

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

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



31 October 2024

Contents

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

An Example of the Bachelor of Business Administration Degree Awarded



The European Diploma Supplement

Bachelor of Business Administration, specialisation in Marketing & Communication

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

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

The Diploma Supplement contains eight sections providing information regarding:

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

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

What are the benefits?

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

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

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

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

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

1 Information identifying the holder of the qualification

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

2 Information identifying the qualification

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

3 Information on the level and duration of the qualification

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

4 Information on the programme completed and the results obtained

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

5 Information on the function of the qualification

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

6 Additional information

- 6.1 Additional information:
- 6.2 Further information sources:

7 Certification of the supplement

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

8 Information on the national higher education system

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Last name(s):

James

1.2 First name(s):

Wittenborg

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

21 / 09 / 1987

1.4 Student identification number:

s00000

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and title conferred

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

Title Awarded: Bachelor of Business Administration (BBA)

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

Marketing, Communication & Information Business Administration

Specialisation in: Marketing & Communication

2.3 Name and status of awarding institution:

Wittenborg University of Applied Sciences BV

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

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

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

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

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

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

3 INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Level of the qualification:

European Qualifications Level = 6

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

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

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

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

3 – 4 years fulltime

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

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

3.3 Access requirements(s)

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

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

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

4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of study:

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

4.2 Programme learning outcomes:

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

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

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

BBA Final Qualifications

The 5 Core Overall BBA qualifications are:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BBA Programme Outcomes

1. Are able to analyse processes in international business, find cohesion within these processes and define how these different processes can influence the achievements and attainment targets of the organisation.
2. Are able to manage business processes within small to medium-sized businesses, the non-profit sector and governmental organisations.

3. Are able to recognise the position of the organisation within both the local and international environment, and analyse and understand the relationship between it and other organisations in the same environments - understanding the concept of sustainability.
4. Are able to recognise and analyse the needs and requirements of the market, in relation to a particular product, and on the basis of these formulate an effective marketing strategy.
5. Are able to maintain business relationships, networks and chains.
6. Are able to effectively instigate and create marketing strategies and manage these in order to gain and retain customers for the company or organisation's products and services.
7. Have knowledge of the management of supply chains, facility chains and information.
8. Understand some of the inter-personal and inter-cultural skills required to achieve within an internationally orientated organisation, including:
 - Negotiating skills
 - Customer relationship management skills
 - Networking skills
 - Team-working skills
 - Organisation and managerial skills
 - Able to deal with stress
 - Accurate working practices
 - Commercial thinking
 - Entrepreneurial skills
 - Pro-active working methods
9. Are able to work effectively with computer software used in business (office packages), including web-based software (databases and web mail), internet and intranets, email and other popular information and online communication management tools including social media.
10. Are able to communicate fluently in English to an equivalent level of IELTS 6.5 band or higher, understand the importance of learning second languages, and have achieved a basic level in a second or third language.
11. Understand how to use the concept of human resource management, within different businesses across national and international cultures.

12. Are able to develop policies within an organisation, are able to analyse organisational problems and present results of this analysis to management and are able to suggest possible organisational solutions.
13. Are able to manage financial information and use this information to manage business processes and to make decisions when required.
14. Have knowledge and insight into the principles of quality management that are required for the sustainable management and improvement of (sustainable) business processes within the organisation.
15. Are able to write a business plan and a marketing plan, instigate the setting up of a small company, and manage that company.
16. Are able to report financial and economic facts to the organisation, manage this information and give advice.
17. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a master's programme.
18. Have reached the academic level of Bachelor in line with the recognised European standards as described in the Dublin Descriptors.

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

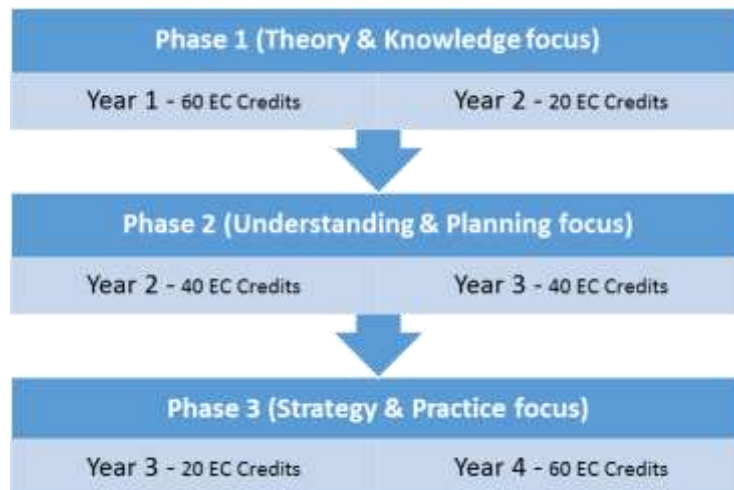
- ability to work independently;
- ability to develop or generate new ideas and communicate these and be pro-active;
- ability to think ahead and actively change processes to improve them;
- develop an analytical capability based on experience;
- quickly ascertain the effect of change within organisations;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

4.3 Programme details

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

Structure of the Bachelor's Programmes

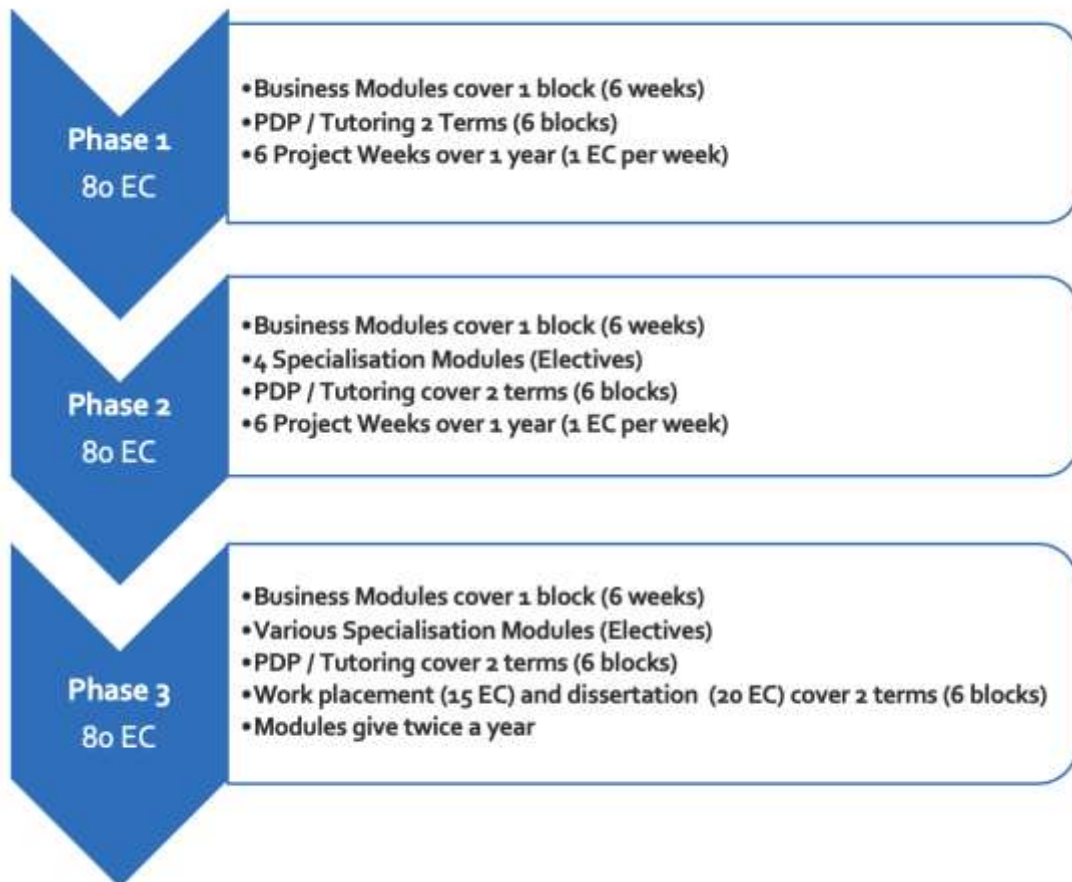
Students can join the programmes six times a year*: September Start, October Start, December Start, February/March Start, April Start and May/June Start. Each term can be studied separately, allowing students to maintain their own study tempo. If a



bachelor's student starts in February, they will start with courses in the summer term, and in September, the student will start with the winter term modules. Final completion of the year is based on European Credits gained. The bachelor's degree is a 240-(EC) credit, 4-year bachelor's programme, with the credits divided evenly over the 4 years (60 credits per year).

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

The 4-year programme is divided into 3 learning phases, as shown below. Each phase is timetabled into a full academic year, in such a way that allows students to follow all modules from the phase, or only the required modules from that year. It is possible to complete the 240 credits in 3 years, though Wittenborg's experience is that most students take between 3 and 4 years to complete the programme.



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

3 Years or 4 Years

Dutch bachelor's degree programmes at universities of applied sciences are generally 4-year study load programmes. Wittenborg offers these programmes in 3 phases allowing highly motivated students to complete modules in the minimum 3 years, with a higher study load, or in 4 years at a "normal pace". The curriculum remains timetabled in a manner that allows dedicated students to follow the programme in 3 years, however, also in 4. Experience shows that many students take 3 ½ to 4 years, often because they extend their periods of work placement

Terms, Blocks and Modules

In the table below is shown how the school year at Wittenborg is divided into 2 terms, Winter Term and Summer Term, and 6 main blocks of six weeks each. Each term has 3 teaching blocks of 6 weeks and 1 re-take week/term of 2 weeks (20 timetabled weeks per term). All content of the programme is fully modularised, and implemented in a systematic way that will enable other programmes to be expanded and developed on the same system used in the bachelor's programme. The modules are aligned with each other horizontally within the phase and vertically between the years and phases.

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

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

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

national holidays, are caught up during the project week as time permits or in Retake Weeks-Winter and Retake Weeks-Summer

Theory to Practice

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

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

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

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

Phase 1 - Year 1 and Year 2 – (Theory)

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

Phase 2 - Year 3 (From Theory to Planning)

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

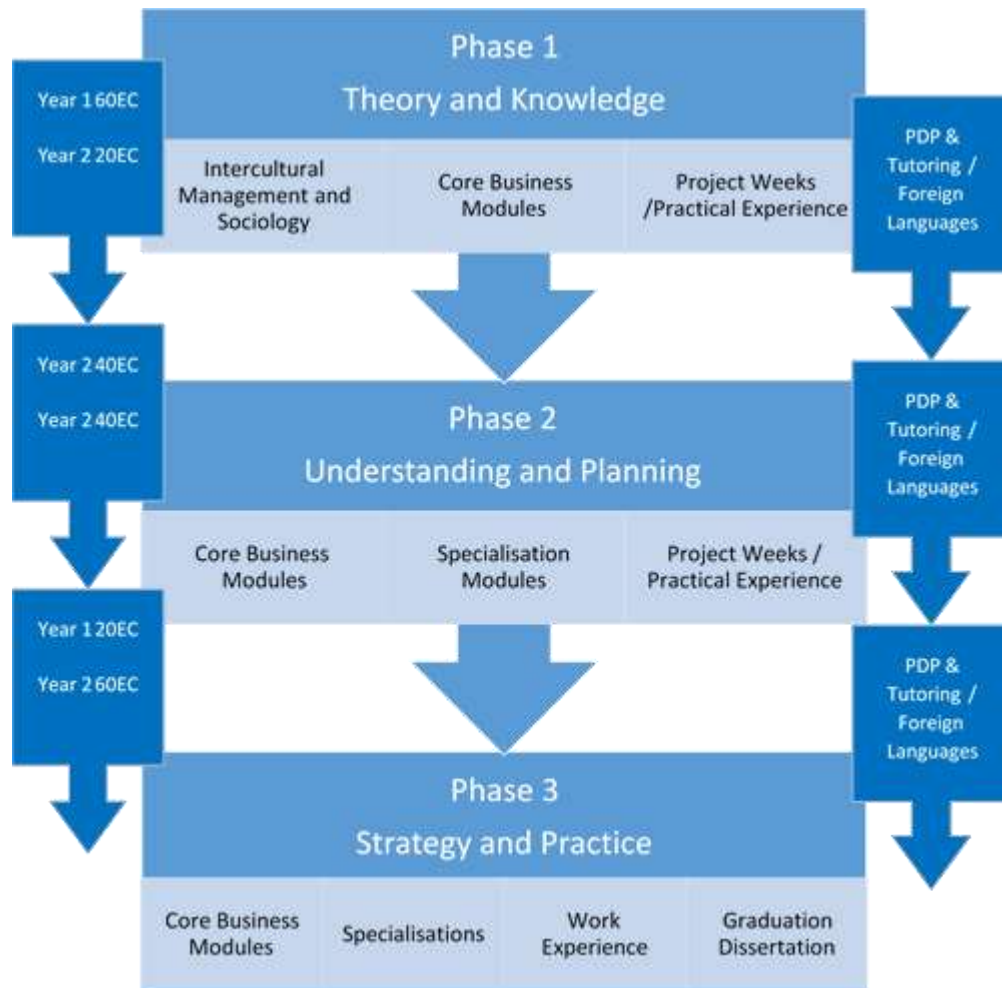
Phase 3 - Year 4 (Towards Strategy and Practice)

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



follow at least two in-depth specialisation modules, however, they also follow mixed inter-disciplinary modules.

The Bachelor's programme is divided into three distinct parts:



A Bachelor of (Marketing, Communication & Information) Business Administration

specialised in Marketing & Communication

Curriculum

Bachelor's Curriculum MCI (3 Phases / 3 Years)

Marketing & Communication (3 Phase / 3 years)							
Support Modules (Pre-requisites for Phase 2, 3, Work placement respectively)							
Year (in 4 yr)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	Sep-Dec / Feb-May	IT, Office Software & Automation	IM01	24	2	Pass
3	3	Sep-Feb	Work Experience Preparation Module	WP32	16	2	Pass
Phase 1							
1	1	Sep	Accounting & Bookkeeping	FIN11	24	1	5
1	1	Sep	Intercultural Management	CM11	24	1	4
1	1	Oct	Small Business Environment	BL11	24	1	4
2	1	Oct	Introduction to Statistics	GA11	24	1	4
1	1	Oct	Modern Principles of Marketing	MA11	24	1	5
1	1	Dec	Management, Leadership & The Organisation	MO11	24	1	4
1	1	Dec	Introduction to Finance	FIN12	24	1	5
2	1	Dec	European Law	BL12	24	1	4
1	1	Feb	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback & Group Interaction				
1	1	Feb	Business Communication	CM13	24	1	3
2	1	Feb	Sociology & Organisational Behaviour	MO15	24	1	4
1	1	Apr	Marketing Mix	MA12	24	1	5
1	1	Apr	Organisational Theory	MO12	24	2	4
2	1	Apr	New Business Environment	BL13	24	1	4
1	1	May	Project Management Basics	MO13	24	2,7	4
1	1	May	2nd Foreign Languages	FL11	24	4	4
2	1	May	International Law in Business & Commerce	BL14	24	1	4
1	1	Sep to Jul	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	Sep to Jul	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Phase 1							80

Marketing & Communication (3 Phase / 3 years)							
<i>Year (in 4 yr)</i>	<i>Phase</i>	<i>Block</i>	<i>Module / Subject</i>	<i>Code</i>	<i>Lesson Hours</i>	<i>Examination type</i>	<i>ECs</i>
Phase 2							
2	2	Sep	Marketing Research	MA21	24	2,7	4
3	2	Sep	Public Relations & Sales	MA24	24	1	4
3	2	Sep	Sales & Export	MA23	24	1	4
2	2	Oct	2nd Foreign Languages	FL21	24	4	4
2	2	Oct	Marketing & Communication	MA22	24	1	4
3	2	Oct & Apr	Statistics & Quantitative Data	GA21	24	1	4
2	2	Oct	Business Philosophy	MO21	24	1	3
2	2	Dec	Business Accounting	FIN22	24	1	4
3	2	Dec	Enterprise Technology & Innovation	TEC21	24	8	5
3	2	Dec	Mass Communication	CM21	24	8	5
2	2	Feb	Information Management	IM22	24	1	4
3	2	Feb	Website Design & Benchmarking	IM25	24	8	5
3	2	Feb	Marketing Plan	MA25	24	2,7	4
2	2	Apr	Managing Organisations	MO22	24	1	4
3	2	Apr	International Communication	CM22	24	8	5
2	2	May	Introduction to Entrepreneurship	EN22	24	1	4
3	2	May	Enterprise Diagnostics & Evaluation	TEC22	24	1	4
2	2	Sep to Jul	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	Sep to Jul	6 x Project Weeks & In-Company Visits	PW21	48	3	6
Total Phase 2							80
Phase 3							
3	3	Sep & Feb	Corporate Entrepreneurship	EN32	24	1	5
4	3	Sep & Feb	International Labour Relations	MO33	24	1	5
4	3	Sep & Feb	Advanced Corporate Strategy	SM31	24	1	5
3	3	Oct & Apr	Business Plan	BL31	24	2,7	4
3	3	Oct & Apr	Research Methodology & Quantitative Methods	GA31	24	2	5
4	3	Oct & Apr	Strategic Marketing	MA34	24	7	5
3	3	Dec & May	International Marketing for SMEs	MA31	24	2,7	4
4	3	Dec & May	Niche Marketing	MA32	24	1	5
4	3	Dec & May	Trademarks & Branding	MA33	24	1	5
3	3	Dec & May	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	Sep to Jul	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Phase 3							80
Total Credits Offered							240

4.4 Grading system and, if available, grade distribution table:

Grading system in the Netherlands

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

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

This ECTS Grading Distribution Table of the Bachelor of Business Administration (BBA) is based on all numerical results obtained by students who graduated in 2021 and 2022.

Grade Distribution Table	
Grade Range	Percentage
5.5-6.5	39%
6.5-7.5	34%
7.5-8.5	19%
8.5-9.5	6%
9.5-10.0	1%
	100%

4.5 Overall classification of the qualification:

Classification of degree:

(a) "*With honours*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and for the Final Project for master's students) at least an average of 8.0 and higher.
- 2) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's students at least 8.0 as a final mark.

(b) "*With distinction*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and the Final Project for master's students) an average lower than 8.0 and higher than 7.0.
- 2) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's students at least 7.0 as a final mark.

(c) "*With credit*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and the Final Project for master's students) an average lower than 7.0 and higher than 6.0.
- 2) For the average of the Graduation Assignment for bachelor's students and for the Final Project for master's students at least 6.0 as a final mark.

(d) "*With pass*" is written, when the candidate has:

- 1) For the educational units of each year (with exemption of the educational unit Graduation Assignment Module for bachelor's students and the Final Project for master's students) an average lower than 6.0 and higher than 5.5.
- 2) For the average of the Graduation Assignment for bachelor's students at least 5.5 as a final mark and for the Final Project for master's students at least 6.0 as a final mark.

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

Bachelor of Business Administration graduates can continue and progress their studies at master level.

5.2 Access to a regulated profession (if applicable)

N/A

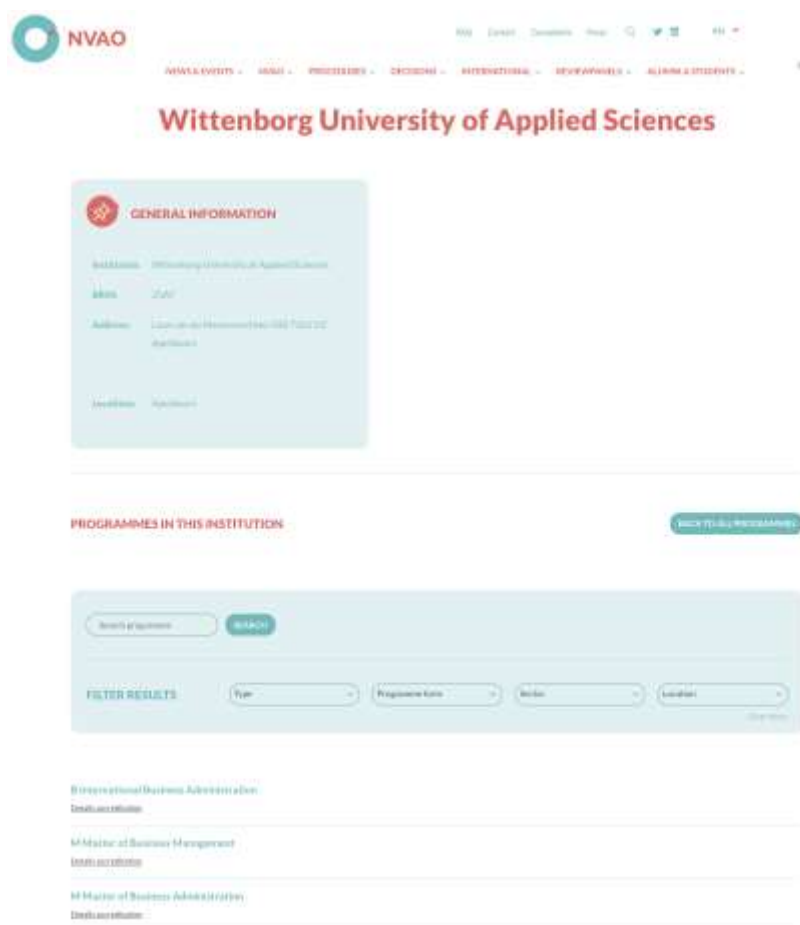
6 ADDITIONAL INFORMATION

6.1 Additional information:

All bachelor students at Wittenborg University of Applied Sciences have the opportunity to complete a period of up to 6 months work experience as part of their studies between in Phase 3 of their studies and also continue this in their final project. Details are provided on the student's transcript.

6.2 Further information sources:

<https://www.nvao.net/en/decisions/wittenborg-university-of-applied-sciences>



7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

7.2 Signature:

7.3 Capacity:

Chair, Graduation & Examination Board

Wittenborg University of Applied Sciences

7.4 Official stamp:

< the official Wittenborg University of Applied Sciences Stamp must be placed here >

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM OF THE NETHERLANDS IN RELATION TO THIS DIPLOMA SUPPLEMENT

Introduction

The higher education system in the Netherlands is based on the European three-cycle degree system consisting of bachelor's, master's and doctoral degrees. The three-cycle system was officially introduced in the Netherlands at the beginning of the academic year 2002-2003. The Netherlands also has a binary system of higher education, which means there are two types of programmes: research-oriented education (Dutch: wetenschappelijk onderwijs, WO), offered by research universities, and applied-sciences education (Dutch: hoger beroepsonderwijs, HBO), offered by universities of applied sciences. For a schematic overview of the education system please refer to the diagram at the end.

Secondary education

Secondary education, which begins at the age of 12 and is compulsory until the age of 16, is offered at several levels. The two programmes of general education that grant admission to higher education are HAVO (five years) and VWO (six years). Pupils are enrolled according to their ability and although VWO is more rigorous, both HAVO and VWO can be characterized as selective types of secondary education. The VWO curriculum prepares pupils for university and only the VWO diploma grants admission to WO. The HAVO diploma is the minimum requirement for admission to HBO. The last two years of HAVO and the last three years of VWO are referred to as the second phase or upper secondary education. During these years pupils focus on one of four subject clusters (profiles), each of which emphasizes a certain field of study in addition to satisfying general education requirements. Each cluster is designed to prepare pupils for programmes of study at the tertiary level. A student enrolled in VWO or HAVO can choose from the following subject clusters:

- Science and Technology
- Science and Health
- Economics and Society
- Culture and Society

Senior secondary vocational education and training

Senior secondary vocational education and training (Dutch: middelbaar beroepsonderwijs, MBO) is offered in the areas of economics, technology, health, personal care, social welfare and agriculture by colleges of further education. These so-called 'MBO programmes' vary in length from one to four years as well as in level (1 to 4). Completion of these college programmes with a diploma after a 4-year programme, qualifies students for admission to a university of applied sciences.

Higher education

Higher education in the Netherlands is offered at two types of institutions: research universities and universities of applied sciences.

Universities of applied sciences are primarily responsible for offering programmes of higher education that prepares students for specific professions or overall employability. These programmes tend to be more employability oriented than programmes offered by research universities and the studies and research is applied. During accreditation of these

programmes, universities of applied sciences are expected to prove the societal and economic need of the programme, by gaining support from employers. The degree programme is generally spread over 4 years however can be offered in 3 years. Most bachelor's at universities of applied sciences are 240 European Credits, however 180 credits is also offered in programmes

In addition to lectures, seminars, projects and independent study students are often required to complete an internship or work placement (stage) which normally takes up part of the third year of study, as well as a final project or a major (applied research) paper in the final year.

A research university bachelor's programme requires the completion of 180 credits (3 years) An Applied Sciences University Bachelor's programme requires the completion of 240 credits (4 years).

Bachelor's graduates from both types of higher education institute can generally obtain the degree Bachelor of Arts, Bachelor of Science or Bachelor of Business Administration (BA, BSc, BBA), depending on the discipline, and choice of programme management at accreditation.

A research university master's programmes mostly require the completion of 60 or 120 credits (1 or 2 years). Some programmes require 90 (1.5 years) or more than 120 credits. In engineering, agriculture and math and the natural sciences 120 credits are always required.

At a university of applied sciences master's programmes require the completion of between 60 to 120 credits, depending on the accredited programme.

Master's graduates in the Netherlands generally obtain the degree of Master of Arts, Master of Science or Master of Business Administration (MA, MSc, MBA).

The third cycle of higher education, leading to a doctoral degree (PhD), is offered only by research universities.

Requirements for admission to higher education

The minimum admission requirement to enter a university of applied sciences bachelor's programme is either a HAVO diploma or a level-4 MBO diploma, or an international equivalent (such as UK 5 GCSE and 2 AS levels). The VWO diploma and all international equivalents (such as three UK A levels at level A& B) also grant admission to HBO.

To enrol in a research university bachelor's programme a student is required to have a VWO diploma or to have completed the first year (60 credits) of an applied sciences (HBO) programme.

For admission to both types of higher education bachelor's programmes pupils are required to have completed at least one of the subject clusters that fulfil the requirements for the higher education programme in question (or international comparisons). A quota (numerus fixus) applies to admission to certain programmes, primarily in the health sector, and places are allocated using a weighted lottery. Potential students older than 21 years of age who do not possess one of the qualifications mentioned above can qualify for admission to higher education on the basis of an entrance examination and assessment.

For admission to all master's programmes, a Bachelor's degree in one or more specified disciplines is required, in some cases in combination with other requirements, such as substantial work experience (MBA). Graduates with a university of applied sciences bachelor's degree may have to complete additional requirements for admission to a Dutch research university master's programme. This is not the case at most other universities in the world.

Credit system and grading

A student's workload (including all contact hours and hours spent studying and preparing assignments) is measured in ECTS credits (known at Wittenborg as European Credits).

According to Dutch law one credit represents 28 hours of work and 60 credits represents one year of full-time study. The grading system has remained the same for several decades: the scale is from 1 (very poor) to 10 (outstanding). The lowest passing grade is 5.5; 9s are seldom given and 10s are extremely rare. Sometimes decimal points are used (e.g. 7.8). At Wittenborg, the bachelor's programmes are offered in 3 years for students who are motivated enough to gain 80 European Credits a year.

Accreditation and quality assurance

A guaranteed standard of higher education, and alignment with the Qualifications Framework for the European Higher Education Area, is maintained through a system of legal regulation and quality assurance, in the form of accreditation. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education.

Quality assurance is carried out through a system of accreditation, administered by the Accreditation Organisation of the Netherlands and Flanders (NVAO). According to the Dutch Higher Education Act, all degree programmes offered by research universities and universities of applied sciences must be evaluated according to established criteria. Programmes that meet the criteria are accredited: i.e. recognised for a period of six years. Only accredited programmes are eligible for government funding; students receive financial aid and graduate with a recognised degree only when enrolled in, and after having completed, an accredited degree programme. All accredited programmes are listed in the Central Register of Higher Education Study Programmes (CROHO).

As part of the accreditation system, higher education institutions can request the NVAO to conduct an 'institutional quality assessment' to determine the extent to which the institution is capable of guaranteeing the quality of the programmes it offers. Programmes offered by institutions that receive a positive evaluation still have to be accredited, but the accreditation procedure takes less time and is not as extensive.

Besides the accreditation of degree programmes, the Netherlands has a system by which the Ministry of Education, Culture and Science recognises higher education institutions by conferring on them the status of either 'funded' or 'approved'. "Funded" indicates the institution is fully financed by the government. "Approved" indicates that the institution does not receive funds from the government and has to rely on its own sources of funding. Whether a degree programme is offered by a 'funded' or an 'approved' institution, it must be accredited and registered in CROHO to be considered recognised.

Please note: if a bachelor's or master's degree programme is not registered in CROHO, the quality is not assured by the Dutch quality assurance system. The quality may however be assured by another system.

National Qualifications Frameworks

An important tool to facilitate the recognition of foreign qualifications is using overarching qualifications frameworks as a translation tool through which qualifications awarded in one country can be compared to qualifications awarded abroad. A comprehensive overarching framework used in the European Economic Area is the European Qualifications Framework for Lifelong Learning (EQF-LLL). The EQF-LLL describes the learning outcomes associated with qualifications at eight different levels and is used as a common reference framework to assist in comparing national qualifications systems and their levels. The qualifications framework in the Netherlands is referred to as the Dutch Qualifications Framework (NLQF).

The NLQF was officially referenced to the EQF in 2012. The NLQF has a total of nine levels: an "entry level" which is below level 1 of the EQF-LLL and therefore not referenced to the EQF-LLL, and 8 levels which are referenced to the 8 levels of the EQF. Further information on the Dutch Qualifications Framework can be found on the website of the National Coordination Point NLQF, which is the organization responsible for the development and implementation of the NLQF.

See: <https://nlqf.nl/english>

Dutch Qualification Framework (NLQF)

The Dutch qualifications framework (NLQF) is a framework for the classification of all possible qualifications in the Netherlands. From basic education to a PhD degree. NLQF makes it possible to compare formally regulated qualifications to non-formal qualifications (often provided by private institutions).

The framework consists of eight levels and one entry level. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level. The levels are based on descriptions of what someone knows and is able to do after completion of a learning process, regardless of where and, to an extent, in what timeframe this took place. These descriptions of the levels of knowledge, skills, autonomy and responsibility are referred to as learning outcomes.

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

The National Coordination Point (NCP) NLQF supports and informs employers, employees, students and training institutes regarding the classification of qualifications.



The Dutch education system (2020)

The higher education system in the Netherlands is based on a three-cycle degree system, consisting of a bachelor, master and PhD. Two types of degree programmes are offered: research-oriented degree programmes offered by research universities, and employment-orientated degree programmes offered by universities of applied sciences.

