
| Graduation and Final Project Assignment Handbook (Bachelor's) | 3 |
| 1. Introduction..... | 3 |
| 2. Graduation | 6 |
| 3. Research Proposal Development..... | 6 |
| 4. GA/FP types and layout | 13 |
| 5. Official framework deadlines..... | 26 |
| 6. GA/FP Checklist - Formatting and Submission Guidelines | 27 |
| 7. Supervision of the GA/FP..... | 29 |
| 8. The official process and deadlines for Graduation | 32 |
| 9. Graduation Assignment /Final Project Planning | 33 |
| 10. Assessment Criteria | 38 |
| 11. Mitigating Circumstances | 43 |
| APPENDICES | 45 |
| Appendix 1 Research ethics forms..... | 45 |
| Section A: Ethical risk assessment checklist | 46 |
| Section B: Addressing potential risk..... | 48 |
| Section C: Checklist ethical issues relating to research participants | 50 |
| Section D: Academic Supervisor sign-off (for student research only)..... | 51 |
| Section E: Checklist for accompanying documents | 52 |
| Consent form | 53 |
| APPENDIX 2 NON-DISCLOSURE AGREEMENT (NDA) FOR STUDENT RESEARCH PROJECT (A TEMPLATE) | 54 |
| APPENDIX 3- DECLARATION ON THE USE OF AI IN GA/FP..... | 55 |

GRADUATION AND FINAL PROJECT ASSIGNMENT HANDBOOK (BACHELOR'S)

1. INTRODUCTION

This handbook is the official source of information about the Graduation Assignment and Final Project (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 assignment that provides students with the opportunity to engage, in depth, with an area or issue of professional or intellectual interest. Carrying out a GA/FP provides an opportunity to read extensively, with a clear purpose and focus, to develop a fresh understanding of a specific question. Writing the GA/FP, a thesis, is a major piece of work that allows students to share that experience and to disseminate the results.

A thesis must provide evidence of student ability to analyse complex data and to evaluate the implications of their results within the context of their study in the programme.

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. The important thing is that readers of research reports (i.e. decision makers, funders, etc.) know exactly where to find the information they are looking for. Once the basic rules for the Research Proposal (RP) and report writing are acquired, they can be applied by the authors to any discipline.

1.1 Aims and Objectives – Learning Outcomes

One of the important purposes of GA/FP is to introduce students to empirical research under the supervision of a personal Academic Supervisor. The main contribution of a GA/FP is that the student is obligated to examine a sizeable topic for a sufficient period of time, and to learn to define clearly both the very question and the research findings. By the time a GA/FP is completed, the student should claim to have mastered some aspect of knowledge and is much more aware of the processes of research than before.

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
- organising and presenting material in a clear, logical, convincing way

1.2 Learning Outcomes

By the end of the GA/FP process, 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
- define and plan a workable research project to meet given research objectives
- know how to carry out an adequate literature review as a major ingredient of one's master-level graduation research project and final thesis
- know how to design research: defining feasible objectives, presenting a helpful conceptual model and describing the methodology that is to be used
- indicate the strength and weakness of a particular research design
- define research as a manageable project whereby involving the relevant stakeholders and possible contributors

Students will work with Academic Supervisor (AS) 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 AS, before the GA/FP can be further processed.

1.3 Final Qualifications

See Part 2 of the programme's Education & Examination Guide (EEG).

1.4 Prerequisite of the GA/FP

Normally students can be admitted to the GA/FP after having gained at least 200 European Credits, which is equivalent to having finished 3 of 4 years, or 60 European credits (ECs) of Phase 3 including the successful completion of the Research Methodology module. In addition, their research proposals need to be approved by their Academic Supervisors. Students should complete the Multidisciplinary (Phase) Exits Exams (MEEs for Phase 1, Phase 2 and Phase 3) before submitting their GA/FP. They 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 220 ECs as per their specialisation, and has completed all their MEEs (Phase 1, Phase 2 and Phase 3).
- Student has submitted all thesis chapters (including questionnaires) and original data used in the research before the designated deadlines. All submitted materials need to be checked and approved by the supervisor.
- 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 before the deadline and get an official approval from the study advisor, academic supervisor, and the concerned office as stipulated in the clearance form. Without the approval of the clearance form, the GA/FP will NOT be marked. The online form can be found in the GA/FP online area.
-

1.6 Study Load

The GA/FP will be expected to include a substantial amount of original, theoretical, analytic and empirical work and be 10,000 to 12,000 words in length (depending on the type of GA/FP), excluding appendices. Precise details about the length of all types of GA/FP are given in the latter sections.

The GA/FP module is worth of 20 ECs, 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 Academic Supervisorial meetings with the Academic Supervisor, in which students will be expected to produce such work that both the Academic Supervisor and the students shall agree upon.

1.8 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 a Research Proposal 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 range of material used, the originality of the material presented, the addition of new knowledge, solution(s) for any research issues/problems, the demonstration of research and presentational skills, the ability to demonstrate sufficient knowledge of the subject area, and the ability to apply theory to practice.

2. GRADUATION

On the following page is shown what the final qualifications are of the Bachelor of Business Administration, the achievement of which should be apparent on the completion of the GA/FP, which is the last step towards the degree.

3. RESEARCH PROPOSAL DEVELOPMENT

Preparing a Research Proposal (RP) is an important part of the research process. The RP outlines the research topic, objectives, main research question, methods and so on. The RP requires approval from the Academic Supervisor before students are allowed to start the actual research. The next section will present some guidelines for writing a RP.

3.1 Guidelines for Research Proposal Development

To be considered for registration for a final research project (GA/FP), all students must submit a research proposal that outlines their intended research. Research proposals should be presented under headings that provide the title and summary of the study, as well as addressing each of the points listed in the "Research Proposal Template" that is available on the online area.

3.2 Outline of the Research Proposal

Title of the Study

The title can be a working title; it can be changed at a later date. It should convey the essence of the proposed work.

Introduction

This is the Introduction to research topic. Here you provide a clear introduction to the selected research topic. Try to focus on the research topic instead of a case/company or context. Start with the broader context and narrow it down to the specific topic within that context, that you want to focus on.

Problem Statement

First or all, it should be made clear whether the study has the primary aim of problem solving for the benefit of one particular organisation (consultancy Report) or whether it intends to generate general knowledge (Academic Dissertation).

Next to that, a problem statement should be developed. The problem statement should capture in one sentence the issue that will be addressed in the GA/FP. This can be the issue the organisation needs to be addressed in case of a consultancy report, or the issue in terms of the knowledge gap that needs to be "closed", in case of an academic dissertation.

Relevant Background Literature

In this section an outline of key research should be presented that has already been carried out in the particular area and/or other academic or professional literature as contextual information Literature review should be limited number of paragraphs where you present the academic foundation you plan to discuss in the literature review of your GA/FP.

Research Objectives

Now the problem statement is clear, you can start describing how your research will be laid out to solve the problem. The first step here is to define (a) Research Objective(s). The research objectives

(ROs) provide an accurate description of the specific actions a researcher will take in order to reach the aim of the research.

Research objective(s)

- must be highly focused and feasible.
- address the more immediate project outcomes (relevance).
- make accurate use of concepts and be sensible and precisely described.
- emphasize how aims are to be accomplished (to explore, to explain, to find out, to establish, to test, to investigate etc.).

In case more than one RO is formulated, the RO's are usually numbered so that each objective reads as an 'individual' statement to convey your intention.

Main Research Questions and/or Sub Research Questions

Next step in developing your research proposal is converting the knowledge part of the Research Objective in a set of clearly focused research questions and sub questions, that are worth asking and capable of being answered within the confines of a final research project.

(Sub) research questions should be relevant and related to the main research question, logically structured. Answers on all sub questions should enable you to give a clear answer on your (main) Research Question and ultimately help you to achieve your research objective(s).

A Good Research Question:

1. Has a question mark at the end.
2. Is specific and focused.
3. Is neutral and objective.
4. Focuses on knowledge, not on solutions.
5. Is an open question (so, not a question that can be answered with yes or no).

Keep in mind, when developing your research objectives and questions, you implicitly make decisions on methodology, your research units and or population and you determine in a way what the Literature Review in your Final Project will focus on.

Significance of the Research

This section should illustrate why the research question(s) or hypotheses are worth addressing.

Purpose of the Study

Explain whether it is exploratory, descriptive or explanatory/causal study. Avoid confusing the purpose of the study with your research objectives.

Research Methodology and Methods

In this section you describe your methodological decision and next to that you describe the methods you're planning to apply and discuss why this is the most appropriate way to go in your plan.

Methodology

Describe your methodological choice in terms of explorative/explanatory/descriptive and inductive/deductive and the nature of your research in terms of qualitative/quantitative and relate these decisions to one of the research paradigms/philosophies.

Methods

Describe your strategy, population, sampling techniques, data collection methods and give an indication of how you plan to do your analysis. Keep in mind, sometimes you need different methods to get to the answers on the individual Sub-Questions. If this is the case, specify the methods you want to apply for all sub-questions.

Ethical Considerations

In this section you describe the consideration on ethical issues involved in conducting the research such as the need for informed consent and, if necessary, the procedure for obtaining it (consider the templates and guidelines in Appendix 1).

Timetable for the Research

In order to establish the feasibility of your proposal a detailed timetable should be added. The timetable should be specific and give a week-by-week overview (Use a Gantt chart).

Anticipated problems and limitations This section should highlight any anticipated problems and limitations in the proposed study, including threats to reliability and validity and how these will be countered.

References

You should add list of references relating to the proposal (presented according to ARU Harvard style referencing). Make sure that every reference in your text, is in your reference list and that every item in your reference list relates to a citation in the text (don't add items to your reference list that are not in the text of your proposal).

Appendices

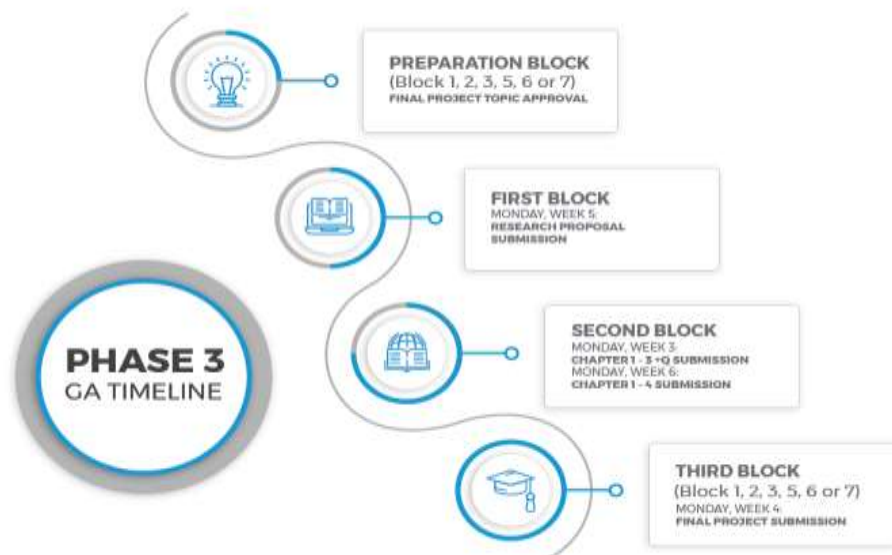
If appropriate you can add appendices, which contain any material that will be used or adapted for the benefit the study, including permissions to make use of certain sources.

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.

3.3 Planning and Feedback Opportunities

This process begins every study block (Sep, Oct, Dec, Feb, Apr, May). Refer to Table 1 of the GA/FP Timeline (Bachelor)

Table 1: GA/FP Timeline (Bachelor)



Explanation:

Preparation Block

Before a student can start with the Research Proposal (RP), the topic of the research needs to be approved by the academic supervisor. The research topic should be in the context of the specialisation the student is in. For example, if the student is specialising in logistics, the research topic should be related to logistics or supply chain. The student must send their Research topic or Research Plan to the Academic Supervisor three days before the first supervision meeting.

The Research Topic/Research plan is discussed during the first supervision meeting. If it is approved by the Academic Supervisor (AS), the student can start developing a Research Proposal based on the approved Research Topic/Research Plan. If the Research Topic/Research Plan is not approved, the student is required to modify the Research Topic/Research Plan according to the feedback that has been given and send it to the AS again for approval.

First Block

During the first block, the student must develop a Research Proposal based on the approved Research Topic/Research Plan and should contain all decisions that are made on the execution of the research.

| Research Proposal Block Schedule (Block September, October, December, February, April, May) | | |
|--|---------------|---|
| Block Weeks | Day | Deadlines |
| Week 1 | Monday | Upload research subject area & topic (two topics) |
| | Monday-Friday | Academic Supervisor reviews work submitted by the students |
| 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 1 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. |
| Week 3 | Monday | Feedback for students who submitted research areas and topics in week 2. Students who fail restart the process in the following block(s). Students who pass have one week to complete the full RP. |
| Week 3 | Monday | Deadline for the submission of the final complete RP for detailed assessment. |

Week 5: Students must upload the full Research Proposal according to the RP template and guidelines set in the GA/FP handbook.

The deadline for uploading a research proposal is Monday of week 5 of every teaching block at **4 p.m.**

CETWeek 6: Students will receive results of RP from the AS. Students may arrange meeting with AS to discuss and develop Chapters 1-3 which will be due in the fourth block.

Important Notes RP Block Schedule:

- a. This RP planning schedule is developed for those in 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 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 **4 p.m. CET** on the specified day. Once it is 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. Take note that if the deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if Monday is 2nd Easter Day (national holiday), the submission deadline will be moved to Tuesday. The time of 16:00 remains the same.
- f. 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 Help Desk at helpdesk@wittenborg.eu immediately for help, but no later than 30 minutes before the deadline and they should send their work as an attachment.

3.4 RP Feedback and Academic Writing Workshops

The workshops cover **Academic Writing, Research Proposal writing, Qualitative/Quantitative Research, etc.**

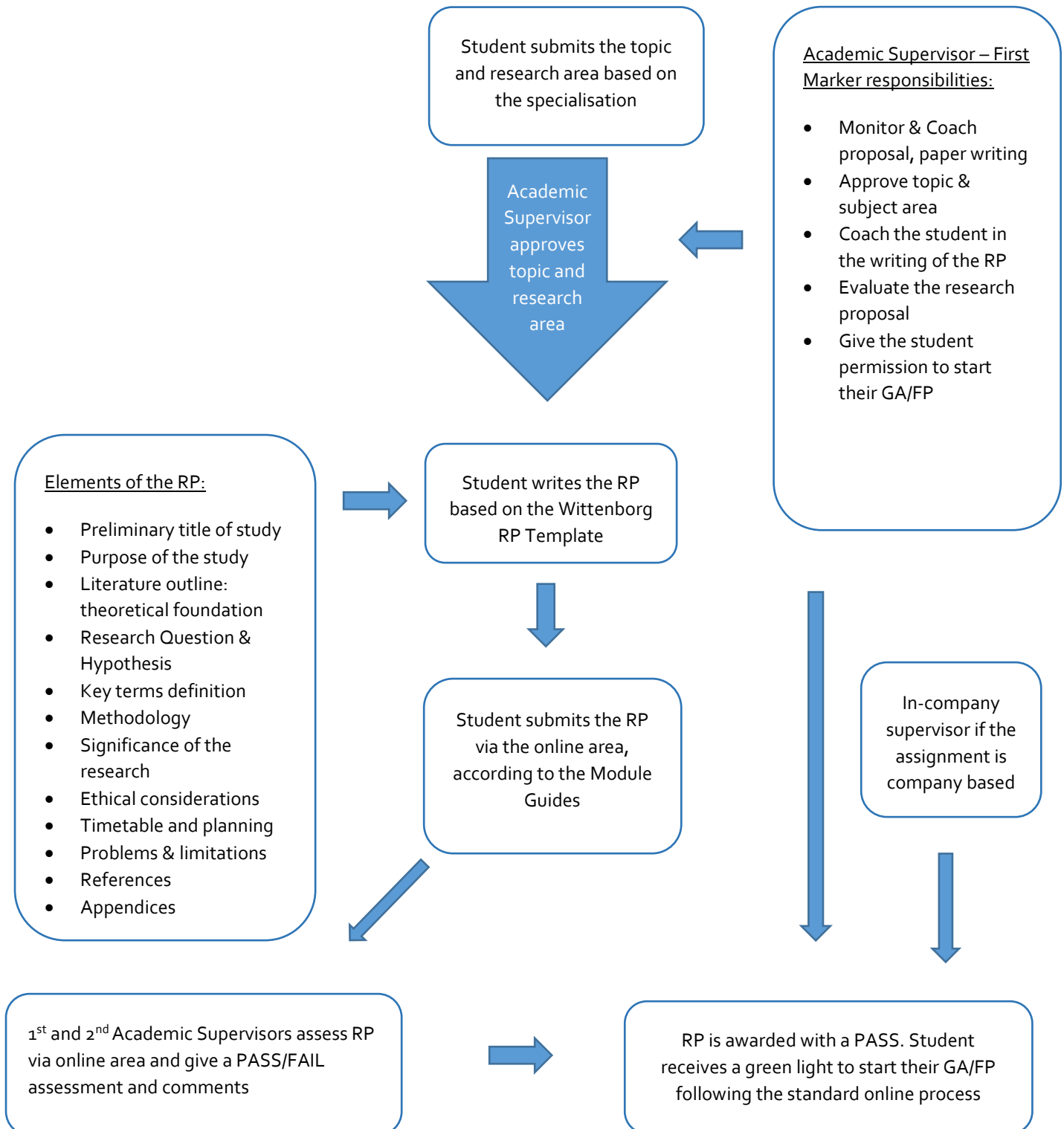
The schedule of the RP Feedback and academic writing workshops will be published in the RP online area and planned on the Timetable.

Rules for Attending RP Feedback and Academic Writing Workshops:

- a. There will be six RP feedback and academic writing 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 workshop 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.

Students present and sign the RPW attendance sheet. For use by Academic Supervisors, an RPW attendance sheet is available in the RPW online area.

3.5 Flow chart of completing Research Proposal



4. GA/FP TYPES AND LAYOUT

The following highlights the commonalities associated with any type of GA/FP:

A research project is a sustained investigation of an important topic, area or issue relevant to your programme of study. It will demonstrate an up-to-date understanding of developments concerning this topic, area or issue. If possible, the concept should be original, or you should investigate an issue using one of the methodologies/models contained in your programme.

A research project is not merely a collection of all the information that you can find concerning a particular topic. Instead:

- It seeks to explain how something works, or why something happens in the way that it does, and/or critically compares existing practices, knowledge and understandings, and where possible attempts to discover and conceptualise latest information and knowledge.
- For your research project you should select an issue in your field of study that you can pursue in depth; one which allows you to analyse existing ideas, theories, and concepts, and through original research contributes to debates and knowledge relating to the subject in question.
- The topic should always be placed within the context of the disciplinary domains that you have developed in your study to date.

The GA/FP is a substantial piece of work leading to the production of a thesis normally of between 10,000 to 12,000 words, excluding appendices (the word *thesis* here covers all written submissions which will vary in style content and size depending on which type of project is adopted).

Above all, the final project is an opportunity for you to explore an area or topic that you find interesting and important. It is much easier to keep your motivation high if you find your dissertation topic inspiring.

There are two main types of assignment: dissertation and an applied business assignment.

The next sections identify the key types of research assignments. Students need to be clear at the beginning as to the type of assignment they will be undertaking as the guidelines and final output will be significantly different. It is important that students acknowledge which type of assignment they intend to pursue at the earliest opportunity. The key component parts of each type of assignment are summarized below.

4.1 Types of GA/FP

4.1.1 Academic Dissertation

This type of assignment will include a critical review of relevant literature and independent empirical research carried out by students, and:

- Wherever possible the literature review should be based upon academic publications (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 research should normally involve the students in the design of an independent empirical 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 empirical 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. Using secondary data is a valid approach for empirical research if the data is reliable, cannot be replaced by primary data, and is subjected to a comprehensive analysis to draw independent conclusions.
- 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/secondary data is involved, students will be expected to identify and justify relevant archive/secondary data, and critically analyse the data.

4.1.2 Applied Business Assignment: 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) 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, they are 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, to be able to combine theory and practice to solve problems and suggest ways forward. This needs to be approved by 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 the 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 an 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 required elements of the content for GA/FP.

Advice on Commissioned Research

Whatever type of research assignment chosen, students may focus upon a problem or issue of interest to a particular organisation, 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 based on the same criteria outlined in this document (GA/FP Handbook).
- The copyright to the research and to any findings discovered during the course of the GA/FP 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:
 - Privileged access to information
 - Help in conducting market research surveys, etc., within the organisation
 - Payment of expenses relating to the research
 - 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 Academic Supervisor; however, the sponsorship arrangement is their own business.
- Client satisfaction or dissatisfaction with the research will not be considered 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.

Projects may, at the sponsor’s request, be marked confidential – in that case, the specific results deemed sensitive by the sponsor will be seen only by the assessors. The copies of the Graduation Assignment/Final Project (GA/FP) will not be made public for a maximum confidentiality period of two years, if the Organization wishes to impose a temporary embargo (see Appendix 2 for the Non-Disclosure Agreement template).

4.2 The Written Style of a GA/FP

A bachelor's 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, although the word limit may 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. Check EEG Part 5 Academic Writing Handbook for more information. While writing, students should always have the potential reader(s) in mind. A graduation assignment is not for members of the general public, but rather for the professional field where the research is based.

Important Notes:

From the very beginning, it is required to establish an overall research aim (or set of aims) for the project that can be stated 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 aim, the 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.

4.3 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). However, if any of the necessary parts is missing (especially all the grey parts in Table 4.1, the references, the research proposal, and the original data), the GA/FP will be considered as incomplete.

Table 4.1 Guide to Typical Contents of a GA/FP

| Guide to typical contents of GA/FP | Academic Dissertation | Applied Business Project | Creative Output |
|-------------------------------------|-----------------------|--------------------------|-----------------|
| Contents/Type of GA/FP | | Consultancy Project | |
| Title page and official front cover | X | X | X |
| Abstract | X | | X |

| | | | |
|---|-----------------|-----------------|----------------|
| Executive summary | | X | |
| Acknowledgements and declaration of originality | X | X | X |
| Table of contents (including appendices) | X | X | X |
| Lists of tables and figures | X | X | X |
| Glossary | X | X | X |
| Introduction (including the overall aim/s and objectives and terms of reference for consultancy project) | X | X | X |
| Literature review/secondary research findings | 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 | |
| Primary research findings | X | X | |
| Conclusions | X | X | X |
| Recommendations or strategy | X | X | |
| References | X | X | X |
| Appendices - (Research proposal and any necessary documents) | X | X | X |
| Word count * | 10,000 – 12,000 | 10,000 – 12,000 | 5,000 – 10,000 |

** Word count excludes the abstract, acknowledgements, table of contents, references, tables and figures, the appendices, and the original data. The grey parts show the 'core text' used for establishing the word count.*

4.3.1 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 name and student number, full name of the Academic Supervisor, Type of GA/FP, institution, names of the degree programme and specialisation, institution, and the month and year. All portions of the title page must be double spaced. Nothing else should appear on the title page (see Figure 4.1).


| |
|--|
| <p>Full Title of GA/FP (centred in top quarter of page, Font size 18 and bold)</p> <p>Figure/Picture (optional)</p> <p>by</p> <p>Full name of author</p> <p>S-Number</p> <p>Full name of the Academic Supervisor</p> <p>Type of GA/FP (academic dissertation/consultancy report etc.)</p> <p>A thesis submitted in partial fulfilment of the requirements for the degree of</p> <p>Name of the degree programme (e.g. Bachelor of Business Administration)</p> <p>Specialisation (e.g. International Business Administration (Economics & Management))</p> <p>Wittenborg University of Applied Sciences</p> <div data-bbox="644 913 954 1064"></div> <p>Month, and year submitted</p> |
|--|

Figure 1 Sample Title Page

4.3.2 The Abstract (for dissertation)

This is a short paragraph, which effectively summarises the main aims, methods used, findings, conclusions, and recommendations. It should be 400-500 words and be written on one-page maximum. The abstract would be one of the last parts to be written.

4.3.3 An Executive Summary (for applied business assignment)

An executive summary is normally included for a consultancy project. 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.

4.3.4 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".

To ensure transparency, any use of AI-generated content (text, figures, images, code) in the GA/FP must be disclosed in the acknowledgments. This includes identifying the specific AI system/tool and clearly marking sections where AI helped create content. Briefly explain the AI's role in each instance, e.g., "In Chapter 4 Results, [Name of AI tool] was used in analysing and visualising the qualitative data". Common AI editing and grammar tools are generally exempt from this disclosure. However, it is always wise to keep a backup of the original work before making any significant changes, especially when using AI tools. In this way, students can compare in writing and learn, prove their authorship, and revert changes if they need to. The transparency and use of AI system/tool will be considered when assessing the quality and authenticity of the assignment. See the declaration template in Appendix 3.

The acknowledgements must include notes about any sponsorship, help or financial aid the students may have received from an organisation or individual.

Word Count

One final criterion that must be identified at the bottom of the acknowledgements page is the word count. The word count for a standard research dissertation is 10,000 – 12,000 words.

Where a thesis is accompanied by material other than written form the word count guidance will vary. If students are undertaking the assignment with creative output, then a reduced word limit may be agreed with the tutor and the supervisor for the written aspect of the project. Whatever the nature of the thesis, the agreed word count will be strictly adhered to. Any GA/FP with the word count outside of the leeway or more than 20% over the maximum will be penalised (up to 0.5 marks). In addition, if the word count is more than 20% below the minimum requirement, the paper will NOT be accepted for assessment.

The word count includes all text within the main body of the thesis, not including the abstract, acknowledgements, table of contents, references, tables and figures, and the appendices. It is the responsibility of the student to make sure the word count will be able to be checked when the GA/FP is submitted through Wittenborg-Online. The inclusion of images containing text as a substitute for written content within the thesis is prohibited. Failure to adhere to this rule will result in unverifiability of the word count and authenticity, and the thesis will not be accepted for assessment.

4.3.5 The Table of Contents

This should be written on its own page(s) and should show chapter/major section headings and page numbers. The table of contents can be created manually or automatically using Microsoft Word Processor or similar processors.

Numbering

Page numbering in Arabic numerals (1, 2, 3, etc.) usually begins with the first page of the Introduction chapter, etc.). The preliminary sections (Abstract, Contents list, etc.) are numbered with small Roman numerals (i, ii, iii, etc.). The title page, references, and appendix should not be 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). Figure 3.1 will refer to the first figure in chapter three and so forth.

4.3.6 List of Tables and Figures

This should be placed after the table of content. It should contain a list of tables and figures used in the thesis.

4.3.7 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).

4.3.8 The Introduction

This first chapter should put the research into context. It should be written in such a way that after reading it, the readers familiarise themselves with the topic, and understand why the study is being carried out. It should also give the readers an indication of how the researcher will carry out the study. It normally expands on the content highlighted in the research proposal. 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 objectives of the assignment (make sure to show how it holds together, revealing its logic and structure).
- The research questions and/or hypotheses.
- For the applied research where the commissioner or client is involved, 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.

4.3.9 The Literature Review

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 sources (normally peer-reviewed academic journal papers instead of textbooks). In broad terms, the results of this secondary research should provide students with ideas and research gaps as to what they might find when they conduct the empirical research. As such, it should be ensured that the findings of the literature review are relevant for the planned empirical research and vice-versa.

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.

At the end of the literature review, a conclusion should be drawn on the theoretical/conceptual framework that the student plans to apply in the research. It should specify the aspects/constructs/variables and their (expected) relations. This framework will form the basis for the development of the data collection tool as it specifies the aspects/variables that need to be covered in the data collection tool. It is strongly advised to visualise this framework by adding a figure of it.

As previously stated, commissioner/clients may not necessarily be interested in the academic underpinning or theory that may contribute to a business project. However, this literature must be included in the submission to Wittenborg. It is advisable to discuss with the commissioner/clients as to whether they want an academic "literature review" included in the submission to them. Of course, relevant non-academic sources, such as government statistics or market research reports, which would normally be included in consultancy work and would be referenced accordingly.

4.3.10 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 and purpose.

The section on methods should clearly specify the methods that have been applied when executing the research. This includes description and justification for the chosen strategy, a research population and the applied sampling technique and sample size, the applied data collection technique and data analysis. In the rationale, one should consider what alternative methods 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 and its limitations.

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 students should discuss ethics generally, but should reflect on and discuss how ethical issues relating to their 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 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.

4.3.11 Empirical 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 and consistent with the framework that is presented in the literature review. Students should consider the extent to which the reader can rely on the findings. This part should include any tables or graphs displaying 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. Follow the format guidelines of tables and graphs in EEG Part 5.

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 up 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 in 4.3.12).

Consultancy project primary findings should be related to wider academic materials in the submission to the University. However, the separate submission to the client may not necessarily include this element.

4.3.12 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 has 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 be found 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.

4.3.13 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 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.

4.3.14 References

References includes all references that were used in the research process. 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-Anglia Ruskin University (ARU Harvard) style. Details can be found in the Part 5A and 5B of the EEG.

4.3.15 Appendices

It is a must to include a copy of the original or modified, approved research proposal in the appendices. A GA/FP without the research proposal will be considered as incomplete.

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 apparent have emerged during the in-depth literature review stage. This is acceptable as long as the Academic Supervisor is informed and approves any changes made.

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 coding examples of some qualitative interviews.

The original data should NOT be put in the appendices. All interview transcripts, data files or observation transcripts etc. must be uploaded in the submission online area (see below the requirements of the original data). Students may also include the standard letter they have sent to the interviewees of their research. No interviewee personal data should be included.

Each appendix should be given a title, a letter (A, B, etc.) and the page numbering continues from the bibliography. They should be included on the contents list. Normally, students should not include brochures, photocopies of articles and in general material that were not written by them.

4.3.16 Original Data (to be submitted separately)

A GA/FP may involve original qualitative (e.g., interview transcripts), quantitative (e.g., survey data), or secondary data. Regardless of type, ensure data is well-organized with clear labels and a detailed codebook explaining sources, variables, and data cleaning procedures.

Submit all the primary (raw) data (interview transcripts, excel files for survey responses), secondary (processed) data, and codes and scripts to produce the final results in the GA/FP in a common format (e.g., txt, docx, SPSS, Excel) to the designated area, following specific storage and submission instructions. A text file describing the data files in relation to (corresponding sections of) the GA/FP needs to be included.

All file names, metadata and other description files and comment lines in code must be in English. If the transcripts are in another language, English translation of the text should be included. All the data files should be uploaded at the same time of uploading Chapters 1-4, and/or no later than submitting the Final Version GA/FP.

Any GA/FP without original data will NOT be accepted for assessment.

4.3.17 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 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. Students should consult the Academic Supervisor if they have any doubts about what is required.

4.4 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. It is the responsibility of the students to make sure the information

provided for all the citations and references are correct and complete. 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. Check EEG Part 5 for the detailed requirements.

4.5 Technical Production Regulations

When submitting the GA/FP, it is extremely important that students follow certain technical requirements. These must be adhered to as otherwise a penalty may be enforced which can hinder their ability to pass the GA/FP.

- Two copies of the GA/FP have to be submitted to Wittenborg Education Department Office before 12 a.m. on the hand-in date; however, students are allowed to submit earlier at their 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 their 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.
- The document should be properly bound (no spiral binding) and printed on single sides of A4-sized paper. Either black and white or colour is acceptable. Creative output projects, that may include some visual artefact or portfolio, will require only one submission of this element, along with the two bound copies of the written Thesis.
- It should be typed in a reasonably sized font (e.g. font Times New Roman size 12 or Arial size 11) 1.5-spaced (except for indented quotations and footnotes).
- 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 and bottom 25mm / 1". See the detailed guidelines in the GA/FP Checklist in Table 4.1.
- All costs associated with the assignment are borne by the student. If an organisation or individual does give the student a lot of help then it would normally be a courtesy for the student to send them a copy of the final project, or at least an executive summary.

5. OFFICIAL FRAMEWORK DEADLINES

5.1 Process and regulations.

NB: All work to be handed in by 4 p.m. (16:00 CET) on the due date, including Chapters 1-3 + questionnaire, Chapters 1-4, Final draft, the Clearance Form, and the original data.

The process begins during every block with Research Topic, and in Block October or 6, when the Research Methodology & Quantitative Methods module begins; from the beginning students need to start thinking about possible research topic areas that are appropriate for a bachelor-level GA/FP.

The GA/FP is marked by the Academic Supervisor of the student 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 (GEB).

Deliverables

- Research Proposal (RP)
The RP must be approved by the Academic Supervisor before students are allowed to start with their GA/FP.
- Chapters 1-3 plus questionnaire/data collection method/tool
 - Students need to have a formal approval from their Academic Supervisor on their data collection tool before they are allowed to start with the data collection.
 - There is no grade for this submission, only feedback from the Academic Supervisor.
- Chapters 1-4
 - There is no grade for this submission, only feedback from the Academic Supervisor.
- Final complete paper

5.2 Regulations for late submissions

Late submission of the GA/FP will NOT be accepted because all bachelor students can use the period of up to 3 blocks to complete their GA/FP. In case students miss the deadline of submitting their GA/FP, they can always submit it in the following submission opportunity. It is advisable to make a feasible study plan with the help of the process tutor and submit the GA/FP as early as possible to avoid any unnecessary delay. Refer to Section 11 for more information. "

5.3 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, the temptation for some students to lift words or sections of text from other sources is great. Write in one's 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, 5A, and 5B of the EEG.

Academic Supervisors are generally familiar with differences between the writing styles of students and experienced authors. Turnitin, a software that monitors plagiarism and the use of AI writing tools, is available and used by the school to detect any suspected cases of academic misconduct such as 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.

Please remember that the generation of false data is also a serious academic offence. Students are required to upload all empirical data through Wittenborg-Online (see the section of "Original data"). Failure to upload these will result in a fail for the GA/FP as it is considered as incomplete.

Further details of the Turnitin submission are 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 the GA/FP through Turnitin.

Note that self-plagiarism (submitting the same assignment for different courses) is also a form of plagiarism. If – irrespective of the outcome of Turnitin – there are doubts about whether or not the student is the original author of a piece of work, Wittenborg will insist on an additional oral hearing.

6. GA/FP CHECKLIST - FORMATTING AND SUBMISSION GUIDELINES

6.1 Manuscript Formatting and Submission Checklist

This checklist at the end of the general points is **very** important!

- I. Did you achieve sufficient ECs before submitting your GA/FP?
- II. Did you submit the Graduation Clearance Form before the deadline?
- III. Is your GA/FP paginated correctly?
- IV. Did you use your full and official name on the title page?
- V. Are the titles on the title and abstract pages exactly the same?
- VI. Are your margins correct?
- VII. Is the statement of originality of work and use of AI added on the "Acknowledgement" ?
- VIII. Did you add the wordcount. Does it meet the wordcount requirements?
- IX. Did you attach your approved RP as an appendix item?
- X. Did you upload your original data to the designated area before the deadline?
- XI. 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)?

6.2 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
- ☐ **Format:** Use the Harvard Style Referencing
- ☐ **Font:** 12-point type Times New Roman font, 11-point type Arial or 10-point Geneva or alike
- ☐ **Justification:** Left justified format is required (except for Title Page), do not use right or full justified margins
- ☐ **Margins:** Top, Right and Bottom margins 25mm/1", Left margin 40mm/1.5" to allow room for binding

- Title page, and first page of each chapter: Top Margin 50mm/2"
- **Page numbers:** bottom centre of each page, at least 20mm/3/4" from the edge of the paper.
 - Prefatory pages (Title Page, Abstract, Acknowledgements, Table of Contents, List of Tables, List of Figures) should be numbered with lower case Roman numerals.
 - The page number should be omitted from the Title Page; the second page (Abstract/Executive Summary) should be labelled i, ii, iii...
 - Main body pages are to be numbered using Arabic numerals. The first page of the main body text should start with 1.
 - Continue page numbering through all of the references and appendices.
- **Title page:** The title must be 10 words or less, and double spaced. The title begins from the top of the page. The date should be the month and year the manuscript is submitted for marking.
- **Abstract/Executive summary:** Abstract should be maximum of one page or less. Executive Summary should be 1-3 pages.
- **Acknowledgements page:** Optional page, see the requirements in GA/FP Handbook.
- **Table of contents, list of tables, list of figures:** double space, see the requirements in GA/FP Handbook.
- **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. Centre the word "CHAPTER" in all CAPS followed by the Roman Numeral of one, as follows: "CHAPTER I". Double space and centre the chapter title in all CAPS – **"INTRODUCTION"** Bold. Chapter subheadings should follow Harvard Headings guidelines.
- **Main body text:** Mostly 1.5-spaced 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.
- **Tables and figures:** The style of tables and figures should confirm to Harvard Style guidelines. Include Appendices in the Table of Contents. Tables and figures should be numbered consecutively starting within each chapter (e.g. Table 2.1, 2.2, 3.1, etc.). Table captions should be above the table, and figure captions should be directly under the image. Tables and figures need to be referred to in the text. If they are cited/quoted from other people's work, you need to include the citation in the captions. Otherwise, if you haven't used any external data or visuals to create the table/figure, the absence of a citation implies it's your own work. Check detailed requirements in EEG Part 5.
- **References:** Single-space references, following the ARU 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.

6.3 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 (e.g. 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

7. SUPERVISION OF THE GA/FP

Academic Supervisors are normally members of the academic staff. They will be allocated according to various criteria including their familiarity with the proposed 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. To ensure a diverse and inclusive learning environment, supervisors should aim to avoid taking more than half of their students from the same nationality as their own.

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 Supervisors are allocated a maximum of **14 hours per student** for supervision that includes marking, communication, and attending oral defence. When using Academic Supervisor's time, use it wisely. This does not necessarily mean that supervisors will support their supervisees one-to-one; different Academic Supervisors and students prefer different methods, and very often the students will gain more from being part of a small Academic Supervisorial group than from one-to-one support, especially in the early stages of the research. It is the responsibility of students to make mutually agreeable research agenda and arrangements with their supervisor. Students can see other Academic Supervisors for advice; however, this is at the discretion of the other Academic Supervisors.

We strongly advise that students meet their supervisors 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 students to keep a similar record detailing what is discussed and the actions they need to take. The following highlights the standard level of supervision that students should receive from the school.

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 research agenda and arrangements with the supervisor at the first meeting.
- If students choose to complete their 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 they are planning to be away from the campus and unable to attend face-to-face, please liaise with your supervisor and agree on the support that they will be able to offer at a distance.
- Academic Supervisors will normally review in depth each chapter of the thesis. Students should submit a word-processed full draft of their chapters. Supervisors are normally expected to review the chapters once or twice, and should not be expected to keep reviewing re-submitted versions of the same chapters. It is the responsibility of the students to make sure all the suggestions are addressed in the revision of the chapters. Otherwise, they will be asked to revise sufficiently before moving on.
- Supervisors should normally review a chapter and return it to the student within a few working days with an appropriate level of feedback.
- Supervisors will provide constructive 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 method 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 can expect the following from each of their students:

- strive to start their graduation assignment/final project as soon as they enter phase 3 in order to be able to finish in a timely manner.
- develop a regular timeline for their final project process.
- inform supervisors with regard to their holiday plans and general availability throughout the research process.

- 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 questions from the student.
- come fully prepared to Academic Supervisorial meetings, which means that they have read around the subject area, and/or have drafts of material that need to be consulted.
- make sure the assignment is fully revised according to the feedback from supervisors. Communicate in time with supervisors if there is any disagreement or confusion. Support all arguments with evidence from literature or authentic research. If students ignore the feedback of supervisors, they will be asked to refer to all previous comments and their GA/FP progress could be delayed.
- openly communicate with their supervisor on any other problems or fears with regard to their project.
- keep supervisors up to date with any problems that may interfere with the deadline or the successful completion of the thesis.

8. THE OFFICIAL PROCESS AND DEADLINES FOR GRADUATION

8.1 Graduation Clearance Form Guidelines

Students are NOT allowed to defend their GA/FP without a signed clearance form from the Registrar. The clearance form shows that a student has completed all the required exams except the GA/FP and paid all outstanding dues to the institution.

- The Clearance Form should be used as a standard graduation procedure. Please follow the instructions given in the online area with regards to the completing of this form.
- Once a student has submitted their GA/FP Clearance Form, the Exam Coordinator will submit their name to all the respective departments (Housing, Library, Registrar & Finance) for them to check and acknowledge in the Clearance Form. If there is any issue that needs to be settled, the student will be contacted by the respective department. Once the Clearance Form is completed and signed, the student's name will be added to the official GA/FP list for assessment and approval by the Graduation & Examination Board (GEB).
- If the student fails to submit his/her GA/FP before the deadline, and/or the clearance form is not approved, the name of the student will be removed from the GA/FP list. The student will need to fill in the Clearance Form again before the next submission.

8.2 The graduation process

After the approval of the GEB, the Oral Defense list will be prepared and sent to the students, Academic Supervisors and External Markers by 16:00 of Tuesday, Week 6.

- GA/FP Oral Defence is always planned on the Friday of Exam Week (Week 6), each block with the exception of retake blocks. If Friday is a national holiday, the Oral Defence session will be moved to the immediate working day in the same week. For example, if Friday is Good Friday (national holiday), the oral defence will be moved to Thursday of the same week.
- Students must be present **physically** for their Oral Defence at their respective study locations (Amsterdam or Apeldoorn). Munich students will need to be present physically at the Apeldoorn campus.
- Students must prepare two properly bound (NO SPIRAL BINDING) copies of their GA/FP after the release of the Oral Defence list and submit them before or on the day of the Oral Defence. They can hand them in to the Front Desk for Amsterdam students and to the Registrar's office for Apeldoorn and Munich students.
- Students should upload their Oral Defence presentation (PowerPoint or Prezi) on the online area by Wednesday of Week 6 after the release of the Oral Defence list. However, students are allowed to modify their presentation after uploading. Students should also send their presentations to their Academic Supervisor. The uploaded version of the presentation should contain a 30-second synopsis video, in which the student gives a short overview of the GA/FP.
- The Oral Defence proceeding is a public event and any individual can attend it (for example parents, family members, friends, employers, students etc.). However, they must not interfere with the proceeding.

- Students must be formally and decently attired for the Oral Defence. Slippers, Crocs, flip-flops, shorts, track suits/pants, Bermudas, T-shirts, Spaghetti-strap dress/blouse, caps, sunglasses etc. are strictly prohibited. Students may be denied the Oral Defence if they are not formally and decently attired.

Note: Students are requested to indicate if they would like to make use of any special arrangements/equipment for their Oral Defence presentation. They must arrange this through their academic supervisor and at least one week in advance of the Oral Defence.

9. Graduation Assignment /Final Project Planning

1. This GA/FP planning schedule is for full-time study in order to achieve attributed ECs. 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 Tutor.
2. Only those students who have started their work before the summer (from Block May) can graduate in Block September.
3. Students should make sure that the submitted content is not a draft and/or final draft but the absolute final version, before 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 defence of the GA/FP. You can hand them in at the Front Desk.
6. GA/FP oral defence is planned six times a year for both bachelor and master programmes during the final week of each block (except for retake blocks) and the schedule is published on the Wednesday of the final week of each block. These six possibilities are arranged along with the six Graduation and Examination Board meetings, during which the submitted GA/FPs are approved for oral defence after the evaluation from two examiners. There is no possibility to submit/defend the GA/FP outside these dates/deadlines. In case of failure to defend the GA/FP in the block where the GA/FP submission was successful, including absence due to unforeseen and inevitable reasons, students can submit/defend in the subsequent opportunity.
7. 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!
8. The Turnitin Upload area for GA Final Version of a block **CLOSES at 4 p.m. CET (16:00 Dutch Time) on the Monday of Week 4 of a block**. Once it is 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.
9. Take note that if the deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if Monday is 2nd Easter

Day (national holiday), the submission deadline will be moved to Tuesday. The time of 16:00 remains the same.

10. Technical errors: Make sure that you attempt your upload well before the deadline. If there is an error, you are obliged to contact the Help Desk no later than 30 minutes before the deadline for help.
11. No feedback will be provided without uploading the report through the standard system. No submissions via email. Graduation Ceremonies (2 per academic year) are planned the 2nd week Friday of Retake Weeks Summer and Winter.

| Graduation Opportunity 1, (Block September) | | |
|---|-------------------------|--|
| Day | Block Week | Deadlines |
| Block May (previous academic year) | | |
| Monday | Block May, Week 1 | Approval of passed RP by the Academic Supervisor for the official start of GA |
| Monday | Block May, Week 3 | Deadline for submission of final version Ch. 1 -3 including the Questionnaire |
| Friday | Block May, Week 4 | Academic Supervisor Feedback on Ch. 1-3 + Meeting on Student Request if necessary |
| Monday | Block May, Week 6 | Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Final draft of Chapter 1-4 |
| Block September | | |
| Friday | Block September, Week 1 | 2nd Feedback and/or Meeting on Student Request if necessary |
| | Block September, Week 2 | Student working on Final Version based on feedback |
| | Block September, Week 3 | |
| Monday | Block September, Week 4 | Final Version Submission Deadline |
| Monday | Block September, Week 6 | Approval Graduation & Examination Board (GEB) |
| Tuesday | Block September, Week 6 | Approval for defence GEB + Oral Defence Schedule announcement |
| Friday | Block September, Week 6 | Graduation Presentation |

Graduation Opportunity 2, (Block October)

| Day | Block Week | Deadlines |
|-----------------|-------------------------|--|
| Block September | | |
| Monday | Block September, Week 1 | Approval of passed RP by the Academic Supervisor for the official start of GA |
| Monday | Block September, Week 3 | Deadline for submission of final version Ch. 1 -3 including the Questionnaire |
| Friday | Block September, Week 4 | Academic Supervisor Feedback on Ch. 1-3 + Meeting on Student Request if necessary |
| Monday | Block September, Week 6 | Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Final draft of Chapter 1-4 |
| Block October | | |
| Friday | Block October, Week 1 | 2nd Feedback and/or Meeting on Student Request if necessary |
| | Block October, Week 2 | Student working on Final Version based on feedback |
| | Block October, Week 3 | |
| Monday | Block October, Week 4 | Final Version Submission Deadline |
| Monday | Block October, Week 6 | Approval Graduation & Examination Board (GEB) |
| Tuesday | Block October, Week 6 | Approval for defence GEB + Oral Defence Schedule announcement |
| Friday | Block October, Week 6 | Graduation Presentation |

Graduation Opportunity 3, (Block December)

| Day | Block Week | Deadlines |
|----------------|------------------------|--|
| Block October | | |
| Monday | Block October, Week 1 | Approval of passed RP by the Academic Supervisor for the official start of GA |
| Monday | Block October, Week 3 | Deadline for submission of final version Ch. 1 -3 including the Questionnaire |
| Friday | Block October, Week 4 | Academic Supervisor Feedback on Ch. 1-3 + Meeting on Student Request if necessary |
| Monday | Block October, Week 6 | Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Final draft of Chapter 1-4 |
| Block December | | |
| Friday | Block December, Week 1 | 2nd Feedback and/or Meeting on Student Request if necessary |
| | Block December, Week 2 | Student working on Final Version based on feedback |
| | Block December, Week 3 | |

| | | |
|---------|------------------------|---|
| Monday | Block December, Week 4 | Final Version Submission Deadline |
| Monday | Block December, Week 6 | Approval Graduation & Examination Board (GEB) |
| Tuesday | Block December, Week 6 | Approval for defence GEB + Oral Defence Schedule announcement |
| Friday | Block December, Week 6 | Graduation Presentation |

Graduation Opportunity 4, (Block February)

| Day | Block Week | Deadlines |
|----------------|------------------------|--|
| Block December | | |
| Monday | Block December, Week 1 | Approval of passed RP by the Academic Supervisor for the official start of GA |
| Monday | Block December, Week 3 | Deadline for submission of final version Ch. 1 -3 including the Questionnaire |
| Friday | Block December, Week 4 | Academic Supervisor Feedback on Ch. 1-3 + Meeting on Student Request if necessary |
| Monday | Block December, Week 6 | Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Final draft of Chapter 1-4 |
| Block February | | |
| Friday | Block February, Week 1 | 2nd Feedback and/or Meeting on Student Request |
| | Block February, Week 2 | Student working on Final Version based on feedback |
| | Block February, Week 3 | |
| Monday | Block February, Week 4 | Final Version Submission Deadline |
| Monday | Block February, Week 6 | Approval Graduation & Examination Board (GEB) |
| Tuesday | Block February, Week 6 | Approval for defence GEB + Oral Defence Schedule announcement |
| Friday | Block February, Week 6 | Graduation Presentation |

Graduation Opportunity 5, (Block April)

| Day | Block Week | Deadlines |
|----------------|------------------------|--|
| Block February | | |
| Monday | Block February, Week 1 | Approval of passed RP by the Academic Supervisor for the official start of GA |
| Monday | Block February, Week 3 | Deadline for submission of final version Ch. 1 -3 including the Questionnaire |
| Friday | Block February, Week 4 | Academic Supervisor Feedback on Ch. 1-3 + Meeting on Student Request if necessary |
| Monday | Block February, Week 6 | Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Final draft of Chapter 1-4 |
| Block April | | |
| Friday | Block April, Week 1 | 2nd Feedback and/or Meeting on Student Request if necessary |

| | | |
|---------|---------------------|--|
| | Block April, Week 2 | Student working on Final Version based on feedback |
| | Block April, Week 3 | |
| Monday | Block April, Week 4 | Final Version Submission Deadline |
| Monday | Block April, Week 6 | Approval Graduation & Examination Board (GEB) |
| Tuesday | Block April, Week 6 | Approval for defence EB + Presentation Schedule announcement |
| Friday | Block April, Week 6 | Graduation Presentation |

Graduation Opportunity 6, (Block May)

| Day | Block Week | Deadlines |
|-------------|---------------------|--|
| Block April | | |
| Monday | Block April, Week 1 | Approval of passed RP by the Academic Supervisor for the official start of GA |
| Monday | Block April, Week 3 | Deadline for submission of final version Ch. 1 -3 including the Questionnaire |
| Friday | Block April, Week 4 | Academic Supervisor Feedback on Ch. 1-3 + Meeting on Student Request if necessary |
| Monday | Block April, Week 6 | Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Final draft of Chapter 1-4 |
| Block May | | |
| Friday | Block May, Week 1 | 2nd Feedback and/or Meeting on Student Request if necessary |
| | Block May, Week 2 | Student working on Final Version based on feedback |
| | Block May, Week 3 | |
| Monday | Block May, Week 4 | Final Version Submission Deadline |
| Monday | Block May, Week 6 | Approval Graduation & Examination Board (GEB) |
| Tuesday | Block May, Week 6 | Approval for defence GEB + Oral Defence Schedule announcement |
| Friday | Block May, Week 6 | Graduation Presentation |

Note: Take note that if the deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if Monday is 2nd Easter Day (national holiday), the submission deadline will be moved to Tuesday. The time of 16:00 remains the same.

10. ASSESSMENT CRITERIA

10.1 Assessment criteria for the Academic research graduation assignment

Academic Supervisor

Assessment Criteria and Feedback Academic Dissertation 2021/22 (Please highlight appropriate criteria) PREMODERATION

| Graduation Assignment / Final Project | | | | | |
|---|--|--|--|---|--|
| Student name: | | S number: | | Programme/Pathway | |
| Academic Supervisor: | | | | Year / Block | |
| Criteria/Grade | Design and conceptualisation of project | Intellectual engagement, knowledge and understanding | Methodology and research methods | Analysis and Evaluation | Structure, organisation and presentation |
| 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. |
| 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. |
| 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. |
| 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 | In depth understanding and engagement with theory, frameworks and debates in a convincing narrative form. Excellent recognition of seminal | Excellent justification for methods adopted, clearly and critically discussed and explained in the context of the literature review and research | 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 | 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 |

| | | | | | |
|--|--|--|---|---|---|
| | 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. | 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. | questions. Methods adopted are appropriate for the research questions, with excellent recognition of limitations, potential bias and ethical issues. | 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. | / few grammatical errors or omissions in the references/bibliography. |
| 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. |
| Academic supervisor comments, written justification for the mark (min 100 words): | | | | | |
| Pre-moderation Mark (on a scale of 0-10): | | | Date: | | |
| Checks: (thick the boxes) | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Word count; Declaration of originality; Research Proposal (in Appendix) are included </div> <div> <input type="checkbox"/> Clearance form is uploaded (On-line area) </div> </div> | | | | | |

10.2. Assessment criteria for Consultancy Project

Academic Supervisor

Assessment Criteria and Feedback Consultancy Report 2021/22 (Please highlight appropriate criteria)

PREMODERATION

| Graduation Assignment / Final Project | | | | | | | | |
|---|--|--|--|---|--|---|--|---|
| Student name: | | | S number: | | Programme/Pathway : | | | |
| Academic Supervisor: | | | Year Block: | | | | | |
| Criteria | Letter of understanding Formulations of problem and Gap 1. Consultation 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 | Analysis of problem and conceptual framework 1. Internal analysis 2. External analysis (Use of models/frameworks etc. BCG, INK, Change models, cost analysis models, Value chain models) | Literature Review 1. Existing literature 2. Related research | Methodology and research methods 1. The type of consultancy assignment needs to be properly defined and the how of the plan needs to be fully developed | Managing the project (Timelines and milestones) | Analysis and Results | Conclusion and recommendations | Structure, organisation and presentation |
| 0 – 54% Unsatisfactory - inadequate (Fail) | Unsatisfactory and inadequate understanding of the problem or gap under review. 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 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. |

| | | | | | | | | |
|---|--|--|---|--|--|---|--|--|
| 55 – 64% Adequate to sound | Adequate to sound understanding of the problem or gap under review. 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 the problem/s and relevant conceptual framework/s. Some understanding of the internal and external context 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 an 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. |
| 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 a reasonably high 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. High standard of written and/or visual communication. Good compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Few grammatical errors and omissions in the references / bibliography. |

11. MITIGATING CIRCUMSTANCES

11.1 Mitigating Circumstances

During their university studies, students may have certain times when circumstances prevent them from performing to the best of their ability. This could be due to family problems, close personal bereavement, or illness. In the first instance, this should be discussed with their Academic Supervisor and Process Tutor and who will advise them. See detailed definition of the circumstances in EEG Part 12.

11.2 Regulations Concerning Mitigating Circumstances

As with all modules, the GA/FP is covered by the general assessment regulations concerning mitigating circumstances. If students feel that the progress or the quality of their GA/FP is being affected by adverse circumstances (for example, prolonged debilitating illness, or stress due to unavoidable personal circumstances), the student can apply for an extension and submit their GA/FP in the next opportunity.

Students need to discuss with/report to their Academic Supervisors and process tutors about their adverse circumstances and the possibility of extensions **AS EARLY AS POSSIBLE**. They should be able to foresee if they require an extension well in advance of the submission deadline (usually at least a week before). Normally students will be required to produce evidence that they have suffered from adverse circumstances. They must take the application with your supporting evidence to your Process Tutor and inform your Academic Supervisor.

Normally, deadline must not be missed. If, due to exceptional circumstances, you are unable to meet the deadline, you may request an extension using the 'Special Request/Mitigating Circumstances Form', available in the Student Resources online area. 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 which can authorise 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.

11.3 Retake of Remaining Module under Mitigating Circumstances

On condition that a student has a mitigating circumstance and/or a minimum of 210 ECs (Bachelor's), a request can be made for a retake under mitigating circumstances if the remaining module is NOT within the block (s) prior to Graduation. A maximum of 2 modules can be requested.

A student is permitted to do a retake under mitigating circumstances only once. Otherwise, it reverts to the normal planning of the module and assessments/retakes.

A retake under mitigating circumstances can only be done when a student has attempted the normal exam (1st attempt) and achieved above 4 in one of the earlier attempts. Otherwise, if the students have

achieved less than 4 in all previous attempts, or have attempted 2 or 3 retakes, they will be required to reattend the whole module instead of retaking the exam under mitigating circumstances. In special cases (at the student's written request) the Graduation & Examination Board may decide otherwise.

Retake under mitigating circumstances requests should be submitted no later than Week 1 of the block before the planned graduation with the approval of the GEB, i.e. if a student plans to graduate in Block October, they need to attend the special seat in Block September. The request has to be submitted in Week 1 of Block September.

A request for a special seat must be done by completing the "Retake of remaining module/Mitigating Circumstances Form" is available in the Students Resources online area.

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. 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 marking sheet.

9.11.4 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 in case of the following circumstances:

- Incomplete and/or unqualified GA/FP
- Students who missed any of the three submission deadlines – deadline for Chapter 1-3, Chapter 1-4 and final version of GA/FP.
- Failed GA/FP due to academic misconduct

Incomplete GA/FP is defined by the following conditions:

1. Any of the core parts as listed in Table 4.1 is missing
2. The word count is more than 20% below the minimum requirement

Unqualified GA/FP is defined by the following conditions:

1. Students do NOT meet the criteria for graduation outlined in EEG Part 8 (for example, insufficient ECs, missing MEEs results, missing PDP results etc.)
2. Any parts of the GA/FP is not checked or approved by the Academic Supervisor

APPENDICES

APPENDIX 1 RESEARCH ETHICS FORMS

This segment must be read alongside:

- BERA Ethical Guidelines for Educational Research. National Ethics Council for Social and Behavioural Sciences.
- Netherlands Code of Conduct for Research Integrity.

How to use.

If you answer 'YES' to any of the questions in Section A, please, provide an outline of how the potential risks will be addressed against the question number in Section B.

The Academic Supervisor (Tier 1) will use this information to assess whether the risks are insignificant enough, or could be mitigated, to enable the research to proceed with Tier 1 ethical approval, or whether the proposal needs to be referred to Head Academic Supervision (Tier 2), or Head of School (Tier 3) or the Wittenborg Graduation and Examination Board (Tier 4).

Use checklist C to confirm that ethical issues regarding research participants have been identified and addressed appropriately. Based on the information of sections A, B and C the "Consent form" is created. Checklist E provides an overview for accompanying documents.

Students must receive ethical approval before starting to collect data (Section D).

SECTION A: ETHICAL RISK ASSESSMENT CHECKLIST

Please, tick YES or NO for each question. If you have answered YES to any of questions 1 to 15, please, provide a brief outline of how these risks will be addressed in the relevant part of the box in Section B or give details of any existing protocols within the Wittenborg that already cover these specific issues.

| # | Question | Yes/No |
|---|---|--------|
| 1 | Will participants be likely to undergo vigorous physical activity, prolonged or repetitive testing, or to experience physical harm, more than minimal pain or discomfort or exposure to dangerous situations/environments as part of the research? | Yes/No |
| 2 | Does the study involve any physiological or psychological interventions with the potential to be invasive, intrusive or harmful (e.g. administration of drugs or other substances; taking samples of blood, saliva, urine, etc.; use of equipment to monitor bodily performance; manual handling of participants; techniques such as hypnotherapy)? | Yes/No |
| 3 | Will the study involve participants who could be considered vulnerable (for example due to age, psychological or medical condition, social inequality), or <u>where possible coercion or feelings of obligation to participate may exist</u> (e.g. when recruiting one's own students or <u>colleagues</u>)? | Yes/No |
| 4 | Will the study involve the discussion of sensitive topics (for example, painful reflections or traumas, religious or other beliefs, sexual behaviour, experience of violence, abuse or bullying, illness, illegal or political behaviour, people's gender or ethnic status, detailed financial matters, issues relating to body image)? | Yes/No |
| 5 | Could participants experience psychological or emotional stress, anxiety, humiliation or other negative consequences, beyond what would be expected to be encountered in normal life? | Yes/No |
| 6 | Will it be necessary for participants to take part in the study without their knowledge at the time (e.g. covert observation or recording of people in non- public places), or involve deception or conduct of the research without participants' full and informed consent? | Yes/No |

| | | |
|----|---|--------|
| 7 | Will the research require the co-operation or permission of an individual or gatekeeper in order to gain access to participants (e.g. a teacher at a school, a manager of sheltered housing, the organiser of a self-help group, etc.)? | Yes/No |
| 8 | Will the research involve access to records of a confidential or personal nature, or documents of a sensitive political, moral, medical or religious nature? | Yes/No |
| 9 | Will the research involve collecting visual information of a personal nature, such as taking photographs or making video recordings of participants? | Yes/No |
| 10 | Will the research involve accessing participants or data of a personal nature via an online environment or internet setting (e.g. chat rooms, social media, instant messaging, etc.)? | Yes/No |
| 11 | Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? | Yes/No |
| 12 | Does the research have the potential for causing significant negative impact on the environment (including animal or plant populations, or rare or protected species, habitats or sites)? | Yes/No |
| 13 | Might the research raise specific ethical issues regarding cultural/political sensitivities (e.g. local customs or gatekeepers, political sensitivities)? | Yes/No |
| 14 | Might the research involve the disclosure of confidential information beyond the initial consent given? | Yes/No |
| 15 | Are there any other ethical issues that are not covered in the questions above? | Yes/No |

SECTION B: ADDRESSING POTENTIAL RISK

To be completed only if one or more questions in section A above have been answered as 'YES'.

If you have answered 'YES' to any of the questions in Section A above, please, provide an outline of how the potential risks will be addressed against the question number. The Academic Supervisor (Tier 1) will use this information to assess whether the risks are insignificant enough, or could be mitigated, to enable the research to proceed with Tier 1 ethical approval, or whether the proposal needs to be referred to Head Academic Supervision (Tier 2), and ultimately the Wittenborg Graduation & Examination Board (Tier 3).

Please, outline potential risks and how they will be addressed.

| Question in section A | Outline potential risks and how they will be addressed | Yes/No |
|-----------------------|--|--------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

| | | |
|----|--|--|
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

Some researchers may carry out research that involves types of risk on a routine basis (e.g. manual handling of participants or working with specific hazardous substances, involving children as participants in a school setting, taking photographs or videos of participants), and may already have specific protocols that cover procedures and guidelines for dealing with these risks. If activities to be undertaken in the proposed project are covered by such a protocol, please, provide details below.

Where the research is covered by such a protocol and does not raise any additional ethical issues it does not need to be considered at Tier 2.

Additional details: <...add, when applicable...>

SECTION C: CHECKLIST ETHICAL ISSUES RELATING TO RESEARCH PARTICIPANTS

Please use the checklist below to confirm that ethical issues regarding research participants have been identified and addressed appropriately.

| # | Statements | Yes | N/A |
|---|---|-----|-----|
| 1 | Participants will be fully informed regarding the purpose of the study and their participation in it. | | |
| 2 | It will be made clear to participants that their participation is voluntary, and they may withdraw from the study at any time without giving a reason. | | |
| 3 | Consent will be obtained from participants for taking part in the study. | | |
| 4 | Recruitment materials (including posters, leaflets and emails), information sheets, consent forms, questionnaires or letters provide sufficient and accurate information, and have been clearly written and presented in a format suitable for the target audience. | | |
| 5 | Where the research is likely to involve participants, who might not understand English, arrangements will be made for translation of materials and/or provision of interpreters as appropriate. | | |
| 6 | Appropriate arrangements have been made to consider anonymity, confidentiality and privacy of participants. | | |
| 7 | Appropriate arrangements have been made for the collection, handling and storage of electronic and/or physical data. | | |

SECTION D: ACADEMIC SUPERVISOR SIGN-OFF (FOR STUDENT RESEARCH ONLY)

I confirm that I have checked the application and that:

- ☐ the student has addressed the relevant ethical issues,
- ☐ the student has the necessary skills and experience to carry out the proposed research and has been trained in ethics as part of their course,
- ☐ this is a practicable and worthwhile research project, appropriate to the level of study.

Academic Supervisor: _____ Date: _____

SECTION E: CHECKLIST FOR ACCOMPANYING DOCUMENTS

Please add these documents to this document (do not upload these as separate files).

Please ensure you have attached copies of any of the following documents where relevant:

- ☐ Information sheet
- ☐ Consent form
- ☐ Advertising or recruitment materials
- ☐ Sample questionnaires or interview questions
- ☐ Risk assessment forms. Note: See sections A, B, C
- ☐ Letters of support from external organisations involved in the research
- ☐ List of references

Submit this form in accordance with the instructions at the beginning of this document.

Student applicants: If you have answered 'no' to all the questions in Section C, or the work is covered by an approved Wittenborg protocol, this form may be submitted with the student dissertation or project outline. If you have answered 'yes' to one or more of the questions in Section D, please return this form and all accompanying documentation to the Academic Supervisor.

Wittenborg Staff applicants:

Please return this form and accompanying documentation to Wittenborg Head of Research.

CONSENT FORM

The research project to reflect the scope of the participation for which consent is being sought:

<...add title...>

| | |
|---|-------------------------------|
| | Please initial or tick box |
| I agree to take part in this research, which is to answer: <...add text...> | |
| The researcher has explained to my satisfaction the purpose, principles and procedures of the study and the possible risks involved. | |
| I have read the information sheet and I understand the principles, procedures and possible risks involved. | |
| I am aware that I will be required to participate in <...add description...>, that is part of the research project. As well as, to answer questions by means of <...add research methods...>. The researcher will make use of <...add additional research methods, and/or technologies...>, of which I am aware. | |
| I understand how the data collected will be used, and that any confidential information will normally be seen only by the researchers and will not be revealed to anyone else. | |
| I understand that I am free to withdraw from the study at any time without giving a reason and without incurring consequences from doing so. | |
| I agree that should I withdraw from the study, the data collected up to that point may be used by the researcher for the purposes described in the information sheet. Where there is a possibility, data may be reused or shared in accordance with Wittenborg University of Applied Sciences Data Protection Policy (ref. GDPR). | |
| I agree that data collected may subsequently be archived and used by other bona fide researchers. | |

Name

Signed

Date

APPENDIX 2 NON-DISCLOSURE AGREEMENT (NDA) FOR STUDENT RESEARCH PROJECT (A TEMPLATE)

Parties:

1. **University:** Wittenborg University of Applied Sciences (shortened as Wittenborg in the following), The Netherlands
2. **Organization:** [Name of Organization]

Recitals:

1. Wittenborg is engaged in research activities, including student research projects.
2. The Organization is interested in collaborating with Wittenborg on a specific research project.
3. To protect the confidential information exchanged between the Parties, it is necessary to establish a non-disclosure agreement.

Agreement:

Definitions:

1. **Confidential Information:** Any information disclosed by one Party to the other Party, whether in written, oral, or electronic form, that is designated as confidential or should reasonably be understood to be confidential.
2. **Obligation of Confidentiality.** Wittenborg can confirm that we can accommodate the confidentiality regarding the project organisation, as follows:
 - The Graduation Assignment/Final Project (GA/FP) will not be published online for a maximum confidentiality period of two years, if the Organization wishes to impose a temporary embargo.
 - The GA/FP research proposal and the final graduation assignment will be sent as paper copies (2 copies) by secure post to arrive by the deadline;
 - Only the first (Wittenborg Academic Supervisor), one external second reader (Wittenborg Second Marker), and the GA/FP oral defence panel member will read the GA/FP research proposal and the graduation assignment, as well as one additional internal reader, the secretary to the Examination Board, only;
 - The graduation assignment copies will NOT be openly available under the temporary embargo after all the grading is done following the Wittenborg Examination Board and appeal period.
 - The name of the company and individuals to be interviewed will be changed in the account and will stay anonymous;

- Documents submitted will be clearly marked as 'COMPANY CONFIDENTIAL AND NOT TO BE HELD ON FILE' on all sheets;
- This email is to be added as an enclosure to the GA/FP.

Exceptions: Confidential Information does not include information that:

- is already publicly known or becomes publicly known through no fault of the receiving Party;
- is independently developed by the receiving Party without the use of the disclosing Party's Confidential Information;
- is required to be disclosed by law or court order.

Term and Termination:

- This Agreement shall commence on the date of execution and continue until terminated after a maximum confidentiality period of two years.
- Either Party may terminate this Agreement immediately upon written notice if the other Party breaches any of its obligations under this Agreement.

Governing Law and Jurisdiction:

- This Agreement shall be governed by and construed in accordance with the local laws.
- Any dispute arising out of or in connection with this Agreement shall be submitted to the exclusive jurisdiction of the local courts.

The Parties have executed this Agreement as of the date first written above.

[Signature of Wittenborg Representative]
[Name of Wittenborg Representative]
[Title of Wittenborg Representative]

[Signature of Organization Representative]
[Name of Organization Representative]
[Title of Organization Representative]

APPENDIX 3– DECLARATION ON THE USE OF AI IN GA/FP

In the creation of my GA/FP, I have used the following AI tool(s)/system(s):

1. [name of the AI tool/system] in [the step of GA/FP] as incorporated in [number of the GA/FP chapter]
2. [name of the AI tool/system] in [the step of GA/FP] as incorporated in [number of the GA/FP chapter]
3. ...

I declare that I have

- ☐ Familiarised myself the capabilities and limitations of the AI tool(s)/system(s) listed above,

- ☐ Marked all AI-generated content within the GA/FP.
- ☐ Verified the authenticity of the sources of cited/quoted information.
- ☐ Verified the accuracy of the AI-generated content.
- ☐ Assumed full responsibility for the statements and assertions made in my GA/FP.

Place, Date, Signature

Notes:

1. The above declaration, except the notes, should be included in the acknowledgement.
2. The absence of declaration indicates that no AI tool/system is used in GA/FP.
3. The GA/FP steps:
 - Generation of ideas and conception of research
 - Literature search
 - Literature analysis
 - Literature management and citation management
 - Selection of methods and models
 - Data collection and analysis
 - Generation of codes
 - Creation of visualizations
 - Interpretation and validation
 - Structuring the text
 - Formulating the text
 - Translating the text
 - Editing of the text
 - Preparing a presentation of the text
 - Others

The EEG - Part 9
European Diploma Supplement & Example of the Award

An Example of a Bachelor's-level European Diploma Supplement for BBA and Example of the Award



31 October 2024

Contents

| | |
|--|----------|
| An Example of the Bachelor of Business Administration Degree Awarded | 3 |
| The European Diploma Supplement | 4 |
| What are the benefits? | 4 |
| 1 Information identifying the holder of the qualification | 6 |
| 2 Information identifying the qualification..... | 6 |
| 3 Information on the level and duration of the qualification | 6 |
| 4 Information on the programme completed and the results obtained | 6 |
| 5 Information on the function of the qualification | 6 |
| 6 Additional information..... | 6 |
| 7 Certification of the supplement..... | 6 |
| 8 Information on the national higher education system..... | 6 |

An Example of the Bachelor of Business Administration Degree Awarded



The European Diploma Supplement

Bachelor of Business Administration, specialisation in Marketing & Communication

The [Diploma Supplement](#)¹ is produced by higher education institutions according to standards agreed by the Commission, the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is also part of the [Europass framework transparency tools](#).

The Diploma Supplement is designed as an aid to support the [recognition of academic qualifications](#). The Diploma Supplement is an important tool of the European Higher Education Area for graduates to ensure that their degrees are recognised by higher education institutions, public authorities and employers in their home countries and abroad. It does, however, not represent a Curriculum Vitae or a substitute for the original qualification.

The Diploma Supplement contains eight sections providing information regarding:

- the holder of the qualification
- the qualification type and its originating institution
- the qualification level
- the content of the course and results gained
- function of the qualification
- certification of the supplement
- details of the national higher education system concerned (provided by the [National Academic Recognition Information Centres \(NARICs\)](#))
- other relevant details

Graduates in all countries taking part in the [Bologna Process](#) have the right to receive the Diploma Supplement automatically, free of charge and in any major European language.

What are the benefits?

The Diploma Supplement renders qualifications and programmes of study more easily comparable for students between countries across Europe. It offers a detailed description of the studies completed and provides an indication of the competences acquired to complete the course.

The supplement may also facilitate access to its holders to employment and further study opportunities abroad by boosting the recognition of academic qualifications by both higher education institutions and employers internationally.

For higher education institutions, it offers enhanced recognition of the academic qualifications they provide. It improves the visibility of institutions, both by other higher education institutions and employers. The supplement also helps safeguard the institutional autonomy of higher education institutions by providing a common framework for the

recognition of academic qualifications and helps to reduce the administrative burden faced by many institutions.

The **Wittenborg University of Applied Sciences** European Diploma Supplement Contents:

1 Information identifying the holder of the qualification

- 1.1 Last name(s):
- 1.2 First name(s):
- 1.3 Date of birth (*day/month/year*):
- 1.4 Student identification number or code (*if available*):

2 Information identifying the qualification

- 2.1 Name of qualification and (*if applicable*) title conferred (*in original language*):
- 2.2 Main field(s) of study for the qualification:
- 2.3 Name and status of awarding institution (*in original language*):
- 2.4 Name and status of institution (*if different from 2.3*) administering studies (*in original language*):
- 2.5 Language(s) of instruction/examination:

3 Information on the level and duration of the qualification

- 3.1 Level of the qualification:
- 3.2 Official duration of programme in credits and/or years:
- 3.3 Access requirements(s)

4 Information on the programme completed and the results obtained

- 4.1 Mode of study:
- 4.2 Programme learning outcomes:
- 4.3 Programme details, individual credits gained and grades/marks obtained: (*This information at Wittenborg includes a student's TRANSCRIPT added at the end of the Diploma Supplement as an ANNEX 4.3a*)
- 4.4 Grading system and, if available, grade distribution table:
- 4.5 Overall classification of the qualification (*in original language*):

5 Information on the function of the qualification

- 5.1 Access to further study:
- 5.2 Access to a regulated profession (if applicable)

6 Additional information

- 6.1 Additional information:
- 6.2 Further information sources:

7 Certification of the supplement

- 7.1 Date:
- 7.2 Signature:
- 7.3 Capacity:
- 7.4 Official stamp or seal:

8 Information on the national higher education system

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Last name(s):

James

1.2 First name(s):

Wittenborg

1.3 Date of birth (day/month/year):

21 / 09 / 1987

1.4 Student identification number:

s00000

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and title conferred

Programme Name: Bachelor of Business Administration (BBA) registered in the central register of programme under CROHO number 39239

Title Awarded: Bachelor of Business Administration (BBA)

2.2 Main field(s) of study for the qualification:

Marketing, Communication & Information Business Administration

Specialisation in: Marketing & Communication

2.3 Name and status of awarding institution:

Wittenborg University of Applied Sciences BV

Wittenborg is a non-funded, privately owned entity of higher education in the Netherlands, recognised by law, and registered at the Dutch Ministry of Education under BRIN number 25AY.

Its degree programmes are accredited by [Netherlands & Flemish Accreditation Organisation \(NVAO\)](#), a member of [The European Association for Quality Assurance in Europe \(ENQA\)](#).

Last accreditation status gained at issue date of this document: **30th March 2018.**

The Bachelor of Business Administration is also accredited by the Swiss & German organisation [Foundation for International Business Administration Accreditation \(FIBAA\)](#), also a member of ENQA

2.4 Name and status of institution (if different from 2.3) administering studies: N/A

2.5 Language(s) of instruction / assessment / examination: English

3 INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Level of the qualification:

European Qualifications Level = 6

A bachelor's degree awarded within the realm of a University of Applied Sciences: the research carried out in the programme is 'applied research' and the programme is orientated towards professional development and employability.

The qualification and competence goals of the bachelor are in line with those of a bachelor's degree from a University of Applied Sciences (HBO) in the Netherlands: through a combination of knowledge gained from textbooks, scientific research literature, exposure to business practice and the application of understanding and knowledge, students reach a stage at which they can start their (international) careers or continue their studies in the Netherlands or abroad.

"holders of HBO bachelor's degrees have obtained the qualifications for the level of independent and / or middle to high-ranking management level professional practitioner in an occupation or spectrum of occupations, and have reached the level needed to work in a multi-disciplinary environment in which a HBO degree is either required or would be of use."

3.2 Official duration of programme in credits and/or years:

3 – 4 years fulltime

The programme is valued at 240 European Credits, according to ECTS. European Credits are valued according to law in the Netherlands at 28 study hours per credit.

The BBA is planned in such a way that a student can complete 80 credits per year and complete after three years. Students can also complete the programme in the normal 4 years (60 credits per year).

3.3 Access requirements(s)

The admission requirements (criteria) for the Bachelor of Business Administration programmes (all specialisations) are as follows:

- High School diploma or final certificate: - equivalent to the Netherlands VWO or HAVO or MBO level-4 diploma / UK AS & A-Level or BTEC.
- English Language Requirements: IELTS 6 or TOEFL equivalent.

Selection procedure: There are no specific selection criteria for students wishing to enter the bachelor's programmes at Wittenborg; however, all students are interviewed and must demonstrate motivation. There is a so-called 21+ entry test for applicants over the age of 21 without secondary school qualifications. See grade transcript for details.

4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of study:

Full-time (Part-time is optional for students not on a study visa)

4.2 Programme learning outcomes:

The programme final qualifications and programme outcomes are drawn from the ‘Professional Profile’:

““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, motivating people and the importance of ethical decision making. 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 businessperson 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 Final Qualifications

The 5 Core Overall BBA qualifications are:

- 1. Understanding (Body of Knowledge)**
- 2. Adoption (Strategic Management Roles)**
- 3. Communication (Skills)**
- 4. Conduct (Research)**
- 5. Continuously develop personal skills (Lifelong learning)**

The Programme Outcomes in relation to the original Final Qualifications are numbered in Blue.

After completion of the Wittenborg BBA programme, the student is able to:

(1) Understanding - Understand the BBA body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:

- Have knowledge of the processes in an international business, analyse its processes and its environment to understand the relationship with other organisations in the same environment. (1 & 3)
- Understanding and developing effective marketing strategies and policies (4 & 6)
- Supporting information technology and business automation processes (7 & 9)
- Understand the concept of human resources management, supporting and optimizing organisational processes (11)
- Develop an insight into the major challenges of contemporary society and have a conceptual understanding of economics, social sciences and business philosophy (12)
- Supporting supply chain and quality management in order to increase efficiency and competitiveness (7 & 14)

(2) Adoption - Adopting appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:

- Being able to manage and expand processes in small to medium sized businesses, the non-profit sector and governmental organisations (2)
- Being able to make data driven decisions with ethical considerations (13)
- being able to instigate the setting-up a small company (15)

- supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business (3 & 14)

(3) Communication - Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:

- Being able to communicate fluently in English and understands the importance of learning second languages (also basic skills in a 2nd or 3rd language) (10)
- being able to use various inter-personal and inter-cultural communication skills (8)
- implementing effective problem-solving, team-work and team-building skills (8&11)
- acquire commercial thinking, networking skills and an entrepreneurial attitude (5 & 8)
- being able to assess others' linguistic communication skills at business level (8)
- being able to develop, position and communicate policies within an organisation (e.g. on sustainability) and propose improvements (11 & 14)
- being able to report financial and economic data (16)
- being able to use digital communication tools (9)
- being able to write a business plan (15)

(4) Conduct (Research) – Conduct individual and group research in the area of international business or management practice.

- being able to use and present (in tables and graphs) descriptive statistical data and indicators within the context of business planning and research (16)
- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques (16)

(5) Self-development/ Lifelong Learning - Apply skills for continuous personal development

- Being able to self-reflect on one's personal and professional development, taking responsibility for the continuous development of his or her knowledge and learning skills, and being able to continue to undertake further studies with a high degree of autonomy (17 & 18)

BBA Programme Outcomes

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 - understanding the concept of sustainability.
4. Are able to recognise and analyse the needs and requirements of the market, in relation to 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 and managerial skills
 - Able to deal with stress
 - Accurate working practices
 - Commercial thinking
 - Entrepreneurial skills
 - Pro-active working methods
9. Are able 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 including social media.
10. Are able to communicate fluently in English to an equivalent level of IELTS 6.5 band or higher, understand the importance of learning second languages, and have achieved a basic level in a second or third language.
11. Understand how to use the concept of human resource management, within different businesses across national and international cultures.

12. Are able to develop policies within an organisation, are able to analyse organisational problems and present results of this analysis to management and are able to suggest possible organisational solutions.
13. Are able to manage financial information 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 and a marketing plan, instigate the setting up of a small company, and manage that company.
16. Are able to report financial and economic facts to the organisation, manage this information and give advice.
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.

Domain Specific Competencies. In line with the all-round domain specific qualification and competence goals of a Netherlands HBO degree, Wittenborg graduates will show the following:

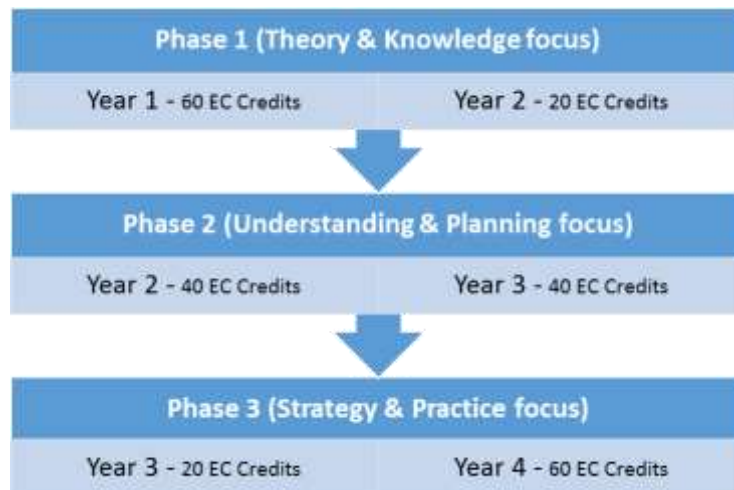
- ability to work independently;
- ability to develop or generate new ideas and communicate these and be pro-active;
- ability to think ahead and actively change processes to improve them;
- develop an analytical capability based on experience;
- quickly ascertain the effect of change within organisations;
- ability to quickly prioritise;
- ability to quickly gain an overview of an organisation;
- ability to understand complex situations;
- has a broad understanding of business as well as a deeper understanding of work field specific issues (specialist);
- has good written and spoken presentation skills;
- has the ability to work in autonomous teams and values the input of peers;
- has developed a good understanding of the social – economic environment, and maintains this;
- has the ability to socialise with fellow graduates and academics;
- has the ability to take worthwhile decisions both long-term and short-term based on available facts and existing situations;

4.3 Programme details

For individual credits gained and grades see transcript at Annex 4.3a (at end)

Structure of the Bachelor's Programmes

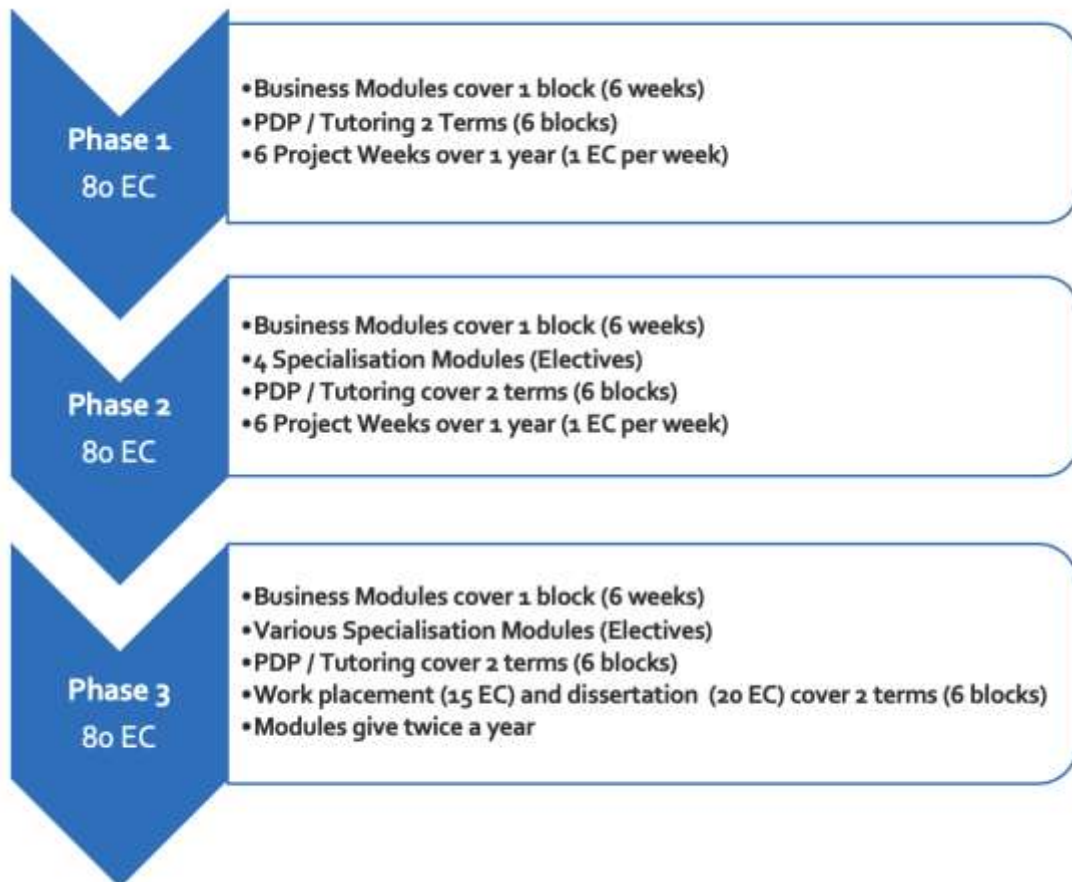
Students can join the programmes six times a year*: September Start, October Start, December Start, February/March Start, April Start and May/June Start. Each term can be studied separately, allowing students to maintain their own study tempo. If a



bachelor's 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 European Credits gained. The bachelor's degree is a 240-(EC) credit, 4-year bachelor's programme, with the credits divided evenly over the 4 years (60 credits per year).

In the bachelor's programme it is important that highly motivated 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.

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. It is possible to complete the 240 credits in 3 years, though Wittenborg's experience is that most students take between 3 and 4 years to complete the programme.



All elements of the programme are developed as modules to which ECs are allocated. The ECs are allocated to a module on the basis of initial programme design by the Education Board and monitored by the Exam Board, who comment on workload issues if these arise. In general, first-phase modules are weighted at a higher EC 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's degree programmes at universities of applied sciences are generally 4-year study load programmes. Wittenborg offers these programmes in 3 phases allowing highly motivated students to complete modules in the minimum 3 years, with a higher study load, or in 4 years at a "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 many students take 3 ½ to 4 years, often because they extend their periods of work placement

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 of 6 weeks and 1 re-take week/term of 2 weeks (20 timetabled weeks per term). All content of the programme is fully modularised, and implemented in a systematic way that will enable other programmes to be expanded and developed on the same system used in the bachelor's programme. The modules are aligned with each other horizontally within the phase and vertically between the years and phases.

| Summer Term | | | | Winter Term | | | |
|--|-----------|-----------|--|--|-----------|-----------|--|
| Block FEB | Block APR | Block MAY | Retake Weeks - Summer | Block SEP | Block OCT | Block DEC | Retake Weeks - Winter |
| 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP. | | | 2 weeks of retake exams and assessment submissions and catch-up lessons if required. | 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP. | | | 2 weeks of retake exams and assessment submissions and catch-up lessons if required. |
| 1 Project Week in which students carry out projects, done as a practical assignment in groups, as well as any re-scheduled lessons from the previous lesson weeks given in cases of teacher sickness, etc. | | | | 1 Project Week in which students carry out projects, done as a practical assignment in groups, as well as any re-scheduled lessons from the previous lesson weeks given in cases of teacher sickness, etc. | | | |
| 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules, such as tutoring and PDP. | | | | 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules, such as tutoring and PDP. | | | |
| 1 Exam and Assessment week. | | | | 1 Exam and Assessment week. | | | |

A block consists of 2 lesson weeks, followed by a project week, then 2 lesson weeks, followed by an exam week to complete the module. Each core module is completely taught in a block and is subsequently 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 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 Retake Weeks-Winter and Retake Weeks-Summer

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.

Phase 1 - Year 1 and Year 2 – (Theory)

These years are general freshman years focusing on textbook theory required for all related management courses. Students study in mixed disciplined classes (all specialisations together); however, they 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.

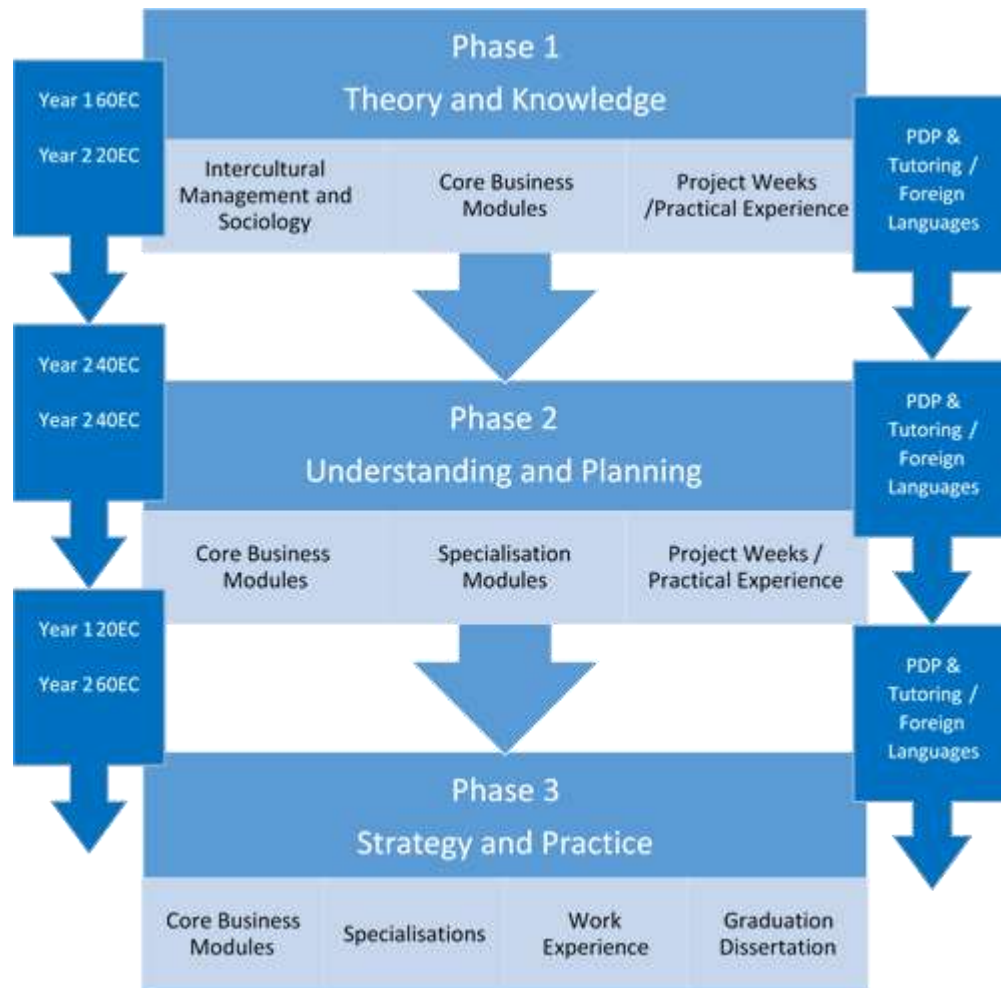
Phase 3 - Year 4 (Towards Strategy and Practice)

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, they also follow mixed inter-disciplinary modules.

The Bachelor's programme is divided into three distinct parts:



A Bachelor of (Marketing, Communication & Information) Business Administration
specialised in Marketing & Communication

Curriculum

Bachelor's Curriculum MCI (3 Phases / 3 Years)

Marketing & Communication (3 Phase / 3 years)

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

| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
|----------------------|-------|----------------------|---|-------|-----------------|---------------------|-----------|
| 1 | 1 | Sep-Dec / Feb-May | IT, Office Software & Automation | IM01 | 24 | 2 | Pass |
| 3 | 3 | Sep-Feb | Work Experience Preparation Module | WP32 | 16 | 2 | Pass |
| Phase 1 | | | | | | | |
| 1 | 1 | Sep | Accounting & Bookkeeping | FIN11 | 24 | 1 | 5 |
| 1 | 1 | Sep | Intercultural Management | CM11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Small Business Environment | BL11 | 24 | 1 | 4 |
| 2 | 1 | Oct | Introduction to Statistics | GA11 | 24 | 1 | 4 |
| 1 | 1 | Oct | Modern Principles of Marketing | MA11 | 24 | 1 | 5 |
| 1 | 1 | Dec | Management, Leadership & The Organisation | MO11 | 24 | 1 | 4 |
| 1 | 1 | Dec | Introduction to Finance | FIN12 | 24 | 1 | 5 |
| 2 | 1 | Dec | European Law | BL12 | 24 | 1 | 4 |
| 1 | 1 | Feb | Training in Interpersonal Skills | CM12 | 12 | 6,8 | 2 |
| | | | TIPS - Interviewing Skills | | | | |
| | | | TIPS - Effective Meeting | | | | |
| | | | TIPS - Peak Performance | | | | |
| | | | TIPS - Feedback & Group Interaction | | | | |
| 1 | 1 | Feb | Business Communication | CM13 | 24 | 1 | 3 |
| 2 | 1 | Feb | Sociology & Organisational Behaviour | MO15 | 24 | 1 | 4 |
| 1 | 1 | Apr | Marketing Mix | MA12 | 24 | 1 | 5 |
| 1 | 1 | Apr | Organisational Theory | MO12 | 24 | 2 | 4 |
| 2 | 1 | Apr | New Business Environment | BL13 | 24 | 1 | 4 |
| 1 | 1 | May | Project Management Basics | MO13 | 24 | 2,7 | 4 |
| 1 | 1 | May | 2nd Foreign Languages | FL11 | 24 | 4 | 4 |
| 2 | 1 | May | International Law in Business & Commerce | BL14 | 24 | 1 | 4 |
| 1 | 1 | Sep to Jul | 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 | Sep to Jul | 6 x Project Week & In-Company Visits | PW11 | 48 | 3 | 6 |
| Total Phase 1 | | | | | | | 80 |

| Marketing & Communication (3 Phase / 3 years) | | | | | | | |
|---|-------|------------|--|-------|-----------------|---------------------|------------|
| Year (in 4 yr) | Phase | Block | Module / Subject | Code | Lesson Hours | Examination type | ECs |
| Phase 2 | | | | | | | |
| 2 | 2 | Sep | Marketing Research | MA21 | 24 | 2,7 | 4 |
| 3 | 2 | Sep | Public Relations & Sales | MA24 | 24 | 1 | 4 |
| 3 | 2 | Sep | Sales & Export | MA23 | 24 | 1 | 4 |
| 2 | 2 | Oct | 2nd Foreign Languages | FL21 | 24 | 4 | 4 |
| 2 | 2 | Oct | Marketing & Communication | MA22 | 24 | 1 | 4 |
| 3 | 2 | Oct & Apr | Statistics & Quantitative Data | GA21 | 24 | 1 | 4 |
| 2 | 2 | Oct | Business Philosophy | MO21 | 24 | 1 | 3 |
| 2 | 2 | Dec | Business Accounting | FIN22 | 24 | 1 | 4 |
| 3 | 2 | Dec | Enterprise Technology & Innovation | TEC21 | 24 | 8 | 5 |
| 3 | 2 | Dec | Mass Communication | CM21 | 24 | 8 | 5 |
| 2 | 2 | Feb | Information Management | IM22 | 24 | 1 | 4 |
| 3 | 2 | Feb | Website Design & Benchmarking | IM25 | 24 | 8 | 5 |
| 3 | 2 | Feb | Marketing Plan | MA25 | 24 | 2,7 | 4 |
| 2 | 2 | Apr | Managing Organisations | MO22 | 24 | 1 | 4 |
| 3 | 2 | Apr | International Communication | CM22 | 24 | 8 | 5 |
| 2 | 2 | May | Introduction to Entrepreneurship | EN22 | 24 | 1 | 4 |
| 3 | 2 | May | Enterprise Diagnostics & Evaluation | TEC22 | 24 | 1 | 4 |
| 2 | 2 | Sep to Jul | PDP 2 – Personal Development Plan, Tutoring & Academic English | PDP2 | 12 | 5 | 3 |
| | | | 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 | Sep to Jul | 6 x Project Weeks & In-Company Visits | PW21 | 48 | 3 | 6 |
| Total Phase 2 | | | | | | | 80 |
| Phase 3 | | | | | | | |
| 3 | 3 | Sep & Feb | Corporate Entrepreneurship | EN32 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | International Labour Relations | MO33 | 24 | 1 | 5 |
| 4 | 3 | Sep & Feb | Advanced Corporate Strategy | SM31 | 24 | 1 | 5 |
| 3 | 3 | Oct & Apr | Business Plan | BL31 | 24 | 2,7 | 4 |
| 3 | 3 | Oct & Apr | Research Methodology & Quantitative Methods | GA31 | 24 | 2 | 5 |
| 4 | 3 | Oct & Apr | Strategic Marketing | MA34 | 24 | 7 | 5 |
| 3 | 3 | Dec & May | International Marketing for SMEs | MA31 | 24 | 2,7 | 4 |
| 4 | 3 | Dec & May | Niche Marketing | MA32 | 24 | 1 | 5 |
| 4 | 3 | Dec & May | Trademarks & Branding | MA33 | 24 | 1 | 5 |
| 3 | 3 | Dec & May | Intercultural Business Communication for Managers | CM31 | 24 | 2,8 | 2 |
| 3 | 3 | Sep to Jul | 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 |

4.4 Grading system and, if available, grade distribution table:

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 9 and 10 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 failure.) 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.

| <u>Grade</u> | <u>Description</u> |
|------------------|---|
| 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 |

This ECTS Grading Distribution Table of the Bachelor of Business Administration (BBA) is based on all numerical results obtained by students who graduated in 2021 and 2022.

| Grade Distribution Table | |
|---------------------------------|-------------------|
| Grade Range | Percentage |
| 5.5-6.5 | 39% |
| 6.5-7.5 | 34% |
| 7.5-8.5 | 19% |
| 8.5-9.5 | 6% |
| 9.5-10.0 | 1% |
| | 100% |

4.5 Overall classification of the qualification:

Classification of degree:

(a) "*With honours*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and for the Final Project for master's students) at least an average of 8.0 and higher.
- 2) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's students at least 8.0 as a final mark.

(b) "*With distinction*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and the Final Project for master's students) an average lower than 8.0 and higher than 7.0.
- 2) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's students at least 7.0 as a final mark.

(c) "*With credit*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and the Final Project for master's students) an average lower than 7.0 and higher than 6.0.
- 2) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's students at least 6.0 as a final mark.

(d) "*With pass*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and the Final Project for master's students) an average lower than 6.0 and higher than 5.5.
- 2) For the average of the Graduation Assignment for bachelor's students at least 5.5 as a final mark and for the Final Project for master's students at least 6.0 as a final mark.

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

Bachelor of Business Administration graduates can continue and progress their studies at master level.

5.2 Access to a regulated profession (if applicable)

N/A

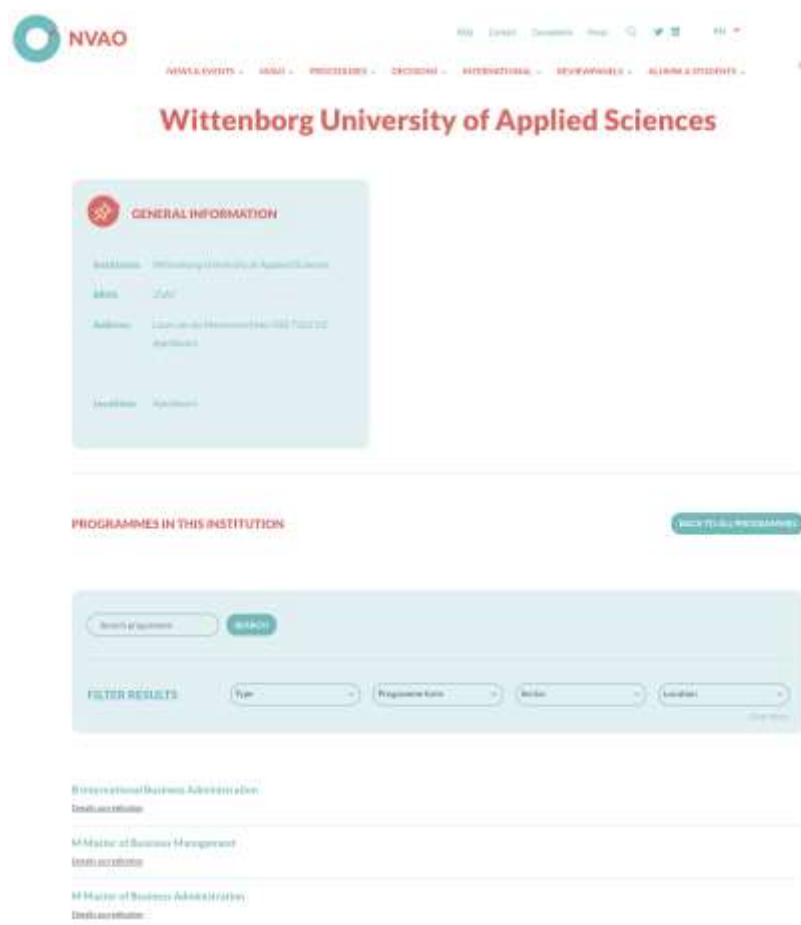
6 ADDITIONAL INFORMATION

6.1 Additional information:

All bachelor students at Wittenborg University of Applied Sciences have the opportunity to complete a period of up to 6 months work experience as part of their studies between in Phase 3 of their studies and also continue this in their final project. Details are provided on the student's transcript.

6.2 Further information sources:

<https://www.nvao.net/en/decisions/wittenborg-university-of-applied-sciences>



The screenshot shows the NVAO (Dutch Accreditation Organisation) website. The header includes the NVAO logo and navigation links: HOME, DECISIONS, ABOUT, INTERNATIONAL, SERVICES, and ALUMNI & STUDENTS. The main content area is titled "Wittenborg University of Applied Sciences". Below this, there is a "GENERAL INFORMATION" section with the following details:

- Institution:** Wittenborg University of Applied Sciences
- Address:** Lijksesteede 100 1215 NG Amsterdam
- Website:** wittenborg.nl

Below the general information, there is a section titled "PROGRAMMES IN THIS INSTITUTION" with a "VIEW ALL PROGRAMMES" button. A search bar is present with the text "Search programme" and a "SEARCH" button. Below the search bar, there are filter options: "FILTER RESULTS", "Type", "Programme type", "Mode", and "Location". The search results show three programmes:

- International Business Administration**
Details on institution
- Master of Business Management**
Details on institution
- Master of Business Administration**
Details on institution

7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

7.2 Signature:

7.3 Capacity:

Chair, Graduation & Examination Board

Wittenborg University of Applied Sciences

7.4 Official stamp:

< the official Wittenborg University of Applied Sciences Stamp must be placed here >

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM OF THE NETHERLANDS IN RELATION TO THIS DIPLOMA SUPPLEMENT

Introduction

The higher education system in the Netherlands is based on the European three-cycle degree system consisting of bachelor's, master's and doctoral degrees. The three-cycle system was officially introduced in the Netherlands at the beginning of the academic year 2002-2003. The Netherlands also has a binary system of higher education, which means there are two types of programmes: research-oriented education (Dutch: wetenschappelijk onderwijs, WO), offered by research universities, and applied-sciences education (Dutch: hoger beroepsonderwijs, HBO), offered by universities of applied sciences. 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 second phase or upper secondary education. During these years pupils focus on one of four subject clusters (profiles), 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 student enrolled in VWO or HAVO can choose from the following subject clusters:

- Science and Technology
- Science and Health
- Economics and Society
- Culture and Society

Senior secondary vocational education and training

Senior secondary vocational education and training (Dutch: middelbaar beroepsonderwijs, MBO) is offered in the areas of economics, technology, health, personal care, social welfare and agriculture by colleges of further education. These so-called 'MBO programmes' vary in length from one to four years as well as in level (1 to 4). Completion of these college programmes with a diploma after a 4-year programme, qualifies students for admission to a university of applied sciences.

Higher education

Higher education in the Netherlands is offered at two types of institutions: research universities and universities of applied sciences.

Universities of applied sciences are primarily responsible for offering programmes of higher education that prepares students for specific professions or overall employability. These programmes tend to be more employability oriented than programmes offered by research universities and the studies and research is applied. During accreditation of these

programmes, universities of applied sciences are expected to prove the societal and economic need of the programme, by gaining support from employers. The degree programme is generally spread over 4 years however can be offered in 3 years. Most bachelor's at universities of applied sciences are 240 European Credits, however 180 credits is also offered in programmes

In addition to lectures, seminars, projects and independent study students are often 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 (applied research) paper in the final year.

A research university bachelor's programme requires the completion of 180 credits (3 years) An Applied Sciences University Bachelor's programme requires the completion of 240 credits (4 years).

Bachelor's graduates from both types of higher education institute can generally obtain the degree Bachelor of Arts, Bachelor of Science or Bachelor of Business Administration (BA, BSc, BBA), depending on the discipline, and choice of programme management at accreditation.

A research university 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.

At a university of applied sciences master's programmes require the completion of between 60 to 120 credits, depending on the accredited programme.

Master's graduates in the Netherlands generally obtain the degree of Master of Arts, Master of Science or Master of Business Administration (MA, MSc, MBA).

The third cycle of higher education, leading to a doctoral degree (PhD), is offered only by research universities.

Requirements for admission to higher education

The minimum admission requirement to enter a university of applied sciences bachelor's programme is either a HAVO diploma or a level-4 MBO diploma, or an international equivalent (such as UK 5 GCSE and 2 AS levels). The VWO diploma and all international equivalents (such as three UK A levels at level A& B) also grant admission to HBO.

To enrol in a research university bachelor's programme a student is required to have a VWO diploma or to have completed the first year (60 credits) of an applied sciences (HBO) programme.

For admission to both types of higher education bachelor's programmes pupils are required to have completed at least one of the subject clusters that fulfil the requirements for the higher education programme in question (or international comparisons). 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.

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, such as substantial work experience (MBA). Graduates with a university of applied sciences bachelor's degree may have to complete additional requirements for admission to a Dutch research university master's programme. This is not the case at most other universities in the world.

Credit system and grading

A student's workload (including all contact hours and hours spent studying and preparing assignments) is measured in ECTS credits (known at Wittenborg as European Credits).

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). At Wittenborg, the bachelor's programmes are offered in 3 years for students who are motivated enough to gain 80 European Credits a year.

Accreditation and quality assurance

A guaranteed standard of higher education, and alignment with the Qualifications Framework for the European Higher Education Area, is maintained through a system of legal regulation and quality assurance, in the form of accreditation. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education.

Quality assurance is carried out through a system of accreditation, administered by the Accreditation Organisation of the Netherlands and Flanders (NVAO). According to the Dutch Higher Education Act, all degree programmes offered by research universities and universities of applied sciences must be evaluated according to established criteria. Programmes that meet the criteria are accredited: i.e. recognised for a period of six years. Only accredited programmes are eligible for government funding; students receive financial aid and graduate with a recognised degree only when enrolled in, and after having completed, an accredited degree programme. All accredited programmes are listed in the Central Register of Higher Education Study Programmes (CROHO).

As part of the accreditation system, higher education institutions can request the NVAO to conduct an 'institutional quality assessment' to determine the extent to which the institution is capable of guaranteeing the quality of the programmes it offers. Programmes offered by institutions that receive a positive evaluation still have to be accredited, but the accreditation procedure takes less time and is not as extensive.

Besides the accreditation of degree programmes, the Netherlands has a system by which the Ministry of Education, Culture and Science recognises higher education institutions by conferring on them the status of either 'funded' or 'approved'. "Funded" indicates the institution is fully financed by the government. "Approved" indicates that the institution does not receive funds from the government and has to rely on its own sources of funding. Whether a degree programme is offered by a 'funded' or an 'approved' institution, it must be accredited and registered in CROHO to be considered recognised.

Please note: if a bachelor's or master's degree programme is not registered in CROHO, the quality is not assured by the Dutch quality assurance system. The quality may however be assured by another system.

National Qualifications Frameworks

An important tool to facilitate the recognition of foreign qualifications is using overarching qualifications frameworks as a translation tool through which qualifications awarded in one country can be compared to qualifications awarded abroad. A comprehensive overarching framework used in the European Economic Area is the European Qualifications Framework for Lifelong Learning (EQF-LLL). The EQF-LLL describes the learning outcomes associated with qualifications at eight different levels and is used as a common reference framework to assist in comparing national qualifications systems and their levels. The qualifications framework in the Netherlands is referred to as the Dutch Qualifications Framework (NLQF).

The NLQF was officially referenced to the EQF in 2012. The NLQF has a total of nine levels: an "entry level" which is below level 1 of the EQF-LLL and therefore not referenced to the EQF-LLL, and 8 levels which are referenced to the 8 levels of the EQF. Further information on the Dutch Qualifications Framework can be found on the website of the National Coordination Point NLQF, which is the organization responsible for the development and implementation of the NLQF.

See: <https://nlqf.nl/english>

Dutch Qualification Framework (NLQF)

The Dutch qualifications framework (NLQF) is a framework for the classification of all possible qualifications in the Netherlands. From basic education to a PhD doctorate, NLQF makes it possible to compare formally regulated qualifications to non-formal qualifications (often provided by private institutions).

The framework consists of eight levels and one entry level. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level. The levels are based on descriptions of what someone knows and is able to do after completion of a learning process, regardless of where and, to an extent, in what timeframe this took place. These descriptions of the levels of knowledge, skills, autonomy and responsibility are referred to as learning outcomes.

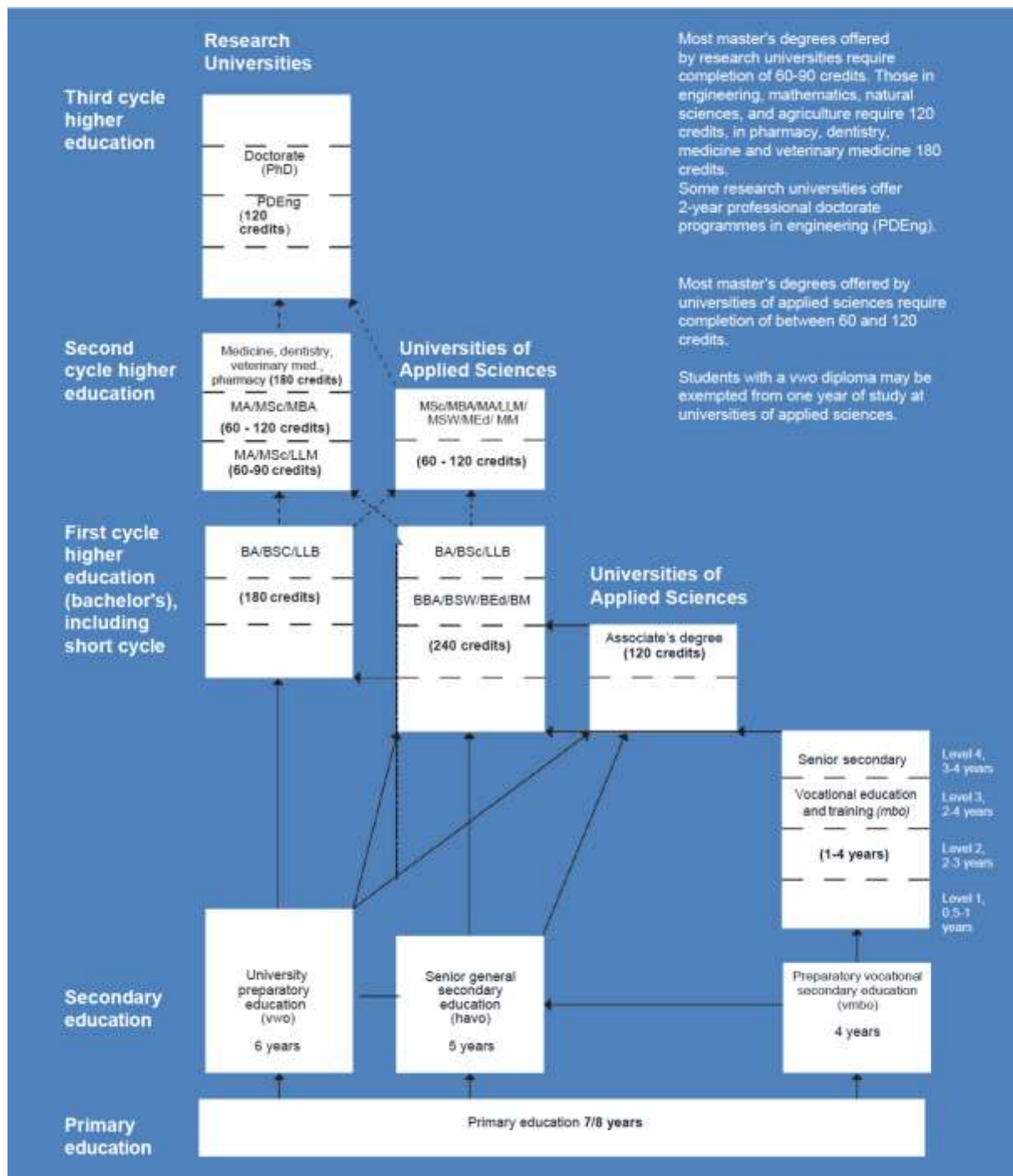
The NLQF is useful for employers so that they can see what a (potential) employee knows and is able to do. Employees and students gain more insight in their level of education and at what level they learn and perform in the work field. This self-insight can give them a boost for further career development.

The National Coordination Point (NCP) NLQF supports and informs employers, employees, students and training institutes regarding the classification of qualifications.



The Dutch education system (2020)

The higher education system in the Netherlands is based on a three-cycle degree system, consisting of a bachelor, master and PhD. Two types of degree programmes are offered: research-oriented degree programmes offered by research universities, and employment-orientated degree programmes offered by universities of applied sciences.



THE EEG - PART 10

THE STUDENT CHARTER



31 October 2024

CONTENTS

| | |
|---|----|
| The Student Charter | 4 |
| Welcome to the Student Charter of Wittenborg University of Applied Sciences. | 4 |
| Introduction | 5 |
| Equal Opportunities Policy | 5 |
| Expectations for Behaviour and Conduct..... | 6 |
| Admissions..... | 6 |
| Joining the University..... | 6 |
| Teaching | 7 |
| Attendance and Participation..... | 7 |
| Assessment | 8 |
| Student Feedback about Courses..... | 9 |
| Placements | 9 |
| Resources..... | 10 |
| Library Facilities | 10 |
| Central Computing Facilities | 10 |
| Student Support..... | 11 |
| On-course Support and Guidance | 11 |
| Financial Advice and Information | 11 |
| Student Financial Support..... | 12 |
| Disability Support..... | 12 |
| Careers Guidance | 13 |
| Counselling Support..... | 13 |
| Religious and Cultural Advice | 14 |
| Health Care Services | 14 |
| Communication..... | 15 |
| Student Involvement..... | 15 |
| Wittenborg premises and affiliated centres..... | 15 |
| Security..... | 16 |
| Health and Safety..... | 16 |

| | |
|---|----|
| No-Smoking Policy..... | 16 |
| Environmental Policy | 17 |
| Teaching Accommodation and Facilities | 17 |
| Residential Accommodation | 17 |

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 their 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 at Wittenborg locations
- 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 Wittenborg 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) concerned 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 examination 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 of 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's 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: studentnumber@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 Wittenborg fees and charges in accordance with defined timescales
- 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 prior to admission and throughout the course, such as:
 - Individualised Learning Plans
 - Adjustments in the learning environment, extended time on exams or the use of assistive technology
 - Additional or specific tutoring & mentorship
 - Specialised support services: access to trained professionals e.g. disability support officers who help develop coping strategies and learning techniques to the student's needs

- Accessible learning materials: large prints, digital copies, etc.
- Sessions on study skills, time management and organisational skills tailored to the needs and unique challenges faced by students with learning disabilities
- Flexible assessment methods: alternative evaluation techniques or modified assignments to accommodate different learning styles
- 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-year bachelor's and optional for master's students. 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
- multi-faith and well-being room, that is available for specific times of prayer

We expect that students will:

- respect the religious and spiritual beliefs of other members of the school

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, 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 online.

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 organises 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

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 Wittenborg 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 their 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 bring 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 October 2024

CONTENTS

| | |
|---|----|
| The Student Code of Behaviour | 3 |
| Introduction | 3 |
| Statement of Ethics..... | 3 |
| Student Rights | 4 |
| Student Responsibilities | 5 |
| Disciplinary and Judicial Procedures..... | 10 |
| Disciplinary Actions..... | 15 |

THE STUDENT CODE OF BEHAVIOUR

INTRODUCTION

Wittenborg Student Code of Behaviour policy has been written to help guide the behaviour of students as members of the Wittenborg University of Applied Sciences (Wittenborg) 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 Wittenborg 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 Wittenborg 's mission as an institution of higher learning. Each person is expected to respect the objectives of the Wittenborg and the views expressed within the community. In so doing, all members of the Wittenborg 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 Wittenborg community aspire to a standard that is higher than mere compliance with formalised Wittenborg 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

1. To preserve academic honour and integrity by repudiating all forms of academic and intellectual dishonesty
2. To treat others with respect and dignity
3. To respect the rights and property of others
4. To act with concern for the safety and well-being of all our associates

Inquiry, discourse, and dissent, within the framework of an orderly academic environment, are essential elements of a Wittenborg community. Members of the Wittenborg community recognise 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 programmes, 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 Wittenborg Governance:** Students have the right to participate in University governance through the Student Union / Representatives as set forth in Wittenborg policy.
5. **Access to Disciplinary Procedures:** Students have the right to utilise disciplinary procedures, as set forth in Wittenborg 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 Wittenborg. 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 Wittenborg itself.

Wittenborg recognises the rights of students to direct their own behaviour off campus, consistent with their responsibilities as individuals. It is the Wittenborg'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 Wittenborg, and to themselves. Students are responsible for conducting themselves in a lawful, civil, and responsible manner and for observing all Wittenborg rules, regulations, and policies. This policy is intended to address concerns regarding the behaviour of students who are members of the Wittenborg community. These procedures are not intended to replace civil and/or criminal procedures. When necessary, the Wittenborg 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 Wittenborg 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 Wittenborg 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 Wittenborg 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 Wittenborg official, faculty member, or office
- iii. Forgery, alteration, or misuse of any Wittenborg document, record, or instrument of identification
- iv. Tampering with the election of any recognised Wittenborg student organisation
- v. Misappropriation of student activity and/or Wittenborg 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 their will.

4. Disruption or Obstruction

- i. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other Wittenborg activities, including its public service functions on or off campus, or other authorised non-Wittenborg activities, when the act occurs on Wittenborg 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 Wittenborg 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 Unauthorised Use

Attempted or actual theft of unauthorised use of and/or damage to property of Wittenborg or property of a member of Wittenborg community or other personal or public property. This includes the intent to destroy or vandalise property.

6. Unauthorised Entry or Use of Wittenborg Premises

Unauthorised possession, duplication, or use of keys and/or access codes to any Wittenborg premises or unauthorised entry to or use of Wittenborg premises. Trespassing upon, forcibly entering, or otherwise proceeding into unauthorised areas of Wittenborg owned or leased facilities, their roofs, or the residential space of another without permission.

7. Compliance

Failure to comply with directions of Wittenborg 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 Wittenborg 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 Wittenborg premises not specifically authorised by the Wittenborg
- 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 Wittenborg premises or at functions sponsored by, or participated in by Wittenborg.

10. Theft or Other Abuse of Computer Time

Theft or other abuse of computing resources and network access, including but not limited to:

- i. Unauthorised entry into a file, to use, read, or change the contents, or for any other purpose
- ii. Unauthorised transfer of a file
- iii. Unauthorised use of another individual's identification and password
- iv. Use of computing facilities to interfere with the work of another student, faculty member, or Wittenborg 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 Wittenborg 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 Wittenborg)
- 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 organisation.

12. Abuse of Fire Safety Standards

Any activity involving tampering with fire alarms or firefighting equipment, unauthorised use of such equipment, failure to evacuate during a fire alarm, hindering the evacuation of other occupants, or hindering authorised 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 Wittenborg 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 Wittenborg Community

- i. Violations of other published Wittenborg 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 authorisation 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. Wittenborg 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 Wittenborg proceedings.

Off-Campus Behaviour

Off-campus behaviour that is detrimental to Wittenborg 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 Wittenborg. 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 Wittenborg educational community. These expectations and procedures should, in no way, be construed to replace civil or criminal expectations or proceedings. Where necessary and appropriate, Wittenborg 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. Wittenborg recognises 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 their behaviour and the consequences that result. However, Wittenborg also recognises 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 they can make the necessary changes in their behaviour to become a constructive member of the educational community.

1. Wittenborg 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.

2. The Rights of the Student Charged

The student being charged has the right to testify on their own behalf, and the right to bring witnesses on their 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 Wittenborg rules or regulations are made to the Director (or the Academic Dean in cases of academic misconduct), or their 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 their 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 their 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:

Wittenborg recognises that not every dispute or violation of individual rights or Wittenborg rules and regulations should be handled by a Wittenborg 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 their 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 Wittenborg
- III. When both the student charged and the party making the charge (e.g., a Wittenborg 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 their 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
- IV. When the student charged does not admit their fault but chooses an administrative hearing as an alternative to a hearing before Wittenborg Board. In such a case, the student signs a memorandum of consent for such a hearing
- V. 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 their 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 their 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 they 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 their 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 they wish to present and the nature of the testimony they may offer. This student should also submit a list of questions they wish 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. They also determine 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 student responsible. 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 Wittenborg 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 their 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.

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. Wittenborg' Legal Office has responsibility for monitoring compliance with all sanctions.

Temporary Suspension

Students may be placed on temporary suspension by the Wittenborg' Legal Office (in consultation with a Director) in the following circumstances: If the student is reasonably likely to present a threat to themselves, to the Wittenborg 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 Wittenborg, 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 Wittenborg 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 Wittenborg facilities and/or all other Wittenborg 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, Wittenborg 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 Wittenborg 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 Wittenborg regulations in the residence halls, Wittenborg - 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 their 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 Wittenborg regulations.

Disciplinary Suspension: Action that separates the student from Wittenborg 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 Wittenborg.

Other Disciplinary Actions

Restitution, Fines, and Refunds: In cases that involve damage to personal, Wittenborg, 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 Wittenborg fees. Tuition and room and board charges may be refunded consistent with Wittenborg refund policies.

Educational Sanction: An activity designed to assist the student in understanding how their 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 Wittenborg community.

THE EEG - PART 12

GENERAL TERMS & CONDITIONS OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES



31 October 2024

CONTENTS

| | |
|---|---|
| GENERAL Terms & Conditions..... | 3 |
| Wittenborg University of Applied Sciences | 3 |
| Overall Terms and Conditions | 3 |
| English language | 3 |
| Application and registration | 3 |
| Tuition and Fees | 5 |
| Payments and obligations | 5 |
| Compliance with International sanction regulations..... | 6 |
| Changes in Study Programme | 6 |
| Cancellation of Study Programme (deregistration) by Wittenborg University of Applied Sciences . | 6 |
| Education and Examination Guide (EEG)..... | 7 |
| Insurance..... | 7 |
| Books, Study Materials, Time Tables, Student Charter, Education Guide..... | 7 |
| Ownership of intellectual property generated by students | 8 |
| Liability due to changes made by external organisations | 8 |
| Data Protection Act and Portrait rights | 8 |
| Complaints | 9 |

GENERAL TERMS & CONDITIONS

WITTENBORG UNIVERSITY OF APPLIED SCIENCES

Wittenborg University of Applied Sciences B.V. is a non-funded institution; it is recognised 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 <https://www.nрто.nl/kwaliteit/algemene-voorwaarden/>. 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 spoken and written within all departments of the university of applied sciences. All 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 cancellation and -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

You can at any time cancel and terminate an agreement concluded for a specific duration. In that case, you pay: a reasonable fee for the work already performed, including the Start-up costs. The following cancellation provisions and early termination arrangement will 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 20% of the agreed fee, with a minimum of €50.
- d. If the agreement is cancelled between one month and two weeks prior to the start of the course, the student pays 30% of the agreed fee, with a minimum of €50.
- d. If the agreement is cancelled less than two weeks prior to the start of the course, the student pays 40% of the agreed fee, with a minimum of €50.

Costs that are already made by Wittenborg University of Applied Sciences, if applicable, will be deducted from the refund.

Under no circumstances will refunds 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.

EARLY TERMINATION BY THE STUDENT

Termination of registration by the student has to be done by sending a letter by registered post to the Student Registrar's office or by sending an email to registrar@wittenborg.eu. Date of termination will be the end date of the block in which your request to terminate your study agreement is received by the Student Registrar's office of Wittenborg University of Applied Sciences.

In the event of early termination of the study agreement, the student will have to pay 40% (as start-up costs) of the agreed price for the students' ongoing academic year only (after deduction of study materials not yet received), in addition to this the student will also have to pay the costs of the courses already followed, irrespective of whether they have attended these classes. The total costs will never exceed the agreed price. In principle, the costs of the education you have already attended will be determined as follows:

- In the case of a course divided into blocks: the costs of the completed module(s)/block(s) plus the costs of the module(s)/block(s) followed at the time of early termination.
- Costs that were already made by Wittenborg University of Applied Sciences, if applicable, for example study material, will be deducted from the refund.

CANCELLATION BEFORE THE SUBSEQUENT RE-REGISTRATION

Registration of the student is continuous, and is invoiced per year. It is the students' responsibility to inform WUAS registry department of the termination of the study agreement and cancellation of registration as a student. Only in case of graduation, the student will be charged for the required study period. Subsequent re-registration is partially refundable according to the scheme and is only applicable to bachelor students.

NON-EU STUDENTS ON A RESIDENCE PERMIT FOR STUDY AT WUAS

Cancellation of application and/or registration by non-EU students that require a study residence permit to study in the Netherlands, and that fall under WUAS' IND sponsorship can only be done if WUAS is officially cleared from the responsibility towards the immigration services for the particular student. Evidence for this must be provided, such as a registration letter of another university taking over sponsorship, prove to have returned to your home country and deregistration from the municipality and immigration services, or a residence permit based on a different purchase. Only after having received the prove the application/registration can be cancelled.

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 fulfil their tuition fees in instalments by automatic collection. First-year, non-EU visa students are excluded from the option to pay in instalments. Payment by automatic collection is only possible after signing the authorisation form for automatic collection. The amount of every instalment will be raised with €12.50 administration costs. The collection of every instalment 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 Wittenborg 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 instalment 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.

CHANGES IN STUDY PROGRAMME

If there are less than 5 students registered to take a chosen specialisation module, the specialisation module will not be offered in that academic year and another specialisation 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, head of school, or other management responsible. The 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 behaviour" 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 Dutch student finance agency, the DUO, annually about the registration periods of all the students. It is the student's responsibility to inform the DUO on 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, overly 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 is the student's responsibility to arrange his/her own 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, but it is the student's own 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, timetables 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 – protects the visual appearance or eye-appeal of products
- III. Patents – protects the technical and functional aspects of products and processes
- IV. Trademarks – protects 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 as well as to comply with EU General Data Protection Regulation (GDPR).

Occasionally, WUAS receives requests via Turnitin from other institutions to view the full text of the student's paper due to Turnitin Similarity Report. In such a case, although the copyright of the work remains with the student author, WUAS reserves the right to either accept or decline the request. WUAS considers it pertinent to grant such requests, where appropriate, in order to uphold academic integrity and to promote reciprocal collaboration with other institutions. A high similarity percentage to a paper submitted to WUAS can imply that one of the students (either the student from WUAS or from the other institution) has voluntarily shared their work. This would be tantamount to academic misconduct (collusion) and necessitate investigation by WUAS. However, there may be other possible reasons for this high similarity percentage which does not indicate academic misconduct.

When such a request is received, it will be handled as per WUAS SOPs in line with EU GDPR rules. If the request is accepted, only an anonymized paper will be submitted. This means that all information that identifies the student throughout the text of the student's paper will be removed. If, after the investigation by WUAS, it is found that there is indeed collusion or academic misconduct, the case will be referred to WUAS Graduation & Examination Board (GEB).

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 organisations, such as DUO, Tax office, Ministry of Education, NVAO, FIBAA, etc.

The student has to inform the Student Administration in writing about a 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 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 its very best to make your study period as comfortable as possible. In case of complaints, please follow 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 12A

TUITION FEE POLICY OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES



Wittenborg's Brinklaan Building, Apeldoorn

31 October 2024

CONTENTS

| | |
|---|---|
| 1. Introduction..... | 3 |
| 2. Tuition Fee Information | 3 |
| 3. Tuition Fee Liability | 3 |
| 4. Change of Programme and Study Location | 3 |
| 5. Scholarships | 3 |
| 6. Additional Academic Fees and Charges | 4 |
| 7. What Does the Tuition Fee Cover?..... | 4 |
| 8. Payment of Tuition Fees | 4 |
| 9. Payment of Fees | 5 |

1. INTRODUCTION

This policy governs how Wittenborg University of Applied Sciences will apply and calculate tuition fees for all new and continuing students. The university reserves the right to amend this policy from time to time, in the light of prevailing circumstances (including legislative and regulatory changes).

This policy forms part of the university's terms and conditions and should be read in conjunction with the Education and Examination Guide. Tuition fees are usually charged on an academic year/annual basis.

Students retain ultimate liability for the payment of their tuition fees, whether invoiced or not, including where sponsorship, grant or loan agreements have been approved.

2. TUITION FEE INFORMATION

Full-time tuition fees for new/prospective students are available by course name on the university's website (<https://www.wittenborg.eu/wittenborg-university-tuition-fees-all-programmes.htm>).

Detailed tuition fee information for prospective students is available from the Admissions Team at admission@wittenborg.eu.

Continuing students can contact the Student Registrar at registrar@wittenborg.eu.

Other than in a student's offer letter, only the Student Registrar and the Finance Department staff are authorised to provide a definitive assessment of tuition fees. All other tuition fee information provided by non-authorised staff will be considered advisory only and non-binding on the university. Tuition fee is invoiced annually, unless stated otherwise and covers one calendar year.

3. TUITION FEE LIABILITY

Liability for the payment of tuition fees will be from the first term that a student enrolls or is expected to enrol (or re-enrol). Delayed enrolment (or re-enrolment) which is attributable to the student will not reduce the fee liability for the course or programme of study, even if this may have limited access to some university services.

Students who have not completed the enrolment process are not permitted to attend the university, access university services or use university accommodation, property or facilities. A student who does not fully complete enrolment, but who either attends the university, accesses university services or uses university accommodation, property or facilities will, by their conduct, be deemed to have accepted the university's terms and conditions from the start of their offered course and will be liable for tuition fees calculated in accordance with this policy.

4. CHANGE OF PROGRAMME AND STUDY LOCATION

Students who wish to change their study programme from one campus to another campus, are required to pay the tuition fee of the host location.

5. SCHOLARSHIPS

The university operates a number of scholarship schemes that are subject to separate terms and conditions. These can change from year to year and, therefore, students should not rely on receiving the same tuition fee reduction for each year of study. Scholarships are provided at the discretion of the

university and must be applied for in each relevant academic year of study. If the university does not consider that a student has met all the terms and conditions of the relevant discount or rebate scheme, then a student will be considered ineligible to receive a tuition fee reduction.

Scholarship/studentship students should ensure that they fully understand and agree to the specific scholarship/studentship terms before enrolling on their course and becoming liable for any tuition fees. More information is available at www.wittenborg.eu.

6. ADDITIONAL ACADEMIC FEES AND CHARGES

Some courses are subject to additional fees and charges that are not covered by the main tuition fee. These usually relate to optional activities on the course (such as field trips, additional materials/resources, printing/photocopying/binding charges), but may include other fees for some postgraduate courses. Students should contact the Student Registrar to obtain advice regarding these additional costs.

Students may also incur other costs, such as library fines or charges for lost or damaged equipment.

7. WHAT DOES THE TUITION FEE COVER?

Tuition fees cover the educational and related services made available to students whilst they study at the university, including tuition/supervisory services, assessment of submitted work and support provision. Information regarding specific courses is available online at www.wittenborg.eu.

The tuition fees exclude other charges that may be incurred through accessing other university services (including accommodation, books, study materials and excursions). This information is available to students before they commit themselves to further costs.

8. PAYMENT OF TUITION FEES

Payment of the annual tuition fee becomes due once a student has accepted the offer from the university. Continuing students will be invoiced annually unless the student terminates the registration by deregistration or graduation. Payment of the tuition fee is not dependent on the production of an invoice from the university as a student should already be aware of their potential tuition fee liability.

EU students and students who do not require a residence permit (in the Netherlands), can opt for an instalment plan of maximum 12 instalments. The first instalment should be paid before the start of the programme. In case of payment by automatic collection, this is only possible after signing the authorisation form for automatic 'incasso'. The amount of every instalment will be raised with €12,50 administration cost. The collection of every instalment will take place around the 28th of each month.

International students who require a residence permit in the Netherlands should ensure that their fees (as part of the package fee) are paid in full at least four weeks prior to their programme start date.

9. PAYMENT OF FEES

Payment of tuition fees can be made through bank transfer:

| | |
|-----------------------------|--|
| Name of the bank: | Rabobank |
| IBAN-Code (SEPA): | NL13RABO0118220608 |
| Address of the bank: | Eendrachtstraat 133, 7336 AC, Apeldoorn, The Netherlands |
| Name of receiver: | Wittenborg University of Applied Sciences BV |
| Address of receiver: | Brinklaan 268, 7311 JD, Apeldoorn, The Netherlands |
| BIC Code: | RABONL2U |

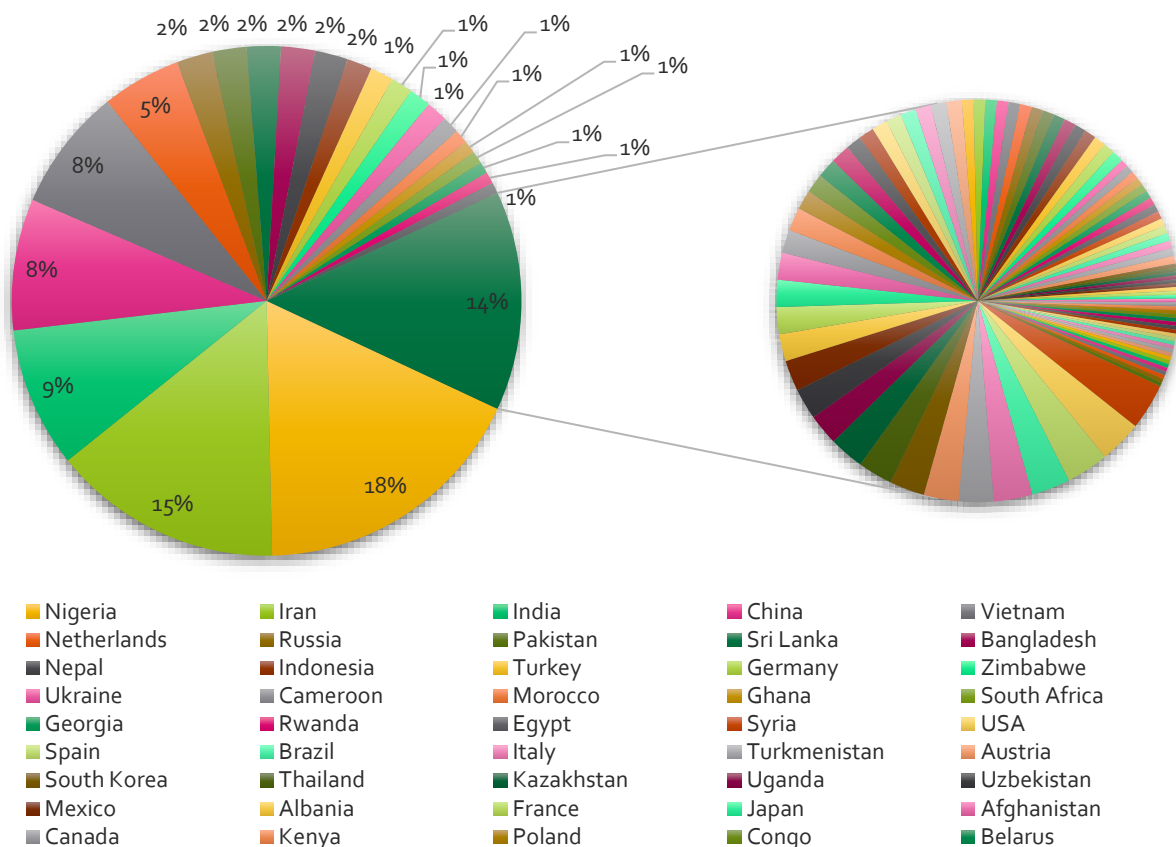
Please make sure that both of the following references are clearly quoted when making a payment:

- The student number
- The invoice number

THE EEG - PART 12B

CODE OF CONDUCT FOR THE USE OF THE ENGLISH LANGUAGE AT WITTENBORG UNIVERSITY OF APPLIED SCIENCES

116 Nationalities studied at Wittenborg between 2018-2022



31 October 2024

CONTENTS

| | |
|---|---|
| Code of Conduct for the use of the English Language at Wittenborg University of Applied Sciences..... | 3 |
| Legal Position | 3 |
| Preamble | 3 |
| Mission Statement | 4 |
| Wittenborg & Internationalisation - Accreditation | 5 |
| Articles of this Code | 6 |

CODE OF CONDUCT FOR THE USE OF THE ENGLISH LANGUAGE AT WITTENBORG UNIVERSITY OF APPLIED SCIENCES

This Code of Conduct has been approved by the Stichting Wittenborg University Executive Board on the basis of article 7.2 sub-paragraph c of the Higher Education and Research Act of the Netherlands [Wet op het hoger onderwijs en wetenschappelijk onderzoek \(WHW\)](#).

LEGAL POSITION

Article 7.2 states that Dutch accredited Higher Education should be taught in the Dutch language and examinations and assessments should be taken in Dutch. It states that Dutch accredited Higher Education Institutes can offer their Dutch-accredited programmes in another language in the following cases:

- a. if the degree programme is teaching another language
- b. if (a part of) the degree programme is by a guest speaker or is taught by a non-Dutch speaking teacher
- c. if the specific nature of the institute, the design and the quality of the education or the origins of the students make it necessary, according to a code of conduct that is approved by the institution's executive

PREAMBLE

Wittenborg University of Applied Sciences (Wittenborg) is a Higher Education institute, appointed by the Dutch government in 1996. It offers education at bachelor's and master's level accredited by the NVAO. It also has other internationally recognised accreditations. Since 2008, its executive has only operated in English, at all levels and all departments of the university. Wittenborg' characteristics are:

- 2/3 of Wittenborg' executive board is non-Dutch
- 85% of Wittenborg' students are non-Dutch
- over 50% of Wittenborg' staff are non-Dutch
- Wittenborg' students & staff represent more than 100 different nationalities
- since 2006 Wittenborg has submitted all its NVAO accreditations in English, all panels have been composed of international members, and reports have been written in English, NVAO essentially accredits Wittenborg' programmes in English
- all Wittenborg' programme documentation, accreditation documents, publications, internal documents, quality system documents, financial documents, reports and procedures are written in English

MISSION STATEMENT

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 organisations 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. Our Wittenborg motto expresses the commitment to offer higher education where students and staff understand that ethics plays a central role in their every decision. Guided by well-established ethical and moral standards, such as honesty and integrity, unified we strive for a better tomorrow: *Better yourself - Better Our World*. 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 fields, 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 lifelong learning through the development and implementation of up-to-date and industry-driven professional programmes aimed at corporate employees and individuals.

WITTENBORG & INTERNATIONALISATION - ACCREDITATION

Wittenborg has built its reputation on three cornerstones, three fundamental pillars:

Internationalisation, Diversity & Ethics. The accrediting authorities FIBAA and NVAO, and the European Consortium for Accreditation (ECA) have all been very positive about these Wittenborg fundamentals; in its report on the Wittenborg IBA programme, FIBAA wrote:

"The panel concluded that Wittenborg has formulated and documented goals on intentionality and intercultural aspects. The goals are such that a verification of their achievement is possible and stakeholders of the university are involved in these processes.

In the view of the panel the overall programme learning outcomes regarding internationalisation found their way into the learning outcomes of the modules. International and intercultural content are key aspects of the IBA programme. The teaching methods are such that the students are enabled to achieve the intended learning outcomes and the assessment possibilities allow the lecturers to check adequately on the modules specific international learning outcomes. Job positions of IBA graduates prove that the Wittenborg' internationalisation strategy for the IBA programme is successful.

The created learning environment regarding international and intercultural aspects is clearly above average in the view of the panel. The international composition of Wittenborg teaching and administrative staff as well as the international composition of Wittenborg student body are remarkable and have a clear impact on the university's international profile and the quality of studies. Staff and students together create a truly international and intercultural atmosphere at Wittenborg, which benefits all university members."

ARTICLES OF THIS CODE

In order to help achieve the above mission & goals, Wittenborg guarantees its students, staff and other stakeholders that:

1. The official language at Wittenborg University of Applied Sciences is English, with the accepted norm of written English as used in the United Kingdom.
2. Wittenborg students and staff are expected to have achieved and maintain a level of English at or above that as described in the entry requirements and staff handbooks.
3. Wittenborg' degree programmes will be offered solely in the English language, except for specific modules that are aimed at teaching students a second language.
4. Wittenborg' degree programmes will be designed, prepared and accredited and taught in the English language.
5. All Wittenborg procedures and processes will be documented in the English language.
6. All information provision will be provided to Wittenborg students, staff and other stakeholders in the English language.
7. Wittenborg will maintain its position as a signatory to The Code of Conduct International Student in Dutch Higher Education.
8. Wittenborg will maintain its ratio of non-Dutch students at 80% or over.
9. Wittenborg will maintain its diversity and internationalisation goals.
10. Wittenborg will offer adequate and regular Dutch language classes to promote Netherlands culture to all its students studying in the Netherlands.

Approved Apeldoorn, April 1st 2019

Re-Approved Apeldoorn April 31st 2022

THE EEG - PART 12C

LEAVE OF ABSENCE



31 October 2024

CONTENTS

| | |
|--|---|
| Leave of Absence | 3 |
| Reasons for Leave of Absence | 3 |
| Application Deadlines | 3 |
| Application Procedure..... | 3 |
| Fees & finance | 4 |
| Additional conditions for International Students Requiring a Study Visa..... | 4 |

LEAVE OF ABSENCE

Students can receive an exemption from the obligation to study properly upon application for a leave of absence for two consecutive lesson blocks, or a maximum of three consecutive lesson blocks. To do this, you will need to make an application for a leave of absence. As part of the application for a leave of absence, you will be required to demonstrate the grounds for interrupting your studies.

Students do not lose their place to study at Wittenborg during their leave of absence and may subsequently continue their studies without reapplying.

If, due to mitigating circumstances you are unable to study and this period exceeds the maximum duration of three lesson blocks, it seems unlikely you are able to successfully continue your studies. In this case, we strongly advise you to deregister from Wittenborg. In case you decide to deregister from Wittenborg, Wittenborg will withdraw sponsorship of the study residence permit at the Dutch Immigration Office (IND). This will lead to IND revoking your study residence permit. We advise you to contact IND to continue your legal stay in the Netherlands. Once you are prepared to restart your studies, inform the Registrar Office of your intentions and they will inform you of the formal procedure to restart your studies.

REASONS FOR LEAVE OF ABSENCE

Reasons for a leave of absence are:

1. An illness of the student certified by a medical certificate if the illness prevents proper study in the lesson block in question.
2. Physical, sensory, or other functional disorders.
3. Pregnancy
4. Exceptional family circumstances
5. Death of a first line family member

Reasons other than those listed above will only be recognized, if sufficiently justified and after a strict examination in each individual case. Economic reasons are generally not recognized.

APPLICATION DEADLINES

A leave of absence request must be submitted at least before the start of the Project Week (W3) prior to the lesson block for which the leave of absence is taken.

APPLICATION PROCEDURE

The leave of absence must be applied for in writing to the Registrar Office. The application must always be accompanied by appropriate evidence of the reason for the leave of absence, proving the reason for the application.

In case of illness, medical disorders or pregnancy, a medical certificate signed by a medical practitioner confirming the inability to study for the respective semester must always be submitted and is required to include the following information:

- Student is unable to study due to stated illness
- Student is under treatment with said practitioner
- Start and end date of the treatment

All information provided is treated confidential and will not be shared with third parties.

The decision on the application for leave of absence is made by written notification by the Registrar Office to the student email address.

FEES & FINANCE

During the leave of absence the student remains a registered student at Wittenborg, and the study visa (if applicable), remains valid during this period. Additionally, as the registration is continuous, the student remains eligible for any DUO study finance/loan during the leave of absence period. For this reason, there is no freeze of payments obligations, nor can you apply for a (partial) refund of your tuition fees.

ADDITIONAL CONDITIONS FOR INTERNATIONAL STUDENTS REQUIRING A STUDY VISA

- You must remain registered at the Dutch Municipal Database (BRP) during the leave of absence period

THE EEG - PART 14

HOUSING CONDITIONS & IMMIGRATION RULES & REGULATIONS FOR NON-EU STUDENTS



Wittenborg Housing Studio, Ruyterstraat 5, Apeldoorn

31 October 2024

STUDENT AGREEMENT

STUDENT ACCOMMODATION CONDITIONS AND IMMIGRATION REGULATIONS FOR NON-EU STUDENTS

Additional Conditions and Immigration Regulations

1. I understand the conditions of student housing of Wittenborg University of Applied Sciences (Wittenborg) is very SIMPLE and BASIC with basic facilities that is introduced on the website of Wittenborg <https://www.wittenborg.eu>. Any extra costs caused by arrival without or late notice will not be paid by Wittenborg.
2. According to the Dutch regulations for Non-EU/EEA students, they are allowed to work 16 hours per week during the study period or choose to work full time during the summer holiday period. I am aware that the income from the part time job can never cover the cost of study or living.
3. 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 yearly basis: i.e. €1250* *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)
4. I understand that I must register myself in the Basisregistratie Personen – BRP (Personal Records Database) by visiting the municipality soon after my arrival in the Netherlands. Similarly, if I move to another town/city in the Netherlands, I must notify the new municipality of my change of address. The same applies when I am planning to deregister from the municipality and leave the country for a temporary period of time or permanently. Failing to take these actions might result in withdrawal of my study visa by the Dutch Immigration Office (IND).
5. Herewith I, the undersigned, authorize the Administration of Wittenborg to:
 - Apply for my residence permit and continue further contact with the Immigration and Naturalization Service (IND) concerning my application.
 - Provide my personal details and information to the IND, Foreign Police and municipality when requested.

- Inform the IND, Foreign Police and municipality of my registration, attendance and study progress at Wittenborg, of my recent accommodation and my legal status in the Netherlands.
 - Deregister me from Wittenborg:
 - after my graduation from a study programme at Wittenborg
 - after I have completed the Wittenborg deregistration procedure
 - if I fail to uphold my financial obligations to Wittenborg
 - Withdraw sponsorship of my study residence permit at IND:
 - after I have completed the Wittenborg deregistration procedure.
 - if I decide to discontinue my study
 - if I have graduated from Wittenborg
 - if I fail to provide Wittenborg with a registered address.
 - if my study progress is not sufficient according to the IND requirements
 - if I fail to uphold my financial obligations to Wittenborg
 - if I don't have sufficient financial means and/or fail to fill out IND Financial Means Form annually
6. I understand that I am obligated to inform Wittenborg in case of changes with regards to:
- a. Financial situation
 - b. Registered address
 - c. Sickness or other mitigating circumstances preventing me from studying successfully
7. I am aware and agree on the requirement of gaining minimum 30 ECs on a yearly basis, during my study at Wittenborg. This is a requirement from IND in order to maintain a Dutch study residence permit. In case of failure of adhering to the above mentioned credit requirement, Wittenborg will withdraw sponsorship of my study residence permit, resulting in the revoke of my residence permit by IND.

| Signature of student | Place of Signing | Date of Signing |
|----------------------|------------------|-----------------|
| | | |