THE EEG - PART 2

EDUCATION GUIDE

*BBA Bachelor of ‘Hospitality Business Administration’ (HBA)*

HBA – Hospitality Business Administration covers the specialisations:

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

31 August 2021
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WITTENBORG UNIVERSITY OF APPLIED SCIENCES

HBA – BACHELOR’S EDUCATION GUIDE

WITENBORG’S UNDERGRADUATE BACHELOR’S PROGRAMMES

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

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

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

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

International Business Administration (CROHO 39239) has become four Programme Pathways -

This EEG is concerned with the pathway HBA Programme.

<table>
<thead>
<tr>
<th>‘Classic’ IBA (C-IBA) Programme:</th>
<th>HBA Programme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics &amp; Management</td>
<td>Hotel &amp; Hospitality Services Management</td>
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<tr>
<td>Real Estate Management</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Logistics &amp; International Trade</td>
<td>Event Management</td>
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<tr>
<td>Financial Services Management</td>
<td>Tourism</td>
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</table>

MCI Programme:
- Information Management
- Marketing & Communication
- Data Science
- Digital & Social Media

EBA Programme (see EBA EEG):
- Entrepreneurship & Small Business
- Entrepreneurship & Digital Marketing
- Entrepreneurship & FinTech
THE 4 BACHELOR'S OF BUSINESS ADMINISTRATION: PROGRAMMES

Bachelor Degree
International Business Administration

BBA
registered under CROHO 39239

Four BBA Programme Pathways

International Business Administration
IBA

Entrepreneurial Business Administration
EBA

Marketing Communication Information
MCI

Hospitality Business Administration
HBA

Economics & Management
Financial Services Management
Logistics & International Trade
Real Estate Management
Facility & Property Management*

Entrepreneurship & Small Business Management
Entrepreneurship & Digital Marketing*
Entrepreneurship & FinTech *

Marketing & Communication Information Management
Business Analytics*
Digital & Social Media*

Hotel & Hospitality Services Management
Events Management
Tourism Management
Sport Business Management
Hospitality Management
A BROAD BACHELOR’S WITH SPECIALISATIONS (GRADUATION PATHWAYS)

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

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

HBA FINAL GRADUATION – DEGREE AWARD

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

- Bachelor’s Degree in Business Administration in Hotel & Hospitality Services Management
- Bachelor’s Degree in Business Administration in Event Management
- Bachelor's Degree in Business Administration in International Tourism
- Bachelor's Degree in Business Administration in Sport Business Management
- Bachelor’s Degree in Business Administration in Hospitality Management*

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

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

* - NB: The Specialisation ‘Hospitality Management’ is offered to students who have mixed modules of other specialisations or who have transferred credits from other institutions.
WITTENBORG’S EDUCATION PHILOSOPHY

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

The development of skills, competencies and knowledge never stops. Wittenborg believes that its undergraduate students should be introduced to postgraduate study that can lead to a master’s programme. Its master’s students are also stimulated to develop as far as they can, sowing the seeds for more learning. Learning is a lifelong activity that Wittenborg students will appreciate as a highly valuable asset to their careers.

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

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

OUR PHILOSOPHY IN A BACHELOR’S CONTEXT

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

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

The bachelor’s degree programmes are aimed specifically at providing graduates with the skills and competencies to enter the professional field of business administration, both in the public and private sectors. These positions can include management or policy-supporting positions, as well as positions of responsibility in small to medium-sized companies. One aim is that students gain an understanding of the developments within an organisation, so that they can translate these into aims and policies of that organisation. Students should be in a position to analyse the strategic vision of a company or organisation, and using this analysis help optimise and structure these processes. From some international perspectives, students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to macro- and micro-environments.
WITTENBORG’S 3-YEAR UNDERGRADUATE BACHELOR’S PROGRAMMES

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

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

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

3-YEAR PROGRAMMES

The Bachelor’s degrees are 240-credit programmes conforming to the Dutch national requirements within the Dutch Binary Higher Education System and European standards. The programmes are designed to be flexible, allowing students to study at their required pace, as well as allowing students to adapt the practical components of their study (work experience) to the opportunities offered. The programmes are offered in 3- and 4-year tracks, the 3-year track (80 credits per year) can be followed in the 3-yearly planned phases by highly motivated students - this removes the need for the foundation programme that many international students require to study a 3-year bachelor’s.

CHARACTER OF WITTENBORG’S UNDERGRADUATE PROGRAMMES

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

BUSINESS IS INTERNATIONAL

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

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

<table>
<thead>
<tr>
<th>Academic Year (8 Blocks)</th>
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<tr>
<td><strong>Winter Term</strong></td>
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<td>Block 1 (lessons)</td>
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<td>Block 3 (lessons)</td>
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<td>Block 4 (retakes)</td>
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<td><strong>Summer Term</strong></td>
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<td>Block 5 (lessons)</td>
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<td>Block 6 (lessons)</td>
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<td>Block 7 (lessons)</td>
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<tr>
<td>Block 8 (retakes)</td>
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</tbody>
</table>

1 Lesson Block = 6 weeks
2-3 modules per block: given once per year

2 Lesson Weeks → 1 Project Week (FY study week) → 2 Lesson Weeks → Assessment Week
BACHELOR OF BUSINESS ADMINISTRATION PROGRAMMES

BBA IS INTERNATIONAL

Business Administrators are the key to all companies and organisations, and you will find a business administrator at the heart of any successful enterprise, keeping the business processes well-oiled and running smoothly, whilst looking around for new opportunities and solutions.

Whether you want to work in the international finance industry, hospitality and tourism or international imports and exports, you will find a central role as a qualified business administrator, and if you want to try your entrepreneurial skills then there is no better start than Wittenborg’s International Business Administration programme.

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

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

ENTRY INTO THE BACHELOR’S PROGRAMMES

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

- Wittenborg is a signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated.
- The application procedure for international students is fully described on the Wittenborg website www.wittenborg.eu. All the required documents and information regarding the fee structure can be found there.

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

**ENTRY INTO BACHELOR HBA PREPARATION PROGRAMME**

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

**ENTRY INTO BACHELOR HBA PROGRAMME**

**English Diagnostic Writing Test**

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

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

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

- Either to attend PDP seminars or to upload its papers (phase 1 & 2)
- Work Evaluation Report (WER) for final-year students
- Research Proposal (RP) for final-year students
- Graduation Assignment
Time allocation for Support English

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

Entry points are only in block 1 (winter semester group) and block 5 (summer semester group). Students who fail this test in the entry points of block 2 and block 3 will have to wait until the start of the following summer semester (block 5) before they start their classes in Support English, together with those who fail in block 5 itself. Similarly, those who enter in block 6 and block 7 (who fail the test) will join those of block 1 for the winter semester group, at the start of a new academic year.

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

AIMS AND OBJECTIVES OF THE HBA PROGRAMMES

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

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

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

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

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

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

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

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

“Business Administrators can operate in financial or technical environments, but also management and leadership settings and a combination of these. They must understand the need for leadership, motivating people and the importance of ethical decision making. They must understand the impact of change and the need for innovation. The Business Administrator will understand the need for good communication skills and have a good understanding of society, economics and sustainability. Understanding the need for stable and solid management within a company, large or small is important. A businessperson in modern-day Europe needs to be able to communicate with people across the continent and across the world, and requires the ability to understand the effects of national and international governments on the business ventures they are involved in.”
BBA BACHELOR’S FINAL QUALIFICATIONS: (INTERNATIONAL) BUSINESS ADMINISTRATION GRADUATES:

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

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

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

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

5. Are able to maintain business relationships, networks and chains.

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

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

8. Understand some of the inter-personal and inter-cultural skills required to achieve within an internationally orientated organisation, including:
   
   - negotiating skills
   - customer relationship management skills
   - networking skills
   - team-working skills
   - organisation skills
   - ability to deal with stress
   - accurate working practices
   - commercial thinking
   - entrepreneurial
   - pro-active working methods
9. Are able to work effectively with computer software used in business (office packages such as SPSS), including web-based software (databases and web mail), internet and intranets, email and other popular information and online communication management tools.

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

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

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

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

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

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

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

17. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a master’s programme.

18. Have reached the academic level of Bachelor in line with the recognised European standards as described in the Dublin Descriptors.
THE PHASE SYSTEM

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

FROM YEAR TO PHASE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>60 ECs</td>
<td>20 ECs</td>
<td>40 ECs</td>
<td>60 ECs</td>
</tr>
<tr>
<td>Phase 1 (80 ECs)</td>
<td>Phase 2 (80 ECs)</td>
<td>Phase 3 (80 ECs)</td>
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</tbody>
</table>

FIRST PHASE (UK LEVEL 4)

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

SECOND PHASE (UK LEVEL 5)

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

THIRD PHASE – “THE FINAL YEAR” (UK LEVEL 6)

Students entering their third and final phase have passed the required credits and are ready and able to move on to a different style of education. During Phase 3, students will be asked to study subjects in their chosen pathway in more depth, whilst following generic bachelor’s modules with an emphasis on strategy and business-case implementation. Students complete a business plan in their final phase and will start to prepare for their final project or dissertation with research methodology modules.
In the final phase, students complete a short work placement at a company. The work placement is ideally in a field similar to the chosen bachelor’s pathway, and students are encouraged to find their own positions. Wittenborg’s work placement coordinator is available to assist students in contacting companies if necessary, and can offer suggestions from the university’s own list of suitable companies. Some students are asked to complete their work placements within the Wittenborg organisation, working internally or on one of the external projects carried out by Wittenborg Network.

Tutoring and personal development planning are completed on the basis of individual negotiation with a student’s tutor. The curriculum in the final year has been carefully planned and arranged to allow students the opportunity to complete work experience and the graduation programme at one and the same time. Moreover, modules like Research Methodology, Business Plan and Cost Accounting are offered twice a year so that the planning of the work placement (4-6 months) within the final phase will not be an issue.

INTEGRATION OF THEORETICAL AND PRACTICAL CONTENT

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

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

Work Experience and Practice in the HBA

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

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

- Phase 3
  - Work Experience completes
  - Action Learning Graduation Dissertation (in-company) (16 credits)

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

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

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

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

BBA - SKILLS, COMPETENCIES AND LEARNING OUTCOMES

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

- knowledge
- understanding & Development (Competencies)
- technical skills

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

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

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

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

BBA DOMAIN COMPETENCIES:

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

BBA - KNOWLEDGE

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

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

BBA - SPECIFIC SKILLS

Specifically, students will have acquired the following skills:

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

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

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

Study skills:

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

PRACTICAL-ORIENTED EDUCATION

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

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

ACADEMIC LINK

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

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

PAPERS

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

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

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

The 4-year programme is divided into 3 learning phases, as shown below. Each phase is timetabled into a full academic year, in such a way that allows students to follow all modules from the phase, or only the required modules from that year. It is possible to complete the 240 credits in 3 years, though Wittenborg’s experience is that most students take between 3 and 4 years to complete the programme.
All elements of the programme are developed as modules to which ECs are allocated. The ECs are allocated to a module on the basis of initial programme design by the Education Board and monitored by the Exam Board, who comment on workload issues if these arise. In general, first-phase modules are weighted at a higher EC load than third-phase modules, due to the amount of reading required at the start of the programme (knowledge attainment). Credits are initially allocated on the basis of a calculation.

3 YEARS OR 4 YEARS

Dutch bachelor’s degree programmes at universities of applied sciences are generally 4-year study load programmes. Wittenborg offers these programmes in 3 phases allowing highly motivated students to complete modules in the minimum 3 years, with a higher study load, or in 4 years at a “normal pace”. The curriculum remains timetabled in a manner that allows dedicated students to follow the programme in 3 years, however, also in 4. Experience shows that many students take 3½ to 4 years, often because they extend their periods of work placement.

TERMS, BLOCKS AND MODULES

In the table below is shown how the school year at Wittenborg is divided into 2 terms, Winter Term and Summer Term, and 6 main blocks of six weeks each. Each term has 3 teaching blocks of 6 weeks and 1 re-take exam block of two weeks (20 timetabled weeks per term). All content of the programme is fully modularised, and implemented in a systematic way that will enable other programmes to be expanded and developed on the same system used in the bachelor’s programme. The modules are aligned with each other horizontally within the phase and vertically between the years and phases.
### A block consists of 2 lesson weeks, followed by a project week, then 2 lesson weeks, followed by an exam week, to complete the module. Each core module is completely taught in a block, and is subsequently examined or evaluated. Subject Modules are taught over a complete block, which is 6 weeks, including the project week and the exam week. Each module takes 4 timetabled teaching weeks, in intensive form, with either 2 days of 3 hours, or 3 days of 2 hours.

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

### THEORY TO PRACTICE

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

The modules have been carefully chosen and arranged so that there is progression from level to level in three years. A number of Wittenborg “unique” modules are included to cover a combination of both

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<tr>
<th>Winter Term</th>
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<tr>
<td>Block 1</td>
<td>Block 2</td>
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<td>Block 7</td>
<td>Block 8</td>
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**Winter Term**

- **Block 1**: 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP.
- **Block 2**: 1 Project Week in which students carry out projects as a practical assignment in groups; any re-scheduled lessons from the previous lesson weeks are also given, in cases of teacher sickness, etc.
- **Block 3**: 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP.
- **Block 4**: 1 Exam and Assessment Week.

**Summer Term**

- **Block 5**: 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP.
- **Block 6**: 2 weeks of retake exams and assessment submissions and catch-up lessons if required.
- **Block 7**: 1 Project Week in which students carry out projects as a practical assignment in groups; any re-scheduled lessons from the previous lesson weeks are also given, in cases of teacher sickness, etc.
- **Block 8**: 2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP.
- **Block 9**: 2 weeks of retake exams and assessment submissions and catch-up lessons if required.

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Netherlands/Europe relevant areas and Asia/non-Europe relevant areas, such as the small business environment, new business structures, and international business and management in relation to law.

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

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

**THE BACHELOR’S PROGRAMMES ARE DIVIDED INTO THREE DISTINCT PARTS:**
The Bachelor’s Programmes are aimed at highly motivated business students who are looking for a degree award that provides a combination of academic challenges and application within an intense international environment.

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

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

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

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

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

**PHASE 2 - YEAR 3 (FROM THEORY TO PLANNING)**

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

**PHASE 3 - YEAR 4 (TOWARDS STRATEGY AND PRACTICE)**

The Year 4 modules or Final Year, in which students study the strategic modules of management, fulfil their special Work Preparation Module, as well as complete the year with their research assignment, the graduation dissertation. Students are also given the chance to test the robustness of their Business Plan. Final-year students follow at least two in-depth specialisation modules; however, they also follow mixed inter-disciplinary modules.
BOOKS AND LITERATURE

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

PHASE 1/YEAR 1 AND YEAR 2 MODULES (THEORY LEVEL)

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

PHASE 2/YEAR 3 MODULES (SPECIALISATION AND PLANNING LEVEL)

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

PHASE 3/YEAR 4 MODULES (STRATEGY AND PRACTICE)

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

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

2ND FOREIGN LANGUAGE PROGRAMMES

Language Modules

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

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

Students can choose from the following foreign languages: Dutch, Spanish, German, French, Italian, Chinese and Russian. For an elective language module to proceed, a minimum of 5 participants is required.
NOTE: English is not seen as a 2nd Foreign Language.

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

- Beginner Foreign Language (5 ECs/36 lesson hours).
- Intermediate Foreign Language (4 ECs/36 lesson hours).
- Intercultural Business Communication for Managers (2 ECs/24 lesson hours).
- In the blocks when the languages are taught, occasionally additional language tutorials could be offered in the Project Week of the respective block, e.g. a practical session/workshop, Q&A session, etc. This is an opportunity for the teachers and students, which is not included visibly in the programme curriculum.
- Language exams are offered 3 times an academic year (Exam Week of the teaching block, Retake Week 2 in block 4 and block 8). Students can always take an exam after attending the classes whenever they feel like taking it (or retaking it). E.g. they can also take a language exam a half a year later, without having done the first attempt, or redo an exam even if they have failed before with a mark lower than 4.
- Language exams can be taken in the same academic year the module has been attended (3 attempts possible: the exam week of the given block, the second retake week directly after and the next second retake week). If all 3 attempts have been failed or missed, the student will have to re-attend the classes.
### Module Planning

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

#### Academic Year (8 Blocks)

<table>
<thead>
<tr>
<th>Block 1 (lessons)</th>
<th>Block 2 (lessons)</th>
<th>Block 3 (lessons)</th>
<th>Block 4 (retakes)</th>
<th>Block 5 (lessons)</th>
<th>Block 6 (lessons)</th>
<th>Block 7 (lessons)</th>
<th>Block 8 (retakes)</th>
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<td>Winter Term</td>
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<tr>
<td>2 Lesson Weeks</td>
<td>1 Project Week</td>
<td>2 Lesson Weeks</td>
<td>Assessment Week</td>
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1 Lesson Block = 6 weeks

2-3 taught modules per block: given once per year
STARTING A MODULE: DOCUMENTATION

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

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

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

MODULE EVALUATION PLAN
This document will give students a precise overview of how their module will be examined and marked.

RELATIVE DOCUMENTS TO THE MODULE: READING MATERIAL
The module plan also contains any relative reading material, web links, and literature resources that are standard learning tools within the module.

LESSON PLAN
Teachers are required to keep up-to-date lesson plans of each of the lessons/seminars/lectures they give. These lesson plans are archived at the central education administration office for quality control and accreditation purposes only.
Module Description provides:
- a complete overview of the module aims and objectives
- the module’s content
- the current teacher, responsible for the module and contact information
- the number of lesson hours/self-study hours
- instruction methods
- evaluation methods
- required literature
- recommended literature
- European Credits allocated
- exact overview of study load
- teaching language
- prerequisites for starting the module

Module Plan provides:
- an overview of lesson content on a lesson and weekly basis
- content of a lesson
- aims and objectives of that lesson
- an overview of required reading and homework

Module Evaluation Plan provides:
- an overview of the testing and examination(s)
- time and length given to an examination
DIVERSITY OF TEACHING METHODS

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

- Teaching
- Classroom lecturing
- Case study discussions
- Feedback and presentation sessions
- Interviews and debates
- Video and film
- Company visits
- Discussion sessions
- Research papers
- Coaching and tutoring
- Work experience tutoring
- Dissertation coaching
- Learning
- Compulsory reading
- Recommended reading
- Internet research
- Library research
- Classroom lectures – notes, listening, review of videos/recordings
- Case-study learning in class, in project groups
- Preparing and presenting
- Discussions with peer students, with businesspeople
- Surveys and questionnaires
- Feedback on film – reflection
- Reflective writing – for example, project weeks, work experience
- Visiting companies
- Speaking to entrepreneurs
- Helping businesspeople with projects
- Organising events
- Starting companies
- Desk research
- In-company research
- Dissertation writing

CASE STUDIES AND PRACTICAL PROJECTS

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

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

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

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

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

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

DESCRIPTION OF PROJECT WEEKS

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

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

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

FORMULATING PROJECT TEAMS (GROUPS)

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

- Project teachers will form teams of at least 4 members.
- Project teachers will designate the team leader for each group.
- Team leaders will be given the skills evaluation results of each team member.
- Leaders will allocate each team member a specific role, based on their understanding of the results of the skills evaluation.

ROLES AND RESPONSIBILITIES

THE TEAM LEADER:

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

SECRETARY:

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

RESEARCHER:

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

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

WHAT IS EXPECTED TO BE SUBMITTED FOR EVALUATION?

The Final Report will consist of:

An outline of the proposed plan/advice/product with argumentation supported by financial feasibility, marketing, logistics, organisation and aesthetics as required, as well as social and political reasoning if needed. The report must be no longer than 4,000 words/10 pages, excluding appendices. The Introduction and the Conclusion MUST be written by the group leader. The following criteria should be contained in the report:

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

Together with the report, the following documents will be submitted:

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

Also:

- A maximum 1 page First Brainstorming Session Feedback for each team member that reflects on:
  - Roles, tasks and responsibility division
  - Performance of other team members and group effectiveness.
- Time Sheet - showing the exact time spent per person to show activities carried out in relation to this project

EVALUATION

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

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

The evaluation scale used for this project is as follows:

- Excellent, good, sufficient, poor, very poor

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

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

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

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

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

The process tutor guides students from the start of their studies in the practical parts of the programme, including work placement arrangements in consultation with the work placement teacher and other student support.

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

The academic supervisor will help with the following tasks:

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

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

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

EXTRA TUTORING FOR FAST-TRACK BACHELOR’S STUDENTS (PHASES)

Students who have chosen to continue their studies in the fast-track programme (3 phases instead of choosing to follow the 4-year programme) are required to have constant meetings and sessions with their process tutors so that the progress will be closely monitored and support/advice will be given when necessary.
The Final Year Academic Supervisor
from Start to Finish of Final year:

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

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

(Taken from the Work Placement Handbook see PART 7)

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

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

**CONTEXT OF EMPLOYMENT PREPARATION**

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

**THE PARKING METER SYSTEM**

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

Students will describe their experiences in a weekly journal, to be kept individually in the e-learning environment of this module. This can also include a series of emails or entries/posts into the news board in the e-learning environment of this module, showing their progress. They will evaluate their experiences and link them to the theory they have learnt in a final work evaluation report of 5,000 words. This paper must be completed before working on the research dissertation. Students will also be required to prepare an interview or presentation of the work evaluation report (see below).

**FINAL REQUIREMENTS OF THE EMPLOYMENT PREPARATION MODULE**

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

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

**GLOBAL REQUIREMENTS**

Students should have at least one task that provides them with the insight into how a company or organisation works on an international level. This can include acquisition, relationship management, product development and organisation management.
Students should become aware of how subjects they have studied in their classrooms are used in practice, such as marketing, sales, logistics, financial management or organisation management, and show this awareness through describing their experiences in their journal and in their evaluation paper.

MAIN AIMS AND OBJECTIVES

To provide students with the opportunity to:

- gain a useful experience of the working environment
- become aware of the culture and structure of a working environment
- provide an opportunity for students to enhance their learning experience and career prospects by applying their academic knowledge and capabilities in the workplace
- strengthen links with industry and commerce
- develop new capabilities and skills

CORE CAPABILITIES

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

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

PROJECTED LEARNING OUTCOMES

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

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

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

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

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

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

The assessment evidence will normally include:

- the learning log or work journal (kept within the Wittenborg e-learning environment of this module)
- a written work evaluation report (5,000 words) describing the organisation and evaluating the work undertaken
- an oral assessment, which may take the form of an oral presentation, or an interview (to be chosen after discussion with the Work Preparation Tutor)
- learning log - pass/fail
- written paper/report - 80%
- oral assessment (Presentation or Interview) - 20%

The assessment and marking of the Work Journal, the Evaluation Report and Presentation is explained in detail in the Work Placement Handbook and totals up to 15 study points (ECs).

The assessors will be the Graduation and Examination Board.
FINAL YEAR - GRADUATION ASSIGNMENT/FINAL PROJECT

CORE CAPABILITIES OF THE DISSERTATION MODULE ARE AS FOLLOWS:

▪ manage self in relation to others
▪ seek, handle and interpret information
▪ think critically and produce solutions
▪ communicate effectively in context

AIMS AND OBJECTIVES:

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

LEARNING OUTCOMES:

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

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

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

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

TEACHING AND LEARNING METHODS

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

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

GRADUATION

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

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

Please see the Graduation Assignment & Final Project Handbook (PART 8) for complete details of the specific requirements.
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 between 25 and 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:

<table>
<thead>
<tr>
<th>A best 10%</th>
<th>B next 25%</th>
<th>C next 30%</th>
<th>D next 25%</th>
<th>E next 10%</th>
</tr>
</thead>
</table>

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 WUAS bachelor's programmes by gaining European Credits

<table>
<thead>
<tr>
<th>3-PHASE PATHWAY</th>
<th>AVAILABLE ECS</th>
<th>ECS REQUIRED AT ENTRY</th>
<th>4-YEAR PATHWAY</th>
<th>AVAILABLE ECS</th>
<th>ECS REQUIRED AT ENTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>80</td>
<td>0</td>
<td>Year 1</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Phase 2</td>
<td>80</td>
<td>80</td>
<td>Year 2</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Phase 3</td>
<td>80</td>
<td>160</td>
<td>Year 3</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Phase 4</td>
<td>80</td>
<td></td>
<td>Year 4</td>
<td>60</td>
<td>180</td>
</tr>
</tbody>
</table>
Credit Transfer & Accreditation of Prior Learning (APL) at Wittenborg University of Applied Sciences

Credit Transfer at Wittenborg University of Applied Sciences (WUAS) 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.

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.

APL is a generic term covering the exemption of a student from a module or modules on taught courses at the university on the basis of prior achievement of the relevant learning outcome, whether certificated or by experiential learning. WUAS has systems in place to provide Credit Transfer for Periods of Study and exemptions in EC credits for much of the programme based on Prior Learning, both in education and in the workplace.

There are 3 types of APL considered at Wittenborg University of Applied Sciences:

1. CREDIT TRANSFER FOR A PERIOD OF HIGHER EDUCATION STUDY

During the application procedure, students can apply for Credit Transfer based on a pervious period of recognised higher education study. Students must always be admitted to the overall degree programme before Credit Transfer is considered. Credit Transfer is given on the basis of a completed previous period of study in line with a level according to the European Qualifications Framework, compared to WUAS undergraduate Phases. Students can apply for Credit Transfer into Phase 2 (80 EC Credit Transfer) and into Phase 3 (160 EC Credit Transfer).

The awarding of Credit Transfer into WUAS degree programmes is done by the Graduation and Examination Board (GEB) who officially mandate the Registrar and the Deputy Registrar to carry out the implementation of Credit Transfer and carry out the recognition of previous periods of study based on evidence provided through certificates, diplomas and results lists and subsequent verification by ENIC-Naric and Nuffic.

WUAS only accepts Credit Transfer for a period of higher education study into its undergraduate (bachelor's) degree programmes. Credit Transfer is not accepted into postgraduate (master's) programmes, unless students are studying in an institutional Transnational Education (TNE) partnership programme.
Students can apply for Credit Transfer for up to 75% of the degree programme, according to the Dutch Ministry of Education's regulations, as long as the prior period of higher education has been completed at a recognised partner institution or is 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**.

**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 we report to the Ministry of Education. ENIC stands for European Network of National Information Centres, and NARIC for National Academic Recognition Information Centres.

**2. APCL: ACCREDITATION OF PRIOR CERTIFICATED LEARNING - CREDIT TRANSFER**

Students can apply for exemptions 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 a non-Dutch certificates and diploma's, a student's portfolio is sent to the NUFFIC for certificate evaluation in terms of Dutch Higher Education, in line with above (1).

Students must submit a request for exemptions according to APCL during their application procedure before they commence their degree programme. APCL is only accepted for undergraduate (bachelor's) programmes, before entry into the programme, and this cannot be combined with Credit Transfer for a Previous Period of Study.

Applications for APCL (module exemption) are not accepted for entry postgraduate (master's) programmes in any circumstances.

**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 may not be formally certificated. 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.

WUAS does not currently accept APEL for exemption from any module in any of its degree programmes, except under special circumstances for the 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 during the study programme.