

THE EEG

THE EDUCATION & EXAMINATION GUIDE

MBA

Master of Business Administration Specialisations

International Management | Hospitality | Education | Sports Business | Health & Social Care |
Entrepreneurship & Innovation | Finance | Data Analytics | Digital Transformation | Applied Artificial
Intelligence | Cyber Security | Clean Tech | Smart Industry | Accounting | Applied ICT | Engineering |
Nursing |



registered in CROHO under ISAT 70150 as Master Business Administration

31 October 2024

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* Note: All MBA students can complete an *optional* 30-credit work placement during their studies. For overall guidance please see the IBA EEG and consult your Academic Supervisor for more information.



THE EEG - PART 1

INTRODUCTION

2024



Winter Graduation 12th February 2024, Apeldoorn Municipal Theatre Orpheus

31 October 2024

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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

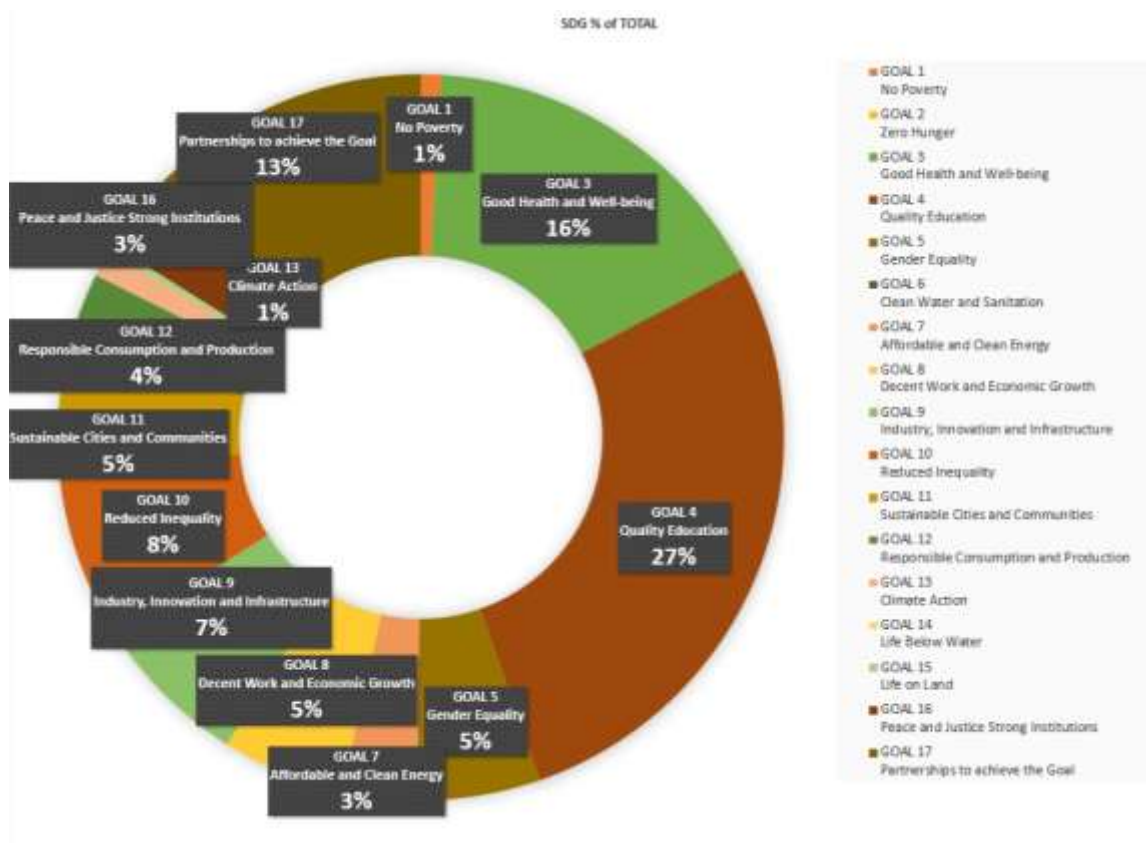
Diversity

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

MBA EDUCATION GUIDE



31 October 2024

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MASTER OF BUSINESS ADMINISTRATION EDUCATION GUIDE

INTRODUCTION TO MASTER OF BUSINESS ADMINISTRATION

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 should 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 master's degree students should be stimulated to develop as far as they can, sowing the seeds for continuous and productive 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 on the latter.

- Wittenborg students will learn to identify the environments they are in, and adapt accordingly.
- Wittenborg students will learn to say what they do, and do what they say.

ENTRY REQUIREMENTS FOR THE MBA

Admission into programmes at Wittenborg is governed by the Graduation & Examination Board that empowers the Student Registrar to admit students based on pre-defined criteria.

In cases where applicants have deviating admissions documents, such as bachelor's degrees that are not listed in NARIC or recognised by NUFFIC, the Student Registrar is required to forward the application to the Exam Board for a decision. Using the tools of NUFFIC and NARIC diploma verification, diplomas and periods of study are validated in line with the requirements of the Lisbon Convention, through the use of <http://www.enic-naric.net> as described in the convention and its explanatory report.¹

- Master's degree students should have the appropriate education qualifications, validated by NUFFIC and NARIC.
- A bachelor's degree or equivalent recognised qualification is necessary.
 - Applicants are requested to provide an academic reference from their previous education institute.
 - It is not necessary to have obtained a bachelor's degree in the domain of Business Administration; however, in their degrees students must have completed an academic piece of work (final project or dissertation) that shows a certain level of academic writing and research experience.
- MBA students should have at least 3 years' professional experience (after undergraduate degree).
 - Applicants are requested to provide a reference from a company or organisation where they have worked.
- Master's students should have attained a working level of the English language equivalent to an IELTS 6.5 band, with a minimum 6 for writing, 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 and 2 letters of reference.
- Students are interviewed by Wittenborg for their intention, motivation and aptitude. They must pass this admission interview, which can be carried out in person, or through IT communications, such as video call.

¹ The Lisbon Recognition Convention, officially the Convention on the Recognition of Qualifications concerning Higher Education in the European Region

- After students have passed 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 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 Wittenborg programmes and signing the Study Agreement are expected to have received and read the EEG (this document).

The Domain Business Administration as defined in Wittenborg's NVAO and FIBAA Accreditation:

"The MBA degree programme is aimed at providing graduates with the skills and competencies to fulfil management positions in the field of business administration, both in the public and private sector. These positions can include management or policy-making positions in large organisations, as well as positions of management in small to medium-sized companies (SMEs). An aim is that students are able to critically analyse and evaluate various developments within an organisation so that they can form, create and instigate policies, visions, aims and solutions within that organisation. They should be in a position to analyse the strategic processes and vision of a company or organisation, and using this analysis apply and implement tools to innovate, optimise and (re-)structure these processes using an integral approach. From an international perspective, the students should learn to analyse the environments they find themselves in, and adapt their behaviour and role according to macro and micro-environments."

Programme Profile as defined in Wittenborg's NVAO and FIBAA Accreditation:

"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.

"An MBA-qualified Business Administrator is specifically able to manage a number of complex and integrated business operations within an international or a local setting, at both a tactical and strategic level, using skills and competencies that require a capability of inter-disciplinary thinking. They will show the ability to combine solid research and critical analysis skills to develop an organisation's corporate strategy within its business and cultural domain."

THE MBA FINAL QUALIFICATIONS

The MBA programmes all have 5 core overall qualifications that reflect the following:

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

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

- 1. Understand the MBA body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:**
 - supporting an effective and efficient human resources policy, supporting and optimising business relationships and networks
 - conceiving and developing effective marketing strategies and policies and making informed strategic decisions with regard to market research, branding and market penetration
 - supporting the role of accounting principles and principles of corporate finance in the decision-making process (including investment opportunities, capital requirements, risk minimisation, financial reporting)
 - supporting supply chain and quality management in order to increase efficiency and competitiveness
 - supporting information technology and business automation processes
- 2. Adopt appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:**
 - making informed, strategic decisions with regard to the positioning of the organisation within its (local/national/global) business environment
 - distinguishing between formal, strategic processes and the need for change processes
 - being able to manage small to medium-sized businesses, companies in the non-profit sector, or government organisations
 - supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business
 - being able to identify and/or create new business opportunities and reduce restrictions in the existing external business environment

- being able to reorganise growing or stagnating organisations depending on environmental factors
- supporting business innovation and idea generation within the constraints of internal and external influences

3. Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:

- being aware of cultural differences and diversity in the workplace
- implementing effective problem-solving, teamwork and team-building skills
- being able to assess others' linguistic communication skills at business and governmental level
- being able to position, defend, and communicate a company's policies (e.g. on sustainability) to internal and external stakeholders
- being able to review analytical reports and plans
- being able to apply various statistical techniques in business decision making and reporting

4. 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
- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques

5. 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 knowledge and learning skills, and being able to continue to undertake further studies with a high degree of autonomy

A Graduate's Qualification and Competence Goals

The qualification and competence goals of the MBA are in line with those of a professional master's degree from a university of applied sciences 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.

According to the Dutch Ministry of Education:

"Holders of HBO master's degrees (university of applied sciences) have obtained the qualifications for the level of independent and/or 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 university of applied sciences degree is either required or would be of use."

The qualification and competence goals of the MBA are in line with the all-round, domain-specific qualification and competence goals of a Dutch university of applied sciences degree.

Wittenborg Business Administration graduates will show the following:

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

Furthermore, an MBA graduate will have the:

- ability to lead people and motivate teams
- ability to communicate conclusions
- flexibility to cope with uncertain situations

- creativeness and innovation through the ability to introduce new thoughts alongside normal theory
- social competence, through self-reflection, cultural adaptability, empathy and openness to other ways of thinking

A Business Administration programme focuses on the skills and competencies required to operate in an international business working environment, both politically and socially, and both permanent and temporary. The competencies and skills should be attuned to small to medium-sized business organisations which operate in an international business environment, and which may be part of the operations of multi-national organisations. Graduates should be able to work with people and groups in diverse forms of organisations; they can be flat or highly hierarchical, primarily economically, socially or politically orientated.

A graduate will be required to recognise and understand the following processes:

- the development and execution of specific policies of an organisation that will lead to higher levels of optimisation, revenues, growth and sustainability
- the nurturing and maintenance of relationships within and between organisations, networks and chains
- the management of processes in fulfilment of developed and developing management aims
- the planning, control and organisation of processes within an organisation
- the development and adherence to quality-control processes
- the management of products, production processes and chains

Wittenborg students will further develop the following domain competencies:

- an understanding of common business practices
- understanding of change and trends in the field of international business
- ability to identify the relationship between social developments and requirements and the organisation structure, its financial planning, its operational processes and its human resource management
- ability to view internal processes from an integral viewpoint, working together with a range of different specialists
- understanding of the importance of developing networks, chains and relationships
- ability to collect, analyse and present information to an organisation, and suggest solutions and optimisations for the organisation
- analysis of the financial and legal aspects within an organisation in order to offer alternative processes
- preparation of advice on the internal operation and processes within an organisation
- ability to develop, implement and evaluate change management within an organisation
- ability to communicate clearly and effectively within an organisation
- ability to work independently and be creative

- identifying diverse business cultures and adapt to them
- learning to adapt to the business and national environments in which they find themselves
- working under stress, in complex cross-business domain situations

The business administration 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 further developed the following broad knowledge areas:

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

Specifically, international business administration students will have acquired the following skills:

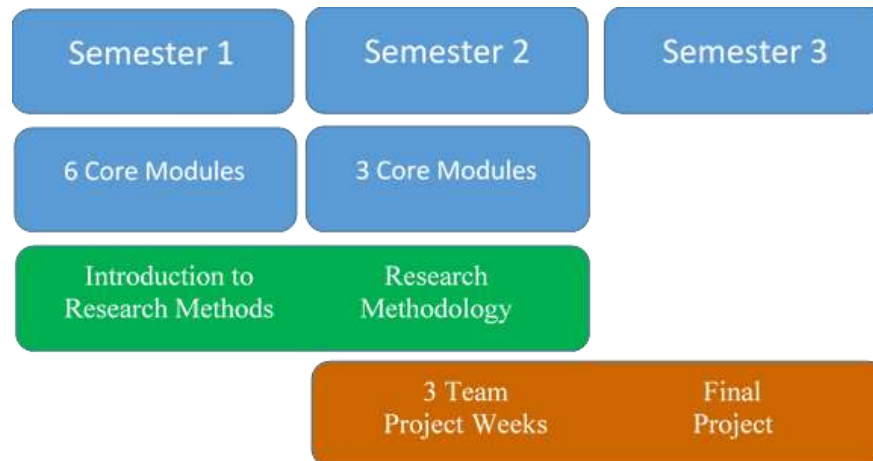
- new language learning skills
- language “through-thinking”

Students will learn 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
- leadership
- information technology usage: internet and desktop publishing programmes, usage of an intranet
- study skills: reading and learning in a foreign language, note-taking, brain storming, mind mapping, researching a subject in depth, paper writing, contributing to/keeping a journal

PROGRAMME STRUCTURE

The full-time MBA is structured in three semesters spanning 1 ½ years, with distinct aspects to each semester.

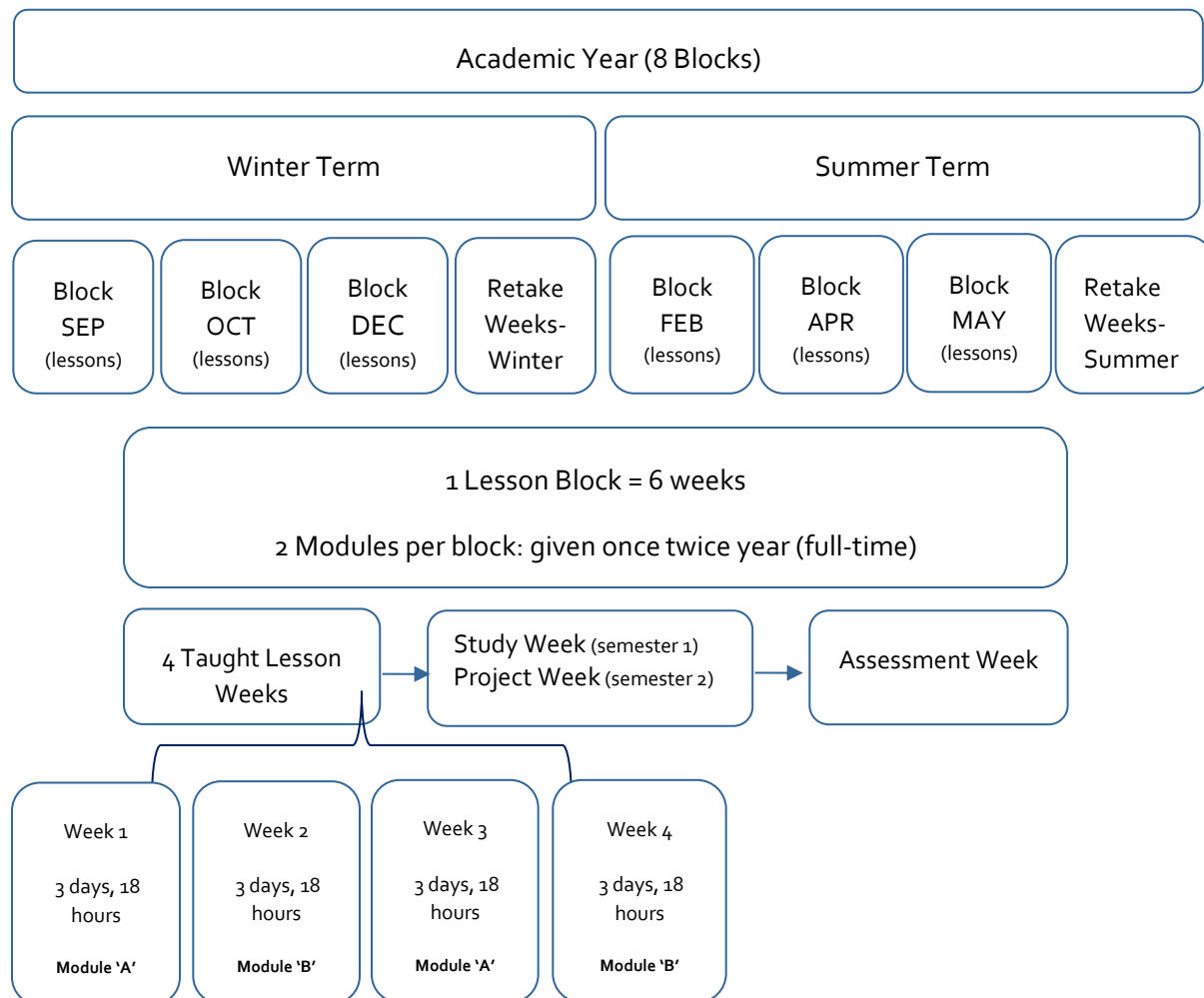


BLOCK SYSTEM – SEMESTER 1 & 2

Semester 1				Semester 2			
Block SEP	Block OCT	Block DEC	Retake Weeks- Winter	Block FEB	Block APR	Block MAY	Retake Weeks- Summer
4 Lesson Weeks with a maximum of 2 core modules.			2 Weeks for Retakes and Tutorials.	4 Lesson Weeks with a maximum of 2 core or <i>elective</i> modules.			2 Weeks for Retakes and Tutorials.
1 Assignment & Literature Review Week - Students have a week to work on their assignments and review the literature for their current modules. During this week, guest speakers related to the taught modules will be invited to give seminars. Rescheduled lessons can also be followed in this period.				1 Project Week - Students carry out an interdisciplinary consultancy project assignment, as part of the module "Project Weeks". During this week, guest speakers related to the taught modules will be invited to give seminars, and company visits will be organised for students. Rescheduled lessons can also be followed in this period.			
1 Assessment Week with closed or open-book written examinations.				1 Assignment Submission Week, in which students complete their assignments, and can be asked to present if required.			

BUSINESSLIKE PROGRAMMING

Wittenborg's yearly programming is flexible but business-like. We allow students to enter at different times of the year so 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.



Semester 1 provides students with 6 of the core MBA subjects, balanced equally over the semester. Each module, given over a six weeks block, is weighted at 5 European Credits. These modules incorporate a number of classic, functional business administration areas, which, besides by forms of classical delegation of knowledge, will be grasped by reflective learning, i.e. learning in which students reflect on their prior work experience or, in cases of part-time students, on their current work and employment organisation in the light of the materials provided in the various modules. Students must have done all Semester 1 modules in order to enter into Semester 2 modules.

Semester 1 6 Core Modules
Management Accounting & Finance
Marketing Management
Human Resource Management
Operations Management
International Management
Information Management

Reflective learning helps to develop critical thinking, self-awareness and analytical skills. It involves the individual in a reflective process.

During Semester 1, students are given 9 hours of lessons of (an introduction to) Research Methods, which is part of the Final Project. During Semester 1, guest speakers will be invited to give seminars during the third week of each block (Assignment and Literature review weeks).

Semester 2 provides students with 3 core modules that build on the core modules from Semester 1. Business Statistics is also aimed at preparing students for quantitative research in their Final Project. In Semester 2, students currently follow 3 modules from a chosen elective MBA pathway:

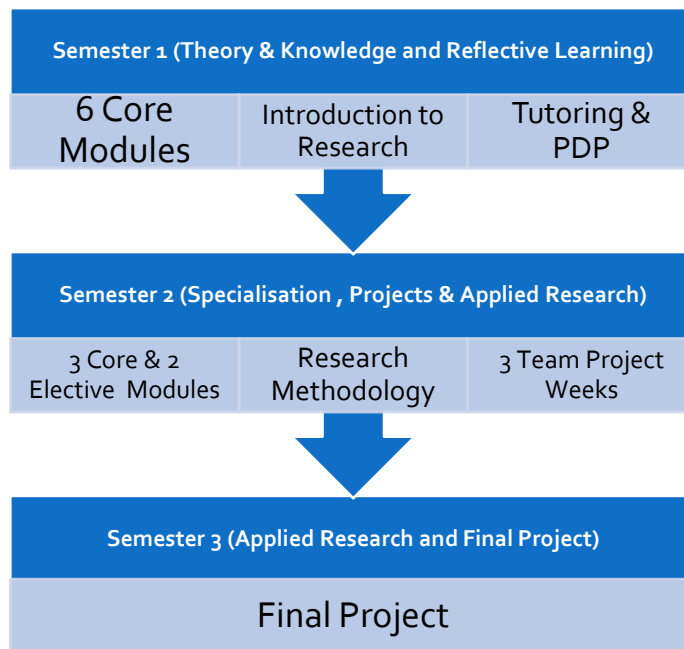
Semester 2 3 Core Modules
Research Methods
Business Statistics
Strategic Management

- International Management
- Hospitality Management
- Entrepreneurship & Innovation
- Finance
- Health & Social Care
- Education Management
- Sport Business Management

During Semester 2, students follow the core module Research Methods module in preparation for the Final Project. They will complete Research Methods with the production and submission of a Final Project Proposal.

During Semester 2, students are also required to complete 3 team project weeks, each comprising of an interdisciplinary research project focusing on problem solving, instigated in cooperation with companies and organisations in the region.

The 3 team project weeks will include company visits and guest lectures, designed to give students a connection to the local business community and to assemble information relevant to their problem-solving assignments, and are aimed at preparing students for the Final Project.



Semester 3 will see students completing their Final Projects. The Final Project covers the full semester, or term, of ½ a year, which includes research and editing time. Failed assignments modules from semesters 1 and 2 can be reworked and re-submitted at the start of this semester, according to deadlines set by the programme management.

MODULE PLANNING

Timetabling: teaching will be done using the “block teaching” method. Wittenborg aims to teach as many of its master’s degree modules in teaching blocks of three days.

In practice, this will mean that the programme will aim to offer a module’s 36 teaching hours in two sessions of 3 days. For example, in Block SEP of Semester 1, full-time students could expect the following lesson timetable:

Block	Week	Subject	Days	Hours
SEP	Week 1	Management Accounting & Finance	Wed, Thurs, Fri	18 (6 per day)
	Week 2	Marketing Management	Wed, Thurs, Fri	18 (6 per day)
	Week 3	Management Accounting & Finance	No planned lessons	
	Week 4	Marketing Management	Wed, Thurs, Fri	18 (6 per day)
	Week 5	Assignment & Literature Review	Wed, Thurs, Fri	18 (6 per day)
	Week 6	Written Exam	No planned lessons	

PART-TIME MBA

The MBA is also offered to students who wish to study part-time in 3 years. This will mean that instead of following 2 modules per block, only 1 module will be taken, and project weeks and research methods will be spread across a whole year. The editing time allowed for the final project will also be extended across 1 year.

- Wittenborg courses are planned into two separate semesters 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 semester is comprised of 4 blocks = 3 blocks of 6-weeks (with each block being made up of 4 weeks of lessons, 1 project week and 1 exam week), and 1 block of 2 weeks for missed lessons and full-module exams.
- Students can start their studies either at any full 6-weeks 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 assessment moments, all held on 1 day at the end of the block.
- Each exam has a retake exam, held in blocks 4 or 8. Students are only allowed to register for re-take exams for modules that have been given in that term.

COMPARISON OF FULL-TIME VERSUS PART-TIME PROGRAMME

Full-Time Programme			Part-Time Programme		
Period	Duration	Content	Period	Duration	Content
Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	6 Modules Introduction to Research Methods	Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	3 Modules
Semester 2 (Summer Term)	Block FEB - JUL (½ Year)	3 Modules 2 Elective Modules 3 Project Weeks Research Methods	Semester 2 (Summer Term)	Block FEB - JUL -8 (½ Year)	3 Modules Introduction to Research Methods
Semester 3 (Winter Term)	Block SEP - JAN (½ Year)	Final Project	Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	3 Modules 1 Project Week Research Methods
NB: Part-time students have more flexibility to plan their Project Weeks and their Research Methods lessons due to the combination of full-time/part-time students in lessons.			Semester 2 (Summer Term)	Block FEB - JUL (½ Year)	2 Elective Modules 2 Project Weeks Research Methods
			Semester 1 (Winter Term)	Block SEP - JUL (1 Year)	Final Project
			Semester 2 (Summer Term)		

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.

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 (ECs) 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 Guide – Lesson Blocks

This document will provide students with an overview of the study components 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 block.

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.

Module Plan-Lesson Plans

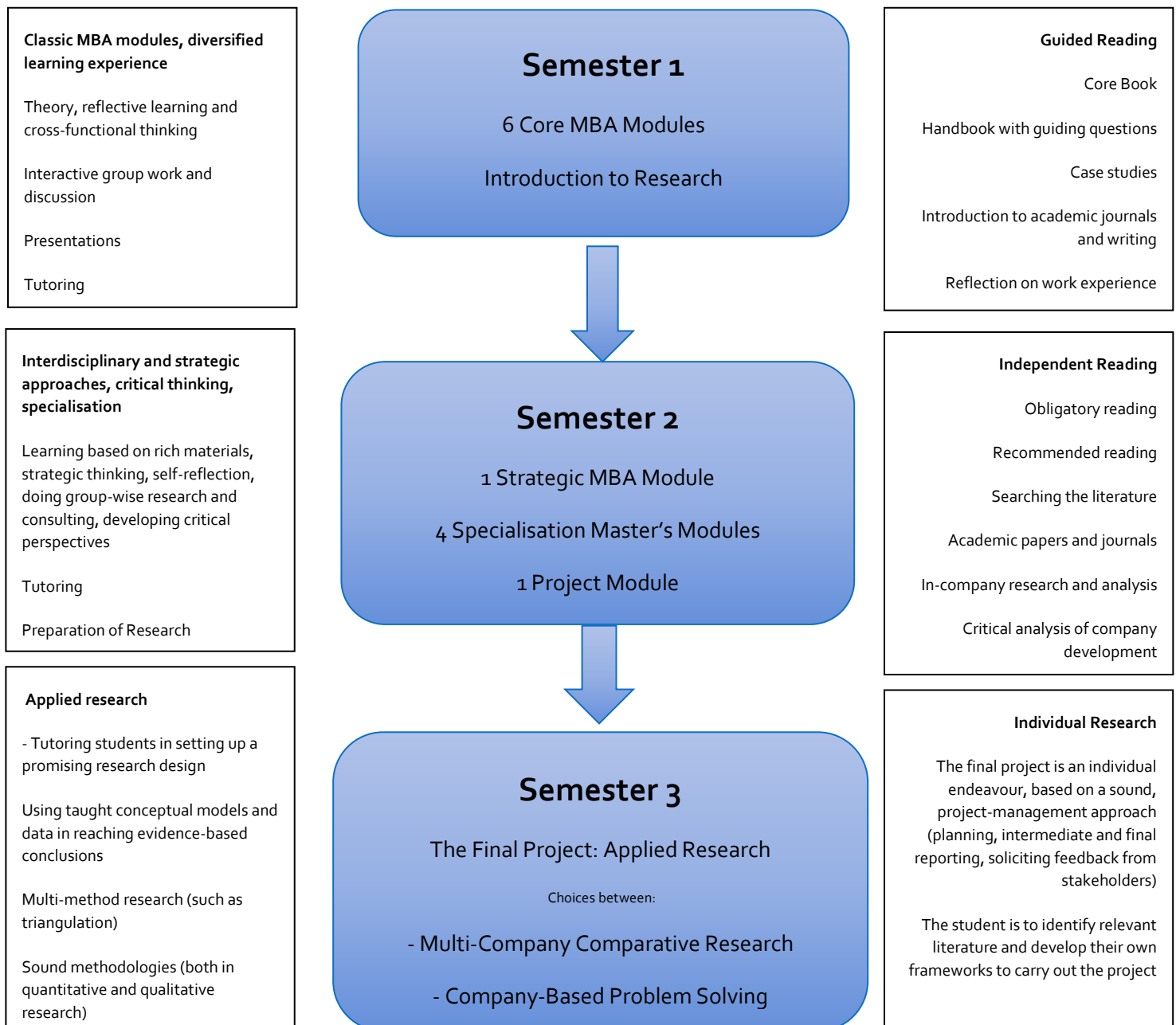
Teachers are required to keep up-to-date lesson plans of each of the lessons/seminars/lectures they give. If required, these lesson plans are archived at the central education administration office for quality control and accreditation purposes only.

		
<p>Module Description</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 • assessment methods • required literature • recommended literature • European credits allocated • exact overview of study load • teaching language • prerequisites for starting the module 	<p>Module Plan</p> <ul style="list-style-type: none"> • an overview of lesson content on a lesson basis • content of a lesson block • aims and objectives of that lesson • an overview of required reading and homework 	<p>Module Evaluation Plan</p> <ul style="list-style-type: none"> • an overview of the testing and examination(s) • time and length given to an examination

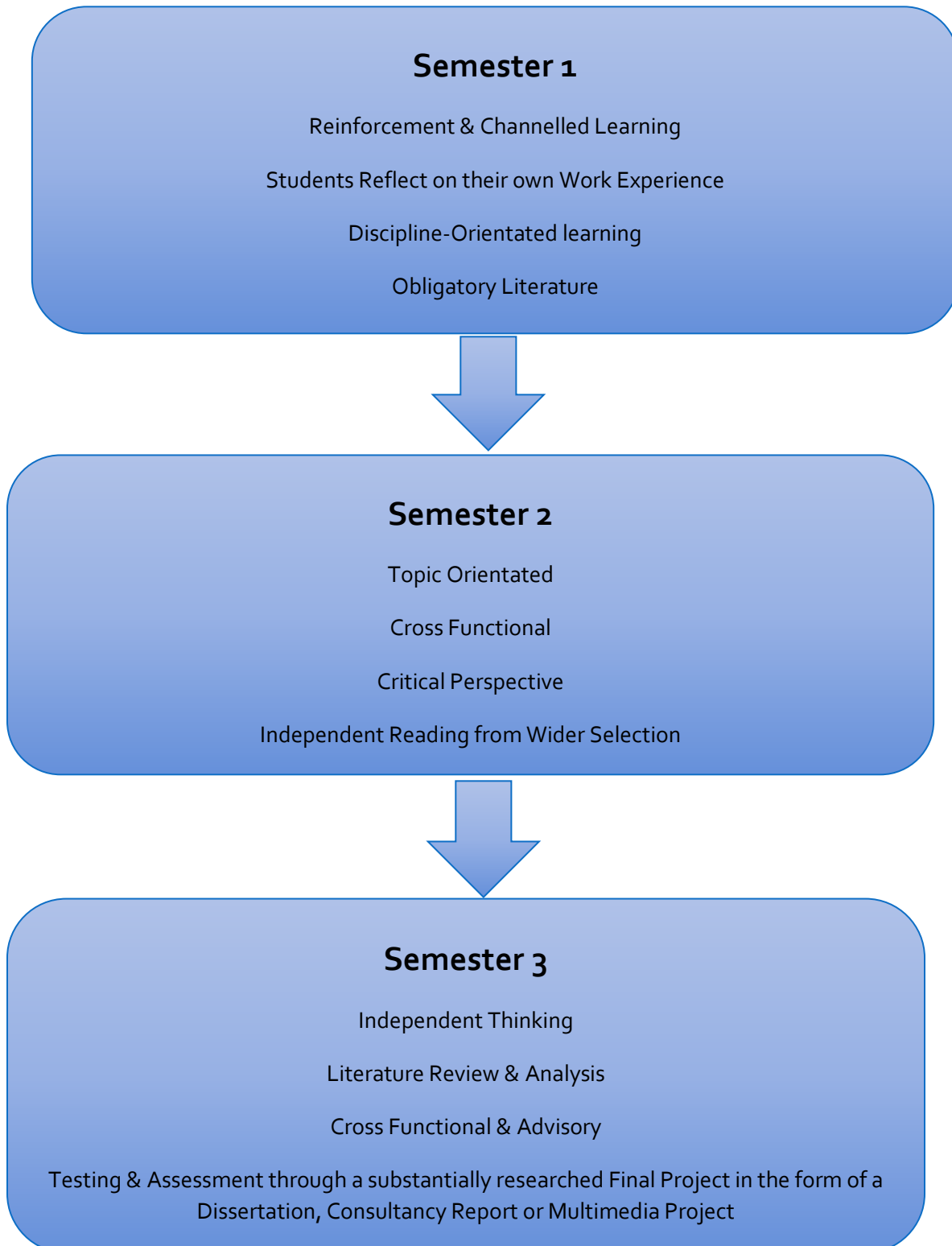
DIDACTIC APPROACH & STRUCTURE

The MBA has 2 semesters, and 516 hours of contact hours in modules comprising of:

- 432 lesson hours (12 modules x 6 days x 6 hours)
- 36 contact hours during project weeks (12 x 3 weeks)
- 24 tutoring hours Semesters 1 & 2
- 24 tutoring hours Final Project



DIDACTIC APPROACH & ASSESSMENT



THE EEG -PART 2B

ECTS - CREDIT TRANSFER & TNE



31 October 2024

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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

MASTER OF BUSINESS ADMINISTRATION - PROGRAMME CURRICULUM



31 October 2024

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Note:

The MBA programme in Amsterdam shares the same core modules as in Apeldoorn. International Management is offered at both locations and the pathways in Entrepreneurship & Innovation and Finance are typical to the dynamic environment in Amsterdam!

Master of Business Administration (MBA) in International Management				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ²	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Globalisation, Society & Culture	36	5	MO ₄₄
Apr / Oct (2)	International Corporate Sustainability	36	5	SM ₄₂
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	International Consultancy	36	5	MO ₄₅
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

¹(1) is Semester 1 for part-time students

²(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Hospitality				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ³	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ⁴	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Critical Perspectives in Hospitality Management	36	5	HM ₄₁
Apr / Oct (2)	Business Statistics	36	5	GA ₄₂
Apr / Oct (1)	Hospitality Operational Excellence	36	5	HM ₄₀
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	International Hospitality Development	36	5	HM ₄₂
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

³(1) is Semester 1 for part-time students

⁴(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Education

Year 1, Semester 1

Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb ⁽¹⁾ ⁵	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb ⁽²⁾ ⁶	Marketing Management	36	5	MA ₄₁
Sep / Feb ⁽²⁾	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr ⁽¹⁾	Human Resource Management	36	5	MO ₄₁
Oct / Apr ⁽²⁾	Operations Management	36	5	MO ₄₂
Dec / May ⁽¹⁾	International Management	36	5	SM ₄₄
Dec / May ⁽²⁾	Information Management	36	5	IM ₄₁

Year 1, Semester 2

Feb / Sep ⁽²⁾	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep ⁽¹⁾	Critical Perspectives in Education	36	5	ED ₄₁
Apr / Oct ⁽¹⁾	Leadership and Management in Education	36	5	ED ₄₂
Apr / Oct ⁽²⁾	Business Statistics	36	5	GA ₄₂
May / Dec ⁽¹⁾	Strategic Management	36	5	SM ₄₁
May / Dec ⁽²⁾	Change Management: New teaching & Learning Approach	36	5	ED ₄₄
Semester 2 ^(1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁

Total Year 1 **65 Credits**

Year 2 (1 Semester / Term)

3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
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Total Year 2 **25 Credits**

Total Credits MBA **90 Credits**

⁵(1) is Semester 1 for part-time students

⁶(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Sports Business				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ⁷	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ⁸	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Sports in the Global Marketplace	36	5	SP ₄₁
Apr / Oct (2)	Ethics & Social Responsibility in Sports	36	5	SP ₄₄
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Critical Perspectives in Sports & Leisure	36	5	SP ₄₂
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

⁷(1) is Semester 1 for part-time students

⁸(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Health & Social Care				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ⁹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ¹⁰	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Advancing Professional Decision Making	36	5	HC ₄₁
Apr / Oct (2)	Enabling Leadership in Healthcare	36	5	HC ₄₂
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Strategy-in Healthcare Management	36	5	HC ₄₄
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

⁹(1) is Semester 1 for part-time students

¹⁰(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Nursing				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹¹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ¹²	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Nursing Informatics	36	5	IM ₄₉
Apr / Oct (2)	Enabling Leadership in Healthcare	36	5	HC ₄₂
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Advanced Nursing Practice Management	36	5	HC ₄₅
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

¹¹(1) is Semester 1 for part-time students

¹²(2) is Semester 2 for part-time students

Master of Business Administration (MBA) In Entrepreneurship & Innovation

Year 1, Semester 1

Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb ⁽¹⁾ ¹³	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb ⁽²⁾ ¹⁴	Marketing Management	36	5	MA ₄₁
Sep / Feb ⁽²⁾	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr ⁽¹⁾	Human Resource Management	36	5	MO ₄₁
Oct / Apr ⁽²⁾	Operations Management	36	5	MO ₄₂
Dec / May ⁽¹⁾	International Management	36	5	SM ₄₄
Dec / May ⁽²⁾	Information Management	36	5	IM ₄₁

Year 1, Semester 2

Feb / Sep ⁽²⁾	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep ⁽¹⁾	Innovation, Creativity & Entrepreneurship	36	5	EN ₄₃
Apr / Oct ⁽²⁾	International Corporate Sustainability	36	5	SM ₄₂
Apr / Oct ⁽¹⁾	Business Statistics	36	5	GA ₄₂
May / Dec ⁽¹⁾	Strategic Management	36	5	SM ₄₁
May / Dec ⁽²⁾	Venture Capital & Private Equity	36	5	FIN ₄₅
Semester 2 ^(1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁

Total Year 1 65 Credits

Year 2 (1 Semester / Term)

3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
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Total Year 2 25 Credits

Total Credits MBA 90 Credits

¹³(1) is Semester 1 for part-time students

¹⁴(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Finance				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹⁵	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ¹⁶	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Corporate Finance	36	5	FIN ₄₂
Apr / Oct (1)	Financial & Monetary Economics	36	5	FIN ₄₃
Apr / Oct (2)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Venture Capital & Private Equity	36	5	FIN ₄₅
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

¹⁵(1) is Semester 1 for part-time students

¹⁶(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Accounting				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹⁷	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ¹⁸	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Financial Reporting & Control	36	5	FIN ₄₇
Apr / Oct (1)	Accounting Data Analytics & Visualisation	36	5	GA ₄₅
Apr / Oct (2)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Corporate Governance & Accountability	36	5	SM ₄₈
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

¹⁷(1) is Semester 1 for part-time students

¹⁸(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Data Analytics

Year 1, Semester 1

Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹⁹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ²⁰	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁

Year 1, Semester 2

Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Artificial Intelligence in Business	36	5	IM ₄₆
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
Apr / Oct (2)	Data Analytics & Visualisation	36	5	GA ₄₄
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Data Management Ethics	36	5	IM ₄₅
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁

Total Year 1 **65 Credits**

Year 2 (1 Semester / Term)

3 Blocks (18 weeks - See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
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Total Year 2 **25 Credits**

Total Credits MBA **90 Credits**

¹⁹(1) is Semester 1 for part-time students

²⁰(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Digital Transformation

Year 1, Semester 1

Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ²¹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ²²	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁

Year 1, Semester 2

Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Digital Innovation & Business Transformation	36	5	SM ₄₆
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
Apr / Oct (2)	Data Analytics & Visualisation	36	5	GA ₄₄
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Digital Disruption & Strategy	36	5	SM ₄₇
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁

Total Year 1 **65 Credits**

Year 2 (1 Semester / Term)

3 Blocks (18 weeks - See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
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Total Year 2 **25 Credits**

Total Credits MBA **90 Credits**

²¹(1) is Semester 1 for part-time students

²²(2) is Semester 2 for part-time students

THE EEG - PART 3a

TECHNICAL MBA PROGRAMME CURRICULUM



31 October 2024

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Master of Business Administration (MBA) in Clean Tech				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ²	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(FP)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	(FP)	GA ₄₁
Feb / Sep (1)	Smart Grids	36	5	TEC ₄₁
Apr / Oct (2)	Business Statistics	36	5	GA ₄₂
Apr / Oct (1)	Renewable Energy: Solar, Wind, Hydro	36	5	TEC ₄₂
May / Dec (1)	Zero-Energy Buildings & Energy Transition	36	5	TEC ₄₄
May / Dec (2)	Strategic Management	36	5	SM ₄₁
Semester 2 (1 & 2)	Project Module (3 Project Weeks)		5	PW ₄₁
Total Year 1			60 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks - See Part 8)	Final Project	N/A	30	GA ₄₁
Total Year 2			30 Credits	
Total Credits MBA			90 Credits	

¹(1) is Semester 1 for part-time students

²(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Smart Industry				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ³	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ⁴	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(FP)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	(FP)	GA ₄₁
Feb / Sep (1)	Artificial Intelligence in Business	36	5	IM ₄₆
Apr / Oct (2)	Business Statistics	36	5	GA ₄₂
Apr / Oct (1)	New Smart Economy	36	5	TEC ₄₆
May / Dec (1)	Cyber Security in Integrated Autonomous Business Operations	36	5	TEC ₄₉
May / Dec (2)	Strategic Management	36	5	SM ₄₁
Semester 2 (1 & 2)	Project Module (3 Project Weeks)		5	PW ₄₁
Total Year 1			60 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	30	GA ₄₁
Total Year 2			30 Credits	
Total Credits MBA			90 Credits	

³(1) is Semester 1 for part-time students

⁴(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Applied Artificial Intelligence				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ⁵	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ⁶	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Artificial Intelligence in Business	36	5	IM ₄₆
Apr / Oct (2)	Digital Security & Crisis Management	36	5	IM ₄₈
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Problem Solving with AI	36	5	TEC ₄₁₁
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

⁵(1) is Semester 1 for part-time students

⁶(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Cyber Security				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ⁷	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ⁸	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Cyber Security Application & Implementation	36	5	TEC ₄₁₂
Apr / Oct (2)	Digital Security & Crisis Management	36	5	IM ₄₈
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Cyber Security in Integrated Autonomous Business Operations	36	5	TEC ₄₉
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

⁷(1) is Semester 1 for part-time students

⁸(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Engineering				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ⁹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ¹⁰	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Engineering Project Management	36	5	SM ₄₉
Apr / Oct (2)	Technical Innovation & Product Development	36	5	TEC ₄₁₃
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	Zero-Energy Buildings & Energy Transition	36	5	TEC ₄₄
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

⁹(1) is Semester 1 for part-time students

¹⁰(2) is Semester 2 for part-time students

Master of Business Administration (MBA) in Applied ICT				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹¹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ¹²	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Digital Innovation & Business Transformation	36	5	SM ₄₆
Apr / Oct (2)	Advanced Case Studies in ICT	36	5	TEC ₄₁₄
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	ICT Project Management	36	5	SM ₄₁₀
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

¹¹(1) is Semester 1 for part-time students

¹²(2) is Semester 2 for part-time students

THE EEG - PART 4

PRACTICAL INFORMATION GUIDE



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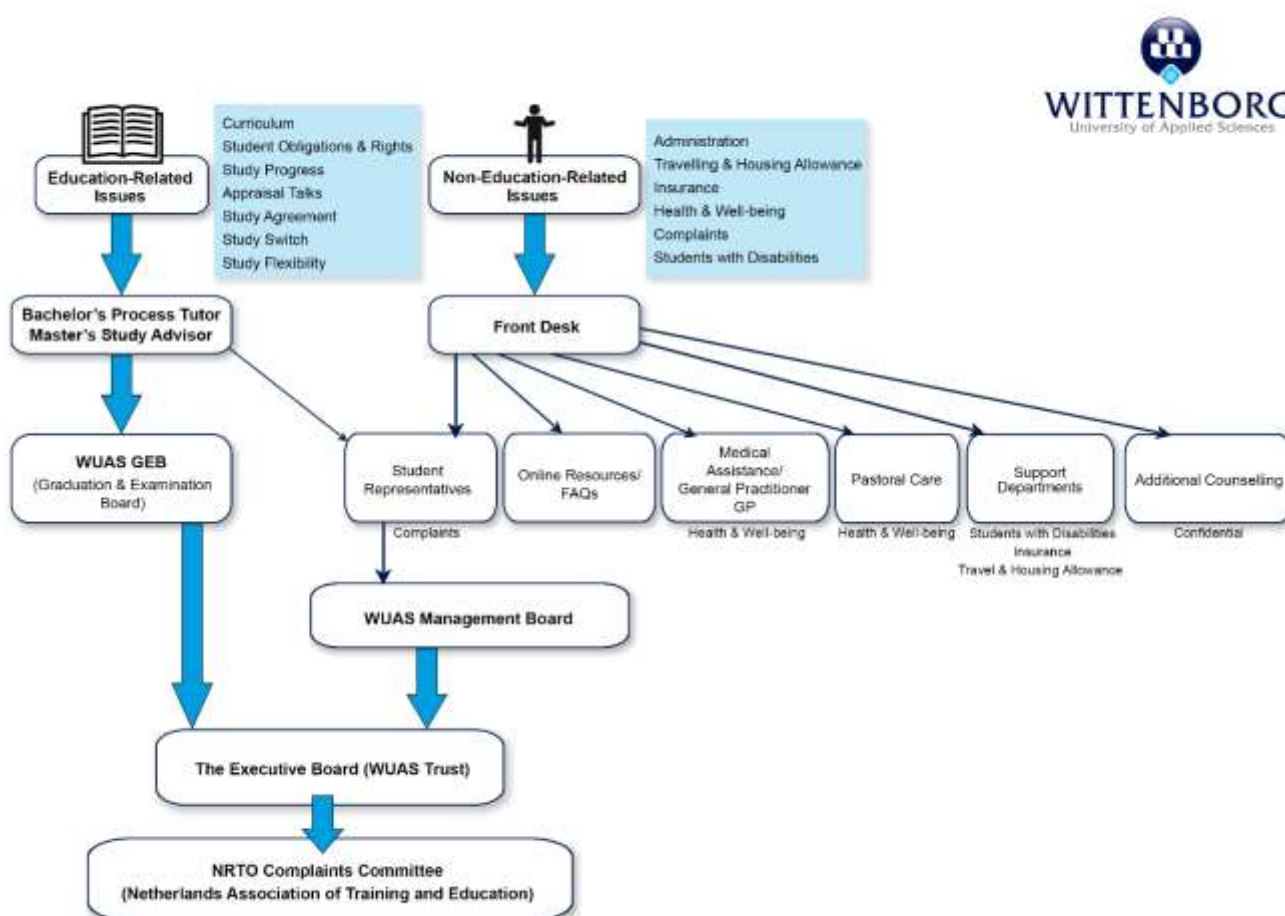
STUDENT SUPPORT

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.
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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 N°	Start Date	Activities	Extra Info	Week N°	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 N°	Start Date	Activities	Extra Info	Week N°	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 N°	Start Date	Activities	Extra Info	Week N°	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 N°	Start Date	Activities	Extra Info	Week N°	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 N°	Start / End Date	Activities	Extra Info	Week N°	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

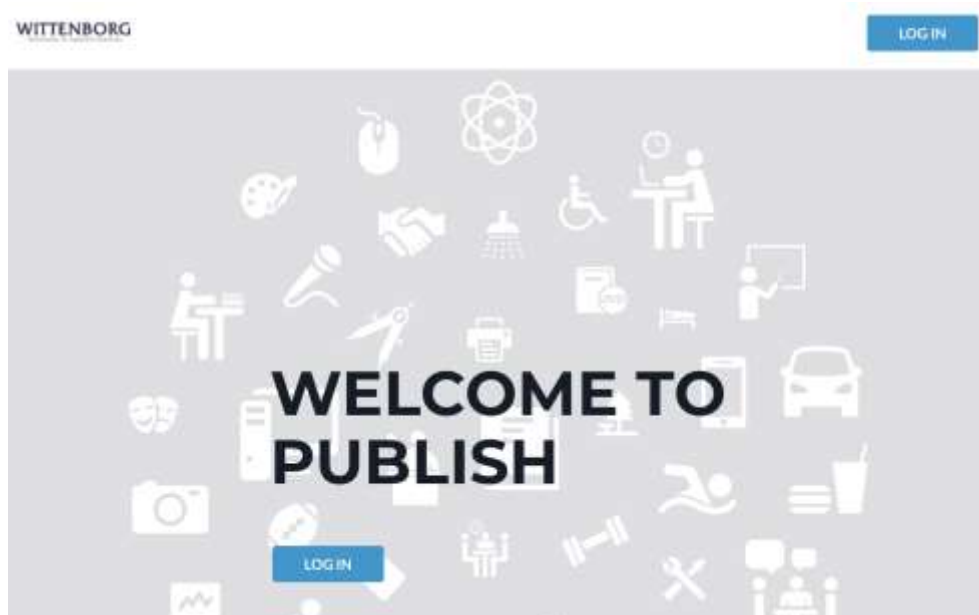
Therefore, students are kindly requested to check their online timetables at all times.

<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.

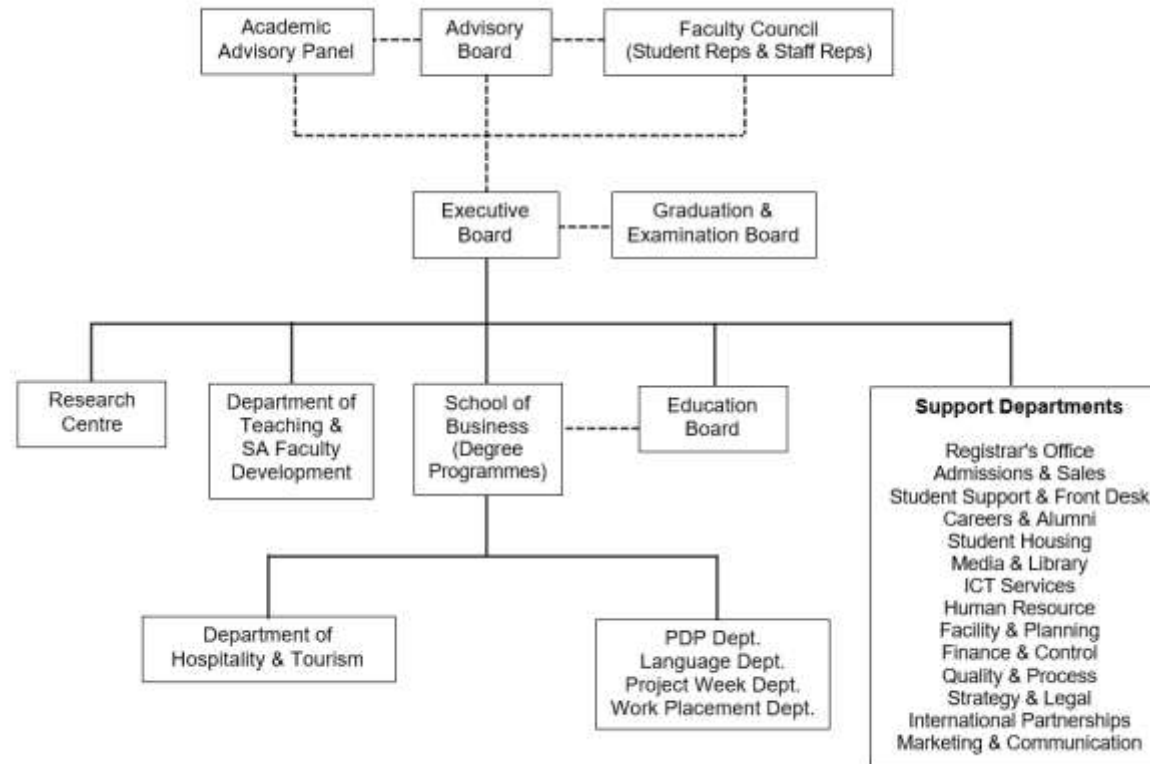
OFFICE OPENING TIMES

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:

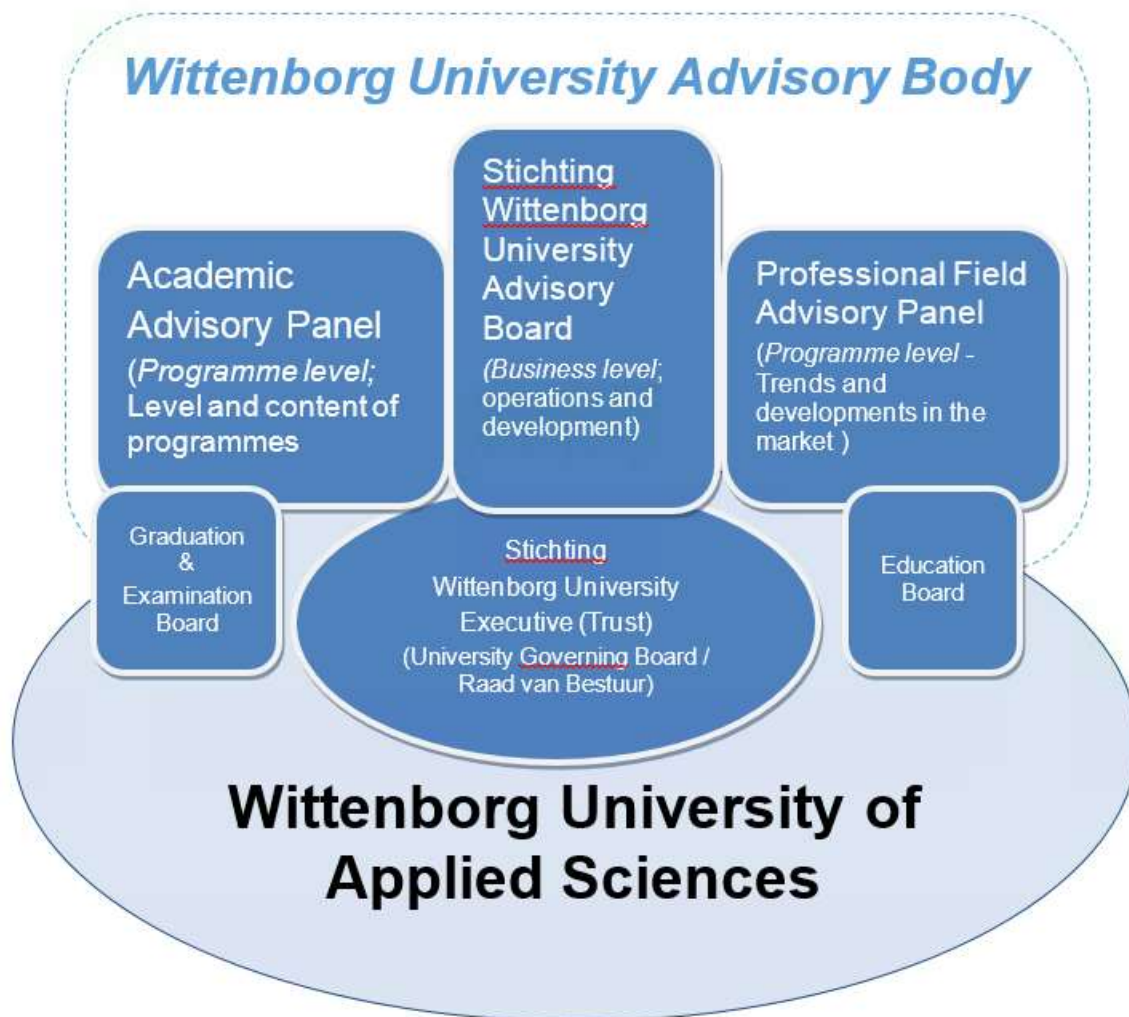
- **Professor Peter van der Sijde**, Professor of Faculty of Science, Business & Innovation and the Faculty of Social Science, Organization, Entrepreneurship and Technology, Free University Amsterdam, The Netherlands.
- **Dr. Brigitte Nicolaud**, Director Teaching and Learning, Aston Business School, 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.



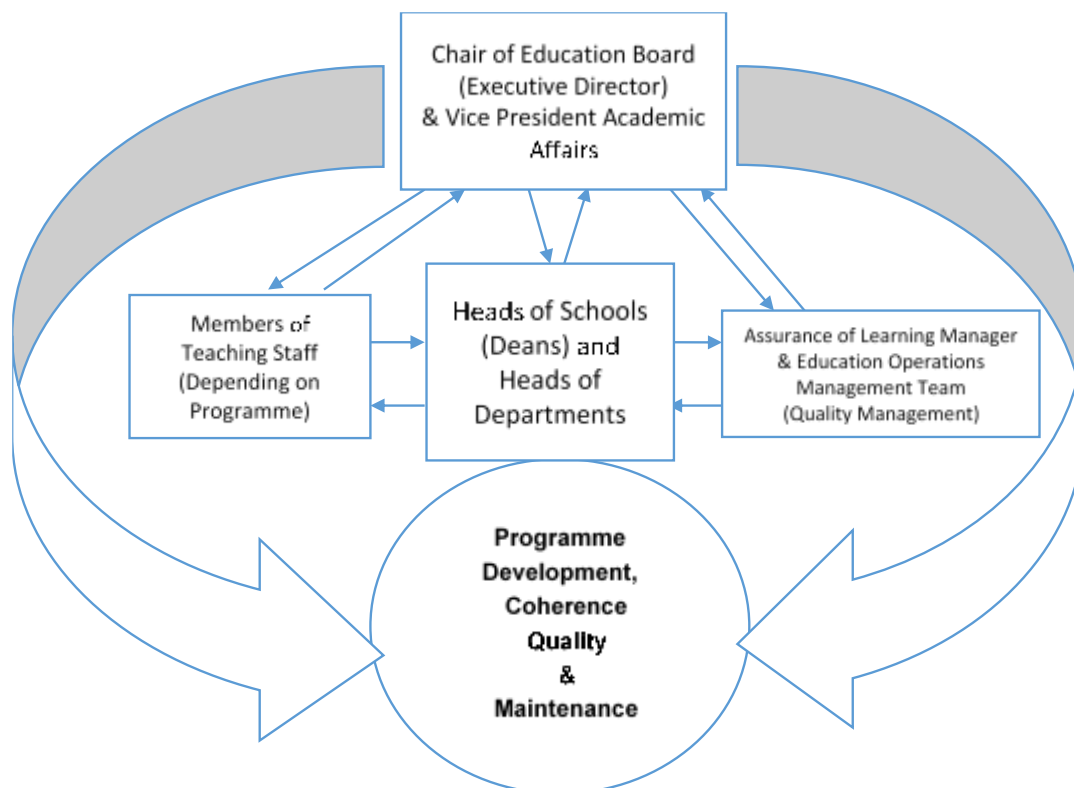
WITTENBORG EDUCATION BOARD

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.

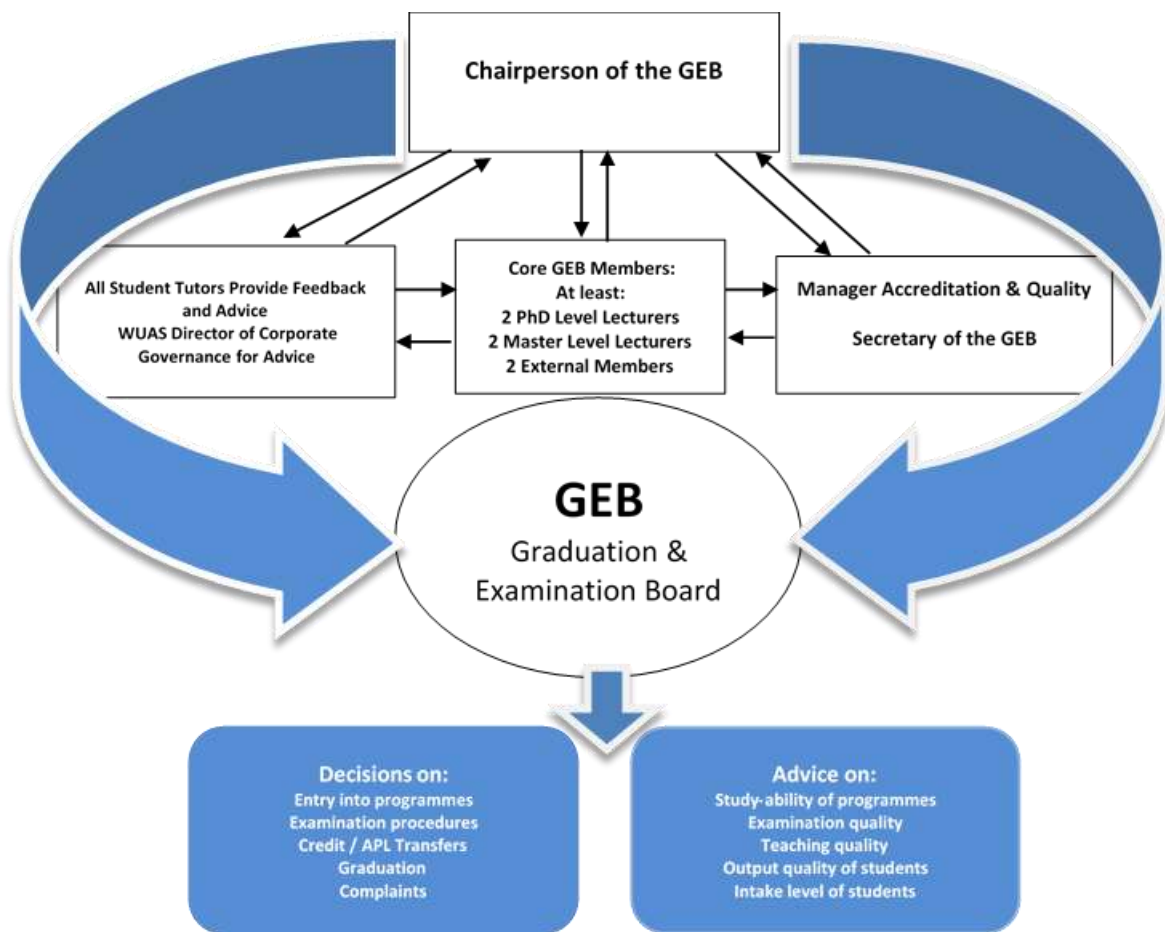
Currently, the GEB comprises of Wittenborg teachers, tutors and staff members, who are either fully employed or external consultants who teach Wittenborg modules, as well as 2 external members who work at other Dutch HEI's.

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.

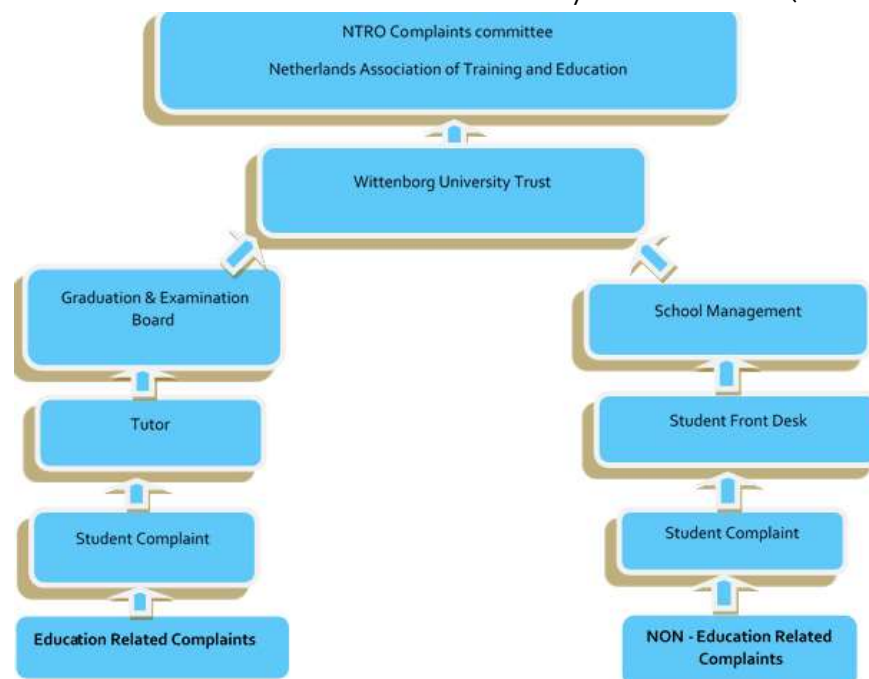


GRADUATION & EXAMINATION BOARD RESPONSIBILITIES

- 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 with 1 week of the appeal sitting.

THE WITTENBORG EXECUTIVE TRUST

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

NRTO

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

ACCREDITATION OF HIGHER EDUCATION IN THE NETHERLANDS

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

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

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

Wittenborg 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

Master MBA



31 October 2024

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ASSESSMENT METHODS WITHIN THE MASTER'S PROGRAMME

The assessment methods used in the MBA modules are geared towards showing that students have achieved the aims and objectives of the modules. The assessment methods are described in the module guides and the projects, reports, essays and papers of each module lead to an overall and comprehensive portfolio of work that demonstrates a student's understanding of the various elements of the modules and the interlinking of these. *There is a clear development in assessment types from the more functional-based reflective learning dominant in Semester 1 towards the more integrative approaches of the modules in Semester 2.*

In the modules of Semester 1, a student's understanding of corporate realities based on own learning and work experience plays an important role in study and in assessment, through reflection. An example from the module Human Resource Management:

"Introduction to the Module Handbook / Module Guide of Human Resource Management"

The Module Handbook Human Resource Management is to be used by students as a guide to the study of this MBA module and consists of three parts:

- *The Broad Perspective*
- *Instruments, Tools & Methods*
- *Inter-Module Integration*

The section "Broad Perspective" aims at presenting a broad perspective on the subject.

The section "Instruments, Tools & Methods" aims at presenting various methods, tools or approaches which you are expected to be informed of as part of the module (being one of the specialised areas of business administration and management).

The part "Inter-module Integration" aims at furthering a wider understanding of the subject matter by discussing certain issues in coherence with other issues rather than considering them in isolation.

Each part distinguishes a number of module-based activities:

- *Reflective Learning Questions*
- *Class Group Activities*

Reflecting Learning Questions

For each part, special Reflective Learning Questions have been formulated. You yourself have to answer these questions. Some of these questions could be used during the class discussions. This exercise will support you in successfully writing your module assignment.

Class group Activities

Class Group Activities give a central place to the exchange of thoughts between you and the other students. The common goal is to acquire new insights into the areas that the module addresses, to better understand certain problems which you identified during your initial reading and study activities, and to develop new ideas as to how you can solve complex issues in future and current organisational settings. .

ASSESSMENT OF MODULES IN SEMESTER 1

The assessment for all 6 modules in semester 1 will be done through the completion of a written examination (a closed or open book written exam) The exam questions can be:

- questions that are testing knowledge
- questions that are testing understanding
- brief company-based cases with questions to be answered by the student (primary objective: testing an ability to apply learnt concepts correctly)

ASSESSMENT OF MODULES IN SEMESTER 2

The assessment for modules in Semester 2 can be either a written examination, a group or an individual assignment or a Presentation & Oral Assessment. The individual or group assignment should be uploaded through Wittenborg Online using Turnitin.

In Semester 2, assessment clearly reflects the modules' integrative nature combined with academic rigour, as can be seen from this example from the module "Critical Perspectives in Hospitality Management".

Assessment requirements

1. All written assessments are to be submitted by the set deadlines.
2. If the standard submission deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if the submission deadline is on Friday and it is a 'Good Friday' (a national holiday), the submission deadline will be moved to Thursday of the same week.
3. Assessments must be submitted using the special cover page available in the assessment section on Wittenborg Online/Student Resources.
4. Assessments must be submitted by e-submission through **Turnitin** in the module area on Wittenborg Online.
5. Assessments are to be word processed in an appropriate 12pt font and double-line spaced.
6. 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).
7. Please note that there are marks awarded for following correct presentation and submission requirements.

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.

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. Participation
7. Oral Presentation / Oral Interview / Oral Q&A (Question & Answer)
8. Digital / Multimedia Output

Some notes:

- 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.

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 (GEB) 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 Study Advisor.

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

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

- Lesson attendance requirement: 75%
- Examination registration 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.

ASSESSMENT TYPES

WRITTEN EXAMINATIONS UNDER EXAM CONDITIONS:

Closed-Book Examinable Component

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

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.

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.

Closed-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. The mere possession of such devices by students in the exam hall, even if not in use, may be considered academic misconduct.

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 a professional and interesting one, if the oral exam is in the form of a presentation. Some oral exams are restricted to the form of PowerPoint presentation, which is regarded as essential in business presentations, and will enhance a student's presentation skills also.

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

Reports, Essays & Papers

Some modules include the submission of a paper. All papers should adhere to the style and paper-writing criteria as published in the Academic Writing Handbook, Part 5a of the EEG.

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

- A students' 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.

Assignments, reports, essays & papers can be either individual work or group work. In the case of a group assignment, the group size will be determined by the lecturer. 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.

PROJECT WORK

Projects and cases are mostly integrated parts of a module. 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 and an oral defence, most commonly in the form of a presentation.

FINAL DISSERTATION

See the Graduation Assignment & Final Project Handbook (Part 8 of the EEG) for details. All final graduation assignment/final projects will be second-marked by an external examiner.

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. In this period the “Complete Module Exams” are also offered for students who are eligible to take a “retake” exam for a module 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 permission of the study advisor. A 3rd and 4th ‘retake attempt’ will earn a maximum of 5.5 marks. In exceptional cases, determined by the Examination Board, 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 & 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 retake weeks are sometimes delayed due to teaching staff holidays which commence immediately after the exam weeks. In this regard students should ensure good communication with their tutors regarding mark publishing deadlines for re-take exams and more so in cases where the results are required for progression.

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

EXAM REVIEW RULES

INSTRUCTIONS FOR STUDENTS

For exam review, students are allowed to review only one semester 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 an 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 master programme, students must complete the MEE before submitting their final graduation assignment.

The criteria for being eligible to take a MEE is that the student must have completed (passed) all the modules in the programme except for RM and GA/FP, i.e. (60 ECs).

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 either the phase or in the case of the master both semesters. 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.

DIVERSITY OF TEACHING METHODS

Throughout the MBA programme a balance of teaching and learning methods are used, including

Teaching

- Classroom lecturing
- Case-study discussions
- Feedback and presentation sessions
- Interviews and debates
- Video and film
- Company visits
- Discussion sessions
- Research Papers
- Coaching and tutoring
- Work experience tutoring
- Dissertation coaching

Learning

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

CASE STUDIES AND PRACTICAL PROJECTS

As explained previously, case studies are often used in the programme, and more so from Phase 2 modules onwards. There are three forms of case study used at Wittenborg. One of these has been specially introduced for Wittenborg students (WiNet).

- **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.

DESCRIPTION OF PROJECT WEEKS

Project Weeks occur in Semester 2 and are part of the **Project Module**. During a project, 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, such as those of Mintzberg, or Belbin.
- Students will produce a final report in the form of a proposal, that can be presented to external investors.
- Students will be able to present their final report, in a clear and organised pitch.

Team Building – Personal Skills Evaluation

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

Formulating Project Teams (Groups)

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

- Project teachers will form teams of at least 4 members

- Project teachers will designate the team leader for each group
- Team leaders will be given the skills evaluation results of each team member
- Leaders will allocate each team member a specific role, based on their understanding of the results of the skills evaluation.

Roles and Responsibilities

The team leader:

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

Secretary:

- takes responsibility for the group meetings
- delivers meeting agenda prior to the meeting
- produces meeting notes and action lists at the end of each meeting
- is responsible for 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 Assessment?

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 12,000 words/30 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
- A maximum one (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 on activities carried out in relation to this project

Project Week Assessment

Students will be marked individually. This project week will be graded with a final mark of Pass or Fail; however, a student's final grade can be given a mark, depending on the teacher.

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

Aspects to be evaluated:

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

The assessment scale used for this project is as follows:

- Excellent, good, sufficient, poor, very poor

Evaluations will be explained in 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 Assessment.

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

GRADING SYSTEM IN THE NETHERLANDS

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

<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

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%

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.

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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:

- 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!

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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

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THE EEG - PART 6

GRADUATION & EXAMINATION BOARD REGULATIONS



31 October 2024

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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 possesses these qualifications shall be deemed ex-officio and without the right to vote.

- Section 14.03 Membership of the Exam Board ends automatically if the employee concerned is no longer at the Institute (except for externals, see 13.04 below).

- Section 14.04 Membership will include at least one external, who is independent from the Institute. External members can also be appointed as Chairperson or deputy Chairperson.

- Section 14.05 The Board guarantees that there is a diversity of expertise among the appointed members of the Exam Board (e.g. discipline/subject-related, assessment methodologies and procedures, laws and regulations, international expertise).

- Section 14.06 The Exam Board meets every block. Meetings are off-line and face-to-face, but meetings of any sub-committee installed by the Exam Board may also take place through online or video communication.

- Section 14.07 A minimum of four members is required (including Chair or deputy Chair) to make decisions. All meetings are documented in minutes by the Exam Board Secretary.

- Section 14.08 Exam Board meetings are closed and its minutes confidential. All information about students and instructors will be treated with utmost confidentiality.

- Section 14.09 The Exam Board decides by a simple majority of votes. In case of a tie, the Chair or deputy Chair has the casting vote.

- Section 14.10 The Exam Board may decide to confer some of its authority, if necessary, with certain constraints and conditions, on the Chairperson, provided that this is not in conflict with the law or these regulations (Chair's action).

- Section 14.11 The Exam Board may be assisted by others, such as advisors or other tutors, only if agreed by a majority of the board. The role of non-appointed staff is temporary, purely consultative, and they have no vote.

Section 14.12 The Chairperson of the Exam Board sends regular reports, with a minimum of once per academic year, on the workings of the Exam Board to The Board.

Article 15. Tasks of the Exam Board

Section 15.01 The Exam Board is in charge of arranging (partial) tests and examinations and specifying results.

Section 15.02 The Exam Board takes care of the organisation of (partial) tests and examinations and of good procedures during (partial) tests and examinations.

Section 15.03 The dates and times for taking (partial) tests are set on time by or on behalf of the Exam Board.

Section 15.04 The Exam Board rules within 10 working days whether a programme of educational units (modules), composed by an individual student at a previous institution will be approved (transfer credits). Such a request shall be submitted in written form, not more than one month after enrolment in a particular academic year and should be related to the educational units to be studied in that year. The Exam Board will adhere to the national attainment targets mentioned in Article 4 of these Regulations in forming the decision. See also Section 14.09.

Section 15.05 The Exam Board appoints examiners who are in charge of taking (partial) tests. Only staff members in charge of education in the educational unit concerned can be appointed examiner, as well as experts from outside The Institute. The examiners give the Exam Board the information they ask for. Examiners shall always hold an academic qualification of at least master'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'

-Master's-



31 October 2024

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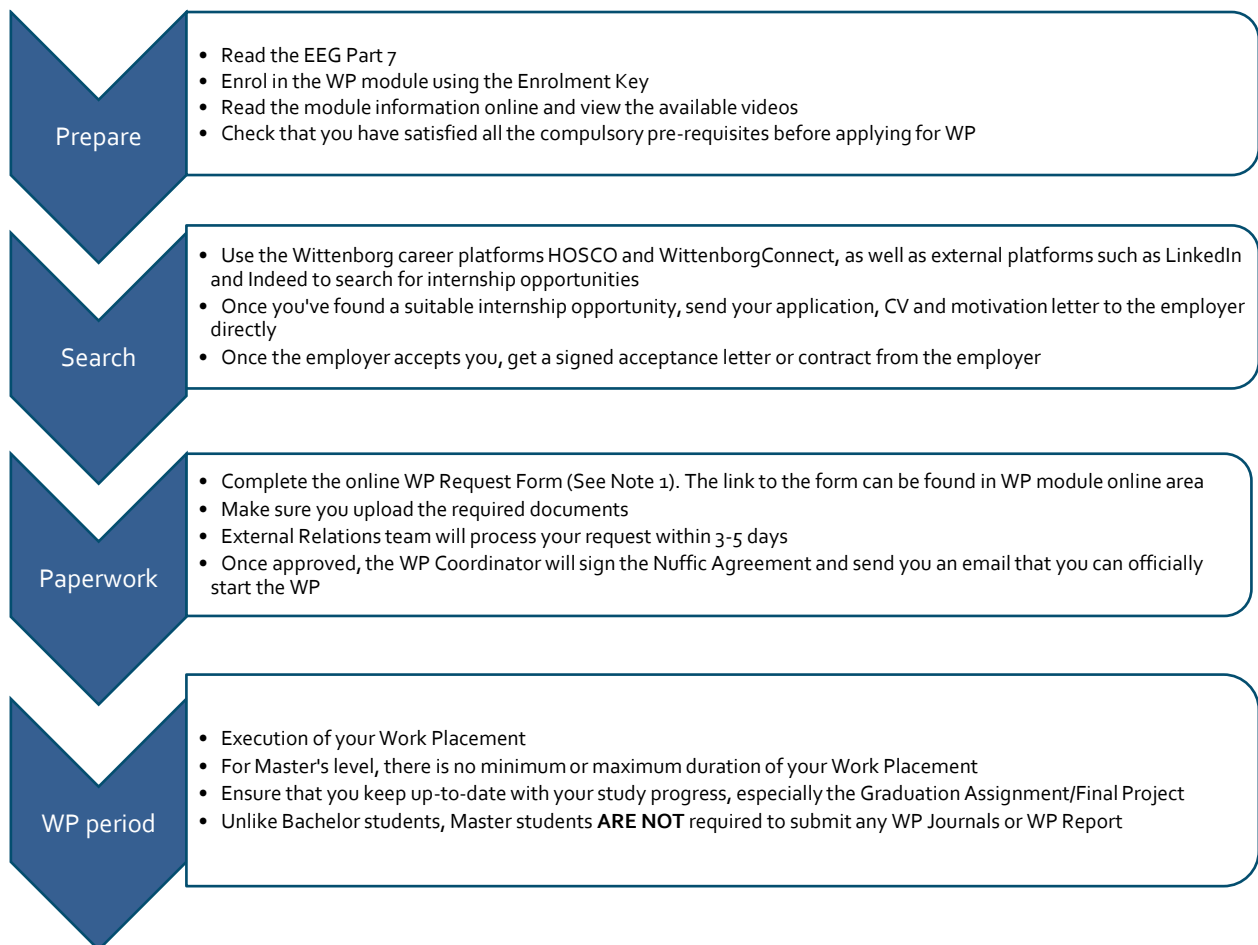
1 INTRODUCTION

Work experience provides students with an opportunity for career development and skills which are invaluable for their future employment. In today's competitive labour market, employers are looking for more than a good qualification. They want graduates with the requisite skills, experiences and dynamism to succeed in the workplace. These skills, experience and attributes can largely be developed by undertaking work placement. In order for the student to make the most of these opportunities, they need to play an active role in planning their taking charge of their own personal development.

However, Work placement (WP) is an optional learning opportunity for you as students to prepare for life after university. This is meant to provide a student with the knowledge and understanding of how a western organization operates and to improve their skills and competencies while gaining work experience. Students bring along their academic knowledge into practice. Work Placement is not mandatory for Master (MBA/MSc) students. It is not part of the study curriculum; thus no European Credits (ECs) are allocated for it.

2 THE WORK PLACEMENT (WP) PROCESS

Students need to have given some thought to the different types of work experience available and think about which is most appropriate for them considering the level of studies. It takes time to get a work placement and students are requested to ensure they start the search process early. It is considered part of their learning experience to find their own placement. The Wittenborg University of Applied Sciences career centre assists students in identifying a suitable company. Below is an outline of the work placement process.



Note: You are not allowed to start your WP without a tri-partite contract (Nuffic Agreement).

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 Party Agreement, currently based on the so-called 'Nuffic format' (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)

2.1 GOALS

In addition to gaining work experience, work placement is also a way of building your CV and a start in creating your professional network. The goals of the Work placement are as follows:

- Gaining insight into your strengths and limitations in professional situations.
- Learning to function independently and responsibly within an organisation (professional attitude).
- Become aware of the culture and structure within a work environment.
- Integrating knowledge and skills with practice (research and other), in a realistic work situation.
- Provide an opportunity for you to enhance your learning experience and career prospects by applying your academic knowledge and capabilities in the workplace.
- Strengthen your links with industry and commerce.
- Develop new capabilities and skills.
- Operate within a structured and routinely supervised environment.
- After appropriate initial training, be able to use required methods, procedures and standards applicable to tasks set.
- Be able to function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others
- Demonstrate a rational and organized approach to set task(s)
- Demonstrate oral and written communication skills for effective dialogue with colleagues and supervisors, or project instigators
- Show the ability to rapidly absorb fresh (technical) information when it is systematically presented and to apply it effectively
- Describe and evaluate the structure, major activities and responsibilities of the organization
- Evaluate your performance and abilities critically

2.2 CRITERIA FOR ESTABLISHING A PROPER WORK PLACEMENT

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

- The internship provides sufficient in-house operations and ownership.
- The work is at a sufficient level, or matches the level of the study (MBA/MSc/Pre-Master)
- 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, providing 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 their level of training. Where possible, student should be rotated throughout the organization.
- The contents of the training needs to meet the objectives of the work placement program. In relation to this, it needs to be linked to the students' general programme of study and the students' specialization in particular.
- The host organization is responsible for supervising the student and a supervisor within the organization should be assigned to this task. This is to facilitate the introduction of the student to the internship organization as well as creating a process whereby the student can be mentored, trained and evaluated within the organization.
- Understanding and skills that students have acquired, can be applied and expanded
- The company and student's role within the company have a substantial international component.

You should discuss these criteria with the host company to ensure that the company knows what is expected from the University's perspective.

2.3 FINDING A WORK PLACEMENT

Students are expected to find an internship position themselves. It is not always easy to find a suitable internship position, which is why you should start considering early on what kind of work environment you want for your internship. In principle you should start applying for positions a few months before the start of your internship. Once you have done everything required of you with regards to applying for the work placement you may register on the following platforms used by Wittenborg University of Applied Sciences designed to assist students in finding work placement opportunities.

- Hosco.com
- Wittenborgconnect.com

Wittenborg University of Applied sciences offers internships in multinational companies in The Netherlands and abroad. Once you have found a suitable internship, you can easily apply by sending your CV and a Cover letter directly to the company. The person to turn to for help is the WP Coordinator.

2.4 WORK PLACEMENT ABROAD

It is possible to follow a practical internship abroad. The requirements for work placement in the Netherlands also apply to work placements abroad, with a few additional supplementary requirements. For example, the company mentor must have a sufficient command of the English language (both orally and in writing). Work placements from your country of origin are not allowed. If you have found an internship position abroad, the WP Coordinator will first check whether your proposed internship position meets the minimum requirement set by the University. In addition, your internship position will be assessed and registered by the international office here at Wittenborg University of Applied Sciences. Once your internship position has been approved, you will have to determine in consultation with your process tutor what form your internship supervision will take.

2.5 IMPLEMENTATION

2.5.1 INTERNSHIP PLAN

Once you have found a work placement position, you can start formulating your internship plan. The purpose of the internship plan is to translate the general learning objectives of the work placement component to your own personal learning objectives. For each objective, list the relevant activities you will be performing at your work placement organisation. The work placement plan should be formulated by the student in consultation with the company work placement supervisor. This should happen in the first weeks of the work placement. The work placement plan is a working document; it provides direction for the work placement assignment. The content of the internship plan depends on the type of internship you are following.

2.5.2 SUPERVISION

During your work placement you will receive supervision from the work placement company while the University will provide a supportive role in this regard from your WP Coordinator

2.5.3 WORK PLACEMENT SUPERVISOR

The work placement supervisor is your daily supervisor within the organisation/institution where you are doing your work placement. They serve as a facilitator within the organization enabling you to acquire practical experience within the institution. They are also responsible for making sure that you have access to all the facilities required for you to perform the tasks assigned to you. In addition, the

work placement supervisor offers advice to your process tutor regarding your interim evaluation and final assessment. Precise agreements regarding supervision at your place of work are made prior to the start of the internship and recorded in the internship contract as described in Appendix 2

2.5.4 WP COORDINATOR

The supervision from the University will be by the WP Coordinator. This also applies to students who are involved in a research internship. This supervision consists of individual interviews and/or a number of group sessions. The WP Coordinator will ask you to reflect critically on your learning process. Your WP Coordinator will also check whether your internship plan has sufficient depth and they will assess your internship evaluation report at the end of your internship. The interim evaluation and final evaluation takes place with your WP Coordinator and where applicable also with your external work placement supervisor.

2.5.5 INTERIM EVALUATION

An interim evaluation will take place half-way through your work placement. The purpose of the interim evaluation is to determine as to what degree you are meeting your personal learning objectives and to establish whether any adjustments are required in the activities you perform. Potential bottlenecks can be discussed and solutions sought, and the next step in your learning process can be discussed.

2.5.6 FINAL ASSESSMENT

At the end of your work placement period, WP Coordinator will receive the final evaluation from your company supervisor and review your career development. No grades nor credits are awarded in this process. The review meeting by the WP Coordinator with the student will be based on the interim and final company supervisor's evaluation (refer to the online form), the assessment advice of your work placement supervisor, the quality of the assignments and your participation in work placement meetings. The review will be discussed with the student in the course of the final interview.

3 CONTENT OF THE WORK PLACEMENT

3.1 GENERAL REQUIREMENTS

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

Students should be aware of how their academic skills are applied in practice and develop the ability to deploy their competences in a work environment.

3.2 GENERAL INFORMATION REGARDING WORK PLACEMENT

The goals of work placement, as stated previously, can be translated into the following subjects for you to consider when doing your work placement.

3.2.1 UNDERSTAND THE NEEDS OF THE COMPANIES

Let relevant mentors in the company to know whether you understand your tasks and being proactive to ask questions if you need clarification as appropriate!

Managers are always very busy. Be aware that they accepted you as a work placement student because it would be beneficial to the company 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. Demonstrate your ability to work independently or with little supervision. They have limited time and therefore are not available all the time to help. As a Master student, expectations by the employer/internship company anticipation that you will be able to take some level of responsibility on your own, by demonstrating a reasonably good learning aptitude, proactive initiative, methodical and systematic approach your tasks. Therefore, challenge yourself by being effective and efficient as much as possible and demonstrate to your company supervisor your potential. Wittenborg's Work Placement Coordinator is available to assist you as well whenever necessary. The section on competencies to be acquired during the work placement below, describes which competences you should display and develop during your work placement.

3.2.2 UNDERSTAND AND ADAPT TO THE COMPANIES 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 literal:

say 'yes' if you mean 'yes' and say 'no' if you mean 'no'. Thus, get an understanding of the western culture and enjoy being part of the company's staff.

3.2.3 ASSERTIVENESS AND INITIATIVE

You are being educated for a future role as a management. 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 similar issues. If you have questions related to this, you should first contact your process tutor to direct you to the right department where your respective questions can be addressed. You can also contact the international office here at Wittenborg University of Applied Sciences with regards to resident permit related questions. If you can and know how to solve any of the questions or issues which may arise, do not hesitate to take responsibility get it done!

3.2.4 THE COMPANY'S ROLE

It is important that students observe professionals at work, in their chosen career field. This will enable them to gain an understanding of the type of work relevant to their chosen occupation. When appropriate, we encourage employers to enable interns to participate in staff meetings, attend presentations and sit in on meetings with clients. Additionally, interns should have the ability to speak and interact with professionals inside, as well as outside, of their own department to learn about different occupations and career paths.

3.3 COMPETENCIES TO BE ACQUIRED DURING THE WORK PLACEMENT

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

- Demonstrate the attainment of advanced competency levels in specified core areas
- Demonstrate that they has operated within a structured and routinely supervised environment
- Use required methods, procedures and standards applicable to tasks set, after appropriate initial training
- Function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others.
- Demonstrate a rational and organised approach to set task(s)
- Demonstrate oral and written communication skills for effective dialogue with colleagues and supervisors, or project instigators
- Show an 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, the student needs 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 at a level equivalent to IELTS 6.5.

At the end of the work placement, students should have developed new skills or made improvements in existing skills. We encourage work placements that concentrate on the following areas:

- negotiating skills
- customer relationship management skills
- networking skills
- team working skills
- organisation skills
- managerial skills
- ability to deal with stress
- accurate working practices
- commercial thinking
- entrepreneurial skills
- pro-active & independent working methods

Work placement for master students is not part of the curriculum and students are not required to deliver any assignment and will not be assessed, however they need to write an evaluation report. They can share their impressions and feedback of their in-company supervisors with their process tutor in their regular meetings.

4 APPENDIXES

4.1 APPENDIX 1 – NECESSARY FORMS

All the required forms can be found in the WP Module online area.

- [Work placement request form](#)
- [Company supervisor evaluation form \(optional\)](#)
- [Tri-partite Contract \(Nuffic Agreement\)](#)

THE EEG - PART 8

GRADUATION ASSIGNMENT & FINAL PROJECT HANDBOOK

GA/FP HANDBOOK (MASTER)



31 October 2024

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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 at various meetings of the Graduation and Examination Board (GEB) with external members, Academic Supervisors, and administrative staff of Wittenborg as well as advice from external advisors. 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 provides students the opportunity to engage, in depth, with an area or issue of professional or intellectual interest. Carrying out a graduation assignment provides an opportunity to read extensively, but with a clear purpose and focus, to develop fresh understanding of a specific question. Writing the graduation assignment, a major piece of work, a thesis, allows you to share that experience and to disseminate the results.

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

Students' thesis should include a reflection on the research process itself as well as providing a discussion of the problems and issues raised during the study. Students should also reflect on the limitations of their research study and suggest possibilities for the development of future work in this area, either in terms of more research, or practical implications deriving 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 graduation assignment will be other members of the students' academic community (students and Academic Supervisors). It is not written for a non-expert audience, so the student can, indeed should, use an academic style of writing and presenting.

Most research reports use roughly the same format. It does not matter whether students have done a customer satisfaction survey, an employee opinion survey, a health care survey, or a marketing research survey. The important thing is that readers of research reports (i.e. decision makers, funders, etc.) will know exactly where to find the information they are looking for. Once they have learned the basic rules for research proposal and report writing, they can apply them to any discipline.

1.1 Aims and Objectives – Learning outcomes

One of the important purposes of GA/FP is to introduce students to original empirical research with the guidance of an academic supervisor. The main contribution of a GA/FP is that the student is obligated to examine a sizeable topic for a sufficient period and to learn to define clearly both the very question and the research findings. By the time a GA/FP is completed the student often 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 and research objective
- making critical use of relevant literature
- selecting and using appropriate research methods in your research design to conduct research
- analysing and interpreting results and conclusions
- organising and presenting material in a clear, logical, and convincing way

1.2 Learning outcomes of GA/FP

By the end of the GA/FP students will be able to

- complete a relatively in-depth research project
- demonstrate a good knowledge of the subject area and 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 their Research Methods and Final Project module lecturers and their academic supervisors to agree on a suitable GA/FP topic. 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. A general timetable for the work will be set out and a proposal will be submitted. This must be approved by the Research Methods and Final Project lecturer/team as part of the module evaluation, as well as approved by the academic supervisor before the student embarks on the GA/FP itself.

1.3 Learning Outcomes Linked to Final Qualifications

Mapped with Programme Learning Outcomes: 7, 21, 22, 23, 24, 25 and 26 .

This is direct mapping of the final qualification for this module. A student will achieve the overall qualifications for this programme after successfully completing the GA/FP

See the Education & Examination Guide, Part 2 for further reference.

1.4 Prerequisite of the GA/FP

Normally, students will be admitted to the GA/FP after having gained at least 65 European Credits (ECs) including the completion of Research Methods and Final Project Module. In addition, the Research Proposal must be approved by the Academic Supervisor before the start of research. Students should complete all Multidisciplinary (Phase) Exits Exams (MEEs), i.e., Phase 1 MEEs, Phase 2 MEEs and Phase 3 MEEs, before submitting their GA/FP. Students are expected to have demonstrated in their previous work the capacities to successfully complete a GA/FP and to show that their choice of topic is appropriate for such an assignment of their programme.

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 65 ECs except for those of the GA/FP.
- 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.
- Student has returned all library books or any other borrowed materials and cleared all other liabilities due.
- Student has settled all financial obligations to Wittenborg University of Applied Sciences.
- Student has filled up a clearance form before the deadline and obtained an official approval from the study advisor, academic supervisor, and concerned office(s). This is a pre-requisite before the GA/FP is marked. Without the approval of the clearance form, the GA/FP will NOT be marked.

1.6 Study Load

The GA/FP is expected to include a substantial amount of original theoretical, analytic and empirical work and be 12,000 to 15,000 words in length excluding appendices. Precise details about the length of all types of GA/FP are given below.

The GA/FP module is worth 30 ECs on MBA and 25 ECs on MBM, which is equivalent to 840 hours of work or 700 hours of work respectively. The Final Project research and editing time spans 1 full semester (term) which is ½ a year for MBA students, whereas MBM students will have an additional module Professional-based Learning (WP42). The Final Project time span for both programmes include reading, research, field study, writing, review, and defence.

1.7 Teaching and Learning Methods

The GA/FP is an individual piece of work, and students will write it by themselves. This will be supported by regular scheduled tutorial meetings with their academic supervisor, at which students will be expected to produce such work as the Academic Supervisor, and the students shall agree upon.

1.8 Assessment Instruments

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 they are conducting the research. They will be required to reach a Pass level in these parts of the assessment before you are allowed to proceed with the complete GA/FP. The GA/FP will be assessed based on a list of criteria, which includes, among others, the originality of the material presented, the addition of new knowledge, the provision of solution(s) for any research issues/problems, the demonstration of research and presentation skills, the ability to demonstrate sufficient knowledge of the subject area, and your ability to apply theory to practice.

See the module guide of the Research Methods and Final Project module.

2 GRADUATION

To proceed for GA/FP Presentation and Oral Defence to successfully graduate, students must submit a completed clearance form before the designated deadline. The online form can be found in the GA/FP online area.

The following outlines the final qualifications required for the International Master of Business Administration. Upon completion of the GA/FP, the final step toward the degree, students should have achieved these qualifications.

3 RESEARCH PROPOSAL DEVELOPMENT

Preparing a research proposal is an important part of the research process. The research proposal outlines the research topic, objectives, main research question, methods and so on. The research proposal is part of the Research Methods module, and it requires approval from the Academic Supervisor before students can start their actual research, even if the students have passed the Research Methods module. The next section provides some guidelines for writing a research proposal for writing an academic dissertation.

3.1 Guidelines for Research Proposal

To be considered for registration for a final research project (GA/FP), all students must submit a research proposal that outlines their intended research. Students can only submit a research proposal if they have attended the Research Methods module, as the RP is the sole outcome/product of this module. 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 below. The research proposal templates and examples are available in the Research Methods module area.

3.2 Outline of the Research Proposal

To have their final research project (graduation assignment) considered for registration, students must submit a proposal that specifies their intended research both in the Research Methods module and to their academic supervisor. To help students develop your proposal, an outline or framework for a proposal is presented below, with the headings that should be used and a brief description of the topics that should be covered in that section.

Title of the study - The title can be a working title in that it can be changed later. It should convey the essence of the proposed work.

Introduction - This is the Introduction to research topic. A clear introduction to the selected research topic should be provided and justified here. 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 will be focused on in the research.

Purpose of the study/problem statement – a clearly focused statement of the overall purpose of the proposed research. 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 – a section outlining key research that has already been carried out in the particular area.

Research questions (with hypotheses) – well-defined research questions or testable hypotheses that address a significant, answerable issue within the field.

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 research objective is formulated, the research objectives are usually numbered so that each objective reads as an “individual” statement to convey the intention of the research.

Definitions of key terms – precise definitions of the key terms in the research questions/hypotheses, enabling unequivocal observation, measurement, and identification throughout the study.

Research methodology – In this section the methodological decision needs to be described and next to that the methods planned to applied. It is necessary to discuss here why this is the most appropriate way to go in the research plan, i.e., an appropriate choice of research approach for the particular questions or problems under investigation, including a well-defined list of procedures to be followed in carrying out the research, as well as the method of data collection and analysis, and, if appropriate, a broad description of any particular theoretical/conceptual framework to be used in the analysis and the reasons for its selection in the study; a brief statement describing how the study population will be selected for the study and the reason for the approach to selection.

Significance of the research – a statement that illustrates why the research question or hypothesis is worth asking.

Ethical considerations – consideration of ethical issues involved in conducting the research, such as the need for informed consent and, if necessary, the procedure for obtaining it (considering the templates and guidelines in Appendix 1).

Timetable for the research – a proposed timetable is extremely important because it gives an indication as to the feasibility of the proposal. Check the graduation opportunities listed in ... and plan your weekly timetable for your GA/FP, ideally using a Gantt chart.

Anticipated problems and limitations – a section that highlights any anticipated problems and limitations in the proposed study, including threats to reliability and validity and how these will be countered.

References – a list of sources and references (articles, journals, books, periodicals) cited and referred to in the research proposal in the style of ARU Harvard.

Appendices – (if appropriate), which contain any material that will be used or adapted for the study, including any permission that might need to be obtained to use it, and the feedback/suggestion from the supervisor.

For more details of the requirements, check the research proposal template and examples available in the Research Methods module area.

4 GA/FP STYLE AND LAYOUT OF THE GRADUATION ASSIGNMENT

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 the programme that the student is studying. It will demonstrate an up-to-date understanding of developments concerning this topic, area or issue. If possible, the concept should be original, or the student should investigate an issue using one of the methodologies/models contained in their programme.

A research project is not merely a collection of all the information that students 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 the research project students should select an issue in their field of study that they can pursue in depth; one which allows students 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 students have developed in their study to date.

The GA/FP is a substantial piece of work leading to the production of a thesis normally of between 12,000 to 15,000 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 students to explore an area or topic that students find interesting and important. It is much easier to keep students' motivation high if they find their 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 summarised below

4.1 Types of GA/FP

4.1.1 The Academic Dissertation

This type of assignment includes a critical review of relevant literature plus independent empirical research carried out by the student:

- Wherever possible the literature review should be based upon academic resources (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 involves the design of an independent empirical research project integrated with the subjects of the literature review. Students will need to set its overall purpose, plus its aims and objectives, and to choose relevant research methods.
- The empirical research itself can use one or more of a variety of research 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 their questionnaires, conduct pilot surveys, and analyse their findings.
- If qualitative methods are used, students will be expected to select and justify their qualitative methods (e.g. interviews, observations, focus groups, discourse analysis, etc.) and analyse their 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*

The applied business project can be a 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 you may deliver a typical piece of consultancy to a client, you must 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 you have in-depth knowledge and detailed understanding, so that you are able to combine theory and practice to solve problems and suggest ways forward. This needs to be approved

by the module teacher of Research Methodology, 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 GA/FP. Once the commissioner/client and Wittenborg accept the proposal the student will work with the commissioner/client and with the guidance of the 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 which meets the required elements of the content for GA/FP.

Advice on Commissioned Research

Whatever type of GA/FP 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 it should be clear that:

- The research assignment will be assessed 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 your research assignment may be "sponsored" by an external organisation. Such sponsorship can take a variety of forms, which may include:
 - Privileged access to information
 - Help to conduct market research surveys, etc., within the organisation
 - Payment of expenses relating to the research
 - Payment of a fee to you 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 is entirely your own responsibility and accountability, and does not affect in any way the requirement to submit two copies of students' research assignment for assessment as part of their degree.

Our policy regarding this type of sponsored research is as follows:

- If Wittenborg is contacted by a commissioner/client seeking a student researcher, or most commonly 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, whilst the students would be expected to discuss this with their academic supervisor, the sponsorship arrangement is entirely their own responsibility.
- Client satisfaction or dissatisfaction with the students' research will not be taken into account in the assessment of their research project. Their research project should meet the rules and regulations laid down in this Handbook.
- Students must state on their acknowledgement page if their projects are sponsored, and must state the name of the sponsoring organisation or individual, and the nature of the sponsorship. Also, they 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 report 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 master's level thesis should be presented in ways that serve the particular purpose of the research. All research results in the production of a GA/FP, although the word limit may vary depending upon which type of project is undertaken. Above all, the written thesis should be clear and concise, and written to inform rather than to entertain. Avoid too many numbered sub-headings in chapters as this affects discussion and integration (remember you are not writing a report). Be careful about the type of language that you use. Generally, adopt the style of writing in a typical academic paper in 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 GA/FP is not written for members of the general public, but rather for the professional field that the research is based upon.

Important Notes

From the very beginning, establish an overall research aim (or set of aims) for the project that can be stated in less than 25 words. Make sure that everything in the thesis is relevant to this aim, and that the research methods are appropriate for it. The aim should not normally be simply to 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, etc. **The last objective** will normally be an outcome objective, the "so what?" test.

- Begin each section or chapter by setting it in the context of your aim(s) and/or objectives and state how it follows on from the previous section.
- End each chapter by summarising key themes/arguments and by stating how it leads into the next chapter.
- Make sure the findings are laid out logically, step by step.
- In general, guide the reader through the thesis by telling them what is happening.
- Use the layout of a typical GA/FP.

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 a thesis	Dissertation	Applied Business Assignment	Creative Output
Contents /Type of Thesis		Consultancy Assignment	
Title page and official front cover	X	X	X
Abstract	X		X
Executive summary		X	
Acknowledgements	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 your 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 other supporting documents)	X	X	X
Original data (to be submitted separately)	X	X	5,000 -10,000
Word count *	12,000 – 15,000	12,000 – 15,000	

* Word count excludes the abstract, acknowledgements, table of contents, references, tables and figures, the appendices, and the original data. The grey part shows 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 prosaic description of the subject matter). Have a look at other GA/FP and/or research dissertations in the same field of study for possible examples of appropriately worded titles. On each copy of the thesis the title

page should also include the full name of the student and student number, full name of the Academic Supervisor, Type of GA/FP, 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</p> <p>(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. Master of Business Administration)</p> <p>Specialisation (e.g. International Management)</p> <p>Wittenborg University of Applied Sciences</p> <div style="text-align: center;">  </div> <p>Month, and year submitted</p>

Figure 4.1 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 (one page max.). 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. 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 comprehensively highlights the contents of the report and can range from 1-3 pages.

4.3.4 Acknowledgements

It is traditional to acknowledge and thank those who have been of help to you in completing the project. It is equally traditional to acknowledge that any errors or omissions are your sole responsibility. You must also 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.

Also, the acknowledgements must include notes about sponsorship if indeed you received some help or financial aid 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 12,000 – 15,000 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 Academic 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 preliminary sections (Abstract, Contents list, etc.) are numbered with small Roman numerals (i, ii, iii, etc.). Page numbering in Arabic numerals (1,2,3, etc.) usually begins with the thesis itself (i.e. the first page of the Introduction chapter, etc.). The title page, references and appendix should not be numbered. Tables and figures should be numbered consecutively throughout the thesis. You need to number tables/figures starting within each chapter (e.g. Table 2.1, 2.2, 3.1, etc.).

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 contain:

An outline of the purpose of the assignment (what type of assignment you are undertaking). Where applicable students should also outline the rationale for the topic or concept, including reasons why they decide upon the area of their research. Include brief details of knowledge and concepts that have inspired your interest (and which will be discussed in detail in the next chapters). Students may like to include brief details of their topic focus, for example, profile/general information of a company, an organisation, an industry, etc.

- 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, reveal its logic and structure).
- The research questions and/or hypotheses.
- For the applied research where the commissioner or client is involved, provide the original terms of reference from the commissioner or client that demonstrates the overall purpose of work (only applicable for applied research where the commissioner or client is involved).
- A brief introduction to the chosen methodology. For each aim/objective, have 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.

4.3.9 The Literature Review

This second chapter comprises the academic underpinning for the whole GA/FP. It should demonstrate that a thorough investigation of relevant secondary sources has been conducted, 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 preparatory research should provide students with ideas and research gaps as to what they might find when they conduct their empirical research. As such, students should make sure that the findings of their literature review are relevant for their planned empirical research and vice-versa.

References 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 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 aspect/constructs/variables and their (expected) relations. This framework will form the basis for the development of 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 your 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, would normally be included in consultancy work and would be referenced accordingly.

4.3.10 Research Methodology and Methods

The discussion of research methodology can be a separate chapter or a section of the chapter in which students critically analyse their findings. However, whichever is selected it should clearly show how the methods chosen relate to the aims/objectives and to the literature review; your method(s) is(are) decided upon the basis of these.

The section on methodology should include a *rationale* for the choice of methodologies, for instance, research approach, research strategy, data gathering and data analysis. In the rationale students should consider what alternative methods might have been employed (particularly those which related studies have employed), together with their advantages and limitations for their research. For instance: Why is a survey instead of a case study or vice versa chosen to be conducted, why is a qualitative or quantitative research approach employed, etc. Students can refer to the relevant citations in the Literature Review if relevant details are provided there.

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.

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 showcasing, 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 a master's GA/FP results in recommendations or a suggested strategy these should be appropriate, reasonable, and capable of being implemented. Some recommendations and strategies may have attached timelines and may identify who is responsible for implementation. List them in 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 identifying 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

The 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 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. The appendices can be used to present information which is too detailed to include in the main thesis and/or information that is interesting but not essential to the main thrust of the thesis, such as 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 recordings/ transcripts, data files or observation transcripts, etc., must be uploaded in the submission online area before the submission of the complete draft (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 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 the 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 date of submission. All assignments must also be submitted online to the correct upload area through Wittenborg Online, as well for plagiarism check. There will be instructions provided throughout the programme on how to submit their paper or documents on intranet submission area, on the 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 double-sided A4-sized paper. Coloured or black and white 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 (Geneva 10, or Times 12 are good examples) single-spaced (except for indented quotations and footnotes).
- Double-spacing or 1.5-spacing, if and where necessary, and in consultation with the Academic Supervisor, is also acceptable. Lengthy quotations (exceeding 40 words) should be presented, indented, with clear spaces above and below the main text.
- Margins should be as follows: left (binding edge) 40mm/1.5", right, top & bottom 25mm/1". 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 Semester 1, when the Research Methods module begins; from the beginning students need to start thinking about possible research topic areas that are appropriate for a master's-level GA/FP. Draft version of the research proposal is the required prerequisite for this Module (See Module guide for further details).

The GA/FP is marked by the Academic Supervisor of the student and second-marked by an external second marker (2nd marker) from another institution/organisation as a matter of quality control and assurance. The final stage of the assessment process is the Graduation & Examination Board (GEB).

5.2 Regulations for late submissions

Late submission of the GA/FP would NOT be accepted because all master students can use the additional 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 study advisor and submit the GA/FP no later than one block before the end of the extended blocks 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, as a result of 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, 5B of the EEG.

Academic Supervisors are generally familiar with differences between the writing style 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.

If plagiarism is detected, the Graduation and Examination Board of Wittenborg will become involved, which may ultimately result in a penalty: a serious warning, downgrading, a fail with or without a chance to resubmit, or even dismissal from the university.

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 to the designated area before the deadline will result in a fail for the GA/FP as it is considered as incomplete.

Further details of the Turnitin submission are 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 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 Research Proposal 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 ARU 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:** 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

- ☐ Introduction
- ☐ Letter of understanding (formulation of problem and Gap)
 - Consultation with client, and scope and objectives of the project
 - Clarify the objectives, and proposed deliverables are to be stated
 - Formulation of the problem and definition of the research question
 - Formulation of type of consultancy assignment
- ☐ Analysis of problem and conceptual framework
 - Internal analysis
 - External analysis
 - Use of models/frameworks (e.g. BCG, INK, Change models, cost analysis models, Value chain models)
- ☐ Literature review (see information under academic research)
- ☐ Methodology and research methods (see information under academic research)
 - The type of consultancy assignment must be highlighted and explained
- ☐ Timelines and milestones
- ☐ Analysis and results (see section under academic research)
- ☐ Conclusions and recommendations
- ☐ References
- ☐ Appendices

7 SUPERVISION OF THE GRADUATION ASSIGNMENT/FINAL PROJECT

Academic Supervisors are normally members of the academic staff at WITTENBORG. 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 receive support from their Academic Supervisor. They can request for an Academic Supervisor when they have received approval on their Research Topic in Semester 1. To request for an Academic Supervisor, they must complete the Online Academic Supervisor Request Form. Check the Moodle Online Area for the link and the instructions on how to request for an Academic Supervisor. The allocation of the supervisor will be confirmed by the coordinator after receiving the Request Form. 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.

Academic Supervisors will normally be working together with 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 **16 hours per master student** for supervision including marking and attending oral defence so when using the supervisor's time, use it wisely. This does not necessarily mean that supervisors will support their supervisees in one-to-one tutorials: different supervisors and students prefer different methods, and very often students will gain more from being part of a small tutorial group than from one-to-one support – especially in the early stages of their 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 supervisors. 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 supervisor regularly and to follow with them 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 was 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 tutorial times in normal office hours during semester times (normally not during the Easter/Summer break period for some supervisors who take annual leave at such times). Discuss supervisory agenda and arrangements with the academic 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.
- 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 draft 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 in the Research Methods module to support their research as well as reviewing various research methods texts.
- Supervisors will notify students in advance of any leave they wish to take during semester time. At various times some supervisors may be out of the school for reasons such as attending conferences, placement visits and other university business. If this absence results in the supervisor being out of the office during term time for more than 5 working days, the supervisor should make appropriate cover for each student and should notify each student.

Supervisors can expect the following from each of their students:

- strive to start their GA/FP as soon as they enter Semester 2 in order to be able to finish in a timely manner.
- develop a regular timeline for their project research process.
- inform supervisors with regard to their holiday plans and general availability throughout the research process.
- regular, punctual attendance at supervisory tutorial 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 supervisory tutorial 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 any other problems or fears with regard to their project.
- keep supervisors and study advisors 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 THE GRADUATION

8.1 Graduation Clearance Form Guidelines

Students are not allowed to upload and 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 Final Project and paid all outstanding dues to the institution.

- The Clearance Form should be submitted online as a standard graduation procedure
- Once a student submitted their 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, 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 Defence list will be prepared and sent to the students, Academic Supervisors, External Markers and other relevant departments, by 16:00 on Tuesday of Week 6.
- GA 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, 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.

Note: students are requested to indicate if they would like to make use of any special arrangements/equipment for their Oral Defence. They must arrange this either through their Academic Supervisor/Study Advisor or the education department 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 GAs 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 study advisor.
2. Only those students who have started their work before the summer (from Block April) 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, before they press the submission button before or on the deadline for submitting any part and/or final version GA/FP.

4. Students must develop their own planning for each chapter of the GA/FP, data collection and/or analysis to write initial draft versions. These drafts should be used to develop final versions and should be uploaded before the submission deadlines. Only when the drafts of the chapters are approved by the academic supervisor, can students upload their final draft of GA/FP.
5. Students must submit two properly bound copies of their dissertation within one month of their graduation. They can hand them in to the Front Desk of Amsterdam or Apeldoorn study locations.
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 their GA/FP again and defend it 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 CLOSSES at 4 p.m. CET (16:00 hours 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. 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.
10. Graduation Ceremonies (2 per academic year) are planned on the 2nd week Friday of Retake Weeks Summer and Winter.

GRADUATION OPPORTUNITY 1, (BLOCK SEPTEMBER)		
Day	Block Week	Deadlines
Block April (previous academic year)		
Monday	Block April, Week 1	Contact assigned academic supervisor once your Research Topic is approved in the Research Methods module in Semester 1. You can only continue with the rest of process after you have obtained a pass in your Research Proposal in the Research Methods module.
Monday	Block April, Week 2	Send Research Proposal passed in the Research Methods to academic supervisor
Friday	Block April, Week 4	Approval of passed Research Proposal by the academic supervisor for the official start of GA
Monday	Block April, week 6	Possible academic supervisor meeting on student request if necessary
Block May (previous academic year)		
Monday	Block May, Week 1	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 5	Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Ch. 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	Possible academic supervisor meeting on student request if necessary

Monday	Block September, Week 4	Final Version Submission Deadline
Monday	Block September, Week 6	Approval Graduation and Examination Board (GEB)
Tuesday	Block September, Week 6	Results GEB + Oral Defence Schedule announcement
Friday	Block September, Week 6	GA/FP/Final Project Oral Defence

GRADUATION OPPORTUNITY 2, (BLOCK OCTOBER)		
Day	Block Week	Deadlines
Block May (previous academic year)		
Monday	Block May, Week 1	Contact assigned academic supervisor once your Research Topic is approved in the Research Methods module in Semester 1. You can only continue with the rest of process after you have obtained a pass in your Research Proposal in the Research Methods module.
Monday	Block May, Week 2	Send Research Proposal passed in the Research Methods to academic supervisor
Friday	Block May, Week 4	Approval of passed Research Proposal by the academic supervisor for the official start of GA
Monday	Block May, week 6	Possible academic supervisor meeting on student request if necessary
Block September		
Monday	Block September, Week 1	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 Ch. 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	Possible academic supervisor meeting on student request if necessary
Monday	Block October, Week 4	Final Version Submission Deadline
Monday	Block October, Week 6	Approval Graduation and Examination Board (GEB)
Tuesday	Block October, Week 6	Results GEB + Oral Defence Schedule announcement
Friday	Block October, Week 6	GA/FP/Final Project Oral Defence

GRADUATION OPPORTUNITY 3, (BLOCK DECEMBER)		
Day	Block Week	Deadlines
Block September		
Monday	Block September, Week 1	Contact assigned academic supervisor once your Research Topic is approved in the Research Methods module in Semester 1. You can only continue with the rest of process after you have obtained a pass in your Research Proposal in the Research Methods module.
Monday	Block September, Week 2	Send Research Proposal passed in the Research Methods to academic supervisor
Friday	Block September, Week 4	Approval of passed Research Proposal by the academic supervisor for the official start of GA
Monday	Block September, week 6	Possible academic supervisor meeting on student request if necessary
Block October		
Monday	Block October, Week 1	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 5	Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Ch. 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	Possible academic supervisor meeting on student request if necessary

Monday	Block December, Week 4	Final Version Submission Deadline
Monday	Block December, Week 6	Approval Graduation and Examination Board (GEB)
Tuesday	Block December, Week 6	Results GEB + Oral Defence Schedule announcement
Friday	Block December, Week 6	GA/FP/Final Project Oral Defence

GRADUATION OPPORTUNITY 4, (BLOCK FEBRUARY)		
Day	Block Week	Deadlines
Block October		
Monday	Block October, Week 1	Contact assigned academic supervisor once your Research Topic is approved in the Research Methods module in Semester 1. You can only continue with the rest of process after you have obtained a pass in your Research Proposal in the Research Methods module.
Monday	Block October, Week 2	Send Research Proposal passed in the Research Methods to academic supervisor
Friday	Block October, Week 4	Approval of passed Research Proposal by the academic supervisor for the official start of GA
Monday	Block October, week 6	Possible academic supervisor meeting on student request if necessary
Block December		
Monday	Block December, Week 1	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 5	Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Ch. 1- 4
Block February		
Friday	Block February, Week 1	2nd Feedback and/or Meeting on student request if necessary
	Block February, Week 2	Student working on Final Version based on feedback
	Block February, Week 3	Possible academic supervisor meeting on student request if necessary
Monday	Block February, Week 4	Final Version Submission Deadline
Monday	Block February, Week 6	Approval Graduation and Examination Board (GEB)
Tuesday	Block February, Week 6	Results GEB + Oral Defence Schedule announcement
Friday	Block February, Week 6	GA/FP/Final Project Oral Defence

GRADUATION OPPORTUNITY 5, (BLOCK APRIL)		
Day	Block Week	Deadlines
Block December		
Monday	Block December, Week 1	Contact assigned academic supervisor once your Research Topic is approved in the Research Methods module in Semester 1. You can only continue with the rest of process after you have obtained a pass in your Research Proposal in the Research Methods module.
Monday	Block December, Week 2	Send Research Proposal passed in the Research Methods to academic supervisor

Friday	Block December, Week 4	Approval of passed Research Proposal by the academic supervisor for the official start of GA
Monday	Block December, week 6	Possible academic supervisor meeting on student request if necessary
Block February		
Monday	Block February, Week 1	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 5	Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Ch. 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	Possible meeting on student request if necessary
Monday	Block April, Week 4	Final Version Submission Deadline
Monday	Block April, Week 6	Approval Graduation and Examination Board (GEB)
Tuesday	Block April, Week 6	Results GEB + Oral Defence Schedule announcement
Friday	Block April, Week 6	GA/FP/Final Project Oral Defence

GRADUATION OPPORTUNITY 6, (BLOCK MAY)		
Day	Block Week	Deadlines
Block February		

Monday	Block February, Week 1	Contact assigned academic supervisor once your Research Topic is approved in the Research Methods module in Semester 1. You can only continue with the rest of process after you have obtained a pass in your Research Proposal in the Research Methods module.
Monday	Block February, Week 2	Send Research Proposal passed in the Research Methods to academic supervisor
Friday	Block February, Week 4	Approval of passed Research Proposal by the academic supervisor for the official start of GA
Monday	Block February, week 6	Possible academic supervisor meeting on student request if necessary
Block April		
Monday	Block April, Week 1	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 5	Submission of Research Instruments/Framework, Model /Ethical Issues, etc., or Ch. 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	Possible academic supervisor meeting on student request if necessary
Monday	Block May, Week 4	Final Version Submission Deadline
Monday	Block May, Week 6	Approval Graduation and Examination Board (GEB)
Tuesday	Block May, Week 6	Results GEB + Oral Defence Schedule announcement
Friday	Block May, Week 6	GA/FP/Final Project Oral Defence

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

Grade/Criteria	0 – 39%	40 – 49%	50 – 54%	55 – 59%
			Adequate but weak overall. All learning outcomes have been met but at least some barely exceed the 50% pass threshold	
Design and conceptualisation of project	Unsatisfactory and very poorly throughout research redesign and conceptualisation, very weak/very limited engagement with theory. Weak/highly unsatisfactory attempt to expand, redefine and/or contribute to existing knowledge/practice. Aims and objectives are insufficiently grounded in the wider literature. Design and	Unsatisfactory, poorly throughout research redesign and conceptualisation, very weak/limited engagement with theory. Weak/unsatisfactory attempt to expand, redefine and/or contribute to existing knowledge/practice. Aims and objectives are unsatisfactorily grounded in the wider literature. Design and conceptualisation of the research demonstrates a	Very basic and/or poorly throughout research redesign and conceptualisation, weak engagement with theory. Weak/limited attempt to expand, redefine and/or contribute to existing knowledge/practice. Aims and objectives are adequate but insufficiently grounded in the wider literature. Design and conceptualisation of the research demonstrates a	A standard but sound research redesign and conceptualisation, which engages with theory. Standard attempt to expand, redefine and/or contribute to existing knowledge/practice. Aims and objectives are grounded in the wider literature to a standard level. Design and conceptualisation of the research demonstrates a standard critical approach within

	conceptualisation 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.	very limited level of understanding within the confines of the project's aims and objectives and in relation to the expectations for the level of study.	weak approach within the confines of the project's aims and objectives and in relation to the expectations for the level of study.	the confines of the project's aims and objectives.
Intellectual engagement, knowledge and understanding	Very limited, weak/poor understanding of and engagement with theory, frameworks and debates. Very limited recognition of seminal works, chronology and contested aspects of the wider literature, providing a highly unsatisfactory grounding for the aims, objectives, research approach and methods of the study. Several/many significant inaccuracies and/or misunderstandings evident. Very weak/insufficient identification of	Very limited understanding of and engagement with theory, frameworks and debates. Weak 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. Some significant inaccuracies and/or misunderstandings evident. Weak/insufficient identification of	Adequate but limited understanding of and engagement with theory, frameworks and debates. Adequate but limited recognition of seminal works, chronology and contested aspects of the wider literature, providing a weak grounding for the aims, objectives, research approach and methods of the study. Weak/limited identification of gaps in knowledge.	Some good understanding of and engagement with theory, frameworks and debates. Clear and at times good recognition of seminal works, chronology and contested aspects of the wider literature, providing a standard grounding for the aims, objectives, research approach and methods of the study. Standard identification of gaps in knowledge.

	gaps in knowledge.	gaps in knowledge.		
Methodology and research methods	Very poorly throughout justification for and explanation of methods adopted with insufficient links made to the literature review and research questions. Very weak/insufficient recognition of limitations, potential bias and ethical issues.	Poorly throughout justification for and explanation of methods adopted with insufficient links made to the literature review and research questions. Weak/insufficient recognition of limitations, potential bias and ethical issues.	An adequate but weak justification for and explanation of methods adopted with limited links made to the literature review and research questions. Limited/weak recognition of limitations, potential bias and ethical issues.	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.
Analysis and Evaluation	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 highly unsatisfactory within the context of the original aims	Analysis, synthesis, evaluation and appraisal of the outcomes/findings of the research are too descriptive demonstrating insufficient understanding of reflectivity in relation to the theoretical and conceptual frameworks adopted. Analysis of the research outcomes/findings is unsatisfactory within the context of the original aims and objectives of	Analysis, synthesis, evaluation and appraisal of the outcomes/findings of the research are descriptive demonstrating limited understanding of reflectivity in relation to the theoretical and conceptual frameworks adopted. Research outcomes/findings are insufficiently analysed within the context of the original aims and	Sound 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

	and objectives of the project. Very poor/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.	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.	objectives of the project. Very basic and/or poorly thought through conclusions and/or recommendations discussed to an adequate but limited level within the context of the outcomes/findings . Very basic, weak/limited recognition of limitations and areas for further enquiry.	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.
Structure, organisation and presentation	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/significant grammatical errors and omissions in	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	Poor standard of organisation, structure and presentation of the project. Adequate standard of written and/or visual communication. Poor compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Grammatical errors and omissions in the	Satisfactory organisation, structure and presentation of the project. Some good quality written and/or visual communication. Standard compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some grammatical errors and omissions in the

	the references/bibliogr aphy.	references/bibliogr aphy.	references/bibliogr aphy.	references/bibliogr aphy.
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Grade/Criteria	60 – 69%	70 – 79%	80-100%
Design and conceptualisation of project	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 very good level and have generally been achieved to a very good standard. Design and conceptualisation of the research is at times ambitious with very good evidence of a critical approach within the confines of the project's aims and objectives.	An extremely good research design and conceptualisation, which 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 extremely good level. Design and conceptualisation of the research is ambitious with extremely good evidence of a critical approach within the confines of the project's aims and objectives.	Outstanding research design and conceptualisation, 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 standard. Design and conceptualisation of the research is extremely coherent, appropriate, ambitious and original with excellent evidence of a critical approach within the confines of the project's aims and objectives.
Intellectual engagement, knowledge and understanding	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,	Extremely good critical engagement with theory, frameworks and debates. Clear, insightful and in places sophisticated recognition of seminal works, chronology and contested aspects of the wider literature, providing an extremely	Outstanding critical engagement with theory, frameworks and debates in a highly persuasive narrative form. Highly sophisticated recognition of seminal works, chronology and

	objectives, research approach and methods of the study. Very good identification of gaps in knowledge.	good grounding for the aims, objectives, research approach and methods of the study. Extremely good identification of gaps in knowledge.	contested aspects of the wider literature, providing an exemplary grounding for the aims, objectives, research approach and methods of the study. In-depth and insightful understanding of the gaps in knowledge.
Methodology and research methods	Very good justification for methods adopted, with clearly discussed and explained in the context of the literature review and research questions. Good recognition of limitations, potential bias and ethical issues.	Extremely good justification for methods adopted, clearly and critically discussed and explained in the context of the literature review and research questions. Methods adopted are appropriate for the research questions, with very good recognition of limitations, potential bias and ethical issues.	Outstanding justification for methods adopted, clear and critically explained demonstrating a sophisticated high quality level of analysis in the context of the literature review and research questions. Methods adopted are highly appropriate for the research questions, with excellent recognition of limitations, potential bias and ethical issues.
Analysis and evaluation	Some high-quality analysis, synthesis, evaluation and appraisal of the outcomes/findings of the research demonstrating very good level of reflectivity when	Extremely good critical analysis, synthesis, evaluation and appraisal of the outcomes/findings of the research demonstrating an extremely good level of	Outstanding and very high-quality critical analysis, synthesis, evaluation and appraisal of the outcomes/findings of the research,

	<p>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 very good level within the context of the outcomes/findings. Very good, informed recognition of limitations and areas for further enquiry.</p>	<p>reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes/findings are discussed to an extremely original aims and objectives of the project. Conclusions and/or recommendations are discussed to an extremely good level within the context of the outcomes/findings. Very rigorous overt and informed recognition of limitations and areas for further enquiry.</p>	<p>demonstrating a very high 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 exemplary level within the context of the outcomes/findings. Highly rigorous overt and informed recognition of limitations and areas for further enquiry.</p>
Structure, organisation and presentation	<p>Very good organisation, structure and presentation of the project. Very good quality written and/or visual communication. Very good compliance and adherence to established protocols for academic writing (e.g. Harvard referencing,</p>	<p>Extremely good organisation, structure and presentation of the project. High quality written and/or visual communication. Full compliance and adherence to established protocols for academic writing (e.g. Harvard referencing,</p>	<p>Exemplary organisation, structure and presentation of the project. High quality written and/or visual communication with clear narrative style and appropriate structure. Strict compliance and</p>

	bibliography). Few grammatical errors and isolated omissions in the references/bibliography.	bibliography). No/limited apparent grammatical errors or omissions in the references/bibliography.	adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). No/few apparent grammatical errors or omissions in bibliography.
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11 MITIGATING CIRCUMSTANCES

11.1 Mitigating Circumstances

During the studies students may have certain times when circumstances prevent them 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 the Academic Supervisor and study advisor who will advise the students. 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), they 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 their study advisors about the adverse circumstances and the possibility of extensions AS EARLY AS POSSIBLE. Students should be able to foresee, if they require an extension well in advance of the submission deadline (usually at least a week before). Normally, they will be required to produce evidence that they have suffered from adverse circumstances. They must take the application with supporting evidence to their Study Advisor and inform their 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 55 ECs, a request can be made for a special seat 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 retake the whole module instead of retaking the exam under mitigating circumstances. In special cases (at the student's written request) the Graduation & Examination Board (GEB) 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" available in the Students Resources online area.

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 for chapters and draft
- Failed GA/FP due to academic misconduct

Incomplete GA/FP is defined by the following conditions:

1. Any of the 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, MEEs not completed 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 have answered '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 & 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 collecting data (Section D).

CONTENT OF THE RESEARCH ETHICS FORMS SEGMENT

Section A: Ethical risk assessment checklist.....	54
Section B: Addressing potential risk.....	56
Section C: Checklist ethical issues relating to research participants	58
Section D: Academic Supervisor sign-off (for student research only)	59
Section E: Checklist for accompanying documents	60
Consent form	61

SECTION A: ETHICAL RISK ASSESSMENT CHECKLIST

Please, tick YES or NO for each question. If you have answered YES to any of the questions from 1 to 15 below, 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 School 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 where possible coercion or feelings of obligation to participate may exist (e.g. when recruiting one's own students or colleagues)?	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 WITTENBORGGA/FPs 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 original data. 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

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 are 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 that data may be reused or shared, in accordance with Wittenborg University of Applied Sciences Intellectual Property (IP) Policy.	
I agree that data collected may subsequently be archived and used by other bona fide researchers.	

Name (please, print)

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 confidentially 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 THE 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 Master's-level European Diploma Supplement for MBA and Example of the Award (specialisation International Management)



31 October 2024

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An Example of the Master of Business Administration Degree Awarded



The European Diploma Supplement

Master of Business Administration, specialisation in International Management

The [Diploma Supplement](#) 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: Master of Business Administration (MBA) registered in the central register of programme under CROHO number 70150

Title Awarded: Master of Business Administration (MBA)

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

Business & Administration

Specialisation in: International Management

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: 5th August 2019.

The Master 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 Framework Level = 7

A master'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 master are in line with those of a master'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 Master's degrees have obtained the qualifications for the level of independent and/or 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:

1.5 year full-time / 2> years part-time. Optional ½ year work-placement possible. The programme is valued at 90 European Credits, according to ECTS. European Credits are valued according to law in the Netherlands at 28 study hours per credit.

3.3 Access requirements(s)

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

- A bachelor's degree or equivalent recognised qualification.
- Applicants are requested to provide 2 references letter from their employer and / or previous education institute.
- A minimum of 3 years post-graduate professional experience is required for the MBA programmes. Applicants must demonstrate that they have worked in a capacity of managing people, products or processes or a combination of these.
- English Language Requirements: IELTS 6.5 or TOEFL equivalent. The English language proficiency level requirement is ½ a point higher than the minimum national requirements in the Netherlands.

Selection procedure: There are no specific selection criteria for students wishing to enter the master's programmes at Wittenborg; however, all students are interviewed and must demonstrate motivation.

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 (management) professional will develop into a career person who is able to organize, 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 (Managers) 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 business person in modern day Europe needs to be able to communicate with people across the continent and across the world, and requires the ability to understand the effects of national and international governments on the business ventures they are involved in.”

“An MBA qualified Business Administrator is specifically able to manage a number of complex and integrated business operations within an international or a local setting, at both a tactical and strategic level, using skills and competencies that require a capability of inter-disciplinary thinking. They will show the ability to combine solid research and critical analysis skills to develop an organisation’s corporate strategy within its business and cultural domain.”

The (5) Core Final Qualifications and the (22) Programme Outcomes (clustered) of the Master of Business Administration degree programme

- (1) Understand the MBA body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:**
- supporting an effective and efficient human resources policy, supporting and optimizing business relationships and networks
 - conceiving and developing effective marketing strategies and policies and making informed strategic decisions with regard to market research, branding and market penetration
 - supporting the role of accounting principles and principles of corporate finance in the decision making process (including investment opportunities, capital requirements, risk minimization, financial reporting)
 - supporting supply chain and quality management in order to increase efficiency and competitiveness
 - supporting information technology and business automation processes
- (2) Adopt appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:**
- making informed strategic decisions with regard to the positioning of the organization within its (local/national/global) business environment
 - making informed strategic decisions with regard to the positioning of the organization within its (local/national/global) business environment
 - distinguishing between formal strategic processes and the needs for change processes
 - being able to manage small to medium sized business, companies in the non-profit sector, or government organisations
 - supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business
 - being able to identify and/or create new business opportunities and reduce restrictions in the existing external business environment
 - being able to reorganize growing or stagnating organisations depending on environmental factors
 - supporting business innovation and idea generation within the constraints of internal and external influences
- (3) Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:**
- being aware of cultural differences and diversity in the workplace
 - implementing effective problem-solving, team-work and team-building skills
 - being able to assess others' linguistic communication skills at business and governmental level
 - being able to position, defend, and communicate a company's policies (e.g. on sustainability) to internal and external stakeholders
 - being able to review analytical reports and plans
 - being able to apply various statistical techniques in business decision making and reporting

(4) 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
- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques

(5) 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

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;

Furthermore, master graduates,

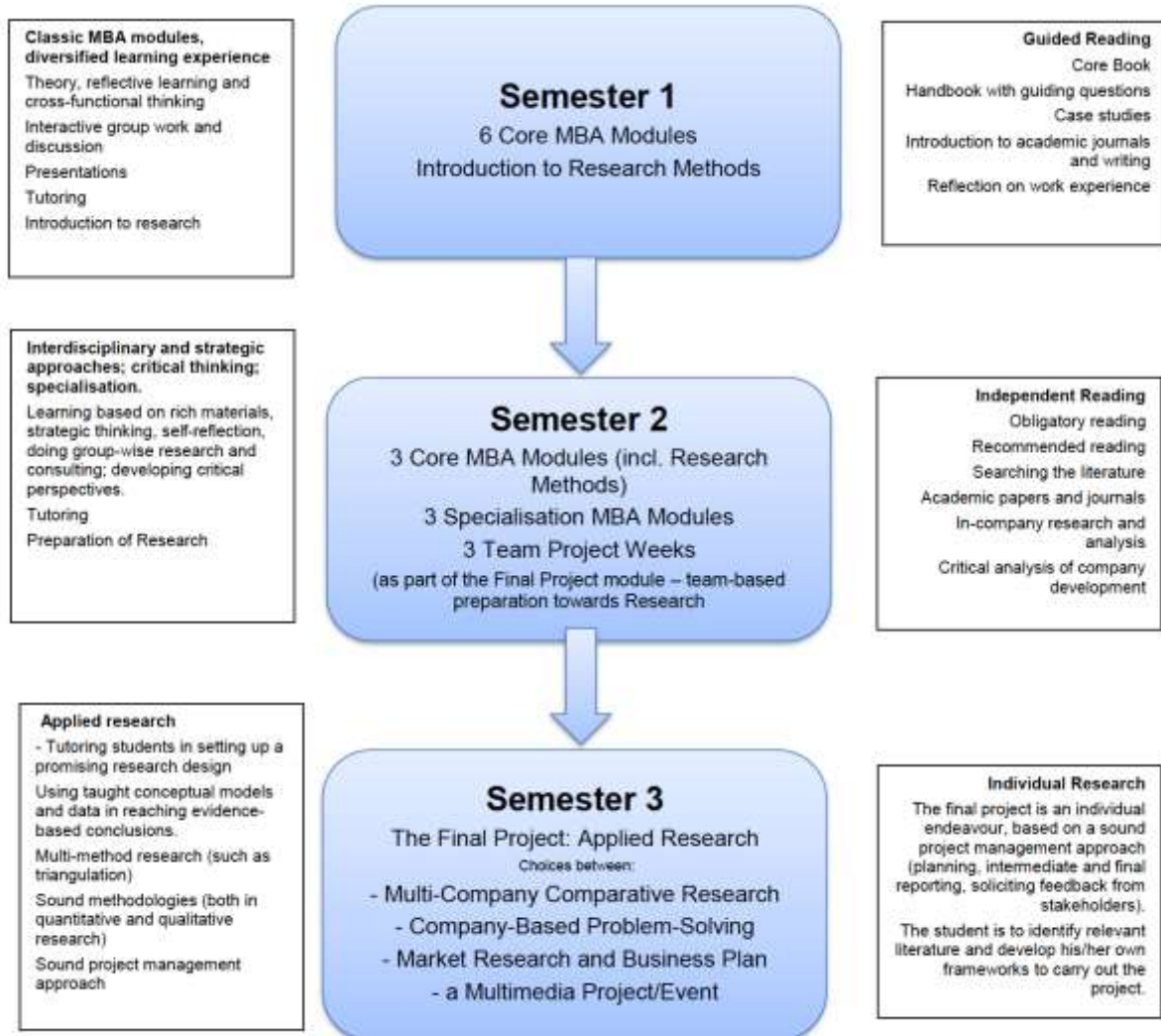
- have the ability to lead people and motivate teams;
- have the ability to communicate conclusions;
- are flexible and can cope with uncertain situations;
- show creativeness and innovation through the ability to introduce new thoughts alongside normal theory;
- show social competence, through self-reflection, cultural adaptability, and openness to other ways of thinking: is empathic;

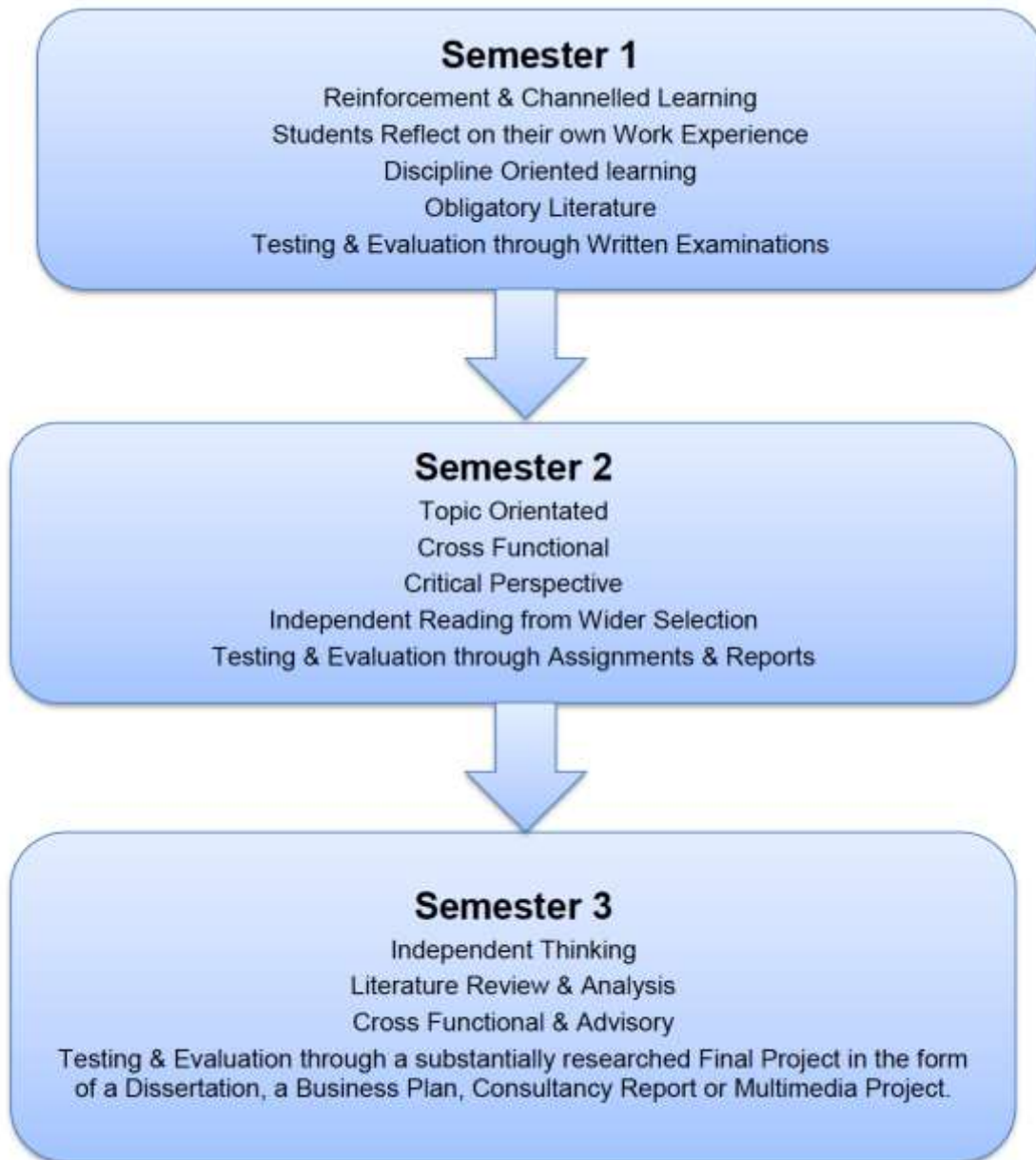
4.3 Programme details

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

Master of Business Administration (MBA): The MBA has 3 Semesters, and 525 hours of contact hours in modules comprising of

- 441 lesson hours (11 modules x 6 days x 6 hours)
- 36 contact hours during project weeks (12 x 3 weeks)
- 24 'study assistant' hours Semesters 1, 2
- 24 academic supervision hours for the 'Final Project'





The Master of Business Administration
specialised in International Management

Curriculum

Master of Business Administration (MBA) in International Management				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	ECs	Module Code
Sep / Feb (1) ¹	Management Accounting & Finance	36	5	FIN ₄₁
Sep / Feb (2) ²	Marketing Management	36	5	MA ₄₁
Sep / Feb (2)	Research Methods Introduction (Final Project)	9	(-)	GA ₄₁
Oct / Apr (1)	Human Resource Management	36	5	MO ₄₁
Oct / Apr (2)	Operations Management	36	5	MO ₄₂
Dec / May (1)	International Management	36	5	SM ₄₄
Dec / May (2)	Information Management	36	5	IM ₄₁
Year 1, Semester 2				
Feb / Sep (2)	Research Methods (Final Project)	27	5	GA ₄₁
Feb / Sep (1)	Globalisation, Society & Culture	36	5	MO ₄₄
Apr / Oct (2)	International Corporate Sustainability	36	5	SM ₄₂
Apr / Oct (1)	Business Statistics	36	5	GA ₄₂
May / Dec (1)	Strategic Management	36	5	SM ₄₁
May / Dec (2)	International Consultancy	36	5	MO ₄₅
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW ₄₁
Total Year 1			65 Credits	
Year 2 (1 Semester / Term)				
3 Blocks (18 weeks – See Part 8)	Final Project	N/A	25 out of 30	GA ₄₃
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

¹(1) is Semester 1 for part-time students

²(2) is Semester 2 for part-time students

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

Grade Distribution Table	
Grade Range	Percentage
5,5-6,5	25%
6,5-7,5	37%
7,5-8,5	29%
8,5-9,5	8%
9,5-10,0	1%
	100%

4.5 Overall classification of the qualification:

Classification of degree: **'With honours'** and other classifications

(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:

Master of Business Administration graduates can continue and progress their studies at doctoral level.

5.2 Access to a regulated profession (if applicable)

N/A

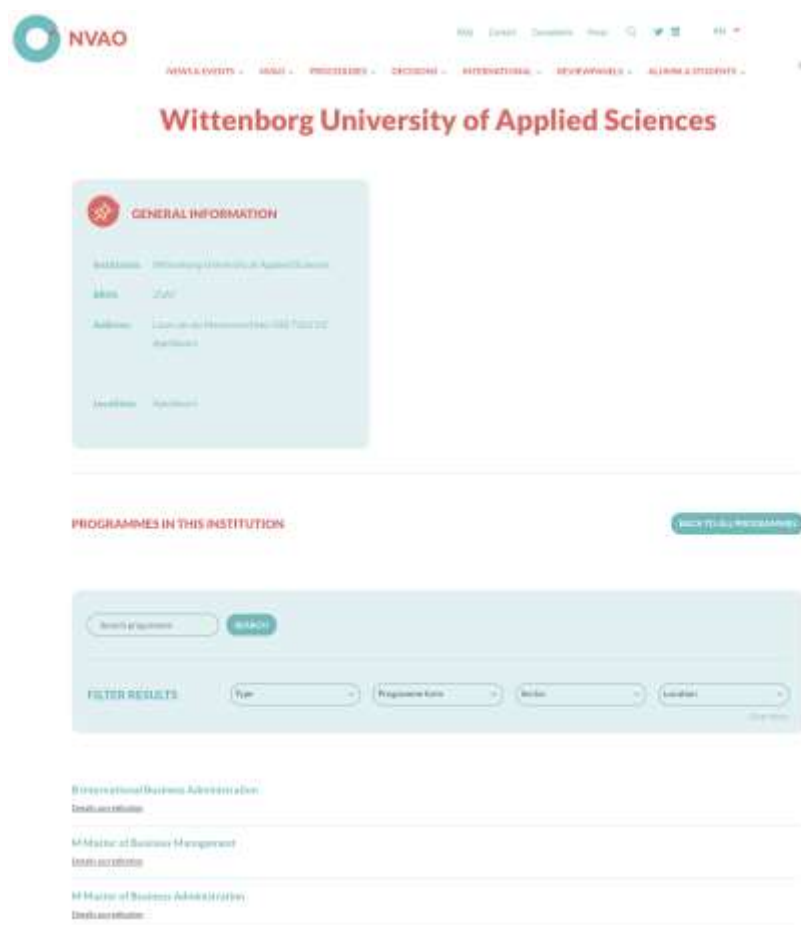
6 ADDITIONAL INFORMATION

6.1 Additional information:

Master students at Wittenborg University of Applied Sciences have the opportunity to complete a period of up to 6 months additional work experience as part of their studies between semester 2 and semester 3 (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>



7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

1 July 2020

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

Education & Examination Guide

The European Diploma Supplement and Example of the Degree: MBA
Wittenborg University of Applied Sciences

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.

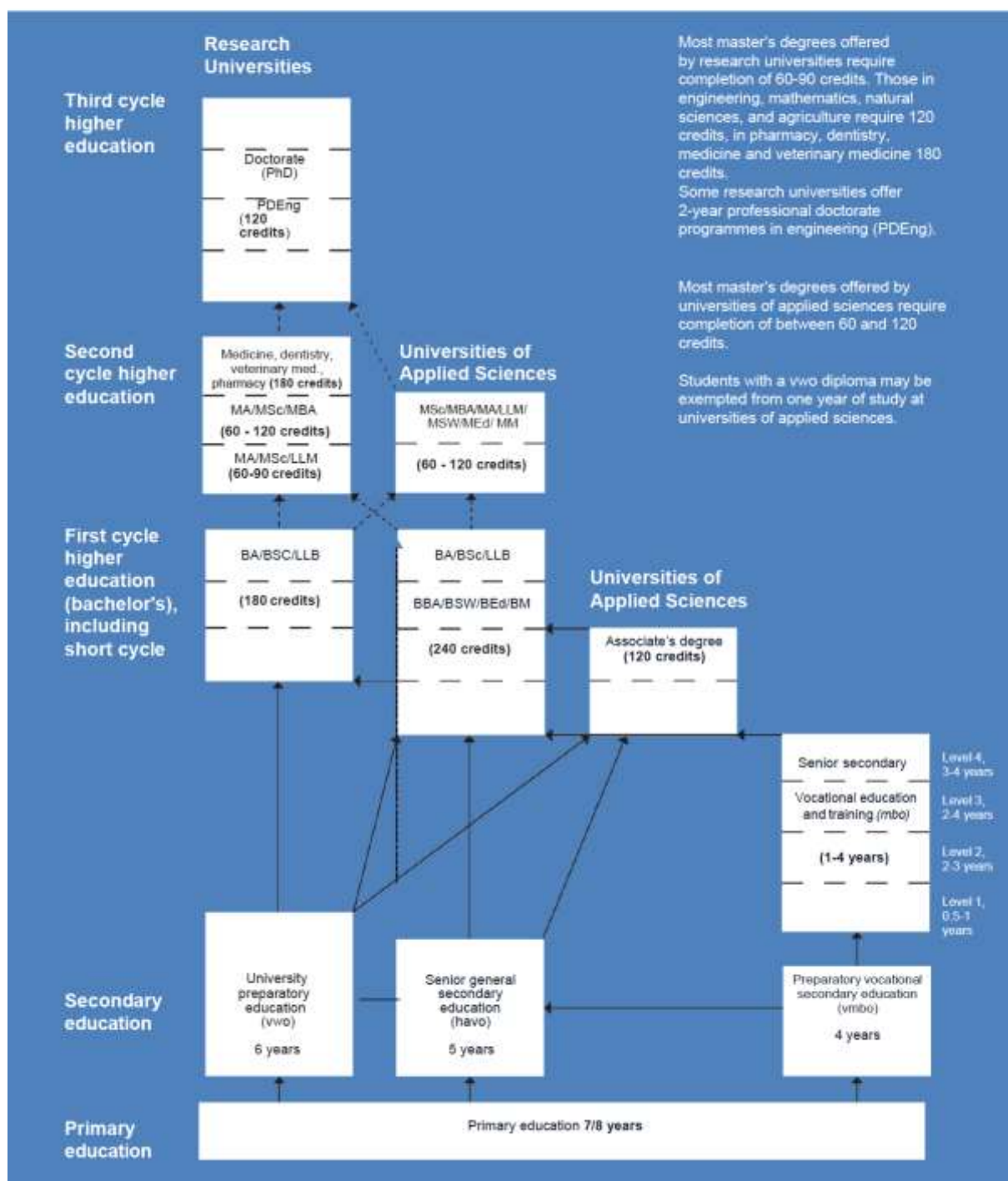
The NLQF is useful for employers so that they can see what a (potential) employee knows and is able to do. Employees and students gain more insight in their level of education and at what level they learn and perform in the work field. This self-insight can give them a boost for further career development.

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

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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

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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

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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

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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

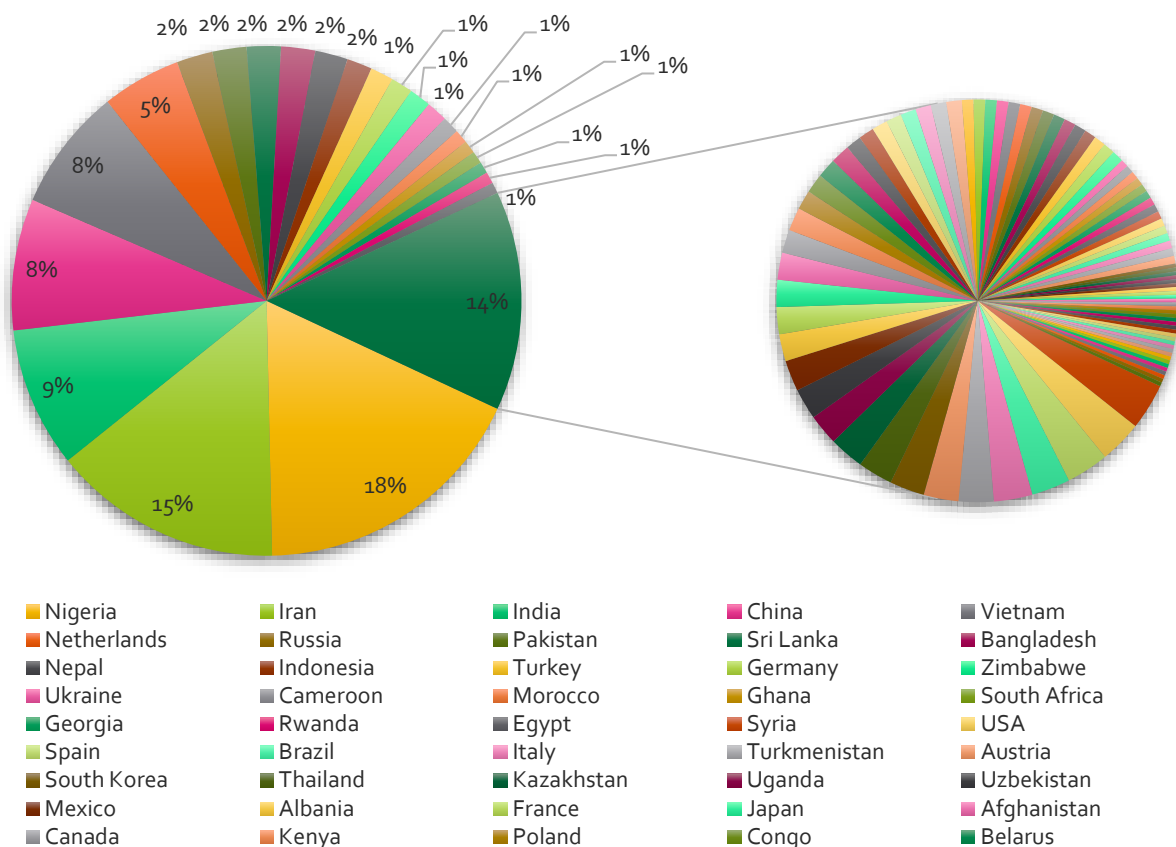
Please make sure that both of the following references are clearly quoted when making a payment:

- 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

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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

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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