

THE EEG - PART 4

PRACTICAL INFORMATION GUIDE



31 October 2024

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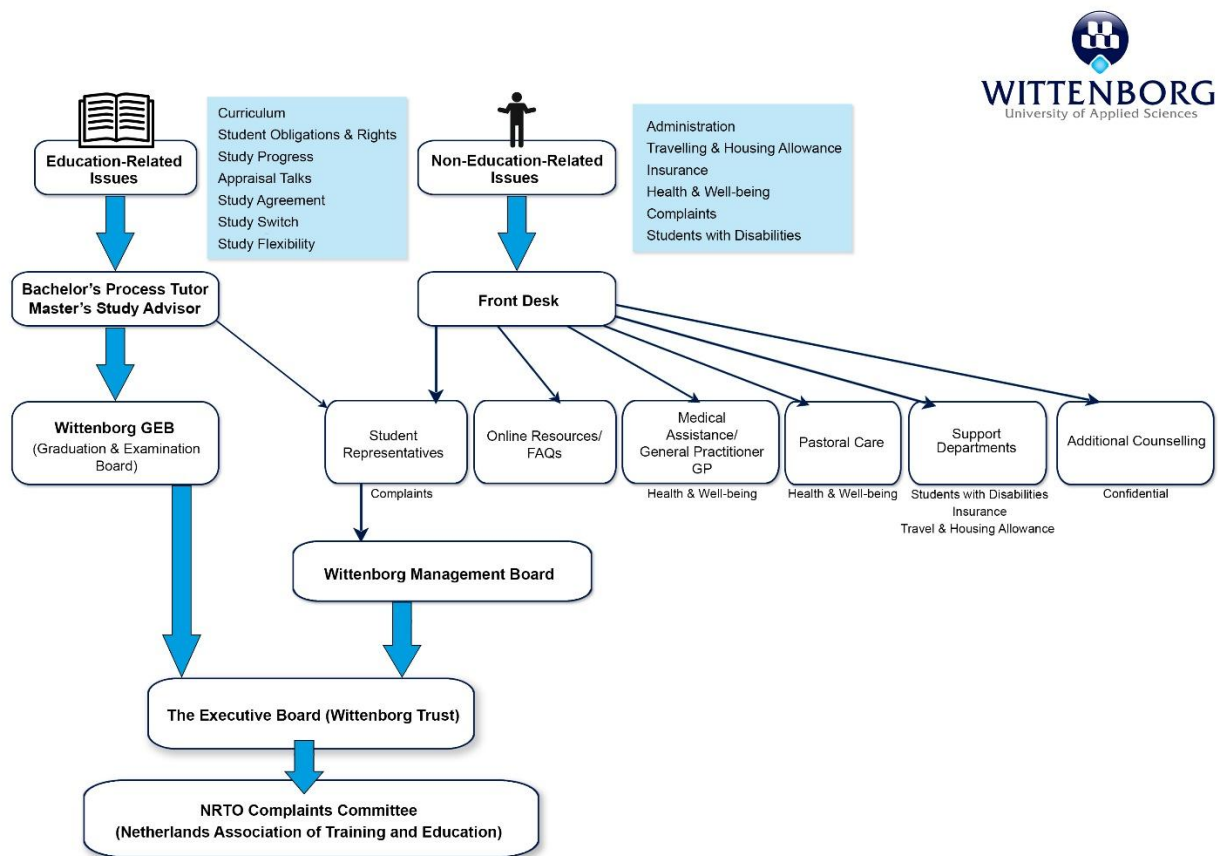
STUDENT SUPPORT

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

In the Education and Examination Guide there is a table mapping who is who at Wittenborg and 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 issue 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.of.applied.sciences.eu>

Wittenborg Students and Staff (not public) Facebook Group:

<https://www.facebook.com/groups/526794557413198/>

FRONT DESK

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

Each Wittenborg location has a Front Desk service, although at the main campus in Apeldoorn there are two - one in each building - Spoorstraat and Brinklaan.

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

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

INTERNATIONAL STUDENT SERVICE AT THE FRONT DESKS

The Front Desk team is available Mondays to Fridays at the opening times listed in the buildings, and in the Education Guides. The team provide information and guidance to international students and staff about living in the Netherlands in general, also helping with information and making appointments with local and national offices for housing, immigration, healthcare and social care if needed.

The Front Desk team is there to help our international students from abroad get settled in the Netherlands on arrival, by assisting with their registration appointments at necessary offices, such as the Immigration Department (IND) and the City Hall (Gemeente). We can also arrange medical appointments with doctors and dentists, and assist with all relevant insurance documentation. In choosing Wittenborg, many of you will also have chosen to live in another country; Front Desk can help you find your way in your new study environment with all sorts of information ranging from public transport, ICT issues, registration questions, work options, to even where to buy a bicycle."

STUDENT COUNSELLOR/COACH & CONFIDENTIAL ADVISOR

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

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

complaint. The confidential advisor guides the student through the entire process, and actions are only taken with the explicit consent of the student.

STUDENT REPRESENTATIVES (REPS)

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

Student Reps have two roles:

1. **Student Reps:** represent students overall in the following areas
 - Overall student experience
 - Overall teaching quality
 - Learning facilities and tools
 - School's 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 Wittenborg 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 [Home | Wittenborg Online](#) 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.

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 'Adamnet/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 | 26 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

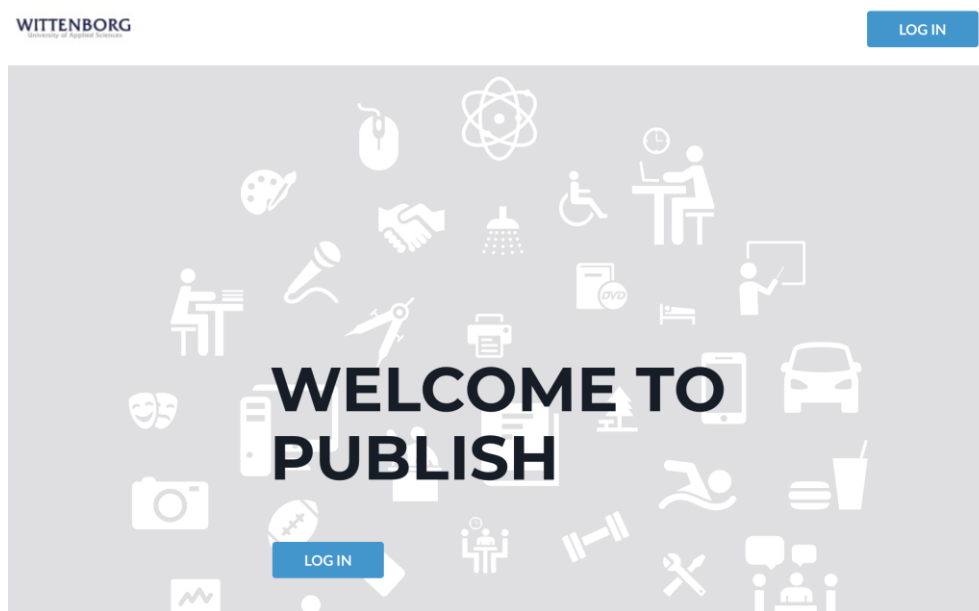
Therefore, students are kindly requested to check their online timetables at all times.

<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 08:00 (AM) - 17.00 (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.

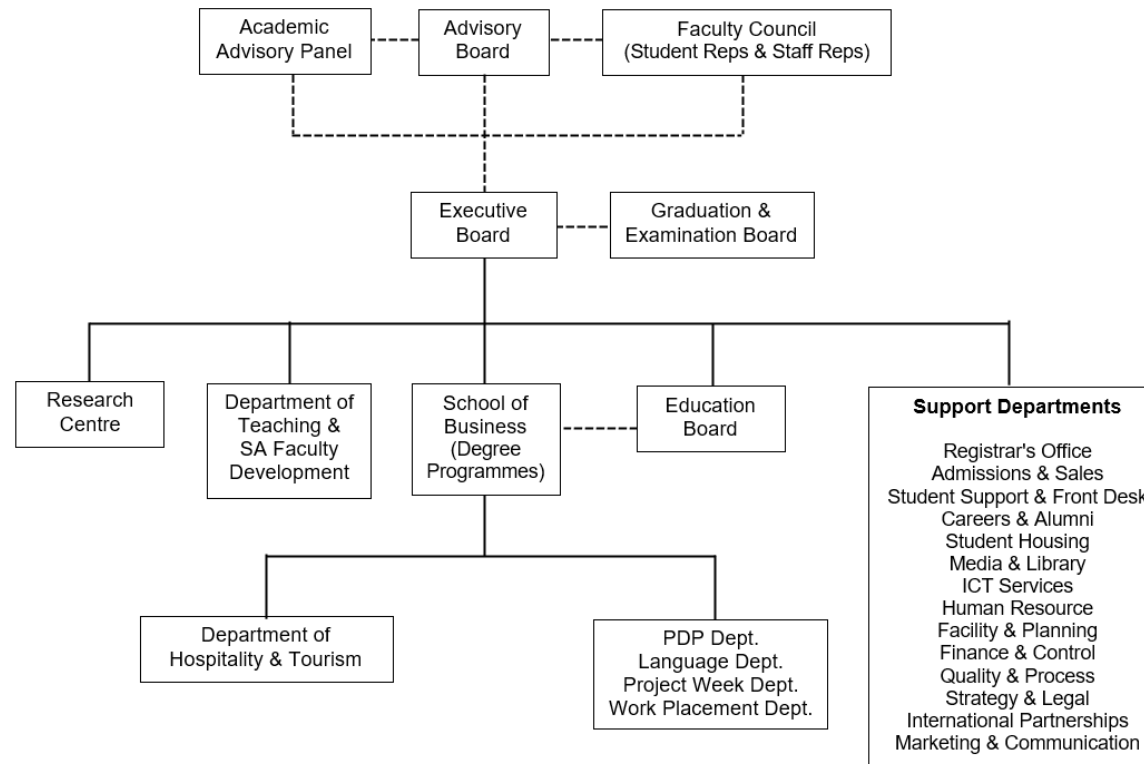
OFFICE OPENING TIMES

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

<mailto: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 Wittenborg from a strategic and overall business and management viewpoint. External advisory systems are described below.

THE STICHTING WITTENBORG UNIVERSITY OF APPLIED SCIENCES 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 Wittenborg. 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 Wittenborg 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 OF APPLIED SCIENCES 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 of Applied Sciences Advisory Board.

In 2024, 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.



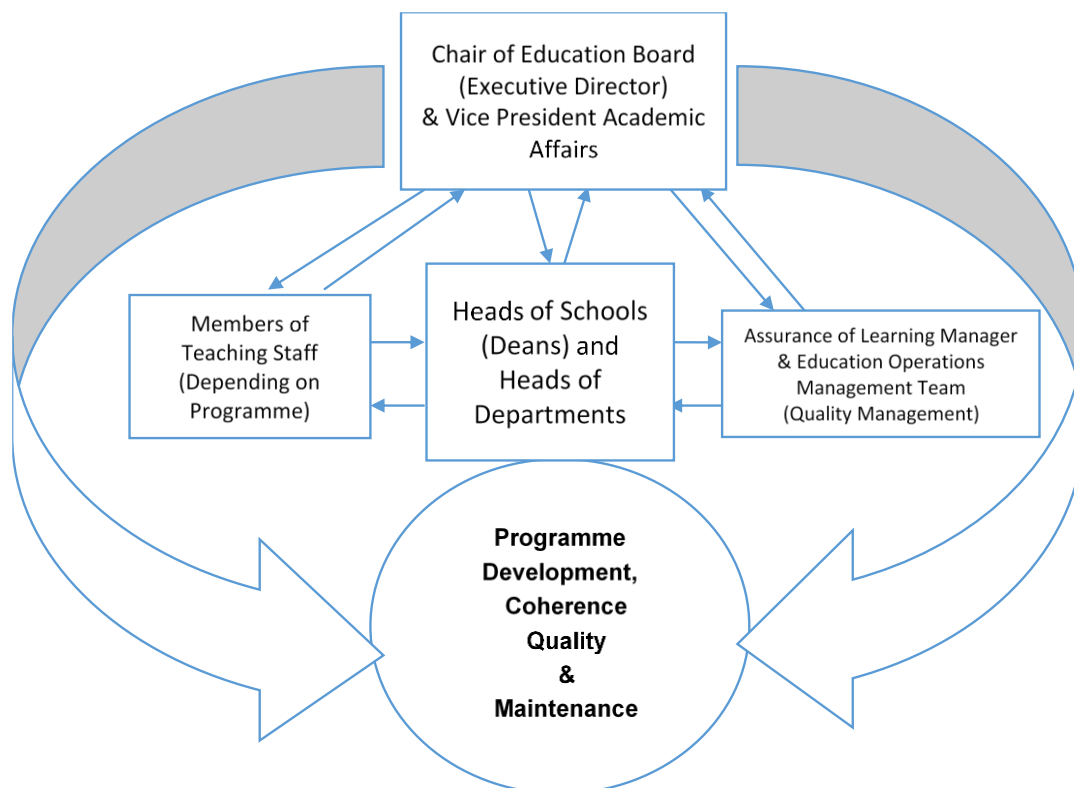
WITTENBORG EDUCATION BOARD

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.

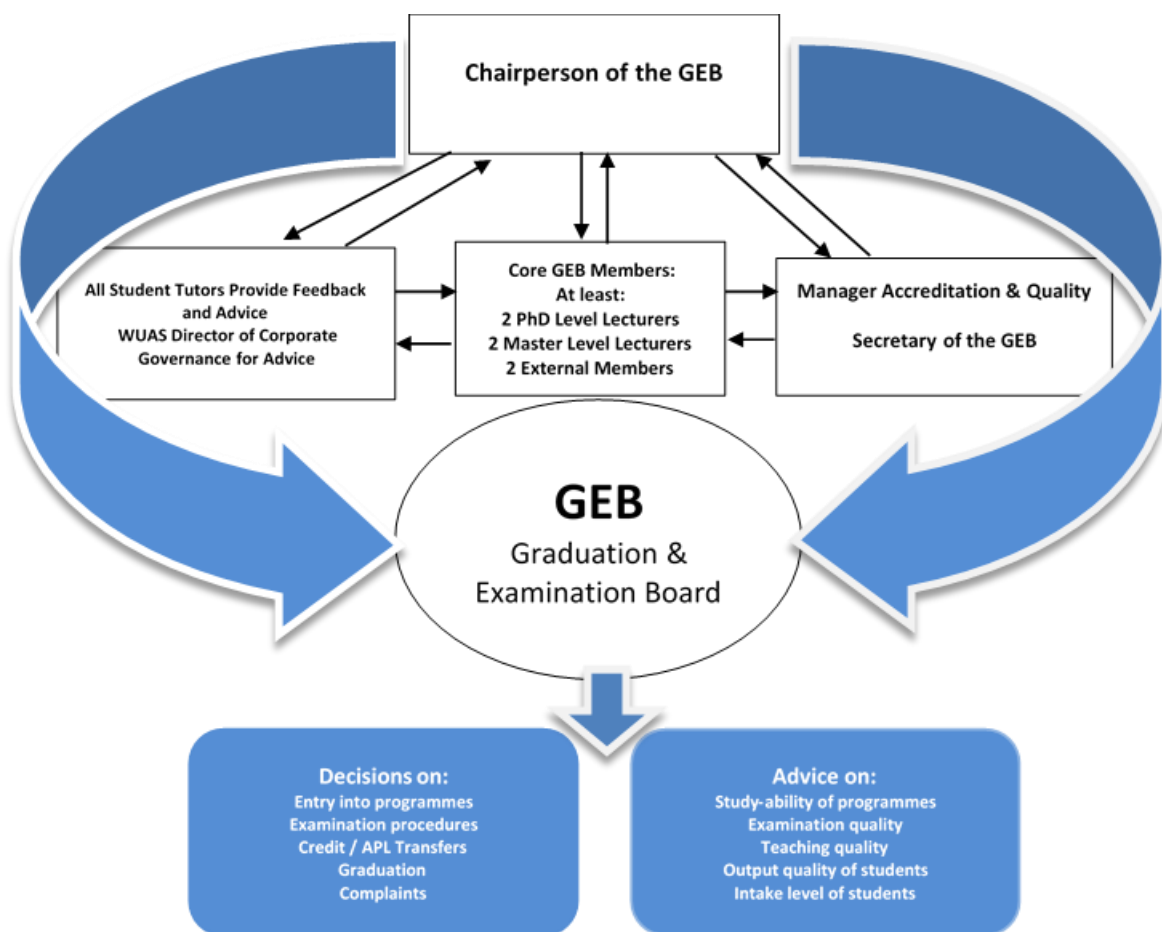
The Wittenborg University of Applied Sciences Executive publishes a Graduation & Examination Board Regulations for its programmes, (now part of an Education and Examination Guide). The GEB, as a key institutional body, ensures correct application of these, under Dutch Law.

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 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 Wittenborg's Complaints Procedure described in the Education and Examination Guides of Wittenborg's programmes.

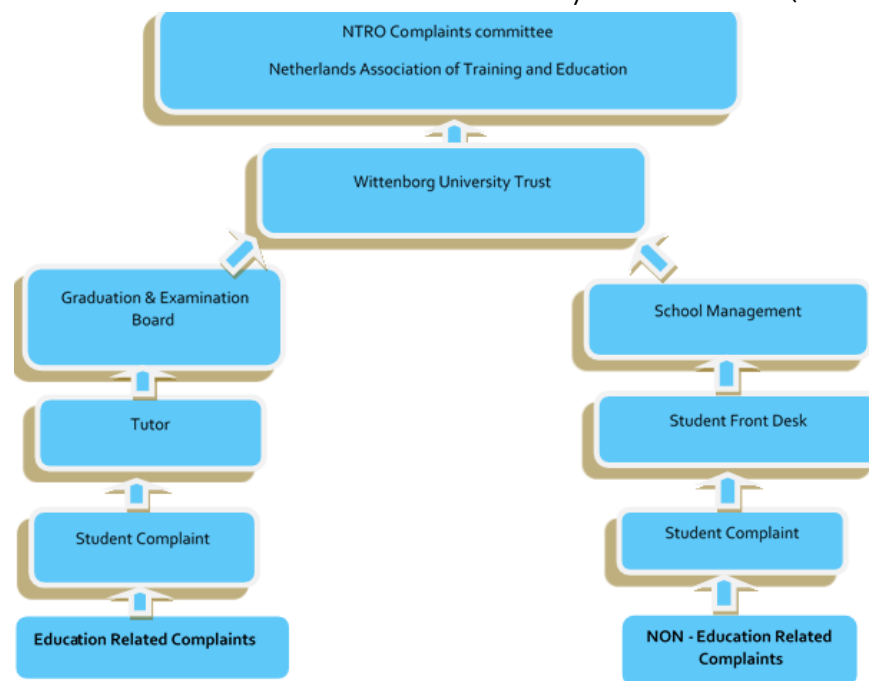


GRADUATION & EXAMINATION BOARD RESPONSIBILITIES

- To monitor the quality of examinations in respect of whether they meet the programme objectives, required competences as outlined in the relevant module guide and the educational standards and philosophy of Wittenborg, as described in the EEG;
- To ensure examinations and evaluation leading to EC Credits (study credits) are carried out in accordance with the Education and Examination Guide (EEG);
- To evaluate attendance and participation in relation to assessment, plus rules and regulation as proscribed by the relevant authorizes in the Netherlands;
- Ensure that in all examinations, assessments, work placements and projects the papers and instructions have a level of English that is clear, jargon free and understandable;
- To oversee the testing and assessment processes and the quality of testing and assessment in line with the aims and objectives (Final Qualifications) of the programmes;

- Confirm the grades and evaluation of all examinations, projects, work placement, assessments and the final year graduation dissertation and for all years and subjects in Wittenborg programmes;
- Adjudicate on infringement or irregularities in relation to the Education and Examination Guide; decide the appropriate changes and or sanctions and rule on appeals from students in respect of their examinations, assessments and work placement grades or any other aspects of the examination procedure, in line with the complaints procedure;
- Confirm that all graduation students have met the entire necessary requirement enabling the given student to receive their degree;
- To confirm decisions in respect of advanced placement, request for placement, credit transfers and internal promotion of and from students; furthermore, assessing and adjudication on the authenticity of educational certificates, degrees and diplomas;
- To evaluate the examination process in respect of the principles of quality assurance ensuring continuous improvement and innovation in respect of all the various forms of assessment;

The Wittenborg Executive publishes a Graduation & Examination Board Regulations for its programmes, (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.nvaao.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



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Eidgenössisches Volkswirtschaftsdepartement EVD
Bundesamt für Berufsbildung und Technologie BBT
Fachhochschulen

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)